Urban Teacher Residency United
Measuring UTRU Network Program Impact 2014
April 2014

Last year, Urban Teacher Residency United (UTRU) released the first report on the collective impact of residency programs in the UTRU Network. The February 2013 report, *Measuring UTRU Network Program Impact*, provided readers with a wide view of the residency model's implementation and impact in urban school districts across the nation.

This report on the UTRU Network and the progress of residencies in general was unique for two reasons. First, in the Urban Teacher Residency (UTR) model, teacher preparation programs operate in service to one or more school districts, creating a direct pipeline of highly effective new teachers that is driven by district need. These programs work to prepare and support new teachers so that they are equipped with all the skills necessary to positively impact student learning in a way that most novices (and many veteran educators) are not prepared to do. Looking at the impact of multiple residencies around the country begins to illustrate how residency preparation programs can transform new teacher preparation on a large scale.

Second, in 2014, UTRU welcomed a cohort of six new partners who are in the beginning planning and construction phases of UTR programs that will serve more than 10 high-need school districts. *Measuring Impact* represented a milestone in residency programs — many are now mature enough to see program graduates showing an impact on student achievement and to describe graduate performance on district-developed evaluation instruments. The lessons learned and best practices from early UTRs now inform the new generation, making their implementation and impact more directed and measureable.

In response to achieving these milestones, UTRU has worked to disseminate highlights from the individual programs and the collective impact to stakeholders engaged in state and national education policy. *Measuring Impact 2014* features four programs' impact data and a selection of network-wide indicators. Moving forward, future reports will include a broad picture of implementation and impact reports for many more network partner programs, to better illustrate how residencies are measuring their own impact on the students in their communities. Two programs with new impact data shared here, Aspire Teacher Residency and Denver Teacher Residency, are also participating in a UTRU-led effort to capture the highest impact practices of effective teacher residency programs. The report, being released this spring, will take the additional step of considering the decisions, policies, and actions taken by Aspire and Denver that have resulted in high quality residency programs preparing and supporting excellent new teachers, schools, and communities.

UTRU's *Measuring UTRU Network Program Impact 2014* is presented in a format that allows the reader to consider the individual and collective effect of the Network programs. The report includes:

- Annual size and demographic data in the *Network Partner Program Report*;
- Highlights of responses from residents, mentors, graduates, and principals on the *UTRU 2013 End-Year Survey Trends Report*; and
- Impact reports from Aspire Teacher Residency, Denver Teacher Residency, Memphis Teacher Residency, and New Visions-Hunter College Urban Teacher Residency.

UTRU Overall Network Impact

UTRU supports a Network of 22 UTR programs serving nearly 30 high-need school districts across the country. The UTRs have prepared more than 2,000 graduates to date to serve high-need students and communities. In 2013-14, UTRU Network programs are preparing more than 630 residents who are supported by 440 experienced mentor teachers. They are working and learning in 175 training sites, reaching thousands of students every day.

Residencies are fulfilling their mission to prepare, retain, and support a cadre of excellent new teachers who are ready to lead a classroom from day one. The UTRU Network continues to experience notable retention rates of graduates, with 87% teaching for 3 years, and 82% teaching after 5 years. Residencies are also working in service to school districts, recruiting and preparing candidates of color, and for high-need subjects and grades. In the 2013-14 cohort, 34% of residents are people of color. Nearly a third of graduates are teaching STEM subjects, and another 10% are teaching English language learners.

In UTRU's annual surveys, school leaders describe the extremely beneficial relationship they have with partner UTRs. Overwhelmingly, principals of residents and graduates report that they are more effective than the typical new teacher in five key areas predictive of teacher effectiveness. Nearly three-quarters of principals say that UTR graduates are more or much more effective than other typical new teachers.

Graduates feel prepared to lead their classroom, act as part of the school community, and assess and respond to student learning needs. Over 80% of residents and graduates feel adequately to very well prepared to utilize student performance data to plan standards-based lessons and units, and to check student understanding to adjust or differentiate instruction in real time. Their experienced mentor-leaders agree and report that the professional development and growth opportunity of participating in the UTR has made them more effective practitioners – 92% of mentors agree or strongly agree that mentoring strengthened their own practice.

