

2015–16 New Teacher Preparation Partnership Program

Develop Novice Teachers and Build Your Staff

Program Overview

We would like to invite interested middle and high schools to apply to participate in the New Teacher Preparation Partnership (NTPP), a cross-school partnership program that connects the preparation of aspiring teachers with the development of experienced teachers and the improvement of student learning. NTPP is a new iteration of the proven [Urban Teacher Residency \(UTR\)](#) model, a school-based teacher preparation program run by New Visions for Public Schools and Hunter College since 2009. For the 2015-16 school year the program will focus on preparing new secondary school teachers in English Language Arts, Special Education, and Teaching English to Speakers of Other Languages (EL Learners).

In NTPP, the graduate coursework of the aspiring teacher (resident) will be integrated with intensive, hands-on experiences in New York City schools. Within a strong public school, residents will collaborate for one school year with talented educators called mentors around all aspects of teaching and learning. At the same time, they will take Hunter College graduate courses which align with their real-time experiences in urban schools. Residents and mentors will also receive targeted twice monthly onsite coaching support as well as ongoing professional development.

NTPP will utilize the structure of the Chancellor's [Learning Partners Program](#) to match a host school that has had several successful years in UTR with two partner schools that are less experienced or new to teacher residency work. Each host school will support its two partner schools in the development and integration of promising structures, systems, and strategies for preparing novice teachers and developing the coaching skills and instructional practices of experienced teachers. The host and partner schools will have the opportunity to prepare and then hire novice teachers who are ready to meet the needs and develop the assets of New York City's middle and high school students to ensure that all are on track to graduate college and career ready. These schools will benefit from slowing down the "revolving door" of new teacher attrition that decreases student achievement and faculty collaboration.

Program Goals

Through this initiative, New Visions, Hunter College, and the New York City Department of Education aim to:

1. Increase the number of well-prepared and certified teachers entering our City's classrooms
2. Improve the retention of teachers in high-need subject areas
3. Accelerate the effectiveness of beginning teachers
4. Improve student achievement in novice and mentor teachers' classrooms
5. Strengthen the bridge between pre-service training and in-service support so all stakeholders are accountable for new teacher effectiveness and create a continuous feedback loop for improvement
6. Develop teachers into peer leaders who share what they learn, fostering a collaborative school-wide instructional culture
7. Promote cross-school collaborative learning about successful strategies and innovative practices, promoting system-wide change across NYC
8. Build a foundation for program sustainability and expansion.

How can I apply to be a host or a partner school and what is the timeline?

The application and selection process is designed to identify a cohort of approximately 8 partner schools which vary in enrollment size, secondary grades served (7-12), geographic location, and network affiliation. Schools can [apply here](#) to be a host or a partner school. **The application period will end on Wednesday, December 17th, 2014.** Applications will be reviewed on a rolling basis and schools are encouraged to apply as soon as possible. New Teacher Preparation Partnership Triads will be finalized in April 2015. For questions about the program and/or the application process, please email Rachelle Verdier at rverdier@newvisions.org.

What criteria should my school meet in order to apply?

For Host Schools:

School meets the following criteria:

- School has demonstrated strong practices during its participation in UTR for at least two years
- School earned a rating of “proficient” or higher on its most recent Quality Review
- School is not fully screened

Principal meets at least **one** of the following criteria:

- Has at least five (5) years of experience in a leadership role at current school (e.g., as principal, assistant principal, coach, teacher leader); OR
- Has at least five (5) years total experience as a principal in a NYC DOE school

Project Lead Coach:

- Principal is able to identify a Project Lead Coach to support the development of residents and mentors on site, and to create a schedule to support the coach’s work. The Project Lead Coach will need at least 1 released period (meaning 1 fewer teacher period) in order to visit resident and mentor classrooms twice monthly and meet with residents individually.

