



DENVER PUBLIC SCHOOLS AND THE DENVER TEACHER RESIDENCY—

INTRODUCTION

Denver Public Schools (DPS) is a large, high-need urban school district facing persistent challenges related to low academic performance, high teacher turnover and the complexities of educating a linguistically and ethnically diverse student body. Within this context, DPS honed in on teacher quality and effectiveness as key to raising student performance and to enhancing learning and engagement in the classroom.

Recognizing that the district faces significant challenges with regard to attracting, developing and retaining exceptional teachers, particularly in high-need schools and subjects, and that the district must rely upon a blend of traditional and alternative teacher preparation channels to meet its teacher needs, DPS has dedicated the past two years of its reform efforts to building more effective teacher recruitment, preparation, development and retention. Over one year ago, DPS initiated the Janus Education Alliance (JEA) in partnership with Janus Capital Group to unify, integrate and align district reforms related to teacher development and effectiveness. As part of JEA, DPS and IHE partner the University of Denver (DU) co-created the Denver Teacher Residency (DTR), an urban teacher preparation program. DTR is poised to have a formative influence and impact on the recruitment and preparation of DPS teachers.

DTR supports Residents as they develop the skills, knowledge and disposition of effective teachers—the learning standards that drive all aspects of DTR, from coursework to professional development for Mentors and new teachers. DTR is the only teacher residency program in the nation born directly out of a district (to date), and will help DPS accelerate its recent student

achievement gains and begin to reduce the double-digit achievement gap among DPS students. The distinctive nature of DTR as a district-initiated project gives DPS the ability to “grow” its own teachers, increasing the district’s ability to guarantee higher quality candidates and to create a model for other LEAs. DTR addresses Priority 2 through employment of the urban teacher residency model, which has demonstrated efficacy in other settings; by leveraging the strength of its partners; through highly customized curriculum design tailored to meet the specific needs of students in DPS; and by tapping into the broader resources and research capacity of DU to continually inform and enhance DTR and to pursue innovations to improve the residency’s impact on student achievement.

DTR intends to impact the district’s needs and impart changes by equipping its Resident teachers with a blend of instructional theory and practical experience that will transform their DPS classrooms into an environment of learning, engagement and inquiry. Once at scale, DTR will infuse within DPS a residency corps that is prepared for the challenges of urban public education and is, over time, building the teaching capacity of the broader DPS teaching corps. DTR complements the district’s wider investments in its human capital, with a vision of a future district in which performance is rewarded, career pathways are multiple and the district invests in and prepares its own future teachers, school leaders and district leadership.

DTR is a five-year residency program that combines a rigorous masters-level coursework sequence, a yearlong classroom residency with a master mentor teacher, a comprehensive professional development curriculum for mentors, an 18-month Master’s degree in Curriculum and Instruction, and a two-year induction program. DTR prepares Residents to be effective teachers within DPS’ urban classrooms, and will measure its progress towards improving student achievement among low-performing students in high-need DPS schools; selecting cohorts of

highly qualified Residents over a five-year period; preparing each Resident cohort as highly qualified teachers; and retaining graduating Residents within a high-need LEA.

Due to the fact that DTR evolved out of DPS’ reforms, the resultant residency program has the foundation, support and commitment of DPS as an essential part of its long-term vision. The overarching goal of DTR is to: improve student learning by employing a comprehensive urban teacher preparation program for high-need schools to maximize teacher effectiveness.

NEEDS ASSESSMENT OVERVIEW

For nearly 150 years, DPS has served as the public education entity for Denver. Today, the district’s 152 schools are home to a diverse population of more than 75,000 students:

Nearly one-fifth of DPS’ students are

English Language Learners. With 24.36 % of students (22,580 enrolled children) in DPS from low-income families (2007 U.S. Census), **DPS meets the U.S. Department**

of Education’s poverty criteria for a high-

need LEA, as documented in Appendix A. Districtwide, 65.9 percent of DPS students

qualify for free or reduced-price lunch (FRL), with 95 of DPS’ schools exceeding 65

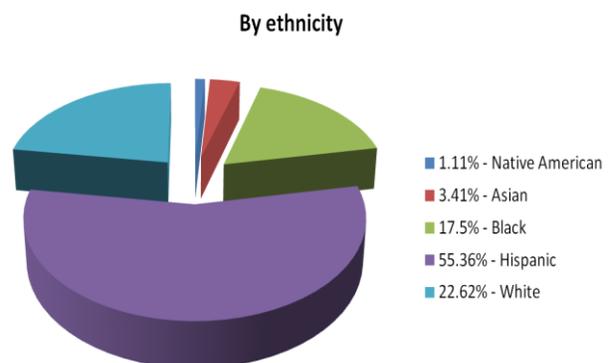
percent of students eligible. As per the requirements of the Teacher Quality Partnership

program, **the five schools identified for the initial year of DTR exceed the criteria for**

high-need schools, ranging from 69.1 to 98.1 percent FRL eligibility, with an average of

82.86 percent . (All schools identified during the course of the grant as future host sites

will meet or exceed 65% FRL eligibility.)



Poor student achievement is, critically, DPS’ greatest challenge. The district’s graduation rate is alarmingly low (see below). The dropout rate (7.4% in 2007–2008) is nearly double that of the Colorado average (3.8%.),ⁱ with rates among minority DPS students even higher (8.3% for Latinos and 7.6% for African Americans).ⁱⁱ The Colorado Student Assessment Program (CSAP) scores for 2008 reflect that students in DPS struggle to attain proficiency, as evidenced below:

CSAP ⁱⁱⁱ	Percent students scoring proficient or advanced	
	DPS	Colorado
10th Grade		
Reading	46%	66%
Mathematics	16%	30%
Writing	29%	47%
Science	26%	47%
Graduation Rate^{iv}	DPS	Colorado
	52%	75%

The double-digit gaps reinforce the need for exceptional teachers who are prepared to leverage DPS’ successes and build district capacity to accelerate improvements.

District Needs

Based upon the DTR partnership’s assessment of DPS’ needs, identified challenges include: a history of filling DPS’ highest-need classrooms with the teachers who are least prepared to succeed with high-need students; a lack of early career support that is the single most significant factor in high attrition; an environment that fosters isolation and the status quo versus collaboration and meaningful dialog and inquiry into teaching practice; and, fundamentally, a need to retain effective educators within DPS—as teachers, as leaders and as builders of the district’s capacity to better meet its students’ needs.

Teacher preparation. DPS currently faces attrition levels of 10 percent a year and teacher shortages in critical hiring areas. In 2008–2009, approximately 80 teacher positions remained unfilled at the beginning of the year, and more than 100 teachers were hired after August 1, long after quality candidates had been exhausted. At the same time, enrollment in DPS was the

highest it has been since 1976, underscoring the need to act quickly to recruit new, high-quality teachers.

Over one quarter (26.32%) of DPS' teaching corps currently serves with emergency, provisional or temporary certification for teaching, significantly exceeding the U.S. Department of Education's 1.37 percent high-need LEA criteria for teacher need. Virtually none of the new teachers hired in DPS each year—regardless of background and experience—are familiar with DPS and its reforms or are prepared to meet the needs of DPS' diverse student population.

Urban residency programs seek to intentionally shift a paradigm of low performance, and promising early results from existing residencies indicate that teachers trained in urban teacher residencies are far more likely to stay in high-need schools than their counterparts.^v To that end, DTR will engage its Residents in a hands-on, embedded one-year clinical residency component in which participants learn and prepare to teach alongside a mentor teacher in settings that mirror the high-need schools into which they will ultimately be placed. Curricula and coursework are grounded in practical application and respond to the particular challenges of DPS and its students.

Ongoing training. Thirty-three percent of new teachers hired within DPS leave within five years.^{vi} Exiting teachers have cited lack of preparation, insufficient mentoring support and inadequate school support as key reasons for leaving.^{vii} DTR seeks to dramatically reform the supports provided to teachers in their formative years, and ultimately, through substantive and clearly articulated career pathing. In follow-up to the yearlong clinical residency, DTR participants will engage in a two-year induction designed to provide layers of differentiated support and resources to ensure that new DTR teachers become high-performing teachers. Upon

successful implementation of DTR's induction program, DPS will have access to significant feedback on its induction procedures and assist in its districtwide expansion.

Professional development. A lack of support is among the factors rated highest by new teachers as reasons why they leave DPS. DTR embraces professional development and supportive learning communities as fundamental to its design. Each Resident is placed into a cohort upon entry to the program and receives an array of tiered professional and peer supports. The design seeks to foster collaborative learning and to infuse a culture of inquiry and continuous professional development within DTR participants. Emphasis includes individual and collective examination and improvement of practice to empower each teacher to connect theory, practice and student outcomes; to identify and solve problems; and to apply effective, research-based strategies to improve student learning.^{viii} DTR has designed a staffing and support structure that commits adequate resources to ensure that the Residency itself is engaged in a continual process of reflection, investigation and documentation to inform its development, to replicate effective strategies and to share lessons learned across partners and across residencies and high-need districts nationally. A Graduate Research Assistant, Technical Consultant, and district based experts are all integrated into the DTR model for heightened programmatic efficacy.

Retention. Attrition in DPS is a problem: nearly 700 of the district's 4,250 teaching positions need to be filled each year.^{ix} According to DPS' Human Resources Department, a low percentage of vacated positions is related to retirement or promotion. The majority are teachers who no longer wish to serve in an urban setting or who choose to leave the profession altogether.

DPS recognizes that retaining top-quality urban educators is fundamental to raising the achievement of all students. DTR will lead to increased new teacher retention by developing

teachers who are well-prepared and well-supported, know how to use data to improve practice, and have developed their skills within the context in which they will teach. DTR also offers DPS' highest-performing educators opportunities to remain in the classroom and to have a substantive impact on student achievement through the mentoring of new teachers. DPS is designing clear and authentic opportunities for experienced teachers to continue to develop professionally, so that they can continue teaching while supporting the development of other colleagues, and contribute to the school-based leadership team. DTR is engaged at the district level in formative discussions to ensure that high performers have wide-ranging opportunities to contribute to DPS.

