

Richmond Teacher Residency (RTR) Proposal

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PROPOSAL NARRATIVE

SECTION ONE: QUALITY OF PROJECT DESIGN

Introduction and Background to the Partnership and Its Work: The ultimate goal of the Richmond Teacher Residency (RTR) proposal is to increase student achievement by designing and piloting an intensive, school-based approach to recruiting, preparing, and retaining bright, capable teachers for Richmond Public Schools. Through piloting this approach with four cohorts in Richmond high-need secondary schools, the RTR proposal will contribute to the knowledge base on how to prepare effective, successful teachers for urban schools and will serve as a prototype for other university-level teacher preparation programs in Virginia and elsewhere.

Virginia Commonwealth University (VCU) and Richmond Public Schools (RPS) have a long history of working together to improve outcomes for students. As a charter member of the Urban Serving Universities (USU), VCU is engaged nationally in a collaborative effort with 39 urban institutions from all regions of the U.S. to enhance human capital, address health disparities, and build dynamic economic capacity in their respective cities. University presidents created this coalition to leverage the intellectual capital and economic power of urban universities to improve urban life and to address America's competitiveness in the global economy. Currently the USU, with support from the Living Cities Foundation, has identified five anchor institutions to lead effective and innovative P-20 Partnerships in their local communities. VCU has been selected to lead an innovative *Bridging Richmond P-20 Partnership* that will collaborate with four other universities to create and model a cradle-through-career partnership similar to the very successful P-20 partnership in Cincinnati known as Strive. Through an extensive proposal review process, VCU and the other four USU institutions and their communities were selected as best poised to build localized, comprehensive

partnerships that use data to drive the education transformation necessary to meet the needs of a 21st century learner.

The VCU School of Education and RPS also have a rich history of working together in order to facilitate the educational success of students and the development of teachers and leaders. Beginning in the early 1990's, VCU established seven Professional Development Schools (PDS) in the metro-Richmond area, three of which were with RPS. In addition, during this same period, the VCU School of Education offered workshops for RPS teachers, tutoring for Richmond K-8 students, parenting classes, and other community services through the Richmond Urban Partnership for Educational Services (RUPES). In 2001, the Metropolitan Educational Training Alliance (META), a partnership between four local school districts (including RPS) and VCU, was established to enhance the professional development of teachers, administrators, and other school personnel in the respective school districts. META is a strong, ongoing partnership that meets on the second Tuesday of every month. (See Appendix D for a list of current META projects.) The RTR proposal will leverage the relationships developed between VCU and RPS in these various projects and partnerships to build sufficient advocacy and support systems to successfully implement and sustain the RTR Project after the grant ends.

Profile of Partners: RPS serves nearly 25,000 students in 29 elementary, 9 middle, and 8 high schools. The ethnic and racial background of district students is 88% African descent, 4% Latina/o, 1% Asian, and 7% White. Three quarters of all students are eligible for free and reduced lunch. Thirty-one percent of the students in RPS live in households that are 100% below the federal poverty level, more than half of parents in Richmond are single parents, and the median incomes of families in RPS is less than 60% of the average in the greater Richmond area. RPS qualifies as a high-need district according to Section 200(10) of the Higher Education

Act both because it meets the poverty threshold of the law and because 8% of RPS teachers are on provisional licenses and 4% of special education teachers are on conditional licenses. (The state average is 7% and 2% respectively.)

VCU is a public, urban, doctoral-granting research institution located in Richmond, Virginia that combines comprehensive undergraduate, graduate, and professional programs with one of the largest academic health systems in the nation. More than 32,000 students study with more than 1,700 full time faculty members in 187 baccalaureate, masters, doctoral, and first-professional programs. With fifteen schools and one college, VCU offers programs in the humanities, arts, sciences, engineering, education, social work, business, and health-care professions. Twenty graduate, professional programs are ranked by *U.S. News & World Report* as among the best in the nation.

The VCU School of Education is ranked #38 in the *U.S. News & World Report* rankings of top Schools of Education nationally. Its Teacher Education program is in the top 50 (these are listed unranked), and the School of Education is also ranked #5 in terms of faculty productivity in the Education, General category by Academic Analytics. The School of Education is nationally accredited by the National Council for Accrediting Teacher Education (NCATE) and our secondary programs are nationally recognized by their respective Specialty Program Associations (NCTE, NCTM, NCSS, etc.) Twenty percent of the School of Education graduate enrollment is ethnically diverse, and 30% of the students transfer from two-year institutions. Its faculty includes individuals recognized as national leaders who have attracted more than \$21 million in funded research, ranking the VCU School of Education as one of the top 15 in funded research in the nation.

The VCU College of Humanities and Sciences (CHS) has a long history of working collaboratively with the School of Education (SOE) and local K-12 educators. Evidence of this collaboration can be seen in the shared governance of: (1) the Policy Board for the Ph.D. in Education; and (2) the Professional Education Coordinating Council (PECC), a policy body regarding teacher education and licensure that has existed since the 1980s. The PECC has always had faculty and administrative representation from the CHS and the SOE, and in Spring 2004 modified its governance structure to include K-12 representatives as well. In addition, numerous SOE courses are cross listed with department offerings in the CHS.

Most recently, as part of the META Teacher Development and Retention Project, faculty in CHS and SOE received federal funding in 2004 to redesign the content preparation for elementary teachers. In 2007, the State Council of Higher Education in Virginia (SCHEV) approved VCU's Liberal Studies in Elementary Education (LSEE) major, the first Bachelor of Interdisciplinary Studies for elementary teachers in the state of Virginia. The LSEE major offers a strong liberal studies curriculum that targets core knowledge across the four major subject areas (mathematics, sciences, social studies, and language arts/communication) represented in Virginia's Standards of Learning while also providing a university-level skill set and knowledge base. Because the RTR proposal targets individuals who already have a bachelor's degree in their content area, CHS faculty will provide professional development through summer workshops to program graduates as content needs are identified.

Needs Assessment: Based on the Standards of Learning (SOL) tests, 87.5% of RPS schools are fully accredited by the Commonwealth of Virginia. Eighty-three percent of the schools have achieved Adequate Yearly Progress (AYP) based on criteria specified in No Child Left Behind. Despite the significant gains made in student achievement in RPS schools in the

last decade, we have chosen to focus the RTR proposal at the secondary level because 5 of the 9 RPS middle schools continue to struggle with accreditation benchmarks and AYP targets. In addition, data collected for a study of high-need RPS schools found that the teacher attrition rate for middle and high schools was 23.3% compared to 19.7% in elementary schools. This difference was more acute for beginning teachers; almost one-third (27.8%) of first year middle and high school teachers compared to 13.8% of those in elementary schools left RPS after the 2007-08 academic year. The pattern was similar for 2nd and 3rd year teachers -- 20.3% and 27% were not retained at the middle and high school levels compared to 14.7% and 11.1% for elementary (L. Abrams, personal communication, June 23, 2009). Furthermore, developmental theory reminds us that middle and high school students are in the process of developing a sense of self that will carry through into adulthood. Therefore, the need to recruit and retain highly effective teachers who understand the challenges of youth in the urban context is urgent at the secondary level.

Like many states, Virginia has struggled to recruit and retain highly effective teachers, especially in its urban schools. Virginia's traditional teacher preparation programs have been unable to meet urban staffing needs in both sheer numbers of new teachers produced and in terms of new teachers who are both well prepared for the challenges of high-need, urban schools and who consider a career in urban schools. In an effort to address this issue statewide, Virginia implemented a Career Switcher Program in 2000 to provide an alternate route for individuals who want to become teachers in the Commonwealth. While no formal evaluation of the Career Switcher Program's effectiveness has been conducted by the state, anecdotal evidence from Virginia urban school districts and national studies on alternate certification recruits suggest that these individuals are not well prepared for the urban classroom and leave teaching in

greater percentages than traditionally prepared teachers. For example, a survey conducted in 2007 by Rochkind, Ott, Immerwahr, Doble & Johnson of Teach for America, the New Teacher Project, and Troops to Teachers recruits and traditionally prepared novices, found several troubling trends:

- 84% of traditional recruits versus 60% of alternate recruits rated their preparation program in managing classrooms as excellent or good;
- 71% of traditional recruits versus 38% of alternate recruits rated their preparation in helping struggling students as excellent or good;
- 77% of traditional recruits versus 49% of alternate recruits rated their preparation in providing individualized instruction to students as excellent or good; and
- 34% of the alternate route recruits who are teaching in high-need schools versus 4% of traditional recruits reported they were planning to leave teaching within two years.

However, even the best traditional teacher preparation programs have also fallen short in adequately preparing individuals for urban schools. Although all teacher candidates in the VCU secondary teacher preparation program are given instruction regarding diversity and the challenges of urban settings and also have a required urban field placement (one of three field placements), very few of those candidates, once they seek employment, seriously consider an urban school system. This situation is well known and longstanding, and instructors in the secondary teacher preparation program are eager to address the issue on an ongoing basis. In addition, looking at statistics from the past ten years, few secondary teacher preparation candidates are from diverse backgrounds.

Total Secondary Degrees Conferred Summer 1999 - May 2009 = 410		
White	Non-white/Minority	Unknown/Not reported
347	53	10

This situation is of real concern: the secondary program faculty, 28% of whom are themselves non-white, are keenly aware that even doubling the number of minority teacher candidates will not achieve the needed critical mass. Therefore, we must prepare all teacher candidates, from diverse backgrounds or not, to consider urban district teaching and to be successful in that teaching.

To begin to address this issue, VCU partnered with four school districts in the metro Richmond area (including RPS), and in March 2009 submitted a National Science Foundation (NSF) Noyce Teaching Scholarship proposal to increase the number of secondary science teachers for high-need schools. A major component of the VCU Noyce Initiative is the creation of a year-long residency with a master teacher for outstanding science majors (Noyce Scholars) who seek to become secondary science teachers. On June 17, VCU received notification that its NSF proposal has been funded. The VCU Noyce Initiative will complement the work proposed in the RTR Program by targeting talented undergraduates who do not yet have a bachelor's degree.

As noted before, the VCU teacher preparation program is ranked in the top 50 in the nation by *U.S. News & World Report*. It is a strong and nationally recognized program. Teaching for diversity and culturally responsive teaching are infused in the program coursework, the program mandates a high-needs school as part of field placement requirements, and has instituted a clinical faculty program across all schools, both high and low needs. In addition, faculty in the secondary methods classes partner with outstanding middle and high school teachers to link university instruction to the reality of the schools. (One teacher preparation faculty member recently returned to teach high school, and her account of her teaching, published by Teachers College Press, received two national research awards, providing further

evidence that VCU faculty are closely linked to current practice in schools.) Based on size and resources, the secondary teacher preparation program has changed and innovated to the extent possible. The addition of a teacher residency model would enable the SOE to pilot an intensive, school-based approach to secondary teacher preparation and evaluate its effectiveness.

