

---

February | 2013



# Measuring UTRU Network Program Impact

---

---



## Urban Teacher Residency United Measuring UTRU Network Program Impact

---

Founded in 2007, UTRU is the only organization in the nation dedicated to developing, launching, supporting, and accelerating the impact of residency programs. UTRU partners with school districts, charter management organizations, institutions of higher education, not-for-profits, and states to develop teacher residency programs as quality pipelines of effective and diverse new teachers. UTRU supports 20 Network partner residency programs and is consulting two new programs in 2013 through a technical assistance and onboarding program. UTRU Network partners prepare over 500 residents and support more than 1,000 graduates across the country in high-need schools.

There is a critical need for high-impact teacher preparation that leads to effective new teachers. Research has illustrated that new teachers are less effective in their first years but see substantial improvement over time.<sup>1</sup> Turnover plagues urban school systems; schools suffer from staffing churn and districts lose money, time, and resources in recruitment, onboarding, and professional development. The entire teaching workforce is dramatically less experienced—in 1987-88, the modal experience of a teacher was 15 years; in 2007-08 it was just 1-2 years.<sup>2</sup>

Residencies are taking the steps necessary to create a system to prepare teachers who start out highly effective, reduce turnover, create teacher leader opportunities, and provide comprehensive induction services and ongoing professional development to support new and experienced educators. In design, purpose, and impact, residencies are showing promising early data in addressing these troubling trends.

### **Network-Wide Impact Data**

In support of partner programs, UTRU operates an active learning community promoting a continuous learning and improvement cycle through research and evaluation, policy and advocacy, and network community events. As part of that programming, UTRU offers

---

<sup>1</sup> Kane, T.J., Rockoff, J.E. and Staiger, D.O. 2006. *What Does Certification Tell Us About Teacher Effectiveness? Evidence from New York City*. Working Paper 11844. National Bureau of Economic Research. Cambridge, MA.

<sup>2</sup> US Department of Education, 2008. Retrieved from [http://today.msnbc.msn.com/id/44505094/ns/today-today\\_news/t/classroom-crisis-many-teachers-have-little-or-no-experience/](http://today.msnbc.msn.com/id/44505094/ns/today-today_news/t/classroom-crisis-many-teachers-have-little-or-no-experience/), October 16, 2012.

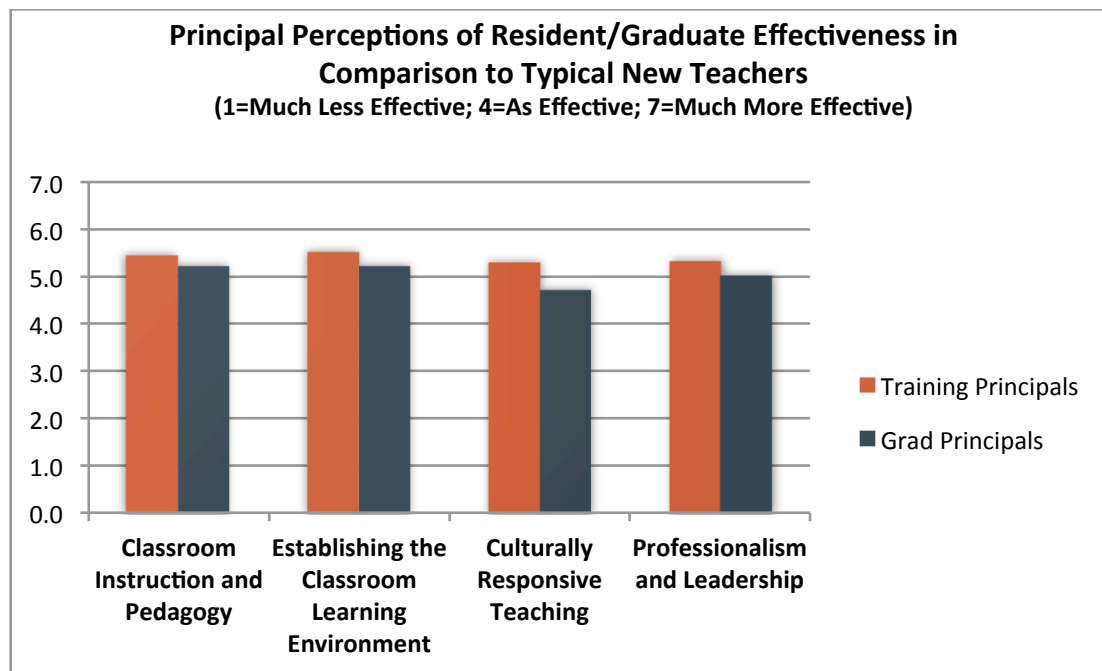
assessment instruments that evaluate resident, mentor, graduate, and principals’<sup>3</sup> experiences with residency programs. The network surveys reflect program impact and implementation, and inform future programming decisions.