Mentor Teachers: 4 or more teachers are interested in participating as mentors, are ready to share their classrooms with novice teachers, have strong instructional practices, and meet the following requirements:

- Teaching assignment and certification in English Language Arts or Special Education for grades 7-12 or Teaching English to Speakers of Other Languages (EL learners) beginning in September 2015
- Experience in using assessment to inform instructional choices and improve student learning
- Strong communication, coaching, and problem-solving skills
- Three years (or more) of teaching experience in New York City public schools preferred
- Master’s degree preferred

For Partner Schools:

School meets the following criteria:

- School team of principal and at least 3 mentor teachers are eager to collaborate with colleagues, learn from strong practices, and reflect on and strengthen own practices for developing new and experienced teachers
- **Ready for the Next Level:** Based on qualitative and/or quantitative data, school has identified how the development of new and experienced teachers will take its practice “from good to great” in order to meet school-identified goals

Principal: Principal has at least 2 years of experience running a NYCDOE school

Mentor Teachers: 3 or more teachers are interested in participating as mentors, are ready to share their classrooms with novice teachers, have strong instructional practices, and meet the following requirements:

- Teaching assignment and certification in English Language Arts or Special Education for grades 7-12 or Teaching English to Speakers of Other Languages (EL learners) beginning in September 2015
- Experience in using assessment to inform instructional choices and improve student learning
- Strong communication, coaching, and problem-solving skills
- Three years (or more) of teaching experience in New York City public schools preferred
- Master’s degree preferred

What are the program commitments?

- In Spring 2015, teachers and school leaders participate in the process of selecting and matching residents at the school (including sending a delegation of about 6 students to 1 interview day at New Visions)
- School designs mentor schedules that give them time for coaching residents beginning in September 2015
- From July 2015–June 2016, each school team will dedicate about 10 hours per month total toward planning and/or professional development to support resident, mentor, and school learning. Activities will include:
 - Engaging in summer planning and/or professional development with host school and facilitator
 - Participating and learning from inter-school visitations including 4 visits to the host school and 2 visits to each partner school
 - Working with facilitator to revise practices based on program learnings
 - Providing feedback to program coaches

What are the specific mentor teacher responsibilities?

- Fulfill all requirements for 20-hour new mentor training course beginning in Spring 2015
- Begin work with resident in Summer 2015 (15 hours total)
- Support and guide resident (aspiring teacher) in the classroom, collaborating with resident on decisions regarding curriculum, instruction, and assessment to support resident's role as a member of school instructional teams
- Actively model best practices in instruction and planning; co-plan with resident
- Assist resident in developing and pursuing professional development goals
- Participate in the ongoing evaluation of resident's progress
- Examine and reflect on own classroom practice
- Participate in ongoing professional development including quarterly full-day meetings

How would my school be supported in this work?

- Tailored support from a facilitator with instructional and operational expertise who may help:
 - Plan school visits and learning activities and assist with implementation
 - Coordinate the distribution of funds, including preparation of purchase orders and per session postings
 - Document promising practices and collect feedback
- Targeted bi-monthly coaching support at the school to residents and mentors
- Quarterly full-day professional development for mentors
- Funding to schools that may be used toward:
 - Per diem to make staff available for program activities
 - Per session for planning time and professional development from July 2015–June 2016
 - The cost of printed materials, equipment, books, etc. to support program activities
 - Specific funding support for host schools and Project Lead Coaches
- Separate funding to be used toward providing residents with stipends and health benefits
- Financial Support to Mentor Teachers
 - \$1,200 stipend OR 3 graduate P credits for new mentor PD in spring 2015
 - \$3,000 stipend for work during school year 2015-2016
 - \$750 stipend for 15 hours of structured collaboration with resident during Summer 2015

How will my application be evaluated?

Schools will be selected for the program based on:

- Strength of application response
- Factors such as geography, demographic information, performance information, availability of appropriate host or partner school match, and need for balance of different school types in the cohort

Host and partner school finalists will have a visit from New Visions and NYCDOE staff who will look for evidence of strong overall practice as well as particularly strong practice in teacher development. The visit will include conversations with principals and potential mentor teachers and time in teachers' classrooms.