To effectively prepare successful teachers for high-need schools, teacher education programs need to address the complexities of urban education (McKinney, Haberman, Stafford-Johnson, & Robinson, 2008). Teacher candidates who work in high needs schools need to be aware of—and willing to capitalize on—student strengths and abilities and also to resist well meaning but ultimately destructive models of “saving” or “rescuing” students (McKinney, et al., 2008; Gay, 2000). How this is accomplished is a complex endeavor, but it is, clearly, vital that teacher candidates have more of a guided tour and an extended period of well supervised clinical practice than is currently provided in the VCU secondary teacher preparation program. As Haberman states, “Completing a traditional program of teacher education as preparation for working in . . . [urban, high-need schools] is like preparing to swim the English Channel by doing laps in the university pool” (1995, p.2).

Accordingly, to effectively recruit, prepare, and retain successful teachers for RPS high-need urban secondary schools, the RTR proposal will design and pilot an intensive, school-based approach to teacher preparation based in part on the highly successful residency models in the Boston and Chicago Public Schools that have shown impressive retention results.

Academy for Urban School Leadership (AUSL) Program in Chicago Public Schools	Boston Teacher Residency (BTR) Program
240+ teachers prepared since 2002	200+ teachers prepared since 2003
Teacher Retention after 3 Years: 95%	Teacher Retention after 3 Years: 90%
Student achievement goals: <ul style="list-style-type: none"> • All of the schools AUSL manages have 	Principal satisfaction goals: <ul style="list-style-type: none"> • A survey of principals who hired BTR

<p>seen steady increases in Illinois Standards Achievement Test (ISAT) scores</p> <ul style="list-style-type: none"> • After its first year of AUSL management, the Sherman School posted ISAT gains 50% above the district average • In its third year of operation, Dodge Academy recorded the largest ISAT gain of any Chicago public elementary school • 93% of AUSL's first high school graduating class (2008) enrolled in college 	<p>graduates found that over 90% would hire another BTR graduate given the opportunity</p> <ul style="list-style-type: none"> • Over 75% of principals surveyed found BTR teachers to be equally or more effective than similarly experienced teachers
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Sources: <http://www.ausl-chicago.org/>; <http://www.bpe.org/btr>

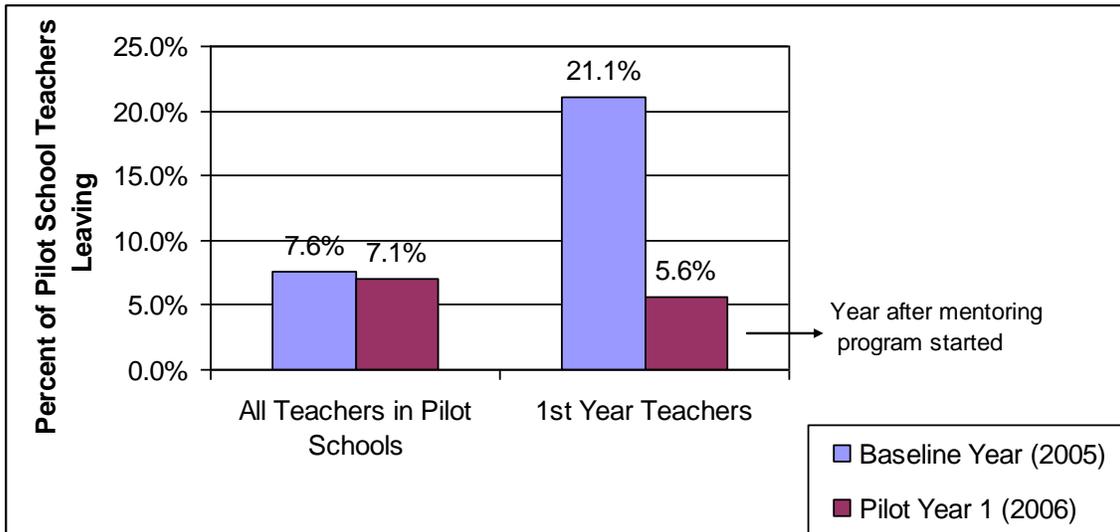
A major reason for the impressive results of the programs in Boston and Chicago is the application of the Santa Cruz New Teacher Center (NTC) model for providing ongoing support for novice teachers. VCU and RPS has extensive experience with this model. In 2004, VCU received a \$5.9 million, five-year Teacher Quality Enhancement-Partnership (TQE-P) grant from the U.S. Department of Education (USDOE) to create a VCU Clinical Faculty Program and to pilot a Beginning Teacher Advisor (BTA) Program based on the NTC model to support beginning teachers for two years in the highest-need, hard-to-staff schools in the META districts. Strong research supports the NTC model and is summarized in the chart below:

<ul style="list-style-type: none"> • Teacher retention data showed a 94% retention rate of beginning teachers in districts using the Santa Cruz model, as compared to 50% in other districts over a seven-year period (Strong & St. John, 2001).
<ul style="list-style-type: none"> • A study examined test scores of elementary students of new teachers from three California school districts. In the district implementing the Santa Cruz model, 74% of new teachers had students who made test score gains in reading over the year, compared with 47% and 41% in the other districts (Fletcher, Strong & Villar, 2008).
<ul style="list-style-type: none"> • Students of beginning teachers involved with the Santa Cruz model showed achievement gains comparable to those of veteran teachers in the same district, despite being assigned larger proportions of low-achieving students. This finding held over a three-year period (Strong, 2006).

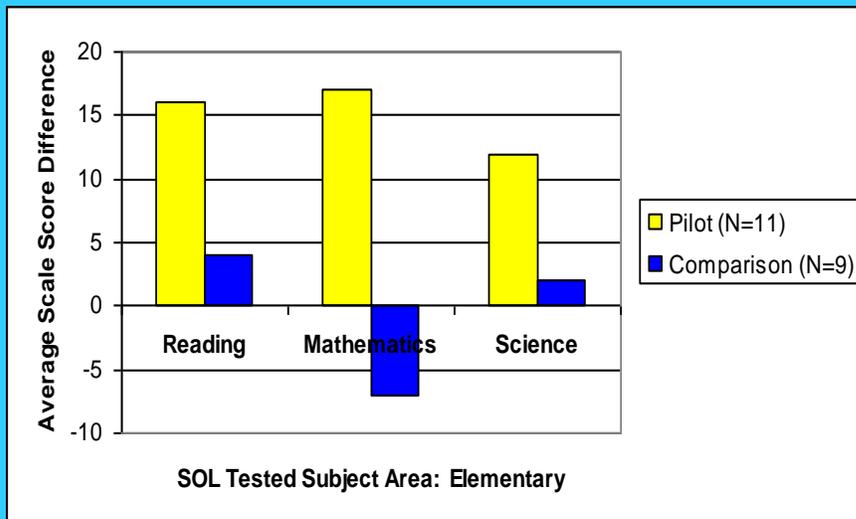
In addition to these impressive NTC results, preliminary findings from the evaluation of the first two-year TQE-P pilot outlined in the following two charts have shown a similar positive impact on teacher retention and student achievement at the elementary level. (Because of

multiple variables that had to be matched between comparison and pilot school beginning teachers and their students, the sample size for secondary SOL results in specific content areas is too small to report.)

Figure 1. Study of Attrition Rates: District B



Impact on Achievement: *Greater Gains among Elementary Pilot School Teachers*



Difference between 2006 and 2007 test scores among pilot and comparison school Elementary teachers is statistically significant at $p < .05$ for Mathematics.

In 2006, the Center for Teacher Leadership (CTL) @ VCU received funding through a Title II Part A SCHEV grant to become licensed to conduct the NTC mentor teacher training. **CTL is now one of only two national training sites licensed to conduct this research-based, highly effective training.**

The positive results of the TQE-P pilot mentoring program have led RPS to align its training of principals with that of the full-release mentors in the pilot schools. In October 2007, RPS contracted with the NTC to provide a two-day training, *Improving Student Achievement through Teacher Observation and Feedback (ISATOF)*, for all Richmond principals and assistant principals. Through a TQE-P supplemental award, this two-day training has now been offered to all four META districts, and on April 29-30, 2009 Santa Cruz trained all **new** RPS principals and assistant principals. By aligning the training of mentor teachers and administrators who support novice teachers, we expect to increase student achievement gains and teacher retention in high-need urban schools through a shared common approach to improving instruction.

Description of the Program: The RTR proposal is based on the 7 Principles of Teacher Residency developed by the Urban Teacher Residency United (UTRU), a non-profit, national network of urban teacher preparation programs established to help other cities develop urban teacher residency programs that are based on the medical residency model. The principles are: (1) Tightly weave education theory and classroom practice together; (2) Focus on learning alongside an experienced, effective mentor; (3) Group teacher candidates in cohorts; (4) Build constructive partnerships with districts, schools, communities, universities, and unions; (5) Serve school districts; (6) Support residents once they are hired as teachers of record; and (7) Establish and support differentiated career roles for veteran teachers.

The ultimate goal of the RTR proposal is to increase student achievement by designing and piloting an intensive, school-based approach to recruiting, preparing, and retaining bright, capable teachers for RPS high-need secondary schools. To ensure that we meet our ultimate goal of improved student achievement, the partnership has established the following objectives that build on and greatly expand work that is already underway: (1) Design and pilot an intensive, school-based teacher preparation program for RPS high-need secondary schools; (2) Recruit and prepare 80 highly effective teachers for RPS secondary schools; (3) Provide ongoing support and professional development for program participants for at least the first two years of their teaching careers; (4) Develop and support teacher leaders for RPS secondary schools; and (5) Strengthen the role of RPS secondary school administrators in supporting novice teachers and teacher leaders.

Objective 1: Design and pilot an intensive, school-based teacher preparation program for RPS high-need secondary schools. The RTR proposal will target outstanding individuals who already have a bachelor's degree (Teaching Residents) and will prepare them through an intensive, school-based teacher preparation program that culminates in a Master's of Teaching degree. The 12-month teacher preparation curriculum will integrate the research and theory behind effective teaching with a year-long residency under the mentorship of an exemplary classroom teacher **before** Teaching Residents (TRs) become the independent teacher of record. A curriculum design team comprised of VCU secondary education faculty, RPS instructional specialists, RPS master teachers, and the RTR Mentor Coordinator will develop the curriculum in Year 1 of the grant. (See Appendix D for VCU faculty and RPS staff who will serve on the curriculum design team.) The first cohort of 20 TRs will begin coursework in the

newly designed RTR Program in Summer 2010, followed by a year-long residency during the 2010-2011 school year. In Years 3, 4, and 5 additional cohorts will enter the RTR Program.

