II. Application Narrative

A. Quality of the Project Design (up to 40 points)

1. Program Overview and Objectives

The Hunter College School of Education, in partnership with Hunter College of the City University of New York, The Hunter College School of Arts and Sciences, the New York City Department of Education (DOE), six high need secondary schools and New Visions for Public Schools (“The Partnership”) recently launched the New Visions for Public Schools-Hunter College Urban Teacher Residency (UTR). In our UTR model, aspiring teachers, known as residents, participate in an intensive teacher preparation and certification program that integrates master’s level coursework at Hunter College with a year-long residency in a mentor teacher’s classroom. After the residency year, successful graduates of the program become teachers with their own classrooms and continue to receive intensive support, in exchange for a commitment to teach in New York City public schools for four years. Over the next five years, the New Visions for Public Schools-Hunter College UTR will recruit, train, certify, place and support up to 214 new secondary science, math, Special Education and English Language Arts teachers\(^1\) who will make long-term commitments to teaching in our city’s high-need public schools.

\(^1\) These have been identified as high-need areas by the New York City Department of Education.
Urban Teacher Residencies are an emerging innovation that holds the promise not only of expanding the portfolio of pathways into teaching but also of increasing the number of teachers who stay. Existing residency programs – the Academy for Urban School Leadership in Chicago, the Boettcher’s Teacher’s Program in Metro-Denver, and the Boston Teacher Residency – are demonstrating positive results. For example, 80% of the new teachers trained through Chicago’s residency program since 2003 are still teaching in the Chicago public school system.

The New Visions for Public Schools-Hunter College Urban Teacher Residency was developed based on successful program design elements of these existing UTR programs. The goal of our UTR program is to improve student achievement in high-need urban schools. To accomplish this, the partners will create a new, alternative certification pathway in New York City that will:

- Increase the number of well prepared, certified teachers entering our city’s classrooms after completing an intensive 14-month preparation program; and
- Provide ongoing support to these new teachers and their schools, leading to improved instruction and higher teacher retention rates.

2. Needs Assessment

Many first-year teachers report that traditional teacher preparation programs failed to provide them with the skills and practical, hands-on experiences they needed to succeed in urban schools and improve student achievement. Making matters worse, novice teachers often do not receive the supports they need in their early years of teaching to develop into effective educators.

---

Most teachers, at all levels of experience, work in isolation. Typically, schools are not set up to promote or support ongoing collaboration among educators or provide teachers with a role beyond their own classrooms. As a result, many new teachers leave the profession because they feel unsupported and unprepared to be successful.

We need an alternative pathway for people who want to enter, be successful at and stay in the teaching profession. Teacher preparation needs to be a collaborative effort between schools and colleges and grounded within new demands for increased accountability. Schools need to provide ongoing support and opportunities for growth and collaboration to teachers at every stage of their careers – just as teaching hospitals do for medical professionals.

Each of the partners in the New Visions for Public Schools-Hunter College UTR has a vested interest in developing a new pathway into teaching in New York City that produces effective teachers who are better prepared to teach in our city’s public schools. In the development phase of our UTR initiative, each partner engaged in a needs assessment to determine the gaps in its current programs and services in regards to new teacher preparation, support and retention.

a. New York City Department of Education (High-need LEA)

i. Teacher Turnover

In New York City, last year almost 17% of new teachers left the system after their first year, the highest percentage in five years\(^3\). Data show us that retention of new teachers gets worse over time. In New York City, approximately one third of new teachers leave the teaching

profession by their third year, and half leave by the end of their fifth year\(^4\). Unfortunately, it is often the teachers who have the most potential to be strong educators who leave\(^5\). The departure of numerous teachers from a school takes a heavy toll on its functioning and, ultimately, on the school’s ability to deliver high quality instruction\(^6\). This “revolving door” of new teachers robs our children of the education they deserve and wastes millions of taxpayers’ dollars. In fact, the national estimated cost of recruiting, hiring and training each replacement teacher for an urban school is about $17,000.\(^7\) The educational cost to urban students is often much greater.

ii. Alternative Certification Programs

The New York City DOE relies on multiple alternative certification programs, including New York City Teaching Fellows and Teach for America, to increase the pipeline of qualified teachers for our city’s hard-to-staff schools. In fact, in the 2008-2009 school year, 34% of the 5,725 new hires across the city were from alternative certification programs. The percentages were larger in high-need subject areas. New hires from alternative-certification programs accounted for 63% of all new hires in science, 55% of all new hires in math, 47% of all new hires in special education and 40% of all new hires in English Language Arts.

Existing alternative certification programs have been successful in increasing the number of new teachers entering our city’s hard-to-staff classrooms. The DOE has invested substantial resources into marketing alternative certification routes and in the recruitment and selection of


\(^6\) Ibid.

high quality candidates. As a result, thousands of students have benefited. But existing alternative certification models have limitations based on their design. They are intended to get new teachers in the classroom quickly. Therefore, teachers usually enter the classroom as full time teachers with only a short, intensive summer preparation session, a few graduate courses, and a few weeks of working in summer school classrooms at NYC schools. They are expected to “learn on the job” during their first few years as they complete their master’s degrees and earn permanent New York State Teacher Certification\textsuperscript{8}.

Research indicates that the first few years in the classroom are critical to a new teacher’s development. Teacher quality increases until the fourth or fifth year, and the first few years of a teacher’s career are indicative of long-term success\textsuperscript{9}. We believe that if we can better prepare teachers before they enter the classroom full-time, they will become more effective earlier during their first years of teaching, leading to better performance and hopefully higher retention rates.

b. Hunter College School of Education

i. Classroom Experience

In Hunter College’s current graduate education program, students are required to complete a one-semester long student teaching assignment, during which they are placed in a “cooperating teacher’s” classroom full time for one semester. While Hunter’s current model provides more extensive classroom-based experience than many programs, it could be strengthened to produce better prepared urban teachers. Although student teachers are in the

\textsuperscript{8} Alternative route teachers typically enter the classroom with a temporary, Transitional B Teacher Certification; once they earn their Master’s degree, they are eligible to apply for initial teaching certification.

\textsuperscript{9} Johah E. Rockoff. “The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data.” Paper funded through a grant from the Inequality and Social Policy Program at Harvard’s Kennedy School of Government.
classroom for a full semester, they do not have extensive teaching responsibilities and are not held accountable for student performance. Surveys administered to recent School of Education graduates and one-year alumni show that novice teachers were appreciative of the practical experience they received while students at Hunter, but many suggested the program provide more extensive, hands-on experience, particularly focusing on the areas of classroom management and teaching students with special needs.

Hunter College’s current student teaching model also presents a challenge in terms of recruitment and enrollment. All students are required to complete a semester of full-time student teaching. Students are not paid for this time, and because they are required to be in the classroom full time, it is difficult for them to find ways to earn income. Some candidates are therefore excluded from participating in Hunter’s Masters in Education program due to financial need. If students could earn money while completing a full-time classroom-based requirement, we would be able to attract more candidates to the program.

ii. Cooperating Teachers

In Hunter’s current student teaching model, experienced teachers who host student teachers in their classrooms, known as cooperating teachers, receive no formal training. These teachers may be expert at teaching young people, but their levels of experience and skill at coaching adults vary greatly. A cooperating teacher who is a good coach can make a substantial difference in the quality of an aspiring teachers’ pre-service experience. Hunter’s teacher preparation program would have the potential to prepare new urban teachers more effectively if experienced teachers who serve as coaches to aspiring teachers received high quality formal training.
iii. Relationships with Schools

Hunter College currently places secondary level student teachers in more than 25 schools throughout the New York City, based on availability of cooperating teachers. Because student teachers are scattered in a number of schools, Hunter College faculty do not typically have the opportunity to build close relationships with the schools. A closer relationship with the schools that are hosting student teachers would enable us to involve school leadership and other teachers in providing a deeper network of support to aspiring teachers.

iv. Induction

The Hunter College School of Education currently does not have the capacity to play a role in providing support to new teachers once they leave the program. According to surveys administered to program graduates and to first-year alumni, many feel confident about their teaching abilities when they leave the graduate program, but for some, this confidence declines after the first year in the classroom. A coherent program that both prepares new teachers for teaching in urban environments and helps to support them during their critical first years in the classroom would help to improve the retention rates of effective teachers in our schools.

c. Hunter College School of Arts and Sciences

While the Hunter College School of Arts and Sciences provides approximately half the coursework in the master’s degree programs for aspiring teachers in secondary subjects, School of Arts and Sciences faculty have little contact with the reality of teachers’ daily responsibilities and with the secondary curriculum in their subject in New York City. The UTR residency
program provides these faculty with the opportunity to work with the colleagues in the School of Education and with New Visions staff to rethink the overall curriculum for preparing teachers to teach their subjects in New York City classrooms.

d. High Need Schools/New Visions for Public Schools

In 2007, based on New Visions for Public Schools’ track record of educational improvement, the DOE selected New Visions to serve as one of six Partnership Support Organizations (PSOs) – external organizations that are directly accountable for student performance and therefore the quality of instruction at a group of schools. In this role, New Visions shares responsibility with 76 schools – that employ more than 2,300 teachers – for the achievement of 34,000 students. New Visions shares an explicit goal with each of these schools – to ensure that students graduate prepared for success in college and careers. New Visions, in collaboration with its schools, has developed several metrics for gauging college and career readiness, which include New York State Regents exam scores and successful completion of advanced coursework.

