

## **The Newark-Montclair State University Teaching Residency Program (NMUTR)**

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Abstract: Montclair State University (MSU), in partnership with the Newark Public Schools (NPS) in Newark, New Jersey, is submitting this proposal to implement the NMUTR program, which seeks to improve student achievement by applying rigorous research-based teacher preparation to the concrete needs of the NPS. This proposal addresses Absolute Priority #2: Teaching Residency Programs; Competitive Preference Priority 1: Promoting Science, Technology, Engineering and Mathematics (STEM) Education; and Competitive Preference Priority 2: Implementing Internationally Benchmarked, College, and Career-Ready Elementary and Secondary Academic Standards.

NMUTR is designed to recruit effective individuals, including minorities and individuals from other occupations, into the teaching force; improve the quality of both new and prospective teachers; increase teacher retention rates; and ultimately improve student achievement.

Specifically, NMUTR's goals are:

1. To prepare high quality prospective teachers for NPS through a model teaching residency program for individuals without teaching experience but with strong academic backgrounds in Math or Science, or with strong academic backgrounds and interest in Early Childhood and Special Education;
2. To improve the quality and retention of new teachers in NPS by involving them in an induction program, professional development, and networking;
3. To improve the quality and retention of mentor teachers in the NPS by involving them in professional development and in becoming part of a network of mentor teachers, coaches, and teacher researchers who use data to improve instruction;
4. To incorporate key elements of the residency model into the larger teacher education program.

Critical aspects of NMUTR include a residency that provides classroom immersion, instructional rounds and group seminars, and mentorship that benefits both teacher residents and experienced educators. Additional key features of the NMUTR are: the use of a cohort structure; strong induction support; inquiry, action research, and professional learning communities; required collaboration across the University and the schools; focus on the teacher development continuum; and emphasis on a strong connection between theory and practice.

As a result of NMUTR, 60 early childhood educators dually certified in special education, and 20 secondary math/science educators, will be fully prepared to teach in the NPS schools. Each will receive a Master of Arts in Teaching degree and teaching certification, and will be Highly Qualified in their area of licensure. The program will continue, expand, and refine the previous 5-year teacher residency that was funded by a Teacher Quality Partnership grant from 2009 to 2014. That program produced 60 Highly Qualified Teachers who are now offering instruction in shortage areas in NPS schools.