The RTR Program differs from the traditional VCU secondary teacher preparation program in five ways: (1) The RTR curriculum will be competency based rather than based on a traditional 3-credit hour course structure; (2) TRs will be prepared specifically to teach in RPS secondary schools; (3) A year-long residency, rather than a semester of student teaching, will allow TRs to scaffold their learning through an extended period of well supervised clinical practice guided by both university faculty and master teachers who jointly provide instruction that integrates theory and practice; (4) High functioning schools and master teachers will be purposely selected to host cohorts of TRs; and (5) TRs will learn to use action research and data to modify and improve instruction through data collection and formative assessment tools and protocols.

(1) The RTR curriculum will be competency based rather than based on a traditional 3-credit hour course structure: The curriculum design team will work toward a series of courses, seminars, and focused experiences that target essential competencies. The RTR program competencies are grounded in the following professional teaching standards:

1. *Creating and maintaining positive and safe learning environments* includes developing trusting relationship with students and families, organization and appropriate assertiveness, modeling caring and respectful interactions, promoting social development and group responsibility;
2. *Planning instruction* includes knowledge of subject matter content, student development, a variety of robust instructional strategies, making learning accessible to all students through universal design elements and differentiated instruction, the alignment of goals and

objectives with state and national content standards and student development, preparing instructional options to provide flexibility;

3. *Engaging and supporting students in learning* includes effective use of technology, connections to students' prior knowledge, background, experiences and interests, facilitating learning that incorporates self-direction, interaction, choice, consideration of multiple perspectives, employs critical thinking, problem solving, and meaningful objectives;
4. *Assessing student learning* includes creating and communicating criteria for assessing students' work, utilizing data from multiple sources to assess student learning and improve instruction; and
5. *Developing as a professional* includes having high expectations for all students, commitment to professional standards and ethics, commitment to supporting learning that encourages the academic, social, and personal growth of all students, collaboration with families and all other relevant parties, recognition of the importance of the social context of schooling, exhibition of sound judgment, acceptance of constructive criticism, and commitment to reflection on practice.

To assess these competencies, a Clinical Evaluation Continuum has been developed that provides a common language to describe and discuss practice and will provide formative and summative assessment of the TR's performance. In addition to the Continuum, two additional instruments, the Collaborative Reflection Log and Plan for Reflection Growth, will help structure conversations with TRs about their teaching practice, identify challenges and concerns, document growth over time, and provide accountability for both TRs and university faculty and RPS teachers with whom they work. (See Appendix D for samples of these instruments.)

(2) TRs will be prepared specifically to teach in RPS secondary schools: To prepare TRs specifically for RPS secondary schools, the curriculum design team will integrate the RPS content-specific curriculum into the preparation program so TR graduates will be fully prepared to teach to Virginia and RPS standards when they complete the RTR program. In addition, throughout the RTR curriculum issues of equity, poverty, and teaching diverse students (Knapp, Addelman, Marder, McCollum, Needles, Padilla, Shields, & Zucker, 1995) will be addressed, including culturally relevant and responsive teaching (Gay, 2000; Ladsen-Billings, 1994; Irvine, 1990). During the first summer, TRs will be introduced to the community that RPS serves and will examine major forces in families, communities, and historical time periods that have shaped the RPS experience, including Virginia’s “Massive Resistance” to the integration of schools that led to the closing of public schools in the state for more than a year in the late 1950’s.

(3) A year-long residency, rather than a semester of student teaching, will allow TRs to scaffold their learning through an extended period of well supervised clinical practice guided by both university faculty and master teachers who jointly provide instruction that integrates theory and practice: Though VCU students in the regular preparation program are exposed to some of the same curricula, they do not have classes of their own in which to integrate theory and practice, practice strategies, collect and analyze data, or build strong relationships with students. At the heart of the RTR curriculum is the year-long residency in which TRs will be able to scaffold their learning through an extended period of well supervised clinical practice guided by both university faculty and master teachers who jointly provide instruction based on research-based best practices. Unlike the traditional student teaching experience in which preservice teachers observe their cooperating teacher for the first two weeks and then gradually take over full responsibility for classes, a four-step instructional cycle will allow TRs to integrate theory

and practice as they proceed through the RTR curriculum. First, university faculty and master teachers will collaboratively teach a strategy in which the professor presents the theory and research behind the strategy and the master teacher grounds the work in sound classroom practice. The master teacher and professor then co-teach using the identified strategy while the TR collects data on the teaching practice. Next, the TR co-teaches the strategy with his/her mentor before attempting it alone. Data collected during the TR's lesson will form the basis of ongoing discussions about effective practice.

(4) High functioning schools and master teachers will be purposely selected to host cohorts of TRs: A critical component of the RTR Program that distinguishes it from the regular teacher preparation program will be the careful selection of schools and teachers for the year-long residency. To ensure that TRs are placed in high functioning schools, RPS secondary schools will have to apply to "host" cohorts of TRs. Within the host schools, master teachers in the TRs' content area will be identified to serve as Clinical Resident Coaches (CRCs) for the TRs. CRCs will mentor the TRs during their year-long residency and will be expected to deliver a portion of the teacher preparation curriculum. TRs will spend four days a week with their CRC throughout the residency in order to thoroughly ground their coursework in the RPS context.

CRCs will be selected through a careful screening process that will include: (1) recommendations; (2) evidence of student learning gains and collaboration with colleagues to improve instruction; (3) strong content knowledge and pedagogical skills; including the ability to differentiate instruction to meet the needs of students with different learning styles; (4) use of formative and diagnostic assessments to improve student learning; (5) classroom observations; and (6) post-observation debriefing interviews to determine the extent to which the teacher is a reflective practitioner. CRCs will participate in six full days of Santa Cruz NTC mentor teacher

training and monthly professional development meetings. These meetings will be designed to: (1) continue to strengthen the mentoring/coaching skills learned during the formal NTC training and will include an additional component that focuses on literacy instruction across the content areas; (2) reinforce the use of formative assessment tools and mentor protocols through the ongoing examination of these artifacts of mentor/coaching practice; (3) provide a supportive environment where CRCs can discuss the challenges they face in working with TRs; and (4) identify additional training needs. CRCs will be released to work with their residents one period per day and provided a [REDACTED] stipend to compensate them for summer training and the additional work they will undertake in their role as teacher educators.

This proposal leverages teacher leadership capacity in RPS that has been cultivated through two highly successful initiatives. The first initiative is the META National Board Candidate Support Program conducted by CTL for teachers seeking National Board Certification (NBC) in the four META districts. In 2001, there was only one National Board Certified Teacher (NBCT) in the entire metropolitan area. Today there are 236, with 49 in this year's cohort awaiting their results in November 2009. RPS currently has 24 NBCTs and 11 awaiting results.

The second initiative is the VCU Clinical Faculty (CF) Program that recruits exemplary teachers who want to work with VCU student teachers and trains them to do so. In 2003, VCU and its META partners received a Virginia Department of Education (VDOE) CF grant to train 15 NBCTs in the NTC model of mentoring. These NBCTs then designed and piloted a two-day training for VCU CF based on the NTC model. The TQE-P grant that META received in 2004 has enabled VCU to dramatically expand its CF Program, helping to ensure consistency and quality in its clinical placements. Over the past four years, 344 teachers have been trained; while

some attrition has occurred for reasons such as teachers moving out of the area or accepting administrative positions, there are currently 277 active CF. With the acceptance of the newest cohort, RPS will now have 60 CF.

While the CRCs will not be limited to NBCTs and CF, these outstanding teacher leaders will provide a rich and established candidate pool from which to select the master teachers who will mentor TRs during their year-long residency. NBCTs, in particular, have a proven track record of knowing how to analyze their classroom practice and improving student learning (Anthony & Goldhaber, 2004), especially among low-income students. For this reason, the RTR proposal will continue to increase the number of Richmond NBCTs. However, no funds will be requested for this work. The cost of the NBC Support Program will be contributed by RPS to the project.

(5) TRs will learn to use action research and data to modify and improve instruction through data collection and formative assessment tools and protocols: Because basing instruction on data is essential to effective teaching, the RTR curriculum will teach TRs to examine two types of data: (1) data related to their students' learning; and (2) data related to their teaching practice. The RTR curriculum will approach the examination of data on student learning in two ways. First, CRCs will learn to use the NTC's Analysis of Student Work formative assessment tool and the Collaborative Assessment Conference Protocol pioneered by Harvard's Project Zero as part of their training for working with TRs. Both of these formative assessment tools focus on learning management rather than behavior management; help TRs identify patterns of students who are struggling or who are not achieving to the expected levels; and encourage reflection. Like a medical round, university faculty, CRCs, and TRs will discuss the student work using these protocols that encourage the TR to reflect on his/her diagnostic

abilities in regards to student learning needs, the effectiveness of the treatment (instruction), and possibilities for future practice. Second, TRs will participate with their CRCs in the RPS process of analyzing data regarding trends in student performance on district-wide assessments.

Collecting data on teaching practice will also be an integral part of the RTR curriculum. Initially, TRs will be taught to use NTC tools such as selective scripting, seating charts to track verbal flow and movement patterns, and the content, strategies, and alignment tool to collect data during classroom observations of RPS teachers and university faculty. Like medical grand rounds, cohorts of TRs and university faculty and/or CRCs will observe the same lesson and the data collected will form the basis of class discussions on effective teaching. Using these tools to collect and discuss data on teaching practice will help TRs understand the power of using data to improve instruction. It will also make them more comfortable when their CRCs use these same tools to collect data on the TRs' practice as they begin to teach lessons independently during the last step of the four-step instructional cycle.