The New Visions for Public Schools-Hunter College UTR program design is based on the explicit needs of the secondary schools in the New Visions PSO network. The vast majority of New Visions schools are high need schools. Across the New Visions PSO network, 60% of students qualify for free lunch\textsuperscript{10}. Seventy percent are students of color. More than 80% enter high school already performing below grade level in at least one subject area. These schools are in desperate need of teachers who are skilled at changing the tide for struggling students, and who will stay at the school long enough to have a lasting impact on student achievement.

\textsuperscript{10} To qualify for free lunch, students must come from families that are no more than 130% of the national poverty level.
Data collected from New Visions’ high need schools demonstrate that math, science, special education and ELA are all high-need subject areas that need better prepared, more effective teachers who can increase student achievement:

- **Math**: Only one-third of students who graduated from New Visions’ schools last year achieved the minimum score on their math Regents exams (75) needed to be able to take college-level courses without remediation\(^\text{11}\);

- **English Language Arts**: Only 37% of students who graduated from New Visions’ schools last year achieved the minimum score on their ELA Regents exams (75) needed to be able to take college-level courses without remediation;

- **Science**: More than 40% of the students who graduated from New Visions’ schools last year did not achieve the minimum score on their science Regents exams (65) needed to meet a college readiness standard or to be prepared to take higher level science courses.

- **Special Education**: Last year, less than 40% of seniors at New Visions schools who were designated as Special Education (students who have an Individualized Education Plan, or IEP) graduated. Only 24% of graduates received a Regents or Advanced Regents diploma; another 42% received a local diploma, which is currently being phased out for regular education students\(^\text{12}\).

These are also high need areas in terms of teacher recruitment for New Visions’ schools.

In 2008-09, of the 195 positions New Visions filled at the 25 schools that had the most

---

\(^{11}\) Most students who do not score a minimum of a 75 on their math or ELA Regents exams are required to take non-credit bearing, remedial math and ELA courses at the City University of New York system, where many of New Visions’ graduates enroll after high school.

\(^{12}\) A local diploma requires students to pass five Regents exams with scores of 55 or higher; a Regents diploma requires a score of 65 or higher on the same five exams; an Advanced Regents diploma requires a 65 or higher on the five core Regents exams plus three additional exams.
vacancies, more than half were in these four subject areas: 16% were in math, 16% were in science, 15% were in ELA, and 13% were in special education.

3. Program Design

To address the needs described above, over the past year the partners collaborated to design a program – based on successful program design elements of existing UTRs – that would prepare and retain high quality teachers for NYC public schools, and also build capacity within schools to better prepare and support new teachers moving forward. The result – the New Visions for Public Schools-Hunter College Urban Teacher Residency – was launched this spring, with 22 science and English Language Arts residents and 22 mentor teachers at seven host schools.

The New Visions for Public Schools-Hunter College Urban Teacher Residency is distinct from traditional teacher preparation initiatives for several reasons. The UTR model:

- **Puts students at the center of teacher learning**: UTR connects teacher preparation to the classroom, giving aspiring teachers hands-on experience and immediate accountability for student performance, focusing teacher learning on the analysis of student data and creation of assessments that enable them to differentiate instruction for all learners. Graduate coursework is explicitly linked to these classroom experiences;

- **Prepares teachers to lead school improvement**: Each host school has a minimum of three residents and three mentors who are trained to analyze student data and develop strategies to improve student achievement. Principals are asked to commit to creating

---

13 The details of our program rollout over the next five years, which will lead to more than 200 new science, math, ELA and Special Education teachers, are fully described in the Quality of Management Plan section of this proposal.
structures that allow for teacher collaboration and reflection (such as common planning time) so that mentors and residents can work together to effect school-wide improvement;

- **Links teacher certification to student achievement:** The effectiveness of each resident is evaluated on an ongoing basis, and residents’ receive regular feedback on their performance. Only residents who demonstrate positive impact on student achievement graduate from the program, earn their Master’s degrees in Adolescent Education from Hunter College and receive initial New York State teaching certifications and offers of hire from New Visions schools; and

- **Provides professional growth and leadership opportunities that lead to increased retention for all teachers:** The New Visions for Public Schools-Hunter College UTR leverages the expertise of experienced teachers in preparing new teachers, provides ongoing support to new teachers during their critical first years, and gives all teachers opportunities to learn, grow and assume leadership responsibility at different stages of their careers, increasing the likelihood that they will choose to make teaching a long-term career choice.

To be successful as a school improvement model for the high need secondary schools in New Visions for Public Schools PSO network, our UTR model is grounded in the same inquiry method that not only serves as a school improvement strategy in all of New Visions’ schools, but was also adopted by the New York City DOE for use in every school across the city (See Appendix D for description of Inquiry Cycle). Using this inquiry method, teams of teachers gather and analyze data on “target populations” of students in order to develop improvement strategies for those students around a particular skill or knowledge base. All of the components of our UTR program – including classroom experiences, work with the mentor teachers, Hunter
College coursework and new teacher induction – incorporate the inquiry process as a key
teaching and school improvement strategy.

4. Key Project Components

The key components of the UTR program are described below.

a. Resident Recruitment and Selection

i. Recruitment and Application Process

   The New York City DOE has committed to recruit on behalf of the partnership through
   their marketing and recruitment processes that are already in place. The DOE will leverage its
   existing relationship with The New Teacher Project (TNTP), which currently spearheads
   recruitment for the New York City Teaching Fellows (NYCTF). TNTP is a national non-profit
   that is widely recognized as being in the forefront of efforts to attract, train, and retain high
   quality teachers, through both traditional and alternate routes. The NYC DOE partners with
   TNTP to recruit, select, train and place Fellows in high-need subject areas at the hardest-to-staff
   schools. Since 2000, NYCTF has provided New York City schools with over 13,700 teachers.
   TNTP’s extensive outreach efforts have made the NYC Teaching Fellows program highly
   selective – fewer than one in eight applicants becomes a Fellow. Years of both internal and
   external research and multiple performance metrics have allowed for constant improvement of
   the selection model, enabling the program to select candidates with the highest potential for
   success in the classroom.

   By partnering with the NYC DOE on recruitment efforts, and using the DOE’s Teach
   NYC web site (www.teachny.com) as a portal to apply to the UTR program, the partners benefit
   from the Department’s Teach NYC marketing campaign that is already in place. This includes a
highly visible subway and television ad campaign, as well as outreach through other types of media.

The partners are supplementing the DOE’s recruitment efforts in a number of ways that allow us to reach out to the populations that we are most interested in – underrepresented groups, mid-career professionals and highly-qualified individuals working in the fields of math and science:

- We attend several area job fairs and recruitment events, including fairs hosted by local colleges (including Hunter College and other CUNY schools);
- We partner with CUNY’s Black Male Initiative – an existing initiative intended to increase, encourage, and support the inclusion and educational success of under-represented groups in higher education, in particular black males – to recruit outstanding undergraduates from their program;
- We reach out to community organizations located in the communities in which the UTR host schools are located (e.g., the Northeast Bronx, Prospect Heights in Brooklyn, Harlem and Jamaica Queens) to help us recruit a diverse pool of qualified members;
- We post job listings on professional listservs that focus on our specific subject areas, such as biologyjobs.com; and
- We conduct outreach through multiple online media sources, including New Visions’ and Hunter College’s web sites.

Candidates for the New Visions for Public Schools-Hunter College UTR submit application forms along with resumes and personal statements responding to specific prompts about why they want to become teachers, what skills they have that will help ensure high academic achievement for all students, and why they want to teach in high-need schools.
ii. Resident Selection

Each candidate completes an online application through the New York City DOE’s Teach NYC website (www.teachny.com). The application materials, including the resume and personal statement, are reviewed to determine if they meet the following minimum criteria: Excellence in previous endeavors; proficient writing skills; and commitment to teaching in a high-need school.

Those applicants who pass the initial screening are assessed for a first round interview with the DOE based on a rubric developed for the Teaching Fellows that is being modified to align with our UTR program’s ideology and recruitment goals. The interview day brings together approximately eight applicants and two selectors – current New York City teachers and administrators who are trained in the selection process – for a series of activities and interviews:

- **Math Test:** Each applicant completes a multiple-choice assessment to evaluate the mathematical knowledge required for instruction. All candidates take this assessment, which is factored differently depending on the content area a candidate will teach.

- **Teaching Sample:** Each applicant leads a five-minute sample lesson while the other applicants and interviewers participate as students. Candidates are given instructions to help them prepare their teaching sample in advance. They may teach a lesson of their choice for a specific age group on any topic. Selectors evaluate the lessons for creativity, organization, and clarity rather than technical teaching merit.

- **Discussion Group:** The candidates facilitate their own fifteen-minute discussion around a scenario involving a first-year teacher. The role of the selector during this component is to observe how each candidate interacts with his/her peers, respects the opinions of others, and approaches the task of improving student achievement.
• **Writing Sample:** Candidates write for 20 minutes in response to a prompt. The prompt asks candidates to assume the position of a teacher facing low student test scores and parental dissatisfaction. Selectors are looking for accountability on the part of the teacher, sensitivity to the parents’ viewpoint, and strong communication skills.

• **Personal Interviews:** Each candidate participates in a 20-minute personal interview with one of the selectors. Selectors explore a candidate’s background, qualifications and commitment to expanding educational opportunities for children in New York City.

• **Final Evaluations:** Selectors complete an evaluation form and a brief summary for each candidate. Candidates are rated in each of seven areas, or competencies.

• **File Review:** Each selector decision is reviewed by a committee comprised of staff and veteran selectors.