Diversity. DTR is committed to increasing the diversity of the teaching staff within DPS and equipping them with the knowledge and skills to positively impact student learning in an urban school setting. DTR recruitment priorities are established in collaboration with the needs identified by DPS' Human Resources Department. The first DTR cohort (27 Residents in 2009–10) was chosen from 270 applicants and includes 51% culturally diverse and 22% bilingual participants. 100% of DTR participants will be fully qualified to teach in English Language Acquisition-Spanish or English Language Acquisition-English classrooms.

Second Language Learners. In direct response to DPS's student population of English Language Learners (ELL), DTR has placed the needs of students at the center of its program. Curricula and coursework are grounded in practical application, second language acquisition research, and respond to the particular language and literacy challenges of all students, including ELLs. Residents, upon completing their program will have earned their Linguistically Diverse Endorsement.

Student Achievement. Each DTR Resident, when they become Teacher of Record (TOR)

will set goals that align specifically to the Board of Education (BOE) student achievement goals. In preparation for this, during the Residency year goals will be developed in collaboration with the Resident, their host school administrator and DTR program staff in order to accelerate student achievement. The Resident's goal will support the district's goal which states: The percentage of students scoring above the state median percentile on CSAP, thereby demonstrating above-average performance, will grow by 2.0% each year.

Closing the Achievement Gap. DTR is focused on preparing highly effective teachers that commit to closing the achievement gap. Residents will be prepared to implement effective best practices as outlined in the research (*please see DTR Framework for Equity, Appendix D*). Residents will focus on the implementation of the effective practices that raise the student achievement of culturally and linguistically diverse student. The Resident's student achievement goal will support the district's goal which states: The performance gap between Asian / Caucasian students and African-American and Hispanic students scoring Proficient and above on Colorado Student Assessment Program (CSAP) will decrease by 3.5% annually, closing the achievement gap.

Filling Hard to Staff Positions. DTR will recruit Residents to align with district staffing needs by placing Residents in hard-to-staff subjects: special education, secondary math, bilingual qualified, elementary ELA-Spanish or ELA-Spanish/ English, and ELA-S or ELA-S/E content teachers (math). For 2009-2010 49.8% of new DPS hires were filling ECE-8th grade positions, and the 2009-2010 DTR cohort supports HR in their quest to fill these vacancies with highly capable and highly qualified teachers. DTR will meet annually to review the districts needs for the subsequent year. With district feedback in mind, DTR and DU Morgidge College of Education (MCE) will develop clear, mutually agreed upon targets for: number of Residents,

grade level and/or content area, diversity of cohort (reflecting the district) and specialty areas (linguistically diverse in Year 1, special education and mathematics in subsequent years). In 2010, DTR and MCE will develop coursework to *prepare residents to teach students with disabilities*, including training residents to participate as members of individualized education program teams. Following the mandated standards of the Individuals with Disabilities Education Act (IDEA), DTR and MCE will train the second through fifth cohort of residents to address the needs of special education students and to provide the opportunity to gain special education endorsement to address a need in DPS for special education teachers.

Strength in Partners

DTR leverages the combined strength of DPS, DU and the Urban Teacher Residency United (UTRU) in pioneering the first district-initiated residency in the country. UTRU has taken the lead nationally on design, evaluation, standards of practice and promotion of residency-based teacher preparation specific to urban schools and learning environments. Committed to a shared vision in which passionate, prepared and effective teachers lead high-need schools and students in high achievement, each partner is contributing significant expertise and resources to DTR. These partners are committed to the continuation of the residency program after the grant ends. Their letters of commitment are *included in Appendix D*.

As the IHE partner in DTR, DU brings extensive experience in teacher preparation and a history of partnership with DPS. From traditional teacher preparation programming to more than a decade of work creating alternative pathways to teacher licensure, DU has played a leadership role in defining, developing and supporting emerging approaches to teacher preparation. This includes serving as the IHE partner in the Boettcher Teacher Program (BTP), one of the three veteran residency models in the nation. With DPS, DU has also led the way in principal

development through the nationally-recognized Ritchie Program, providing district-specific hands-on professional development to create the next generation of school leaders. Within DU, the Morgridge College of Education (DU MCE) is collaborating with DPS to co-develop and deliver master's degree coursework that meets the demands of the district. DU MCE's developing Center for Innovative Teacher Preparation and Renewal (CITPR) will augment and enhance DTR through investigation into innovative, research-based strategies for continuous development and renewal of teachers, supporting scalability, effective practice, collaboration, training, technology, professional development and renewal. Responding directly to shortfalls in student achievement in math and science—and to the challenges DPS faces in recruiting teachers to these high-need subjects—DTR engages DU's Natural Science and Mathematics (NSM) to produce coursework to support deep content and context learning for the Residents in academic areas in which DPS students face particular challenges. NSM faculty will provide continued content knowledge development during the two years of DPS structured induction. NSM will also be instrumental in coordinating DTR with professional development available through the National Science Foundation and National Council of Teachers of Mathematics. DPS faculty outside the DTR program will have access to these workshops as an element of their preparation and induction experience. **DU meets the statutory requirements for the IHE partner, as documented in Appendix A.**

THE DENVER TEACHER RESIDENCY PROGRAM DESIGN

Critical to achievement of systemic change, DTR reflects the importance of collaboration in education reform. The residency leverages the local expertise and commitment of DPS and faculty at DU MCE and NSM as vital partners in its work. Far from partners in name only, DU and its divisions have worked in concert with DPS to craft the DTR residency model, curricula

and supports that align with DPS' instructional reforms and respond to the challenges of the district. DU brings to the partnership specific and long-term experience in alternate teacher licensure, programming and residency, including its commitment and continued involvement as the IHE partner to BTP.

As part of DPS' comprehensive strategic reforms, the district and DU began co-designing the residency program in 2008 in collaboration with national experts in residency models. All levels of DPS' leadership recognize the tremendous value of implementing a district-driven residency program—improved student achievement, recruitment of high-quality teachers and increased teacher retention. To ensure that the residency program reflects best-practice research, the DTR was designed with the support of UTRU, whose standards support and inform the strategic oversight of the DTR. Leveraging UTRU as a key resource builds on the work that DPS and DU MCE has completed and further enhances the district's partnership with DU MCE.

As the IHE for the DTR program, DU MCE will work directly with mentor teachers to ensure they are receiving professional development and that they are gaining experience, guidance and access to best practices to lead their Residents to a path of successful instruction. DU MCE faculty embody expertise in culturally and linguistically diverse education, and are able to successfully design curriculum to both address the academic principles of teacher preparation and the needs of an urban teacher.

The master's curriculum was developed, drawing on DU MCE faculty's instructional and scholarly knowledge, to train Residents on how to best educate and meet the unique needs of the district's students. Over the first 18 months of DTR, Residents will complete coursework led by DU MCE tenured and adjunct faculty to attain a master's degree in curriculum and instruction. DTR course instructors include DU-tenured faculty and DPS master teachers who ensure that the

course content meets the needs of the Residents and the specific challenges they are encountering. The rigorous coursework is constructed from the DTR Framework for Equity (*Appendix D*) which is based on the best available research and empirically validated practice. All aspects of DTR's master's coursework integrates projects, portfolios, collection and analysis of student work, as well as addresses the areas of low student achievement within DPS. Resident coursework also teaches current best practice and research about effective urban education, as well as culturally responsive teaching.

The most significant benefit of the Residency is the impact it will have on student achievement. Residents will learn how to review, analyze and use student data to understand where deficiencies in learning are highest and to differentiate instruction accordingly. While CSAP scores show significantly low performance for DPS students, Residents will look beyond these scores, utilizing classroom data from formative and summative assessments, previous teacher reports, and parent and student input to understand how to adjust instruction for increased student achievement. Residents will become skilled at identifying the areas in which students struggle and understanding how to effectively engage students and support learning. Further, Residents will find innovative ways to work with students so that they become invested in their education, providing skills and support designed to increase student success and improve their sense of efficacy. These methods are described in greater detail on the section titled *Teacher Preparation*.

This program will also impact all classroom teachers at Host School Sites (trainings schools) through professional development delivered by DU MCE faculty. NSM faculty will teach workshops about pedagogy and math and science content knowledge that will be open to all classroom teachers and site coordinators. To increase all classroom teachers' ability to provide

reading instruction, DTR Site Coordinators (site based support coaches) will convey knowledge gained through DTR about implementing literacy programs throughout the host site school's professional learning community.

Rigorous Selection Process

DTR uses a rigorous recruitment, screening and selection process (as described in the competitive preference priority attachment) to select Residents. Designed after nationally successful scale models like the Boston Teacher Residency (BTR), and following the standards of UTRU, DTR will recruit 50 Residents by 2010–11, and 75 Residents from 2011–12 onward. When at scale, DTR will meet 15% percent of DPS' incoming teacher need annually.

Staffing alignment. DTR admissions goals and priorities are established in collaboration with the needs identified by DPS' Human Resources Department, as discussed in the section *Filling Hard to Staff Positions*.

Selection of residents. DTR and DU MCE have clear teacher suitability and academic expectations that they will look for in Resident candidates, including: perseverance, resiliency, resourcefulness, leadership ability, willingness to collaborate, self-reliance, a proven history of excellence in academics or professionally, content area expertise, and a willingness to take responsibility for ensuring that every student achieves academic proficiency. Innovative recruiting efforts seek to attract a large pool of candidates that include both recent college graduates and mid-career professionals. A full-time bilingual English/Spanish recruiter makes concerted efforts to recruit talented individuals who reflect the diverse community served. Strategies include working with Spanish-speaking groups, reaching out to African American churches, and working with DU MCE and NSM to identify linguistically diverse candidates with mathematic and scientific backgrounds when DTR recruits Residents in secondary content areas.

