

Richmond Teacher Residency (RTR) 2.0

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Organization: Virginia Commonwealth University

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Priorities: AP2, CP1, CP2

Award Amount: \$571,815

Abstract: The purpose of the RTR 2.0 proposal is to further refine, expand, and evaluate the impact of the Richmond Teacher Residency Program, a partnership between Virginia Commonwealth University (VCU) and Richmond Public Schools (RPS), on teacher retention and student achievement in the most critical shortage areas for Richmond Public Schools (RPS).

Project Goals:

- Refine and enhance the special education track based on the current pilot with a particular focus on strengthening the content knowledge of special education teachers. RTR is partnering with the VCU Department of Special Education and Disability Policy to pilot the preparation of special education teachers during 2014-2015. Through ongoing formative assessment, changes will be made to the M.Ed. in Special Education to strengthen the content knowledge of RTR graduates. In addition, summer Highly Qualified Institutes (HQIs) will be developed in core content areas to further strengthen content knowledge.
- Build a pipeline of STEM candidates at the K-12 and pre-baccalaureate levels that is geared toward building local capacity to identify and support students interested in pursuing a teaching career in STEM fields. RTR 2.0 will (1) work with faculty in the VCU College of Humanities and Sciences to create an education track for STEM majors who are interested in entering secondary mathematics or science education; (2) partner with the Virginia Department of Education to establish dual credit Virginia Teachers for Tomorrow programs in each RPS high school to encourage promising math and science students to consider a teaching career; and (3) partner with the MathScience Innovation Center and Mary and Frances Youth Center to create programming to inspire and equip K-12 students with the skills, knowledge, and dispositions needed for college and career success in STEM fields.
- Recruit, prepare, and support 120 highly effective special education, math, science, and English teachers for RPS high-need schools.

Outcomes:

- Increased content knowledge among special education track participants and increased numbers of special education RTR graduates who meet licensure requirements and are *highly qualified* compared to non-RTR trained teachers.
- Increased numbers of high school students who are interested in careers in teaching in the STEM fields.
- Well-prepared and effective teachers that remain in RPS high-need schools.

Partners: VCU (College of Humanities and Sciences, Department of Special Education & Disability Policy, Department of Teacher and Learning; Center for Teacher Leadership), RPS, Virginia Department of Education, MathScience Innovation Center, and Mary and Frances Youth Center.