### UTRU Network Survey Data Highlights, 2011-2012 Year-End

Data on the overall perceptions of the UTR experience show that stakeholders’ program satisfaction—residents, graduates, mentors, and principals—is overwhelmingly positive.<sup>4</sup> In highlights from principal responses, the school leaders—engaged in hosting residents and hiring residency program graduates—report an overwhelmingly positive experience.

Training site principals report very positive experiences with UTRs. Overwhelmingly, they agree or strongly agree that they would recommend hosting UTR residents to principal colleagues in their district (96 percent). Further, 88 percent agree or strongly agree that they would hire UTR residents as full time teachers. Overall, 85 percent 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



<sup>3</sup> Training and hiring principals

<sup>4</sup> Respondents include 135 residents, 45 principals, 121 mentors, and over 100 UTR graduates

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

1. Classroom instruction and pedagogy
2. Establishing the learning environment
3. Culturally responsive teaching
4. Professionalism and leadership

Of principals who have hired UTR graduates, 90 percent agree or strongly agree that:

- They would hire a UTR graduate next year
- They would recommend hiring UTR grads to their principal colleagues
- The UTR graduates in their building positively impact their school cultures

Finally, both training site and hiring principals indicate that UTR candidates are highly prepared:

- 78% of training site principals indicate that residents' are more or much more effective than the traditionally trained student teacher
- 89% of graduate principals indicate that graduates are more or much more effective than the typical new teacher
- 75% of graduate principals indicate that UTR graduates are more or much more effective than the average alternatively certified teacher

### **Graduate Retention**

Nationally, 40-50 percent of new teachers leave within 5 years, and the turnover rates are much more pronounced in urban schools, with nearly 50 percent of new teachers leaving in 3 years.<sup>5</sup> Recent data from residency programs that UTRU has co-developed or consulted within the last 5 years boast retention rates that run counter to these national trends.

- UTRU Network programs average an 86 and 85 percent retention rate after 3 and 5 years, respectively.

---

<sup>5</sup> Ingersoll, R. (2003). Is there really a teacher shortage? *Consortium for Policy Research in Education*. Madison, WI: The Wisconsin Center for Education Research; Rubenstein, G. (2007). Building a better teacher. *Edutopia Magazine*. Retrieved January 12, 2008, from Edutopia website: <http://www.edutopia.org>; Quartz, K., Thomas, A., Anderson, L., Masyn, K., Lyons, K.B., & B. Olsen. (2008). Careers in motion: A longitudinal retention study of role changing among early career urban educators. *Teachers College Record*, 110(1), 218-250.

---

## **UTRU Network: Individual Program Reports**

Early success data from select UTRU Network programs clearly indicate the residency model's potential to improve teacher effectiveness and student achievement.

During the summer of 2008, UTRU welcomed its first cohort of new programs, including Denver Teacher Residency, Memphis Teacher Residency and New Visions-Hunter College Urban Teacher Residency. Each of these programs represent local initiatives to improve the teaching corps, and serve Denver, Memphis and New York City public schools, through a comprehensive teacher residency program. The programs received differentiated technical assistance and support services from UTRU prior to their launch in 2009, and continue to participate in UTRU's data-driven consulting program.

The programs from UTRU's first cohort have recently released early impact data that demonstrates they are preparing effective teachers to serve district students and signals that quality pipelines of highly skilled and diverse new teachers are prepared through UTRs. Further, the Boston Teacher Residency, a UTRU-founding program, released early impact data in a study conducted by the Center for Education Policy Research.