DTR and DU MCE employ a highly selective process to screen Resident candidates to ensure that Residents meet the needs of the district. The selection team currently includes DTR and DU MCE faculty, as well as mentor teachers for Host School Sites, Site Coordinators and Principals.

To apply for DTR, candidates must provide:

Residency eligibility; evidence of passing the PLACE exam (Colorado State) or PRAXIS exam; complete an application to the teaching residency program and the master's degree program, including: three (3) written essays; record of an undergraduate GPA of at least 2.75; three (3) personal references; educational and professional background information; and a current résumé.

The reviewers screen applications to determine if the applicant possesses strong content knowledge and/or a record of accomplishment in the field or subject area to be taught. In the case of the initial residency cohort, Residents were screened to determine if they had the skills or knowledge to be strong candidates for obtaining a linguistically diverse certification. In subsequent years of the DTR program, this content knowledge or record of accomplishment may change dependent upon DPS' recruitment needs. If the reviewers do not reach consensus about whether the applicant should move on, a telephone interview is conducted. Next, viable candidates are asked to participate in interviews and performance assessments, which take place during Selection Day. Upon successful screening and completion of Selection Day, DU MCE faculty will review applicants for admittance into the master's curriculum and instruction degree program. Last year, 100 potential Residents out of 270 applicants were asked to Selection Day, where individual interviews were conducted with representatives from DTR, DPS and DU MCE. During Selection Day candidates conducted a teaching demonstration, participated in a group discussion on equity and diversity issues, completed a writing sample and analyzed DPS data to make recommendations about how to improve student achievement. DTR-trained screeners used

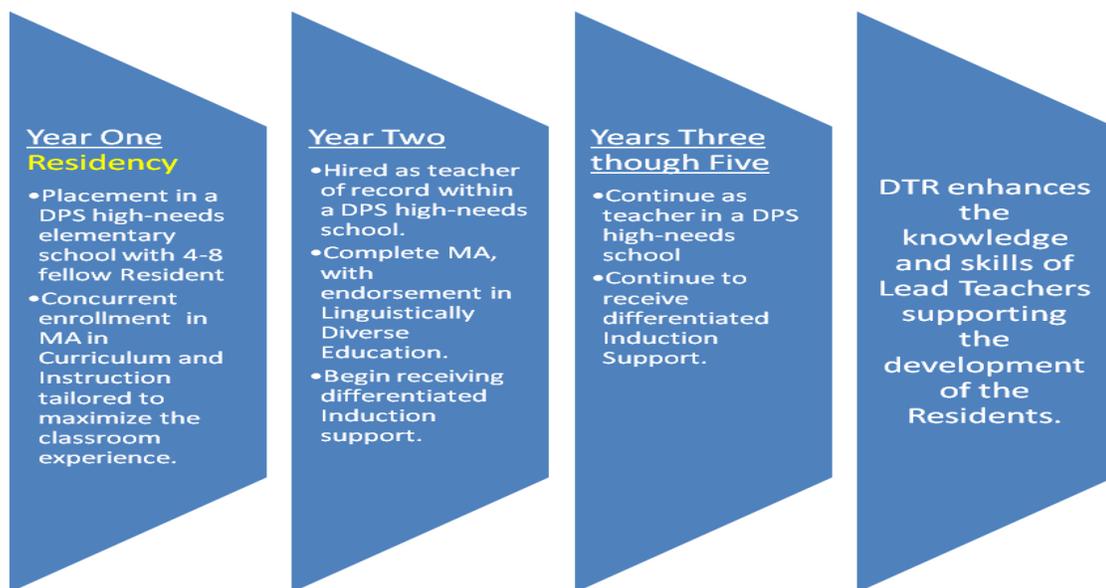
a rubric (*see Appendix D*) to score candidates on how well they accomplished these tasks. DTR staff provided one-on-one feedback to those who did not meet DTR's rigorous selection criteria. Moving forward, DTR will continue to refine and apply this selection process.

Selection of mentor teachers. DTR has a rigorous and competitive process to recruit mentors for participation in DTR. Aligned to subject and content area needs of Residents, candidates will be observed and interviewed by DTR staff. Mentors are selected based on their abilities to model effective instructional practice, articulate the rationale for their teaching techniques, evaluate the impact of their instructional choices on student learning and reflect on their work, as well as those who show evidence of data-driven and culturally inclusive lessons that include strategies for differentiating the content as well as setting measurable objectives. DTR Mentors exhibit the ability to be flexible to students' needs throughout any given educational unit, including reading, writing, mathematical and science lessons. Further, mentor candidates must include formative assessments throughout the unit in addition to an end-of-unit summative assessment, as well as demonstrate how to use assessment data to guide instructional decisions. CSAP and/or Developmental Reading Assessment (DRA) scores of students of each prospective mentor are examined to determine if the methods of instruction are corresponding to the achievement of students within the classroom. Mentors must also show collaboration among colleagues to improve instruction by participating in study groups and leading team approaches to teaching. Further, DTR strives to recruit mentors who reflect the communities in which they teach and identify with underrepresented populations, and will determine recruiting patterns by analyzing diversity in the selection criteria when considering host sites and mentors. Mentors will attend a weeklong training with DTR and DU MCE faculty prior to the beginning of the residency year, as well as monthly training throughout the year. This training will equip mentors with the

theories and research behind the DTR model and practices that support residents’ learning in the residency year. Mentors receive stipends to serve (at the rate of █████ per school year), and if they serve as adjunct faculty are paid salaries as DU employees.

Selection of Host School Sites. Host School Site identification relies in part on the capacity each school has to mentor DTR Residents, and this capacity is measured through observation and interviews of mentor teachers, as well as principal recommendation. The selection process for Host School Sites is comprised of assessing the needs of the individual school, interviewing the school leadership team, and observing and interviewing each potential mentor identified by the principal in the application. Host School Sites must represent the highest needs in the district and educate the lowest performing students; they must also have the capacity to provide high-quality mentor teachers. Once chosen, DTR facilitates the collaboration of Host School Sites by structuring classroom visits and paired mentoring experiences. Currently, elementary schools are Host School Sites, as the program grows, middle and high schools will be added.

Five Year Program Structure



Year One—Residency. After completing the rigorous selection and admittance process and signing the Program Participant Agreement (*Appendix D*), the chosen Residents will be placed in a DPS high-need school with a cohort of four to seven fellow Residents. The Resident cohort serves as a professional learning community focused on improving student learning; understanding and applying instructional theory; and promoting professional growth. Four days per week, Residents will learn and teach alongside a DPS mentor who demonstrates excellence in the classroom and acts as an advisor to the Resident. Additional on-site support is provided to Residents by the school’s building-based Site Coordinator. Residents will participate in coursework one full day per week, as well as one Saturday per month, to complete their 18-month Master’s degree program in Curriculum and Instruction through DU MCE. Faculty from DU NSM will contribute to the professional development of Residents in the secondary math content areas (implemented in Year Three of the grant). Adjunct faculty are often DPS teachers, instructional coaches or staff developers who bring practical knowledge to the coursework. Residents who successfully complete Year One will be awarded a teaching license.

Year Two—Residents hired as teacher of record/induction. Beginning in Year 2, Residents will be hired as full-time teachers at a DPS high-need school. Each Resident will receive customized induction, mentoring and support throughout the first two solo years in the classroom. DTR will focus efforts on placing new teachers in mini cohorts (>3) within schools to promote continuous support and momentum, and to foster continuous professional learning and growth. In addition, the Residents’ original cohort will continue to meet to exchange ideas and practice. Throughout Year Two, Residents continue their coursework, and within 18 months of beginning DTR, residents will complete their master’s degree in Curriculum and Instruction.

Years Three to Five—Induction/continued mentoring and support. DTR teachers will continue with the two-year induction in Year Three, and they will remain as a teacher in a DPS high-need school for an additional two years beyond induction (years 4 and 5). Throughout this period, participants will receive access to extensive professional development and DPS teacher supports.

The Residency Year

DTR integrates teacher mentoring, pedagogy, and classroom practice. DTR integrates new and emerging theories in education into district-specific coursework that relies heavily upon classroom practice and learning from a mentor teacher with a proven track record of promoting student achievement, especially among low-income, high-need and diverse students. (*See Appendix D – coursework listing*)

Experience and learning opportunities alongside a mentor. Mentors act as teacher-educators to assist Residents in identifying, practicing, analyzing and developing the knowledge and skills necessary to be effective classroom teachers aligned to relevant coursework (*DTR Framework for Equity in Appendix D*). Residents engage in a series of observations of mentor practice, guided practice and independent lead teaching to develop skills and knowledge to be effective in the classroom. Mentors monitor the weekly learning objectives taught in the master’s courses to ensure that Resident have an opportunity to implement what is learned from the coursework immediately. Residents and Mentors have a minimum of two hours of one-on-one meeting time each week, which is used to plan for instruction, reflect on and discuss teaching practice, review video of the Resident’s teaching, analyze student work and data, and collaborate on projects/ assignments from coursework. Although Residents will assume some teaching

responsibility from the start of the school year, the residency year involves a structured and supported gradual release of responsibility from the Mentor to the Resident. In this way, Residents have the opportunity to practice instructional strategies while having the time and support to analyze and modify practice to ensure they become comfortable and effective in the classroom. (See Appendix D, Resident Teaching Expectation Calendar)