The ability to use research and data to modify and improve classroom instruction is critical if TRs are to meet the needs of RPS students, particularly English language learners (ELLs), academic (standard) language learners (ALLs), and students with disabilities. TRs will not only learn research-based elements of universal design and strategies to differentiate instruction to support students with disabilities, the RTR curriculum will also emphasize the needs of ELLs and ALLs regarding academic vocabulary, writing instruction, and oral work in the classroom. In particular, TRs will receive the linguistic training needed to build on the language skills of Richmond's dialectically diverse African-American students—who represent 88% of the total student population. TRs will learn to help RPS students become more adept at “code-switching” by understanding these patterns and applying this learning to the effective use

of academic English, thereby honoring the linguistic expertise, culture, and background of students while using critical prior knowledge to access new learning. In addition, because TRs will encounter RPS students who are reading below grade level, literacy instruction across the content areas will also be provided as a foundational skill that TRs will need no matter what subject they teach, with an emphasis on instructional strategies regarding comprehension and decoding skills. (See Appendix D for summary of all RTR Program Components.)

Objective 2: Recruit and prepare 80 highly effective teachers for RPS secondary schools. A TR Recruiter and Advisor will be hired to develop a comprehensive marketing plan to recruit talented, committed individuals who desire to become teachers in secondary urban schools, with a particular emphasis on recruiting teachers for high-need areas identified by the RPS Office of Human Resources. To help identify individuals with the potential to be effective in urban settings, the RTR Program will use Haberman’s seminal works, *Star Teachers: The Ideology and Best Practices of Effective Teachers of Diverse Children and Youth in Poverty* (2005) and *Star Teachers of Children in Poverty* (1995). According to Haberman, “star teachers” share certain characteristics that make them effective. These characteristics include (1) persistence; (2) being protective of children’s learning; (3) a well-informed approach to working with at-risk students; (4) translating theory into practice; (5) professional/personal orientation to students; (6) fallibility; (7) emotional and physical stamina; (8) organizational ability; (9) understanding reasons for teacher success; (10) being able to explain children’s success; (11) making students feel needed; (12) focusing on the student rather than the material; and (13) gentle teaching in a violent society. A rigorous selection process that includes a written application and individual and group interviews will be developed to determine the extent to which TR applicants possess these “star” characteristics, strong content knowledge or record of

accomplishment in the field or subject area to be taught, and strong verbal and written communication skills.

To ensure an appropriate match for RPS secondary school needs, the partnership will work closely each year with the RPS Office of Human Resources (HR) to align recruitment efforts with RPS hiring objectives, as well as instructional initiatives and curriculum. For example, for the 2009-2010 academic year, the following content areas have been identified by RPS as high-need: (1) mathematics; (2) the sciences, particularly chemistry and physics; (3) special education; (4) Spanish; (5) English with a reading background; (6) technology education; and (7) family and consumer sciences (B. Johnson, personal communication, June 15, 2009). Because the RTR recruitment efforts will be aligned with RPS needs, RPS has committed to hiring qualified RTR graduates.

A living stipend of [REDACTED] will be provided to each individual selected for the RTR Program who applies for this financial support. This stipend is consistent with the financial support provided graduate assistants in VCU's master's programs. TRs will also be provided no cost/low cost housing. In exchange, RTR graduates will be expected to serve for at least three years in an RPS high-need secondary school. At the beginning of, and upon completion of, each year of service, graduates will need to submit documentation from the RPS Office of HR certifying that they are teaching in an eligible secondary school. Those who do not complete the three-year service commitment will be required to repay the living stipend with interest. Specific details on repayment rates and conditions will be worked out by the partnership during Year 1 of the grant. All repayment dollars will be used to carry out additional RTR activities.

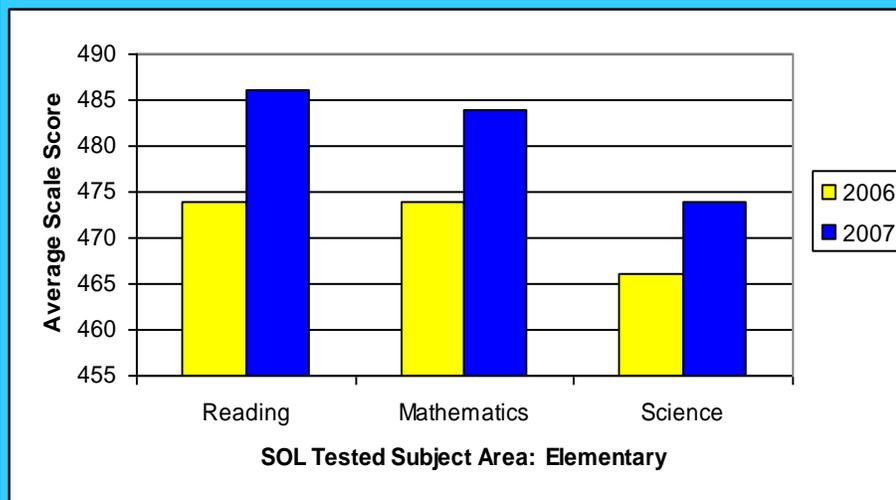
Four cohorts of 20 TRs will be selected each year to begin the 12-month RTR preparation program, starting in 2010-2011. In addition to an overall cohort approach, TRs will be placed in

host schools in cohort groups of 5-7 TRs so that participants can work together and receive additional support on a daily basis.

A deliberate decision was made to keep the cohort groups small. As a pilot, the RTR partners want to ensure that we build the capacity to offer a high-quality residency program before attempting to scale up. Further, lessons learned from a five-year review of the Boston Teacher Residency Program point to the importance of working with fewer host schools (Berry, Montgomery & Snyder, 2009). Smaller cohorts will also enable VCU to carefully study the impact of the residency model by comparing graduates of VCU's traditional secondary preparation program (which will continue during the project implementation years) and graduates of the RTR Program. With powerful data, VCU and RPS can seek additional funding to sustain and grow the RTR Program at the end of the grant period.

Objective 3: Provide ongoing support and professional development for program participants for at least the first two years of their teaching careers. The benefits of providing two years of mentoring/coaching support for beginning teachers has been well-documented in our current BTA Program and national research (Grossman, Valencia, Evans, Thompson, Martin & Place, 2000). It is in beginning teachers' second year that we have witnessed a rapid growth in their knowledge and skills and an ability to focus on evidence of their students' learning, rather than on their own teaching behaviors. While we have been unable to document student achievement gains at the secondary level (the main focus of the BTA Program was at the elementary level and our sample size was too small for secondary teachers), the elementary gains documented in the chart below hold promise for equally impressive results for the RTR Program which will target high-need middle and high schools.

2006 and 2007 SOL Pilot School Results at the Elementary Grades



For these reasons, after the year-long residency, the RTR proposal will provide two years of support for program participants in three distinct ways. First, we propose to train Career Coaches (CCs) who will serve as mentors to RTR graduates as they embark on their new career. The CC will be in the same content area as the RTR graduate. The number of CCs hired will be based upon the number and needs of RTR graduates. The amount of release time, full or partial, will be based upon the needs of RPS in terms of the content area and number of RTR graduates hired at the school. The CCs will receive the same six full days of NTC mentor teacher training as CRCs and will also participate in weekly professional development meetings (Friday Forums) to continue to strengthen their mentoring skills and reinforce the use of formative assessment tools and mentor protocols that form the basis of the NTC model. CCs will be expected to meet weekly with their mentee to observe and coach the beginning teacher, assist with planning and analyzing student work and designing classroom management plans, teach demonstration lessons, facilitate communication with administration and parents, and assist in providing

resources that might be needed. The beginning teacher, with the help of his/her CC, will develop an individual learning plan that focuses on content knowledge and teaching skills in which the beginning teacher needs to grow. The goals for the plan are based on professional teaching standards. Over the course of the year, the beginning teacher and CC will periodically review the plan, collect and analyze evidence of growth in goal areas, and prepare for summative evaluations by school administrators.

A second form of support provided to RTR graduates will be professional learning communities (PLCs) facilitated by VCU faculty and master teachers. Because the residency year is structured to provide a collegial, collaborative environment among residents and faculty in the host schools, residents come to expect and depend upon this type of support. However, after the residency year, participants may find themselves teaching in schools that do not have this kind of supportive environment. Evaluations of the Boston and Chicago residency programs have found that this lack of a collaborative, collegial environment has had a negative impact on the performance and job satisfaction of their graduates (A. Listak, personal communication, May 7, 2009). The benefits of PLCs are also well documented in the literature. PLCs emerge from research on school reform efforts that take teacher learning seriously (Louis & Kruse, 1995; McLaughlin & Talbert, 2001). This professional capacity-building research has found that what teachers do outside the classroom affects the extent to which school reform efforts are successful, and, more importantly can impact instruction in positive ways (Bryk, Camburn & Louis, 1999; Louis & Kruse, 1995; McLaughlin & Talbert, 2001; Talbert, Scharff & Lin, 2008). Several features of these communities stand out: (1) they are democratic—power is distributed fairly evenly and participation is voluntary; (2) they are focused on teaching practice rather than administrative issues; and (3) they are deftly facilitated. Facilitation of these meetings is

important because it provides a structure, including regular meeting times, meeting protocols, and a safe space that is insulated from the day-to-day business of schools (Bryk et al., 1999; Louis & Kruse, 1995; McLaughlin & Talbert, 2001). We propose to facilitate the formation of PLCs by providing space and a regular meeting time for RTR graduates at a convenient central location. We will also provide an experienced facilitator to run these meetings. The exact content of the meetings will not be pre-established, but the facilitator will help to guide the group to focus on issues of practice that are consistent with RTR goals. Dr. Gabriel Reich, Assistant Professor in the VCU School of Education with extensive experience facilitating PLCs in New York City Public Schools, will coordinate this component of support for the RTR graduates.

A third form of support for RTR graduates will be summer workshops taught by faculty from the VCU College of Humanities and Sciences (CHS). Since 2000, the VCU Division of Community Engagement has offered a summer workshop series for teachers throughout Virginia, the United States, and abroad (see Appendix D for 2009 workshop topics). During these week-long workshops/seminars, teachers (1) increase their subject matter mastery; (2) develop materials that motivate students; (3) develop curricular models that fit their needs; and (4) exercise intellectual independence. Expert faculty from CHS design and lead these seminars. The RTR graduates will be given priority in registering for these popular workshops in Years 3, 4, and 5. In addition, as the RTR participants matriculate through the program, if significant content needs are identified, these needs will inform the development of the content focus of the summer workshops in Years 3, 4, and 5.

Objective 4: Develop and support teacher leaders for RPS secondary schools. As described earlier in the proposal, CTL has extensive experience in nurturing and supporting teacher leaders through the META National Board Candidate Support Program and mentor

teacher training provided to mentors, clinical faculty, coaches, and instructional specialists. The quality of CTL's work has been recognized by the Santa Cruz NTC which has granted CTL one of only two national licenses to conduct its mentor teacher training. In addition, CTL's director, Dr. Terry Dozier, is currently serving on an Educational Testing Services national task force to create model standards for teacher leadership.