Individual Network Partner Program Impact

Aspire Teacher Residency

The Aspire Teacher Residency's (ATR) graduates performed significantly better than other first year teachers on the Aspire Teacher Effectiveness Framework in early results from the program's first two cohorts of residents. Overall, in 2013, 90% of ATR graduates in their first and second year as teacher of record were rated at the Master (14%), Highly Effective (21%), and Effective (55%) levels.

Denver Teacher Residency

In 2012-13, Denver Teacher Residency graduates, on average, performed better than other novice teachers on the observation component of the Denver Public Schools' (DPS) *Framework for Effective Teaching*-- graduates outperformed all other novice teachers across all 12 indicators of the *Framework*.

Memphis Teacher Residency

Early impact data from many programs is starting to emerge and is showing very positive results in raising the bar for new teachers. For the 2nd year in a row, Memphis Teacher Residency (MTR) graduates had higher student achievement gains than other beginning teachers and veteran teachers according to the TN Higher Education Commission report. MTR graduates are performing, on average, at Level 5 – Most Effective on the state's Tennessee Value-Added Assessment System.

New Visions-Hunter College Urban Teacher Residency

The New Visions-Hunter College Urban Teacher Residency has prepared and placed nearly 140 teachers and a 91% overall retention rate indicates that the graduates are staying in the classroom. Across the programs' first four cohorts of graduates, comparisons across all subjects on the 2012–13 Regents' scores and course grades show that students taught by UTR-trained teachers perform as well as or better than their peers, especially on Regents exams.

The data presented here from UTRU surveys and district-based evaluation measures show a growing body of promising impact data from UTR programs across the country. At its core, the residency model seeks to prepare a new generation of teachers from inside the classroom, building capacity within schools, and capitalizing on the expertise of partners who are focused on serving high-need students. This report indicates that UTRs are meeting the challenge of selecting, preparing, and supporting a new generation of highly effective new teachers who are ready to meet student needs on day one.

2013-14 UTRU Network Partner Program Report

Annually, UTRU collects data from its Network partners to represent the collective impact that residencies are making on high-need students nationwide. The 2013-14 data reveal a thriving network of 22 programs serving nearly 30 districts in every corner of the country. The following is a snapshot of the residency programs in the UTRU Network this year:

UTRU Network Programs:
- Prepared more than 2,000 graduates to serve high-need students and schools
- Experienced powerful retention rates of graduates:
  - 87% taught for 3 years
  - 82% were teaching after 5 years
- Reported 31% of graduates teaching in a STEM subject and nearly 10% teaching English language learners
- Recruited and selected 627 new residents:
  - 11% of applicants were accepted from a pool of 5,500 applications
  - 47% of applicants accepted were career changers, entering the program with three or more years of work experience after college
- Described a diverse cohort with 34% of residents who are people of color
- Trained residents at 178 partner school sites, working with approximately 440 mentor teachers

2013-2014 UTRU Network Program Impact	
UTR Graduates	
Residency program graduates to date	2,078
Percent of graduates teaching in STEM	31%
Percent of graduates teaching in ELL	9%
3-year retention rate	87%
5-year retention rate	82%
Rate of attrition during residency year	14%
UTR Residents	
Number of completed resident applications	5,428
Total number of residents	627
Selection rate	11%
Percent residents of color	34%
Percent residents who are career changers	47%
Number of training sites	178
Total number of mentors	439

UTRU 2013 Network Survey Trends Report, Summary

Every year, UTRU distributes mid- and end-year surveys to assess the effectiveness of program implementation, and to gather insight into resident and graduate preparedness. The *UTRU Network End-Year Trends Report* provides a full analysis of the data[1], including:

- Principal assessments of resident and graduate effectiveness;
- Stakeholder perceptions of resident and graduate preparedness to perform on domains of teacher practice that are predictive of highly effective instruction;
- Stakeholder perceptions of the overall residency experience; and
- Demographic and other data demonstrating the collective impact of UTRU's network programs.

The annual survey data help to drive programming and inform UTRU's outreach in policy and advocacy. It serves as a tool for individual programs to raise awareness of their program impact locally, and as part of a national Network. This summary offers a selection of data elements from the report. The full report is available on our website, www.utrunited.org.

