

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.

New Teacher Preparation Partnership Program 2015-2016

Thank you for your interest in the New Teacher Preparation Partnership Program.

You can find the plain-text version of the online application on the following pages of this document:

- Partner School Application on page 2-3
- Host School Application on pages 4-5

Please note that you must [apply online](#) but may use this document to plan your responses.

Note: The application period will end on December 17, 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, email Rachelle Verdier at rverdier@newvisions.org.

Partner School Application

School Information

1. Principal name (first and last)
2. DBN
3. Preferred email address

Partner School Application Criteria

Please read the following application criteria and confirm that your school qualifies to apply to be a partner school for the New Teacher Preparation Program:

1. **School** meets the following criteria:
 - a. 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
 - b. **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
2. **Principal:** Principal has at least 2 years of experience running a NYCDOE school
3. **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:
 - a. 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
 - b. Experience in using assessment to inform instructional choices and improve student learning
 - c. Strong communication, coaching, and problem-solving skills
 - d. Three years (or more) of teaching experience in New York City public schools preferred
 - e. Master’s degree preferred

Yes, my school qualifies to apply to be a partner school in the 2015–2016 academic year.

No, my school does not qualify to apply to be a partner school in the 2015-2016 academic year. Therefore, I will not be applying.

If you have any questions about the partner school criteria, please contact rverdier@newvisions.org

Statement of Commitment

Please read the program commitments below and **confirm** that, if selected to be a partner school, you and your team agree to fulfill this commitment.

- 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:
 - a. Engaging in summer planning and/or professional development with host school and facilitator
 - b. Participating and learning from inter-school visitations including 4 visits to the host school and 2 visits to each partner school
 - c. Working with facilitator to revise practices based on program learnings
 - d. Providing feedback to program coaches

Mentor teachers will commit to additional responsibilities including:

- 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 and reflect on 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
- Participate in ongoing professional development including quarterly full-day meetings

Yes, I understand and agree to fulfill the commitment if selected to be a partner school.

No, I am unable to fulfill the commitment in the 2015-2016 academic year. Therefore, I will not be applying.

Preferences

Please respond to the following questions to support the school matching process, should you be selected as a partner school. Note that preferences will be taken into consideration but are not guaranteed.

1. On a scale of 1 to 4 (1=not at all important; 4=very important), how important is it to you to be matched with a school that:
 - a. Is geographically close
 - b. Has a similar student population
 - c. Is in your network
 - d. Shares your superintendent
 - e. You already know or have worked with

If this is important, please encourage the school(s) that you have in mind to apply, and enter up to two (2) schools below:

 - School #1 DBN:
 - School #2 DBN:

Writing Prompts

1. Given the focus of this program, the preparation of new and the continued development of experienced teachers, explain the challenges that your school is currently experiencing and what goals you would have for addressing these challenges through participation in this program. (500 words or less)
2. How have you previously leveraged the strong practices of other schools or leaders to strengthen your own practices? (250 words or less)
3. If you are chosen as a partner school, which three (3) mentor teachers would you include in your program team to support residents, to participate in intervisitations and other learning activities, and support you in integrating what you learn to strengthen practices back at your school? Please list the name and role of each staff member and then explain: (250 words or less)
 - a. Why you are selecting this team in particular.
 - b. The structures already in place or that you would put in place to ensure this team has the capacity to engage in this work.
 - c. How you would ensure that the rest of the school staff is aware of and involved in the program.

Additional Comments

Please provide any additional comments below.

Host School Application

School Information

1. Principal name (first and last)
2. DBN
3. Preferred email address

Host School Application Criteria

Please read the following application criteria and confirm that your school qualifies to apply to be a host school for the New Teacher Preparation Program:

- **School** meets the following criteria:
 - a. School has demonstrated strong practices during its participation in UTR for at least two years
 - b. School earned a rating of “proficient” or higher on its most recent Quality Review
 - c. School is not fully screened
- **Principal** meets at least **one** of the following criteria:
 - a. 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
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- **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 one fewer teaching periods) in order to visit resident and mentor classrooms twice monthly and meet with residents individually.
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Yes, my school qualifies to apply to be a host school in the 2015–2016 academic year.

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If this is important, please encourage the school(s) that you have in mind to apply, and enter up to two (2) schools below:

- School #1 DBN:
- School #2 DBN:

Writing Prompts

1. Why are you interested in being a host school for the New Teacher Preparation Partnership Program? (250 words or less)
2. Describe your school's strong practices around teacher development and provide evidence that these practices are having an impact on student learning. (500 words or less)
3. Describe a challenge that you and your school have faced either currently or in the past. What leadership qualities have helped you address the challenge? What steps have you taken to address it? (250 words or less)
4. How have you previously leveraged your strong practices to support the growth of **other** schools or leaders? (250 words or less)
5. How have you previously leveraged the strong practices of **other** schools or leaders to strengthen your own practice? (250 words or less)
6. If you are chosen as a host school, which teacher would you choose as project lead coach and which four (4) mentor teachers would you include in your program team to support residents, participate in intervisitations and other learning activities, and support you in integrating what you learn to strengthen practices back at your school? Please list the name and role of each staff member and then explain. If you would like to include more than 4 mentors please provide an additional explanation: (250 words or less)
 - a. Why you are selecting this team in particular.
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