

**New Visions for Public Schools**  
**New York City Urban Teacher Residency**  
**Teacher Quality Partnership Proposal Narrative**

New Visions for Public Schools (New Visions), in partnership with Hunter College and the New York City Department of Education (NYCDOE), proposes to transform approximately 10 public high schools over the next five years into Professional Practice Centers (PPCs) that will prepare a critical mass of effective teachers with the capacity to use data-driven inquiry to improve instruction and to educate high-need secondary school students to meet college- and career- ready standards. Borrowing from the example of the academic medical center or “teaching hospital,” these PPCs will provide clinical learning environments where aspiring teachers build their skills alongside master practitioners during an intensive residency year and where novice teachers continue to develop during a carefully designed and well-supported induction phase. Like academic medical centers, the PPCs would serve as research centers, developers and repositories of specialized knowledge, and sources of high-quality tools and techniques for practitioners, including colleagues from other schools that aspire to become teacher residency training sites. The PPC model builds on the very successful New Visions - Hunter College Urban Teacher Residency (UTR), which was launched by the partners in 2009 and has demonstrated strong results on external evaluations. Specifically, students taught by teachers trained in the program outperform the students of non-UTR prepared peers on key standardized exams and course grades, and retention rates among UTR graduates are significantly higher than citywide averages.<sup>1</sup> The proposed initiative addresses **Absolute**

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<sup>1</sup> Rockman et al, 2014

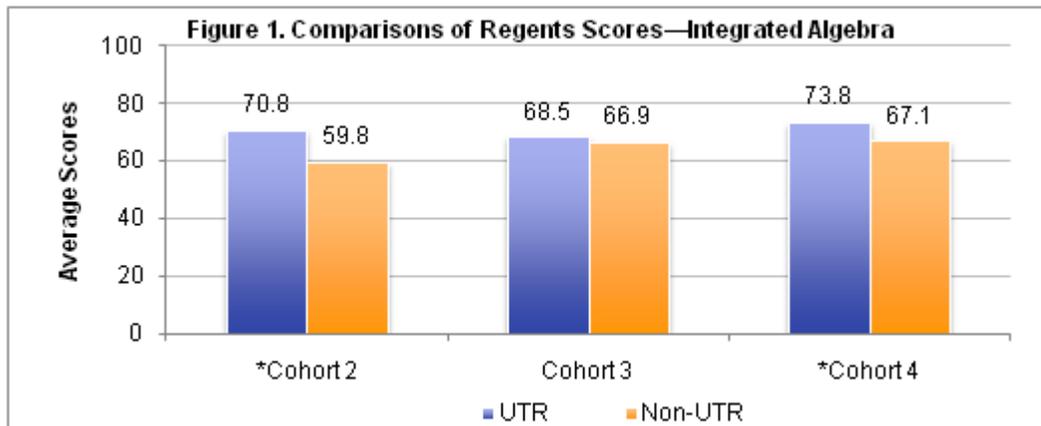
**Priority 2 - Partnership Grants for the Establishment of Effective Teacher Residency Programs** and **Competitive Preference Priorities 1- Promoting STEM Education** and **2 - Implementing Internationally Benchmarked, College- and Career-Ready Academic Standards**. Over the next five years, the partners propose to recruit, train, certify, place and support approximately 150 new teachers who will make long-term commitments to teaching in our city’s high-need public schools; at the same time, the initiative will transform participating schools and strengthen the infrastructure for clinical teacher preparation at scale across the city.

**Organizational Overview.** For the past 25 years, New Visions has addressed deeply entrenched problems within NYC’s public schools that pose barriers to success for high-need students. This has been accomplished through a variety of strategies, including new school creation, principal development and support, and greater uses of data to assess and improve instruction. Today, nearly one in five NYC public high school students attends a school either created or managed by New Visions. Serving a student population of approximately 46,000, New Visions schools are effectively a “district within a district” that rivals the size of the Seattle public schools. New Visions provides operational and instructional support as a Partnership Support Organization (PSO) with the NYCDOE to 79 district schools, and manages six charter high schools as a charter management organization. In partnership with Hunter, New Visions manages two teacher residency programs: UTR, which is currently selecting its sixth cohort, and the newer Math and Science Teacher Residency (MASTER) program, which is based on UTR and has prepared teachers in the STEM subjects since 2013.

#### **A. Significance**

The Professional Practice Center model expands on and deepens the partners’ own successful UTR and MASTER models and represents a major advance over traditional teacher

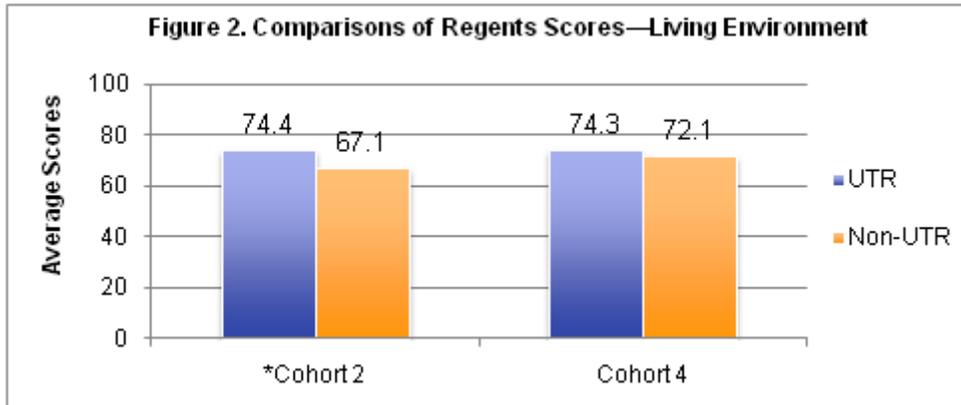
preparation. UTR, and later MASTER, were designed to narrow the gap between conventional teacher preparation and the demands of the urban classroom. A four-year, external evaluation shows that UTR has accomplished that goal through strategies that include providing rigorous clinical preparation for teacher residents, revising Hunter’s academic curriculum, and facilitating shared accountability and dialogue among school practitioners, New Visions program leaders, and Hunter education school faculty. Strong, clinically based teacher preparation can produce impressive results in both student achievement and teacher retention, as UTR has demonstrated. The evaluation, conducted by Rockman et al, found that students of UTR-trained teachers outperformed their peers in course performance and exam grades, with particularly strong results on NYS Regents exams in Integrated Algebra and Living Environment (figures 1 and 2).<sup>2</sup>



\* Indicates statistically significant difference.

Rockman et al, New Visions Hunter College Urban Teacher Residency Project, Year 4 Report, March 2014.

<sup>2</sup> Rockman et al., 2014



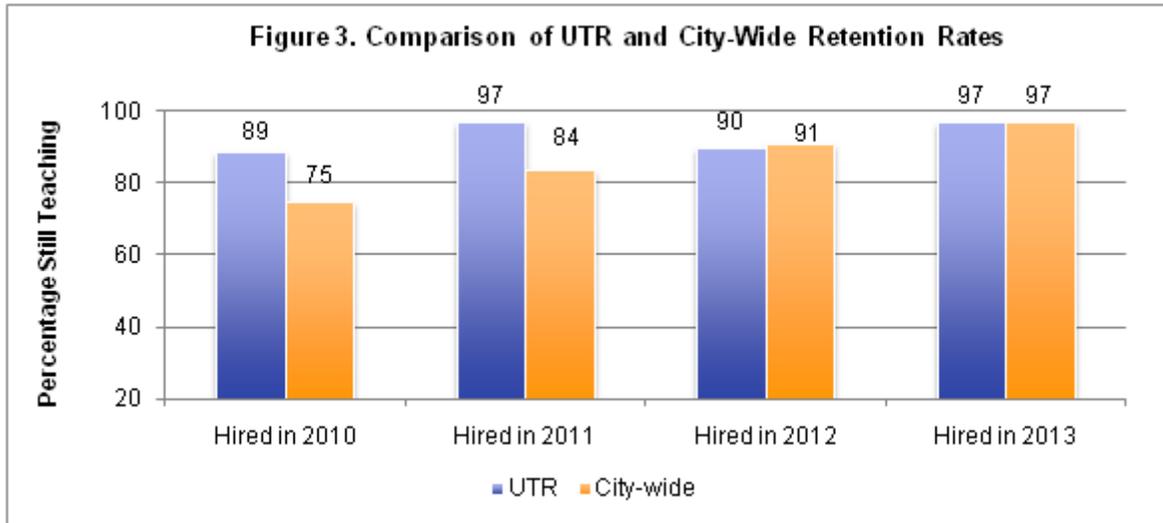
\* Indicates statistically significant difference; insufficient data for Cohort 3.

Rockman et al, New Visions Hunter College Urban Teacher Residency Project, Year 4 Report, March 2014.

As of July 2014, out of 113 program graduates in the first four cohorts, 98 held positions in NYC high-need schools in hard-to-fill content areas: math, science and special education. More impressive, the evaluators found compelling evidence that “UTR-trained teachers are not only taking positions in high-need schools but also staying.”<sup>3</sup> Nearly 90% of graduates from the first cohort one are still teaching four years later (figure 3). By comparison, the evaluators explain, “city-wide retention rates drop by around 10% a year for each prior year.” Rockman concludes, further, that “self-reported survey data show positive ratings for factors that have been shown to support retention,” including support from administrators and other teachers, involvement in school decisions, recognition of effort, and positive school environment.<sup>4</sup>

<sup>3</sup> Rockman et al., 2014

<sup>4</sup> Rockman et al., 2014; Ingersoll and Merrill, 2012



Rockman et al, New Visions Hunter College Urban Teacher Residency Project, Year 4 Report, March 2014. Updated New Visions retention data July 2014.

