

The Boston Teacher Residency Partnership:

**Boston Public Schools, Boston Plan for Excellence, Boston Teacher Residency, Teach Next
Year at University of Massachusetts/Boston, & Wheelock College**

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Application to the Teacher Quality Partnership Grants program

The Boston Teacher Residency Partnership (BTRP)

Introduction. For twelve years, the **Boston Public Schools (BPS)** has moved progressively deeper into adopting a view of schooling that has effective teaching at its center. It has worked steadily to create a coherent instructional system, developing standards and aligning curriculum and assessments. Along the way, the district has increasingly bumped hard into the reality that its teachers and leaders are not equipped to deliver on the core task of a highly functioning school system: successfully teaching every student to higher standards, no matter where he starts or what his challenges. Across the system, teachers have not been sufficiently prepared in their pre-service education, nor have they been adequately supported to continuously become more effective and gain a greater sense of efficacy in their practice.

In 2003 a private funder approached then Superintendent Thomas Payzant, offering to fund a solution for the district's most pressing problem. The result was the **Boston Teacher Residency (BTR)**, jointly managed by the BPS and the **Boston Plan for Excellence in the Public Schools**, the city's local education foundation.

Based on the model of a medical residency, BTR enables the district to recruit, prepare and support the teachers it desperately needs. BTR prepares residents to teach in high-need areas

— math, science, and special education — and immerses them in a BPS school for a full year with an excellent mentor, where they co-teach and complete BPS-based master’s coursework that bridges theory and practice. After one year, BTR residents receive a master’s degree from UMass/Boston and a Massachusetts initial teaching license and are placed within high-need BPS schools. BTR supports its graduates through their first three years on the job, enough time for them to have the chance to develop into effective BPS teachers. In creating one of the first in the nation urban teacher residency programs in BTR, BPS took control of the teacher education pipeline to drive change for its most important constituents – the students in each BPS classroom.

Since 2004, BTR has prepared over 250 BPS teachers: 85% are still teaching in BPS, and principals rate 88% of BTR graduates as well prepared or as better prepared than their counterparts. BTR ensures that over half of its residents are people of color, over half of the middle and high school residents are in the areas of math and science, and all work toward dual licensure in special education or English as a second language. BTR’s success has received national notice: *Edutopia* magazine recently named it one of the “ten leading schools of education,” and NPR’s Claudio Sanchez pointed to BTR as one of the programs “pushing revolutionary change that is infecting the teachers’ colleges.” BTR is now being replicated as a residency model for cities around the country,

The challenge seven years later is two-fold: 1) to bring BTR’s practices to scale to fill a larger percentage of BPS’ high-needs teaching openings, and 2) to deepen and improve the preparation and support of graduates for the increasingly large percentage of Boston’s students who present special challenges.

The **Boston Teacher Residency Partnership (BTRP)** will build on and improve an already successful residency program. The BTRP will align BTR and two other highly effective teacher preparation programs working in partnership with BPS, enabling the district to bring to scale deep and lasting change in the way teachers are prepared and supported and to create a national model for systemic reform. In addition to BTR, BPS, and BPE, the other partners in BTRP will be:

- **The University of Massachusetts/Boston** and its **Teach Next Year** program, a one-year residency leading to licensure and a master's degree in education, which has been preparing and placing teachers in Boston and other urban districts for the past decade. TNY focuses on secondary school teachers.
- **Wheelock College**, which brings to BTRP its nationally renowned expertise in early childhood education and particular strengths in ESL, special education, literacy, math, and science education in the early grades. BTR and Wheelock will create a new residency track to recruit and prepare pre-kindergarten-grade 2 teachers to meet BPS staffing needs in the coming years.

The three programs in this partnership are site-based residency programs, modeled on medical training and organized around clinical practice. They share common elements: all target recruitment to applicants of color and applicants who want to teach in high-needs areas, tailor curricula to the host district, place residents in a classroom with a skilled mentor-teacher for a full year, and provide support after graduation. The programs also share common values, including a bottom line focus on student achievement, use of data to drive instruction, collaboration among teachers, continuous improvement, and differentiation of instruction to meet the needs of all students. Among them, BTR, TNY, and Wheelock have placed almost 600

graduates in the BPS in the last decade; of these, over 300 have been trained in the residency model.

The BTRP will build on the strengths of these three programs to achieve scale in Boston: They'll collaborate to share best practices and resources in order to expand their ability to recruit, prepare, and sustain high quality teachers in high-needs areas for the BPS. *The BTRP partners plan to prepare a total of 548 teachers over the next five years, including the preparation of 330 high-needs teachers which would not be possible without the work proposed here.*

The partnership aims to ensure that an ever-increasing number of students in the BPS are served by innovative, reform-minded, dual-licensed teachers who have a citywide network of support and a commitment to staying in the BPS.

Building on their past work and knowledge base as described throughout this proposal, the partners propose a five-year intensified collaboration to build a continuum of teacher development that supports teachers for the first five years of their teaching careers: from recruitment through preparation and into a strong induction program. The proposed efforts are tightly aligned with BPS priorities and are designed for the ultimate purpose of improving student achievement. This proposal requests support for the following work to build out components of the continuum:

1. To recruit, select, and intensively prepare for BPS high-quality resident cohorts in high-need areas: special education, English as a second language, science, mathematics, early childhood, and teachers of color
2. To build the capacity of a set of BPS schools to serve as strong preparation sites for new teachers and as placement sites for graduates

3. To develop a comprehensive support and development program for teachers in their first five years

4. To deepen and expand existing evaluation and assessment models to enable the district to use student academic achievement measures to drive the selection and training of all teachers.

The BTRP will ensure that every one of its graduates who enters the BPS meets high entry standards. As the partners build on their knowledge of effective teacher preparation, development, and retention, the proposed plan will boost Superintendent Johnson's "Acceleration Agenda" to significantly raise achievement levels for the district's most underserved students.

Needs Assessment: Boston Public Schools

The Boston Public Schools, with 143 schools, 5,000 teachers, and 55,800 students, is typical of many urban districts. Its students come from 116 countries and speak 60 languages; almost half speak a language other than English at home. One in five receives special education services, including 5,000 students who have been identified as having severe disabilities. One in five students is also identified as Limited English Proficient (LEP), or an English Language Learner (ELL). Almost three quarters are eligible for free/reduced price lunch services.

Over the last decade, BPS has been transformed from a failing system to one of the most renowned urban public school districts in the nation, winning the distinguished Broad Prize in Urban Education in 2006. The upward trajectory began during the eleven-year superintendency of Thomas Payzant and continues with Superintendent Carol Johnson. Dr. Johnson's current work seeks to improve student learning and graduation rates for all BPS students and to close the

achievement gap through an intense emphasis on literacy, as well as an overhaul of systems to support ELLs and students with disabilities. Both superintendents began with the premise that if its students are to achieve at high levels, BPS must ensure an effective teacher in every classroom, every year. Thus the district has made human capital development, particularly opportunities for teachers to learn and lead, a priority and has continuously refined and expanded its professional development offerings.

With each teachers' contract, BPS has added more time during the school day for principal and teacher teams to analyze student performance data, look at student work, and plan school-wide instructional responses, often with help from an academic coach. BPS has reorganized its central office support to support principals more directly in managing instruction, funds have been redirected from scattered professional development and other programs to increase and coordinate offerings, and many critical functions in human resources — staff recruitment, screening, hiring, placement — have been professionalized to better support schools' and teachers' needs.

Although BPS has initiated important elements of human capital development, the district has critical remaining needs, which guide the work detailed in this proposal.

Need #1: Hire highly qualified teachers in high-needs areas. While Boston has made significant progress in raising the overall percentage of teachers who meet the federal definition of "highly qualified" — now 97% — the district still has key areas to address. More than half (53%) of the teachers for whom BPS will request a waiver from the Massachusetts Department of Elementary and Secondary Education (DESE) teach special education (moderate and severe); other subject-area teachers requiring waivers include math (8%), foreign languages (8%), science (7%), ESL (3%), and ECE (8%). Moreover, 4% of core academic courses are taught by teachers

who are not highly qualified; most are special education or ESL teachers teaching across subject areas in self-contained classrooms. In all, the district estimates that it needs to hire more than 1,000 teachers in high-needs areas in the next five years, including more than 800 teachers of color.

- ***Need 1a. Teachers of students with disabilities.*** In the next five years, the district expects to hire 330 special education teachers. While 20% of all BPS students are classified as having a disability, nine out of ten are not demonstrating proficiency. Compounding this problem is the shortage of properly licensed and qualified special education teachers. The problem is circular: The students who need the best teachers and the most acceleration are the ones most likely to get an unqualified teacher. The district desperately needs committed, qualified special education teachers who have the skill to help students achieve at high levels.
- ***Need 1b. Teachers of ELLs.*** The situation with English language learners is equally dire. In 2002, Massachusetts voters approved a referendum ending Transitional Bilingual Education as a method of instruction for English language learners, and adopting a model of Sheltered English Instruction (SEI). SEI programs were intended to embed the teaching of English within content instruction (such as biology or history) and, in most cases, students were expected to spend no more than one year in an SEI setting before transitioning to a mainstream classroom. In BPS, where 43% of students speak a language other than English at home and 20% are classified as ELLs, a great deal of uncertainty has followed, with the result that the district has a shortage of teachers qualified to teach in these settings: Currently, for example, just 7.6% of BPS teachers have an ESL license. With only 10%- 20% of LEP students demonstrating academic

proficiency, Superintendent Johnson has made ensuring that all ELLs acquire academic language mastery and fluency as one of her eight top district-wide goals, and in the next five years, **BPS expects to hire at least 333 ESL and SEI teachers.**

- ***Need 1c. Teachers of color.*** The BPS seeks to hire **an additional 884 teachers of color** over the next five years. Like districts across the country, the BPS is attempting to diversify its teaching force to better reflect the demographics of the student body. The BPS teaching force consists of 38% teachers of color, while the student body contains 86% students of color. However, if it continues to hire cohorts of new teachers as it has done in the past, it will only maintain its diversity levels, not improve upon them.
- ***Need 1d. Teachers of math and science.*** The BPS estimates that it will need to hire **304 teachers of mathematics and science** over the next five years, with an especially acute need in science. While the math and English portions of the MCAS were originally the only tests that comprised the high school graduation requirements, the science test has just been added, and schools are paying extra attention to the level of science instruction in their classrooms.
- ***Need 1e. Teachers of early childhood education (ECE).*** Over the past five years, the BPS has aggressively expanded the number of classrooms for four-year-olds, from 750 to 2,400 seats. With this expansion, district leaders have recognized the need for more ECE teachers with a strong grounding in new early development and education research and the skills to translate this research into classroom practice; a deep knowledge of best practices for reaching all children, including ELLs and students with special needs; and content and effective teaching strategies in the areas of math and science. In the next five years, the BPS projects that it will need to hire 137 new early childhood teachers.

Need #2: Increase the number of host sites and graduate placement schools. Currently, three-quarters of BPS schools have been designated as under performing, and the district has identified a set of key components to improve such schools. At the core, the district believes that it needs schools to organize adults in professional learning communities and become skilled at using data to inform instruction. It is only through such coordinated, intensive work that schools will be able to make significant gains in meeting BPS’s eight performance targets.

Need #3: Improve retention by deepening induction supports for teachers in years one-five.

- *Need 3a. Comprehensive and school-based supports for teachers in their first three years.* Despite significant improvements in new and early teacher support, BPS has not yet coordinated the work of its various departments and staff with the responsibility to support first-stage teachers. One problem that must be addressed is the lack of a cohesive approach that aligns with district priorities, makes optimal use of teacher time, combines classroom management and strong content, is grounded in practice, and continues through the critical first few years in a classroom. While all first-year teachers have a district New Teacher Developer to provide support, there are no formal induction supports after the first year of teaching. Further, the current induction supports focus on the individual teacher, rather than a team of teachers or a whole school. The district has identified the development of a school-based approach to induction as its next priority in this area.
- *Need 3b. Development of teacher leadership opportunities for second-stage teachers.* Despite their experience and skills, successful BPS teachers have few options to take on

new roles while staying in the classroom. As currently structured, a teacher's career path is flat; the job looks the same in the first year as in the twentieth. Talented, committed teachers who want to stay in teaching but want to be able to take on varying and interesting roles and responsibilities have few options – and often leave the classroom. To meet the need for knowledgeable instructional coaches, data coaches, new teacher mentors, teachers prepared to staff turnaround schools, and other roles, BPS intends to develop structures to identify and prepare teachers for these roles, recognize and reward their skills, and retain them in the district. It is these people, after all, who can have a tremendous impact on supporting the next generation of new teachers.

Need #4: Develop an evaluation and assessment system that refocuses attention on student achievement

Specifically BTRP will collaborate on a system to

- measure teacher effectiveness
- use student achievement measures to understand teacher effectiveness
- drive the selection and training, and evaluation (including tenure decisions) of teachers

As BPS has endeavored to build a comprehensive human capital system, it has time and again bumped up against the issue that it currently does not have a reasonable manner in which to assess teacher effectiveness. Ideally, a district's human capital system would be based on a clear vision of effective teaching. The skills and indicators that would make up such a vision would serve as the basis for the district's teacher development and assessment structures. Teachers would know what they need to do to advance, principals could support and hold accountable teachers to develop these skills, and central office staff could organize their professional

development resources around these skills. Without such a vision, and without such a system, the professional development and assessment activities on all levels – the classroom, school and district – are somewhat haphazard, depending as much on the individuals involved than on any objective measure. To continue to develop as a school district, BPS knows that it needs to develop this type of transparent vision of effective teaching, and the supports that would follow. BPS intends that BTRP will help lead the effort on the development of such a system through its work.

Needs Assessment: Boston Teacher Residency (BTR) and Boston Plan for Excellence (BPE)

The mission of the Boston Teacher Residency is to recruit, prepare and sustain excellent teachers in and for BPS. Highly selective (last year, just 15% of applicants were admitted, far below the national average at schools of education), BTR recruits talented and committed people from diverse backgrounds — recent college graduates, career changers, community leaders — who want to be urban teachers. Since its launch seven years ago in partnership with the BPS and the Boston Plan for Excellence, BTR has prepared over 250 BPS teachers, and has met or exceeded district needs and expectations in high-needs areas, ensuring that over half of its residents are people of color and over half of the middle and high school residents are in the areas of math and science. BTR has been the driving force behind the establishment of an ongoing student achievement outcome study led by Professor Tom Kane at Harvard’s Center for Education Policy Research to examine the effectiveness of its graduates. To date, BTR has retained over 85% of its graduates in the BPS, and principals rate 88% of BTR graduates as well prepared or as better prepared than their counterparts.

A district-based program, BTR exists in order to develop, expand, and enhance programming in direct response to BPS needs. As detailed above, BPS has currently has significant shortages in teacher quantity and quality in critical areas. For the district's highest-need students, no time can be wasted in building the appropriate response systems and creating a pipeline of teachers who have the skills and knowledge to provide effective and engaging instruction.

To that end, building upon its learnings, BTR has identified the following key areas of need in response to BPS priorities:

- Enhance principal, site director, and mentor training at BTR training sites to model the collaborative, data-based inquiry work the program teaches, with particular emphasis on ESL and SPED supports and the development of ECE host sites
- Develop and implement content-based induction supports for all new BPS teachers, with a particular focus on special education, ESL and on high-needs content areas such as math and science
- Expand access to and usage of student academic achievement data to inform instruction and teacher learning
- Create a new program to allow highly effective second-stage BPS teachers to prepare for instructional leadership roles
- Convene a formal BTR alumni network to aid in professional development, to increase current retention levels, and to continue the BTR cohort spirit in the post-induction years.