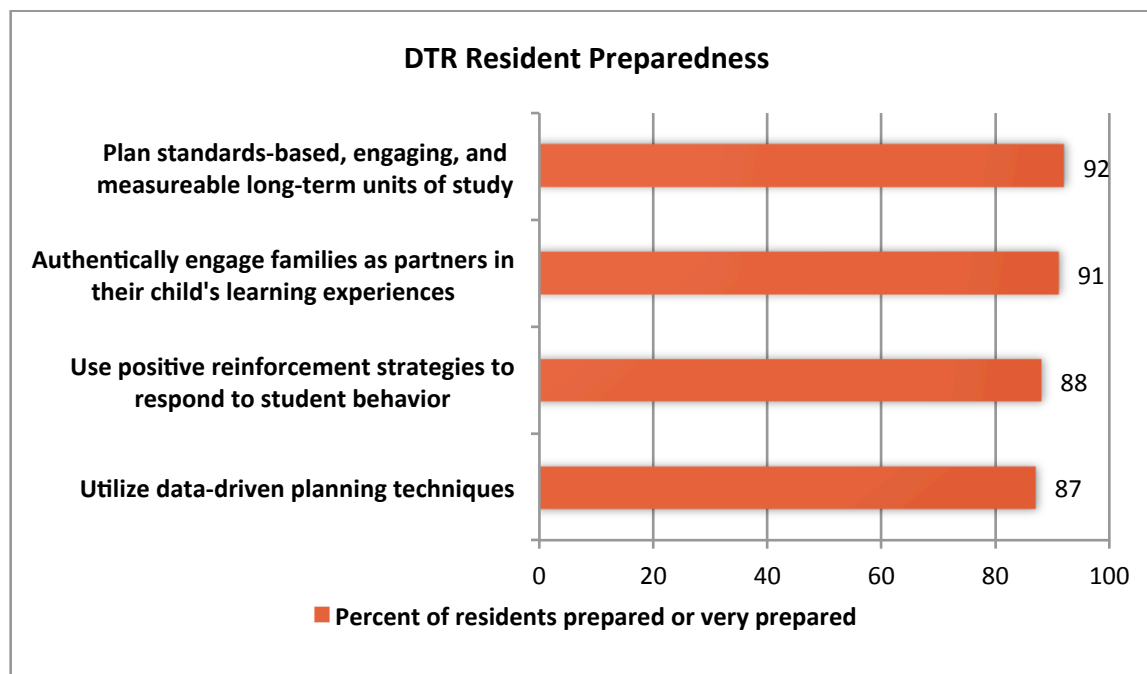
The salient report findings from these four programs are summarized below.

### **Denver Teacher Residency**

Launched in 2009, the Denver Teacher Residency (DTR) is the first district run teacher residency program in the nation. DTR serves the Denver Public Schools by training teachers for high need subjects and grades, and recruiting teachers to meet the diverse racial, ethnic, and linguistic demands of Denver's schools. To this end, DTR prepares and supports a corps of excellent teachers:

- 92 teachers prepared for the DPS since 2009
- 44% of DTR residents and graduates are teachers of color
- 42 graduates teach English Language Learners