These results illustrate the potential of the UTR model, if more widely implemented, to prepare secondary school teachers who have the capacity and commitment to work in high-need schools, particularly as those schools face the challenge of implementing the Common Core State Standards for large numbers of underprepared students. Through careful selection of residents, rigorous and well-integrated clinical and academic programming, and continuous assessment of residents (including occasional counseling out of residents who do not meet expectations), UTR is reliably producing highly capable teachers. These are precisely the teachers who, as emphasized in recent research including TNTP’s *The Irreplaceables* report, our schools need to retain.<sup>5</sup> UTR is positively influencing the culture of training schools and hiring schools, a key element in retention, making those schools particularly attractive to program graduates and strengthening the market for residency-trained new teachers. Of new teachers in

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<sup>5</sup> TNTP, 2012.

the most recent cohort, 58 percent were hired by schools with at least one UTR graduate on staff, and 29 percent were hired by their host schools.<sup>6</sup>

In the next phase, the partners propose to extend and deepen these accomplishments to produce sustainable, systemic change in the preparation of urban secondary school teachers. It is possible to do so today in NYC, the nation's largest district, for three major reasons:

**Partners' experience with managing a complex, collaborative model.** UTR has generated powerful, practical lessons about managing every aspect of the program and integrating the efforts of New Visions and Hunter: recruitment and selection of residents in high-need content areas, including STEM and special education; mentor training and site supervision; clinical and academic curriculum and learning experiences; coaching and assessment of residents and mentors; and placement and support of program graduates. The partners have built a strong culture of cooperation and learning, which will enable further expansion, research, and improvement. The experience of UTR and MASTER, along with insights gained through participation in networks such as 100Kin10 and Urban Teacher Residency United, provides a strong, practical foundation for institutionalizing the model across NYC and nationally.

**Recent advances in the field that enables change and drive demand.** New developments in the educational system—including the Common Core State Standards and Next Generation Science Standards, the growth of online learning, increased attention to STEM learning, and teachers' use of data to improve and personalize instruction—have heightened demand for teacher preparation that fully integrates clinical experience with academic coursework. Today's teachers are increasingly called upon to provide relevant, student-centered, technology-enhanced learning experiences for all students, including English language learners,

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<sup>6</sup> Rockman et al., 2014

special education students, and underprepared high school students, and to hold themselves accountable for improving student performance. High-need urban schools need teachers who can work competently and confidently in this challenging environment, and the partners' teacher residency programs are explicitly designed to prepare teachers for these dynamic roles. A fully-scaled PPC model would fundamentally shift teacher preparation in NYC, enabling a new generation of teachers to embrace these changes and incorporate them into their practice.

**New systemic support for well-paced, school-led expansion.** The NYCDOE recently announced a new initiative, the Learning Partners Program that offers an unprecedented mechanism for facilitating system-wide learning. Demonstrating its strong commitment to UTR, the DOE has agreed to create a new ancillary Learning Partners Program specifically focused on teacher residencies. Under the program, the DOE will provide customized supports to PPCs and their partner schools. Each PPC will serve as a “host” to two affiliated “partner” schools that wish to learn how to become teacher residency training sites; partner schools would, in turn, become host schools to additional partners in subsequent years. The DOE will also provide Learning Partner facilitators (1 for every 2 triads) to spread tools and learning to other NYC schools. UTR has demonstrated that, with the right supports, schools realize substantial value from serving as residency training sites. The Learning Partners Program will for the first time enable New Visions and Hunter to recruit schools inside and outside the New Visions network and engage them in a school-led growth strategy that improves student performance, strengthens teacher retention, and develops teacher leadership capacity.

Combining integrated teacher preparation and well-supported school development, the PPC model would bring large numbers of strong teachers into high-need NYC classrooms and help to keep them there, improving school and student performance, teacher professionalism and

leadership, and equity of access. An expanded UTR program could also significantly reduce the educational and financial cost of teacher turnover, estimated to exceed \$115 million per year in NYC, which disproportionately impacts high-need schools.<sup>7</sup> Working with a network of motivated schools, the partners hope to establish a national model of accountable teacher preparation at scale that is directly linked to the needs and performance of teachers and students, in keeping with the recently announced US DOE initiative to improve teacher preparation.

## **B. Project Design**

The partners will be addressing **Absolute Priority 2** by enhancing and expanding the UTR program and transforming a critical mass of schools in NYC into Professional Practice Centers with the capacity to effectively train and support cohorts of aspiring teachers.

**Program goals.** 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.

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<sup>7</sup> Barnes, Crowe, & Schaefer, 2007.

**Key design features.** The proposed initiative includes two key features: implementation of a teacher residency model based on the UTR model, which has evolved and incorporated new elements based on what has been learned over the past five years, and the development of a critical mass of Professional Practice Centers (PPCs) across NYC.

**1. *Teacher residency.*** An 18-month teacher residency program for aspiring teachers which includes: enrollment in a subsidized master’s degree program at Hunter; a one-year clinical residency in the classroom of a mentor teacher at a PPC or residency school; and intensive induction support after the residency year. During the residency, residents would receive extensive coaching support from: (a) an assigned mentor who provides 1:1 coaching throughout the year and is an experienced teacher in the same or a similar content area as the resident; (b) a PPC site director or program officer; and (c) field supervisors for the methods and practicum courses at Hunter twice each semester. While undertaking their residencies, candidates are completing course work at Hunter that is explicitly designed to integrate with their field experiences, including the video-taping and close analysis of practice teaching experiences. Upon successful completion of the program, participants earn a master’s degree in education. Further, after the resident passes three paper-and-pencil tests (Content Specialty Test, Academic Literacy Skills Test, and the Educating All Students Test) and edTPA, a performance-based assessment of teaching, they receive their NYS initial teaching certification.

**2. *School-based Professional Practice Centers (PPCs).*** The partners propose the development of multiple PPCs across the NYC public school system, each with a designated site director who oversees the learning of resident-mentor pairs. The PPCs, including “host” and “partner” schools, would operate as an ancillary of the NYC DOE’s Learning Partners Program, which puts formal structures in place within the district for cross-school learning.

New Visions, in collaboration with NYCDOE, would select a group of schools to be developed as Professional Practice Centers during the first year of the program (2014-15). Beginning in 2015-16, these PPCs would serve as residency sites for up to four resident-mentor pairs at a large high school and up to three resident-mentor pairs at a small high school. These pairs would be overseen by New Visions and DOE staff, which would also identify and train a strong mentor on the faculty of each school to serve as the PPC site director. In the second year of the program, the site director would oversee the resident-mentor pairs and would apply to serve as “host schools” in an ancillary of the Learning Partners Program focused on teacher residencies, which the NYCDOE has created specifically for this initiative. Each host school would be paired with two NYCDOE “partner” schools (forming a triad) that are interested in developing the capacity to more effectively train pre-service teachers and support them as they enter as full-time teachers of record. Participation would be open to schools outside the New Visions network, which include over 400 secondary schools. Over two years, partner schools would develop the capacity to be PPCs, in the first year serving as residency sites (with up to three resident-mentor pairs) and in the second year becoming full PPCs. New Visions and the DOE would provide support to all the PPC host schools and the partners. Each year, additional PPCs would become part of the Learning Partners Program, establishing a network of training centers across NYC.

**Program activities.** The new phase of the program would include the following key activities, which build on the lessons learned over the past five years:

***1. Resident recruitment and selection.*** New Visions has managed an ambitious and successful resident recruitment process over the past five years, including a specialized approach to attracting STEM candidates since 2013. The approach to recruitment and selection has

significantly matured, primarily in response to external evaluation results and process monitoring. Recruitment strategies are designed to maximize the word-of-mouth effect across New Visions schools and other networks. The partners have also partnered with organizations such as the NYC Teaching Fellows program (NYCTF); the Breakthrough Collaborative, which has assisted in reaching undergraduates interested in working with urban youth; and the100Kin10 network, which focuses on recruiting STEM teachers. Other efforts to increase interest in and knowledge of UTR have included the creation of a video to give candidates a sense of the day-to-day experience of the program, social events with UTR graduates and involvement of graduates and mentors in recruitment, and increasing our presence on social media sites such as Facebook and Twitter.

In previous years about a quarter of accepted applicants have been recruited by word of mouth, with the majority coming through online sources. Recruitment efforts would include advertising through New Visions school network; online sources including the NYCDOE website and job boards; and word of mouth, including through Hunter faculty, mentors, friends and alums, with the aim of recruiting 168 residents. Candidates would be recruited in English language arts (ELA), math, science, and special education. We also plan to expand recruitment into a new content area, Teaching English to Speakers of Other Languages (TESOL), for residencies in 2015-16. Another content area would be added the following year based on need. During the grant period, the partners would work closely with the district to ensure that resident content areas align with identified hard-to-staff areas and modify recruitment efforts and program offerings as needed. Table 1 summarizes recruitment and graduation targets by cohort, along with teacher content areas and numbers of residency schools.

**Table 1: Residency statistics and targets by cohort**

<b>Cohort</b>	<b>Content areas</b>	<b>Recruit- ment target</b>	<b>Graduation<sup>8</sup></b>	<b>Graduation year</b>	<b>PPC host schools</b>	<b>Partner schools</b>
7 (2015-16)	ELA, SpEd, TESOL	42	37	2016 - Dec	4	8
8 (2016-17)	ELA, SpEd, TESOL, Math, Science, another content area TBD	63	55	2017	6	12
9 (2017-18)	ELA, SpEd, TESOL, Math, Science, TBD	63	55	2019	6	12
<b>Total (2015- 19)</b>		168	<b>147</b>		<b>16<sup>9</sup></b>	<b>32</b>
<b>Cohorts 1-6 (2009-14)</b>		186	<b>155</b>			
<b>Cohorts 1-9</b>		354	<b>302</b>		<b>16</b>	<b>32</b>

*Resident selection.* UTR and MASTER have developed highly competitive selection processes to screen candidates for skills and characteristics that have been determined to be predictive of effective and persistent teachers. Procedures have been revised over the years to reflect competencies observed to be critical for success, such as the capacities to take initiative and be proactive, which are particularly important for special education teachers. The programs have increasingly screened for candidates who demonstrate the “grit and resilience” needed to persevere when confronted with inevitable challenges as residents and new teachers. These efforts have yielded high-quality candidates who succeed in the program and the profession, as

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<sup>8</sup> 15% attrition

<sup>9</sup> Over the course of the grant, 10 unique PPCs will be created; 6 will serve triads over 2 years.

demonstrated by our high retention rates; specifically, 94% of UTR graduates from cohorts 1-4 are still teaching.<sup>10</sup>

The multi-step recruitment and admissions process will include an online application; the NYC Teaching Fellows application and initial phone interview (using TNTP-developed online application and interview day protocols); transcript screening, including GPA and NYS content area requirements; interviews with qualified candidates; and scoring and selection. During the interview process, candidates will participate in a content-specific admissions day at New Visions, at which multiple stakeholders will score applicants on activities designed to assess key competencies for program and professional success.