CTL's work with BTAs (full-release mentors who work with 10-15 beginning teachers in high-need schools) over the past five years has developed a rich knowledge base of the professional development needs of teachers as they assume new leadership roles, especially as mentors. CTL will provide the training and ongoing professional development to both the CRCs and CCs who will mentor the RTR residents and beginning teachers. These same veteran teachers will create a critical mass of highly skilled teacher leaders who can serve as mentors and coaches for future VCU student teachers, RPS beginning teachers, and their colleagues, thereby expanding the impact of the RTR proposal beyond program participants. Serving as CRCs and CCs will also provide meaningful leadership roles that will lead to increased retention of RPS' most outstanding teachers, helping to provide much-needed stability and teacher leadership in high-need schools.

In addition to developing and supporting veteran teachers as leaders, the RTR proposal will also focus on developing the leadership skills of RTR graduates early in their careers. Because of high attrition rates in urban schools, teachers with as little as two years of experience are often tapped for leadership roles such as department chairs, school improvement team leaders, mentors, or resource teachers. For this reason, in their third year of teaching, RTR graduates will attend five days of Teacher Leadership 101 training. These training modules will be based on teacher leadership training designed and piloted by CTL during 2008 and 2009 with

department chairs and other teacher leaders in the surrounding area. The Teacher Leadership 101 modules include: (1) *FLEXing Your Communication Skills*; (2) *Team Building – Shared Followership*; (3) *Teacher Leadership: It's About Time – and Organization!*; and (4) *Designing and Presenting Professional Development for Adult Learners* (2-day module).

To encourage the RTR graduates to remain in RPS after their three-year service commitment, in their fourth year of teaching, all RTR graduates will automatically qualify for RPS support if they decide to seek NBC. This support includes the [REDACTED] candidate fee, a structured candidate support program, 2-3 professional leave days to complete their portfolio, tuition reimbursement if candidates take the support course for graduate credit, and all required licensure recertification points if they complete the process.

This strong, structured continuum of teacher leadership development that includes both generic (Teacher Leadership 101) and role-specific (CRCs and CCs) leadership training will lead to more stable and effective leadership within RPS schools that will benefit RPS students for generations to come.

Objective 5: Strengthen the role of RPS secondary school administrators in supporting novice teachers and teacher leaders.

The RTR proposal recognizes the crucial role that school leaders play in supporting beginning teachers and builds on work already underway in RPS to expand the capacity of leaders to coach and support teachers more effectively. As discussed earlier, the positive results of the TQE-P funded BTA Program has led RPS to align its training of principals with the NTC model of mentoring by providing the two-day *Improving Student Achievement through Teacher Observation and Feedback (IASTOF)* for all Richmond principals and assistant principals. The RTR proposal expands this by requiring that leaders in host schools that receive cohorts of TRs

go through the same six days of NTC training provided to CRCs and CCs. This training will ensure that school leaders are both serious about hosting TRs and fully understand the kind of support that will be provided by RTR coaches. This RTR requirement is based on the final evaluation of a state mentoring grant VCU received in 2003 that revealed challenges that must be addressed if the NTC model is to be effectively implemented. Among those challenges was ensuring principals understand the role of the mentors in the NTC model. Aligning the training of RTR coaches and host school administrators will create a shared, common approach to supporting novice teachers and improving instruction.

In addition, the RTR proposal will provide the two-day *ISATOF* to all secondary principals and assistant principals who are either new to RPS or to those who may wish to refresh their skills. The need to offer the two-day training annually is well documented. Currently, the average tenure for principals in RPS is 4 years, with the tenure of secondary principals shorter than elementary principals; additionally 60% of principals and 40% of the assistant principals have been on the job for three or more years. Providing the two-day *ISATOF* annually will ensure that all TR graduates, no matter what RPS school they are hired to teach in after their residency year, will have a school administrator who understands and builds on the kind of support that they have received and will continue to receive through their CC.

Finally, to ensure that RPS administrators welcome the development of teacher leaders among our RTR graduates and their own faculty, Dr. Terry Dozier, CTL Director, will provide a half-day workshop, *Promoting and Supporting Teacher Leadership*, during the annual RPS Summer Leadership Institute. This workshop has been conducted with school leaders both in the U.S. and abroad and is designed to: (1) help administrators understand the importance and value of supporting and nurturing teacher leadership; (2) assess their knowledge and skills in

promoting teacher leadership; and (3) develop an action plan to develop teacher leaders among their faculty.

The chart below summarizes the roles and responsibilities of key RTR partners.

VCU	<ul style="list-style-type: none"> • Commit time and effort of SOE faculty on Curriculum Design Team • Provide reduced tuition rate for TRs • Collaborate in the identification of host schools and selection of TRs, CRCs, and CCs • Collaborate with RPS master teachers in delivery of the RTR curriculum • Provide PLCs for RTR graduates after they begin their teaching career • Provide summer workshops for RTR graduates conducted by CHS faculty to address identified content-specific needs
RPS	<ul style="list-style-type: none"> • Commit time and effort of RPS personnel on Curriculum Design Team • Collaborate in the identification of host schools and selection of TRs, CRCs, and CCs • Release CRCs for one period per day to work with TRs and collaborate in the delivery of the RTR curriculum • Provide substitutes, if needed, for CRCs and CCs to participate in mentor teacher training • Hire qualified RTR graduates • Support RTR graduates who wish to pursue National Board Certification
CTL	<ul style="list-style-type: none"> • Provide day-to-day management of RTR Program • Collaborate in the identification of host schools and selection of TRs, CRCs, and CCs • Provide mentor teacher training and ongoing support for CRCs and CCs • Provide teacher leadership training for RPS principals • Track RTR graduates

SECTION TWO: QUALITY OF PROJECT EVALUATION PLAN

Capacity: Dr. Lisa Abrams, Assistant Professor in the VCU School of Education Foundations of Education Department, will conduct the project evaluation. Dr. Abrams teaches research, measurement, and evaluation courses to masters and doctoral level students. Dr. Abrams received her degree in Educational Measurement, Research, and Evaluation from Boston College in 2004 and has a wide variety of experience as a researcher and evaluator of educational initiatives at the federal, state, and local levels. Dr. Abrams is affiliated with the Metropolitan Educational Research Consortium (MERC) and is currently serving as a Co-principal investigator. MERC is directed by Dr. James McMillan who will serve as an advisor for the

evaluation. Dr. McMillan is a Professor and Chair of the VCU Foundations of Education Department and Track Coordinator for the research and evaluation track of the VCU School of Education Ph.D. program. MERC is a seventeen-year partnership of seven Richmond area school districts, including RPS. It brings together public school personnel with university professors to identify contemporary school issues that merit investigation, design and implement studies, disseminate findings through reports, website resources, and seminars, and present findings at local and national conferences. MERC is evidence that RPS has a sustained positive relationship with VCU to conduct empirical investigations, and that VCU has the personnel and technical resources to implement a wide array of evaluation designs and activities.

Overall Evaluation Strategy: The evaluation of the RTR Program is designed to provide performance measures as well as formative and summative information regarding the critical aspects of the program objectives and intended outcomes. As such, the evaluation will focus on both the implementation of the program and on the proposed activities (formative) as well as the expected outcomes (summative). In addition, the evaluation design of the five-year project includes the use of a variety of collection methods and multiple data sources in an effort to triangulate and cross-validate findings. It is anticipated that the quantitative and qualitative results of the evaluation will be used by program partners to inform implementation and activities as well as to identify any needed modifications while the RTR Program is ongoing. A summary of the evaluation activities and data collection schedule can be found in Appendix D.

The evaluation plan involves several different approaches that focus on immediate and longitudinal information needs in an effort to measure program effectiveness. The evaluation includes descriptive, comparative design elements as well as quantitative and qualitative methods of data collection. The primary aims of the evaluation include (1) conducting original data

collections to obtain formative information from program participants and stakeholder groups; (2) implementing longitudinal data collection across the 4 RTR cohorts to determine trends related to program impact; and (3) collecting summative information to determine the extent to which the project goals were achieved. The following describes the evaluation plan in the context of each program objective and details the evaluation design for each phase of the RTR Program.

Objective 1: *Design and pilot an intensive, school-based teacher preparation program for RPS high-need secondary urban-schools.* **Outcomes:** (a) **Development and implementation of an intensive, school-based teacher preparation program;** (b) **Better prepared teachers that remain in RPS high-need secondary schools.**

Evaluation Question 1a: How do program participants and other stakeholders view the effectiveness of the intensive, school-based program to prepare preservice teachers for the classroom?

Design: The purpose of this component of the evaluation is to obtain formative information from program participants about their experiences in the program in an effort to identify program areas in need of refinement and improve program components, implementation, and delivery from one year to the next. Six focus groups will be conducted with TRs, CRCs, VCU faculty and RPS staff using a multiple-category design (Krueger & Casey, 2009) during years 2 and 3 of the project to obtain multiple perspectives on different aspects of the preparation program with a specific emphasis on the analysis and formative use of student work and assessment data to make instructional adjustments. In addition, quantitative data will be obtained. As part of the VCU clinical teaching experience a survey is administered to all student teachers; it will be possible to adapt this survey specifically for the TR's cohorts. The adapted measure will include items

specific to the components of the RTR model as well as the contextual issues unique to high-need urban schools in an effort to ascertain TR perceptions of the RTR Program. The adapted TR survey will include a set of common items that will make it possible to compare the clinical teaching experience of participants with similar characteristics (e.g. teaching assignment, grade level, content area) in the traditional and RTR models. This will allow for more fine-grained comparisons between the two programs which can further highlight programmatic areas in need of additional refinement.

Evaluation Question 1b: To what extent are RTR participants more prepared for teaching compared to those who participated in the traditional VCU teacher preparation program?