Applicants who pass the DOE’s full screening process are forwarded to the partners, who engage in the following steps:

• Hunter College reviews applications for eligibility based on their rigorous academic criteria for content-area knowledge in each subject area and overall academic strength. Candidates need at least a 3.0 GPA in their undergraduate studies, a major in the content area they wish to teach with high levels of achievement in related coursework and additional credits in basic liberal arts. Special education candidates are required to have an undergraduate degree in any liberal arts field;

• From the pool that Hunter College approves, UTR staff review paper applications, writing samples, and rubrics from the DOE-conducted interviews for each candidate. For a final cohort of 12 residents, the partners invite the top 24 candidates in each content area for an interview (increased to 36 candidates for a cohort of 18);
The interview takes place at a host school and comprises:

- Working through a protocol for looking at student work with a group of other candidates (performance scored by raters from all stakeholder groups: mentor teachers, school leaders, New Visions program staff, Hunter College faculty);
- Three brief one-on-one interviews. Each candidate is interviewed by raters from at least two different host schools and from two groups of stakeholders (mentor teachers, school leaders, New Visions program staff, Hunter College faculty); and

The top 12-18 candidates in each subject area are invited to join the program (with at least 5 wait-listed candidates per subject area). Ratings are based on: strong communication skills; leadership ability; belief that it is a teacher’s responsibility to address the learning needs of all students; and demonstrated ability to: work collaboratively; reflect critically on his or her own work; respond constructively to feedback; respond persistently to challenges; and work effectively in a diverse community.

iii. Resident Preparation

Candidates selected to be teacher residents participate in an intensive classroom residency alongside an experienced, trained mentor teacher who has completed a rigorous, twenty-hour training course designed by the partnership. Residents receive a New York State Transitional B Teaching Certificate, designed for participants in alternative certification programs, while they complete their residency. Residents are not merely observers or another set of hands. With their mentors’ support, residents wrestle daily with the real-world challenges of teaching in a high pressure, highly supported urban classroom. Each resident assumes
responsibility for one of their mentor teacher’s classes, teaching the class alongside their mentor four days a week. They will also have the opportunity to collaborate with their mentors to team teach some of the mentors’ other classes. Mentors and residents collaborate regularly to plan lessons, create assessments and monitor students’ progress.

When residents are not teaching, they spend time observing experienced teachers at work, both their own mentor teacher and other teachers in the building. Residents spend time observing their students in other teachers’ classrooms so they can learn as much as possible about each student in their charge. Residents participate fully in all school initiatives, attending faculty and department meetings and working with other teachers to support student learning. Residents and mentor pairs are also required to meet regularly – a minimum of two hours per week – for common planning time.

Throughout the residency experience, teaching residents are placed in cohorts of no fewer than three residents within their host school. This allows for the formation of a learning community of at least three residents and three mentor teachers within each school. The partners facilitate this collaboration by structuring classroom inter-visitations and by incorporating residents into all teacher activities at the host school, including grade level and department teams, common planning time and faculty meetings.

Residents’ school-based experiences are supported by graduate-level coursework during summer intensives in the first and second summers and throughout the school year. Over the past year, Hunter College faculty and New Visions staff have examined and modified all of Hunter College’s School of Education courses required for the Master’s degree in Adolescent Education to develop a course sequence that integrates real student work, data, and curricula –
not theoretical students or scenarios – into every discussion and every project. A focus on using data to improve student achievement will be at the core of residents’ entire course sequence.

All residents are required to take courses in the content area that they will be teaching as well as educational methods courses. But, unlike traditional teacher preparation programs, our residents’ experience is grounded deeply in the skills and knowledge needed to teach in urban classrooms. In their advanced methods and adolescent education courses at Hunter, residents learn how to differentiate instruction to meet the needs of all students, including students with special needs and English Language Learners. This coursework is reinforced in the classroom, where they are responsible for working with students with a variety of learning needs.

Classroom management – typically a significant challenge for novice teachers, especially in urban classrooms – is also addressed at length through coursework and school-based experiences. Residents engage in a full-day classroom management training before the school year starts. This work is reinforced through the Reflective Seminar (see Seminar description below), a bimonthly meeting of all the residents and mentors in each host school with UTR staff. Classroom management is also an integral component of Hunter College’s educational methods courses, which all residents are required to take. Residents have the opportunity to use the real examples of management challenges they are experiencing in their mentor teachers’ classrooms as a basis for discussion and study in these courses.

Last year, the Hunter College School of Education instituted a new technology assessment as a requirement for graduation for all students. The assessment is based on fifteen technology competencies, integrated into Hunter College coursework for all residents, which are essential to teaching work in today’s schools, including the ability to:

- Analyze quantitative data
• Communicate using digital tools
• Differentiate instruction with digital media
• Publish learning resources online
• Produce and deliver digital multimedia educational experiences
• Employ new media devices for learning

In addition to their Hunter College coursework and classroom experience, all residents participate in a bimonthly Reflective Seminar with the full cohort of residents and mentors at their school. The goals of the Seminar are to:

• develop an understanding of the relationship between theory and practice in the specific context of the host school and to develop resident and mentor capacities as reflective practitioners;
• build a team of residents and mentors who can communicate and work effectively together to support each other and improve student learning outcomes; and
• support residents and mentors in engaging in an inquiry project that will help them identify a target group of students who need to improve in a specific area, and create an intervention plan for moving those students.

The New Visions for Public Schools-Hunter College UTR model is premised on increased accountability for student performance. We select mentor teachers who have proven their ability to move student achievement, and only those residents who are skilled in this regard graduate from the program and receive their teacher certifications. The New Visions for Public Schools-Hunter College UTR increases teacher accountability at the beginning of each resident’s career and helps those who are not effective with students to leave the profession.
The partners developed a set of Core Competencies that outline the skills and knowledge that all residents need to possess by the end of their residency year (See Appendix D for list of Core Competencies). Residents receive ongoing feedback on their performance from their mentors, school leaders, New Visions’ staff and Hunter College professors throughout the year. In addition, residents are required to reflect on their own progress, most formally by videotaping themselves on three occasions using Hunter College’s state-of-the-art videotaping system, and analyzing their own performance with the guidance of their mentor and Hunter College faculty.

Residents’ progress and impact on student performance is evaluated at the end of the first semester based on: a formal classroom observation conducted by their mentor and a school administrator; a Defense of Learning presentation; and an assessment by Hunter College faculty, which is based on tasks they complete in their coursework, a classroom observation, review of videotaped lessons and a review of residents’ portfolios. In the fall, the Defense of Learning presentation consists of an analysis of the learning of a small group of students in the resident’s class. Presenting to an audience of their mentor, a peer, a non-UTR teacher at the school, a school leader, and New Visions staff, the resident must use data to demonstrate the learning of that group of students and describe how he or she modified instructional techniques to support the learning of that group of students. The resident’s portfolio contains a collection of formative assessments they are asked to complete throughout the year to demonstrate evidence of impact on student performance. For example:

- A case study of a struggling reader or writer from their class, and evidence of how the resident helped diagnose the students’ challenges and improve his or her skills;
- Examples of assessments they have used with their students, and an analysis of the effectiveness of each assessment; and
- Residents’ written assessments of their videotapes and strategies they will use to improve their practice.

   Based on this mid-year assessment, residents with strong performance assume responsibility for a second class of students. Struggling residents either receive intensive support or are counseled out of the program. Residents who continue into the second semester are asked to take the feedback they have received from school leaders, professors, and mentors and craft a personal professional development plan for the second semester that aligns with their work in the classroom and with their coursework. Residents who are designated as needing intensive support will be assessed regularly using their individual development plan and its benchmarks and be provided with additional support to help improve.

   At the end of the year, residents receive a second formal observation by their mentor, school administrator, a peer teacher and Hunter College faculty. They are asked to make a culminating Defense of Learning presentation of their final portfolio. In addition to the portfolio contents described above, the final Defense of Learning presentation includes a demonstration of the learning of the resident’s entire class. Only those who can demonstrate an impact on their students’ learning, as determined through several data sources, earn their Master’s degree in Adolescent Education from Hunter College.

   All of the components of the New Visions for Public Schools-Hunter College UTR are aligned with New York State academic standards. For example,

- In Hunter College’s content-area methods courses, residents are required to write lesson plans and curriculum units that explicitly align with New York State standards for academic achievement and content. The State standards will also be addressed in courses on Assessment and Literacy and Hunter College’s required Practicum.
In their work with their mentors in setting academic achievement goals for student learning and designing curriculum and lesson plans, residents are asked to make reference to the State standards and use them to inform their planning and instruction.

In their Defense of Learning presentations, residents are asked to describe how the student learning and curriculum in their classes aligns with New York State standards and how their students measure up to those standards.

Upon completion of their degrees, Hunter College recommends graduates for initial New York State teaching certification. UTR program and Hunter College staff help graduates navigate the certification application and testing process, so they receive initial New York State teaching certification before they begin teaching full time in the fall. The New Visions for Public Schools-Hunter College Urban Teacher Residency is an accelerated certification program, allowing participants to earn their Master’s Degree (a requirement for full certification in New York State) and New York State initial teaching certification in 14 months. Traditional and even other alternative pathways can take two years or longer for teachers to earn initial certification.

iv. Resident Stipends, Agreements and Repayment

Residents receive their Hunter College credits free of charge while they are completing their residencies. They also receive a living stipend during their residency year, and healthcare benefits through Hunter College, so that they will be able to devote 100% of their time to their training. In exchange, they are required to commit to teaching in NYC public schools for an additional four years, and reimburse a portion of their tuition costs.