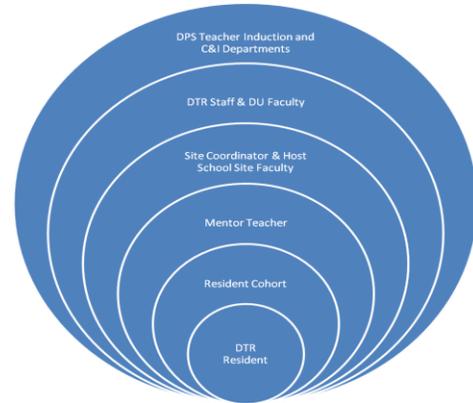
Resident Support At-a-Glance

	Resident	Mentor	Site Coordinator
Resident and Mentor Daily Meeting	Daily	Daily	
Triad Weekly Meeting	Weekly	Weekly	Weekly
Mentor and Resident Formal Lesson Observation	Weekly	Weekly	
Formal Lesson Debrief	Monthly	Monthly	Monthly
Site Coordinator and Mentor Mentoring Feedback		Monthly	Monthly
Site Coordinator Formal Lesson Observation	2x/mo.	2x/mo.	2x/mo.
Site Coordinator and Resident Weekly Meeting	Weekly		Weekly
Site Coordinator and Mentor Meeting		2x/mo.	2x/mo.
Site Coordinator and DTR Data Meeting			Monthly
Site Coordinator, DTR Staff and Principal Meeting			3x/yr. (Oct., Jan., April)

The Mentor and Resident use observation tools to collect data about instructional practice and work together to analyze data to plan for instruction and to support student achievement. DTR and DU MCE developed a performance-based assessment tool to evaluate Residents’ progress. (Appendix D, Evaluation of Resident Teaching and Learning) Mentors, site personnel and the Residents themselves will be responsible for collecting data about the Residents’ teaching abilities using the performance assessment tool. The Mentor and Resident will also work together to collect and analyze student work to evaluate the effectiveness of instruction and to inform future planning and instruction.

Resident Support Structure

Mentor Teacher. All DTR Mentors have received targeted training by DTR to meet the needs of the Residents. Their training is designed to provide tools for deconstruction and objective evaluation of teaching practice. Mentors and Residents meet daily for the purpose of improving learning, as well as engage in structured data team meetings, lesson evaluation and lesson planning. Mentors are supported at the Host School Site level by Site Coordinators, and participate in monthly professional development training aligned to the Resident Expectation Calendar and Framework for Equity.



Site Coordinator. All DTR Site Coordinators are trained to provide Mentors and Residents support at the Host School Site. Site Coordinators model the use of the Data Team process (*See Appendix D*) as a tool for Resident and Mentors ensure that the Resident Expectation Calendar is followed, in alignment with the DTR Framework for Equity. In addition to conducting formal observations of Residents three times a month, Site Coordinators also evaluate the Mentors in their mentoring capacity. Site Coordinators are a key link between the DTR Staff and Host School Site Administration.

Host School Site faculty. The Host School Site Administration provide a second layer of support for the Residents, beyond that of the Site Coordinator. The school administrators work with the DTR staff to ensure successful selection, placement, and field experiences. Specific responsibilities include: assist in the selection of exemplary Mentors; introduces the DTR Resident to the school and its policies/procedures; observe the DTR Resident during the field experience as specified by DTR program; participate in meetings with the staff and Resident if

any concerns arise.

DTR staff and DU faculty. DTR Program Manager, Coordinator and DU faculty provide both push in support (at the Host School Site) as well as in-depth teaching and learning opportunities through coursework. This may be in the form of direct lesson observations, a data team conversation or consultation about student support. DTR Staff and Faculty align the courses to the experiences and needs of the Residents at their respective sites. The DTR Program staff provides individual support as well as cohort wide support.

Stipends or salaries. By signing the program participant agreement, residents agree to accept a [REDACTED] stipend to be paid in 10 monthly installments beginning in August and ending in May.

Agreements to serve. At the end of the residency year, participants will be required to apply for full-time, high-need subject teaching positions within DPS schools that meet the high-need definition of 65% FRL eligibility. In the extenuating circumstance that a Resident is not offered a position, the Resident will be placed within DPS with the assistance of DTR. Once the residency year is completed, and the Resident has moved on to become a teacher of record, he or she will meet the requirements to be a highly qualified teacher, as defined in section 9101 of the Elementary and Secondary Education Act of 1965, or section 602 of the Individuals with Disabilities Education Act.

Repayments. During the residency, if a teacher candidate does not complete the program (either voluntarily or through termination by the program), the Resident shall be obligated to repay the entire stipend provided to date together with interest. Because Residents will receive tuition reimbursement for their master's degree (beginning in Year 3 of DTR), if the Resident does not complete the program, he or she will repay any reimbursement already received and forfeit additional tuition reimbursement. DU has discounted the tuition rate for a master's in

curriculum and instruction for DTR residents by one-half of the full tuition price for graduate students. Should circumstances exist for which relief from any tuition or related cost is requested, the resident will be able to petition DTR for relief of repayment. *A copy of the Residency Agreement, which outlines stipend requirements, is in Appendix D.*

DTR INDUCTION PROGRAM

In alignment with the DTR Program Participant Agreement, DPS commits to ensuring that all successful Residents have a position in a high-needs DPS school. Each Resident will receive customized induction, mentoring and support throughout the first two years in the classroom.

DTR will use **empirically based practices and research** in the induction program to provide teachers with the latest content knowledge, pedagogical practices, instructional technologies, data gathering tools and district-specific tools. Utilizing trained support staff and mentors, the **induction program will prepare all new teachers from the program for the classroom.** During induction, Mentors may provide site-based mentoring to either their previous Resident or another Resident who has become a teacher of record. This provides the opportunity for Mentors to be involved in the induction process and to offer more hands-on development for the new teachers.

The DTR induction embraces the following key concepts as essential to its success: a) *outcome based*—demonstrates knowledge and skills within the classroom; b) *differentiated*—meets individual needs of Resident; c) *job embedded*—mentoring within classroom during residency year, and continued mentoring with modeled lessons, student work analysis and observation cycles in subsequent years; d) *context specific*—co-teaching in classrooms with a master teacher and with district students, access to learning labs, feedback loops and

recommendations for placement as a teacher of record; and e) “*Just-In-Time*” supports—online resources for novice teachers, including podcasts, discussion boards, case studies and curriculum tools.

Induction Portfolios. DTR will develop the DPS Induction Portfolio to meet the individual needs of new educators, the district’s achievement goals and Colorado requirements through orientation, ongoing professional development and mentoring. The induction plan will define an end point (expectations for new teachers at the end of the provisional stage) and then create systems of support to ensure new Residents can meet the expectations prior to receiving a professional license. During the 2009–10 academic year, DTR will develop and pilot aspects of the induction portfolio with the first cohort as they finish the residency year. The ultimate goal of DTR is to take the well-tuned induction portfolio districtwide in 2012–13.

Proposed components of the induction portfolio include: development and monitoring of progress toward student growth objectives, demonstration of value added as evidenced by student growth, reflection on the teaching and learning cycle (target learning objective, formative and summative assessment, student work, lesson planning), a 360 degree teaching review (including developmentally-appropriate reviews from a student, colleague and administrator), evidence of student/parent feedback loops and application of feedback/outreach efforts with parents/guardians.

The induction portfolio will frame the relationship between new teachers and their Mentors, providing opportunities for discussion and learning. Sample components will be available for teacher review and guidance. Additionally, optional afterschool sessions will be offered to support teachers’ successful completion of the portfolio. Mentor teachers will collaboratively evaluate submissions to ensure that expectations are met, as well as work to provide feedback for

teachers to guide their continued work. DTR, working reflexively with other in-district partners, will conduct an evaluation of the effectiveness of the induction portfolio system. Student achievement measures will determine if student growth correlates to teacher induction portfolio quality and content. DTR will survey teachers upon completion of their portfolio about the effectiveness of the tool in improving and documenting instruction.

DU MCE and NSM faculty will be **involved in the induction program** in the areas of content knowledge and teaching techniques. Faculty will be **released from regular workload** when applying time on induction activities. As an identified need within DPS is filling math teaching positions, NSM will play an important role in recruiting Residents from the science, technology, engineering and math (STEM) disciplines to apply for the DTR program, with the faculty's induction involvement providing a seamless continuation of NSM's engagement through DTR. NSM will teach and collaborate on instruction with DTR during the residency year and support and train induction staff, building capacity for both Residents and Mentors.

Throughout the five-year program, Residents will participate in cohorts based upon year of entry. *Resident cohorts facilitate professional collaboration.* For the first DTR cohort in 2009–10, 27 Residents are placed among five Host School Sites. Cohorts will foster peer-to-peer learning as Residents share experiences, collaborate on projects and guide one another through the five years of the urban residency experience. Each cohort will progress through DTR together, creating a network of support and collaboration that will contribute to the Residents' development as high-quality effective teachers.

RESIDENT COURSEWORK AND CLASSROOM EXPERIENCE

Design and Content

DTR defines effective teaching skills in the DTR Framework for Equity document by synthesizing district, state and national research. Please refer to Appendix D for a comprehensive list of the Data Review. The five key elements of the DTR Framework for Equity are cited below and detailed in Appendix D.

EFFECTIVE TEACHERS make a measurable difference in student learning and engagement and eliminate the achievement gap by exceeding expectations in five critical dimensions.

1. Academic Achievement	Commit to academic achievement for all students by establishing and meeting high expectations for student learning.
2. Learning community	Engage students in an inclusive learning community that is responsive to students' strengths and needs, acting on the civic mission defined by The Denver Plan.
3. Content Knowledge	Plan strategic instruction and assessment integrating high-level academic concepts, skills and strategies, accessible to all learners and connected to students' lives.
4. Pedagogical Knowledge	Teach equitably based on student's academic, linguistic, and cultural strengths as identified through the analysis of formative and summative assessment data.
5. Professional Growth:	Lead with integrity and professionalism as educator and leader to improve student learning through professional growth, reflective inquiry, and collaboration with colleagues.