Design: The primary approach to determine the effectiveness of the RTR Program is to compare program participants with non-participants on several outcomes including teaching effectiveness, efficacy and graduation rates (GPRA performance measure #1). To determine the impact of participation on teaching effectiveness, VCU Clinical Evaluation Continuum ratings of TRs and non-TRs will be compared and analyzed using parametric statistical procedures to determine if statistically significant differences are evident between the two programs. To evaluate the extent to which participation in the RTR Program enhances the efficacy and effectiveness of pre-service teachers, the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Hoy, 2001) will be administered to program participants and to a random sample of non-participants. The TSES has been used to measure the efficacy of preservice teachers and includes three sub-scales that measure student engagement, instructional strategies, and classroom management. Scale reliabilities have been shown to be sufficiently high, with alpha levels ranging from .87 to .94 (Tschannen-Moran & Hoy, 2001). Parametric statistical procedures will be used to determine if differences are evident between RTR participants and non-participants on the TSES and the three

sub-scales. Effect sizes (i.e., Cohen's *d*) will be calculated for continuous variables. The TSES will also be administered during the first two years of teaching in combination with other survey measures. The longitudinal administration of the TSES to RTR participants/graduates as well as their non-RTR counterparts will provide information about any changes in self-efficacy from one year to the next as well as across these two groups (see 3b). Last the graduation rate and PRAXIS scores (GPRA performance measure #3) for RTR participants will be compared with that of preservice teachers that were enrolled in the traditional education program.

Evaluation Question 1c: To what extent do RTR participants persist and are retained in RPS high-need secondary schools?

Design: To measure the extent to which program participants remain in RPS high need-schools, short-term and long-term performance measures of persistence and retention (GPRA performance measure #2) will be collected for participants in each RTR cohort; these data will be collected for each cohort as they move through the three years of the program following the residency period. It will be possible to track the rate of retention for RTR participants due to the program documentation requirement of their teaching placement.

Objective 2: *Recruit and prepare 80 highly effective teachers for RPS secondary schools.*

Outcome: Prepare 20 TRs with a 90 percent retention rate each year of the program.

Evaluation Question 2: To what extent did the program achieve the targeted preparation and retention outcome? Design: To determine if the outcome associated with Objective 2 was achieved during each year of the program, participation and retention rates will be obtained from the Project Director.

Objective 3: *Provide ongoing support and professional development for program participants during the first two years of teaching.* **Outcomes: (a) A retention rate of at least 85 percent**

for first and second year RTR Program graduates in RPS high-need secondary schools; (b) effective mentoring support for RTR graduates; (c) increased student achievement for RTR graduates.

Evaluation Question 3a: How does the retention rate of RTR graduates compare with that of non-RTR graduates in RPS? The rates of attrition for RTR graduates will be compared with those of non-RTR graduates with similar characteristics (e.g., teaching assignment, grade level, content area) in RPS. A baseline rate of attrition will be obtained from the RPS Office of HR to provide a context for the attrition rates that correspond to the required three-year service timeline. During each year of the program, attrition rates will be obtained from RPS Office of HR for beginning teachers that did not graduate from the RTR Program and compared with the attrition rate of RTR graduates. To provide for more meaningful data, the collection of attrition data for RTR graduates and non-graduates will continue beyond the funded period in an effort to capture these data for the first five years of teaching. It is well documented that the first five years of teaching is a critical time for beginning teachers; according to Smith and Ingersoll (2004) between 40-50 percent of new teachers will leave the profession within the first five years.

Evaluation Question 3b: To what extent do RTR graduates find the two-years of mentoring support effective? Design: Beyond the year of residency, the RTR Program includes two years of mentoring/coaching support for beginning RPS teachers based on the NTC induction model. To measure the effectiveness of the mentoring model, surveys will be administered to several stakeholder groups including beginning teachers and their CCs during the first and second year of the induction support. The beginning teacher survey will be developed from several existing measures including the National Center for Educational Statistics School

and Staffing Survey (SASS), the New Teacher Center Induction Survey, and the Teachers' Sense of Efficacy Scale (TSES). The survey will be designed to measure constructs associated with teacher attrition including school climate, administrative support, satisfaction with their teaching assignment, as well as specific components of the NTC mentoring model and teaching efficacy. In addition, the survey will address other types of support available to RTR graduates including participation in professional learning communities and summer workshops. CCs will also be surveyed about their experiences in the mentoring program. The CC Survey and the RTR Beginning Teacher Survey will share a common set of core items to allow for comparisons about the type and focus of mentoring activities across the two stakeholder groups. Aggregate results from both surveys can be used to inform programmatic decisions and inform mentoring activities by the CCs in the second year of support. In an effort to obtain comparative information about the effectiveness of participation in the RTR Program in combination with the two-years of induction support, a stratified random sample (according to subject area) of comparison first and second year teachers will also be included in the survey administration. In addition, the grant application requires that, if possible, support be provided to other beginning teachers in schools where RTR graduates are placed. This stipulation in combination with the use of a comparison group affords the project a unique opportunity to assess the value of participation in the residency by comparing survey results across three groups of beginning teachers – (1) RTR graduates, (2) non-RTR graduates who receive support from CCs and (3) non-RTR graduates who do not receive any additional support beyond the traditional district induction program.

Evaluation Question 3c: To what extent was the full-release mentoring model implemented with fidelity? To what extent are varying levels of implementation associated with the perceived effectiveness of the mentoring program? Design: A treatment fidelity checklist

will be developed during Year 1 of the project and will be completed by using the content of the weekly logs that are completed by each CC. These logs record the time spent with each beginning teacher, the type of support provided (e.g., one-on-one conference, observation, modeling lessons, etc.) and the mentoring tool that was utilized. The checklist will provide for a rating of the level of implementation and adherence to the mentoring model. These ratings can then be used as an independent variable in the statistical analyses of the survey results.

Evaluation Question 3d: Is there an association between RTR Program participation and higher rates of student achievement? Design: A central aim of the RTR Program is to increase teacher retention and improve student achievement in RPS' highest-need secondary schools. Similar to many other states, Virginia implements a statewide testing program in an effort to determine the degree to which students have obtained the knowledge and skills specified in related Standards of Learning (SOL). Criterion-referenced standardized subject area tests are administered in grades 3-8 and end-of-course assessments are administered for the high school grades. The impact of the RTR Program on student achievement will be explored by examining the adjusted average achievement growth of students from one school year to the next covering the year that they were taught by a RTR graduate. Similar scores will be obtained for students of a teacher matched to each RTR graduate to provide for a comparison group. Since SOL scores are administered for a variety of specialized subject areas, test scores will be converted to a common metric by calculating a z-score. Due to the small sample size of the RTR cohorts ($N = 20$) and the possibility of attrition, the sample size of the comparison group will exceed that ($N \approx 40$) of the treatment group, in an effort to improve the statistical power of analyses. In addition, supplemental student achievement data including PSAT and SAT scores will be obtained to serve as additional covariates in the analyses. Other covariates will include student

characteristics such as gender, race/ethnicity, special education status, English-language learner status, and free/reduced price lunch status. Due to FERPA and RPS policies it is not possible to link school-level or teacher-level data with student-level information without parental consent; consequently it will not be possible to analyze results using hierarchical analytical methods. To analyze student achievement data, regression analyses and effect size will be used.

Objective 4: *Develop and support teacher leaders for RPS secondary schools.* Outcome:

Teachers who feel prepared for and are assuming greater leadership roles in their school and/or district.

Evaluation Question 4a: To what extent did RTR graduates find the leadership training effective in preparing them for leadership roles in RPS? Design:

In year 4 of the program, graduates will attend a five-day leadership training. To evaluate the effectiveness of the training a survey aligned with the content and skills imparted at the training will be administered prior to participation and at completion to identify any immediate impact of participation on communication, team building, organization, and professional development design skills. The purpose of the pre/post survey is twofold – to measure the effectiveness of the training and to gather formative information from participants that can be used to improve, revise, and modify the training for subsequent cohorts. To understand the broader impact of participation in the training, focus groups will be conducted with participants five to seven months following the training to determine how participation influenced participants’ decision-making related to professional growth, role within their school/division, and interactions with colleagues.

Evaluation Question 4b: To what extent are RTR graduates seeking National Board

Certification? Design: The second aspect of fostering teacher leadership embedded in the RTR Program is directing support to RTR graduates meeting the RPS service requirement to seek

National Board Certification (NBC). To evaluate this program element, the following data will be collected from the Project Director: (1) the number of RPS teachers seeking NBC, (2) the number of RTR graduates seeking NBC; and (3) the total number of RPS teachers and the number of RTR graduates that achieve NBC. These data will enable the detection of program impact by comparing district-wide trends related to NBC with those specific to RTR graduates.

Evaluation Question 4c: To what extent do program participants (e.g. CRCs and CCs) feel prepared to and are assuming greater leadership roles in their schools and/or district?

Design: In an effort to develop teacher leadership and respond to characteristics of urban school districts, the RTR Program includes several components designed to encourage the continued professional development of not only RTR graduates but also the CRCs and CCs. Focus groups will be conducted with these stakeholder groups to understand how participation in the program influenced their level of preparedness for greater leadership roles in their school or district as well as the types of activities or responsibilities they have assumed since participation in the program.

Objective 5: *Strengthen the role of RPS secondary school administrators in supporting novice teachers and teacher leaders.* Outcome: **Improved administration support of novice teachers and teacher leaders.**

Evaluation Question 5: To what extent did participation in the *Improving Student Achievement through Teacher Observation and Feedback (ISATOF)* training influence administrators' support of novice teachers and teacher leaders? Design: The RTR Program includes a training specific to building administrators in an effort to further support the work of the RTR graduates and other teacher leaders (e.g., CRCs, CCs). A similar approach will be used to evaluate the effectiveness of the two-day *ISATOF* training through the implementation of a pre

and post survey as well as a qualitative follow-up interview. These interviews will be conducted with a random sample of the participants; the specific number of interviews will depend on the total number of principals that participated in the training. Interviews will target how participation in the training influenced how they conduct observations and the nature of feedback they provided to practitioners. The findings of these interviews will inform subsequent offerings of this particular training session as well as provide an assessment of the longer-term impact of participation. Similarly, a workshop evaluation instrument will be developed by the grant evaluator in collaboration with Dr. Terry Dozier to obtain participant feedback out of the half-day session, *Promoting and Supporting Teacher Leadership*, the results of which will serve a formative function.

The RTR Program will cooperate fully with a national evaluation contractor selected by the USDOE to evaluate the program by responding to all data requests in a timely manner.

SECTION THREE: SIGNIFICANCE OF PROJECT ACTIVITIES

Promising Approaches to Preparing and Inducting New Teachers: The RTR proposal builds on successful national models and local initiatives. On July 8, 2009, our partnership received notification from the Urban Teacher Residency United (UTRU) that we have been accepted into their national network. Founded by the three pioneering residency programs in Boston, Chicago, and Denver, the UTRU Network offers a Residency for Residencies Program (RRP) for new network members. The RRP is a two-year program of development and support for organizations that are developing residency-based teacher preparation programs. The RRP combines an intensive series of learning institutes and site-based, individualized support services that will allow RTR partners to leverage learnings from the three most advanced urban residency programs in the nation and receive ongoing support

services as we navigate the inevitable challenges that will arise in bridging higher education and K-12 school cultures. Our participation in the RRP will ensure the RTR has the highest chance of success and membership in UTRU will provide national exposure for our work.