**2. Resident preparation.** Admitted residents will visit schools in June to meet mentors and learn about school culture. After mentors, school leaders, and residents express preferences, UTR staff will match residents to schools, after which residents will begin their training.

*Year 1 summer preparation.* During the summer, residents and mentors will meet for 15 hours and are jointly responsible for completing a set of deliverables. The core goals of the summer work are to: 1) help residents become familiar with the curriculum and students they will be teaching in the upcoming year (to the extent possible); 2) give mentors and residents the opportunity to co-create a classroom management plan and establish shared expectations for classroom routines and procedures; 3) develop a plan for completing a baseline assessment of students; 4) orient residents to the school culture—building, resources, student population, policies; and 5) give mentors and residents time to get to know each other and develop an effective working relationship. Table 2 summarizes the residents' first summer.

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<sup>10</sup> Rockman et al, 2014.

Residents will also complete online professional development designed to prepare new teachers to provide effective instruction to English Language Learners (ELLs) in their classrooms. The modules introduce teachers to theory, concepts, and strategies to assist them in understanding, planning for, and meeting the needs of ELLs in the classroom. This content also helps them prepare for the New York State *Educating All Students* exam, which is required for transitional B certification—a first-level teaching certificate required for all individuals who are enrolled in an alternative teacher certification program in NY. The certificate is valid while the individual is matriculated in an alternative program, leading to initial certification.

**Table 2:** *Year 1 summer training schedule (example from 2013)*

<b>Time period</b>	<b>Training activities</b>
Late June	Kickoff meeting and celebration; residents and mentors meet formally as partners and plan their summer meeting schedules
July	Residents participate in summer school (tutoring individual and small groups of students), complete New Visions Residency Essentials workshops to familiarize themselves with the program and host schools, and complete required coursework at Hunter
June - July	Residents complete online ELL modules in preparation for <i>Educating All Students</i> exam
Mid-August	Summer deliverables due
June - August	Residents complete summer 1 coursework at Hunter
September 3rd	Residents report to host schools for the first day of school; all 15 hours of summer meetings should be completed by that date

*Residency year.* Each resident will work full-time in the mentor’s classroom and will assume gradually increasing levels of responsibility over the course of the year, including teaching 1-2 “focus” classes to be determined jointly by the mentor and resident in collaboration

with program director, either the PPC site director or New Visions/DOE staff member. In the first few days of school, residents will participate in new teacher orientation at the school, take part in general faculty, grade-level or department team meetings, and help the mentor teacher prepare the classroom for the students' first day. Mentors will introduce the resident to other faculty members and resources in the school, such as counselors, school nurse, special education faculty, librarian, ELL support faculty, and work with resident and school to select the residents' focus class and determine early responsibilities. The resident and mentor will also schedule meeting times (two fixed meeting times per week) and give copies of their schedules to the program director. In addition to formal meeting times, residents and mentors will receive ongoing informal coaching from the PPC site director and program staff at New Visions, Hunter, and the DOE. Table 3 summarizes residents' training and meeting schedule during the residency year.

**Table 3:** *Resident training and meeting schedule*

<b>Time period</b>	<b>Resident activities</b>
June	Visit schools and meet with mentors; matching process takes place
July - August	Meet 15 hours with mentor; participate in Residency Essential workshops at New Visions; participate in summer school tutoring individual students or small groups of students
September	Participate in new teacher orientation, general faculty meetings, and department-level meetings at school
Sept. - June	Meet twice per week with mentor throughout year; bi-monthly meetings on-site with project coaching team; ongoing/yearlong department and grade level meetings with school colleagues

*Year 1 Hunter coursework.* In the first year, residents will complete both content area graduate courses and pedagogical courses that blend theoretical, practical, and clinical learning.

Residents will complete 20-30 credits in year one and 9-18 credits in year two. The exact number of credits completed each year will depend on the resident's content area and pacing; all residents will be able to complete the master's degree in three semesters or 18 months. See Appendix H for course sequence.

*Year 2 summer preparation.* In the second summer, UTR participants will participate in three to four readiness workshops (three to four hours per workshop) to prepare them to become teachers of record. They will also continue to pursue coursework at Hunter.

*Induction support.* After successful completion of the residency year, program participants will enter their second year of the program, during which they will serve as teachers of record in a high-need, NYC school. The induction model, designed collaboratively by New Visions and Hunter, will support new teachers as they transition to full-time teaching and strengthen hiring schools by accelerating professional growth and teacher effectiveness, reducing teacher turnover, and improving student learning. The induction program aims to: 1) provide a systematic structure of support for beginning teachers; 2) Enable new teachers to transform current instructional practices to reflect the Common Core State Standards and the Next Generation Science Standards; 3) strengthen the bridge between pre-service training and in-service support to ensure program accountability for new teacher effectiveness and continuous improvement; 4) improve the retention of secondary school teachers; 5) accelerate the effectiveness of beginning teachers; and 6) develop teachers into peer leaders who share what they learn across departments and schools, fostering a collaborative instructional culture.

The induction strategy will have two primary components: practicum seminar and field supervision. The practicum seminar focuses intensely on ongoing development of teacher inquiry, lesson study, and other methods of collaboratively examining, reflecting on, and

improving practice. This seminar will also support new teachers as they prepare for New York State teacher certification exams. Field supervision includes observation at least two times per semester by a field supervisor who is an expert in coaching novice teachers and time for debrief and feedback. Each new teacher will also be assigned to a school-based mentor, an experienced teacher with demonstrated pedagogical and content-area expertise. Novices and mentors meet at least two periods per week at scheduled times for in-class observations and reflective conferences, during which mentors help new teachers clarify goals, explore teaching strategies, and analyze student data. Field supervisors will meet with mentors during their school visits to promote coherence and ensure that novice teachers identified as struggling receive additional coaching supports based on individual needs. Another critical role of the field supervisors will be to provide support to new teachers in preparing for performance-based assessments required for certification and as part of the new teacher evaluation system in New York, under which novice teachers will be expected to meet the same performance level as veteran teachers on measures of teacher practice (MOTP), based on multiple observations over the course of the year using the Danielson 2013 Framework for Teaching. Teachers scoring below average at the end the year will be placed on an intervention plan. Internal analyses suggest that many new teachers will score below the threshold, regardless of their preparation. Coaching to help new teachers prepare for the observations will be essential to their effectiveness and morale; it will also strengthen field supervisors' learning and increase their accountability for new teachers' success.

The uniqueness of this induction strategy is that it significantly increases coherence between instruction in new teachers' classrooms, the coaching they receive, and the Hunter curriculum. In contrast, a typical induction model assigns each new teacher a mentor for a year, which may come from within the school or another school in the district; these mentors can

provide insight into school and district culture, but they are usually disconnected from postsecondary training and not accountable for new teachers' success. Field supervisors will share their observation notes with Hunter faculty and program staff to inform and strengthen the practicum seminar and other coursework. Field supervisors will also participate selectively in the practicum seminars, enabling them to recognize common challenges and strengthen the connection between what participants are learning in the classroom and in the field. The induction model to be implemented by New Visions and Hunter will create a shared sense of responsibility for new teachers' retention and effectiveness among the school, the district, and the clinical and academic components of the teacher preparation program.

*Year 2 Hunter coursework.* During the induction phase, participants will complete an additional 9-18 credit hours of coursework (including summer). This coursework will build on the first year, which was focused on increasing residents' pedagogical content knowledge, to develop residents' understanding and use of inquiry, effective strategies for teaching course content, strategies for establishing effective classroom environments, and enacting instructional and formative assessment routines around specific content with specific students.

**3. Placement and hiring support.** In the spring of the first year, program staff will guide residents in their search for a full-time teaching position at a high-need school for the following school year. UTR program staff notify residents about deadlines for online applications, job fair registrations, etc.; facilitate residents' contact with and support from New Visions hiring specialists; provide residents a list of New York City secondary schools with vacancies in their subject area; advise residents on preparing resumes, cover letters, and demonstration lessons and providing informational sessions to help them navigate the hiring process; share feedback from the interview process with residents; and advocate on the residents' behalf to encourage New

Visions principals to hire residents. In the past, this has not been a difficult process. Sixty-eight percent of UTR graduates are teaching in New Visions schools, and many schools have hired multiple UTR graduates, evidence that they are pleased with the quality of UTR candidates.

**4. Resident stipends, agreements and repayment.** Residents will receive Hunter College credits free of charge while they are completing their residencies, with the cost covered by NYCDOE. Enrolled participants receive a [REDACTED] summer stipend and a salary of [REDACTED] for the residency period, plus health care coverage through the NYCDOE health plan commencing with the start of the school year. In exchange, they are required to commit to teaching in NYC public schools for an additional four years and to reimburse a portion of their tuition costs (\$7,500) during their first two years as full-time, salaried teachers. Teachers who leave before fulfilling their commitments are asked to reimburse a pro-rated share of their tuition with interest. Before starting the program, each resident is required to sign an agreement that states explicitly the expectations and requirements for participation in the New Visions for Public Schools-Hunter College Urban Teacher Residency, including the terms for repayment of tuition costs if they do not complete their four-year teaching commitment (See Appendix H for Agreement).