Key Findings
- All principals indicate that residents and graduates are more effective than the typical new teacher in five key areas predictive of teacher effectiveness.[2]
- 73% of principals indicate that UTR graduates are more or much more effective than the typical new teacher.
- Over 80% of graduates feel adequately to very well prepared to utilize student performance data to plan standards-based lessons and units, and to check student understanding to adjust or differentiate instruction in real time.
- 92% of mentors agree or strongly agree that mentoring for their UTR has made them more effective practitioners.

Cohort training and placement
Graduates and trainees are regularly clustered with residency peers, are working with experienced mentors, and are magnifying program impact in their schools:
- 61% of graduates teach in schools with three or more graduates from their UTR.
- 41% of training site principals host three or more residents at their schools.
- 80% of UTRU Network mentors have taught for 5 years or more.
- 41% of graduate principals have hired three or more graduates from their district's UTR in the past year.

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[1] 570 respondents from 12 Network programs participated in the survey
[2] The five key areas predictive of teacher effectiveness are Classroom Instruction and Pedagogy; Use of Data to Inform Instruction; Establishing the Classroom Learning Environment; Culturally Responsive Teaching; and, Professionalism and Leadership.

Principals' Views on Resident/Graduate Effectiveness in the Classroom

All responding principals indicate that residents and graduates are more effective than the typical new teacher in five key areas predictive of teacher effectiveness:

- Classroom Instruction and Pedagogy
- The Use of Data to Inform Instruction
- Establishing the Classroom Learning Environment
- Culturally Responsive Teaching
- Professionalism and Leadership

Among training site principals:

- 66% indicate that residents are more or much more effective than the traditionally trained student teacher.
- 71% indicate that residents are more or much more effective than the typical first year teacher.
- 61% indicate that residents are more or much more effective than the average alternatively certified teacher.

Among hiring principals:

- 73% indicate that graduates are more or much more effective than the typical new teacher.
- 77% indicate that graduates are more or much more effective than the average alternatively certified teacher.

Overall Perceptions of the UTR Experience

High percentages of residents, mentors, graduates, and principals expressed extremely positive views and perceptions of the impact of their UTRs on their practice, students, and schools.

Residents

- 92% of residents agree or strongly agree that the UTR prepared them to be effective teachers.
- 87% of residents agree or strongly agree that they have developed relationships with teachers at multiple levels to whom they can turn for classroom-based guidance in their first year.
- 90% of residents agree or strongly agree that they are improving student learning and achievement in their classrooms.
- 85% of residents agree or strongly agree that they would recommend being a resident in their UTR to others interested in teaching in urban settings.

Mentors

- 92% of mentors agree or strongly agree that mentoring for their UTR has made them more effective practitioners.
- 82% of mentors agree or strongly agree that their residents helped to improve student learning and achievement in the classroom.

Training Site Principals
- Nearly 80% of training site principals agree or strongly agree that UTR participation:
  - Improved student learning at their site
  - Strengthened mentors' teaching effectiveness
  - Positively impacted their school cultures
- 90% of training site principals agree or strongly agree that they would support mentor participation in their UTR next year. Further, 82% agree or strongly agree that they would recommend hosting UTR residents to principal colleagues in their district.

Graduates
A majority of graduates agree or strongly agree that they:
- Improve student learning and achievement in their classrooms (90%)
- Entered the classroom with stronger skills than the average teacher (86%)
- Actively participate in their school communities (85%)

More than 80% of graduates agree or strongly agree that:
- Their UTR experience enabled them to develop relationships with teachers at multiple levels to whom they can turn for classroom-based guidance and support.
- They would recommend their UTR to those who want to teach in urban settings.

Hiring Principals
- Over 70% of hiring principals agree or strongly agree that:
  - The UTR graduates in their building improve student learning.
  - They would hire a UTR graduate next year, and they would recommend hiring UTR grads to their principal colleagues.
  - The UTR graduates in their building positively impact their school cultures.

Resident and Graduate Preparedness to Perform
Network stakeholders share their perceptions of resident and graduate preparedness in four areas of practice proven to strengthen teacher effectiveness (MET, 2013): planning and instruction; learning environment; engagement; and professionalism.