Below is an example of how Resident coursework aligns to state standards, uses research and data to modify and improve classroom instruction, and focuses on literacy and ELL's:

Colorado Department of Education Performance-Based Standards for Colorado Teachers

<p>Standard 3.1: Design short- and long-range standards-base instructional plans.</p> <p>During the Fall quarter, Residents will demonstrate an ability to plan short- and long-range standards-based instructional plans. Residents will...</p> <ul style="list-style-type: none"> • Step 1: Analyze the DPS Literacy Guide, Readers Workshop curriculum lessons for Unit 2. • Step 2: Use a graphic organizer that will enable the Resident to pull the "big ideas" from Unit 2. During this step Residents will locate the three-five most critical lesson objectives and the corresponding state standards. • Step 3: Map the curriculum to determine lesson sequence for the most critical lesson objectives that align with state standards. • Step 4: Choose one identified critical lesson objective and develop a three-five day lesson plan to teach and assess student learning. • Step 5: Teach the three-five day instructional plan and assess whether students are proficient with the desired instructional outcome.
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Standard 3.3: Develop and utilize a variety of informal and formal assessments, including rubrics.

Residents are required to take on full teaching responsibilities in the beginning of November and in January. During this independent teaching experience Residents will plan lessons using informal and formal assessment data. Residents will...

- Step 1: Analyze Benchmark and DRA (formal) data, student work samples and teacher anecdotal records (informal data) determining students' strengths and needs.
- Step 2: Plan instruction building on students' strengths and designed to meet students' needs.
- Step 3: Create a rubric with the students within the lesson plan to communicate how to demonstrate proficiency with the learning objective.
- Step 4: Develop informal assessments that monitor student learning and acquisition of strategies and skills being taught during the lessons.
- Step 5: Use the student and teacher created rubric to assess student learning.
- Step 6: Synthesize the information from step 4 and 5 to plan new lessons to meet students' needs.

Standard 6.2: Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.

Residents will design and modify standards-based instruction using a variety of formal and informal assessments to diagnose students' strengths and needs. Residents will complete a case study analysis for three students in the classroom. One student is a struggling learner, one student is proficient and one student is a high achiever. Of the three case study students, one student must be an English language learner. For this coursework assignment the Resident will...

- Step 1: Gather and analyze DPS formal assessment data, Benchmark and/or DRA assessment data.
- Step 2: Gather and analyze informal assessments, including student work, teacher anecdotal records and teacher conferring notes.
- Step 3: Compile the formal and informal data onto the graph for each student.

	Data	Summary	Instructional Implications	Analysis of Practice
Student 1				
Student 2				
Student 3				

- Step 4: Summarize the data by determining each case study students' strengths and needs.
- Step 4: Make instructional recommendations in the "Instructional Implications" column. This column requires the Resident to synthesize the summary data, the learnings from the residency experience and important understandings from coursework readings and discussions. This column allows the Resident to individualize instruction for one student or a small group of students that have similar needs.
- Step 5: Include targeted intervention strategies that will meet the case study students' needs to attain the knowledge and skills to move toward the next level of proficiency.
- Step 6: "Analysis of Practice" includes evaluating lesson plans, student work and video clips from instruction to determine lesson effectiveness and identify practices that improve student learning and practices that do not impact student achievement.

Students with Diverse Needs. The DTR coursework is infused with instructional strategies designed to support teachers of ELL students. During the Resident's second year in the MA program (their first year as TOR) they will complete all DPS required coursework to demonstrate ELA competency. Specifically, the following courses meet CO State's requirements for ELA competency.

• Foundations of Education for Linguistically Diverse Learners
• Linguistic & Cultural Issues in Linking Assessment and Instruction
• Language, Literacy, and Culture

<ul style="list-style-type: none"> • Supporting English Language Learners across the Content Areas (SELCA)
<ul style="list-style-type: none"> • Research Issues in the Education of Culturally and Linguistically Diverse Learners

DTR Residents work alongside mentor teachers providing differentiated instruction to meet the diverse student needs in the classroom. Residents will participate in the Student Intervention Team (SIT) process during the spring quarter, working collaboratively with the child’s parent(s), classroom teacher, speech therapist, school psychologist, school nurse and a special education teacher, school occupational therapist and/or physical therapist. This is a problem-solving model that focuses on using informal and formal data to identify the individual child’s strengths and needs. Students are included in the SIT process when Tier 1 and Tier 2 instructional interventions have not produced the expected academic or behavioral growth. Participation on the SIT teaches Residents to:

<ul style="list-style-type: none"> • Gather useful data that demonstrates student progress toward a designated learning goal;
<ul style="list-style-type: none"> • Collaborate with colleagues representing different points of view to discuss the achievement of one child;
<ul style="list-style-type: none"> • Develop an instructional or behavioral plan that will help the child achieve the identified goal;
<ul style="list-style-type: none"> • Determine progress indicators to measure student achievement towards the identified goal; and
<ul style="list-style-type: none"> • Access appropriate school, district and community resources to meet a student’s needs.

The knowledge and skills the Resident will acquire from participating in SIT is invaluable and will translate to learning strategies that will benefit Gifted and Talented students as well as ELLs.

Content for Culturally and Linguistically Diverse (CLD) coursework. The CLD coursework reflects the best available research and practice in teaching, learning and leadership. It enables DTR Residents to develop further expertise in subject content, language development and second language acquisition, teaching strategies, uses of technologies and other essential elements in teaching to high standards. DTR’s program objective is to prepare Residents to

understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for their academic achievement.

Residents use disaggregated student data to determine learning priorities, monitor progress and help accelerate student learning and close the achievement gap. In order to accomplish this work, Residents must deepen their content knowledge and integrate research-based instructional strategies to assist diverse students in meeting rigorous academic standards. The effectiveness and success of Residents will be assessed on results not intentions.

Coursework content will include the following topics:

Identification, assessment, and placement of ELLs.	Issues in utilizing data and the data process to make effective instructional decisions
Language development and second language acquisition	Effective instructional practices for ELLs
Making content comprehensible for ELLs (sheltering instruction).	Cross-cultural issues and culturally responsive practices
Communication and coordination between teachers working with ELLs	Understanding how literacy and academic development through a second language is different than through the first

Professional development improves practice. DPS and DU MCE have developed a robust professional development program that will help residents address the learning needs of the district’s students. Each aspect of the ongoing training and professional development, as well as certifications for concentration areas, will target the specific needs of DPS’ students.

DTR prepares Residents to serve in high-need schools by providing Residents with in-context and practice-driven learning. DTR provides Residents with weekly experiential learning opportunities to apply theory as they learn and analyze what skills and instructional strategies lead to student learning. Mentors support Residents through ongoing evaluation and feedback about what they are doing that contributes to or detracts from student achievement, using analysis of student data.

To align with **teacher preparation programs and meet the standards under section 1111(b)(2) of the ESEA**, DTR will track students within Resident classrooms to measure achievement levels on tests and ensure that CSAP or DRA scores are increasing longitudinally, demonstrating that students are making adequate progress and holding teachers accountable for the performance of students. DTR will use the DTR Framework for Equity to integrate and align theory and practice within the design and implementation of DTR. These standards drive and unify all program elements, particularly the curriculum for the classroom apprenticeship experience and the master's coursework. The standards of the UTRU (*See Appendix D for Standards*), which are followed by DTR, define the skills and knowledge a Resident must develop and provide focus and structure for the observations of classroom practice, mentoring and guided teaching practice that occur during the residency year. Additionally, DTR and DU MCE instructors and faculty have designed and will continue to refine the coursework scope and sequence that teaches to the DTR Framework for Equity and complements the residency experience.

Effective teaching metrics. Effective teaching results from increasing the level of knowledge and skills that teachers bring to the instructional process, increasing the level and complexity of the content that students are asked to learn, and changing the role of the student from a passive recipient of information to an active, engaged learner.

Use of research data to improve classroom instruction. DTR will analyze real student data from the Residents' classrooms. Research using the data analysis process will be conducted each quarter and will be applied across the residency coursework to further improve Residents' instruction skills.

DU's role will be critical documenting DTR's work and in shaping and honing the residency

model to most effectively meet both teacher and student needs, as evidenced through monthly DTR and DU MCE meetings as well as the feedback from surveys. In addition, the knowledge learned from this project will be distributed to a wider reform-focused audience of scholars and practitioners.

Resident Evaluation and Monitoring Structure

Tool	Frequency	Evaluator(s)
Assessment of student progress	Bi-annually (Fall/Spring)	DTR program staff
Teaching proficiency based on classroom practice	Quarterly	Site Coordinator and DTR program staff
Professional disposition	Bi-annually	DTR program staff
Content and pedagogical knowledge	Quarterly	DTR program staff and DU faculty
Commitment to equity and high expectations for all students	Quarterly	Lead Teacher; Site Coordinator; DTR program staff
Fulfillment of university requirements	Quarterly	DTR program staff and DU faculty
Process for coursework instructors and mentors to assess resident performance and provide feedback on an ongoing basis	Quarterly	Lead Teacher; Site Coordinator; DTR program staff; DU faculty
Process for residents to self-assess and engage in professional goal-setting	Weekly	Lead Teacher; Site Coordinator; DTR program staff
Regular use of capstone projects, such as portfolios and presentations, that integrate both coursework and the classroom experience	Annually	Lead Teacher; Site Coordinator; DTR program staff; DU faculty
Tool	Frequency	Evaluator(s)

Support and development of mentors. Based on learnings from UTRU, DTR and DU MCE will provide comprehensive training and support to all Mentors so they learn coaching skills and techniques that *strengthen the content knowledge and teaching skills of teachers* and Residents. Feedback from Mentors will be solicited, used and shared with DPS’ New Teacher Induction Director and the Director of Professional Development to strengthen DTR. To facilitate mentor collaboration, CITPR will offer a forum for sharing best practices and participation in ongoing professional development.

