



Teacher Leadership • Research • Policy

Why Urban Teacher Residencies?

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Why UTRs?

- Universities do not prepare the teachers districts need
- Alternative certification programs do not prepare teachers who stay
- Neither prepares teachers for new demands – ESL, special needs, assessments, school-community partnerships

What do UTRs do?

- Provide year-long paid residency, learning alongside an experienced, trained mentor;
- Prepare in cohorts and for school change;
- Focus on market needs and curriculum of local school district;

What do UTRs do?

- Wrap pedagogical coursework around clinical practice;
- Support Residents for 2-3 years once they are hired as teachers of record; and
- Draw on community based organizations to drive school–university partnerships

Characteristics of effective teacher prep (AC & TC)

- Well-supervised student teaching aligned with first year teaching assignment
- Engage in lesson study
- Highly skilled mentor
- Study local school curriculum
- Capstone experience (e.g., action research or data-based portfolio) to judge candidate

New generation partnerships

PDS

**University-initiated;
generic preparation for all**

**Clinical work follows
course work; unpaid**

**Focuses on preparation
level**

**Teacher prep and school
reform**

No CBO partner

UTRs

**District-initiated; targeted
at specific district's needs**

**Courses wrapped around
paid residency**

**Preparation and multi-year
induction**

**Teacher development and
school reform**

**CBO partner facilitates or
leads**

How can we increase the impact of UTRs?

- Universities focus on fewer students and programs
- Districts more equitably use salary dollars
- Rethink and redistribute P-20 resources
- Draw on CBOs to drive change