Overwhelmingly, graduates feel prepared for the realities of classroom teaching, including using data-driven instructional practices.
- Nearly 90% of graduates report feeling adequately to very well prepared to develop and use daily, interim and/or summative assessments to track student progress and mastery on standards.
  - Over 80% of graduates feel adequately to very well prepared to utilize student performance data to plan standards-based lessons and units, and to check student understanding to adjust or differentiate instruction in real time.

Aspire Teacher Residency Impact: 2012, 2013 Evaluation Data

Promising early data show that Aspire Teacher Residency (ATR) graduates performed better than other first year teachers on the Aspire Teacher Effectiveness Framework. Overall, in 2013, 90% of ATR graduates in their first and second year of teaching as teacher of record were rated at the Master (14%), Highly Effective (21%), and Effective (55%) levels.

The Aspire Teacher Residency is a member of the 2010 UTRU Residency for Residencies Program (RRP) cohort and part of the UTRU Network. Started in 1999, Aspire Public Schools operates 37 schools in California and Tennessee. In partnership with University of the Pacific, ATR trains and places residents in three California regions, and recently expanded the program to Memphis, TN.

To date, ATR has graduated 63 residents and 100% of graduates from the first two cohorts (2010 and 2011) were hired to work in an Aspire school. The residency prepared teachers are staying in the classroom; Aspire reports an 82% retention rate after 3 years.

Overview of the Aspire Teacher Effectiveness Framework
The Aspire Instructional Rubric is used to collect data on effective teaching through multiple vehicles, including classroom observations, student growth data, student feedback, parent and family feedback, and peer feedback. The effectiveness rubric includes five domains: (1) Data-Driven Planning and Assessment; (2) Classroom Learning Environment; (3) Instruction; (4) Professional Responsibilities; and, (5) Partnerships, Community and Family. Teacher performance is divided into five levels, Master, Highly Effective, Effective, Emerging, and Entering.

ATR Graduate Performance
Graduates from ATR show a tendency to perform at the Highly Effective and Effective levels on the Aspire Teacher Effectiveness Framework at a higher rate than other first year teachers. Ninety-four (94) percent of Aspire's first cohort of graduates were rated Highly Effective or Effective in 2012, and 85% of the second cohort received that rating in 2013.

In 2012, ATR graduates performed better than other first year teachers, and were rated Highly Effective at the same rate as all other Aspire teachers (44%).   Additionally, 50% of graduates were rated Effective—a rate that also matched the district-wide performance of teachers.

Compared to other first year teachers of record in 2012, ATR graduates were rated Highly Effective at a much higher rate: 44% of ATR graduates earned the rating, versus 6% of other first year teachers earning the same rating. Additionally, of the cohort 1 graduates, 6% earned the Emerging and Entering ratings, versus 41% of other first year teachers.

In 2013, ATR's first-year graduates from the second cohort experienced similarly noteworthy results, with 85% of graduates achieving Highly Effective or Effective ratings. Of Cohort 2 graduates, 14% were rated Highly Effective and 71% were rated Effective. ATR graduates were rated Emerging and Entering at a lower rate than non-residency peers—14% of ATR graduates earned the rating versus 25% of other first year teachers.

Across the two cohorts, no residency program graduates were rated in the lowest or highest categories, Entering and Master, respectively in their first year of teaching.

Aspire Teacher Effectiveness Framework Performance of ATR Graduates in their First Year Teaching, Other First Year Teachers, and All Aspire Teachers, 2012 and 2013						
	Cohort 1 (2012)			Cohort 2 (2013)		
Performance Rating	Residency Graduates	Other 1st Year Teachers	Aspire-wide	Residency Graduates	Other 1st Year Teachers	Aspire- wide
Master	0%	0%	2%	0%	3%	13%
Highly Effective	44%	6%	44%	14%	13%	3%
Effective	50%	53%	49%	71%	58%	46%
Emerging	6%	39%	5%	14%	23%	11%
Entering	0%	2%	0%	0%	2%	1%