**5. Mentor teacher selection.** Another area of program refinement over the past five years has been mentor selection and training. Selection initially relied heavily on principal recommendations and on criteria such as length of teaching experience, content-area knowledge, ability to work collaboratively, sensitivity to the cultural context and challenges of NYC schools, and commitment to their own professional development. In year three, the program team took several steps to enhance mentor recruitment and training to ensure a higher and more consistent level of skill among mentor teachers. The nomination and selection processes were expanded to include additional stakeholders, including New Visions school support staff that is well

positioned to identify mentor candidates whose own classroom practice and performance align with the program's expectations. Following nomination, prospective mentors now participate in a classroom observation and debrief with program staff and engage in a selection event that requires them to model providing feedback to a novice based on teaching videos and lesson plans. Program staff selects mentors who are strong teachers, reflective about their practice, have a clear vision of effective teaching, and show potential as coaches.

All new mentors will participate in a 20-hour professional development course that develops mentors' capacity to act as teacher educators in supporting the growth and learning of a novice. The course sessions focus on data-based cognitive coaching strategies, which include using practical tools such as low-inference transcripts, student work analysis, and video clips for generating data for collaborative examination of the resident or mentor's practice. Mentors learn to give actionable feedback; explore the criteria for effective mentoring through discussion of our Mentor Competency Rubric (created and revised collaboratively with experienced mentors); prepare to establish clear expectations and maintain a productive resident-mentor relationship; and norm around the use of our suite of formative assessment tools. New Visions has taken steps to give mentors more ownership of resident assessment, elevate their visibility in the school community, and improve their own teaching.

Throughout the year, mentors participate in ongoing professional development, meeting monthly in school-based cohorts for seminars with program staff and quarterly for full-day meetings. They convene regularly in teams to problem-solve collaboratively about mentoring challenges and reinforce coaching best practices. In addition to group meetings, each individual mentor receives personalized coaching and feedback from the program coach who observes each resident twice per month and then debriefs with the mentor-resident pair. At the beginning of the

year, the coach takes a large role in facilitating post-observation conferences; over the course of the year, the coach transfers responsibility to the mentor for giving effective feedback and setting and monitoring the resident’s development goals. The coach observes the mentor’s support of the resident and provides feedback and strategies to help the mentor be maximally effective.

Mentors will also receive regular feedback on their practice from their residents. A monthly informal mentor feedback survey ensures that resident-mentor challenges are raised in a timely and actionable way and that mentors also receive positive feedback about their successful strategies. In addition, the Mentor Competency Rubric is used as a tool for generating conversations between resident and mentor about what effective mentoring looks like and how their partnership can best be structured. Table 4 summarizes the mentor training and meetings.

**Table 4:** *Mentor training and meeting schedule*

<b>Time period</b>	<b>Mentor activities</b>
Previous spring	New mentors complete a 20-hour professional development course
June	Meet with prospective residents; match process takes place
July - August	Meet 15 hours with resident
September- June	Meet twice per week with resident; meet monthly after school as a cohort with other mentors and program staff; meet quarterly for full-day meetings with other mentors and program staff; meet twice per month with program coach; receive feedback monthly from resident with an informal survey

**6. Process monitoring and assessment.** Regular assessment is integral to the program’s design and reinforces its emphasis on teaching residents to use an inquiry process to drive instructional decision making. Mentors and program staff will assess residents throughout the year on lesson and unit design, professionalism, and instruction, using the Danielson 2013 Framework for teaching. As previously described, this assessment tool is part of the new teacher

evaluation system in New York; however, UTR program staff has been using this tool for several years and have developed techniques to more effectively train mentors which align to the tool. Mentors and program staff are also assessed by residents on their competencies. End-of-term Defense of Learning projects—in which residents present demonstrations of student learning using multiple measures—function as summative performance assessments. A resident will be unable to graduate unless he or she can demonstrate that students in the resident’s assigned classroom, particularly in the “focus” classes for which the resident is responsible, are achieving their learning goals.

Each year of the project, the partners have refined teacher quality assessment tools based on the prior year’s experience and feedback from residents, mentors and coaches, as well as new research and evidence about how to help novice teachers meet students’ learning needs and raise academic achievement. For example, the Defense of Learning, introduced in the project’s first year, has undergone steady refinement, with adjustments to the rubric and benchmark scores. New Visions’ program staff has also recalibrated expectations for the Danielson observation rubric and the unit and lesson design and professionalism rubrics, moving from hypotheses about what constituted competent practice to benchmarks based on experience. In year four, program staff also created new special education metrics as an addendum to the Danielson observation tool, to account for special educators’ typically being paired with content area teachers. Further, because Danielson offers only has four categories, from novice to master, the program team added a plus and minus to denote teacher development at a more granular level.

The efficiency and transparency of the assessment process have also increased. Last year, for example, the program team implemented a password-protected website as a central repository of key program documents and resources for residents and mentors (See Appendix H for a

screenshot). Mentors, principals, or program staff completing an assessment now does so directly through a Google Form, which transmits the data automatically. Now, mentors, residents, and program staff can log in and see an individual resident’s assessments, with data compared against program benchmarks. This new site has markedly increased the ease and convenience with which stakeholders can access and utilize assessments. Table 5 summarizes the UTR assessment system, excluding resident self-assessment.

**Table 5:** *UTR assessment strategy*

What is being assessed	Measures	Who completes	When	Benchmark
1. Lesson and Unit Design (Residents)	Lesson design rubric	Program Officer /Site Director; Mentor	3-4 times (Sept., Nov., Feb., and April if Feb. benchmarks are not met)	<u>Sept.</u> : no benchmark; <u>Nov.</u> : At least 48 out of 64 on the five core parts of rubric; <u>Feb.</u> : 54/64; <u>April</u> : same as Feb
	Unit design rubric	Same as above	1-2 times (Feb. & April if benchmarks are not met in Feb)	50 out of 64
2. Instruction (Residents)	Danielson rubric (observation tool)	Mentor, program officer, and site director.  School leader (February)	5 times (Oct., Dec., Feb., March and May)	<u>Oct.</u> : none; <u>Dec.</u> : 2 rating or above on a least 4 areas of rubric; <u>Feb.</u> : same as December; <u>March</u> : 3 rating on classroom mgmt, 2 rating all other areas; <u>May</u> : 3 rating on classroom management and assessment competencies, 2 rating or above on all other
3. Measures of student learning (Residents)	Interim assessment	program officer/site director	2 times (Nov. & Dec.)	N/A N/A

	Defense of learning	program officer/site director	2 times (Jan. & June)	46 out of 60
4. Professionalism (residents)	Professionalism rubric	Mentor	4 times (Sept., Nov., Feb. and May)	<u>Sept.</u> : 31/64 (no 1s in any area except parent outreach); <u>Nov.</u> : 40/64 (no 1s in any area); <u>Feb.</u> : 45/64 (no 1s); <u>May</u> : 52/64
5. Mentor Competency	Mentor competency rubric	Residents	4 times (Oct., Jan., March and June)	N/A
6. Program officer/site director Competencies	Program officer/site director rubric	Residents Mentors	4 times (Oct., Dec., March and May)	N/A

An intervention process has been developed to support residents who appear to be struggling, as evidenced by not meeting benchmarks for progress (residency, academic, or both); low student achievement in resident's class; professionalism challenges (more than four absences in a semester, late or non-submission of required work, unprofessional conduct); or failure to demonstrate appropriate changes in response to direct feedback from program officer or site director, mentor, professor, or school leader over two observation/ feedback cycles. The program officer at New Visions/DOE or the PPC site director engages the resident and, as appropriate, the mentor, another mentor from the school, Hunter practicum/methods professors, and the school leader in determining the resident's areas of need and setting clear targets for improvement.

### ***7. Selection of schools and capacity building***

*Residency schools.* Since 2009, New Visions has developed a cohort of strong school residency sites, including a small number of schools that have the capacity to support a

concentration of several resident-mentor pairs. Known within the program as “teaching hospitals,” these schools and the strategies developed to support them form the basis for the Professional Practice Center (PPC) model. The teaching hospitals were established in 2011, as the Rockman evaluation report explains, to allow “administrators, faculty, and a site-based coordinator [to] steady the focus on student learning and data and provide not only a more consistent, clinical preparation for new teachers but also capacity within the school.”<sup>11</sup> Each is overseen by a part-time site director hired from within the school who coordinates resident and mentor interactions and ensures that the program is well-integrated, a significant program enhancement. With the creation of the site director role, New Visions initiated a means of building school capacity and “ownership” of resident and mentor performance; it has also enabled New Visions coaches to focus on supporting residents and mentors in less mature sites. Site directors become part of the broader coaching team and are supported regularly by the New Visions project manager.

During 2014-15, the TQP planning year, UTR and MASTER residents will be assigned to nine schools, including one that will function as a PPC. New Visions would use this year to build the capacity of other residency sites to serve as future PPCs. Selected by New Visions in cooperation with the NYCDOE, each PPC would be assigned a cohort of resident-mentor pairs (up to four pairs in a large school and three in a small high school); a select number would also become “host” schools under the Learning Partners Program, as described below.