Needs Assessment: Teach Next Year (TNY) and University of Massachusetts Boston (UMB)

The mission of UMB's Graduate College of Education (GCE) is to generate knowledge, foster engaged learning, promote social justice, and empower students, educators, other professionals, and community members through teaching, research, evaluation, and public service. The GCE aims to ensure equality of access and success for all students, especially those who historically have had limited educational opportunity.

Within GCE is a one-year residency program leading to licensure and a master's degree in education, Teach Next Year (TNY). Developed in 1998 with funding from a private foundation, TNY was intended to help address the problems of one of the most challenging underperforming high schools in Boston. Its design was a collaboration of UMB faculty and BPS staff, with the twin goals of increasing the number of teachers in the building and of better preparing new teachers for Boston schools. This essential partnership has continued and expanded to other BPS elementary, middle and high schools, and three-quarters of TNY graduates are still teaching in Boston or in other local urban schools.

In order to best serve the current needs of the BPS through the partnership, UMB and TNY have identified the following programmatic expansion and enhancement needs:

- Provide the means for TNY residents to satisfy requirements for preliminary licensure in special education or ESL, in addition to science, math, or elementary education.
- Enhance the current curriculum to ensure alignment of research on teaching, instructional practice, data collection, and analysis across the entire curriculum making learning, reflection, and inquiry major connectors between theory and practice.
- Create a formal mentor training and support program.

- Collaborate with BPS, BTR and Wheelock to develop and implement a structured induction program for graduates of both residency programs that will offer both new teacher support and credit-bearing courses leading to professional licensure in additional content areas, special education, and/or ESL.

Needs Assessment: Wheelock College

A private college with the mission of improving the lives of children and families, Wheelock College is nationally renowned for its work in early childhood education and has enjoyed a strong, long-standing relationship with BPS, collaborating with the district to place student teachers, provide in-service training, develop curriculum, and conduct research.

Wheelock's master's degree/teacher licensure program is recognized for quality by the National Association for the Education of Young Children (NAEYC), and all of Wheelock's programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE). Further, Wheelock offers a range of teacher education models, such as an Integrated Elementary/Special Education master's program, which includes a yearlong residency with a stipend, based on five full days a week in an inclusive classroom setting in Boston. Wheelock is well positioned to join the BTRP as the lead ECE partner, with the goal of providing the BPS with highly qualified PreK-2 Masters-level teachers over the next several years.

Wheelock has identified the following needs to help it fulfill its mission:

- Targeted, aligned and rigorous recruitment and preparation of ECE teachers who are effectively prepared to work in BPS school settings, meet high performance standards and address the range of student learning needs

- Adaptation of Wheelock’s existing, research-based and nationally and state approved ECE curriculum to fit within an intensive residency coursework model
- Reinforcement of core ECE coursework with specialized coursework in ELL, SPED and math and science education
- In collaboration with partners, development of selected BPS schools to become specialized, high quality ECE teacher training sites.
- Three years of follow-through induction support for ECE residency graduates, including:
 - a) content-based and data-driven mentoring and coaching ,
 - b) ongoing professional development in targeted areas (e.g. SPED, ELL and math and science education),
 - c) certificate programs to enhance licensure in high-need areas.

TQP Need	TQP Goal
<p>Need #1: Hire highly qualified teachers in high-needs areas</p> <p>Specifically, over the next five years, BPS projects that it will need to hire:</p> <ul style="list-style-type: none"> ▪ 330 new special education teachers ▪ 333 new teachers of English language learners (of those, 197 in ESL and 136 in SEI) ▪ 884 teachers of color ▪ 304 math and science teachers ▪ 137 early childhood teachers 	<p>To recruit, select, and intensively prepare for BPS high-quality resident cohorts in high-need areas: special education, English as a second language, science, mathematics, early childhood, and teachers of color. Specifically, the BTRP will prepare:</p> <ul style="list-style-type: none"> 105 new special education teachers (32% of total needed) 102 new teachers of English language learners (31%) 283 teachers of color (32%) 175 math and science teachers (58%) 48 early childhood teachers (35%)
<p>Need #2: Increase the number of host sites and graduate placement schools</p> <p>Specifically, BTRP is looking for schools which</p> <ul style="list-style-type: none"> ▪ organize their adults in professional learning communities to use data to inform instruction ▪ which make significant gains in meeting BPS’s eight performance targets 	<p>To build the capacity of a set of BPS schools to serve as strong preparation sites for new teachers and as placement sites for graduates</p>
<p>Need #3: Improve retention by deepening induction supports for</p>	<p>To develop a comprehensive support and development program for</p>

<p>teachers in yrs 1-5 Specifically BTRP will</p> <ul style="list-style-type: none"> ▪ Retain and develop talented teachers across the first five years of their careers to accelerate its school-based reform agenda ▪ Redirect existing resources to BPS’s reform agenda 	<p>teachers in their first five years.</p> <p>3a.To create and implement a whole school induction model which builds the capacity of high-needs schools to support and develop new teachers</p> <p>3b.To develop a set of contextualized induction supports for all BPS teachers in their first three years of teaching that focuses on high-needs areas, that ground teacher learning in practice and in particular have student learning as the bottom line, and that lead to professional licensure</p> <p>3b.To design and pilot a teacher-leadership credential within which second-stage teachers who have proven their effectiveness have opportunities to prepare to assume leadership roles in their schools without leaving the classroom</p>
<p>Need #4: Develop an evaluation and assessment system that refocuses attention on student achievement</p> <p>Specifically BTRP will collaborate on a system to</p> <p>measure teacher effectiveness</p> <p>use student achievement measures to understand teacher effectiveness</p> <p>drive the selection and training, and evaluation (including tenure decisions) of teachers</p>	<p>To deepen and expand existing evaluation and assessment models to enable the district to use student academic achievement measures to drive the selection and training of all teachers</p>

B. The Boston Teacher Residency Partnership: Preparing Prospective and New Teachers with Strong Teaching Skills for the Boston Public Schools

The BTRP will prepare teacher candidates to become effective BPS teachers through curricula that marries a full-year, in-school residency with master’s level coursework tailored to BPS’s instructional agenda, followed by three years of intensive induction support and teacher leadership development.

BTRP Residents are immersed in an integrated program that links education theory with hands-on classroom teaching experience. After being chosen through a highly selective process to meet BPS’s priority needs - special education and ESL, math and science, early childhood, people of color - residents are placed in cohorts in BPS host schools and paired with mentor teachers who train them on BPS curriculum and teaching methods. Residents work in host

schools four full days per week under the supervision of principals and school-based site directors. They participate in coursework one full day and an additional evening per week and graduate with a master's degree in education from UMB or Wheelock, a Massachusetts Initial Teacher Licensure in their content area, and partial completion of either special education or ESL licensure, which they complete in their first year of teaching. They are hired in high-need areas in high-need BPS schools upon graduation and commit to teach in the district for at least three years.

BTRP Graduates are supported during the first years of teaching and provided professional development opportunities that promote teaching as a long-term career. They receive on-site induction support for three years through individual and school-level coaching, and content-in-context courses that enable them to achieve professional licensure in Massachusetts. [Teachers in Massachusetts earn an initial license to enter the profession through a teacher preparation program, and must earn a professional license within five years, though not before three]. Graduates also participate in a growing alumni network to encourage retention and to maintain the cohort structure of the residency year. Effective graduates receive encouragement, preparation and support to take on leadership roles within schools, such as mentor teacher or literacy coach, through a teacher leadership mastery credential.

A focus on student achievement. The goals of improved teacher preparation, improved schools, and an improved school system are inextricably linked. As such, the partnership proposed here has significant implications for Boston's students. The partnership is focused on preparing its residents and graduates to help each and every student they teach achieve at least one year's

worth of academic growth in one academic year. To effect this transformation across the district, the partners propose the following work:

Goal #1. To recruit, select, and intensively prepare for BPS high-quality resident cohorts in high-need areas: special education, ESL, science, mathematics, early childhood, and teachers of color.

The recruitment and preparation of over 60% of these new teachers (330 teachers) is made possible through this proposed partnership. Specifically, the requested funding for the BTRP will support new teacher training capacity through recruitment and development of the following:

- 105 new special education teachers (32% of projected total needed)
- 102 new teachers of English language learners (31%)
- 283 teachers of color (32%)
- 175 math and science teachers (58%)
- 48 early childhood teachers (35%).

BTRP aims to prepare a total of 548 teachers over the next five years, including the 330 teachers listed above whose recruitment and preparation would not be possible without the work proposed here. These 330 teachers include: 1) 48 early childhood teachers prepared through Wheelock, 2) 75 teachers (50 with dual licensure in special education, 25 in ESL) prepared through TNY, and 3) 102 ESL/SEI and 105 special education teachers prepared through BTR.

Wheelock/ECE pathway. The partnership will support a new early childhood residency track managed by Wheelock and BTR to recruit and prepare pre- kindergarten through grade two teachers. Working together with BTR's curriculum director, Wheelock faculty will both design and lead the ECE courses for 12 residents per year (for a total of 48); those residents will earn

their master's degree from Wheelock and will receive BTR mentoring and induction supports throughout the residency year and beyond. In year one of the grant, the partners will work to develop the ECE host sites and to design the Wheelock/BTR curriculum for the residency year; the partnership will recruit the first cohort of ECE residents for SY2010-2011.

TNY Expansion. The partnership will support the expansion of TNY's Boston residency cohort from 10 residents per year to 25 (a total of 75 new Residents over five years). The partnership will also support the TNY to develop the capacity to add a dual licensure component to its program so that all of its residents earn special education licensure as well as their initial content license. TNY will eventually also add ESL licensure capacity as well.

BTR Special Education/ESL strands. The partnership will support BTR to revamp both its coursework and mentoring components to prepare residents to take special education or ESL/SEI jobs in their first year of teaching. In past year, BTR residents worked toward dual licensure in special education over two years, so that their first teaching position would be in regular education. Given BPS' drastic rise in need for special education and ESL/SEI teachers, BTR has decided to intensify its special education preparation (squeezing two years into one) and add a new ESL component. BTR expects to prepare an increasing number of ESL teachers over the next five years (10 in the first year, then 15, 21, 28, 28) for a total of 102, and an increasing number of special education teachers (15 in the first year, then 20, 20, 25, 25) for a total of 105.

Overall, including teachers not specified in this proposal, BTRP will be preparing 548 teachers for high-needs BPS schools in the next five years, approximately one-third of BPS' total estimated need.

Goal #2. To build the capacity of a set of BPS schools to serve as strong preparation sites for new teachers and as placement sites for graduates.

The BPS schools, or training sites, which host residents during the preparation year, play a critical role in the success of the partnership programs. BTRP partners seek training sites which have: 1) strong school leadership with a clear vision of effective instruction and a bottom-line emphasis on student achievement, 2) at least six potential mentor teachers who have the qualifications and willingness to partner closely with a resident for an entire year (so that the site can host a cluster of at least six residents), and 3) a school-wide collaborative culture in which teachers work together to use data to improve outcomes for children.

Identifying strong training sites is a challenge across the field of teacher education, and has been in the past for BTRP partners. Without the critical elements identified above in a training site, there is the potential that mentors and residents falter, the cohort mentality weakens, school leadership and teachers do not work together, and both resident preparation and student learning suffers. When those factors are present, however, the sharing of knowledge and examination of practice among mentors, residents, other teachers, school leadership, and the site director leads to a critical mass of effective educators all engaged in the same work: raising student achievement levels.

Given the critical nature of these training sites, BTRP partners understand that in addition to finding sites that already meet the initial criteria, the partners must work with other schools – schools not ready to be a site but with potential - to help them build the capacity to serve as training sites. The partnership has begun to develop a specialized program to train and ready key faculty and administrators at potential host schools to help their schools develop the necessary practices and culture to serve as a host school. A core component of this work is the

establishment of teams of teachers who engage in an inquiry process together to boost student achievement. They collaborate to analyze student achievement data, decide upon possible interventions intended to help each of their students achieve, test out those interventions, and then assess the results of their interventions. This continuous improvement cycle is intended both to improve outcomes for students at these schools – and thus to improve the schools as a whole – and to make these schools better places to prepare residents. The goals of school improvement, veteran teacher development and new teacher preparation are thus closely linked. BTRP believes that by undertaking this work together, in a coherent manner, it can support growth in all three areas. Ultimately, this work will affect positively student outcomes at an increasing set of schools.

This innovative work will have great benefits for the BTRP partners. By bringing prospective mentors and supervisors into a pre-training program, the partners will have the opportunity to vet the potential school sites and personnel in detail and will be able to select new training sites with confidence. Training courses will concentrate both on the skills of mentoring, coaching, data analysis and instructional supervision, as well as the content areas of on ESL, special education, and early childhood. Through this work, the partnership will create a corps of teachers and school leaders better equipped to take on the education of struggling students and the transformation of struggling schools across the district.

The partners propose to begin offering these trainings for principals and potential mentors and site directors in spring, 2010 as a component of the host school determination for SY2010-2011 and beyond. BTRP intends to train three schools per year.

Goal #3. To develop a comprehensive support and development program for teachers in their first five years.

- *Goal 3a. To create and implement a whole school induction model which builds the capacity of high-needs schools to support and develop new teachers.* BTRP partners will work with individual schools and with the BPS Office of Human Resources (OHR) to ensure that program graduates are hired in clusters at specific schools, called partner schools. BTRP's theory of action is clusters of graduates in schools, in close partnership with the principal and leadership of the school and other like-minded teachers, will be able to gain traction to help create a new culture and better results – for students, teachers, and the larger school community. It will not be enough just to place graduates together at these partner schools. BTRP's induction supports, by necessity, will need to work with whole school communities to help them develop the kind of data-based, collaborative culture established in the residency training sites. BTRP plans to work closely with two new schools each year, for a total of ten schools. These schools will receive training through BPS & BPE's Acceleration through Inquiry (AI²) model, which facilitates inquiry- and data-based support for teams of teachers, as well as individual coaching for principals. BTRP schools have begun to see the promise held by teams of graduates working together, and understand that the partnership's longest-lasting contribution to the district may very well be these powerful clusters of like-minded, results-driven teachers.
- *Goal 3b. To develop a set of contextualized induction supports for all BPS teachers in their first three years of teaching that focus on high-needs areas, that ground teacher learning in practice and in particular have student learning as the bottom line, and that*

lead to professional licensure. Surveys of new BPS teachers show an urgent need for targeted, higher-level induction supports in content areas during at least the first three years in a classroom — the most formative years of an educator’s career. BPS’s New Teacher Developers (NTDs) work individually with all new teachers in their first year, and the program has earned high marks from teachers. However, most formal support ends after one year. For its second- and third-year graduates, BTR has filled in induction support by hiring its own coaches on a part-time, consulting basis. Unfortunately, extended induction support is the exception rather than the norm for teacher preparation programs, and most are not currently able to support their graduates.

The partnership proposes a radical shift in this model, collaborating in an intensive effort to develop a 12-graduate-credit program of content-based and ESL- and special education-focused courses leading to Massachusetts professional licensure status. Taught by faculty from across the partner institutions, BTRP will create and offer a set of “content-in-context” courses in math, physics, chemistry, history, ELA, and elementary math and literacy. All courses will have ESL and special education as core elements. Completion of an approved sequence of courses will culminate in professional licensure.

In addition to the state mandate that all teachers earn professional licensure within five years, the deep content and pedagogical support embedded in these courses will make this program attractive as effective, engaging, and sustained professional development. In order to further incentivize the option, BTRP will create an education award to offset course costs. The courses will be open to all BPS teachers, but preference will be given to BTRP graduates and those who apply as school-based teams of three or more to encourage building-level collaboration.