---

14 In New York State, teachers receive permanent New York State Professional Teaching Certificates after teaching full-time for three years under an initial certificate.
15 The cost of the residents’ Master’s Degrees will be covered by the New York City DOE.
during their first two years as full-time, salaried teachers\textsuperscript{16}. Teachers who leave before fulfilling their required commitments are asked to reimburse a pro-rated share of their tuition with interest. Before starting the program, each resident is required to sign an agreement that states explicitly the expectations and requirements for participation in the New Visions for Public Schools-Hunter College Urban Teacher Residency, including that tuition costs must be repaid if they do not complete their four-year teaching commitment (See Appendix D for Resident Agreement).

v. Mentor Teacher Selection and Preparation

Mentor teachers play a critical role in the development of residents as effective urban teachers. The partners established a set of rigorous selection criteria to ensure that the experienced teachers selected to serve as mentors are the best match for the roles and responsibilities of the program. The criteria are:

- At least four years of teaching experience in New York City public schools preferred;
- Teaching assignment and permanent or professional certification in their content area (in New York State, a Master’s degree and three years of teaching experience are required for permanent certification);
- Experience working collaboratively with colleagues to improve instruction;
- Strong communication, coaching, and problem-solving skills;
- Experience in using formative and diagnostic assessments to inform instructional choices and improve student learning;

\textsuperscript{16} Residents will earn their Master’s Degree and New York State Initial Teaching Certificate before entering the classroom as full-time teachers of record, which will allow them to start at a higher salary level than most new teachers prepared through alternative certification programs.
- Strong teaching skills in the subject area;
- Experience in meeting the needs of diverse learners; and
- Demonstrates in her or his professional practice:
  - The capacity to be a reflective practitioner who can model best practices for resident and make the thinking behind instructional choices transparent
  - The ability to work both individually and in a team to ensure student success
  - Sensitivity to the cultural context and challenges of New York City schools
  - A commitment to his or her own ongoing professional development
  - Belief in the learning capacities of all students and in the teacher’s responsibility to meet the needs of all students.

There is no formal application process for mentor teachers. UTR partnership staff spend many hours interviewing principals in interested schools, meeting with experienced teachers on their staff and observing teachers’ classes to determine who will make the most effective mentor teachers. Once selected, Mentors engage in a rigorous, 20-hour professional development course in the spring of the year before they begin UTR mentoring. The course develops participants’ capacity to act as teacher educators in supporting the growth and learning of a new teacher and increases participants’ ability to use assessment and data to drive instruction and improve student learning outcomes. Through this course, mentors develop as instructional leaders and engage in reflection about their own practice. By the end of the course, mentors need to be able to:

- Describe best practices in curriculum, instruction, and assessment as described in the Professional Teaching Standards and identify those practices in observations using low-inference observation tools;
• Understand the “CCC” (Consulting—Collaborating—Coaching) mentoring continuum and articulate how to negotiate this continuum in various mentoring interactions;
• Support new teachers in developing professional development goals; articulate their own professional development goals;
• Examine student work and achievement data and draw conclusions about implications for instruction based on the data;
• Design and implement instructional interventions based on data about student learning;
• Reflect on and analyze student learning and the impact of instructional interventions; and
• Understand the expectations of mentors and residents in the Urban Teacher Residency program and participate in the resident selection process.

During the school year, the mentor cohort meets together four times to engage in additional professional development sessions. These sessions focus on addressing challenges and issues that arise in the mentoring relationship, mentoring best practices, and instructional practices that can be shared with the resident. Mentor teachers are compensated for the additional workload associated with serving as a UTR mentor.

vi. New Teacher Placement

New Visions for Public Schools is accountable for student performance at all of the schools in its PSO network. The organization shares a commitment with each school to ensuring that students graduate prepared to succeed beyond high school, in college and in their long-term careers. To assess progress towards this goal, New Visions continuously collects and analyzes student and school-level data. New Visions also tracks the number and experience level of the 2,300 teachers in their network of schools and works with principals to identify staff vacancies,
develop job descriptions and assist in teacher recruitment. Last year, through these efforts New Visions, working with The New Teacher Project – the organization that works with the DOE on large-scale teacher recruitment and selection efforts – recruited and placed nearly 200 teachers at the 25 schools in its PSO network that had the highest number of vacancies. Of these vacant positions, 60% were in math, science, ELA and special education.

New Visions’ intensive work with each school necessitates a close relationship with school leadership. Therefore, the partners can ensure that every graduate from our residency program has the opportunity to teach at one of New Visions’ high-need secondary schools. New Visions will continue to partner with TNTP to ensure the best possible placement for our residents.

Residents are hired in schools in cohorts of at least two, so every resident has at least one colleague who has been similarly prepared. Ideally, residents are hired by the schools in which they receive their training if there are appropriate positions available. If no position is available in their host schools, the partners help UTR graduates find jobs in other New Visions schools that have vacancies in their subject areas. New Visions works with schools to identify vacancies as early as possible, so new teachers know where they will be working with enough time to prepare for the upcoming school year.

The schools in New Visions’ PSO network chose to partner with New Visions because of its shared commitment to success for all students. This close partnership with and understanding of the schools in which UTR graduates will be placed as full-time teachers makes it possible for the partners to track the progress of these teachers. Not only will we know whether they remain at the school, but we will also be able to find out how they are doing and what types of added supports they may need during their first few years in the classroom.
vii. New Teacher Induction and Support

Since 2007, New York City public schools have provided mentoring and induction support to new teachers through site-based mentoring\textsuperscript{17}. This school-based approach has empowered principals, who best know the needs of their new teachers, to shape the manner in which mentoring is provided to teachers in their unique school contexts.

The role of the school-based mentor (SBM) is to promote the growth and development of the beginning teacher to improve student learning. School-based mentors can be classroom teachers, staff developers/coaches/lead teachers, full-time teacher mentors, or F-status mentors.\textsuperscript{18} SBMs meet with their new teachers during regularly scheduled meetings for two or more periods per week. Meetings may take a variety of forms including, but not limited to, in-classroom support, one-on-one conferences, and small group interactions.

UTR program staff provide additional training and support to the SBMs who will be working with the graduated residents and other first-year teachers at graduates’ hiring schools:

- In UTR hiring schools, all SBMs (not just those working with residency graduates) are expected to attend a three-day summer professional development institute on mentoring. UTR program staff, Hunter College faculty and DOE personnel are co-designing and facilitating this institute, which will include learning how to use videotaping to support first-year teacher learning.

- Throughout the year, UTR program staff facilitate four quarterly follow-up professional development sessions for all SBMs at schools that hired UTR graduates.

\textsuperscript{17} New teachers are expected to have at least 40 hours of mentoring support in order to receive their permanent New York State professional teaching certification.

\textsuperscript{18} An external employee, typically a former DOE employee, who is paid by the school to do mentoring part-time.
• Content for the professional development will be aligned with the Santa Cruz New Teacher Center’s Professional Teaching Standards (the standards the NYC DOE uses for all novice teachers); and the protocols and materials being used by the Hunter College professor in the monthly cohort meeting (see description below).

In addition to the support they receive from their school-based mentors, residency graduates also receive continued support from Hunter College faculty and UTR program staff during teachers’ first year in the classroom. A Hunter College professor meets monthly with UTR graduates by subject area cohort. The professor uses 3-4 videotaping opportunities during the year to provide targeted feedback to residency graduates and to engage the cohort in providing support to each other as critical friends. The content, which Hunter will co-design with New Visions and DOE staff, will be aligned with the Professional Teaching Standards, organized around new teacher developmental phases and responsive to the needs of residency graduates.

During the residency graduates’ second and third years as teachers of record, the cohort continues to function as a network of support. This is facilitated in two ways:

• Quarterly professional development sessions: UTR program staff and Hunter College faculty will plan and facilitate quarterly professional development sessions for the residency graduates during their second and third years as full-time teachers of record. These sessions will be designed in response to the developmental needs of the cohort.

• Online Community: Residency graduates will use the New Visions’ KnowledgeBase, an online learning platform, to discuss challenges and questions and to share resources and strategies. The New Visions induction coordinator will encourage use of the KnowledgeBase, moderate these interactions, and participate in the discussions.
Finally, all UTR graduates are hired by one of New Visions’ high-need secondary schools. Every one of these schools receives ongoing services that help support new teachers during their early years of teaching:

- New Visions provides each PSO school with a Leadership Development Facilitator (LDF) who supports instructional improvement across the school. The LDF visits each school once a week to help a team of teachers and school leaders learn how to analyze student data, determine student needs and deepen the school’s capacity to lead and sustain continuous improvement.

- New Visions employs an expert bank of coaches (exemplary retired principals) who are deployed to schools upon request to assist principals in addressing specific challenges, including targeted support in instructional areas like special education, and support to school leaders for addressing operational problems (e.g., facilities, school safety, human resources, etc.) that interfere with classroom instruction; and

- New Visions makes exemplary curricula developed by our schools available to all of our schools through KnowledgeBase. For example, one school that has achieved a 98% passing rate on the Living Environment (ninth-grade science) Regents exam is posting its entire Living Environment curriculum, which was developed through its partnership with the Brooklyn Botanic Garden.

viii. Partner Collaboration and Support

The New Visions for Public Schools-Hunter College Urban Teacher Residency is a collaboration among several partners – Hunter College of the City University of New York, The New York City Department of Education, New Visions for Public Schools, the high-need
schools that host teacher residents, and additional high-need schools that hire residency graduates. Each partner contributes critical skills and resources to the partnership.