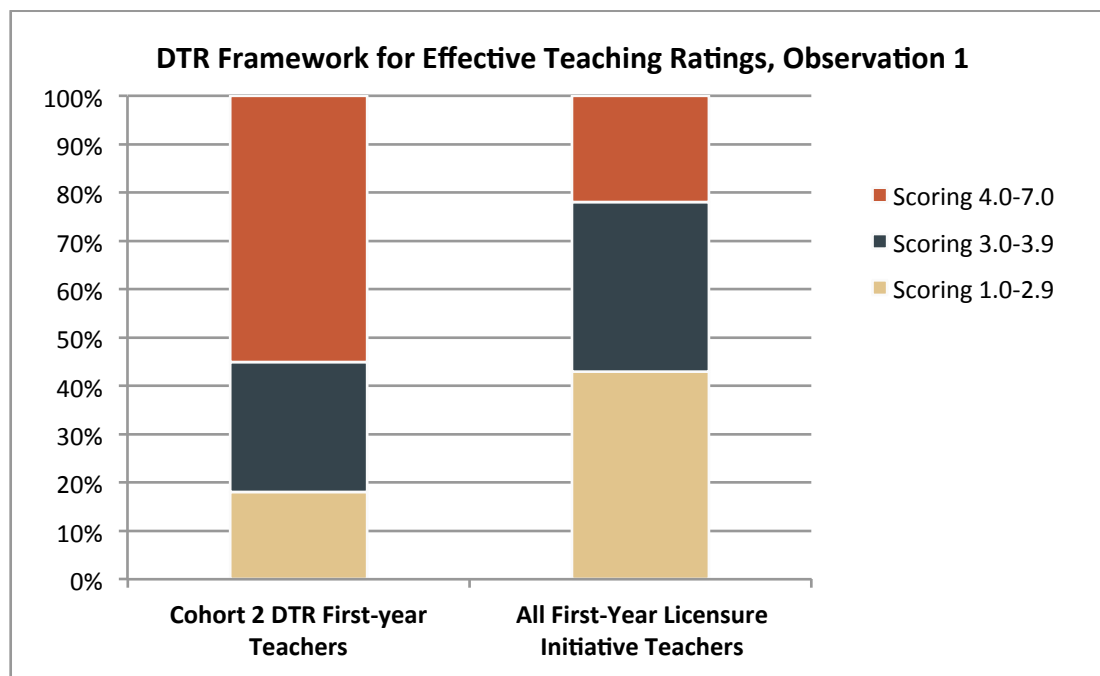
In December 2011, the American Institutes for Research (AIR) conducted a study of DPS principals that compared teacher graduates from multiple programs. The principals believed strongly that DTR residents were prepared or very prepared to plan standards-based, engaging, and measureable lessons.



Eighty percent of principals responded and rated DTR alumni favorably compared to other programs with a majority or near majority reporting that DTR graduates were more effective or much more effective than the following groups:

- Other alternatively certified teachers (64%)
- A typical new teacher (63%)
- Denver Teaching Fellows (52%)
- Traditionally University-Trained graduates (52%)
- Teach for America Corps Members (41%)

DTR graduates were also evaluated on the Leading Effective Academic Practice (LEAP) Framework a part of the district's teacher effectiveness evaluation instruments. As compared to other first-year licensure initiative teachers (includes all other first-year teachers coming through both traditional and non-traditional preparation programs), DTR graduates showed they were classroom ready. A significant portion of DTR teachers performed at the highest rating level, between a 4.0-7.0, in their first observations: Fifty-five percent of DTR graduates scored in the highest rating levels, versus 22 percent of other first year licensure initiative teachers.



### Memphis Teacher Residency

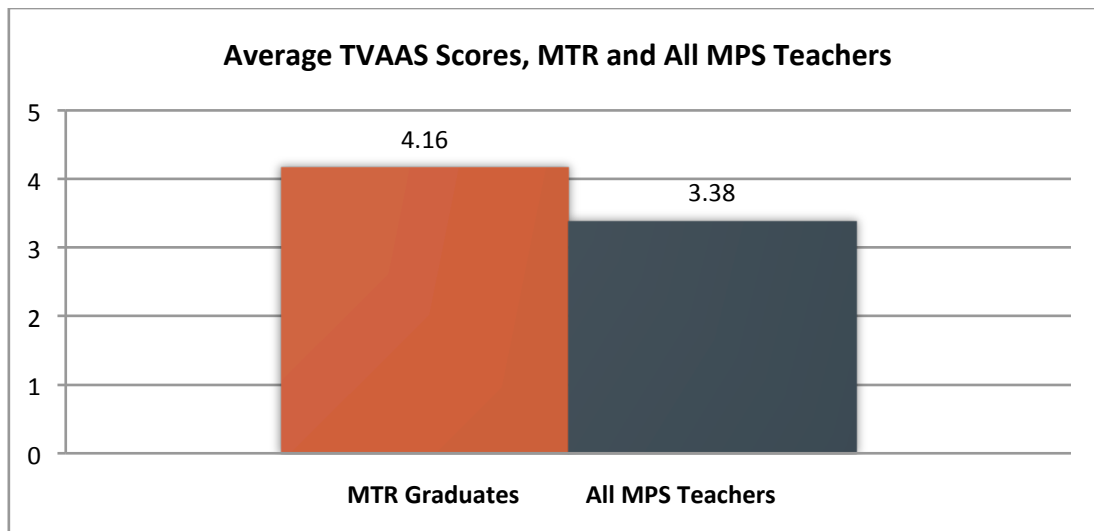
The Memphis Teacher Residency (MTR) is a non-profit organization whose mission is to positively impact student achievement in Memphis’ urban schools by recruiting, training and supporting outstanding teachers, all within a Christian context. The partnership involves the MTR, Union University and local urban schools (primarily Memphis City Schools).