For more information:
Aspire Teacher Residency, http://aspirepublicschools.org/join/atr/
Aspire Public Schools, http://aspirepublicschools.org
Aspire's Teacher Effectiveness Framework, http://aspirepublicschools.org/approach/effective-teachers/

Denver Teacher Residency Impact: Framework for Effective Teaching
Observation Scores

Denver Teacher Residency (DTR) graduates, on average, performed better than other novice teachers on the observation component of the Denver Public Schools' (DPS) *Framework for Effective Teaching*. **DTR graduates outperformed all novice teachers across all 12 indicators of the *Framework*.**

The Denver Teacher Residency is a member of the 2009 UTRU Residency for Residencies Program (RRP) cohort and part of the UTRU Network. DTR is the first district-led residency program in the nation, and "supports Denver Public School's mission by selecting and preparing aspiring teachers to effectively meet the diverse needs of each student, improve academic achievement, and serve as leaders in Denver's schools, district and community." DTR has prepared 140 graduates for DPS to date, with an 84% retention rate after 3 years.

Overview of the DPS Evaluation Framework

As part of DPS' Leading Effective Academic Practice (LEAP) evaluation system, data on teacher practice is collected over the course of the school year and provides feedback to teachers that is "designed to help teachers reflect on their progress and identify where they want to grow to continue ensuring their students succeed."[i] Teachers receive ratings on Professional Practice at the end of the school year, and receive a rating for Student Outcomes and an overall LEAP performance rating once the data become available in the fall of the following year.

As part of Professional Practice, teacher observations look at the first two domains of the *Framework*, Learning Environment and Instruction. In Learning Environment, teachers are evaluated on their ability to build a positive classroom culture and manage the classroom. This includes demonstrating knowledge and respect for diverse communities and cultures (LE1), fostering a motivational and respectful classroom environment (LE2), implementing high expectations for behavior and routines (LE3), and providing classroom resources and a physical environment that support student learning (LE4). Indicators of masterful content delivery and using high impact instructional moves make up the Instruction component of the *Framework*.

Masterful Content Delivery	High Impact Instructional Moves
Communicates standards-based content/language objectives (I.1)	Checks for understanding of objectives (I.5)
Provides rigorous tasks requiring critical thinking (I.2)	Provides differentiations addressing students' instructional needs (I.6)
Uses instructional methods and pacing to teach objectives (I.3)	Provides academically-focused descriptive feedback (I.7)
Ensures all students' active and appropriate use of academic language (I.4)	Promotes student communication and collaboration (I.8)

Adapted from the *DPS Framework for Effective Teaching Evidence Guide Overview, 2012-2013*

DTR Graduate Performance

In 2012-13, Denver Teacher Residency graduates performed, on average, better than all other novice teachers across all domains of the *Framework*. This means that DTR is producing teachers who are very well equipped to ensure student success.

DTR graduates performed most effectively on the Learning Environment indicators, especially fostering a motivational and respectful classroom environment (LE2), implementing high expectations for behavior and routines (LE3), and providing classroom resources and a physical environment that support student learning (LE4).

Learning Environment Indicator	DTR Graduates	All Novices	Other DPS
LE1- Student Communities and Culture	4.58	4.24	4.79
LE2- Motivational and Respectful Environment	5.05	4.69	5.27
LE3- High, Clear Expectations	4.94	4.50	5.28
LE4- Resources and Physical Environment	4.84	4.67	5.15

The Framework score ranges are: Not Meeting, 1-2; Approaching Effective, 3-4; Effective 5-6; Distinguished, 7.
The highest average score attained across all domains was a 5.28 for Other DPS teachers.[ii]

On 10 out of 12 indicators of Learning Environment and Instruction, DTR graduates received above a 4.0 rating, as compared to all novice teachers who, on average, achieved the rating on 5 of 12 indicators.

All other DPS educators (those who are not novice teachers) scored above a 4.0 on all indicators, and achieved an average rating above a 5.0 on 3 out of 12 indicators. The highest average rating achieved across all domains was a 5.28.

Moving Forward

DTR Graduate performance has led Denver Public Schools to recognize the importance and value of extended clinical experience for all novice teachers. In Fall 2013, DPS began the process to expand DTRs model to develop a residency program for students preparing in traditional pathways.