**Hunter College** is the ideal Institute of Higher Education (IHE) to implement this work because of its School of Education’s rigorous approach to teacher preparation. Hunter College’s work is distinguished by its focus on aspiring teachers’ effectiveness in improving student achievement. They are pioneers in testing new approaches to clinical practice and in using technology to help novice teachers strengthen their craft. They have expertise in the cutting-edge videotaping and analysis of aspiring teachers’ practice as a means of promoting self-assessment and reflection, as well as providing a means for mentors and administrators to evaluate aspiring teachers’ potential.

In addition to the School of Education and School of Arts and Science faculty members who are directly involved in the UTR partnership, Hunter College is contributing additional expertise and resources to the partnership through other staff. The Dean and Associate Dean of the School of Education have been involved deeply in the development and launch of our UTR partnership. They will continue their program oversight role throughout the implementation and expansion of the program. Additionally, the Hunter College School of Education’s Admissions Coordinator collaborates with UTR program staff on the resident selection and admissions process and their Director of Assessment will work with the partnership’s external evaluation team to provide data. As mentioned above, the partnership also benefits from Hunter College’s one-of-a-kind digital video software that is being used to videotape both aspiring and novice teachers’ practice.
The **New York City Department of Education (DOE)** serves 1.1 million students in over 1,500 schools throughout the city. Employing more than 70,000 teachers, the DOE has a vested interest in supporting multiple pathways to increasing the number of certified, effective teachers that serve our young people. The DOE has been a valuable partner during the planning phase of the New Visions for Public Schools-Hunter College UTR, and will continue to be an integral partner in the implementation of this work, and, more importantly, in planning for the long-term expansion and sustainability of the UTR model in New York City.

The New York City DOE is paying the full cost of each resident’s Hunter College tuition. They are also contributing substantial resources to assist with our recruitment and selection process, as described above. The induction support that the partners are offering to all residency graduates leverages the school-based mentoring system already implemented by the DOE across the city. Finally, our evaluation of the partnership and its outcomes will build on data work already being conducted by the DOE.

**New Visions for Public Schools** is directly accountable for the performance of 34,000 students at 76 K-12 schools in its PSO network. New Visions shares an explicit goal with each of its schools of ensuring that students graduate prepared to succeed in college and careers. To help schools reach this ambitious goal, New Visions provides a variety of supports and services to school leaders, teachers, guidance counsellors, parents and communities. The UTR program is modelled after New Visions’ signature leadership development and school improvement program, the Scaffolded Apprenticeship Model (SAM). In this program, teams of aspiring
leaders within a school use the inquiry process\textsuperscript{19} to identify and develop strategies to target student needs, while at the same time earning their leadership certification from Baruch College.

As members of New Visions’ PSO network, schools receive a variety of supports tailored to their specific needs. These include services described above, such as the Leadership Development Facilitator who helps each school use data to shape instruction; expert coaches who help principals on specific instructional issues; and KnowledgeBase, New Visions online resource for educators. All schools that host residents and hire residency graduates have access to these and other support services.

The partners selected seven \textbf{host schools} in New Visions’ PSO network\textsuperscript{20}, in which we launched the UTR pilot in the spring of 2009\textsuperscript{21}. These schools were selected based on their commitment not only to hosting individual aspiring teachers, but also to creating a school-wide culture of collaborative learning and school improvement. As the program expands over the next few years, we expect to bring on additional host schools to support the growing number of residents and mentors. All future host schools will be picked by the same criteria and held to the same standards as our initial seven host schools. In addition to being held accountable for the achievement of all students in their schools, principals at host schools must:

- Align their UTR work with their overall school improvement objectives;

\textsuperscript{19} The inquiry team process developed by New Visions and Baruch College through SAM has been adopted by the NYC DOE for use in every school across the city.

\textsuperscript{20} There are 5 small high schools – Brooklyn Academy for Science and the Environment at the Prospect Heights Campus in Brooklyn; Lyons Community School, also in Brooklyn; Collegiate Institute for Math and Science at the Christopher Columbus High School Campus in the Bronx; Bronx Center for Science and Mathematics; and The Young Women’s Leadership School in Harlem. And two large high schools: Christopher Columbus High School (shares a building with Collegiate Institute for Math and Science); and Hillcrest High School in Jamaica, Queens.

\textsuperscript{21} Only six of the seven current schools are high-need; TQP funding will only be used to support those 6 schools.
• Support both teacher residents and mentor teachers with flexible scheduling and release time if necessary;

• Be active participants in the mentoring process, including classroom visitations, as they will be required to participate in resident performance reviews; and

• Work with New Visions to identify teacher vacancies for residents at their schools in the spring rather than late summer or fall.

**Schools that hire UTR graduates**, which will be a combination of the host schools and additional schools with vacancies, play a critical role in novice teachers’ growth and development. These schools need to provide the support services that help novices develop into effective teachers and want to stay in teaching, including mentoring and other peer supports, ongoing professional development, regular feedback on their performance, common planning time for teachers and regular departmental meetings. In addition, each school already has an inquiry team in place, trained in the same inquiry method that all UTR residents use throughout their residencies.

The partners have collaborated extensively during the development and initial launch of the UTR program, and will continue this collaboration on many fronts as the program is implemented over the next few years.

• **Recruitment and Selection of Residents:** The DOE is taking the lead on the initial recruitment and screening process. Hunter College and New Visions are collaborating to conduct additional outreach and recruitment aligned with DOE strategies, and also to make the final decisions regarding UTR candidates. School leaders, mentor teachers and students are also involved in final candidate selection.
• **Preparation of Teacher Residents:** Hunter College and New Visions are collaborating on all aspects of preparing residents to be effective urban teachers. Over the past year, we partnered to develop an intensive preparation program and assessment process for residents that is closely linked to what residents experience in their host schools. Experienced teachers from partner schools also participated in the curriculum development process. Hunter College, New Visions and the host schools are involved in assessing the residents and deciding who is qualified to graduate from the program.

• **Placement of Novice Teachers:** New Visions will work closely with the DOE and the schools in its PSO network to find permanent full-time teaching positions in New Visions schools by the time residents graduate from the program and receive their teaching certifications during the summer. Teachers who graduate from the program and earn their initial New York State Teaching Certificate will be hired for teaching positions in their subject area in one of New Visions high-need secondary schools.

• **Support of Novice Teachers:** Hunter College, New Visions and the DOE will collaborate on the design of the training and professional development support for school-based mentors who support novice teachers in the hiring schools. The mentoring and support provided to first-year teachers is a collaboration among school-based personnel, Hunter College and New Visions staff.

Additionally, the partners have benefited greatly from our affiliation with Urban Teacher Residencies United during the planning phase of our UTR program, and we plan to continue to draw on the expertise of both existing and emerging UTR programs across the country as we launch and continually refine our UTR model.
B. Quality of the Project Evaluation (up to 25 points)

1. Overview

Rockman Et Al (Rockman), an independent research firm that has worked on a wide range of school reform initiatives, will conduct the external evaluation of the New Visions for Public Schools – Hunter College Urban Teacher Residency project. As external evaluator for state, federal, and foundation-funded projects, including those focused on raising achievement in high-need schools, Rockman has explored the value of closer partnerships between LEAs and teacher training institutions and the links between preparation, support, practice, and student success (See Appendix D for evaluation team background).

The evaluation is designed to gauge the project’s success in improving student achievement and teacher retention by increasing the number of well-prepared teachers entering the city’s classrooms and by providing support to these new teachers and their schools. The evaluation will measure progress toward specific performance objectives related to these goals, and provide ongoing feedback for program improvement. The evaluators will use quantitative and qualitative measures, analyze both yearly and longitudinal data, and use statistical modeling to assess change at multiple levels. The plan includes three components:

- Rockman will work with partners to collect **systematic, uniform data** to track yearly progress toward performance objectives related to the percentages of highly qualified teachers trained through UTR, and hired and retained in high-need schools for high-need subjects. Data will come from UTR applications and Hunter graduation records, baseline surveys, New York State certification exams, and NYC DOE records. Gathering consistent data over the course of the project will allow Rockman not only to report
yearly progress but also to disaggregate data as needed—e.g., by cohort, background, demographics, subject, or placement—and to aggregate data to examine trends.

- Using surveys, interviews, video, and observations, Rockman will conduct a **process evaluation** of our UTR program. These data will inform program improvement and lay the groundwork for a study of teacher effectiveness. Data collection will focus on a consistent set of intermediate outcomes—the effect of the school-based residency, teachers’ readiness to work in urban schools, their facility in putting coursework into practice, induction support—and provide contextual information to enrich understanding of factors that help or hinder training and retention. The evaluators will also generate data that can be linked to longer-term outcomes of retention and improved achievement.

- A **study of teacher effectiveness and student academic outcomes** will use process and student achievement data to assess the program’s effects on teaching and learning, comparing UTR-trained to non UTR-trained teachers and looking at impact over time. To assemble student data, which will include credit accumulation and standardized interim and annual assessments, Rockman will draw on New York City DOE and New Visions data management systems.

This project offers an opportunity to look at how well prepared and effective new teachers are and how likely they are to stay in urban classrooms most acutely affected by teacher turnover and shortages in core areas. The five-year span, and the projected preparation and placement of 214 new teachers in four critical subject areas, will allow the partners to look at changes across years, teachers, students, and subject areas and gauge the program’s impact on schools where new teachers apprentice and teach. Ultimately, the evaluators hope to be able to gauge the UTR
model’s viability and sustainability, and calibrate what Malcolm Gladwell calls the “tipping point,” where new and veteran teachers alike build momentum for change.

Rockman will conduct the study in compliance with City school regulations, and, prior to collecting data, seek approval for the study through an Institutional Review Board. Throughout the project, Rockman will collaborate with partners on instrument development and refinement, and provide regular feedback for ongoing program development. Rockman will submit annual reports to the project, supply data on the required GPRA measures for Annual Performance Reports, and share data as needed to IES and the national evaluation of the TQP program.