- *Goal 3c. To design and pilot a teacher-leadership credential within which second-stage teachers who have proven their effectiveness have opportunities to prepare to assume leadership roles in their schools without leaving the classroom.* For the past decade, BPS has continuously kept its attention on strengthening teaching and schools' focus on instruction using a coherent framework, the "Essentials of Whole School Improvement." Many schools have steadily improved, but many others have not, and one limiting factor, which has been documented by outside evaluator Education Matters,¹ has often been the lack of good personnel to support teacher development and effective school practices, such as math and literacy coaches or data analysts. Teachers who may be good teachers themselves often do not have the skills to work with adults, to mentor others, to build an effective team, to explain assessments and their valid uses, to observe and comment on instructional practices, or to manage resources and time. When such teachers are placed in roles for which they have not been prepared, the results are disappointing, and school improvement is set back and resources squandered. As Education Matters documented, too often has that happened in BPS. The partnership intends to solve this problem and simultaneously address the need to improve retention of effective teachers by developing a new credential: teacher-leader. Effective teachers would not have to leave the classroom nor aspire to be a principal. An urban principal's job is becoming untenable, and leadership needs to be shared by personnel prepared to share it. A teacher-leadership credential is a new concept, long overdue but much needed in BPS and other urban districts.

¹ "Using What We Know: Implications for Scaling-Up Implementation of the CCL Model," January 2002; "Year I of CCL in Effective Practice Schools: Off to a Good Start," July 2002; "Year II of CCL in Effective Practice Schools: Expanding the Work," July 2003. <http://www.bpe.org/find-it-here/source/Education%20Matters>

The teacher leadership credential program, like the teacher residency, will be practice-based and offer seven strands: mentor teacher, inquiry facilitator, data facilitator, language assessment coordinator, special education coordinator, literacy coach, and math coach. Teachers will self-select to earn the credential in one of the strands, but at entry will know that they will not receive it unless they also meet criteria for effectiveness that includes having had a positive effect on student achievement during their tenure in the BPS.

All strands will have in common semester-long professional seminars on leadership in areas mentioned above: decision making, team building and meeting facilitation, assessment literacy, classroom observing, and time and resource management. Each strand will also have particular seminars, depending on the role to be played: mentoring, data analysis, math and literacy coaching, inquiry facilitation, and language and special education assessments. Delineating the specific requirements and content of each strand is the task for which we seek support in this grant.

BPE has piloted several such seminars in past years and is currently conducting them in school-based inquiry in 15 AI² schools. The organization has learned the value of rooting seminars in practice and featuring teachers' actual work, with assignments and discussions partly taking place during school hours and partially afterschool and in special purpose networks. As in BTR, seminars will be taught by the best instructors the partnership can find: university faculty, BPS principals, teachers, coaches, or consultants.

Professional seminars will carry salary worthy credit, which makes the initiative an important step toward creating an alternative to the "step-and-lane" system for advancing salaries currently in use in Boston and almost every other district in the

country. Since BPS will be changing the use of resources it currently disburses as salary increases to teachers for unrelated graduate courses, the model will be self-sustaining: Those same resources will be redirected to raising their salaries for earning a BPS-specific credential and playing a role for which BPS has a demonstrated need.

BTRP would hire a coordinator to research other programs, conduct (in consort with the teachers' union, which has agreed to do so) focus groups with teachers, and lay out the specifics for this district-based credential, customized to BPS but still universally applicable to all districts that face the challenges of designing and funding effective professional development with limited resources.

UMB's Leadership Education Department is also working on plans for a university credit-bearing master's degree in teacher leadership, which will give BPS teachers another option for teacher-leader opportunities within schools. More detail is included in the competitive section.

Goal # 4. To deepen and expand existing evaluation and assessment models to enable the district to use student academic achievement measures to drive the selection and training of all teachers.

The goal of every resident, mentor, and new graduate in the partnership will be to help move each child in their classrooms at least one year of academic growth over the course of the year. The partnership aims to recruit and prepare a generation of new teachers who enter teaching with a laser-sharp focus on student achievement, who regularly use data to improve instruction, and who will not make or accept excuses from themselves or their students for a failure to achieve. Only by setting clear, measurable goals and by regularly assessing students

can teachers and students know where their students are and what they need to do to reach proficiency. The partnership will seek candidates with the dispositions and experiences necessary to be a teacher who can help all students achieve at high levels, will prepare residents to be this kind of teacher, and will support them as graduates to produce strong academic gains for all their students. The measure of one year's growth in one year provides a convenient yardstick to all teachers, allowing them to measure and understand their own efficacy.

Currently, residents in the partnership are extensively assessed throughout their residency year and must demonstrate that they are operating on the "emerging" level on each of the district's "Dimensions of Effective Teaching" by the time they take responsibility for their own classes. Each month, the program supervisor facilitates a discussion between the mentor and the resident about the resident's progress, using examples and evidence from the resident's teaching. This information is captured in a central database through which program staff can monitor the progress of each resident and is aggregated to track the success of the program and to inform discussion about program adjustments going forward.

In order to be able to calibrate resident observations and ratings against student academic growth, the programs need access to timely, accurate assessment data. One of the constraints on this work is technical: a lack of capacity in the state and at the district level to measure and report on student academic growth. There are signs that such capacity is being built at the state level: The Massachusetts DESE recently announced that this fall it will report both aggregate and individual student growth data from its assessment, MCAS, for the first time. These data will help determine how much academic growth a student makes from year to year, relative to his or her academic peers.

The partnership aims to support the development of a district-based system of formative and diagnostic assessments. Currently, the only district-wide assessment BPS administers is summative, the state's MCAS. To create a *system* of assessments will require two additional types: formative assessments customized by a teacher and administered at any time, providing classroom level results within minutes or hours to inform teaching practice; and diagnostic assessments used to evaluate student performance relative to academic goals. The latter needs to be uniform across the district, to be administered at pre-determined times, and to be able to produce results that can be aggregated at the classroom, school, or district-level. Diagnostic assessments will also have predictive power to project how students will perform on the MCAS assessment absent intervention, directing necessary attention toward students whose performance is farthest from the standard of proficiency.

Taken together, the development of these systems will place the partnership in an unusually strong position to measure what matters most: students' progress. To track the correlation between this progress and teacher effectiveness indicators, the partnership will expand upon its work with Harvard's Center for Education Policy Research (CEPR), led by noted economist Tom Kane. Professor Kane has been conducting an analysis of BTR graduates to document their impact on student achievement. He has recently assembled a new database with both student- and teacher-level data for every classroom in the BPS, which the partnership will use to understand its impact on student achievement. Through its use of both qualitative and quantitative indicators, the partnership is poised to make a strong contribution to the field's understanding of the relationship between teacher practices and student achievement.

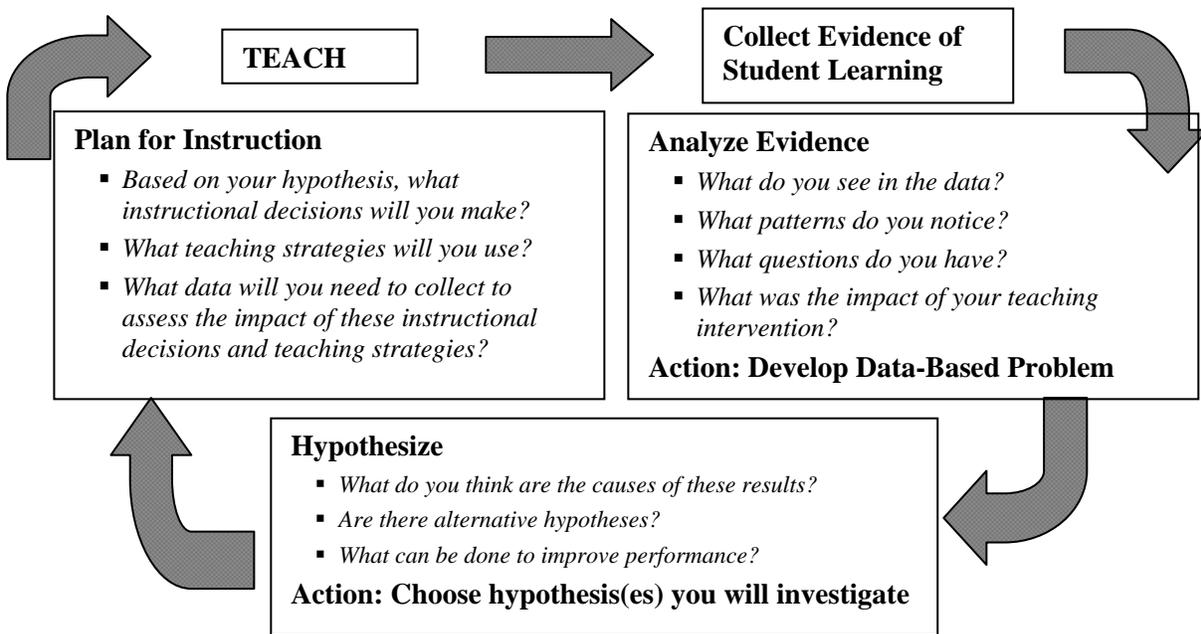
C. BTRP prepares prospective and new teachers to understand and use research and data to modify and improve classroom instruction.

BTRP intends that every graduate of its programs is a results-driven teacher who constantly analyzes and learns from student data to improve instruction. As a core part of this effort, BTRP residents and mentors are required to give their students a pre-assessment at the beginning of the year, a mid-year assessment, and a final assessment in June. In addition, they administer a number of other formative assessments throughout the year. BTRP supports residents, mentors, and graduates to engage in a regular inquiry cycle intended to support learning from student achievement data and the honing of instructional practice.

The partners do not teach that there are purely “good” or “bad” instructional practices, rather that specific practices must be matched to specific students and classrooms in specific contexts and assessed continually for effectiveness. BTRP wants every student in every resident’s and mentor’s classroom and every student in every graduate’s classroom to make at least one year’s worth of progress each year. The partners believe that by instilling this practice during the residency year and supporting it during induction, BTRP graduates will form a strong cohort of BPS teachers deeply committed with student achievement.

The BTRP residency year builds in a series of structured times in which residents and their support networks (mentors, site directors, course instructors) analyze and learn from student data. The programs’ inquiry-driven curriculum will provide residents with ongoing opportunities to study best practices, try them out in the classroom, reflect on the results, adjust, and try again. Residents will be asked to continually consider the research, rationale, and data behind their decisions about curriculum and instruction. They will use the “Cycle of Inquiry” framework

(below) to collect evidence of student learning, analyze patterns in student learning, develop hypotheses to investigate, and refine instruction based on what they learn.



Courses will be built on the knowledge that looking at student work data is the crucial tie to strong instructional practice. The foundational courses will begin with an examination of the Massachusetts Curriculum Framework’s learning standards and MCAS, the state system designed to assess student performance on those standards in pre-kindergarten - grade 12. Residents will develop the practice of continuously examining and improving their teaching to increase the motivation, learning, and achievement of every student. Because the residency will be occurring concurrently with their coursework, the integration of theory and practice will be both well aligned and immediate.

(D)(i) Coordination of strategies and activities with other teacher preparation or professional development programs

Courses that connect content to pedagogy. Massachusetts has frequently been singled out by respected national organizations such as Achieve and The Education Trust and Education Week's Quality Counts initiative for its high-level standards and its assessment system, MCAS; that both hit high standards is borne out by the state's being consistently first or second in the country in NAEP performance. Since 1999, this standards-based system has guided local districts, particularly BPS, in organizing its instructional improvement and its support to teachers and schools. MCAS standards are the foundation of Superintendent Johnson's ambitious "Acceleration Agenda," which sets academic goals and targets for each BPS student in core subjects and skills by 2012. The agenda also proposes challenging leaps in graduation rates² from 60% to 80% overall and from 45% and 37%, for ELLs and students with disabilities, respectively, to 70%.

Meeting these goals - which incorporate the central tenet of IDEA and NCLB that all students, including those with learning needs, use the same curricula and be held to high academic standards - has required a significant realignment of efforts and resources. Since Dr. Johnson set these goals, her team has begun supporting job-embedded professional development, eliminating non-aligned, off-site literacy and math offerings for teachers, revising their use of Title II and private funds, and concentrating on selecting formative assessments that will help teachers know if their instruction is effective mid-course. Among the strategies BPS has chosen to support with its Title I and IDEA funds is BTR.

² Defined as meeting MCAS requirements.

Residency programs by design are grounded in the district's curricula, and the learning is job-embedded. Recognizing that, BPS selected BTR for these funds, believing that it would help meet the district's need for teachers: 1) who know its work and goals, 2) who are conversant with IDEA's 1997 changes that shifted emphasis from compliance to outcomes for students, and 3) who are both certified in Special Education and well-able to teach students with different learning needs to high levels. Both the coursework and the performance evaluation system in BTR (to be used across the BTRP partnership) follow generally BPS's foundation for its PD and evaluation system, the Dimensions of Effective Teaching. The Dimensions, in fact, were based on BTR's competencies used in their first two years before the Dimensions were created.

BPS has also invested in the use of ongoing assessments. As described throughout this proposal, frequent checking on students' learning is a cornerstone of BTRP. The state's coming release of additional MCAS data for analysis, noted earlier, promises to greatly strengthen both BPS's and the partnership's work and tighten their coordination. The inaugural reporting of both aggregate and individual growth data will lay the groundwork for a true longitudinal student achievement data system - a core aim for BTRP and of BPS's reform agenda.

The partnership's professional development courses will build upon the extensive and successful work done in conjunction with the National Science Foundation-funded Boston Science Partnership (BSP), a collaboration among BPS, UMB, and Northeastern University with the purpose of raising student achievement levels in science in grades 6-12 and improving the science teaching and quality of teachers in BPS. The merits of these courses are in the marriage of content and pedagogy essential to developing teachers, a focus not just on assessment, for instance, but assessment as it specifically relates to the science classroom. The partners will design, in each content area and with a focus on ESL and special education, "content-in-context"

courses following the BSP's model. These efforts will incorporate the current BPS special education professional development strategies under IDEA, as well as the eight hours of literacy and formative assessment training that the district currently requires for teachers in years 2 and 3.

Taught by faculty from the partnership institutions, these proposed courses offered as part of first-stage induction will cover physics, chemistry, elementary literacy and math, secondary math, ELA, history, with ESL and special education training incorporated throughout. In this way, the BTRP partnership will create content and pedagogical assistance for teachers in their critical first years, while also building a cross-district community of teachers in each content area who have access to these sustained supports.

(D)(ii) Partnership activities are consistent with state, local, and other education reform activities that promote teacher quality and student academic achievement.

BTRP is helping the BPS strengthen teacher quality and student achievement in ways beyond anchoring the preparation aspect of the teacher learning continuum. Its graduates, with their disposition to working in teams and using inquiry, are central to a core BPS reform strategy. BPS, in partnership with BPE and with support from the Carnegie and Stone foundations, is engaged in an initiative in 15 schools to meet Dr. Johnson's eight performance goals for students through school-based inquiry. In a model called Accelerating Achievement through Inquiry, or AI², teams of teachers, many of whom are BTR graduates, review data about their struggling learners and strategize about how to teach them more effectively so they succeed; the effort is marked by an inquiry cycle similar to BTR's described earlier.

BTR has been in beginning conversations at the district level about the possibility of placing clusters of graduates in turnaround schools as part of the district's strategy to improve dramatically its lowest-performing schools; residency graduates are seen as a potential catalyst to

these efforts. Similarly, the Massachusetts DESE has contacted BTR about the possibility of replicating the residency model across the state, as an aligned part of the state's teacher quality and turnaround school plans. And through the Urban Teacher Residency United (UTRU), BTR is sharing its practices and lessons nationally to help new cities start their own residency programs.