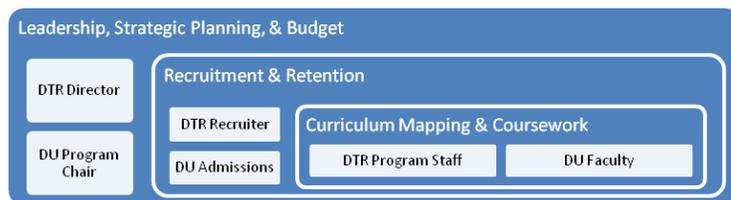
Mentors will receive training to help Residents learn the essential strategies of math and reading instruction. Mentors will receive ongoing support and training so that they are able to articulate and analyze their understanding of teaching practice and student learning in service of residents’ growth. DTR will help mentors improve their own practice by teaching them how to examine student data, analyze their practice through video and offer them professional resources to improve practice. DTR believes strongly that mentors must be experts at self-reflection so they can model that to residents. In addition, mentors meet monthly in a professional learning community to build their own capacity to work with adult learners as well as with their own students. To ensure that mentors have adequate time to guide residents, they shall work under a Gradual Release of Teaching Responsibility Calendar (Appendix D), which aligns master’s-level coursework with the experiences that residents will have in the classroom and which provides guided and independent opportunities for residents to apply the strategies and skills they are learning. There will be opportunities under the DTR program for mentors to also have **extra responsibilities to establish a learning community**. Mentors will have **relief from teaching duties** for a half day each month so they can receive training as a cohort, while Residents provide class coverage.

THE DTR ORGANIZATION

Responsibilities, Timelines and

Milestones

To ensure achievement of stated



goals and objectives, DPS and DU have assembled a strong management team to implement the proposed program and have engaged district leaders and key stakeholders in every stage of their

planning efforts. The DTR partnership brings extensive professional expertise, content knowledge and management capacity to the proposed residency and meets all statutory requirements. *As depicted in the organizational chart in Appendix D*, DTR partners work collaboratively to ensure that goals and objectives are achieved. The DTR Director retains primary responsibility for execution and administrative oversight of the project, working with the primary DU liaison and external evaluator. Key partnership management leaders meet monthly to review status and progress and performance data, share and discuss the project and relevant research that might inform DTR's work, and to make modifications as necessary. An advisory council will be created and will begin quarterly meetings in Spring 2010. This council will be comprised of the collaborating partners and other local and national leaders with expertise in teacher residencies and training and retention of high-quality teachers. The advisory council will share best practices along with new research and innovation to enhance DTR programming.

Key Personnel (Appendix D)

Thalia Nawi, DTR Director. As the DTR Director, Ms. Nawi will oversee the operations of DTR, manage staff and operate as the PI. Ms. Nawi has 15 years of public school leadership and service, as well as extensive international educational experience. She served as the board president of Successful Schools in Action (Seattle), a partnership of seven public schools. Ms. Nawi brings a wide breadth of experience in leadership, evaluation and community building. Ms. Nawi earned a master's in education from the University of Washington.

Paul Michalec, DU MCE Curriculum and Instruction Program Chair. As C&I Program Chair and a founding partnership member, Dr. Michalec will provide DTR with curricular, philosophical and practical guidance and coordinate activities with DU. Dr. Michalec holds a Ph.D. in social, multicultural and bilingual education from the University of Colorado and a

master's degree from Mankato State University in experiential education and philosophy of education. He has over 25 years of teaching experience and over 15 years of mentoring teachers and administrating teacher education programs.

Susan Korach, DU MCE Assistant Professor, Educational Administration Program. Dr. Korach serves as program coordinator for the Ritchie Program for School Leaders, an intensive cohort-based principal preparation program, a partnership between DU and Denver Public Schools; facilitates school improvement, service learning and governance at Pioneer Charter School; published "Pioneering change: The Experiences of Three Colorado Charter Schools," in "Charter Schools: Lessons in school reform".

Jill Harvieux Pitner, DTR Program Manager. As the Program Manager, Ms. Pitner oversees daily activities of the program and provide direction for residents and DTR staff members. Ms. Pitner has 18 years of education experience, including 13 years in DPS. Since 1999, Ms. Pitner has been a literacy and math specialist and instructional coach. Ms. Pitner earned a master's of arts in curriculum and instruction from the University of Colorado

Maria del Carmen Salazar, DU MCE Assistant Professor, Curriculum and Instruction. Dr. Salazar's publications appear in peer-reviewed journals such as Bilingual Research Journal, Borderlands Journal, and The High School Journal; national conference presentations for American Educational Research Association, National Association for Bilingual Education, Latino Critical Race Theory, Coalition of Essential Schools, and National Council of Teachers of English; currently appointed to the Colorado Department of Education NCLB English Language Acquisition Advisory Council, Colorado Department of Education Reading First Leadership Team and Governor Ritter's Teacher Quality Commission; serves as co-chair of Morgridge College of Education Diversity Committee; faculty representative for DU Latina/o Center for

Community Engagement and Scholarship.

Kent Seidel, DU MCE Program Chair and Associate Professor, Educational Administration Program. Dr. Kent Seidel is Associate Professor and Chair of the P-20 Leadership programs, including the Buell Early Childhood Program, K12 Educational Administration programs, and Higher Education Administration programs. Dr. Seidel has been actively involved with school improvement and standards-based reform since 1990. Since 1996, he has served as the Director of the Alliance for Curriculum reform, a collaborative of more than 20 of the national education organizations.

Elma Ruiz, DTR Program Coordinator. As Program Coordinator, Ms. Ruiz will oversee daily activities of the program. Ms. Ruiz has been with DPS since 2000, including serving as a language, literacy and technology specialist, Reading First grant coordinator, literacy coordinator and elementary social studies coordinator. Currently a DU faculty member in Curriculum and Instruction, Ms. Ruiz holds a master's in education from the University of Texas-Pan American and is enrolled in the Ph.D. program with the University of Colorado Denver for educational leadership and innovation with a concentration in linguistic and cultural diversity.

Juan Pablo Parodi, DTR Recruiter. As a recruiter to DTR, Mr. Parodi will develop and lead all recruitment efforts and develop a comprehensive, multichannel pipeline of talent. He will be responsible for cultivating relationships with community organizations to recruit people of color and to understand issues and trends in diversity recruitment. Mr. Parodi has served as a middle school math/science teacher and is bilingual in English and Spanish. Mr. Parodi holds a bachelor's degree in elementary education and a master's degree in educational leadership.

DU Faculty. DU faculty teaching DTR coursework must have a proven track record within

DPS or districts with similar demographics and fulfill a rigorous DU screening process.

To Be Hired, Field Managers. One field manager per 25 Residents will be hired to supervise Mentors and Residents, perform classroom observations and provide support.

To Be Hired, Technical Consultant and Graduate Research Associate. These positions will conduct research in best practices and innovation in the fields of teacher preparation and renewal and assist in documenting and disseminating best practices and DTR lessons learned.

The following table outlines key activities and milestones:

Date (Mo/Yr)	Key Activity/Milestone	Responsibility
8/09	Continuation of key partnership management monthly meetings	DTR Director, Program Manager, DU Program Manager, Evaluator
8/09–2/10	Recruitment of Residents (cohort 2)	Recruiter
8/09–5/09	First cohort residency year	DTR staff, Mentor teachers
8/09–7/10	Curriculum development	DU and DTR
8/09–7/10	Coursework delivered	DU faculty
8/09	Evaluator to review Resident intake assessments and continue annually throughout grant award period	Evaluator
10/09	Quarterly evaluation meeting; meetings to occur quarterly throughout grant period	Evaluator, DTR Director/Principal Investigator
11/09–12/09	Screen, interview and select Host School Sites for cohort 2	DTR Director and Program Manager
12/09	Evaluation tools developed	Evaluator
Milestone: Advisory Council developed		
1/10	Advisory Council meeting (4 times per year each year of grant period)	DTR Director
1/10	Evaluation begins	Evaluator
1/10, 3/10	Application deadline; applications reviewed for cohort 2	DTR Director, Program Manager, Coordinator
2/10, 4/10	Selection days for cohort 2	DPS and DTR Staff, DU faculty, Mentors and other key personnel from Host School sites
5/10	Introduction of Mentors and Residents (cohort 2)	DTR Staff
5/10	Mentor trainings (cohort 2)	DTR Director, Program Manager
5/10	Data collected and analyzed as described in evaluation plan; to occur annually	Evaluator
7/10	Summer coursework begins (cohort 2)	DTR Director, Manager, DU faculty
7/10	Comprehensive evaluation report completed annually for each year of grant	Evaluator
Milestone: Year 1 completed—27 Residents		

Date (Mo/Yr)	Key Activity/Milestone	Responsibility
8/10–2/11	Recruitment (cohort 3)	Recruiter
8/10	Hire Field Manager	DTR Director
8/10–5/11	2 nd cohort residency year	DTR staff, mentor teachers
8/10–5/11	Coursework delivered (cohorts 1, 2)	DU Faculty
11/10–12/10	Screen, interview and select Host School Sites (cohort 3)	DTR Director and Program Manager
1/11, 3/11	Application deadline, applications reviewed (cohort 3)	DTR Director, Program Manager, Coordinator
2/11, 4/11	Selection days (cohort 3)	DTR Staff, DU faculty, Mentors
5/11	Introduction of Mentors and Residents (cohort 3)	DTR Director
8/10–5/11	1st cohort begins induction	DTR staff, DU faculty, Mentors
8/10–7/11	Curriculum development	Curriculum developer
Milestone: Year 2 completed—50 Residents		
8/11–2/12	Recruitment (cohort 4)	Recruiter
8/11	Hire additional recruiter	DTR Director
8/11–5/12	3 rd cohort residency year	DTR staff, mentor teachers
8/11–5/12	Coursework delivered (cohorts 2,3)	DU Faculty, NSM faculty
11/11–12/11	Screen, interview and select Host School Sites (cohort 4)	DTR Director and Program Manager
1/12, 3/12	Application deadline, applications reviewed (cohort 4)	DTR Director, Program Manager, coordinator
2/11, 4/12	Selection Days (cohort 4)	DTR Staff, DU faculty, Mentors
5/12	Introduction of Mentors and Residents (cohort 4)	DTR Director
8/11–5/12	2 nd cohort begins induction, 1 st continues induction	DTR staff, DU faculty, Mentors
Milestone: Year 3 completed—75 Residents		
See above	Program analysis, timeline modification, implementation	
Milestones: Years 4 and 5 completed—75 Residents each		

DTR will collaborate with founding residency programs (the Academy for Urban School Leadership (AUSL) in Chicago, BTP in metro Denver and the Boston Teacher Residency (BTR) in Boston, as well as other urban residency programs to share promising practices, examine DTR’s practice and outcomes, and evaluate how to improve DTR. To refine the DTR program and build on the research about effective residency programs, the DTR Director, Manager and Coordinator and the DU C&I Program Chair will attend UTRU’s Residency for Residency Programs (RRP), a two-year program that includes institutes for cohort learning, ongoing consulting and curriculum to help DTR learn the residency model and build specific program

components.