*Site directors.* At each PPC, a site director serves as the primary point of contact for residents and mentors. The site director, chosen by New Visions’ staff in consultation with the principal from within the school’s faculty, usually has previous experience as a mentor, thereby

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<sup>11</sup> Rockman et al., 2014.

expanding a career ladder that supports and incentivizes the development of teacher skill and responsibility. Each site director is released from teaching duties for one to two class periods per day. Key responsibilities include:

- Observing residents, providing feedback to residents and mentors (twice per month during the fall semester and at least once per month during the spring semester), and recommending resources and strategies
- Opening their classrooms for visits by mentors and residents; facilitating inter-visitations within the school and across schools
- Monitoring progress toward meeting resident-mentor goals and ensuring accountability
- Meeting regularly with the cohort of mentors at the school; co-planning and co-facilitating quarterly professional development for mentors with New Visions staff
- Communicating program expectations, ensuring coherence, and responding to concerns and feedback; engaging each resident and mentor in brief, individual monthly check-ins
- Assessing resident and mentor performance, including coordinating mid-year and end-of-year evaluations and rating the Defense of Learning during the residency year
- Liaising with New Visions staff, other site directors, and, as relevant, Learning Partners facilitators (see below); participating in regular meeting to plan professional development, share best practices, norm the use of assessment tools, and raise concerns or questions from residents, mentors, and schools

**8. Program expansion and sustainability.** The Learning Partners Program (LPP), a new NYCDOE initiative, will be launched in September 2014. As previously noted, NYCDOE has agreed to create an ancillary program focusing on teacher residencies that will rely on strong PPCs to serve as “host” schools; each will be assigned two “partner” schools that wish to

develop the capacity to serve as teacher residency sites. Host schools will work with partner schools over two years: in the first year, the partner schools will become UTR residency sites, hosting up to three resident-mentor pairs; in the second year, partner schools that are determined to be ready by New Visions and NYCDOE will become PPCs, with a site director responsible for managing up to four resident-mentor pairs. These new PPCs will become eligible to apply to become host schools — including, we expect, at least one STEM intensive site in 2016-17.

Each LPP triad (host + two partner schools) will be assigned a .5 FTE NYCDOE facilitator, who will be responsible for connecting the three schools, documenting best practices, creating events and materials for sharing what is learned, and moving the broader LPP agenda forward. Learning Partner facilitators will coordinate inter visitations among school leaders and teachers and cross-school convenings to share learning. Recognizing that school-wide strategies for supporting teacher residents have value with novice teachers, the LPP facilitators will also share tools and materials more broadly with interested schools and citywide. The model therefore has considerable promise for increasing the capacity of the New York City district and high schools across the city for supporting both pre-service and novice teachers.

**Theory of action.** Through the implementation of the PPC model, which expands and deepens the UTR and MASTER programs, and the Learning Partners Program, the partners expect to prepare a pipeline of strong novice teachers who are proficient in implementing data-driven inquiry and internationally benchmarked college- and career-ready standards in their classrooms and to build the capacity of mentor teachers to promote strong professional practice school-wide. These outcomes will in turn drive improved student academic performance<sup>12</sup> and

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<sup>12</sup> Louis et al., 2010; Talbert et al, 2012

teacher retention.<sup>13</sup> The model will be externally evaluated to explore fidelity to the logic model, the impact of the residency model on teacher development and retention, the success of the PPC model and Learning Partners Program in promoting strong practice, and the extent to which student achievement and other data show evidence of success.

Expected outcomes fall into two categories: teacher recruitment and retention, and improved student achievement. Anticipated outcomes for teacher recruitment and retention are:

- 168 residents (including 40 STEM residents) divided into three cohorts and including mid-career professionals and recent college graduates who did not major in education, will be recruited for and enrolled in an innovative 18-month master's degree and teacher certification program;
- 85% (147) of residents will successfully complete the residency, earn master's degrees from Hunter College and New York State Professional Teaching Certificates, and be hired by a high-need, New York City secondary school to begin teaching the following fall;
- 92% of program graduates will successfully complete their first year of teaching (citywide 80% of teachers stayed at the first school and 90% stayed in the profession their first year)
- 80% of teachers will successfully complete three years of teaching (currently, about one third of new teachers leave after their third year<sup>14</sup>).

Expected outcomes for student achievement<sup>15</sup> are:

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<sup>13</sup>Ashiedu and Scott-Ladd, 2012; Johnson et al., 2005; Johnson et al., 2001

<sup>14</sup> New York City Independent Budget Office, 2014.

- Students taught by first-year program graduates in English Language Arts (ELA), math, science, and other subjects will accumulate required credits in the relevant courses at statistically significant higher rates than students taught by first-year teachers prepared through other routes;
- Students taught by UTR graduates in their second and third years of teaching will have statistically significant higher passing rates on relevant New York State Regents exams in ELA, Science, or Mathematics or other standardized exams than students taught by teachers of equal experience who were not trained through UTR;
- Credit accumulation and passing rates on relevant Regents or other standardized exams will be higher for students taught by program mentors than for students taught by teachers of equal experience.

A full logic model is provided on page 50.

**Competitive preference priorities. *Priority 1: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education.*** Recruiting and preparing STEM teachers pose distinct challenges; recognizing that, New Visions and Hunter College developed the Math and Science Teacher Residency (MASTER) program, funded by the National Science Foundation, which is specifically designed to attract well-prepared STEM graduates to secondary school teaching in high-need schools. (The UTR model had previously included science residents in all four cohorts and math residents in cohorts 1-3.) The NSF grant will end in 2016; residents in 2015-16 will be the last cohort supported with it.

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<sup>15</sup> The external evaluation team will collect baseline data to determine appropriate target goals for students' credit accumulation and exam passing rates.

In the third year of the TQP grant (2016), the partners would integrate math and science residents fully into the model, thereby maintaining and expanding the pipeline of STEM teachers and strengthening the capacity of NYC schools to serve as training sites for aspiring STEM teachers. The partners aim to graduate 40 STEM residents by the end of the grant period: 20 in 2016-17, and 20 in 2017-18. Further, we aim to establish at least one STEM-intensive triad through the Learning Partners Program, encompassing one host and two partner schools serving concentrations of STEM teacher candidates.

Each resident would be assigned to a school and paired with a mentor in math or the appropriate science discipline. The clinical residency would include classroom observation and co-teaching with the mentor teacher, with growing levels of responsibility over the course of the year; regular coaching; participation in school improvement efforts; and engagement in a technology-enabled professional learning community. Residents will complete an integrated program of coursework, offered during two summers and three semesters by Hunter College and New Visions, incorporating strands on pedagogical content knowledge and core concepts in the mathematics and science disciplines, assessment and accountability, language and literacy in STEM content, classroom management, meeting the needs of diverse learners (with an emphasis on English language learners and special education students), and working with adolescents and their families and communities. As described below, the partners will also increasingly incorporate standards-aligned learning modules and assessments, developed through New Visions' Accessing Algebra through Inquiry work in algebra, geometry, trigonometry, and Living Environment, into the learning of mentors, residents, and novice teachers.

New Visions is a partner in the 100Kin10 network and shares strategies and results from its STEM residency work regularly with other members. For example, New Visions recently

collaborated with other 100Kin10 partners in mapping learning needs associated with preparing new teachers to address the Next Generation Science Standards and participated in a collaborative effort to craft a customizable toolkit of STEM resident recruitment materials. Our continuing engagement, particularly as we learn more about supporting STEM residents and mentors and improving STEM learning overall through the PPC model and the Learning Partnership Program, could significantly influence the field.

***Priority 2—Implementing Internationally Benchmarked, College- and Career-Ready Elementary and Secondary Academic Standards.*** New Visions has been at the forefront of the implementation of the Common Core State Standards. The organization’s initial foray into standards-aligned instruction was inspired by the Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) frameworks, beginning in early 2011. The LDC/MDC materials were positioned as modules that could be incorporated into existing curricula and used to orient teachers to the standards without pushing whole course redesign. With grants from the Bill & Melinda Gates Foundation and the Carroll and Milton Petrie Foundation, New Visions introduced instructional coaches to help NYC teachers create, use, and assess the templates and employ student formative assessment data to inform their instruction. In 2012, we also received a five-year, federal Investing in Innovation (i3) grant to expand and intensify the math side of this work through specific Common Core-aligned course design in algebra, geometry, and trigonometry, in partnership with the NYCDOE and Silicon Valley Mathematics Initiative (SVMI). The major components include high-quality materials arranged in a common scope and sequence, formative assessments to monitor progress (building off of MDC/SVMI materials), continuous refinement of pedagogy and a collaborative community of practice.

Beyond the intended impact on teacher and student behavior, the Accessing Algebra through Inquiry (a2i) project aims to transform the way schools approach instruction through emphasis of inquiry-focused teams in schools. Several of the residents, mentor, and host schools in our residency programs (UTR and MASTER) have been involved in the a2i initiative. With A2i's focus on teacher inquiry and collaboration, using assessment to inform instruction, developing student conceptual understanding, and the use of coaching to drive changes in practice, New Visions-Hunter's residency programs and this initiative have aligned very well. New Visions is also using the a2i model to develop standards-aligned curricula and assessments in other subjects, including Living Environment and Global History.

As New Visions becomes more sophisticated in the design of standards-aligned curricula and strategies to foster effective implementation, the partners will further align residents' and mentors' coaching and training to support the use of inquiry and instructional practices that reflect the Common Core State Standards and the Next Generation Science Standards. Implementation studies of the a2i initiative and other Common Core-related initiatives will also inform the content presented to residents and mentors in their training and coaching supports throughout the year.

Additionally, UTR participants will be able to emulate the application of the Common Core State Standards through their exposure to explicit and deep experiences in their own learning in the liberal arts and sciences coursework at Hunter. This will allow them to reproduce analogous learning opportunities for the students they will be teaching. Hunter has a very deliberate professional development strategy to ensure that liberal arts and sciences coursework helps teacher candidates understand how knowledge and skills from the standards are evident in their educational experience. Education and Arts and Sciences faculty collaborate in using a

variety of strategies—including information sharing, review, analysis, evaluation and modification of content, pedagogy and assessments—as part of an ongoing process to strengthen teacher preparation programs and advance graduates’ ability to teach to the new standards.