For more information:
Denver Teacher Residency, http://www.denverteacherresidency.org
DPS Framework for Effective Teaching Evidence Guide, Overview http://leap.dpsk12.org/The-Framework/2012-13-Framework

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[i] DPS website, http://leap.dpsk12.org/LEAP-Components/2012-13-Overview, 12-10-13.
[ii] The average observation rating data shown in all tables represent 33 DTR graduates, 307 novice teachers, and 3,876 other DPS teachers

Memphis Teacher Residency Impact: Tennessee Higher Education Commission Report and Shelby County Schools Evaluation Report, 2013

For the second year in a row, Memphis Teacher Residency (MTR) graduates had higher student achievement gains than other beginning teachers and veteran teachers, as reported in the 2013 Tennessee Higher Education Commission Report.

Additionally, in September 2013, the Shelby County Schools (SCS) Research Department published their second evaluation of MTR under the Tennessee First to the Top Grant and found that MTR graduates are performing, on average, at Level 5--Most Effective on the state's Tennessee Value-Added Assessment System (TVAAS).

The Memphis Teacher Residency program is a member of the 2009 UTRU Residency for Residencies (RRP) cohort and part of the UTRU Network. Their mission is to "provide students in partner low-income Memphis neighborhoods with the same, or better, quality of education as is available to any student in Memphis by recruiting, training, and supporting effective teachers within a Christian context."

Statewide
The Tennessee Higher Education Commission Report said, "An analysis of the 2011, 2012, and 2013 Report Card effect scores indicates that several programs have consistently produced teachers that are outperforming other teachers in the state or are on an upward trend in effectiveness scores… [including] Memphis Teacher Residency."

Memphis Teacher Residency
- Memphis Teacher Residency program completers are *more effective than veteran teachers* in 4th- 8th grade Tennessee Comprehensive Assessment Program (TCAP) math.
- MTR graduates are *more effective than other beginning teachers* in 4th-8th grade TCAP composite and math, as well as high school End of Course (EOC) exam composite.
- MTR program completers perform *at the same level as veteran teachers* on 4th-8th grade TCAP composite, reading, science, and social studies.
- MTR has more program completers in the *highest performing percentile in comparison to all teachers'* performance distributions across the state in 4th-8th grade TCAP composite, math, and social studies, as well as high school EOC exam composite.

District
In September 2013, the Shelby County Schools Research Department released an evaluation of Memphis Teacher Residency graduate's performance under their First to the Top grant. The study found that, on average, students taught by MTR teachers experienced higher than average growth on TCAP and EOC exams.

MTR received an overall program rating of Level 5, meaning they produced strongly significant positive results.   Three cohorts of MTR graduates were included in the analysis, and their performance was measured against a comparison group of Memphis City School teachers with five or fewer years of experience teaching. All three cohorts of MTR teachers outperformed the non-MTR comparison group.   "MTR teachers averaged 1.73 standard errors higher than their non- MTR counterparts—again, a substantial margin."

Further, on the TVAAS effectiveness scale (Levels 1-Least Effective through Level 5-Most Effective) MTR graduates, on average performed at Level 5, while the comparison group scored, on average, at Level 3.

The report concludes that "MTR is indeed making good on its promise of providing the district with effective teachers."

Retention
Memphis Teacher Residency reports that their graduates are staying in education at a significant rate.   Ninety percent (90%) of graduates are still in education after 5 years with the majority (76%) staying in Memphis (16/21). Of the Memphis-based graduates, 15 are teaching and one has joined the MTR staff. In comparison, the THEC report indicates that statewide, 53% of program completers taught their first eligible year, and almost 48% of new teachers taught for 3 consecutive years.

Additional Information:
Memphis Teacher Residency, MTR 2013 Teacher Effect Data

Full Report: Tennessee Higher Education Commission, 2013 Report Card on the Effectiveness of Teacher Training Programs

Executive Summary: Executive Summary of the 2013 Report Card on the Effectiveness of Teacher Training Programs

MTR Report Card: Memphis Teacher Residency Overview, 2013 Report Card on the Effectiveness of Teacher Training Programs

Shelby County Schools, Memphis Teacher Residency: Results from 2012-2013 TVAAS Data

New Visions-Hunter College Urban Teacher Residency
Impact Report Summary

The New Visions for Public Schools-Hunter College Urban Teacher Residency (NV-HCUTR) launched in 2009 to serve New York City Public Schools. Since its founding, the program has prepared and placed nearly 140 teachers, and a 91% overall retention rate indicates that the graduates are staying in the classroom.