2. Research Design

a. Data Collection and Sources

i. Uniform Records Data

To track short- and long-term progress toward program objectives, Rockman, in collaboration with partners, will devise a system for obtaining consistent records for each cohort of UTR participants. Data sources will include baseline surveys, Hunter College admissions and graduation records, State certification records, and end-of-year school payroll records. Yearly evaluation will track progress toward these project targets and GPRA performance measures:

- at least 90% of UTR residents will complete the residency program, earn initial New York state teacher certification and get hired by a New Visions school;
- 92% of UTR program graduates will successfully complete their first year of teaching in a New Visions school;
- 80% of UTR teachers will complete three years of teaching in a New Visions school;
- 90% of new teachers hired over five years will be hired to teach in high-need schools;
• 60% of new teachers hired over five years will be hired to teach in high-need academic subject areas, specifically math and science; and
• 30% of teachers hired over five years will be hired to teach special education.

As a basis of comparison, the evaluators will review district data to see how hiring and retention rates vary between UTR and non-UTR prepared teachers at the same schools and citywide. To further understand turnover and retention, and the degree to which retention serves as an indicator of the effectiveness of the UTR model, they will also examine historical and needs assessment data to see how previous retention rates compare to rates after UTR teachers join the faculty. Demographic data will allow them to explore trends and differences by variables such as age, ethnicity, gender, or subject area. Exit surveys or interviews with participants who choose not to complete the program, or to leave the profession, could add another valuable source of data.

ii. Process Evaluation

Data collection activities focusing on a consistent set of constructs will allow the evaluators to gather data about residency and induction from multiple school and partner sources and triangulate data across sources. This data collection, which will be critical in assessing intermediate outcomes en route to longer-term goals of improved achievement and making adjustments along the way, will include:

• Resident Baseline Surveys. A baseline survey completed by aspiring teachers entering the UTR program will include background and demographic items, items related to readiness to teach in an urban environment, confidence with subject matter, and teaching philosophy; and program-related items, such as the appeal of the stipend and immersion in a school-based residency.
Teacher surveys, administered at the end of residency and subsequent school years, will focus on teachers’ sense of preparedness and efficacy, professional beliefs, confidence in using data to plan instruction, participation in school improvement, reasons for remaining in the profession, and effective supports. Items will come in part from prior research, including the National Center for Education Statistics’ Schools and Staffing Survey and the Interstate New Teacher Assessment and Support Consortium (INTASC) principles. Both UTR teachers and non-UTR teachers with similar levels of experience will be surveyed.

- **Student survey** will focus on indicators of engagement as a measure of teacher effectiveness. Respondents will include students in UTR teachers’ classes and in classes of non-UTR teachers with similar experience levels.

- **Principal surveys** will include indicators of new teachers’ performance and capacity to contribute to the school’s learning goals and student achievement targets. Principals who have hired UTR teachers will be asked to compare them to non-UTR teachers with similar experience.

- **Interviews or focus groups with partners, residents, mentors, new teachers, and school staff**, will generate more qualitative data about teachers’ preparation, induction, and assimilation and program strength and challenges. The evaluators will conduct interviews in person or via phone; some interviews may be conducted as on-site focus groups. They plan to conduct 20-30 interviews per year. Key respondents will be selected in collaboration with program staff, to maximize representation across content areas, placement, and types of schools.

- **Video reviews and classroom observations.** Rockman et. al. will also collect field data through observations and reviews of videotaped instructional lessons, which will provide information to document UTR teachers’ practice and their effectiveness with students.
All surveys will be made available online and on paper. The evaluators will seek a response rate of 80% or higher from UTR teachers and students; rates from non-UTR respondents may be lower, but they will strive for at least 60%. Samples will be determined based on teacher placement and comparable grades, subjects, and demographics. All surveys and protocols will be developed in collaboration with program partners and revised based on discussions and findings. This dialogue will help establish content validity for the instruments, which will be piloted with a small sample of respondents. Reliability will be established through repeated administrations.

iii. Study of Teacher Effectiveness and Student Outcomes

To examine student outcomes, Rockman will use appropriate and available student data, including credit accumulation or credits toward graduation, interim assessments (including Accuity and Performance Series), and Regents exam scores. Rockman will work with the Hunter faculty and staff, and NYC DOE staff to select appropriate measures and develop a set of procedures for obtaining achievement data from participating schools. To assemble data, Rockman will work with partners and draw on the DOE data management systems (e.g., ARIS, the Achievement Reporting and Information System) and New Visions’ On-Track Metric, Student Tracker, and Student-Teacher Sorter. The approach will include procedures for ensuring confidentiality of student data while maintaining the ability to track students over time.

The timing of survey administration and data collection will be arranged with project partners. Table 1 shows data sources and links to constructs and research questions. The general timeframe appears in Table 2.
Table 1. Research Questions and Data Sources

<table>
<thead>
<tr>
<th>Constructs &amp; Research Questions</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Records &amp; certification data</td>
</tr>
<tr>
<td>Recruitment &amp; selection</td>
<td>• What evidence indicates that the recruitment and selection process consistently produces qualified residents? How do UTR recruitment efforts mesh with NYC DOE efforts?</td>
</tr>
<tr>
<td></td>
<td>• What percentages of residents, by subject area, attain certification and Master's degrees within the set 14 months? For those who don’t, what factors explain dissatisfaction or attrition? (GPRA)</td>
</tr>
<tr>
<td></td>
<td>• To what degree does the UTR program improve pass rates and scaled scores for initial state certification or licensure of teachers?(GPRA)</td>
</tr>
<tr>
<td>Resident preparation &amp; certification</td>
<td>• To what extent does the school-based residency acclimate teachers to an urban school environment?</td>
</tr>
<tr>
<td></td>
<td>• What do UTR participants gain from mentorships and immersion?</td>
</tr>
<tr>
<td></td>
<td>• To what extent does the program help teachers understand accountability and data-driven, research-based practice?</td>
</tr>
<tr>
<td></td>
<td>• How does the technology assessment and training help new teachers use and analyze data?</td>
</tr>
<tr>
<td></td>
<td>• How does the school-based residency program affect host schools?</td>
</tr>
<tr>
<td></td>
<td>• What percentages of UTR graduates obtain certification? (GPRA)</td>
</tr>
</tbody>
</table>
| New teacher placement | • What percentage of UTR graduates are hired by high-need LEAs?  
• What percentage of UTR graduates hired by the high-need LEA are members of underrepresented groups?  
• What percentage of UTR graduates are hired for high-need academic areas? | ✓ | ✓ | ✓ |
|----------------------|--------------------------------------------------------------------------------------------------|---|---|---|
| Induction & support  | • What are the induction challenges? In what ways does ongoing support help new teachers?  
• How are new teachers assimilated? Are there differences in level of collaboration, sharing, or professional development opportunities?  
• To what extent are new teachers involved in school improvement? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Teacher effectiveness| • How effective are the new teachers trained in residency programs?  
• How effectively do they integrate training into practice?  
• How does each teacher’s performance change over time? Do UTR-trained teachers or schools with a cluster of teachers experience a faster rate of growth or slower rate of decline?  
• Do teachers’ trajectories of change vary based on experience, pedagogical beliefs, or level of support? | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Student outcomes    | • In what ways do new teachers affect student achievement?  
• Will students in middle or high school classrooms of UTR-trained teachers perform better on standardized assessment than students in non-UTR classrooms, controlling for prior school and student performance?  
• Will these students be more likely to accumulate required credits?  
• Will their performance on standardized assessment be positively related to the fidelity or intensity with which teachers implement their training?  
• Does student change vary based on amount of exposure to UTR-trained teachers (i.e., over multiple years)? | ✓ | ✓ | ✓ | ✓ | ✓ |
<table>
<thead>
<tr>
<th>Retention</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the retention rate during the first year as a teacher of record?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the rate after three years? (GPRA 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How do retention rates among UTR-trained and non-UTR trained teachers compare?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What factors (subject area, program satisfaction, school culture, etc.) are related to retention?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How does the school-based induction system influence UTR graduates' retention and effectiveness?</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partner collaboration &amp; capacity building</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• To what extent does the program help LEA partners meet teacher shortages?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To what extent does the program improve staffing in high-need core academic subject areas, or reduce percentage of teachers with provisional certification?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What do partners gain from collaboration? How does the partnership enrich teacher training and change trends in teacher retention and student achievement?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What lessons are learned about sustainability of the model after the grant?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2. Evaluation Timeframe

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Records Data</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Surveys and Field Data</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student achievement data</strong></td>
<td></td>
</tr>
</tbody>
</table>

2. Data Analysis

Rockman will use varied methods to measure UTR’s success in improving achievement. Yearly analysis will provide feedback regarding short-term goals, and a more comprehensive multi-analysis will assess the program’s success in achieving desired outcomes over time. Their analysis will focus on three levels—the student, the teacher/classroom, and the school. The evaluators will analyze longitudinal and multilevel data using Hierarchical Linear Modeling (HLM) to answer questions related to change at multiple levels and over time. HLM offers several advantages over other modeling techniques, including addressing problems of aggregation bias by modeling data from multiple levels and providing an accurate estimate of standard errors by accounting for statistical dependence of scores due to student cluster assignment. Given that
differences between schools could influence the relationship between student characteristics and achievement, HLM can estimate separate models of this relationship for each school.