E. Assessment of Resources

The partnership brings together a diverse set of institutions, each of which has a strong national reputation and has been able to attract significant funding which will ensure that the work described here will be sustained well beyond the grant period.

BTR. BTR was started with private funds, receiving a start-up grant to pay for its creation and first two years of operation. That initial grant served as venture capital, allowing the district to start the program without incurring the initial cost. Since the second year, BPS has assumed responsibility for an increasing percentage of BTR's costs, with the ultimate commitment to serve as BTR's long-term majority funder. While BPS' funding serves as the core of BTR's support, BTR has been able to attract multi-year funding from a number of other sources. BTR is in the first year of its second three-year cycle as an AmeriCorps program. AmeriCorps support enables BTR to offer an affordable program for its residents; residents receive an annual [REDACTED] stipend (which will increase to [REDACTED] next year), health care benefits, childcare reimbursement, and an AmeriCorps Education Award that can be used to cover the tuition for their master's degree. BTR is in the midst of a five-year Transition to Teaching grant for \$2.2M, a five-year Smith Family Foundation grant for \$1M, and has received a series of one-year grants from long-term supporters including the Motorola Foundation, Pierce Foundation, Stone Foundation, Barr Foundation, and Strategic Grant Partners. The Ford Foundation has recently

committed to funding a portion of BTR's evaluation work and the Carnegie Foundation, through the BPE, is contributing significant funds to a school-based inquiry project.

As the national focus on residencies increases, the work that BTR has taken on to standardize, codify and disseminate the urban residency model will support its sustainability – the organization has fielded a number of offers to partner with institutions around the country. In addition, the Massachusetts DESE has expressed interest in the expansion of BTR to other cities in Massachusetts, and as a possible method for staffing turnaround schools.

The Boston Plan for Excellence (BPE). BPE serves as the fiscal and managing agent for BTR. BPE has a distinguished record as a local education foundation, having recently been selected by the Public Education Network as the most effective of its 84 members. In partnership with the BPS, BPE has raised more than \$60M since 1996 from local and national funders and is consistently chosen by foundations as the fiscal manager of their grants to BPS. BPE has made a long-term commitment to contribute in-kind overhead costs to this project, which amount to several hundred thousand dollars yearly.

Wheelock College. Wheelock has a substantial cushion of unrestricted funds in its endowment and a diversified investment portfolio that will serve it well in this economic climate and beyond. Further, with one of the strongest ECE programs in the area and a true commitment to innovative and groundbreaking academic work in all departments, Wheelock has the capacity to remain strong and expand. The college has in fact grown for five years in a row, both by adding multiple new programs, with particular focus on special education, leadership, literacy and English language learning, and through capital improvements, such as renovated and new buildings for academic and campus life use.

Specific to the BTRP, Wheelock will commit considerable staff and faculty time, specifically for ECE resident recruitment, ECE course development and delivery, professional development during the induction phase, and coordination of the Educator Mentor Corps, a volunteer network of highly skilled and trained mentors. Wheelock will also make a significant in-kind contribution in support of the BTRP through tuition remission for residents completing a Masters in Education degree program. Further, Wheelock has a number of funded programs that will directly support the work of the BTRP. In particular, Wheelock has raised over \$1 million in funding in the past few years to improve STEM teaching and learning in early grades, both by enhancing pre-service education in math and science and offering targeted in-service training to BPS teachers. Wheelock will seek to integrate this STEM work into the BTRP's induction phase professional development.

University of Massachusetts/Boston. As the city's only public university and a member of the well-regarded University of Massachusetts consortium, University of Massachusetts Boston has been a long-standing presence in the Boston community and has a substantial funding stream toward projects that help to serve the city's diverse student population at both the graduate and undergraduate levels. UMB has been able to sustain successful projects like the BTRP through a combination of internal and external resources.

Internally, UMB has committed its significant faculty resources to this partnership, particularly in terms of co-designing and teaching professional development induction courses for graduates across various departments within UMB and designing and teaching MTEL preparation workshops. In addition, UMB provides a significant tuition remission to TNY and BTR residents for their Master's in Education.

TNY interns are currently supported in a number of ways, through a prestigious NSF/Noyce scholarship grant program for math and science interns and through tuition and fee waivers from UMB. The university is well-equipped to continue funding in the post-grant years, as the program already receives significant private monies and will remain at a manageable cohort size.

As noted, UMB has successfully received external resources for long-term partnerships with schools. The Boston Science Partnership, described earlier, is a \$13.2 million collaboration involving UMB faculty working with BPS teachers and students; the Active Physics curriculum is a \$1.6 million NSF grant for the BPS physics curriculum. Both of these projects have been brought to fruition by Arthur Eisenkraft, Ph.D., who will be playing a lead role in the UMB faculty involvement in both induction and MTEL physics preparation courses for new teachers.

Boston Public Schools. The Boston Public Schools, like each of its partners, is making a commitment to match the grant award dollar-for-dollar and expects that actual investments will exceed the requirement. The district's commitment to the BTR model is most evident in its investment of more than \$5 million in local dollars over the life of the program. The district's significant commitment to this program will continue after the life of this grant.

In addition to using local resources to support the program, the BPS will work with its partners to secure private funding and other competitive federal and state grants. The district is well-equipped to engage the philanthropic community at the local and national levels, and there has been significant interest by donors in funding this model.

The grant funds will be used as put forth in the budget narrative and the proposal narrative, particularly in regard to the most in-depth partnership work on first-stage induction. Approximately half of the funding for BTR is being committed to staff time – as with most small nonprofits, the people are the work. BTR staff in recruitment, field, curriculum, induction, and

evaluation all have significant roles in meeting the objectives of this grant. The remaining funds will be used to pay for consultants to develop new coursework in induction, ESL and Special Education, to deliver mentor, site director, and principal training for host schools, and for a project manager to oversee the partnership's work described in this proposal. Instructor stipends will pay to deliver new coursework in induction, ESL, Special Education and the teacher leadership credential program. BTR also plans to pay site director stipends in the new host schools. An evaluation study of teacher effectiveness and student achievement gains, software to track and report on that data, and development of coursework rounds out the major uses of grant funds for BTR.

For UMB, adding resident stipends and resident health insurance for its TNY interns will be a major cost component. Offering Mentor and site director training stipends will expand UMB's ability to add mentors, site directors, and host schools to its program. Faculty and staff costs will be used to develop and deliver new mentor training, professional development induction courses, MTEL workshops, and adding Special Education and ESL to the residency coursework. UMB will also offer a training award to graduates who have taken the induction courses for professional licensure. The remaining bulk of funding for UMB will pay for leadership and coordination of the program, including adding new staff to help implement the new components of TNY, particularly induction supports and coursework.

Wheelock will also be adding stipends and health insurance for its ECE residents through these grant funds. Faculty and staff time will be used to develop induction institutes for ECE and new residency coursework in ECE. A portion of the funds will be used to offset costs related to student services for the new ECE students, including admissions and financial aid administration. The remainder of Wheelock funding will support leadership and coordination of the program,

including a part-time ECE Teacher Residency Coordinator and Educator Mentor Corps Coordinator for induction supports.

Boston Public Schools plans to add four New Teacher Coaches to support the new induction model being proposed in this grant, overseen by BPS's Director of Teacher Development & Advancement. In addition, grant funds will be used to partially fund the building of a BTRP student assessment and achievement system tied to teacher effectiveness. Finally, a new Alumni and Placement coordinator will join BPS' and BTR's staff to assist with graduate hiring and placement in high needs schools and graduate licensure.

(F)(i) BTRP meets the purposes of section 201 of the HEA

BTRP was designed to improve student achievement in the BPS by recruiting diverse and talented individuals, by preparing them thoroughly through an intensive year-long residency in which they work closely with a trained mentor and take coursework that bridges theory and practice, and then by supporting them for at least the first three years of their teaching careers as they develop their effectiveness as teachers. At the core of this program design is the belief that all teacher preparation institutions must be held accountable for the performance of their graduates. By embedding BTRP in a school district, and by developing a set of measures that will help tie student achievement to teacher effectiveness measures, BTRP is ensuring that all its members will be held accountable for their program graduates.

(F) (ii) BTRP will carry out the activities required under section 202(e)(1)

BTRP directly addresses the needs outlined in the BPS needs assessment described earlier. By preparing and supporting teachers to put student achievement at the fore, by equipping them with the skills to be effective teachers for all students, and by placing them in supportive cohorts, BTRP is ensuring that its graduates have a significant impact on student

academic outcomes in the BPS. BTRP represents a collaboration of residency programs in Boston that together will prepare between 30% and 58% of the high-needs teachers the BPS will need in the next five years. The work proposed here will allow the partnership to prepare 330 high-needs teachers that it would not otherwise be able to prepare. BTRP partners have spent years developing relationships with schools and principals where they place graduates in cohorts to build upon the collaborative work begun during the residency year. These graduates are already demonstrating the power of a cohort and this proposal will allow BTRP to develop and implement more comprehensive support for these schools.

F(iii) BTRP will carry out the activities required under Section 202(f)

BTRP proposes to create a leadership training strand for effective second-stage teachers (in years three through eight of their teaching careers). The partners know from their graduates that there are a dearth of opportunities for advancement in the profession without leaving the classroom. Yet many of these talented teachers want to stay teaching, even while they want to develop new skills and advance in the profession. BTRP will train and support these teachers to take on a variety of instructional leadership roles which will allow them to stay in their schools and classrooms while having a broader influence on the conditions and practices in their schools, in the district, and in the larger policy arena. Among other things, these teachers will serve as the mentor teachers, site directors and course instructors for a new wave of residents.

F(iv). BTRP's evaluation plan under section 204(a)

The BTRP will contract with Tom Kane's center at Harvard to conduct and extensive process and outcomes evaluation. Specifically, this evaluation will assess the following:

1. *Achievement for all prospective and new teachers, as measured by the partnership.* Every resident and mentor will have as the center of his/her work the movement of each child in

their classrooms at least one year of academic growth over the course of the year. Each resident-mentor team will be required to administer a pre-assessment at the beginning of September and a post-assessment the following June, as well as a set of formative assessments across the course of the year. Each resident will be expected to carry through this way of working into the induction years.

2. *Teacher retention in the first three years of a teacher's career.* The partnership has as its goal to retain at least 80% of its graduates in positions in the BPS through the completion of their third year.
3. *Improvement in the pass rates for initial state licensure of teachers: Massachusetts Test for Educator Licensure (MTEL).* All residents must have passed both parts of the Communication & Literacy MTEL and the relevant content area MTEL to be admitted to the practicum component of the program. In addition, all elementary residents need to pass the Foundations of Reading MTEL in order to earn elementary preliminary licensure; middle and high school residents also need to pass the Foundations of Reading in order to earn special education certification.
4. (A) *Percentage of highly qualified teachers hired by BPS.* The partnership has a goal of placing 90% of graduates into jobs in the BPS.

(B) *Percentage of residents who are members of underrepresented groups.* The partnership aims to enroll cohorts comprised of at least 50% residents of color.

(C) *Percentage of residents who teach high-need academic subject areas.* The partnership aims to enroll cohorts consisting of at least 50% math and science residents at the secondary level and aims to place at least 50% of each year's graduates in math or science teaching positions in BPS.

(D) Percentage of residents who teach in high-need areas. The BTRP will be piloting an ESL track in SY 2009-2010, preparing its first cohort for mandatory dual licensure in special education or ESL. Though these are new efforts, the need is great, and the partnership aims to have 50% of its teachers placed in ESL, SEI, or special education positions each year.

5. *Successful completion by residents.* The partnership has as its goal that 90% of the residents in any class will complete the program successfully. In addition to the handful of residents each year who will leave because of personal or health circumstances, the BTRP will be clear with residents that “getting in is not the same as getting out.” The programs are, in the end, accountable for each graduate, so they will be careful only to graduate people who have the skills and dispositions to become excellent Boston teachers.
6. *Principal satisfaction.* The partnership has as its goal that 80% of BPS principals who have hired a BTRP graduate report that they would hire another graduate, and would recommend BTRP graduates to a colleague.

The BTRP will continue to track these numbers and will be adding other data as well: principal surveys of program graduates, mid-year resident and mentor surveys, and a graduate survey. As the BTRP further develops its inputs, it will use a performance management database to improve the process of recruitment, admission, selection and retention based upon the findings.

F(v)(I). Alignment with state early learning standards for early childhood education programs and with the relevant domains of early childhood development

As the lead ECE partner for the BTRP, Wheelock's program is aligned with the MA state (DOE) ECE standards for each content area and is also reflective of the MA state Curriculum

Frameworks for ECE, as is required for state program approval. Wheelock's current Masters-level ECE program is further developed with the other grade level standards in mind, laying the groundwork for meeting the standards across the PK-12 span. This program is also nationally recognized by NAEYC, meeting that organization's national standards for teacher preparation. Further, this program is included in the university's NCATE accreditation, and Wheelock's teacher candidates also meet those national standards (e.g. higher than 80% pass rate on state licensure exams).

F(v)(II). Alignment with student academic achievement standards and academic content standards under section 1111(b)(2) of ESEA

BTRP programs serve the BPS. As such, they prepare and support residents to understand and implement BPS' instructional and curricular plans. BPS has carefully selected and constructed curriculum materials and instructional strategies designed to help students achieve maximum success on the state accountability system (MCAS) created in response to section 1111(b)2 of ESEA. Residents become familiar with state content standards in the summer before their residency placements begin, and are taught how to align all instruction with these content standards over the course of the year – by both their mentor teachers and course instructors.

Residents, mentors and graduates are all expected to work toward supporting all of their students to make at least one year's worth of growth in one academic year, a measure which is calibrated against the MCAS.

(F)(vi) The partnership will prepare all teachers to teach students with disabilities

A focus on students with the greatest needs. While BPS currently meets IDEA requirements, its percentage of students designated as special-needs is higher than almost any city in the country, a fact suggesting over-referral. The performance of these students lags far

from proficiency, far from what they are capable of with an effective teacher. Besides helping BPS to meet requirements by providing certified teachers, therefore, the partnership intends to get to the heart of IDEA's core idea in its 1997 revisions: deepening what *regular education* teachers know and can do so they can meet students' different learning needs in the least restrictive settings and provide students an opportunity to learn high level content.

This year, every resident in the partnership will have three main experiences regarding SPED teaching: first, learning how to assess instruction for special education students, i.e. learning how to find out what students know and what to do next after you discover it; second, learning how to structure discrete assignments for special education and other students, depending on their settings, whether it be inclusion, resource room, or separate classrooms; and finally, training in diagnostics of needs: speech and language, psychological, and academics.

Residents will complete *Evaluations in Special Education*, intended to increase their awareness about the role, importance and limitations of statistics and measurements in Special Education as well as the design and scope of assessment tools frequently used in the eligibility determinations process. They will also take *Assessment and Instruction*, a course that focuses on the work of Special Education teachers in the classroom and explicitly targets how teachers collect data on student learning and how they use such data to inform instruction. The *Professional and Instructional Practices* course focuses on the skills and knowledge required in collaborative teaching so that residents can effectively support students on Individual Education Plans (IEPs).

F(vii) The partnership will prepare all teachers to teach students who are limited English proficient.

For ELL students, BPS is far out of compliance, and must act immediately to provide these students with skilled teaching. BTRP is setting up a separate strand for teachers who intend to teach ELLs with courses and experiences in second language acquisition, applied linguistics so they know how to explain a language, and finally learning about students who haven't attended school before. The current special education and ESL coursework for BTR and the proposed plan for TNY are described in the Appendix.