In the 2013–2014 admissions season, NV-HCUTR program drew a competitive and diverse pool of candidates for the program's 5th cohort. In partnership with the New York City Department of Education (NYCDOE), New Visions uses a multi-step recruitment and admissions process, which dovetails with the city's TNTP-developed application and interview protocols, to attract a large applicant pool and systematically screen for the strongest candidates. NV-HCUTR prepares teachers for secondary math, science, English-Language Arts and special education, with the recruitment focus area shifting each year based on the determined need. For the 2013–2014 school year, New Visions and Hunter College initiated a new residency program dedicated to math and science, and NV-HCUTR shifted its focus to English language arts and special education. Of the 348 eligible candidates who applied in these fields,

- 35 were accepted, for a 10% selection rate
- Just under half (49%) or 17 of the applicants accepted were people of color

Overview of the Program Evaluation
In 2013–2014, NV-HCUTR continued an annual evaluation[1] that looks at multiple measures of program implementation and impact. The evaluation examines:

- Annual New York State Regents Exam student scores and course performance (state student assessment system), comparing students taught by residents and by graduates, across subject areas
- UTR program completion and hiring data, and comparisons of UTR retention rates to city-wide rates
- Data analysis based on the New Visions suite of assessment tools, including the Defense of Learning and Danielson rubric ratings, to look for links between teacher quality outcomes and student outcomes
- Survey findings, including comparisons of residents' and mentors' responses about preparation and practice to responses from previous years and to responses to items from the NYC DOE school survey

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[1] New Visions for Public Schools—Hunter College Urban Teacher Residency Project: Year 4 Findings. Refining and Testing the Model. March 2014. Rockman, et al.

Student Achievement Data

The evaluation team is currently analyzing 2013–2014 student achievement data. For 2012–13, the study examined how students taught by UTR-trained teachers (residents and graduates) across the first four cohorts performed as compared to students in comparable classes taught by non-UTR-trained, early-career teachers.

Cohort 4 Residents
- In Cohort 4 residents' classrooms (with mentor support), students out-performed comparison-group peers on course grades and Regents in every subject.
- Overall, Cohort 4 residents' students had higher Regents scores than peers in all four subjects where sufficient data exist—Chemistry, Earth Science, Integrated Algebra, and Living Environment. The differences were statistically significant for Integrated Algebra (73.8, UTR; 67.1, non-UTR) and Chemistry (62.4, UTR; 55.3, non-UTR).

All graduates and residents
- Across Cohorts 1–4 and across subjects, comparisons of 2012–13 Regents' scores and course grades show that students taught by UTR-trained teachers perform as well as or better than their peers, especially on Regents exams.
- Comparisons of Regents scores, across all graduates, showed students in UTR-trained teachers' classes scoring higher in 3 out of 4 subjects. Differences were statistically significant In Living Environment, where the UTR group outperformed the comparison group (74.4, UTR; non-UTR, 67.1).
- In a comparison of Regents scores and grades of students with IEPs to those of other students, in UTR and non-UTR classrooms, there was a positive effect of being in a UTR-trained teacher's class for ELA Regents scores and Living Environment grades.

Hiring and Retention Rates

Hiring and retention data show that UTR-trained teachers are not only taking positions in high-need schools, but also staying—99 out of 113 UTR-trained teachers had positions in the city's high-need schools in hard-to-fill content areas—math, science, English and special education.
- 97% of Cohort 4 residents taught in a high-needs NYC DOE school.
- Over half (59%) of residents taught at a school with one or more UTR graduates from a prior cohort.
- Over one-fourth (29%) were hired by their host schools.