Through the shared knowledge of RRP, DTR will refine its curriculum. DTR's curriculum map is designed to address the achievement gaps within DPS, with intentional focus on dimensions of effective teachers and impacting urban education. Curriculum developers will examine the outcomes from individual schools each year prior to recruitment in order to develop the content to support the coursework to obtain certification in areas of need, such as the needs of linguistically diverse students, special education or math and science.

RESOURCE ALLOCATION

Adequacy of procedures for feedback and project improvement. As described below, *DTR's evaluation plan will provide invaluable quantitative and qualitative data and analysis to continuously inform, modify and improve activities.* DTR will solicit feedback from participants, principals, mentor teachers, DU and DPS about the residency program and curriculum, including annual mentor teacher analysis and evaluations from principals at participating schools. DTR and DU MCE will meet quarterly to discuss coursework and induction methods. These and other data will be reviewed quarterly by the DTR partner team and used to guide program enhancements and modifications, with outcomes reported and disseminated annually. DTR will draw upon DU, DU MCE, NSM and CITPR to monitor and share evidence-based research, promising practices and innovations that might inform the continual development of DTR. DPS will continue to serve as a national leader in urban education reform by sharing best practices with other urban school districts through DTR.

Adequacy of management plan to achieve the objectives on time and within budget. As the lead applicant, DPS is well-qualified to manage a grant of the size and scope proposed. DPS manages an annual budget in excess of \$1.12 billion and has established fiscal controls and processes to manage more than \$100 million in federal and state grants each year. DPS conducts annual financial audits and is in full compliance with all government regulations.

Support after Federal Funding Ends

Grant funds will be utilized to implement the DTR program within DPS in the 2009–10 academic year and to support the program in its first five operating years. As evidenced in the budget, DTR will integrate private funds, DPS funds and in-kind funds from DU and DPS to meet the matching requirement of the grant. These funding sources include the financial support and partnership of Janus Capital Group through JEA and a generous 50 % tuition discount providing in-kind matching by DU. (*See Matching Sources in Appendix D.*)

DTR’s successful continuation is critical as DPS strives to lower teacher turnover and increase teacher effectiveness. Assuming DTR meets its objectives, the district will sustain the program through a support plan involving: scale program cost modeling, expert fundraising, district in-kind support and district funding as needed. (*See DTR Fundraising Plan, Appendix D*)

Although DTR currently operates on a lean budget, once the program grows to scale in its sixth year, a more efficient program model is possible. The estimated DTR costs of operating at scale is carefully modeled for this proposal. Lessons learned will be used to model different approaches to the DTR cost structure in the fifth and sixth years, after the curriculum is developed and the program stops expanding residency numbers. The DPS Foundation, the district’s non-profit foundation that netted over \$8,000,000 in 2008, will coach the DTR Director in fundraising strategies. The initial DTR fundraising plan shows the DTR Director beginning

fundraising efforts in the 2009–10 school year and ramping up to an estimated \$500,000 in gifts per year by 2014 to fund program components not funded under this grant proposal. DTR will leverage Janus' generous seed money, which constitutes part of the matching funds for this grant. In 2015, the director's fundraising is expected to be at scale, earning \$500,000 annually to support DTR expenses. The district has also been successful in securing voter-approved mill levies and bonds for key education initiatives.

DPS is committed to maintaining initiatives that advance its student achievement goals, and it believes the DTR will be one of these programs. As such, DPS is committed to securing ongoing funding for DTR after the grant period. Over the long term, as the district realizes results from DTR in terms of student achievement and increased teacher efficacy and retention, cost savings from reductions in needed student intervention, reduced attrition, streamlined recruitment practices and overall enhanced teaching capacity can support renewed investments in DTR.

DTR EVALUATION PLAN

Quality of the Project Evaluation

DTR will engage an external evaluator to conduct the project evaluation in collaboration with TQP partners. Evaluation data will be used to support a process of continual program improvement and to contribute to the national research base on teacher preparation and residencies. Dr. Susan Tucker of Evaluation & Development Associates, LLC provided input into the development of this proposal and the evaluation scope of work. In compliance with federal regulations and district policies, competitive bidding for the external evaluator position will be conducted, with a contract secured prior to February 1, 2010.

GRPA and TQP alignment. The evaluation plan outlined below aligns with the identified priorities and performance measures of the Teacher Quality Partnership program, including collection, analysis and reporting on GPRA performance measures for persistence, graduation, retention and certification/licensure scores (see notation on p. 35). Additionally, the plan includes specific objectives and measures aligned with Title II Section 204(a) of the HEA. ***DTR also agrees to participate in any national evaluation required by the U.S. Department of Education and to comply with all related data requests and reporting requirements.***

A quasi-experimental design employing both objective quantitative and qualitative measures and analysis will be used to examine the impact of DTR on participants and their students. The evaluation will answer the following research questions: 1) Does the proposed residency model lead to increased efficacy and retention of highly qualified teachers in high-need schools as compared with new teachers not involved in the residency? 2) Do the students of teachers involved in the residency model demonstrate increased achievement?

Specific DTR Goals

<p>Goal 1 Improve student achievement among low-performing students in high-need DPS schools</p>	<p>1.1 Each year, students of DTR teachers of record (TOR) will show a gain in proficiency as measured by standardized tests (including but not limited to DRA for K–3rd grades, CSAP for 4th–10th grades) of 1.5-2.0 years growth over the students' previous year scores.</p>
<p>Goal 2 Select 300 highly qualified Residents over a period of five years</p>	<p>2.1 20% of DTR Residents will be bilingual English/Spanish.</p> <p>2.2 60% of DTR Residents will be ethnically diverse (Latino, African American, American Indian or Asian).</p> <p>2.3 100% of selected DTR Residents will have a passing score on state certification test (PLACE) or Praxis.</p>
<p>Goal 3 Prepare 300 Residents (first cohort of 27 in process) to be highly qualified teachers</p>	<p>3.1 90% of DTR participants will complete residency year.</p> <p>3.2 90% of DTR participants will complete</p>

	<p>master's degree within 18 months of program start.</p> <p>3.3 100% of Residents will receive training in use of available technologies and data-driven instruction to enhance their practice and to provide quality differentiated instruction.</p> <p>3.4 90% of DTR participants will obtain a Colorado Department of Education-approved teacher's license and be highly qualified.</p> <p>3.5 DTR TOR will be more effective teachers as compared with other new teachers (teachers coming from a traditional or other alternative channel) as evidenced by classroom student achievement levels at 0.5-1.0 years greater than other comparable classrooms in cluster.</p>
Goal 4: Residents graduating from DTR program will remain as highly qualified teachers within a high-need LEA	<p>4.1 90% of DTR participants who complete residency will be hired as highly qualified teachers in a high-need school in DPS, teaching in a high-need academic subject and/or high-need area.</p> <p>4.2 60% of hired DTR participants who complete residency and are hired as TOR will be ethnically diverse and 15% will be bilingual.</p> <p>4.3 90% of DTR participants hired as TOR will complete the two-year induction program.</p> <p>4.4 90% of DTR participants who complete the two-year induction program will be retained for an additional two years as a TOR in a DPS high-need school.</p> <p>4.5 90% of DTR participants, Mentors, principals and partners will report satisfaction with the quality of DTR's teacher preparation as reported in surveys.</p>
Goal 5: Create sustainable structures for DTR	<p>5.1 Raise ██████ in outside funding over five years. (See Appendix D for Fundraising Plan).</p> <p>5.2 DPS will provide DTR with ██████ per participant upon completion of induction program.</p>

Use of objective performance measures related to intended outcomes to produce quantitative and qualitative data. The grid below outlines DTR objectives, associated activities and outcomes, and the measures that will be used to gauge progress toward goals and objectives.