The training for BTRP residents and graduates in teaching content to English Language Learners is covered in a series of trainings that include:

- Understanding Teaching and learning
- Sheltering content instruction
- Assessing speaking and listening
- Reading and writing in the content areas

These series will be taught and led by experienced practitioners ranging across the partnership, all of whom possess expertise in content and in second language acquisition.

BTR and TNY will be adding an ESL strand to their programs to prepare residents with a consistent approach to instructional tools and evidence-based practice, which is lacking across the district. As it currently stands, residents often are being placed in ESL or Sheltered English Immersion (SEI) positions for which they lack adequate training, and the introduction of the ESL practicum will begin to alleviate some of that lack of preparation - though more is needed to develop sufficient supports district-wide. Although there is no state requirement for ESL practicum hours, residents will be required to complete 150 hours in order to achieve licensure through the partnership.

With the addition of a special education and language assessment leadership certification and with the integration of ESL and special education supports in all content-in-context courses, the partners' proposed induction work thus ensures that a large portion of the district's new and veteran teachers will have significant exposure to and licensure and leadership credentials in these critical high-needs areas.

F(viii)(I) Faculty will work with highly qualified teachers in classrooms of high-need schools to provide high-quality professional development activities.

Both UMB and Wheelock faculty from various departments will be involved in the design and implementation of the first- and second-stage induction models for the partnership. In host and partner schools and across the district, faculty will engage in teaching both content and pedagogy in professional licensure courses offered through the grant, as well as in the teacher-leadership credentialing courses described in the competitive section. All involved faculty will have release time in the form of workload credit to be involved in implementing the activities of the grant, the majority of which will be time spent at school sites and in classrooms engaged in mentoring and induction activities.

F(viii)(II) Faculty will train other classroom teachers to implement literacy programs incorporating the essential components of reading instruction.

Wheelock and UMB faculty members will work with skilled teachers in BTRP host schools to offer professional development, as they currently do for multiple BPS schools, and to create literacy labs as part of the institutions' support to and partnership with these sites. BTRP residents will work in these lab classrooms as part of their residency and 1st-3rd year BTRP teachers as part of their induction phase. Wheelock's reading courses and programs are recognized by the International Reading Association, by the state of Massachusetts, and NCATE,

as recognition that the programs incorporate the essential components of reading instruction. UMB's teacher education program is fully accredited, and has recently been selected as a pilot site for reform of program review by the Massachusetts DESE.

F(ix). The BTRP partnership will design, implement, and enhance the yearlong and rigorous teaching pre-service clinical program r

The BTRP residency programs cluster residents with regular, special education and ESL mentors at host schools that have made a commitment to making their practice public and to using data to refine their instruction. Host schools will be characterized by their supportive environment and a school culture in which teachers and school leaders work diligently to implement BPS curriculum and instruction initiatives, and instructional practice is shared through honest, thoughtful, and data-based discussions. Host school selection and responsibilities are further described below.

Integrating BTRP work with whole school improvement. For BTRP residents and mentors to make a significant and sustained impact upon school culture, the programs needs to work with host school leaders to ensure that they are familiar with the work done in mentor trainings, in site director trainings, and in residents' coursework. They will need to be actively involved in "Grand Rounds" so that everyone in the school — students, residents, mentors, other teachers, site directors, and school administrators — knows the teaching practices being examined and will be able to contribute to the conversation on effective teaching. Each of the adults needs to be part of the ongoing conversation centered on positively impacting student achievement by gathering, analyzing, and utilizing data. As a result, essential work needs to be done in the area of preparing these schools. Currently, selection of mentors is an enormous challenge for the partners; there simply aren't enough mentors in the schools who are prepared in the residency-based philosophy

of transparency, equity, accountability, collaboration, and data-based inquiry, or in the particular elements required for ESL and special education mentoring.

Building capacity at host sites. To address this need, the partnership will prepare three host sites per year, with principal training throughout the year as well as training for potential principals, mentors, and site directors. In particular, the partnership will prepare new ECE sites and mentors for the addition of the Wheelock strand, new sites and mentors for the expansion of the TNY strand, and new special education and ESL sites and mentors for the BTR strand. The BTRP partnership will deepen mentor and school training both to expand and enhance the capacity of the programs to prepare excellent teachers and to expand and enhance the capacity of the schools to educate all students to high levels.

F(x). The BTRP Partnership will support in-service professional development strategies and activities

As Dr. Anthony Bryk convincingly argues in his forthcoming book on improvements in Chicago Public Schools,³ “Maximum leverage [of effects of professional development] was achieved when PD occurred within a supportive professional environment and where teaching was grounded in an aligned instructional system.” Although Boston is arguably ahead of many other districts in its system for continuous, career-long learning for teachers and has abandoned using “one-shot-with-no follow-up” workshops, alignment with student, teacher, and school needs is still sporadic. Also not yet addressed is deeper penetration into existing unaligned structures, such as teacher evaluations, leadership development to strengthen skills in making hiring and tenure decisions, on-going certification requirements, required professional development points (PDPs), compensation, and opportunities for advancement. Professional

³ Manuscript to be published in September by Chicago University Press.

development is still often viewed as serving the individual teacher rather than the school or students, and the starting point is often what teachers want rather than what students need. Further, although BPS has begun the shift toward implementing Richard Elmore’s observation that “principals and teachers learn by doing the work in a structured, reflective, and supportive learning environment rather than being told how to do the work,” the shift is far from complete.

The partnership will focus on the continued development of this important shift and realignment. BPE has spent much of the past decade both gathering data on targeted needs for early- and second-stage teachers, and in implementing numerous successful school-based supports. The BTRP partnership will be building upon those programs — particularly the Acceleration through Inquiry (AI²) model, which facilitates inquiry- and data-based support for teams of teachers — and working closely with the BPS assistant chief academic officer. As described in this proposal, the BTRP partnership will design and implement both a set of professional licensure tracks, consisting of content-in-context courses in high-needs areas, and a set of teacher leadership tracks, allowing teachers to develop their skills to take on a variety of school-based instructional leadership roles. BTRP will hire an Instructional Leadership Director to design and implement this latter program, creating the courses and in-school activities effective teachers will engage in in order to earn their teacher leadership credentials

Additionally, BPS and BTR have partnered with Wheelock to deepen mentoring supports in the BPS through the Educator Mentor Corps (EMC), a volunteer network of skilled, retired educators who provide high quality mentoring to new teachers and principals. Wheelock will hire an EMC Coordinator to oversee this effort. This effort has as its goals the following:

- To enhance the professional skill development of new teachers and principals

- To improve new teacher and principal retention
- To foster quality community service in support of education.

As the partnership builds its induction supports, BTR and TNY will collaborate with the EMC to better serve the new teachers whose needs are not fully met by existing programs.

F(xi) The BTRP partnership will collect, analyze, and use data on the retention of all teachers to evaluate the effectiveness of the partnership’s educator support system

This proposal plan is essentially an investment in human capital. The partnership will be using data on retention of each program’s graduates in comparison to all BPS teachers as the baseline benchmark for program effectiveness. Currently, BTR and TNY residency programs retain graduates at more than 80% over three years of teaching; the partners will continue to examine and analyze that data as the graduate and alumni corps grow, with particular focus on those who choose to leave. Working backward from that point, BTRP partners can examine all past data on the teacher – from induction meetings to mentor feedback to selection day ratings – as a system of analysis for what is effective and what is not in the induction model. Concurrently with the proposed forward-thinking work on induction, this will prove to be a powerful tool for determining what controllable factors BTRP partners can change in the experience of the partnership’s teachers of record so as to keep them teaching in BPS.

In order to maximize the data and use of knowledge gained from this model, BTRP will be using performance management software to track progress towards its outputs and outcomes by residents, mentor teachers, site directors, course instructors, and BTRP program management staff — and, going forward, by its graduates as well. This capacity and integration will afford the partners a depth of knowledge needed to increase our capacity for reflective self-improvement.

Currently, the data captured by the partners focuses primarily on resident monthly assessment data, one measurement towards growth and development of becoming a highly effective teacher. Residents will continue to be assessed monthly, as will mentors; they will also be assessed during their lead teaching and pre-service performance assessment meetings.

Beginning with the first cohort of graduates under this grant, in SY2010-2011 graduate data will be included in the performance management system. BTRP will change its contracts with residents to so that as teachers of record in years one through three, graduates will continue to be assessed as they were in the residency year, with the data recorded. This practice has major implications. First, it lends an essential accountability structure to the proposed induction work. Secondly, it means that the partners will now have the capacity to follow its graduates for four years, through their special education and ESL licensure and possibly through to professional licensure, which will allow BTRP to view the continuum of teacher development — rather than just the residency year — from a data-based perspective. In addition, the management software holds the data from new teacher and principal surveys, which become even more informative when examined in conjunction with baseline assessments on graduates' performance.

G(i)/(iii) Development of Whole-School Induction

One of the founding principles of the residency movement is that residency programs should provide coherent, long-term induction support to their graduates. Not too many years ago, the notion of induction for new teachers was uncommon. Most new teachers entered the classroom through what we might dub a “sink or swim” approach. If the teacher made it through the first year, largely unaided by any colleagues, then she or he was fit to join the ranks. Residency programs, focused on preparing teachers who will stay in their cities, knew that they

had to counteract this practice and create a seamless pathway to assist new teachers through their first years of teaching. These programs entered into two-way commitments with their residents: You agree to teach for a number of years and we will support you for those years. The BTRP induction work begins with this simple principle.

Induction efforts have come a long way in the past decade. When BTR began, BPS had no comprehensive induction system in which trained mentors supported new teachers. BTR was able to focus attention on this problem; it argued that the resources spent recruiting and preparing new teachers would not be maximized without such a support system. As a result, the BPS now provides a new teacher developer to support every novice, first-year teacher. Because the BTRP partners know that one year of induction support is not enough, especially in high-needs classrooms in urban schools, BTRP continues induction supports for two more years (the teacher's second and third years) – providing a full three-year induction program for each BTRP graduate. This proposal allows BTR to expand this program for its own graduates, 375 over the next five years, and add it as a new service for graduates of the TNY and Wheelock programs, 173 teachers over the next five years who otherwise would not have received these services. All 2nd and 3rd year BTRP teachers – a total of 548 over the next five years – will benefit from improved and expanded services. In addition, BTRP's induction efforts include a whole-school coaching model, which will offer support to colleagues of BTRP graduates, and the creation of two coursework tracks, a content-in-context course series leading to professional licensure and a teacher leadership track, which will both be open to all BPS teachers. As a result, BTRP will broadly influence the support of new teachers across the BPS.

A coherent placement and induction strategy. BTRP partners work with individual schools and with the BPS Office of Human Resources (OHR) to ensure that program graduates

are hired in clusters at specific schools. In the past, when the BTRP partners have been able to cluster graduates, the impact has been substantial. At one BTR host school, for example, which has also hired a set of graduates, there are over 20 BTR-affiliated adults, and more are beginning to take on leadership roles in the school; three of the four content area leads are BTR graduates. Similarly, one Boston middle/high school (grades 7-12) has hired eleven of TNY's graduates since 2003; many have become teacher leaders in the building, helping to push forward many of reform measures advocated by the district. In such schools, in close partnership with the principal and leadership, the partners are able to gain some traction to help create a new culture and better results – for students, teachers, and the larger school community. This proposal creates a new and critical position, a placement coordinator, who will work with BTRP partners, individual BPS schools, OHR, and graduates of the partner programs to ensure that the clustering of graduates continues to increase.

A cohort strategy. The power of the cohort model, especially in teacher preparation, has a clear research base.⁴ BTRP applies the same principle to its graduates: Working with a cohort of supportive, like-minded teachers, who will push each other to improve student achievement, is essential to teacher retention and development. The partners realize, however, that it is not enough just to place graduates in these clusters. BTRP's induction supports, by necessity, have changed as well. In addition to providing one-on-one support, BTRP induction coaches work with whole school communities to help them develop the kind of data-based, collaborative culture established in the residency training sites. As such, BTRP is working toward a whole-school model of induction. While the partnership is intending to minimize them, largely through the role of placement coordinator, there may still be graduates who find jobs at schools with no

⁴ See, for example, Beck, C., & Kosnik, C. (2001). From cohort to community in a pre-service teacher education program. *Teaching and Teacher Education*, 17(8), 925-948; or, Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. *Teachers College Record*, 103, 942-1012.

other graduates. BTRP induction supports will continue to provide one-on-one coaching in these cases, though BTRP induction coaches will also endeavor to connect the graduate with other content area and grade level colleagues to assist the development of a collaborative work environment.

Induction Steering Committee. To effect this change in the partnership's approach to induction, in the first year of funding, BTRP will create an Induction Steering Committee with representatives from the partners and BPS academic departments with several charges:

- Embed as much of teacher learning as possible in their daily work and in teams
- Include in all offerings an inquiry stance
- Incorporate required work in special education and ESL into all offerings
- Ensure that the ultimate measure of success is growth in student learning
- Build in incentives and accountability mechanisms so that the induction supports reach all early stage teachers, not just the willing.

Content-in-Context professional licensure tracks. BTRP will make available to all first through third year teachers in the BPS a series of 12-credit content-in-context courses sequences leading to the professional license. Faculty from the BTRP partner institutions will design these courses and ensure that they are closely connected to teachers' work in schools. UMB and Wheelock faculty will come from content-based departments as well as from the schools of education so that the partners will have the expertise of faculty in the areas of biology, chemistry, physics, math, languages and ESL, special education, literacy, and pedagogy. UMB already has both a certification program and a master's degree program leading to professional licensure in place and approved by the DESE; the university will revise those programs to fit with the new professional licensure requirements (going from 18 to 12 credits). The partnership will work

together on those revisions before putting the course sequence through UMB governance in spring, 2010. Preference for these courses will go to BTRP graduates, new teachers serving in underperforming schools, and those who apply in school-based teams, but will be open to all BPS teachers in their first three years.

G(ii)/(iv) Faculty participation in school settings, and commitment to empirically-based practice and scientifically valid research on teaching and learning

The partners have committed a significant number of new staff to this effort and have built in existing staff time so that there are three new BPS positions and two new BTR positions, as well as time for university faculty and BPS departmental representatives.

A history of faculty involvement. For UMB and Wheelock, this is an extension of the work that university faculty have been engaged in for BPS over many years. Both university partners have faculty members involved in every facet of BPS school life, including co-teaching and observing teachers and students, conducting professional development workshops for teachers and administrators, collaborating with school teachers on classroom research projects, and working with schools to develop assessment and student data collection systems. Both institutions are seen to have an urban mission, and many of their faculty members chose to work at the institutions because of the close ties to Boston schools.

Partner commitments of faculty time. The proposed induction work enables both institutions to ensure that their faculty members spend significant time in a school setting implementing the induction coursework and collaborating with teachers, school leaders, and BTR school-based staff to keep induction offerings rooted firmly in data and daily practice. Wheelock's commitment includes release time in the form of workload credit (one-third of regular teaching workload, or two courses annually) for two Wheelock faculty members to spend

time in BPS classrooms and schools engaged in mentoring and induction activities and coursework. UMB will be releasing its project coordinator from two courses, to enable that person to spend even more time in schools. This time will be used to develop the on-site mentoring, professional development and induction activities that support the partnership's work across the district.

Deep grounding in relevant research. The partnership's collective faculty will also bring to these courses a deep knowledge of the significant and necessary empirically-based practices and scientifically-valid research developments in their field. Faculty from both partner institutions have published research on school-university partnerships, educational reform, the achievement gap, and equitable access to academic literacy for students in high-poverty, linguistically and culturally diverse communities.⁵ Those faculty involved in the work of this grant will continue to draw upon and contribute to the latest developments in urban teacher quality and retention, designing and refining coursework and professional development offerings in response.

