

Denver Teacher Residency



► Create a Success Story.



4th Annual National Summit

Great
Teachers
for Our
City Schools

Increasing Student Achievement through Effective Teaching

April 27-29, 2011

Location: Embassy Suites Denver Downtown



Our Current Collaborators Include: American Association of Colleges for Teacher Education (AACTE), Educational Testing Service (ETS), Mid-continent Research for Education and Learning (McREL), National Comprehensive Center for Teacher Quality (TO Center), National Commission on Teaching and America's Future (NCTAF), National Conference of State Legislatures (NCSL), State Higher Education Executive Officers (SHEEO), Western Interstate Commission for Higher Education (WICHE)

For more information please visit: www.metrostatecue.org

DTR Mission:

Select and prepare aspiring teachers to effectively meet the diverse needs of Denver Public Schools students, increase academic achievement and serve as leaders in our schools, district and community.



Denver Public Schools (DPS) Initiative

- The Janus Education Alliance (JEA), launched in the Spring of 2008 with a three-year, \$3-million investment from Janus to DPS
- Denver Teacher Residency (DTR) is based on national models for urban teacher preparation (BTR, BTP and AUSL) and partners with Urban Teacher Residency United (UTRU) to continue to refine program design and implementation
- DTR partners with the University of Denver's Morgridge College of Education to provide Residents with a MA in Curriculum and Instruction, preparing for dual or triple endorsement in Secondary Mathematics, Special Education and Linguistically Diverse Education

DTR Program Structure

Residency: Year One

- Placement in a DPS high-needs elementary school with 4-8 Residents
- Concurrent enrollment in MA in Curriculum and Instruction tailored to maximize the classroom experience

Year Two

- Hired as teacher in a DPS high-needs school
- Begin receiving differentiated Induction support
- Reimbursement for tuition begins from DPS/DTR

Years Three through Five

- Continue as teacher in a DPS high-needs school
- Continue to receive differentiated Induction Support
- Reimbursement for tuition from DPS/DTR

DTR improves the knowledge, skills and leadership of Lead Teachers as they mentor, model and guide Resident learning.

Alignment to the Denver Plan

2009 Denver Plan: Our vision is to assemble highly effective teams of teachers, principals, and staff in every school ... accountable for improved student results.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Cohort Size	27	35-40	55-60	65-70	75	75
Content Area	Elementary (LDE)	Elem (LDE and SPed)	Elem (LDE and SPed) Secondary (Math)	Elem (LDE and SPED) Secondary (Multi-disciplinary)	Elem (LDE and SPED) Secondary (Multi-disciplinary)	Elem (LDE and SPED) Secondary (Multi-disciplinary)
<i># of Host School Sites</i>	5	7	7	8	8	8

Initial Success

- Teacher Quality Partnership Grant Award
 - \$8.2 million over a five year period (2010-2015)
- Curriculum Design
 - Highly differentiated MA curriculum providing content and pedagogy to support the practicum. Content and evaluation metrics grounded in research based DTR Framework for Equity. All Residents preparing for endorsement in Linguistically Diverse Education and Special Education.
- Lead Teacher Professional Development
 - Lead Teacher and Site Coordinator Professional Development bolstering mentoring, coaching and data analysis. Alignment with Teacher Leadership Academy.
- Host School Site Retention
 - 100% of preferred HSS partners are continuing with DTR for Year 2.

Success Indicators

Principal Feedback- Caliber of Cohort

- Is the Resident an asset to the classroom community?
Yes : 95%
- Is the Resident positively impacting student achievement within their classroom?
Yes : 95%

Overall performance of the UTR-prepared residents at your school: **“This program has been the best teacher preparation program I have observed in my time as a principal. By having teachers assigned as residents, they have an opportunity to develop and practice their skills in a true environment.”**

Success Indicators

UTRU National Survey- Cohort Analysis

Preparation and Sense of Efficacy: DTR Resident feedback rate higher in all areas as compared to other first year Residency programs (Philadelphia, Chattanooga, New York)

Scaling from 27-75 Residents

- How do we recruit and select the best candidates?
- How do we maintain a cohort model?
- How do we differentiate coursework?
- How do we increase program effectiveness to improve student and Resident learning?

Recruiting and Selecting

Goal:

- Recruit 10x the number of quality candidates we want to select

Solution:

- Design the best program for a career changer or college graduate to pursue teaching
- Clear vision of quality candidate and recruitment strategy to find them
- Use selection strategies that identify best candidates

Test:

- Can this be applied to 75 Residents?
- What if we train for elementary ELA E, ELA S, secondary math and science?

Cohort Model

Goals:

- Prepare teachers to work collaboratively with colleagues
- Provide strong social support system

Solution:

- Divide Residents into distinct cohorts based on initial license categories

Test:

- Can this be applied to 75 Residents?
- What if we recruit and train for elementary ELA E, ELA S, secondary math and science?

Differentiate Coursework

Goal:

- Design and teach coursework that aligns to state standards, District performance outcomes and best practices in education for grade level and content area

Solution:

- Resident cohort model based on initial state license categories
- Use technology to modify coursework
- Differentiate within a course- whole group and small group

Test:

- Can this be applied to 75 Residents?
- What if we recruit and train for elementary ELA E, ELA S, secondary math and science?

Program Effectiveness

Goal:

- Improve Student and Resident learning

Solution:

- Lead Teacher training: Mentoring and Teacher Effectiveness
- Strategic Learning Rotations
- Staffing Model: 1 R with 1 LT SC facilitates and evaluates LT and R learning for HSS Field Manager facilitates and evaluates SC, LT and R learning for 2-3 HSS
- Evaluate program components

Test:

- Can this be applied to 75 Residents?
- What if we recruit and train for elementary ELA E, ELA S, secondary math and science?

Denver Teacher Residency

A critical component of the reform efforts within Denver Public Schools

“Education will determine whether our citizens will be able to compete successfully in this century’s economy. The opportunity for us—and the challenge—is not to rechart our direction or search for our destination, but to accelerate our reforms and do the work that will enable us to reach our goal of becoming the best urban school district in the nation.”

— *Superintendent Tom Boasberg, January 22, 2009*