**Partner collaboration and support.** The New York City Urban Teacher Residency is a collaboration among several partners—New Visions for Public Schools, Hunter College of the City University of New York, the New York City Department of Education, the PPCs in which new teachers will be trained, and additional schools that hire UTR graduates—each of which plays a distinct and important role in the program.

For over twenty years, **New Visions** has been involved in efforts to turn around low-performing schools in NYC. Our work with small high schools has been shown to markedly improve graduation prospects for disadvantaged students.<sup>16</sup> New Visions, working with the NYCDOE, has direct day-to-day responsibilities for 79 district secondary schools, which serve approximately 46,000 students. This has resulted in deep knowledge of the needs and current state of secondary schools within the New Visions network and throughout the city.

New Visions selected **Hunter College’s School of Education** as its university partner in this model because of Hunter’s rigorous approach to teacher preparation. Hunter College is one of the largest suppliers of teachers to NYC public schools, accounting for more than 10 percent of all teachers hired in 2012. Hunter is deeply committed to clinically rich teacher education and data-driven performance assessment. Its faculty has substantially revised its programs to be more responsive to the demands of the classroom as a result of analysis of data on the performance of its graduates and lessons learned through its collaboration with New Visions. A recent report by the National Council on Teacher Quality rated Hunter as one of the highest performing schools

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<sup>16</sup> Bloom and Unterman, 2013

in the country, with its undergraduate and graduate secondary preparation programs both earning high overall ratings and high scores in such key areas as student teaching, Common Core content, classroom management, assessment and use of data.<sup>17</sup> The dean and associate dean of the School of Education have been involved deeply in the implementation of UTR and MASTER. They will continue their involvement in the next phase of the program, focused on building a network of PPCs across the city.

**New York City Department of Education** is the largest system of public schools in the U.S., serving approximately 1.1 million students in over 1,700 schools. In the 2012-13 school year, approximately 40% of students were Hispanic, 24% Black, 20% white, 16% Asian and the remaining identified as mixed race. Employing more than 70,000 teachers, the DOE has a vested interest in supporting multiple pathways to increasing the number of certified, effective teachers. In 2011-12 (the latest reported data), 10% of new teachers left the system after their first year; approximately one-third of new teachers leave the teaching profession by their third year, and 40% leave by the end of their fifth year.<sup>18</sup> The DOE has been an essential partner during the past five years in the implementation of UTR and will continue to be integral in planning for the long-term expansion and sustainability of the UTR model in New York City. The DOE pays the full cost of each resident's Hunter College tuition and contributes substantial resources to assist with recruitment and selection. Further, in this next phase, the DOE will provide each PPC-led triad of schools with financial resources and a half-time facilitator.

**Financial model and plan.** Since 2009, New Visions and Hunter College have raised significant funding and provided robust in-kind services to support this work. Funding has

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<sup>17</sup> National Council on Teacher Quality, 2013

<sup>18</sup> NYC Independent Budget Office, 2014

included grants from the Teacher Quality Partnership and Transition to Teaching programs and significant investments from the Carnegie Corporation of New York (\$3.8M), the W. Clement and Jessie V. Stone Foundation (\$480,000), and the Simon Brothers Family Foundation (\$250,000). These foundations have supported UTR since the first cohort began in 2009 and continue to be significantly invested in its success, including its sustainability. New Visions has also received support from other partners for this work, including Urban Teacher Residency United, the 100Kin10 network, New Schools Venture Fund, NYCDOE, and Hunter College. We have included letters of support in Appendix E from many of these partners attesting to their support and long-term commitment to this project.

The partners have also made promising progress toward developing a long-term financial plan for program sustainability, including using the DOE's Learning Partners strategy as a catalyst to increase the capacity of schools to serve as residency sites for pre-service teachers. As the number of PPCs grows across the city, schools will be in a position to use the expertise they have developed to support future residents with significantly less program support from New Visions, thereby reducing the costs of the program significantly. Additionally, in the proposed grant, New Visions is increasing the capacity of the DOE to support the development and implementation of PPCs across the city by hiring and training staff to serve in a project management capacity during the grant period, including overseeing the development of PPCs; training mentors and site directors; assessing mentors, site directors, and residents; and supporting the recruitment and selection process. In addition to lowering the project support costs provided by New Visions, the development of a strong network of PPCs provides the opportunity for the DOE to identify additional postsecondary partners to support the expanding residency program. Additional partners bring additional resources. In the future, residency

schools could also use existing school budget allocations to cover the costs of training school-based mentors or supporting PPC site directors. Further, given the wealth of data from evaluating the program over ten years (if this grant is awarded), external evaluation costs are expected to decrease over time, bringing down the overall per resident cost and making the program model a sustainable human resource strategy in New York City. Over the next few years, the partners will continue to finalize the long-term sustainability plan.

### **C. Management Plan**

*Roles and responsibilities.* UTR is a partnership among New Visions, Hunter College, and NYCDOE. All partners will collaborate on program oversight and implementation, while New Visions will be responsible for fiscal management of the grant. New Visions is an ideal partner to lead this effort, based on its track record of implementing and scaling effective programs that improve urban education. The project will be led by a project manager, with oversight from New Visions' director of teacher certification. Other key staff members include three program officers, PPC site directors, and a program coordinator. The roles and responsibilities are summarized in the table below (see Appendix H for Organizational Chart).

**Table 6:** *Grant supported staff: roles and responsibilities*

Role	Responsibilities
<b>Vice President for Talent Development</b> (15%)	Oversees teacher certification staff; fundraising; serves as a liaison to Hunter College senior leadership; grant oversight
<b>Director of Teacher Certification</b> (Roberta Trachtman - part-time on grant)	Provide grant oversight and leadership to the teacher certification team at New Visions; Serves as liaison with the DOE and all the Hunter College faculty that teach residents; monitors program improvement and scaling processes; point of contact for evaluation firm
<b>Project Manager</b> (Rachelle Verdier, senior program officer - full-time on grant)	Lead manager of UTR program and PPCs; Accountable for all resident-mentor pairs; also works directly with small subset of resident and mentors
<b>Program Officer/ Administrator:</b> (Nicole Kotch - part-time on grant)	Strategizes and manages candidate communication plans to attract residents interest in the program; supports the application, interview and selection processes as well as the matching and enrollment of resident/mentor pairs; coaches resident-mentor pairs.
<b>Program Officer NYCDOE</b> (Open position - full-time on grant starting 2015-16)  See Appendix H for job description	New Visions will jointly interview this person to be hired as an employee in the Office of Teacher Recruitment and Quality at the NYCDOE. They will have program officer responsibilities - taking responsibility of a cohort of resident-mentors; supporting admissions and recruitment work; working closely with the director and program officers of teacher certification to ensure that residents make progress toward building the skills, knowledge, and competencies of effective novice teachers; plan and facilitate biweekly PD sessions for residents at Hunter College; work with school leaders to monitor resident and mentor progress; and work with program director to plan and facilitate mentor professional development. The goal of this position is to scale the effective practices of the UTR district-wide and to promote long-term sustainability of the program.

<b>Program Officer</b> - (full-time on grant starting in 2016-17)	Will join team in 2016-17 when UTR begins recruiting math and science residents; will support admissions and recruitment work; will be responsible for a number of resident-mentor pairs (spread across multiple schools); will work closely with the director and program officers of teacher certification to ensure that residents make progress toward building the skills, knowledge, and competencies of effective novice teachers; plan and facilitate biweekly PD sessions for residents at Hunter College; work with school leaders to monitor resident and mentor progress; work with program director to plan and facilitate mentor professional development.
<b>Program Coordinator</b> (Kimberly Cho - part-time on grant)	Supports the leadership team in their efforts around the recruitment, placement and support; tracks relevant data; supports mentors, program staff, and site directors in assessment process
<b>Talent Development Program Coordinator (15%)</b>	Supports the vice president in her role to oversee the teacher certification staff and provides research support
<b>Professional Practice Center Site Director</b> - one per PPC (full-time)	Teacher who previously served as UTR mentor; responsible for the activities of all the pairs at school site, including professional development and assessment; engage with New Visions monthly in coaching meeting
<b>Hunter - Associate Dean</b> (Dr. Sherryl Graves)	Program oversight at Hunter; serves as liaison to New Visions and DOE
<b>Hunter Instructor</b> - Induction support (part-time)	Provides coaching support during induction phase
<b>Data Analyst (50%)</b>	Coordinates data collection with external evaluators.

**Timelines and Milestones.** The table below provides details regarding program rollout, including recruitment, training, support and evaluation.