The timing is perfect to scale this more comprehensive program of induction supports so that the district retains its best teachers and can realize the benefits of their effectiveness with students.

Accountability and Evaluation

⁵ For example, see: Bellm, D., Whitebook, M., & Hnatiuk, P. (1997). *The early childhood mentoring curriculum: A handbook for mentors*. Lewisville, NC: Gryphon House; Eisenkraft, A., Heltzel, C., Johnson, D., & Radcliffe, B. (2006, November). *Artist as chemist. The Science Teacher*, pp.33-37; Gonsalves, L. & Leonard, J. (2007). *New hope for urban high schools: Cultural reform, moral leadership, and community partnership. Westport CT: Praeger Publishers.*; and Murphy, K.L., Richards, J., Lewis, C., Carman, E. (2005). *Strengthening educational technology in K-8 urban schools and in pre-service teacher education: A practitioner-faculty collaborative process. Journal of Technology and Teacher Education*,13(1), pp. 125-139.

The BTRP partners and other early teacher residency programs were founded on the belief that teacher preparation programs are responsible for and should be held accountable for the success of their program participants as graduates – as teachers of record - not just as pre-service teachers. Residencies were founded to serve urban schools and school districts and, as such, shared a bottom line with these schools and districts. The BTRP partners carefully track the graduation rates, job placement, and retention of their participants. BTR has gone beyond these measures to try to assess the quality of its graduates through regular principal surveys. BTR has also partnered with Professor Tom Kane at Harvard’s Center for Education Policy Research to design a value-added student achievement study intended to examine the impact on student learning of program graduates. Accountability is a core tenet of residencies and of the partnership.

1A. Achievement for all prospective & new teachers (Title II Sec. 204(a): (1)).

As stated above, residencies were created to be accountable institutions, partnering with schools and districts on the bottom line: student achievement. The partners approach this ultimate goal by recruiting excellent applicants who show the potential to be highly effective urban teachers, by preparing them to be data-driven teachers focused on improving significantly academic outcomes for each and every one of their students, and by supporting graduates in their first three years of teaching to boost the academic growth of their students. The preparation programs described by this partnership are focused on the goal of moving every student forward at least one year’s worth of growth in an academic year. The partners measure student academic growth in two ways, both internally and externally. BTRP also surveys principals annually to ascertain their views on BTRP graduates’ efficacy in the classroom.

Internal student achievement focus and assessment. The partners have each resident and mentor carefully assess, monitor and report student growth – with the goal of at least one year’s worth of growth for every student in a year. All BTRP residents and graduates administer diagnostic assessments at the beginning, midpoint and end of the school year. Partnership programs collect these data and measure student progress in each classroom. BTRP courses, mentoring and induction work are designed to assist teachers in analyzing the data from these assessments and making instructional refinements intended to improve student learning. In this way, the partners inextricably link instructional practice and student assessment: new teachers learn to engage in a constant inquiry cycle based in student data. Through this practice, the partners prepare teachers who enter the profession with the assumption that their job is to measurably improve student achievement. While they will of course gain skills and competencies to help them become more effective in this endeavor – the point is that they begin teaching on day one with a strong student achievement focus. Our internal measures of evaluation for increasing teacher achievement based upon student performance are as follows:

<p>Measurable outcome. 75% of the students in resident/mentor pairs’ classrooms, and in graduates’ (in their second year and beyond) classrooms, will move forward one year’s growth in one year’s time, as determined by BTRP diagnostic assessments.</p>

External student achievement evaluation. As mentioned above, BTR has engaged Harvard’s Center for Education Policy Research (CEPR) to conduct an external, independent value-added student achievement evaluation. Over the past few years, BTR has worked with BPS and CEPR to build the statistical model and to set up the database and data flow needed to do such an evaluation. [Unlike some states, Massachusetts does not currently use a vertically-

aligned state assessment system, and thus has not historically been able to calculate any kind of value-added score for teachers. That situation is just beginning to change as the state will now start to calculate individual student growth scores, but not teacher scores. In the absence of such a statewide system, BTRP has been forced to establish such a system itself]. Building on the work we have done so far, BTRP is in conversation with CEPR about how the current study might be expanded to contain graduates from all the partnership programs – an issue made more difficult by the lack of MCAS tests in the early childhood and 11th and 12th grade years. BTRP will solicit evaluation proposals from a number of firms, including CEPR, but will also look to organizations such as MDRC, Abt Associates and Policy Studies Associates. BTRP will ensure that CEPR, and any other future evaluation firms, work closely with the BPS office of Research, Assessment and Evaluation to collaborate and help build district capacity to conduct value-added studies.

Measurable Outcome: BTRP graduates will perform better, at a statistically significant level, than other BPS teachers with comparable years of experience.

Principal satisfaction. In order to assess the efficacy of its graduates, BTRP also conducts an annual principal survey to assess principals’ views of graduates’ performance.

Measurable outcome: 80% of BPS principals who have hired BTRP graduates will report that they would hire another BTRP graduate and/or would recommend BTRP graduates to a colleague.

1B. Teacher retention in the first three years (Title II Section 204(a): (2)).

Residencies were created to tackle the teacher attrition program head-on. With most urban districts, including Boston, averaging a 50% turnover rate for teachers in their first three years – and with that turnover costing the district an estimated \$3M per year, according to an internal BPS study – residencies sought to stem the tide of new teacher turnover by recruiting, preparing and supporting new teachers who would have the skills and commitment to stay in their urban teaching positions. To date, residency programs boast retention rates over 80% for teachers in their first three years. This partnership aims to take strong induction and support practices to scale, to apply them across the partner institutions. As a result, BTRP expects to see similar retention rates across the partnership.

<p>Measurable outcome: BTRP partners will retain 80% of graduates teaching in the BPS for three years or more.</p>

1C. Improvement in pass rates and scaled scores for initial state certification or licensure of teachers (Title II Section 204(a): (3)).

The Massachusetts DESE requires that all candidates for teacher licensure take and pass a two-part Communications and Literacy test (with Reading and Writing subtests) and one or more content area tests. All residents accepted to BTRP programs are required to take and pass both parts of the Communication and Literacy test and the appropriate content area test(s). In the most recent administration of the Communications and Literacy test statewide, 84% of first-time test-takers passed the Reading subtest and 67% passed the Writing subtest (63% passed both). It is interesting to note that the rates for people retaking the tests are far lower (43% in Reading, 37% in Writing, and 11% for both). The pass rates, statewide, in other areas are even worse. To provide a few examples: only 55% of first-time test-takers statewide passed the elementary

mathematics test (and just 37% of re-takers), 75% of first-time test-takers passed the secondary mathematics test (44% of re-takers), 56% passed Biology, and 59% passed Foundations of Reading (required for both elementary teachers and all special education teachers). Given the BTRP's focus on recruiting teachers of color, it is worth noting that the statewide test results for people of color have been sobering. In the last set of reported data, only 47% of African-American test-takers statewide passed the elementary content exam and only 60% of Hispanic test-takers. Only 43% of African-American test-takers passed the secondary mathematics exam, and only 54% of Hispanic test-takers. Given this backdrop, the BTRP aims that at least 90% of all participants will pass all required state certification exams. The partners have already instituted a comprehensive set of supports – preparation courses, study groups, and individual tutors – and will continue to respond to the needs of program participants.

<p>Measurable outcome: 90% of all BTRP participants will pass all required statewide certification tests.</p>
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1D(i). Percentage of highly qualified BTRP teachers hired by BPS (Title II Section 204(a): (4A)).

Residency programs were designed to be responsive to a district's hiring needs. Since its inception, BTR has worked closely with the BPS Office of Human Resources (OHR); OHR provides BTR with a yearly targeting memo which guides the make-up of the next year's cohort of residents. In this way, BTR can recruit and prepare the specific high-needs teachers that BPS will need to hire the next year. The cohort make-ups change from year to year as the district's needs change. BTR has ensured that over half of its residents have been people of color, that over half of secondary residents have been in the high-needs areas of math and science, and that

all residents work toward dual licensure in special education or English as a Second Language. One of the goals of the BTRP partnership is to begin to bring this practice to scale – to allow BPS OHR to contract for a larger percentage of its high-needs teachers with the partners. The sections below detail the goals in the district’s high-needs areas.

Overall, the BTRP prepares teachers for Boston. While every year a handful of graduates may decide to teach elsewhere for personal reasons, BTRP’s goal is that 90% of all program graduates take a job teaching in the Boston Public Schools.

Measurable outcome: BTRP will place 90% of graduates into jobs in the BPS.

1D(ii). Percentage of highly qualified BTRP teachers hired by BPS who are members of underrepresented groups (Title II Section 204(a): (4B)).

Measurable outcome: At least 50% of all BTRP graduates placed in the BPS positions will be teachers of color.

1D(iii). Percentage of highly qualified BTRP teachers hired by BPS who teach in high-need academic subjects (Title II Section 204(a): (4C)).

Measurable outcome: At least 50% of BTRP graduates at the secondary level will be placed in science or math teaching positions in BPS.

1D(iv). Percentage of highly qualified BTRP teachers hired by BPS who teach in high-need areas (Title II Section 204(a): (4D)).

Measurable outcome: At least 50% of BTRP graduates (who are not already taking in positions in the high-needs content areas of math and science) will be placed in teaching positions in BPS

which are designated as special education settings, language instruction for limited English proficient students, or early childhood settings.

1D(v). Percentage of highly qualified BTRP teachers hired by BPS who teach in high-need schools, disaggregated by elementary and secondary. (Title II Sec. 204(a): (4E)).

Measurable outcome: At least 90% of all BTRP graduates will be placed in teaching positions in BPS schools which are high-needs schools, at both the elementary and secondary levels.

1D(vi). Percentage of early childhood education program classes in BPS taught by early childhood educators who are highly competent. (Title II Section 204(a): (4F)).

Measurable outcome: BTRP will prepare 48 new highly competent early childhood teachers over the next five years, out of a total of 223 in the district, or 22%

1D(vii - II). Percentage of highly qualified BTRP teachers trained to collect, manage, and analyze data to improve teaching and learning for the purposes of improving student academic achievement (Title II Section 204(a): (4G-ii)).

Measurable outcome: All BTRP graduates will have demonstrated the ability to collect, manage, and analyze data to improve teaching and learning for the purposes of improving student academic achievement.

Teacher residency programs

(1)(A-C). The Boston Teacher Residency Partnership brings together three teacher preparation institutions to create and expand teacher residency pathways to recruit, prepare and support teachers in high-need subjects and areas in and for the Boston Public Schools. The following sections detail the structure of the teacher residencies: (i) the effective pre-service preparation residents receive, (ii) the role of the teacher mentors, (iii) the support provided through the induction program as the teacher residents enter the classroom as new teachers of record, and (iv) the ways in which the partnership places graduates of the teaching residency program in cohorts that facilitate professional collaboration.

(2)(A) Establishment and Design.

As one of the first residency programs in the country and a co-founder of Urban Teacher Residencies United (UTRU), BTR has served as a model for fledgling teaching residencies in Denver, New York City, Philadelphia, and Chattanooga, as well as numerous other potential programs across the country. Through this work, BTR has codified many of the standards inherent to residency programs and has shared best practices with the BTRP partners and with other interested universities and high-need districts.

The BTRP partners have over twenty years of combined residency experience, and have achieved many of their initial goals. But the intensification of this work in partnership comes at a time of intense need on the part of Boston's most underserved schools and students, for whom BTRP exists. The benefits to each program as a result of this partnership will have significant implications for these schools and Boston's students, particularly those with limited English proficiency and special needs. Though slightly different in makeup, the programs share many common elements across the residency spectrum, as described below.

(i) The integration of pedagogy, classroom practice, and teacher mentoring.

BTRP's residents complete a rigorous and tailored master's level coursework sequence while completing the yearlong apprenticeship, culminating in a master's degree in elementary or secondary education from UMB or in early childhood education from Wheelock. The courses are tailored to BPS curriculum and are based on the best available research and empirically validated practice. The masters courses include many of the same courses as found in a traditional master's of education program; however, all are tailored to integrate and support the residency programs through the use of Boston-based community projects, cumulative portfolios, and collection and analysis of student work.

The partnership utilizes instructors who demonstrate a solid grounding in both the practice of teaching and in theory; these instructors must model the pedagogy residents will apply in the classroom. The weekly resident seminar is used specifically to develop and analyze the links between the skills and knowledge gleaned from coursework and from the apprenticeship.

The collection and analysis of student and instructional data is key to coursework as well: residents use the Cycle of Inquiry framework, described earlier, to collect evidence of student learning and to refine instruction based upon that data. Residents gain an initial understanding of how to assess student progress by exploring learning data from two students at the beginning of the school year. At the end of school year, the curriculum asks Residents to further their study of assessment by analyzing student learning from whole class sets of data. Through this and other such analytical tasks, the courses encourage resident growth and self-evaluation over the year, strengthening and broadening their approach to instruction.

BTRP's curriculum facilitates the success of residents in Boston by providing them with a deep understanding of teaching within the district. In content-specific pedagogy classes, residents study BPS-based curriculum, so they will be prepared to teach the required elements during their first year, and use they BPS's professional teaching standards, the *Dimensions of Effective Teaching*, to reflect on and assess their teaching practice. Residents also explore the history of the system and equity issues within BPS, to understand the current political and social climate of the district and to find their own voice within it. Both curriculum models – one district-based and modular, the other university-based – prepare residents with a deep understanding of content in the local context.

To prepare residents to teach all students, particularly those with the greatest need, the partners will be building upon their existing curriculum, licensure strands, and mentoring and induction supports to ensure that ESL and special education are integrated throughout.

(ii) Engagement of teaching residents in rigorous graduate-level course work to earn a master's degree while undertaking a guided teaching apprenticeship.

Master's degree. BTRP teaching residents complete a rigorous and tailored master's-level coursework sequence while completing the yearlong apprenticeship, culminating in a Master's degree in elementary or secondary education from UMB or in early childhood education from Wheelock. The coursework will be constructed from the BPS Dimensions above and based on the best available research and empirically validated practice. The masters coursework will include many of the same courses as found in a traditional master's of education program; however, all will be tailored to integrate and support the BTRP teaching apprenticeship through the use of Boston-based community projects, cumulative portfolios, and collection and analysis of student work. The partnership will utilize instructors who will model the pedagogy

residents will apply in the classroom. The weekly seminar for residents will be used specifically to develop and analyze the links between the skills and knowledge gleaned from coursework and from the apprenticeship. The collection and analysis of student and instructional data will be key to coursework as well: residents will use the Cycle of Inquiry framework, described earlier, to collect evidence of student learning and to refine instruction based upon that data.

(iii) Experience and learning opportunities alongside a trained and experienced mentor teacher.

The core of the partners' teacher preparation program is a full-year residency in a BPS school – working closely full-time four or five days per week with a trained and supported mentor teacher in her/his classroom. At the end of the admissions process, generally late spring, Residents are matched with a mentor teacher in one of the host schools, where they are placed in clusters of six or more. Residents begin their placement the week before school starts, and are in the school full-time until the last day of school. In their classrooms, residents are expected to begin the year as an active participant in the mentor's classroom, sharing responsibility for student success and gradually taking over more of the class instruction.

(iii)(I) Alignment of mentor's classroom clinical practice with coursework.

The mentoring relationship is a year-long conversation based in practice through the effective use of observations, discussions, data collection and analysis, as well as co-teaching opportunities. Mentors set aside at least two “sacred” hours each week to meet with their residents to give them feedback on their teaching, co-plan curriculum, and discuss individual students.

