



## New York City Urban Teacher Residency

**PR#:** U336S140066

**Organization:** New Visions for Public Schools

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**Priorities:** AP2, CP1, CP2

**Award Amount:** \$733,415

**Abstract:** New Visions for Public Schools, in partnership with Hunter College and the New York City Department of Education, seeks a Teacher Quality Partnership grant for the New York City Urban Teacher Residency (UTR), which addresses Absolute Priority 2 (and Competitive Preference Priorities 1 and 2). Through this grant, the partners propose to transform 10 public high schools over the next five years into Professional Practice Centers (PPCs) that will prepare new teachers for high need secondary schools and support other schools in becoming teacher residency sites. The PPCs will provide clinical learning environments where aspiring teachers build their skills alongside master practitioners during an intensive residency year and novice teachers continue to develop during a carefully designed and well supported induction phase. The program will prepare approximately 150 secondary school teachers with the capacity to educate students to college and career ready standards and to use data driven inquiry to improve instruction.

The initiative includes two key features:

1. Implementation of a teacher residency model based on the UTR model, which has evolved and incorporated new elements over the past five years. Launched by the partners in 2009, UTR has demonstrated strong results on external evaluations. Specifically, students taught by teachers trained in the program outperform the students of nonUTR prepared peers on key standardized exams and course grades, and retention rates among UTR graduates are significantly higher than citywide averages. Aspiring teachers would complete an 18-month program, including a year-long clinical residency with a strong mentor in a high need urban secondary school and rigorous coursework for the completion of a master's degree in education. Candidates would be recruited in English language arts, math, science, special education and Teaching English to Speakers of Other Languages; an additional content area would be added based on shortage needs identified by the NYCDOE.
2. The development of a critical mass of Professional Practice Centers (PPCs) across NYC, each with a designated site director who is accountable for the learning of resident mentor pairs. The PPCs would operate as an ancillary of a new initiative by the New York City Department of Education, the Learning Partners Program, which puts formal structures in place for cross-school learning. As Learning Partners "host" schools, each PPC would support to two "partner" schools in becoming teacher residency sites, thereby advancing system wide change and increasing program sustainability. Through this initiative, the partners aim to: 1) Increase the number of well prepared, certified teachers entering our city's classrooms through the implementation of an intensive 18-month residency based preparation program; 2) Improve the retention of teachers in high need subject areas; 3) Accelerate the effectiveness of beginning teachers; 4) Improve student achievement in novice teachers' and mentor

teachers' classrooms; 5) Strengthen the bridge between pre-service training and in-service support so all stakeholders are accountable for new teacher effectiveness and create a continuous feedback loop for improvement; 6) Develop teachers into peer leaders who share what they learn, fostering a collaborative school wide instructional culture; 7) Promote cross-school collaborative learning of successful strategies and innovative practices, promoting system wide change across NYC; and 8) Build a foundation for program sustainability and expansion.