**Table 7: Program rollout.**

Strategy	Timeline	Major Objectives	Personnel	Benchmarks
UTR resident and school recruitment	2014 - 18  (recruitment starts in fall of previous year)  June - cohort selected	<ul style="list-style-type: none"> <li>- Recruit targeted number of residents</li> <li>- Identify residency host sites</li> <li>- Match residents and schools</li> <li>- Identify PPCs</li> <li>- Select and train site directors</li> <li>- Support site directors</li> </ul>	<ul style="list-style-type: none"> <li>-Project manager,</li> <li>-Director of teacher certification</li> <li>-Program officers</li> <li>-NYCDOE</li> </ul>	<u>Residents</u> 2015: 42 2016: 63 2017: 63 <u>Schools</u> <sup>19</sup> 2015: 12 2016: 18 2017: 18
Resident training and support	2015-2019	<ul style="list-style-type: none"> <li>- Provide summer training</li> <li>-Provide ongoing coaching</li> <li>-Provide consistent feedback</li> <li>-Provide required coursework</li> <li>-Prepare for NY state certification exams</li> </ul>	<ul style="list-style-type: none"> <li>-Project manager</li> <li>-Director of teacher certification</li> <li>-Program officers</li> <li>-Hunter faculty</li> <li>-PPC site director (if applicable)</li> </ul>	85% of residents successfully complete the residency
Mentor training	2015-2019	<ul style="list-style-type: none"> <li>- New mentor PD</li> <li>- Ongoing mentor PD</li> <li>- Feedback on mentor performance</li> </ul>	<ul style="list-style-type: none"> <li>-Project manager</li> <li>-Director of teacher certification</li> <li>-Program officers</li> </ul>	New mentor training in spring each year Monthly PD sessions

<sup>19</sup> Includes residency host schools, PPCs, and Learning Partners

Induction support	2016-19	<ul style="list-style-type: none"> <li>- Coaching support</li> <li>- Additional coursework</li> </ul>	<ul style="list-style-type: none"> <li>-Project manager</li> <li>-Director of teacher certification</li> <li>-Program officers</li> <li>-Hunter faculty</li> </ul>	<p>92% of program graduates successfully complete first year of teaching</p> <p>80% of graduates successfully complete three years of teaching</p>
Identify Learning Partner host schools	Starting in 2015; new cohort applies each spring	<ul style="list-style-type: none"> <li>- PPCs apply to be host schools in Learning Partners Program</li> <li>- Host schools selected</li> <li>- Each host assigned two partner schools</li> <li>- Support triads</li> </ul>	<ul style="list-style-type: none"> <li>-Project manager -Director of teacher certification</li> <li>-NYCDOE</li> </ul>	<p><u>Host schools:</u></p> <p>2015: 4</p> <p>2016: 6</p> <p>2017: 6</p> <p><u>Partner schools:</u></p> <p>2015: 8</p> <p>2016: 12</p> <p>2017: 12</p>
Evaluation and continuous improvement	2015-19	<ul style="list-style-type: none"> <li>-Conduct implementation studies</li> <li>- Modify program based on evaluation results</li> <li>-Conduct impact study</li> <li>-Dissemination</li> </ul>	<ul style="list-style-type: none"> <li>- Rockman et al (evaluation firm)</li> <li>-Director of teacher certification</li> <li>-Project manager</li> <li>-Senior leadership - New Visions, NYCDOE and Hunter</li> </ul>	Annual evaluation reports, starting in 2015

**Qualifications.** New Visions and its partners bring a wealth of expertise in education system improvement and have proven ability to manage complex educational projects. Resumes of key personnel are provided in Appendix F. The program leadership team includes:

**Robert L. Hughes** was appointed president of New Visions in September 2000. Under his leadership, New Visions has created 96 public schools in NYC, provided mentoring services to 633 new principals, developed school-based certification programs for teachers and principals, and created an inquiry process now in use in 1,500 NYC public schools. Hughes, an attorney, has worked on public education issues for his entire career. He served as co-counsel in the *Campaign for Fiscal Equity v. The State of New York*, challenging the constitutionality of the New York State's educational finance system. Hughes received his undergraduate degree from Dartmouth College and his law degree from Stanford Law School. During the grant, he will provide grant oversight, and work with the NYCDOE in establishing long-term sustainability of the initiative.

**Dr. David Steiner** is Klara and Larry Silverstein Dean at the Hunter College School of Education and Founding Director of the CUNY Institute for Education Policy, which officially launched in May 2013. His work at Hunter has achieved national recognition for innovation in video analysis, clinically-rich teacher preparation, and partnership with charter school networks. As Commissioner of Education for the State of NY, he took a lead role in the State's successful \$700 million Race to the Top application to support the redesign of state standards, assessments, and teacher certification requirements. Dr. Steiner consults regularly with governments, school districts, universities, and not-for-profits. He has served on federal, state, and foundation-funded education reform initiatives and authored books, book chapters, and more than fifty articles. During the grant, he will provide oversight on grant deliverables for Hunter.

**Dr. Roberta Trachtman** is the Director of Teacher Certification at New Visions where she work with colleagues to create, implement, and sustain cross organizational collaborations to support educators' development as learners and leaders. The past three years she has led the design and implementation of the UTR and MASTER teacher residency programs. Previously she served as principal investigator for a multi-year Professional Development School Standards Project for the National Council for the Accreditation of Teacher Education. Prior to joining New Visions she was an associate professor of educational administration at Fordham University, a teacher educator at the New School for Social Research in NYC, and the CEO of an educational consulting firm. She will be responsible for leading the teacher certification team.

**Dr. Sherryl Browne Graves** is the Acting Associate Dean of Education at Hunter College and teaches courses in psychological foundations of education including courses in child development, educational psychology, educational research, cognition and educational technology and multicultural issues in learning and instruction. Professor Graves' research interests' focus on children's understanding of racial and ethnic portrayals in mass media, the effects of diversity in the educational process and the use of technology in teaching and learning. She has served as a consultant and advisory board members to numerous media organizations including Sesame Workshop, WGBH and KCET Public Television Stations, Discovery Kids and the Public Broadcasting Service. Dr. Graves is trained in psychology with a doctorate from Harvard University in Clinical Psychology and Public Practice and a Bachelor's degree in Psychology from Swarthmore College. She will be overseeing the UTR program at Hunter.

**Rachelle Verdier (project manager)** joined New Visions in 2011. In her first two years with the organization, she provided professional development support to UTR residents and mentors. In 2013, she assumed the role as senior program officer in the teacher certification unit,

providing overseeing UTR and serving as the main liaison with the host schools. Rachelle has over 10 years of experience as a NYC science teacher, including 6 years as a staff developer. She will be managing the day-to-day operations of the UTR program.

#### **D. Evaluation Plan**

Rockman et al (REA), an independent research firm with extensive experience studying school reform efforts, will conduct the project's external evaluation. As evaluator for the UTR and MASTER programs, REA has gained a valuable understanding of the model and ways to measure its impact and explore the links between program components and outcomes. REA will build on that experience for the new project, expanding the scope of the evaluation to reflect the wider reach of the project—to the new Professional Practice Centers (PPCs) and network of training centers across the city that help project partners take the residency model to scale.

The proposed research plan studies student, educator, and school level outcomes and the full range of implementation—in residency schools, in schools that become PPCs, and in those that share exemplary practices through the NYCDOE Learning Partners Program (LPP).

Contextual factors can mediate the effects of interventions, especially in high-need urban schools facing challenges associated with new standards and changing assessments. Our mixed-methods design therefore includes quantitative elements to assess impact of the expanded model on schools, teachers, and students—and explore links between implementation, teacher effectiveness, and performance—and qualitative elements, including case studies, to portray learning and contextualize findings as schools become PPCs or LPP partners and share responsibility for teacher development.

**Research Design and Questions.** To evaluate PPC model impact, along with the impact of the residency model in schools that opt not to become PPCs, we will use a quasi-experimental

design (QED) comparing the credits earned by and school-year Regents or other standardized test scores of students taught by the 3 cohorts of UTR residents (see Table 2;  $n \approx 147$ , due to an assumed 15% attrition rate), graduates (as the residents take on full-time teaching positions), and mentors (PPC and non-PPC) to those of students taught by matched non-UTR teachers. We will conduct repeated measures analyses for Years 4 and 5 QED. REA will also compare teacher recruitment, retention, and quality (teacher evaluation and certification assessments) outcomes to citywide benchmarks. School-level impacts on student achievement will involve comparing schools with UTR involvement to non-UTR schools, with sub-analyses exploring variations in impact by type of school (PPC or partner school, years of involvement, concentration of UTR residents/mentors/ graduates). We will explore whether residency and PPC schools as a whole outperform comparison schools in % of students earning the required credits in ELA, Math, and Science, as well as the average performance on Regents or other standardized exams.

An in-depth look at implementation will rely on a combined theory of change (Connell and Kubisch, 1995) and outcomes-based model (Schalock, 2001). This approach will allow us to define components and school conditions as UTR schools transform into a PPC and then self-replicate. It will also allow us to explore the differential effects on in-service and pre-service teachers and their students in host and hiring schools. Because implementation and thus measures of fidelity will vary, we will use multiple strategies to gather implementation feedback, following a process described by Mowbray, Holter, Teague, and Bybee (2003) to develop valid implementation indexes, which will in turn help us identify factors most closely linked to teacher and student outcomes. Research questions, which we will refine during year 1, include:

*Outcome-related questions.* 1) What impact does the implementation of the PPC model have on student academic outcomes (including ELA, Math, and Science) in participating

schools, with separate analyses for students of residents, graduates, and mentors and for school-wide effects? 2) What impact does the model have on teacher efficacy, effectiveness, satisfaction, and retention? 3) What patterns of achievement in partner schools improve after becoming involved in the PPC model and sustaining involvement for several years? 4) How do UTR candidates compare to other Hunter candidates, based on performance, degree completion, and NYC evaluation and certification metrics? How do the students of UTR and other Hunter candidates compare? 5) What changes in Hunter's programs stem from the partnership?

*Implementation-related questions.* 1) To what extent are essential program components implemented with fidelity? 2) Are certain school conditions a better fit for implementation of the PPC model, and what factors mediate effects? 3) What are the experiences of team members and stakeholders of the PPC model? 4) From the perspective of residents and mentors, what is the role of the principal and other school leaders in developing PPCs? How do they characterize their school leaders' engagement in this work? 5) What are the opportunity costs for schools that engage in new teacher development through the PPC model?

*Questions exploring connections between implementation and outcomes.* 1) What implementation elements are most closely linked to residents' and mentors' growth and effectiveness, and to improved student achievement? 2) What characteristics predict mentor success? How does participation influence practice? 3) What supports are necessary for the host school and partner school triads to be effective in replicating the PPC model? What facilitates and supports cross-school collaboration? 4) What aspects of the new model accelerate beginning teachers' effectiveness?