**a. Student Outcomes**

To assess the impact of UTR implementation on student outcomes, Rockman will compare students in the classrooms of UTR teachers to students in the school or district who are comparable on prior measures of achievement and social background but who have not been exposed to UTR teachers. Research questions will include:

- Do students who have been taught by UTR teachers perform better on the state standardized assessments than students who have not, controlling for prior school and student performance?
- Are students taught by UTR teachers more likely to accumulate required credits?
- Is students’ performance on the standardized assessment related positively to the fidelity with which teachers translate training into practice?
- Does student change vary based on amount of exposure to UTR teachers (over multiple years), or other teacher and school variables (prior experience, support, retention rates)?

**b. Teacher/School Outcomes**

The evaluators’ yearly analysis will focus on qualitative and quantitative data gathered from surveys, observations, and interviews about support, professional beliefs, and perceptions of preparedness to teach. This information will allow them to examine differences in practice or implementation of program goals based on the quality of the support and on prior experience and professional beliefs. It will also allow them to measure the direct effect of participation in UTR
on retention rates and teacher performance, controlling for the educational and professional backgrounds of participating teachers, as well as their pedagogical philosophy and experience. Findings from Rockman’s yearly analyses will help partners refine the UTR program and goals.

c. Growth over Time

A longitudinal study of the effects of the residency on teachers, starting from participation in the program followed through 2-4 years (will vary by cohort) of placement in the school system will look at growth over time. Because the evaluators will be collecting teacher data across multiple years, their second set of analyses will use multilevel modeling to answer questions related to teacher and school change related to participation in UTR. Growth modeling will allow them to draw accurate conclusions about the process of change in classrooms and schools over time, and will not confound cohort effects, thus controlling for selection bias.22

C. Significance (up to 20 points)

1. Needs Assessment

For far too many years, New York City’s graduation rate has averaged below 60%. Too many young people do not get the quality of education they need to make it out of high school, let alone succeed beyond the 12th grade. Research clearly shows that effective teachers have more power than any other single factor to improve student learning. In fact, recent research has found that the best teachers can help struggling students catch up to more advanced students within three years.23 Yet the most underserved students in the highest-need schools tend to get

---


the worst teachers and are subject to the highest rates of teacher turnover. In NYC, one-third of teachers leave by the end of their third year, and half by the end of their fifth year\textsuperscript{24}.

The New Vision for Public Schools-Hunter College UTR is designed to overcome these persistent obstacles by:

- Expanding the pipeline of new teachers in high need subject areas, including math, science, special education and English Language Arts;
- Improving the preparation of teachers for urban classrooms by providing them with extensive, well supported classroom experiences during which they are directly accountable for student performance, and closely linking their graduate coursework with their day-to-day classroom experiences;
- Supporting teachers during their first three years in the classroom so that they will develop into effective teachers and be more likely to stay; and
- Helping schools develop structures and systems for helping all novice teachers develop effectively during their first few years in the classroom.

2. Impact on System

Alternative route teacher certification programs, like the New York City Teaching Fellows program, have been among the DOE’s core strategies for addressing teacher shortages. Last year, one-third of the city’s new hires were prepared through alternative certification programs. While these programs have been very successful at attracting a large number of bright, motivated candidates to teach in City schools, they put teachers in the classroom with a

http://www.tntp.org/ourimpact/impact_nyc.html
limited amount of preparation, requiring them to do most of their learning “on the job” during their first few years. Research indicates that the first few years in the classroom are critical to a new teacher’s development. Teacher quality increases until the fourth or fifth year, and the first few years of a teacher’s career are indicative of long-term success. If we can better prepare teachers before they enter the classroom full-time, they will become more effective earlier during their first years of teaching, leading to better performance and higher retention rates.

By offering a rigorous 14-month preparation program that combines intensive classroom experience with a sequence of closely-aligned Master’s level coursework, The New Visions for Public Schools-Hunter College Urban Teacher Residency has the potential to revolutionize the preparation of new teachers in New York City. UTR teachers will be better-prepared than many teachers prepared through other alternative certification programs, and they will be prepared more quickly and efficiently than teachers prepared through most traditional programs. The New Visions for Public Schools-Hunter College residency will have significant impact in New York City by preparing effective urban teachers in high-need subject areas who have greater impact on student achievement who are more likely to commit to teaching as a long term career.

3. Capacity Building and Sustainability

The New Visions for Public Schools-Hunter College UTR is not just a teacher preparation program, but also a vehicle for whole school improvement. There are many features built into the program designed to build capacity at the school level to support expanded and sustained student improvement:

---

Residents and mentors are all trained in the same inquiry-based school improvement strategy used by all of New Visions’ schools to raise student achievement levels;

Residents are placed in host schools in a minimum cohort size of three. With a cohort of six or more residents and mentors at each school, there are a “critical mass” of better-prepared urban educators at each school who can influence the work of their peers through both grade-level and subject area teams, as well as team teaching arrangements.

The partnership invests great time and resources into making sure the mentor teachers receive the training needed to ensure their effectiveness. These highly trained, expert teachers can provide additional instructional leadership capacity at the school beyond their participation in the UTR program. Involvement in UTR also provides mentor teachers with a differentiated career path that utilizes their experience and expertise, thus increasing job satisfaction and retention of the host school’s most effective teachers.

The partnership leverages existing induction supports provided by the DOE to build school-wide capacity for developing novice teachers through a mentoring model. During the first year of induction for UTR graduates, the partners provide initial training and ongoing professional development opportunities to all school-based mentors at participating schools, not just those involved in the residency program. This will deepen the mentoring capacity across each UTR hiring school.

Our goal over the next five years is to implement and evaluate a model that we believe has the potential to change dramatically the way teachers are prepared for and supported in urban classrooms, thereby increasing teacher retention and student performance. The schools, residents and mentor teachers who participate in UTR during these five years will be “program pioneers,” allowing us to test our hypotheses that the program will prepare teachers more effectively for the
specific needs and challenges of high-need urban schools, and that these high-need schools can increase their teacher retention rates. Once the UTR proves to be an effective model for preparing and supporting New York City teachers, our goal is to both expand the model and ensure its sustainability within the New York City school system.

Program sustainability will necessitate increased programmatic and financial ownership by the multiple stakeholders involved in the program, both at the school and system levels. On the programmatic side, the partners plan to transfer more responsibilities to the schools themselves over time by moving to a “site coordinator” model. When a school develops a critical mass of UTR-affiliated teachers (both residency graduates who have been hired at the site and mentor-resident pairs), responsibility for supporting both the mentor-resident pairs and the induction of the new residency graduates will be assumed by a site coordinator rather than external UTR program staff. This site coordinator will be a member of the school staff who supports residency graduates, residents, and mentors part-time. Schools will assume the cost of release time for this individual. We plan to pilot this model of program sustainability in approximately five New Visions schools by the end of the grant period.

The partners are also working to develop a long-term financial plan for program sustainability that involves the DOE and the participating schools absorbing more program costs by the end of the grant term. For example, the hiring schools might use existing school budget allocations to cover the costs of training their school-based mentors to provide induction support to residency graduates. Or the DOE might cover part of residents’ training stipends through existing salary lines. Initial program implementation costs, such as mentor training and external evaluation, are also expected to decrease over time, bringing down the overall per resident cost and making the program model a sustainable human resource strategy in New York City.
D. Quality of the Management Plan (up to 15 points)

The New Visions for Public Schools-Hunter College UTR is a partnership of several stakeholders: the New York City DOE, Hunter College of the City University of New York (CUNY), New Visions for Public Schools, residency host schools that are part of New Visions’ PSO network, and additional New Visions schools that hire the UTR graduates. All members of the partnership will collaborate on program oversight and implementation, while The CUNY Research Foundation – Hunter College’s fiscal agent – would be responsible for fiscal management of a TQP grant. The accounting systems and procedures employed by the Research Foundation have, in their present form, been in place since 1972. During its most recent full fiscal year (2008), the Foundation administered in excess of $XXXX in sponsored program funds, of which $XXXX was in direct federal grants and contracts.

To ensure observance of limitations and restrictions placed on the use of the available resources, the accounts of the Foundation are maintained in accordance with the principles of fund accounting. Separate accounts are maintained for each award and expenditures monitored against an established project budget. Separate accounts are also established for sub-projects. The organizations’ fiscal operation is also independently audited on an annual basis by KPMG, LLP, Certified Public Accountants.

1. Implementation Plan and Timeline

During the five-year grant period, the New Visions for Public Schools-Hunter College Urban Teacher Residency would prepare up to 214 new math (66), Special Education (66), science (58), and English Language Arts(24) teachers, and support each cohort of new teachers
during their first three years as full-time teachers. The five-year grant term would roll out as follows:

New Visions for Public Schools-Hunter College Urban Teacher Residency Program Rollout

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Cohort 3</th>
<th>Cohort 4</th>
<th>Cohort 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12 ELA</td>
<td>12 ELA</td>
<td>18 Math</td>
<td>18 Math</td>
<td>18 Math</td>
</tr>
<tr>
<td></td>
<td>10 Science</td>
<td>12 Math</td>
<td>18 Special Education</td>
<td>18 Special Education</td>
<td>18 Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12 Science</td>
<td>12 Science</td>
<td>12 Science</td>
<td>12 Science</td>
</tr>
<tr>
<td>July 2009 – June 2010</td>
<td>Residency Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 2010 – June 2011</td>
<td>Receives intensive support during their first year as teachers</td>
<td>Residency Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 2011 – June 2012</td>
<td>Receives second year of induction support</td>
<td>Receives intensive support during their first year as teachers</td>
<td>Residency Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 2012 – June 2013</td>
<td>Receives third year of induction support</td>
<td>Receives second year of induction support</td>
<td>Receives intensive support during their first year as teachers</td>
<td>Residency Year</td>
<td></td>
</tr>
<tr>
<td>July 2013 – June 2014</td>
<td>Receives third year of induction support</td>
<td>Receives second year of support</td>
<td>Receives intensive support during their first year as teachers</td>
<td>Residency Year</td>
<td></td>
</tr>
</tbody>
</table>

26 The final year of support for the third cohort of new teachers would fall outside the grant period, but would still be provided by the partners.