Because this relationship is so essential, BTR has developed and shared across the partnership mentoring standards, differentiated professional development, and an aligned mentor

assessment system. A monthly mentor leadership course focuses first and foremost on student engagement and achievement, but brings in everything from differentiating content to literacy, special education, and ESL supports. Using the *Dimensions of Effective Teaching* and the *Dimensions of Effective Mentoring*, both described in the Appendix, as frameworks, mentors review case studies, videos, student work, assessment data, and lesson plans as they learn strategies for coaching novice teachers and delivering data-based feedback on instruction. To support the alignment between BTR coursework and classroom practice, mentors also explore core themes of the residency curriculum (e.g., equity, inquiry, and collaboration) within the context of the mentoring relationship. TNY will be working with UMB faculty and BTR Field Directors to develop this professional development/training model for its mentors; BTR will be working with Wheelock faculty to create an ECE mentor training module for resident supports in this new area of focus, and has designed supports tailored to ESL mentors going forward.

(iii)(II) Responsibilities of mentor as teacher leader, coach, and for establishing a learning community to continually advance student learning.

The role of mentor teacher is a critical one. The partner programs choose mentors who are experienced, effective teachers, who consistently model effective practices, who endeavor to teach each student to achieve high standards, and who are committed to making available the thinking and reasoning behind their instructional choices. It is this combination – being a good teacher and being able to make public one’s thinking while guiding the learning of another adult - which makes mentoring so complex. The mentoring relationship is a year-long conversation based in practice through the effective use of observations, discussions, data collection and analysis, as well as co-teaching opportunities. Mentors set aside at least two “sacred” hours each

week to meet with their residents to give them feedback on their teaching, co-plan curriculum, and discuss individual students.

Though the mentor/resident relationship may seem to be an individual one, the partners are working to ensure that this is not the case, by engaging with school sites to ensure that a broader cross-section of the school community take responsibility for mentoring a cohort of residents. The site directors at each host school are responsible for making sure residents are observing teachers in targeted ways around the building and across schools. BTR, for instance, uses a process called Grand Rounds, in which the site director will lead a visit to classrooms with the entire cohort of residents at a school – often about a specific question or issue. The residents will take observational data in the classrooms they visit and then debrief, often with the teacher responsible for the class. The partners thus empower cohorts of mentor teachers to take collective responsibility for developing the capacity of all residents at their school and for advancing the school’s reform initiatives.

(iii)(III) Relief of mentor from teaching duties.

As residents progress in the school year and take on more responsibility, they are able to relieve their mentor teachers of some teaching duties so that the mentors may engage in additional professional development. BTR residents are able to take over the classroom on occasion while mentors attend mentor training sessions; TNY residents lead two classes per year, allowing mentors release time for collaborative meetings and PD. Residents also share some of their mentors’ more administrative duties, such as lunch or bus duty, allowing the mentor to engage in other activities.

(iv) Clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge.

The partners have a selection process for mentors encompassing all aspects of teaching and learning, from deep content and pedagogical knowledge to a willingness to share practice. Prospective mentors are interviewed and observed by BTRP site directors and field staff, who look for evidence of effective teaching methods, a structured and engaging approach to differentiation of instruction for all general and special education students, and a focus on cross-school collaborative learning. As they will be expected to track and analyze student achievement gains in their classrooms and tailor both their own and their residents' instruction accordingly, a strong and targeted knowledge of and approach to assessment and the subsequent analysis is expected of all mentor candidates.

A prospective mentor must be a reflective teacher with strong content knowledge and exemplary teaching ability, who has served for at least three years as a teacher-of-record in the BPS. All mentor candidates – particularly those in the areas of ESL, SPED, and mathematics and literacy - must demonstrate effective teaching skills and training in their respective mentoring area. Potential mentors must be well-versed in the instructional work of the district, open to questions and feedback about teaching practice, comfortable and skilled at observing and giving feedback to another teacher, collaborative and entrepreneurial, and willing to put in extra time to respond to situations as they arise.

Mentors will also be expected to participate in BTRP pre-mentor training, and in ongoing professional development throughout the year. Many mentors are teacher leaders in the district, implementing new curriculum modules and conducting CCL (collaborative coaching and learning sessions) as well. Because serving as a mentor involves an extensive time commitment, which benefits students, BTRP residents, and the larger school and district community, BTRP mentors receive a stipend for their work both at classroom and programmatic levels.

(v) Grouping of teaching residents in cohorts to facilitate professional collaboration.

The partnership will work with a limited number of host schools, selecting them in collaboration with the BPS Superintendent and her senior human resources staff. Schools will complete a letter of application which confirms that they meet three criteria: a critical mass of teachers who have the skill to serve as mentor teachers, a collaborative culture that encourages open, honest discussion of teaching and learning, and school leadership that supports the work of the residency partnership. BTRP staff members will then make a site visit to each school, meeting with administrators and faculty and observing potential mentor teachers in their classrooms.

Host schools are an essential feature of the partnership; they will be required to make a commitment to opening their doors and their practice to BTRP residents. In this way, host schools will serve as “teaching sites” where data is consistently used to drive decision-making with the focus on student achievement and experiences. In addition, residency host schools are characterized by their supportive environment and school culture in which teachers and school leaders will work diligently to implement BPS curriculum and instruction initiatives and instructional practice will be shared through honest, thoughtful and data-based discussions. By clustering cohorts of Residents at host schools, BTRP will build strong support networks for residents, mentors, and school leaders.

(vi) Development of admissions goals and priorities.

Alignment with district goals. The partnership is, in essence, one component of BPS’s recruitment program. This relationship means that the partner programs need to recruit a *cohort* of people, not just individuals, as the district is looking for specific numbers in high-needs areas.

It also means that the programs must be able to alter and adjust their recruitment methods and emphases year to year in order to be responsive to the district.

The partners collaborate closely with the BPS Office of Human Resources (OHR) to ensure that the programs target and attract the right candidates. OHR provides the programs with a targeting memo each winter detailing the desired make-up of the next cohort of Residents. This memo is based on hiring projections not for the following year, but for the year after; BTRP can then build a cohort that is aligned with the needs of the district a year out, when the Residents will be graduating and entering the BPS job market.

Targeted approach to recruitment. For this reason, recruitment and selection take on immense significance for the programs. Though each recruits through traditional channels, they make sure to look to the community first, knowing that people with a tie to Boston's neighborhoods and to its schools will often be both interested in the mission and motivated to stay for the long term; similarly, engagement in the urban context and/or with urban youth makes for stronger candidates. The programs' focus also continues to be on teachers of color for BPS – so an important piece of the recruitment process is work with UMB undergraduate programs (where more than 40% of students are people of color), historically black colleges and universities, local community organizations serving communities of color, and minority associations within local companies and colleges. BTR is building a strategy for ESL recruitment, as TNY will over the next year; while Wheelock has its own recruitment strategies in place, the next year will be used to tailor those to the BPS needs for ECEs, particularly men and teachers of color.

Additionally, the partners have worked to build outreach to area universities, hospitals, scientific corporations and math/science-focused organizations for targeted recruitment of

candidates in science – especially chemistry and physics – and math. For TNY, one-to-one marketing presentations are given on the UMB campus during special events that attract large numbers of students; deans and faculty in STEM and education areas are continually updated and queried about possible recruits.

The recruitment teams look for candidates with top academic credentials who display, among other traits, a resolve to keep trying new strategies, an ability to listen to and respond to feedback, and an insatiable curiosity – some of the core dispositions that position people to become effective teachers. As described in section (F)(xi), the partnership is in the process of conducting research on the key characteristics of highly effective teachers and plans to use this data to further optimize the recruitment and selection process.

(vii) Induction support for program graduates.

BTRP residencies are four-year programs: one year of preparation and three years of induction support. The multiyear support is essential because new teachers are just beginning their development as they enter classrooms as teachers of record. As a core piece of BPS' teacher pipeline, the BTRP partnership's key outcomes happen after the preparation year: 1) the retention of graduates in the BPS, 2) their effectiveness as measured by supervisors and independent evaluators, and 3) their ability to help students make significant academic progress. As such, BTRP's induction component will be critical to its success and is linked closely and carefully with the preparation program.

BTRP's research-based induction model employs highly experienced teachers with mentoring experience as coaches to graduates in their first three years of teaching. Twice a month, induction coaches participate in a seminar designed to enhance their effectiveness supporting new teachers. During the seminar, they practice providing feedback on classroom

observations and conducting conversations about student work, with a focus on addressing classroom equity and content accessibility issues. Coaches also participate in a semester-long data seminar where they study how to support new teachers in using student-learning data to inform instruction.

Rigorous School-Based Induction Support. Recognizing that the development of individual teachers has a limited impact on a school community and that new teachers benefit from working with high-performing colleagues, BTRP is developing a whole-school coaching model for schools that commit to hiring clusters of BTRP graduates and are open to comprehensive school-based professional development. At these partner schools, induction staff will help graduates and their colleagues observe and reflect on each other's lessons, plan units together, and differentiate instruction, while working with the entire school community

Ongoing Professional Learning Community. TNY does not currently offer induction supports for its graduates; as described earlier, the partners now have the opportunity to conceive of the best collaborative model for both first- and second-stage induction, with the expertise of UMB and Wheelock faculty to inform the process. A core component of that work will be the continued development of partner schools as sites of multiyear learning, which will allow the partners to increase their graduates' potential to significantly impact student achievement. In addition, the development of a structured alumni program for the partnership will provide BTRP graduates with opportunities to form alliances, share their knowledge, and seek advice and collaboration on continuing education projects.

B) Selection of individuals as teacher residents.

Based upon the data collected since their inception, the BTRP selection process is built around a core set of dispositions and experiences that have historically been predictive of successful teaching in the BPS. The application process occurs in two phases. Candidates are generally recent college graduates, mid-career professionals, or individuals working in the local community who have a demonstrated record of strong efforts and achievement and who possess deep content knowledge in their area of teaching interest. These potential residents first complete an application process requiring three letters of reference, a transcript displaying all required undergraduate coursework in the intended licensure area, and responses to essay questions that explore beliefs about urban schools. This is used to select potential candidates who have the core dispositions of an effective teacher, as well as a 3.0 or better GPA, strong writing skills, an understanding of diversity and the specific challenges of urban schools, and past work or academic experience that displays a probable commitment to engaging in this type of work. Needless to say, it is not an exact science - yet the more data that the partners officially gather to inform the process, the more evident it becomes that there are clear predictors of success as teachers in the BPS.

In order to learn as much as possible about the candidates both as people and as prospective teachers, finalists are invited to an all-day selection process at a host school. Applicants complete a series of performance tasks in front of a wide range of raters: mentor teachers, administrators, graduates, as well as colleagues in community-based agencies and, at middle and high schools, students. Finalists teach a mini-lesson to a group of students, engage in a group problem-solving activity, are interviewed twice, observe in a class and complete a live writing sample and mathematics assessment (for elementary candidates). The question that all raters are seeking to answer is whether the candidate has the potential to be an excellent teacher

who stays in the BPS; a candidate who does not make a convincing case for both of these factors is not accepted. Selection is highly competitive; this year, more than 600 applicants applied for 75 BTR positions last year, and TNY generally receives 400 applications for 30-40 spots. BTR and TNY's yield rates, the percentage of accepted applicants who enroll in the programs, average between 85 and 90%

The partners track applicants through the recruitment, application, admittance, and enrollment processes. By analyzing the data collected, the recruitment teams can evaluate the effectiveness of recruitment channels for specific demographic groups and generally. As it builds a more robust system for measuring teacher effectiveness, BTRP will continue to study the correlation between specific admission factors and performance as a BPS teacher.

C) Stipends, applications, agreements, repayments.

Applications for stipends or salaries. The partners, per BTRP's contractual agreements, will provide each resident with a taxable stipend of [REDACTED] as well as healthcare benefits. In order to receive this living stipend, residents must have submitted and had accepted an application to the program and must remain a resident in good standing throughout the residency year .

Agreements to Serve. As the goal of BTRP is to prepare teachers who will stay and teach in BPS, there is no tuition charge for the program *provided* that residents complete three years of teaching in a high-need subject or area in a BPS school following completion of the program, and certify to the partners that they have done so. In order to do so, BTRP graduates must have passed the appropriate MTELs for their subject area and must have fulfilled all practicum and licensure requirements as laid out in Massachusetts law. Should a BTRP graduate

elect not to teach in the BPS, he or she must fulfill all contractual obligations related to such an event, as explained below.

Repayments. In the eventuality that a resident elects not to teach in a Boston Public School, the partners will invoice the resident for the tuition of [REDACTED]. [This amount is separate from the [REDACTED] stipend described above]. The [REDACTED] tuition will be reduced for each year of teaching in the BPS: one year of teaching in Boston will result in a reduction of the amount owed to [REDACTED], two years of teaching in Boston will result in a reduction of the amount owed to [REDACTED] and three years of teaching in Boston will result in no tuition charge. To ensure that service is credited, residents must submit a signed letter from the BPS certifying their service. The partners will use any repayment to provide services in accordance with the BTRP's programs as detailed in this proposal. In the event that a resident makes a good faith effort to gain employment in the BPS but is unable to find employment for reasons outside his/her control, that person will not be held responsible for the tuition repayment for that year.

TNY's residents are currently supported in a number of ways, with math and science residents receiving a [REDACTED] stipend from the NSF Noyce Scholarship Grant Program, as well as a full tuition and fee waiver from the university. English and history interns are supported by UMB with reduced tuition and fees, but no stipend, while some of the host schools in Boston and elsewhere support the program by providing the interns with a [REDACTED] stipend. The university contributes to the support of these students with a tuition waiver and a fee reduction. With the deepening of the BTRP partnership, all BTRP residents will now receive the same stipend amount, including health insurance provisions, and will be under the same contractual obligations regarding agreement to serve and repayment.

Significance

Seven years ago BPS superintendent Thomas Payzant announced that the district would begin to compete with local higher education institutions in the preparation of its teachers.

Though Boston was surrounded by universities preparing teachers, the district still found year after year it was not able to fill vacancies in high-needs content areas such as math and science and in high-needs fields such as special education; it was also not able to recruit and hire sufficient numbers of teachers of color. Further, many teachers who started teaching in the BPS were not prepared for the work – and many left within the first few years. While there were always some successful teacher preparation models, such as TNY and the early childhood program at Wheelock, and principals knew to hire graduates of those programs, there were never enough.

As a result, BPS started BTR.

Now BTRP brings together some of Boston’s most successful and dedicated teacher preparation programs, all based in the residency model, to build the capacity to provide BPS with the teachers it needs every year.

In so doing, BTRP fundamentally alters the way teachers are recruited, prepared, and supported across the district — alterations that serve as an entry point for provoking major systemic changes:

- First, in a district with just 4,900 teachers, the partnership will prepare 548 new high-quality teachers over the next five years, including 330 high-needs teachers whose preparation is made possible by the funds requested here.
- Second, because BTRP programs prepare their residents to be focused on student academic achievement and to move every student at least one year’s worth of growth in a

school year, the partnership will play a significant role in BPS's plans to meet the eight academic targets outlined in its Acceleration Agenda.