NV-HCUTR retention rates stand out in comparison to city-wide figures; city-wide retention rates drop by around 10% a year, while UTR rates remain steady.
- As of today, retention rates among UTR-trained teachers, across all cohorts, are very high: 82% of cohort 1, 97% of cohort 2, and 86% of cohort 3.
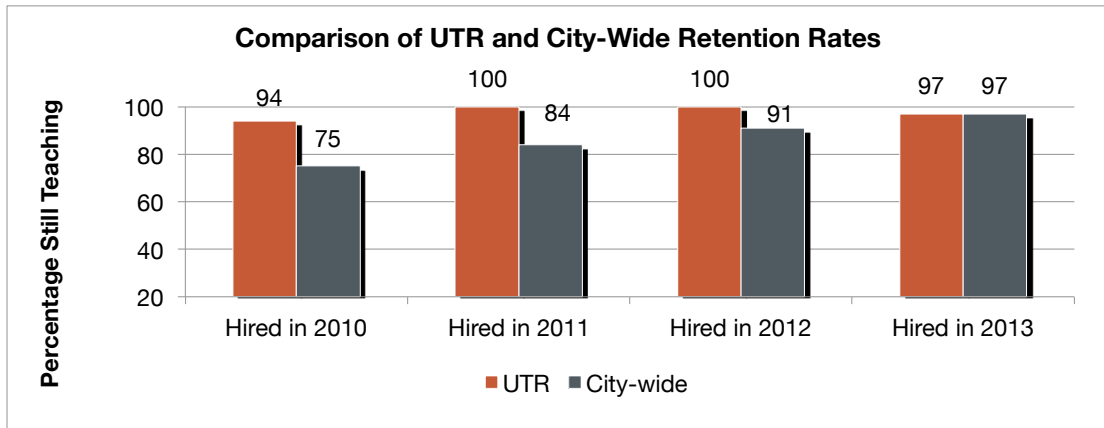
Comparison of UTR and City-Wide Retention Rates

Danielson Rubric

NV-HCUTR residents are observed formally four times per year by program staff and mentors using the Danielson Rubric. The rubric mirrors what NYC DOE principals currently use as part of all teacher evaluations.

Performance scores were averaged across the four observations, with some staff and mentors co-observing and co-debriefing with the resident. In 2012–13, data from the four successive ratings of residents by mentors and staff, and principals' single rating, indicate that:
- o Cohort 4 residents improved as the year progressed
- o On a 4-point scale, 90% or higher met the benchmarks, set at a level 3 or "Effective" in Managing Student Behavior and Using Assessment in Instruction, and a level 2, or "Developing" ratings in the four other areas

Correlation between Danielson Rubric Performance and Student Performance Measures

Data analysis of resident quality outcomes and student outcomes showed statistically significant correlations (correlation coefficients or r values at .5 or higher) between:

- Danielson Culture of Learning and Average Regents Scores ($r=0.68$)
- Danielson Managing Student Behavior and Average Regents Scores ($r=0.69$) and Course grades ($r=0.5$)

As part of the New Visions assessment system, residents complete end-of-term Defense of Learning projects, in which residents present demonstrations of student learning using multiple measures, functioning as summative performance assessments. A resident will be unable to graduate unless he or she can demonstrate their capacity to use inquiry to support student learning.

Comparisons by ratings showed a fairly strong link between the average Defense of Learning score and the Lesson Design scores ($r=.48$), and the Defense of Learning and Danielson overall score ($r=.35$).

Resident Perceptions

The survey asks residents how prepared they feel *and* the extent and frequency with which they employ various practices.

NV-HCUTR residents report they feel well or very well prepared to:
- Teach their subject matter (89%)
- Motivate and engage students (78%)
- Use data to inform instruction (85%)
- Contribute to their school community (82%)

NV-HCUTR residents report that, to a moderate or great extent, they:
- Design lessons with concrete, measurable objectives, aligned with standards (75%)
- Create opportunities for students to engage with content in higher-order ways (e.g., looking for evidence, problem-solving) (89%)

NV-HCUTR residents report that most of the time or regularly they:
- Encourage active participation from all students (96%)
- Create opportunities for students to work both independently and collaboratively (100%)
- Ask question that push students toward higher-level thinking (89%)
- Use strategies that result in improved student achievement (96%)

For more information, please visit:
http://www.newvisions.org/pages/prepare-teachers-leaders