DTR also indicates **alignment with HEA 204(a) requirements.**

Obj.	Activity	Outcomes	Measure/Frequency	HEA 204(a)
1.1	<ul style="list-style-type: none"> Place students in Resident classrooms Students take standardized tests 	<ul style="list-style-type: none"> Improved student achievement 	<ul style="list-style-type: none"> DRA (K–3), annually in spring CSAP (4–10), annually in spring 	204(a)-1

Obj.	Activity	Outcomes	Measure/Frequency	HEA 204(a)
	<ul style="list-style-type: none"> Analyze student scores 		<ul style="list-style-type: none"> Other measures, as indicated* 	
2.1, 2.2, 2.3	<ul style="list-style-type: none"> Cultivate relationships in community with colleges, churches, organizations, etc. to support recruitment of diverse candidates Collaborate with DU for pipeline cultivation Review/screen/select participants; review results of state exam 	<ul style="list-style-type: none"> Increased percent of Residents who are: <ul style="list-style-type: none"> Ethnically diverse Bilingual English/Spanish 100% of Residents with a passing score on state exam 	<ul style="list-style-type: none"> DTR recruitment records, twice annually (Feb., April) DPS HR records, annually upon hiring of cohort PLACE/Praxis data and CDE records, annually in spring 	204(a)-3, 4b
3.1, 3.2, 3.3, 3.4, 3.5	<ul style="list-style-type: none"> Residents work with Mentor teachers DTR participants engage in coursework Train participants to use technology DTR TOR engage students in classroom Students take standardized tests 	<ul style="list-style-type: none"> Percent of participants who: <ul style="list-style-type: none"> Complete residency year Complete master's degree within 18 months Become TOR in high-need school Higher skill levels of participants in: <ul style="list-style-type: none"> Research-based instructional strategies Use of technology to support learning and to inform data-driven instruction Increased skills to serve in high-need areas (e.g., LDE, SPED, secondary math) Students of DTR participants exhibit higher levels of achievement/growth Percentage of participants who 	<ul style="list-style-type: none"> DTR records, annually beginning in Year 2 DPS HR employment records, annually DU records, annually beginning in Year 3 DPS HR employment records, annually Classroom observations, compiled annually Surveys, case studies and/or focus groups of Residents, Mentors, principals and others, annually DPS HR employment records/certifications on file, annually DRA (K–3), CSAP (4–10), other measures,* annually beginning Year 2 DPS HR employment records and CDE records, annually beginning Year 2 	204(a)-1, 4a, g

Obj.	Activity	Outcomes	Measure/Frequency	HEA 204(a)
		obtain CDE-approved state licensure and are highly qualified		
4.1, 4.2, 4.3, 4.4, 4.5	<ul style="list-style-type: none"> DTR TOR hired within high-need schools in DPS Participants engage in induction and prepare induction portfolio DPS faculty, supported by DU and DTR staff, provide induction activities DTR TOR supported as retained in high-need school 	<ul style="list-style-type: none"> Complete induction and portfolio Higher retention of DTR TOR in: <ul style="list-style-type: none"> High-need schools High-need academic and/or high-need areas Increased percent of candidates and teachers who are ethnically/linguistically diverse Increased satisfaction with quality/impact of preparation and support provided by DTR as compared with that received by other new teachers 	<ul style="list-style-type: none"> DTR records, annually beginning Year 2 DTR records and DPS HR employment records, annually beginning in Year 3 DTR records and DPS HR employment records, annually beginning in Year 3 Surveys, case studies and/or focus groups of Residents, Mentors, principals and others, annually 	204(a)-2, 4a, b, c, d and e
5.1, 5.2	<ul style="list-style-type: none"> DTR Director conducts fundraising, grant writing, community collaborations DPS contributes financially to DTR 	<ul style="list-style-type: none"> Funds secured to sustain DTR program through DPS and outside funding sources 	<ul style="list-style-type: none"> DTR records, compiled annually at end of fiscal year DPS grants management/financial records, annually after Year 3 	n/a
ARRA	<ul style="list-style-type: none"> Prepare and hire Residents into teaching positions 	<ul style="list-style-type: none"> Achievement of annual hiring targets 	<ul style="list-style-type: none"> DPS HR records, quarterly as required by ARRA 	n/a

**Other measures may include use of DPS' benchmark assessments or others to be identified as appropriate for assessment of progress toward objectives and longitudinal comparison.*

Of note, HEA 204(a), Requirement 3, which addresses improvement in pass rates and scaled scores for initial state certification or licensure, is not applicable. DTR residency candidates will take the state certification test (PLACE) or Praxis *prior* to becoming Residents. There is no

subsequent exam. As a result, DTR cannot track impact of its program on increased exam scores.

Collect, analyze, and use data on the retention of all teachers in high-need schools located in the geographic area to evaluate effectiveness of teacher and educator support system.

As DPS serves the target geographic area, DTR will collect, analyze and utilize data on the district's high-need schools (including those in which DTR is engaged) through: (1) cross-sectional and longitudinal analysis of teacher retention data from DPS Human Resources and (2) longitudinal analysis of student performance via annual standardized student achievement scores to include DRA (grades K–3), CSAP (grades 4–10) and others as appropriate. Additionally, DTR will support ongoing evaluation and improvement of the residency through case studies, surveys and other qualitative analysis to assess perceptions of level of preparation and training effectiveness by Residents, Mentors, site coordinators, principals and others as appropriate.

Cross-sectional data analysis. The DTR evaluator will determine the annual retention rate of DTR Residents and teachers of record program a) in high-need schools and b) in high-need subjects and areas, and will compare rates against the same data for non-DTR teachers in high-need DPS schools.

Longitudinal data analysis of retention. Using DPS HR data, DTR evaluator will analyze longitudinal models of teacher retention from completion of residency year (Year 1) to completion of induction (Year 3) to completion of program (Year 5) to retention after graduation from program (after Year 5). This will track movements of DTR teachers within the district and teacher retention within DPS in high-need schools. This analysis will also compare retention of DTR teachers with non-DTR teachers in high-need schools.

Longitudinal data analysis of student achievement. The evaluator will work with DTR to use

standardized test scores from DRA (K–3rd grades) and CSAP (4th–10th grades) to monitor student achievement of DTR and non-DTR teachers in high-need schools and by clusters (DPS-created groupings by FRL level), thus helping to assess the skill levels and effectiveness of DTR teachers of record. This measurement will be evaluated annually to compare gains in proficiency.

Case studies and surveys. Groups of Residents will participate in case study interviews and surveys to document and analyze their experience with the DTR program after residency year (Year 1), after induction completion (Year 3) and at program completion (Year 5). Annual surveys of Residents, Mentors, site coordinators, principals and other stakeholders will be completed. Results of case studies and surveys will be compiled to provide a summative evaluation of overall program quality and correlation to teacher preparation and retention.

Survey development and administration. The evaluator will pilot surveys during the first year of the program, analyze them for reliability and validity of measurement, and adjust as necessary in subsequent years. All surveys will be given electronically via a secure Web site; surveys will be examined for non-response bias. Surveys developed with UTRU will measure Resident readiness and curriculum.

Data analysis. Specific quantitative data analysis techniques may include, but may not be limited to, descriptive, univariate and multivariate analyses; cross-tabulations and interpretation, including factor analysis, scale reliability, multiple linear regression, logistic regression and structural equation modeling; and path analysis. Open-ended answers (e.g., from surveys and interviews) will be analyzed using content analysis. Qualitative analysis techniques will include thematic pattern matching, content analysis and grounded theory analysis. Data from quantitative and qualitative sources will be triangulated to provide a comprehensive analysis and interpretation of the findings.

The DTR will be track on a quarterly and annual basis regarding key success metrics and performance goals.

<p>Quarterly basis</p>	<ul style="list-style-type: none"> • # that left program prior to beginning service • # that changed placement before completion of commitment, by year • Attrition due to principal dismissal • Attrition due to unsuccessful completion of coursework/program requirements • Attrition due to personal reasons • % of candidates on track to meet student achievement objectives • % of candidates on track to meet program objectives • % of candidates on track to meet coursework requirements • Remediation plans for every candidate not on track to meet objectives or coursework requirements
<p>Bi-annually</p>	<ul style="list-style-type: none"> • Candidate satisfaction survey results including feedback around coursework, readiness, placement, support provided, overall satisfaction
<p>Annually</p>	<ul style="list-style-type: none"> • Completed (approved) template submitted in G1 • Number of applications completed • Number of applicants of color: Black, Latino/a, Asian, Native American, • Number of applicants accepted into program • Number of applicants of color accepted into program: Black, Latino/a, Asian, Native American, • Number of accepted applicants that entered into the program • Number of accepted applicants of color that entered into the program: Black, Latino/a, Asian, Native American, • Number that left program prior to beginning service • Number that completed first year of program • Number that completed program commitment • Number that changed placement before completion of commitment, by year • Attrition due to principal dismissal • Attrition due to unsuccessful completion of coursework/program requirements • Attrition due to personal reasons • Percent of candidates meeting student achievement objectives • Percent of candidates meeting program objectives • Percent of candidates meeting coursework requirements • Remediation plan for every candidate not meeting objectives or coursework requirements • Candidate satisfaction survey results (as

	described in 1b) • Principal satisfaction survey results including feedback around candidate readiness, quality and overall satisfaction with program
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Performance feedback. Implementation and evaluation of DTR will involve extensive collaboration and communication between the evaluator, DTR leadership staff and the DU program coordinator. The evaluator will share interim findings via quarterly meetings with the DTR Director/PI and prepare a comprehensive evaluation report each year. DTR will make necessary modifications and improvements to the residency program design, curriculum and induction processes based on results of evaluations and feedback of participants and partners. Process evaluation will monitor the implementation of DTR; the extent to which implementation is consistent with the UTRU design; development and expansion of curricula and training components; where changes to the planned implementation have occurred and why; and progress toward goals and objectives. DTR will document its findings so that others might benefit from and replicate effective strategies.

DTR is committed to supporting longitudinal evaluation of its program and the efficacy of DTR graduates as TOR beyond the five-year grant period. This will be tracked through DPS HR employee records, student achievement data and communication with DTR graduates. Data will be analyzed annually and used to inform modifications to DTR in response to district needs and to support scaling and replication of training and development strategies districtwide.

Furthering innovation and best practice. DTR will proactively conduct research into best practices, innovations and other relevant lines of investigation to support continual improvement. For example, DTR and DU are currently engaged in the development of the Assessing Disposition Tool to measure the engagement of students and the interaction between teacher and student. The use of video cameras in this assessment will allow Residents to not only hear

feedback on disposition and classroom engagement but to view themselves along with the critique. A graduate research assistant and a technical consultant will contribute significantly to DTR research efforts. In addition, research will be conducted by DTR Residents and teachers of record as part of the residency's emphasis on teachers as researchers and as active participants in a community of learning. DTR will document and disseminate outcomes of its efforts, including lessons learned, to contribute to the body of knowledge about residencies and to share effective strategies for replication, sustainability and scalability with other LEAs, UTRU and other audiences focused on residencies and teacher preparation and renewal.