The RTR mentoring and induction component for both TRs and first and second year teachers is aligned with the nationally renowned Santa Cruz NTC model. As cited earlier, the NTC model has extensive data to show its positive impact on teacher retention and student achievement which are also mirrored by our local evaluation results from the federally funded BTA Program. Individuals who are prepared and supported during their first two years of teaching using the NTC approach internalize the belief that learning to teach is a career-long process that involves a continuous cycle of planning, teaching, and reflecting for the purpose of promoting high achievement for all students. The deeply reflective process that is embedded in the NTC approach to mentoring parallels the kind of analysis of teaching practice and reflection required of teachers who achieve NBC. Therefore, in addition to increasing teacher retention and student achievement, this project will help to increase the number of NBCTs in RPS by both preparing them for the NBC process and supporting those RTR graduates who wish to seek certification after their third year of teaching. Because research has shown that NBCTs are more effective than other teachers at raising student achievement (Anthony & Goldhaber, 2004), especially among low-income students, increasing the number of NBCTs within RPS will have a positive impact on students. In addition, NBCTs are strong teacher leaders who can and want to contribute to their profession by helping to prepare and induct the next generation of teachers (NBPTS, 2001).

CTL's extensive experience in developing and supporting teacher leaders is a significant aspect of the RTR proposal. Training CRCs and CCs not only enhances the skills of exemplary

teachers, but these positions also provide meaningful leadership roles that will lead to increased retention of RPS's most outstanding teachers. In addition, the thoughtful, deliberate development of leadership skills in the RTR graduates through Teacher Leadership 101 training and support for NBC will ensure a strong pipeline of RPS teacher leaders for years to come. Therefore, not only will the RTR Program make a significant contribution to the knowledge base of how to prepare effective, successful teachers for urban schools that will serve as a prototype for other university-level teacher preparation programs, but it will also contribute to the knowledge base on how to develop and support **teacher leaders** for urban settings.

Description of Coordinated Strategies and Alignment with State and Student

Academic Achievement Standards: Since July 1, 1995, the Commonwealth of Virginia has been engaged in a comprehensive effort to raise achievement for all students through the adoption of rigorous, grade- and subject-specific Standards of Learning (SOLs). Virginia also has implemented an accountability system that measures how well students are meeting the SOLs and how well schools are preparing them to succeed. New Standards of Accreditation (SOA) have been adopted for schools that incorporate test results in requirements for high school graduation and for individual school accreditation. As stated earlier, the Virginia SOLs will be incorporated into the RTR preparation program so that graduates are fully prepared to teach the required RPS curriculum and help their students meet state standards.

Virginia's intense focus on raising student achievement through a strong system of standards and accountability has led to a strong focus on teacher quality. Virginia established a Career Switcher Program in 2000 to try to meet the staffing needs of school districts. However, perceived weaknesses in the Career Switcher Program and some traditional teacher preparation programs, especially in preparing teachers for urban settings, have led to strong support among

Virginia leaders for the RTR proposal. As noted in letters of support from Governor Tim Kaine, Dr. Patricia I. Wright, Virginia's Superintendent of Public Instruction, Dr. Daniel J. LaVista, Executive Director of the SCHEV, Dr. Mark Emblidge, President of the State Board of Education, and Dr. Kitty Boitnott, President of the Virginia Education Association, the RTR proposal will design and pilot a "third way" of preparing teachers for the Commonwealth that builds on the medical residency model and draws from the strengths of traditional as well as alternative approaches to teacher preparation (see Appendix D for letters of support). Virginia leaders believe the urban teacher residency model holds great promise and will use evaluation results of this new pathway to teaching to secure increased state and private funding to expand the RTR Program and replicate it in other urban settings in Virginia.

As described earlier, the RTR Program builds on work that is underway both at VCU and RPS to improve the recruitment, preparation, and retention of teachers. VCU has received an NSF grant to identify outstanding undergraduate science students and prepare them through a year-long residency. The RTR Program will provide the partnership with an opportunity to design and pilot an urban residency model for individuals who already possess a bachelor's degree. The RTR Program also builds on the CF Program and the BTA Program, both of which were piloted and evaluated within local high-need schools, including those in RPS. The strong ongoing partnership that exists between VCU and RPS, and the coordination and alignment described in Objective 3, 4, and 5, will ensure that the RTR Program meets the needs of both RPS and the teachers and students served. The successful track record of past partnership projects warrants a TQE-P investment for the RTR proposal. Our current TQE-P grant has been so successful that we were given a \$48,000 supplemental award in 2008-2009 to expand our

work. All of these factors indicate that federal investment in the RTR proposal will be well-managed, successful, and sustained past the grant period.

Assessment of Resources Available and Financial Commitment of Partners: The economic crisis and Virginia's tenuous budget situation has made it difficult for our partners to provide the kind of matching dollars required by the federal government. However, despite these budget constraints, all partners are contributing significantly to this project to ensure its success and we are not asking for a waiver of the 100% matching requirement for any year of the grant. In fact, we are over matching for all five years of the grant. This extraordinary financial commitment during the most difficult economic climate since the Great Depression illustrates the excitement that has been generated among our partners for the opportunity to design and pilot an urban teacher residency program for RPS. The need to design and implement a new approach to preparing teachers for high-need, urban settings has been apparent for years, but we have lacked the resources to move forward to address this need. Furthermore, many of the components of the RTR proposal, especially the mentoring/induction (Objective 3), teacher leadership development (Objective 4), and school leadership development (Objective 5) components were initiated long before the TQE-P Grant competition was announced. Funding through the TQE-P Grant program will provide the needed resources to accelerate this critical work and provide the time and data needed to demonstrate the effectiveness of all program components so that they may be institutionalized by the end of the grant period.

The financial commitment of the individual partners is reflected not only in the amount of support, but also the type of support provided. VCU is contributing the time of its senior administrative leadership and its most experienced faculty members. In addition, the tuition rate provided to RTR participants is less than half the tuition cost for regular graduate students. CTL is

matching the costs of all training for CRCs and CCs and for teacher leadership training for RTR graduates.

The match from RPS represents: (1) one period of release for CRCs to work with TRs; (2) all costs associated with the RPS New Teacher Institute, ongoing professional development for teachers, and the RPS Leadership Institute; (3) all costs associated with support for teachers seeking NBC; (4) contributed time of the RPS Director of Professional Development who is responsible for coordinating the RPS mentoring program and leadership development and who will oversee and monitor the work of the grant within RPS; (5) contributed time of school and district administrators; and (6) meeting space, materials, substitutes, and food for ongoing professional development for project participants.

The RTR proposal has also attracted business and community partners who are contributing significantly to the success of the RTR Program. The P-20 Council will contribute on a quarterly basis the time of its senior leaders that include five CEO's, four college presidents, and four local school superintendents to serve as the RTR Program oversight and advisory board. (See Appendix D for a complete list of P-20 Council members.) In addition, Venture Richmond, a partnership that engages business and community leaders in partnering with Richmond City to enhance the vitality of the community, has worked for years with RPS to support teacher recruitment and recognition initiatives and to help build successful school-business partnerships. This support will continue for the RTR Program and will include: (1) complimentary hotel rooms for individuals interviewing for residency/teaching positions in Richmond; (2) luncheons and receptions for prospective teachers and new teachers; (3) cash awards and receptions for teachers of the year; and (4) contributed time of business leaders who will go on recruiting trips with RPS personnel, attend recruitment fairs and talk with prospective applicants, tour candidates

around the area when they come to interview for positions, and help teachers network with other community members during welcoming receptions and school year start-up activities. Finally, Mr. Jim Ukrop, Chairman of First Market Bank and a member of the P-20 Council, is currently negotiating with a developer to turn an old warehouse in Richmond's historic Shockoe Bottom into no cost/low cost apartments for the RTR residents and beginning teachers. (A detailed list of all partner contributions can be found in the Budget Narrative.)

Continuation of the Project after Federal Funds: The significant changes implemented through the RTR proposal in how we recruit, prepare, and retain teachers for urban high-need secondary schools are sustainable because the partnership between VCU and RPS is not a "paper partnership." We have collaborated in efforts to improve student learning through the development of teachers and leaders for many years and have a strong track record of sustaining and expanding the work of the partnership, most recently as part of the META partnership. This collaboration has continued in the development of the RTR proposal. Even before the USDOE released the current TQE-P request for proposal, RPS and VCU began working together. Dr. Yvonne Brandon, Superintendent of RPS, designated Dr. Darlene Currie, RPS Director of Professional Development, as the RPS representative on the proposal writing team. Dr. Currie, Dr. Terry Dozier, Director of CTL, and Dr. Nora Alder, VCU Associate Professor, attended the May 7 UTRU meeting in Chicago to learn more about the teacher residency model. Dr. Currie served as the liaison with RPS staff, circulating multiple drafts of the proposal, suggesting refinements, and negotiating the roles, responsibilities, and release time of RPS staff who will carry out the RTR program. Dr. Alder has played the same role for VCU faculty. Both Dr. Brandon and VCU School of Education Dean Beverly Warren met together with Mr. Jim Ukrop to develop the business plan for the no cost/low cost housing for RTR

participants. Finally, RPS teacher leaders – both clinical faculty and BTAs – have piloted and offered suggestions for revising the formative assessment tools that will form the basis of TRs examination of effective practice.

We believe the RTR partnership is well poised to redirect and seek additional funding to sustain the RTR Program for several reasons. As mentioned earlier, through an extensive proposal review process, VCU and Richmond were deemed one of five Urban Serving Universities and their communities that are best poised to build localized, comprehensive partnerships that use data to drive the education transformation necessary to meet the needs of a 21st century learner. The four sites, (1) California State University - East Bay (Hayward, California); (2) Indiana University - Purdue University Indianapolis (Indianapolis, Indiana); (3) University of Houston (Houston, Texas); and (4) Virginia Commonwealth University, (Richmond, Virginia) will form the Education Partnership Implementation Network (EPIN) and will serve as national demonstration sites for innovation in educational improvements that lead to improved student achievement and economic development outcomes. As the oversight and advisory board to the RTR Program, the Richmond P-20 Council will provide extensive opportunities for national dissemination and impact beyond our local area which can attract additional funding. Our participation in the UTRU Network will also provide guidance in effective strategies to sustain and grow the teacher residency model.