27 The second and third year of support for the fourth cohort of new teachers would fall outside the grant period, but would still be provided by the partners.

28 All three years of induction for the fifth cohort of new teachers would fall outside the grant period, but would still be provided by the partners.
We have mapped out the scope and timeline of supports for one cohort of residents over the four-year trajectory (residency year plus three years of induction support), as detailed in the chart below.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Milestone</th>
<th>Responsible Party</th>
<th>Activities</th>
<th>Benchmarks for Success</th>
</tr>
</thead>
</table>
| October – December 2009| 5-7 additional schools recruited to serve as host schools                  | UTR program staff          | • UTR program staff works with New Visions school-based staff to develop list of potential host sites  
• UTR program staff meets with principals at each potential site to determine fit                                                                                                                                                                                                                                  | 10-12 schools that show initial interest in serving as host sites                        |
| November 2009 – May 2010| 48 highly-qualified science, math, ELA and Special Education Residents are selected and enter the program in June 2010 | UTR program staff in collaboration with NYC DOE and host schools | • NYC DOE recruits potential residents through existing alternative certification program channels  
• UTR staff supplement DOE recruitment activities by attending local job fairs, partnering with community organizations and advertising through industry-based media  
• DOE conducts initial candidate screening and interview process  
• Hunter College, New Visions and school staff engage candidates in final interview process and make final selections                                                                                                                                                                                      | 200 applicants for program, including candidates from under-represented groups, mid-career professionals and recent college graduates |
| January – May 2010     | 48 returning and new mentor teachers are trained to support                | UTR program staff/ School leaders | • School leaders and UTR program staff select highly-qualified mentors  
• 20-hour mentoring course prepares mentors                                                                                                                                                                                                                                                                                                            | 95% of teachers who participate in mentor training course are matched with residents and |
<table>
<thead>
<tr>
<th>Time Period</th>
<th>Description</th>
<th>Activities</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| June 2010-       | Mentors support resident development and learning throughout 2009-2010      | • Mentors  
• UTR program staff  
• School leaders  
• Residents take responsibility for one course from mentor’s course load and co-teach with mentor  
• Mentors support residents’ growth through structured reflections and observations  
• Residents participate in team and faculty meetings at the host school  
• Mentors and residents participate in Reflective Seminar and inquiry project as a school-based cohort  
• UTR program staff conferences regularly with mentors and residents to support mentor-resident relationship  
• New Visions program staff and school leaders collaborate to place residents in schools for 2011-2012 | 90% of residents successfully complete the residency and are hired by New Visions schools to begin teaching in fall 2011 |
| June 2011-       | Residents complete graduate coursework at Hunter College and present their Defense of Learning and Portfolio | • Hunter College faculty and staff  
• New Visions program staff  
• All stakeholders contribute to resident assessment  
• New Visions program staff, mentors, and Hunter College faculty tailor coursework to needs of Residents and school  
• Residents engage in rigorous graduate courses that focus on assessment, data-driven instruction, and student engagement  
• Residents complete a Through Defense of Learning, 90% of residents demonstrate that they are conversant in research-based best practices and can implement them in their classrooms, qualifying them to earn their |
<table>
<thead>
<tr>
<th>Period</th>
<th>Events</th>
<th>Activities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>January – August 2011</td>
<td>Residents earn New York State teacher certification</td>
<td>● UTR program staff and Hunter College faculty ● Mentors</td>
<td>At least 90% of residents earn New York State teacher certification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Residents take exams required for New York State teacher certification, with support from UTR program staff and mentor teachers</td>
<td></td>
</tr>
<tr>
<td>September 2011-June 2012</td>
<td>Residency graduates placed in New Visions PSO schools and complete their first year of teaching</td>
<td>● UTR program staff ● Hunter College faculty ● School-based mentors</td>
<td>92% of UTR teachers successfully complete their first year of teaching in New York City public schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● UTR program staff provide initial training and quarterly follow up PD sessions to NYC DOE-mandated school-based mentors ● Hunter College faculty meet monthly with novice teachers as a cohort to provide support and continue videotaping work</td>
<td></td>
</tr>
<tr>
<td>September 2012- June 2013</td>
<td>Residency graduates teach for second year in New Visions PSO schools</td>
<td>UTR program staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● 2nd year teachers participate in quarterly professional development sessions with UTR program staff ● 2nd year teachers participate in online community</td>
<td></td>
</tr>
<tr>
<td>September 2013 – June 2014</td>
<td>Residency graduates teach for third year in New Visions PSO schools</td>
<td>UTR program staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● 3rd year teachers participate in quarterly professional development sessions with UTR program staff ● 3rd year teachers participate in online community</td>
<td>80% of UTR teachers will successfully complete three years of teaching in a New Visions school</td>
</tr>
</tbody>
</table>

Master’s degrees from Hunter College
2. Project Personnel

**Marisa Harford**, a Senior Program Officer at New Visions for Public Schools, is serving as the New Visions’ UTR Program Director, dedicating 100% of her time to overseeing every the UTR program. In addition to project oversight, Ms. Harford will be the main liaison with the host schools and will be supporting the mentor-resident learning and relationships throughout the residency year. She has been working closely with these seven schools over the past year, so strong relationships were in place when the first cohort of residents came on board. Ms. Harford has seven years of secondary-level teaching experience, and has four years of experience supervising and coaching pre-service and novice teachers. She was also a Literacy Coach at the Riverdale-Kingsbridge Academy and an adjunct lecturer in English Education Methods at Lehman College. Ms. Harford holds a B.A. from Yale University and an M.S. in Secondary English Education from Lehman College.

**Ron Woo** is serving as Hunter College’s UTR Project Director. Mr. Woo has served as Director of the Teaching Fellows Program and Teaching Opportunity Program in the Department of Curriculum and Teaching at the Hunter College School of Education since March 2008. Mr. Woo started his career in education as an English as a Second Language teacher in the NYC public school system and served in many leadership positions. During his tenure, he was superintendent for monitoring and school improvement from 1993 to 2003. Subsequently, he served as special assistant to the Deputy Chancellor for Instruction overseeing the revitalization of the school system’s foreign language program and program for English Language Learners. Mr. Woo ended his service with the NYC public school system as special assistant to its General Counsel. Mr. Woo holds a J.D. from Brooklyn Law School and an MA in Applied Linguistics and TESOL from New York University.
The two UTR program directors will be supported in this work by the following staff from New Visions for Public Schools and the Hunter College School of Education:

- **Dr. Roberta Trachtman** is New Visions’ Director of Teaching and Learning. Driven by her initial experiences as an urban secondary school Spanish teacher and community interpreter, Dr. Trachtman has spent her career engaging with school and university-based educators to change teacher and administrator preparation and practice. Prior to joining New Visions, Dr. Trachtman headed an educational consulting company and has served on the faculty of graduate education programs at New School for Social Research, Fordham University and Queens College. She has been widely published and is a nationally recognized educational leader. Dr. Trachtman holds an Ed.D. from Hofstra University.

- **Dr. Carla Asher** has served as Associate Dean of Education at Hunter College since 2005. She began her career in education as a New York City high school teacher of English and taught in Bronx high schools for ten years. From 1992-1999, she was a program officer at the DeWitt Wallace-Readers Digest Fund (now the Wallace Foundation), where she was responsible for the foundation’s national grant-making programs in school reform, teacher preparation, and teacher development. After leaving the foundation, she became Director for Teaching Quality at the National Commission on Teaching & America’s Future at Teachers College, Columbia and then University Director of Teacher Education Initiatives at the Office of the Chancellor of the City University of New York. Dr. Asher holds a Ph.D in English Education from New York University and a Master’s Degree in Public Administration from the Kennedy School of Government at Harvard University.

- **Dr. David Steiner**, has served as the Klara and Larry Silverstein Dean of Education at Hunter College for three years. In this role, Dr. Steiner has introduced cutting-edge
technology focused on the clinical preparation of teachers, inaugurated a major partnership with top-performing charter schools, and led the school to major increases in external funding, enrollment, and faculty hires. Before coming to Hunter, Dr. Steiner was Director of Arts Education at the National Endowment for the Arts in Washington, DC. Previously, he served as Chairman of the Department of Educational Policy at Boston University. Dr. Steiner completed his graduate studies in political philosophy at Harvard University, and undergraduate studies in the humanities at Oxford University.

3. Structures for Continual Project Improvement

The partners will employ multiple strategies to ensure continuous program improvement. First, we will engage an external evaluation team to design and implement a multi-year evaluation of the initiative, tracking both member and student outcomes. We will request regular formative evaluation reports from them so we can use their interim findings to improve our program model. Second, we will implement and review regular surveys of residents, mentors and school staff to gauge program satisfaction and to elicit from them which program elements have been successful. The partners will also meet regularly with school principals to elicit their feedback on the strengths and challenges of the program. Finally, we will regularly review qualitative and quantitative data from the host schools and any additional schools that hire UTR graduates, including student performance data and teacher efficacy and retention data. Hunter College and New Visions staff will continue to meet regularly with each other and with colleagues from the NYC Department of Education to discuss program implementation, reflect on program strategies and make any necessary changes to ensure program success.