- Third, because BTRP supports its graduates – and all new teachers — and helps them to advance in their careers, gaining the skills they need to be excellent classroom teachers and teacher leaders, the partnership is introducing a solid, growing cadre of instructional leaders for the BPS. These graduates, and their like-minded colleagues, are more likely to remain teachers in the city's schools and become the next generation of leadership in the district.
- Fourth, because BTRP is designing and implementing a set of innovative teacher development supports – host school training, whole-school induction, professional licensure and leadership tracks – it is building the capacity of the district to develop and support all of its teachers, not just BTRP graduates, throughout their careers.
- Finally, because BTRP is focused on student achievement — on identifying accurate measures which can help teachers improve their instruction and help school and district leaders understand more about what makes teachers effective — BTRP is building the capacity of the district to develop a world-class human capital management system, rich in supports, and a complementary evaluation and assessment system on which to measure outcomes and refine its work continuously.

With assessment at its core and human capital development as its goal, BTRP's impact has the potential to reach far beyond teacher preparation into almost every corner of the district's policies and practices, from contract negotiations and budget and curriculum and research.

BPS's long-term commitment to support BTR — \$5M over the last five years, during what were some of the toughest financial times in recent memory – has served as a critical signal

to the funding community that residencies can and will play a critical role in district improvement plans in the years to come. All of the BTRP partners have been able to attract other sources of support for their work, and expect that to continue, as our city and the nation focus in on one of our most intractable problems.

Management Plan

Implementation Plan

The responsibility for completing the projects and tasks below will be taken by a variety of teams composed of key staff members from across each partner organization. The specific teams and key staff members are outlined below and referenced by team name, where appropriate, in the Responsibility section of the implementation plan chart.

BTRP Project Leads	Recruitment Team	Field Team	Curriculum Team	Induction Team	Placement Team	Evaluation Team
University of Massachusetts-Boston – Dean of Graduate College of Education (Carol Colbeck)	BTR Deputy Director	BTR Field Directors	BTR Curriculum and ESL/Special Education Directors	BTR Induction Director and Faculty	BTRP Placement & Alumni Coordinator	BPS Asst. Supt., Research, Assessment and Evaluation
BTR Director (Jesse Solomon)	BTR Recruiters	TNY Director	BTR Faculty	TNY Induction Coordinator	BTR Induction Director	BTR ETO Director
BPS Assistant Superintendent of Human Resources (Bill Horwath)	TNY Director	Wheelock ECE Teacher Residency Coordinator	Wheelock Faculty	Wheelock Educator Mentor Corps Coordinator	TNY Induction Coordinator	
Wheelock College - Vice President of Academic	Wheelock Recruiters		UMB Faculty	BPS New Teacher Coaches	BPS Assistant Superintendent of Human Resources	

Affairs (Julie Wollman)						
	Wheelock ECE Teacher Residency Coordinator		BPS ECE, Special Education, and ESL Directors	BPS Director of Teacher Development & Advancement		
				BTRP Placement & Alumni Coordinator		
				Wheelock Faculty		
				UMB Faculty		

Implementation Plan Chart (asterisks denote annual project milestones)

Projects	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Year 4 (2013)	Year 5 (2014)	Responsibility
A. To recruit, select, and intensively prepare for BPS high-quality resident cohorts in high-need areas: special education, English as a second language, science, mathematics, early childhood, and teachers of color						
A1. Recruitment	Develop, implement, and refine recruitment strategy, including new language and materials for ECE, ESL, and special education					Recruitment Team
A2. Academic Coursework/ Curriculum	Identify course instructors and develop course outlines and syllabi, aligned with BPS curricula; deliver master’s coursework; evaluate and refine courses; offer MTEL preparation workshops					Curriculum Team
A3. Residency Placement	Place residents in host schools; train residents under guidance of mentors and site directors; assess host schools, mentors, and site directors three times per year for next year’s placements					Field Team
A4. Internal Program Evaluation	Conduct annual Principal Survey of BTR Grads, mid-year and end-year Resident Program Surveys, and Resident Course Evaluations; host monthly Resident Advisory Board meetings; analyze results and incorporate improvements in residency and coursework components of program					Curriculum Team, ETO Program Director, Induction Team

<p>Section A. Outcomes</p>	<p>Annual Outcomes Years 1- 5:</p> <ul style="list-style-type: none"> - The partnership aims to enroll cohorts consisting of at least 50% math and science residents at the secondary level - The partnership aims to enroll cohorts comprised of at least 50% residents of color - 90% of the residents in any class will complete the program successfully <p>The BTRP will prepare:</p> <ul style="list-style-type: none"> - One-third of new special education teachers (105 total; 15 in Yr 1, 20 in Yrs 2-3, 25 in Yrs 4-5) - One-third of new teachers of English language learners (102 total; 10 in Yr 1, 15 in Yr 2, 21 in Yr 3, 28 in Yrs 4-5) - One-third of new teachers of color (283 total; 51 in Yr 1, 58 in Yrs 2-5) - One-half of all new math and science teachers (175 total; 35 per year in Years 1-5) - One third of new early childhood teachers (48 total; 12 per year in Years 2-5) 					
Projects	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Year 4 (2013)	Year 5 (2014)	Responsibility
<p>B. To build the capacity of a set of BPS schools to serve as strong preparation sites for new teachers.</p>						
<p>B1. Host School Staff</p>	<p>*Identify three host schools per year, including ECE & ESL sites; identify and recruit mentors, site directors, and principals for training</p>					<p>BTRP Project Leads, Field Team</p>
<p>B2. Training and Capacity-Building</p>	<p>Hire two training facilitators; develop and improve training curricula, including ESL/Special Education, and ECE; *Deliver training to mentors, site directors, and principals; evaluate training and incorporate feedback into next training cycle</p>					<p>Field Team, Curriculum Team</p>
<p>Section B. Outcomes</p>	<p>Annual Outcomes Years 1- 5: Increase capacity at three additional host schools per year by training 18 potential mentors, 3 potential site directors, and 3 principals annually</p>					
Projects	Year 1 (2010)	Year 2	Year 3	Year 4	Year 5	Responsibility

		(2011)	(2012)	(2013)	(2014)	
C. To develop a comprehensive support and development program for teachers in their first five years.						
C(a). To create and implement a whole-school induction model which builds the capacity of high-needs schools to support and develop new teachers						
C(a)1. Graduate Placement	Create new placement strategy; identify and develop relationships with partner schools to hire graduates in clusters; hire BTRP Placement & Alumni Coordinator	Identify and develop relationships with partner schools to hire graduates in clusters; offer placement support for graduates, including interview skills, licensure completion, and meetings with BPS HR			Placement Team	
C(a)2. Induction Supports	Use inquiry model to provide 1-1 induction coaching to graduates; provide induction coaching to content teams in partner schools				BPS New Teacher Coaches, BTR Faculty, BTR Induction Coaches, TNY Induction Coordinator	
Section C(a) Outcomes	Annual Outcomes Years 1- 5: - BTRP will place 90% of graduates into jobs in the BPS. - At least 90% of all BTRP graduates will be placed in teaching positions in BPS schools which are high-needs schools, at both the elementary and secondary levels. - At least 50% of all BTRP graduates placed in the BPS positions will be teachers of color. - At least 50% of BTRP graduates at the secondary level will be placed in science or math teaching positions in BPS. - At least 50% of BTRP graduates (who are not already taking in positions in the high-needs content areas of math and science) will be placed in teaching positions in BPS which are designated as special education settings or language instruction for limited English proficient students					

	<ul style="list-style-type: none"> - 90% of all BTRP participants will pass all required statewide certification tests. - 60% of graduates placed in BPS will be placed with at least one other program graduate in Year 1, with a 5% incremental increase per year to 80% by Year 5 - Two new partner schools will be developed per year, totaling 10 by end of grant - 85 graduates per year will receive 1-1 induction coaching - At least six graduates in each partner school per year will get induction support 					
<p>C(b). To develop a set contextualized induction supports for all BPS teachers in their first three years of teaching that focus on high-needs areas, that ground teacher learning in practice and in particular have student learning as the bottom line, and that lead to professional licensure.</p>						
<p>C(b)1. Staffing</p>	<p>Establish Induction Steering Committee; develop common job descriptions, language, and understanding of induction model; *hire two BTR Induction Coaches and four BPS New Teacher Coaches; train new coaches in induction model</p>		<p>Induction Team</p>			
<p>C(b)2. Professional Licensure Program</p>	<p>Develop 12-credit course structure, including sequencing, schedule, and syllabi for content-</p>	<p>Deliver courses in professional licensure program for first cohort;</p>	<p>*Graduate first cohort teachers; evaluate and refine courses;</p>	<p>Graduate second cohort of teachers; evaluate and refine</p>	<p>Graduate third cohort of teachers; evaluate and refine courses;</p>	<p>Induction Team, Induction Steering Committee</p>

	based, ESL, and special education courses; identify course instructors; *obtain UMB and Wheelock governance approval	evaluate and refine courses	begin training for second cohort	courses; begin training for third cohort	begin training for fourth cohort	
Section C(b). Outcomes	Annual Outcomes Years 1- 5: <ul style="list-style-type: none"> - 30% of all new teachers in BPS each year will complete the two-year professional licensure program beginning in Year 3 - BTRP will retain 80% of graduates teaching in the BPS for three years or more (93% retention rate in Year 1, 87% retention rate in Year 2) 					
Projects	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Year 4 (2013)	Year 5 (2014)	Responsibility
C(c). To design and pilot a teacher-leadership credential within which second-stage teachers who have proven their effectiveness have opportunities to prepare to assume leadership roles in their schools without leaving the classroom.						
C(c).1 Staffing	Establish Teacher Leadership Advisory Committee; *hire Instructional Leadership Director; develop Teacher Leadership program, including curriculum design and hiring instructors					Induction Team, Teacher Leadership Advisory Committee, including Instructional Leadership Director
C(c).2 Teacher		Deliver courses in	*Graduate first cohort	Graduate second	Graduate third cohort	Teacher Leadership Advisory Committee, including Instructional

Leadership		Teacher Leadership program for first cohort; evaluate and refine courses	of 35 teachers; evaluate and refine courses; begin training for second cohort;	cohort of 35 teachers; evaluate and refine courses; begin training for third cohort	of 35 teachers; evaluate and refine courses; begin training for fourth cohort	Leadership Director
Section C(c) Outcomes	Annual Outcomes Years 3- 5: - Prepare 35 teachers per year in the Teacher Leadership Program starting in Year 3.					
Projects	Year 1 (2010)	Year 2 (2011)	Year 3 (2012)	Year 4 (2013)	Year 5 (2014)	Responsibility
D. To deepen and expand existing evaluation and assessment models to enable the district to use student academic achievement measures to drive the selection and training of all teachers.						
D1. Student Assessments	Identify and *administer assessments to students in resident/mentor classrooms at baseline, mid-year, and end-year points Collect, input, analyze, and report aggregate data at baseline, mid-year, and end-year points; *identify student achievement gains and correlate to practice					Field Team, Induction Team, Evaluation Team
D2. External Evaluation	Contract with Harvard’s Center for Education Policy Research (CEPR) to conduct an external, independent value-added student achievement evaluation Obtain BPS formative assessment data and state MCAS growth data *Analyze and report end-of-year student achievement results from resident/mentor classrooms					CEPR, Evaluation Team
D3. Programmatic Improvements	Based on student achievement results, incorporate programmatic improvements into mentor training and resident/graduate coursework to inform teacher effectiveness					Field Team, Curriculum Team
Section D. Outcomes	Annual Outcomes Years 1- 5: - All BTRP graduates will have demonstrated the ability to collect, manage,					

	<p>and analyze data to improve teaching and learning for the purposes of improving student academic achievement</p> <ul style="list-style-type: none"> - 75% of all students in the classrooms of BTRP residents/mentors and second-year graduates and beyond will make at least one year's worth of growth in one academic year - 80% of BPS principals who have hired BTRP graduates will report that they would hire another BTRP graduate and/or would recommend BTRP graduates to a colleague 	
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**Key Project Milestones*

Procedures for Ensuring Feedback and Continuous Improvement

The partnership has instituted a number of structures to ensure continuous improvement at the course level, program level, and partnership level.

Partnership level. The partnership is led by a steering committee made up of key representatives from each partner. The Project Leads for each partner have been identified and are responsible for the overall successful and timely completion of high-quality products for their respective organizations.

All Project Leads are expected to attend quarterly meetings to review progress towards the grant timeline and deliverables, discuss and resolve any issues, and discuss quality assurance (please see below for more information). In preparation for each of these meetings, each partner will complete a report summarizing the partner’s performance against the overall project goals and timelines. The partners assess progress against the overall program objectives and can intervene as necessary.

BTRP also intends to hire a part-time TQP Project Manager who is responsible for ensuring that the project and its major deliverables are completed on time and within budget. Ideally, the Project Manager will be someone who has strong project management skills but also has a deep knowledge and understanding of teacher training programs and the education system in Boston. The Project Manager’s responsibilities include:

- Work closely with project leads to develop detailed workplans for each partner/project
- Help partners focus on quality assurance of project deliverables

- Be responsible for developing and submitting periodic reports to State department of education, including obtaining necessary data from project partners
- Oversee grant finances with assistance from BPE's Controller, including regular reporting on monthly expenditures allocated to grant
- Set up and attend monthly team meetings and quarterly Project Lead meetings

Program level. Each program collects data about resident performance in both their courses and in their field placements, and four points during the year, program staff review the progress of each resident in the various program elements. In addition to grades and progress reports from coursework, the field-based supervisors complete monthly assessments of each resident, in conjunction with the resident and the mentor teacher. Program staff look for patterns and for inconsistencies in each resident's performance (a resident who is performing at a high level in his field placement but is not achieving in a course) and makes any interventions as necessary. Program staff also look for patterns across the program (a field site in which all residents are not demonstrating their ability to use data to improve instruction, for example), and again are able to make interventions as necessary.

Course level. The partnership collects mid-term and final evaluation data from all residents in each course. The relevant data is organized and analyzed by each partner's program supervisor. The program supervisor meets with each course instructor after the mid-term data collection cycle to review the data and make adjustments as necessary. The program supervisor also meets with the instructor at the end of the term to make a plan for any changes necessary in the next offering of the course.

Mechanisms for Ensuring High-Quality Products and Services

Each partner's Project Lead is expected to hold themselves and each other accountable for delivering high-quality products and meeting the goals of the project. The partners will agree on quality standards for each stage of the recruitment, preparation, and induction process. At each quarterly meeting, the partners will be held accountable to those standards and will not admit, graduate, or provide tenure to residents who do not meet those standards.

In addition to the Project Leads and the Project Manager, who are responsible for overseeing the creation and delivery of the outcomes and deliverables listed in the implementation plan above, BTRP has plans to use the following mechanisms to ensure that expert and participant opinions and knowledge are incorporated into decision-making, and that there is a feedback loop to improve practice from year to year and increase the quality of the program.

- Surveys and Assessments – The partners have and will continue to deliver a wide variety of surveys and assessments throughout the year to incorporate feedback into the program and make staffing decisions, including:
 - Annual Principal Survey of BTRP Graduates
 - Resident Program Surveys - mid-year and end-of-year
 - Resident Course Evaluations – after each term (Summer 1, Fall, Winter, Spring, Summer 2)
 - Mentor Assessments – three times per year
 - Site Director Assessments – three times per year
 - Graduate Course Selection Surveys – twice per year
- Resident Advisory Board – The Resident Advisory Board consists of three residents from each of the main content areas – ECE, elementary, math, ELA, science, and history. Advisory Board members meet monthly to provide feedback to BTRP program staff on course content, instructors, their practicum placement, and their overall residency experiences to program staff. The Advisory Board also engages in analyzing program data to develop recommendations for BTRP program development and improvement and provides leadership around problem solving issues and building a strong and effective learning community in the residency program.

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- Press: “Teacher Training, Tailor-Made,” Education Next.
- Press: “Careers — Where The Jobs Are: Teaching,” Forbes.com