As noted in the letters of support from Virginia's top state leaders (see Appendix D), data from the RTR Program will be used to build political support for a state-wide effort to expand the urban teacher residency model to other areas within Virginia. In addition, the make-up of the P-20 Council will also ensure continued local support for the project and provide an infrastructure to continue this work after the federal funds end. Finally, Venture Richmond and

Mr. Jim Ukrop’s strong investment in the current RTR proposal speaks to the interest of the business community in supporting and sustaining effective efforts to meet the staffing needs of urban high-need schools.

SECTION FOUR: QUALITY OF MANAGEMENT PLAN

The work plan and timeline of activities below represent a thorough and thoughtful plan to implement all project goals and objectives on time and within budget.

Project Goal: To increase student achievement by designing and piloting an intensive, school-based approach to recruiting, preparing, and retaining bright, capable teachers for RPS high-need secondary schools.		
Objective 1: Design and pilot an intensive, school-based teacher preparation program for RPS high-need secondary schools.		
Major Project Milestones	Timeline	Persons Responsible
RTR representatives attend meeting of the Urban Teacher Residency United; applied for the UTRU Network and Residency for Residencies Program (RRP)	May 7, 2009 – Attended informational meeting; accepted to UTRU Network July 2009	Dozier/Currie/Alder
Develop 12-month RTR Program	Fall 2009-Spring 2010	Curriculum Design Team
RTR team participates in 2-year UTRU Program designed to assist fledgling residency programs	Fall 2009-Spring 2011	Dozier/Currie/Alder
Develop application and selection process for host schools	Fall 2009/Winter 2010	Currie/Alder
Develop criteria and selection process for CRCs	Winter 2010	Tusing/Currie
Pilot new curriculum	Summer 2010-Summer 2011	Alder/CRCs
Revise and refine curriculum based on formative assessment of pilot	Summer 2011-Summer 2012	Curriculum Design Team
Implement revised curriculum	Summer 2012-Summer 2013	Alder/CRCs
Continue to monitor and revise curriculum as needed	Summer 2013-Summer 2014	Alder/CRCs

Objective 2: Recruit and prepare 80 highly effective teachers for RPS secondary schools.		
Major Project Milestones	Timeline	Persons Responsible
Hire TR Recruiter and Advisor (TR R&A)	Fall 2009	Dozier/Currie
Develop RTR promotional materials	Fall 2009	TR R&A

Develop application and selection process for residents	Fall 2009/Winter 2010	Dozier/Currie/Alder
TRs begin their M.T. program	Summer 2010	TRs
Place residents with CRCs	Summer 2010	Tusing/TR R&A
TRs complete their M.T.	Summer 2011	TRs
RPS hires first cohort of TRs	Spring/Summer 2011	RPS HR Director

Note: Three additional cohorts of 20 TRs will complete the same process outlined above. See outline of RTR Program activities organized by project year in Appendix D.

Objective 3: Provide ongoing support and professional development for program participants for at least the first two years of their teaching careers.		
Major Project Milestones	Timeline	Persons Responsible
Develop criteria and selection process for CCs	Winter 2011	Tusing/Currie
Select CCs based on content area needs of RTR graduates	Spring 2011	Tusing/Currie
Train and provide ongoing professional development for CCs	Summer 2011-Spring 2012	Tusing
Assign RTR graduates to CC	Summer 2011	Tusing
CCs continue to work with RTR graduate for two years	First cohort of TRs receive services Fall 2011-Spring 2013; repeat for each cohort	Tusing
PLCs established for RTR graduates	Fall 2011 – Spring 2014	Reich
Content-specific workshops offered by CHS faculty	Summer 2011, 2012, 2013, 2014	Howard/Hawkridge

Objective 4: Develop and support teacher leaders for RPS secondary schools.		
Major Project Milestones	Timeline	Persons Responsible
Pay fees and provide structured support program for at least 10 teachers each year who wish to seek NBC	August 2009-Sept. 2014	Currie/Dozier
Recruit and provide 6 days of NTC mentor teacher training for teachers who assume CRC and CC positions	Spring 2010-Spring 2014	Tusing/Currie
Provide CRCs monthly ongoing professional development and support	Fall 2010-Spring 2014	Tusing
Provide weekly Friday Forums for CCs	Fall 2011-Spring 2014	Tusing
Provide Teacher Leadership 101 training for RTR graduates	Summer 2013-Spring 2014	Dozier
Pay fees and provide structured support program for RTR graduates who wish to pursue NBC	August 2014-April 2015	Currie/Dozier

Objective 5: Strengthen the role of RPS secondary school administrators in supporting novice teachers and teacher leaders.		
Major Project Milestones	Timeline	Persons Responsible
Provide 6 days of NTC mentor teacher training to host school principals	Summer 2010-Spring 2011 (repeats each year for new host principals)	Currie/Tusing
Provide 2-day <i>ISATOF</i> to all new RPS secondary principals	Summer 2012, 2013, 2014	Currie
Provide half-day <i>Promoting and Supporting Teacher Leadership</i> at RPS annual Summer Leadership Institute	Summer 2012, 2013, 2014	Dozier

Responsive Governance and Decision-making Structure: The P-20 Council will serve as the oversight and advisory board to the RTR Program, meeting quarterly to review ongoing formative assessments and evaluation data to determine needed revisions and refinements to project components. In addition, CTL will oversee the day-to-day governance and management of the RTR Program. While VCU serves as CTL’s fiscal agent, CTL is not a part of the School of Education’s teacher preparation program and has a track record of bridging K-12 and higher education through coordination of META, a partnership between four local area school districts (including RPS) and VCU.

Qualifications of Key Personnel and Responsibility for Project Implementation:

Therese (Terry) A. Dozier, Project Director: Dr. Dozier, Associate Professor in the School of Education, CTL Director, and Chair of META, will oversee all aspects of the project. She will be responsible for ensuring that all project activities are developed and implemented according to prescribed timelines, directing the efforts of project staff, ensuring that all funds are expended in a timely manner, and representing the project at the Project Director’s meeting. Dr. Dozier currently serves as Principal Investigator for the META Teacher Development and Retention Project, a TQE-P grant funded in 2004. The RTR Program capitalizes on the capacity

that has been built at CTL, VCU, and RPS through the federally funded META Project and expands its impact. Dr. Dozier also serves as a Co-PI for Project ALL, a USDOE school leadership grant that prepares teacher leaders to become assistant principals and principals in RPS secondary schools using case study and simulation methodology. Dr. Dozier's experience with both Project ALL and the META project provide her with rich knowledge of key personnel and direct experience in navigating issues that arise in working with RPS and VCU faculty. In addition, Dr. Dozier's experience in the area of teacher quality provides extensive expertise to the project, as well as broad opportunities to disseminate the results of the project to state and national audiences. Dr. Dozier has worked closely with the Governor's Office and the Virginia Department of Education on implementation of Virginia's Teacher Quality Enhancement Grant. Prior to joining the VCU faculty, Dr. Dozier served as Senior Advisor on Teaching to former U.S. Secretary of Education Richard W. Riley. In this capacity she served as the Clinton Administration's top policy advisor on all teaching issues. Dr. Dozier also led the Department's teaching initiative with primary responsibility for the development and implementation of a strategic plan to improve teacher recruitment, preparation, and ongoing professional development, including overall leadership in research, evaluation, and data collection on teacher quality. While teaching world history in South Carolina, Dr. Dozier was named the 1985 National Teacher of the Year and has nineteen years of classroom teaching experience in settings as diverse as inner-city Miami, suburban South Carolina, and the Singapore American School.

Dr. Darlene Currie, RPS Liaison: Dr. Darlene Currie, RPS Director of Professional Development, will serve as the RPS liaison to ensure fidelity to the RTR goals and outcomes within the context of RPS. Dr. Currie began her career as a secondary English teacher in high-needs schools in Pittsburgh, Pennsylvania. She served as the University Supervisor for student

teachers and a Community College Continuing Education Instructor prior to becoming an elementary school principal and the Coordinator of Elementary Education, Exceptional Education and Student Services. With her experience in higher education and 17 years as an RPS principal and central office leader, Dr. Currie brings to the RTR Program invaluable knowledge of and strong working relationships with key RPS stakeholders.

Ms. Jan Tusing, Mentor Coordinator: Ms. Tusing will be responsible for the day-to-day implementation of the mentoring component of the RTR Program. Ms. Tusing brings a wealth of experience and expertise to this position. From 2005-2007, she served as a full-release mentor in a high-need middle school in the successful first pilot of the TQE-P funded BTA Program. She is currently serving as the Teacher Leader-in-Residence and BTA facilitator for CTL. In this capacity, she coordinates the NTC training and ongoing professional development of the full-release mentors in the second BTA pilot. Ms. Tusing is also a licensed NTC trainer and NBCT. As Mentor Coordinator she will: (1) oversee the establishment of criteria and a selection process for identifying CRCs and CCs; (2) serve as the lead trainer for CRCs and CCs; (3) facilitate the monthly professional development meetings for CRCs and weekly Friday Forums for CCs; (4) monitor the effectiveness of CRCs and CCs; and (5) coordinate closely with the TR Recruiter and Advisor to ensure that the needs of residents are being met by the CRCs and CCs.

Dr. Nora Alder, Curriculum Coordinator: Dr. Alder will be responsible for working with VCU faculty, CRCs, and other RPS staff to design and implement the curriculum for the new residency model of preparation. Dr. Alder is an Associate Professor in the VCU Secondary Education Teacher Preparation Program and currently teaches middle and secondary curriculum and instruction, classroom management, multicultural education, and urban schooling. She began

her career as a Teacher Corps Intern in a high-needs school in Oklahoma City and has more than 12 years of public school teaching experience in diverse, urban middle and high schools in Oklahoma City and Los Angeles. This background, combined with her interests in social justice, curriculum and instruction that serves the needs of all students, culturally responsive teaching, and classroom management, place Dr. Alder in a unique position to develop the learning experiences that will comprise the RTR curriculum and to serve as a liaison between the school sites and the university.

TR Recruiter and Advisor (To be hired): The TR Recruiter and Advisor will work collaboratively with RTR and RPS staff to develop a marketing plan aimed at inspiring individuals from diverse backgrounds and high-need subject areas to apply for the RTR Program. The TR Recruiter and Advisor will also advise, support, and monitor the progress of the residents as they matriculate through the RTR Program, including the first three years of their teaching career. (See Appendix D for a draft job description for the TR Recruiter and Advisor and for the qualifications and relevant experience of all key personnel.)