**Methods and Measures. *Teacher and Mentor Outcomes.*** Data from records of New Visions, Hunter, and NYCDOE enables our assessment of recruitment, preparation

(improvement on teacher certification scores), placement, program completion, and retention goals. For comparative analyses, we will acquire data from cohorts in other alternative certification programs at Hunter, as well as other institutions when possible. Reviews of record data will also help the evaluation team identify program elements related to completion or retention. Teacher quality data will come from internal and external sources, which closely align with the NYC teacher evaluation and development system. Sources include New Visions' resident tools (Danielson classroom observation rubric, lesson and unit design rubrics, presentations that demonstrate residents' ability to improve student learning), course grades, state adopted measures such as edTPA, EAS or ALST, and Measures of Student Learning (MOSLs). To measure perceived preparation, efficacy, satisfaction, and perceptions about novice teacher retention, we will administer baseline and multiple outcome questionnaires to residents and mentors, adapting existing instruments from our prior UTR research, and incorporating items from the NYCDOE teacher surveys, which have established validity evidence.

***Student Learning and Achievement.*** We will examine student-level impacts of the PPC model in multiple ways. Using matched UTR and non-UTR schools, we will compare students' credit accumulation, Regents scores, and measures of student learning. There will be separate confirmatory contrasts for ELA, Math, Science, and other subjects. We will also explore variations between residency, PPC, and triad schools, and differences between schools that have hosted residents for at least three successive years, schools with a critical mass of UTR graduates, and schools with only one or two UTR-trained hires.

***Implementation Index.*** In collaboration with project partners and school stakeholders, we will create multi-tiered implementation indicators to monitor and gauge fidelity. We will also create a tool to gauge mentors' fidelity to practices identified and reinforced during PD.

***Partner and Stakeholder Perspectives.*** With structured interview protocols aligned to constructs, we will interview school administrators, PPC coordinators, and LPP facilitators to discuss UTR’s impact on schools and check the fit of implementation index categories. Our approach will draw on the Concerns-Based Adoption Model (CBAM), which can help us identify concerns as implementation moves forward (Hord et al, 2006). We will also interview Hunter partners and faculty, discussing the PPC model and ways of making it affordable and sustainable. Questions will also address shared accountability and changes in preparation programs stemming from PPC participation.

***School Climate.*** Our use of the annual NYCDOE student survey data will provide student perceptions of school climate. There is available evidence supporting validity arguments for the DOE student survey.

***Case Studies.*** In 2–3 case studies, we will contextualize ways a residency or PPC implementation influences or is influenced by other school initiatives, school-wide changes, and the investment required to hire and develop new teachers. Cases will also investigate attendance, graduation, and college readiness.

***Analysis Plan.*** Implementation questions will be examined using both quantitative and qualitative methodologies. Fidelity data analysis will focus on characterizing the level of implementation across sites on key indices, and connecting fidelity data to outcome measures, using descriptive, bivariate correlational, and regression analysis. For survey data, we will conduct basic frequencies and descriptives, and, for focus group and interview data, thematic content analysis, comparing responses from different sources to triangulate data and identify salient factors.

Outcome-related questions will employ quasi-experimental designs where possible. The impact evaluation will examine students' school-year Regents scores and grades, comparing students taught by UTR residents to those taught by non-UTR teachers, across subject areas. With the New Visions data team, we will create matched sets using a Mahalanobis distance metric that combines multiple pre-intervention covariates in a single value, using variables that include Regents scores; 8th grade state test scores; ethnicity; eligibility for free or reduced lunch, ELL status, and special education status. We will test for baseline equivalence on key matching variables, using the What Works Clearinghouse criteria for baseline equivalence (effect size difference of .05 or less). We will use *t*-tests to explore grade differences and analysis of covariance (ANCOVA) to control for covariates. We will also examine bivariate Pearson correlation coefficients between grades and Regents scores.

Teacher and mentor outcome measures will be examined through: a) pre-post analysis, documenting changes in schools with no previous UTR affiliation; b) longitudinal comparisons of annual survey data; and c) comparison to city-wide metrics to analyze differences between UTR residents, graduates, and mentors and other non-UTR participating teachers through *t*-tests and analysis of covariance.

We will disaggregate data where appropriate to examine differences by subject area (including ELA, Math, Science), school model, or level of experience (basic UTR, PPC, LPP). Where appropriate, we will compare findings across data sources or areas of investigation to highlight connections among program features in supporting outcomes. We will examine data from ELL and Special Education learners who take standardized tests to see if they perform or succeed differently than students not being supported by UTR prepared teachers.

**Year-by-Year Summary.** During the **Year 1** planning period, we will refine and further validate instruments, including implementation and mentor fidelity indices, ensuring that they align to program constructs and outcomes, as identified in the logic model (see p. 50). We will also refine strategies for analyzing student achievement and links between achievement and teacher quality. Beginning in **Year 2**, we will collect survey, interview, and performance data from participating sites, and populate the implementation indices. With PPCs and LPP partner schools, we will create additional index tiers as needed. We will use factor analysis to iteratively improve internal consistency and construct validity of survey items. In **Year 3**, as new PPCs take on residents, we will examine implementation fidelity and impact with careful consideration of issues of scale up, triad functioning and necessary supports, and disaggregation of results across phases of the program (e.g., schools with previous UTR affiliation, new PPCs, LLPs, STEM residents, and cohorts of residents within each setting). Comparisons of resident performance and outcomes across settings will also be conducted with follow-up analyses designed to identify factors contributing to differences. As the scale-up continues in **Year 4**, we will combine data across cohorts and settings to maximize sample sizes to increase power of analysis for confirmatory impact analyses. In **Year 5**, we will conduct the final confirmatory and exploratory analyses on teacher and student outcomes. REA will provide a summative evaluation report to explain the results of these analyses and to provide the rationales for selection of design, measures, and analyses. The report will also summarize findings from past studies of implementation to further New Visions' goals of scaling and further improving the program model. Throughout the project, REA will provide ongoing formative feedback, assist in annual performance reports, work with partners to meet GPRA and HEA requirements, and support dissemination activities.

## Professional Practice Model

### Program Inputs & Activities



- 1. Resident & Mentor Recruitment for the New Visions–Hunter** highly selective residency program, validated by research on its impact on student achievement, teacher practice, and retention
  - Residents selected through careful screening by NYCDOE, Hunter, New Visions; Involvement of school leaders and mentors
  - Selection of 168 highly-qualified mentors in the same high-need content area, for 1:1 mentoring for residents.
- +
- 2. Resident Preparation and Induction**
  - 18-month program: summer training, with ELL PD; CCSS-aligned Hunter coursework
  - Supervised clinical experience in ELA, Math, Science, TESOL, Sped., observing, co-teaching alongside skilled mentors.
  - Performance-based assessments
  - Placement and hiring support for graduates
  - Induction (practicum seminar and field supervision) and new teacher support systems in host schools.
- +
- 3. Mentor Training & Development**
  - 20-hour training course for mentors on best practices in mentoring and the inquiry process
  - On-going training through monthly coaching and quarterly all-day PD meetings
  - Culture of reflection, collaboration in training/host schools
- +
- 4. Development of Professional Practice Centers (PPCs)**
  - Partner support to transform successful host schools into PPCs
  - Designated Site Director
  - Ancillary Learning Partner: Facilitator per PPC, every 2 triads
  - Principal support; school responsibility for teacher development
- +
- 5. Expanded Partnerships**
  - Intensive collaboration between New Visions, Hunter, NYC DOE
  - Cross-school learning, NYC DOE’s Learning Partners Program

### Short-term Outcomes



- 1a. 168 highly-qualified residents recruited for the program, including approx. 25% STEM.  
1.B.168 mentors recruited, trained.
- 2a. 85% of residents successfully complete 18-month residency (approx. 15% attrition), earn Masters degree and NYS teacher certification, and are hired by NYC DOE.
- 2b. Upon graduation, residents are proficient in using data-driven inquiry in classrooms; teachers report an increased sense of efficacy using inquiry; assessed with Danielson rubric, measures of student learning.
3. Mentor competency rubric scores improve; mentors promote strong professional practice school-wide.
- 4a. Schools hosting residents become PPCs, provide support for learning partner schools
- 4b. PPC and LPP schools share information, collaborate across sites. 4c. Additional support for graduates through networking, collaboration, online discussion
5. Development of support networks among PPCs and LPPs

### Intermediate Outcomes



1. 92% of UTR teachers successfully complete first year of teaching in NYC public schools
- 2a–c. Higher percentage of students in ELA, Math, Science, other classes taught by UTR first-year teachers will accumulate their required credits in each subject than their peers taught by non-UTR first-year teachers, controlling for prior performance.
- 2d. Higher % of ELL and Sped learners taking standardized tests will perform at levels closer to non-ELL, Sped peers than students not supported by UTR prepared teachers.
- 3b., 4a. Higher % of students in ELA, Math, Science, and other classes taught by all mentors (incl. PPC) will accumulate required credits than peers taught by matched comparison teachers, controlling for prior performance.
- 4b. Subset of prior year partner schools become PPCs
- 4c. increased school responsibility and accountability for teacher development
5. PPC participants, partners promote stronger professional practice school-wide

### Long-term Outcomes

1. 80% of UTR teachers successfully complete their third year of teaching in NYC public schools. Retention rates among UTR-trained teachers exceed city-wide rates by at least 5%.
- 2a–c. ELA, Math, and Science Regents and/or other standardized exam passing rates for UTR-taught students will be higher than for non UTR-taught students, controlling for prior performance.
- 3a–b. ELA, Math, and Science Regents and/or other standardized exam passing rates for students taught by PPC mentors will be higher than for students taught by matched comparison teachers, controlling for prior performance.
- 3c., 4a. A higher % of students in ELA, Math, Science, and other classes in PPCs will accumulate their required credits in each subject than their peers in matched comparison schools, at statistically significant levels, controlling for prior performance.
- 4b. ELA, Math, Science Regents and/or other standardized exam passing rates for students in PPCs will be higher than for students in matched schools, controlling for prior performance.
- 5a. Through PPCs, collaboration, learning across schools will increase system-wide.
- 5b. Evidence of PPC model’s sustainability

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