MTR has prepared 73 graduates for Memphis Public Schools since 2009 and is currently training 31 residents. The MTR trains residents and places graduates in four strategic neighborhoods in Memphis, with the aim to achieve a larger impact through community transformation. Now preparing their third cohort, MTR graduates have extremely high retention rates—95% of graduates are teaching in the Memphis high need schools.

In July 2010, Tennessee was awarded \$500 million from the federal Race to the Top competition. Memphis City Schools (MCS) and MTR were awarded grant funds to expand MTR over 4 years. A provision of the grant is to conduct an annual evaluation report.<sup>6</sup> The report detailed the impact of 44 first and second year MTR graduates teaching in a Memphis high-need urban school during the 2011-12 academic year. Effectiveness was determined by performance on the district’s Teacher Effectiveness Measures (TEM), and one component of the TEM, the Tennessee Value Added Assessment System, TVAAS.

<sup>6</sup> *Memphis Teacher Residency: A Look at 2011-2012 Teacher Effect Data*. Memphis City Schools REASI Evaluation Report, July 2012.

- The 2011-12 TVAAS data shows MTR graduates have been extremely effective in the classroom:
  - 60% (15 out of 25) teachers of MTR's 1<sup>st</sup> and 2<sup>nd</sup> year teachers that received TVAAS scores achieved the highest possible score of Level 5, Most Effective.
  - MTR's average score for all graduates was 4.16 on the 5-point scale (the average for all MPS teachers was 3.38) and is about three-quarters of an effectiveness level higher than the average for the rest of the district.
  - Scores this high indicate that MTR teachers have, on average, moved students more than one academic year during the 2011-12 school year.



### **New Visions-Hunter College Urban Teacher Residency**

The New Visions for Public Schools-Hunter College Urban Teacher Residency (NV-HCUTR) launched in 2009 to serve New York City Public Schools. Since the program's founding they have prepared nearly 100 teachers, and the graduates are staying in the classroom, with an 85% retention rate over 2 years.

In 2011, an interim evaluation of the NV-HCUTR reported that the program draws an academically strong and diverse pool of candidates:

- 84% of residents in the first two cohorts (2009 and 2010) have undergraduate degrees from tier 1 schools.
- The UTR enrolls 10-15 percent more residents of color than other UTRU programs
- 100% of graduates found full time positions in the NYC Public Schools

NV-HCUTR residents report they feel well or very well prepared to:

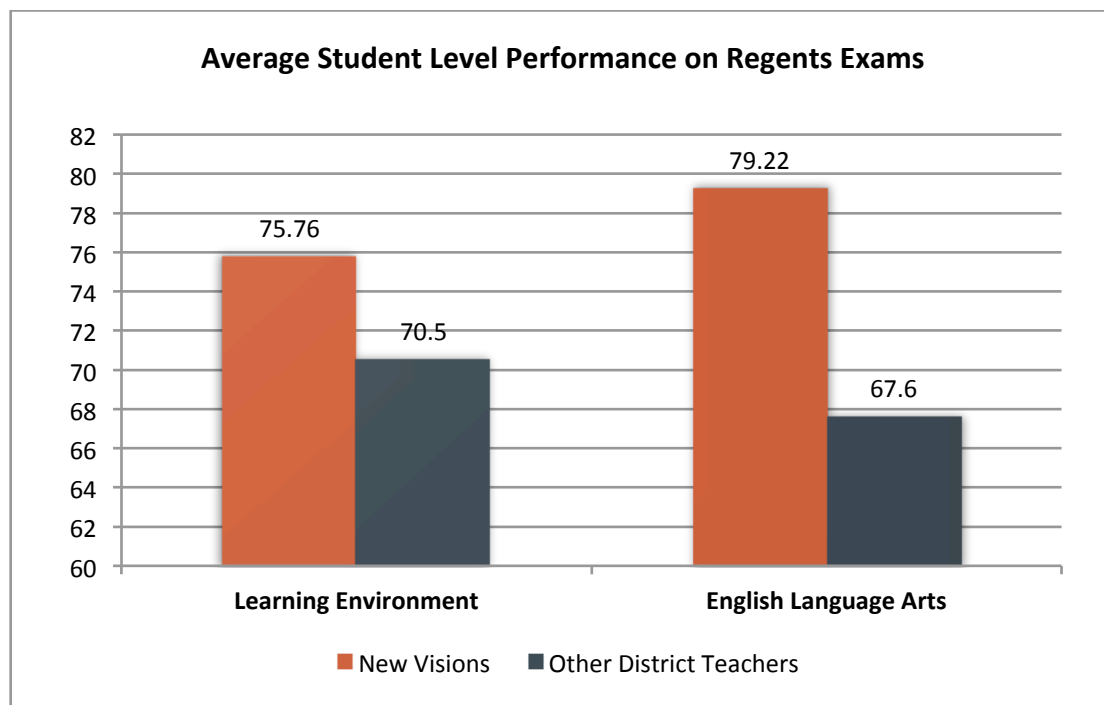
- Teach their subject matter (97%)
- Use data to inform instruction (97%)
- Contribute to the school community (85%)



- Improve student achievement (80%)
- Measure short-term growth (91%)

Residents credit Hunter College coursework, New Visions support, and classroom practice for their development. The report showed also that students taught by program graduates outperformed their peers in New York City public schools on the Regents Learning Environment and Comprehensive English Exams.

- Students taught by Cohort 1 graduates had higher scores than their peers with non-UTR prepared teachers on Living Environment and English Language Arts.
- For Cohort 2 UTR Residents, students outperformed their peers on Regents Living Environment and Comprehensive English Exams.
  - Living Environment: UTR, mean=75.76; non-UTR, mean=70.5
  - ELA: UTR, mean=79.22; non-UTR, mean=67.6



### Boston Teacher Residency

The Boston Teacher Residency (BTR) is a joint partnership between Boston Public Schools (BPS) and the Boston Plan for Excellence. Since graduating its first cohort in 2004, BTR has prepared more than 400 teachers for BPS. Its mission is to “drive significant student achievement gains through the recruitment, preparation and support of exceptional teachers in Boston.”

- BTR is training its tenth cohort of residents for BPS in 2012-2013.

- Roughly half of BTR graduates are teachers of color (48%)
- In 2009-10, 62% of new math teachers and 42% of new science teachers in BPS came through BTR.
- After 3 years, 80% of BTR graduates are still teaching.

In 2011, the Harvard Center for Education Policy Research released the first results from an evaluation of BTR.<sup>7</sup> The study was commissioned by BTR beginning in 2006 and is ongoing. The study included about 20 percent of BTR graduates who teach math and/or English-Language Arts in grades 4-8, a sample of about 50 math and 50 ELA teachers, who were teaching in BPS between 2004-05 through 2009-10.

The study examined four questions:

1. Whether BTR graduates are more racially and ethnically diverse than other BPS novices,
2. Whether they are more likely to teach subjects that have been traditionally hard to staff, such as math and science,
3. Whether BTR grads remain teaching in Boston Public Schools (BPS) longer than other new hires (i.e., retention rate),
4. How BTR grads compare to other teachers in their ability to produce gains in student test scores.

Findings:

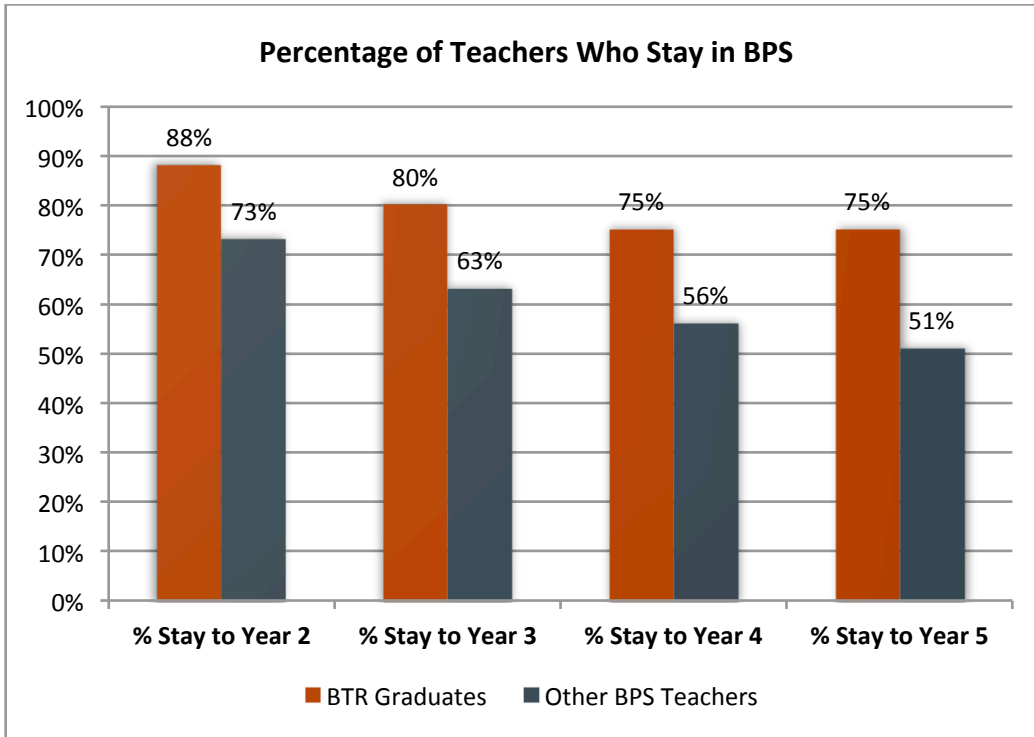
- BTR has had a significant success on program goals to diversify the pipeline of teachers for BPS and to improve teacher retention.
- Data on BTR graduate's impact on student achievement is mixed. In math grades 4-8, BTR graduates appear to start out less effective at raising MCAS scores than other new teachers in BPS, but they catch up and start outperforming veteran teachers by year 4. By years 4 and 5, BTR graduates significantly outperform other veteran educators in BPS. In English, there is no significant difference between BTR grads and other new hires in terms of raising MCAS test scores
- BTR graduates improve dramatically over time. In both Math and ELA, BTR graduates improve more with experience than non-BTR graduates. By their fourth and fifth years, BTR graduates outperform other teachers at the same level of experience but also veteran teachers in the district by as much as 7 percent of a standard deviation
- BTR provides a high proportion of the newly hired math and science teachers in BPS. In 2009-10, 62% of new math teachers and 42% of new science teachers in BPS came through BTR
- BTR novices who become teachers in BPS are more diverse than other novices who entered BPS through other routes. Roughly half of BTR graduates are teachers of color, compared to only a third of other BPS novices (48% versus 32%). "BTR graduates are

---

<sup>7</sup> Papay, J. et al. (2011) *Does Practice-Based Teacher Preparation Increase Student Achievement? Early Evidence From the Boston Teacher Residency*. Center for Education Policy Research. National Bureau of Economic Research. NBER Working Paper #17646.

more racially and ethnically diverse than other new teachers in BPS and the program provides a disproportionate share of the district’s math and science teachers. In these respects, BTR is accomplishing key purposes for which it was established.”

- BTR Mentors are shown to be considerably more effective than other BPS teachers and there is no negative impact seen from having a resident in their classroom
- BTR graduates have substantially higher 3-year and 5-year retention rates than other BPS teachers. The retention rate of BTR graduates through year five exceeds other new hires in the district by roughly 20 percentage points



---

## Conclusion

UTRU Network-wide data and individual program evaluation reports from early adopters of the residency model confirm that urban teacher residencies are preparing strong new teachers. UTRs are taking the steps necessary to create system-level change in high-need urban school districts across the nation. Residencies aim to prepare teachers who are highly effective from day one in the classroom, leading to reduced turnover, additional teacher-leader opportunities, and directed professional development that contributes to a community of teachers who are supported, engaged, and thriving. All of these factors extend the reach of excellent teachers, and give students in our neediest schools, the prepared educators they deserve.