Measuring UTRU Network Program Impact

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UNITED

URBAN TEACHER RESIDENCY UNITED

SAN FRANCISCO TEACHER RESIDENCY
Program Impact Summary

Program overview

Serving high-need schools in the San Francisco Unified School District (SFUSD), the San Francisco Teacher Residency (SFTR) has prepared over 100 teachers for math, science, bilingual Spanish, and elementary education credentials. Approximately 25 mentors per year supported the SFTR residents throughout their residency year.

Impact on schools and communities

SFTR's commitment to diversifying the teaching force in STEM subjects is evident: An average of 57 percent of residents across all five cohorts have been STEM candidates, and more than half of all SFTR residents have been people of color. In 2014-15, 75 percent of the residents identified as non-white. Additionally, SFTR residents are committed to serving high-need schools, as evidenced by an average retention rate of 97 percent (averaged across five cohorts) in high-need schools. Especially noteworthy is that 100 percent of SFTR's first graduating cohort, which completed the program in 2011, is still teaching in high-need schools.

> **Data sources**
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> The San Francisco Teacher Residency data presented here is derived from internal data collection, research conducted by university partners and UTRU stakeholder surveys
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> **San Francisco Teacher Residency At a Glance**
> Launch year: 2010
> Joined UTRU Network: 2014
> Partners: San Francisco Unified School District, Stanford School of Education, University of San Francisco, United Educators of San Francisco

Impact on teacher preparedness and performance

Seventy (70) percent of SFTR graduates teaching in SFUSD have received 'Highly Effective' or 'Outstanding' ratings on the district's teacher evaluation framework, the top two ratings on a five-tiered scale. Additionally, SFTR has a 100 percent passing rate on the Performance Assessment for California Educators (PACT), the statewide teacher performance assessment that individuals in teacher preparation programs much pass to earn a California teaching credential.

SFTR residents strongly agree (and their mentors concur) that the residency experience is preparing them to be effective first-year teachers. They feel especially prepared in terms of instruction (most notably in making connections to prior and future learning experiences during a lesson and checking student understanding to adjust instruction in real time), creating a strong learning environment (particularly by establishing a culture of respect, rapport and trust with students) and professionalism, where they rated themselves on average as very well prepared in terms of understanding how their background knowledge and experiences influence their perceptions and actions as a teacher.

SFTR is also built to foster professional growth in the experienced teachers who support program residents as mentors. Consequently, the program's mentor teachers strongly agree that the residency experience makes them more effective teachers. One mentor who is a special education inclusion teacher noted, "I've been more reflective of my own practice, as well as the practice of other teachers whose classrooms we work in. The resident and I get a chance to discuss strategies, techniques and structures of different settings, which has been valuable to him and me."

Students taught by SFTR graduates have high levels of confidence in their teachers' competence. In Fall 2014 and again in Spring 2015, SFTR administered the YouthTruth Student Survey to more than 1700 middle and high school students of SFTR graduates to gauge student perceptions of teachers according to six indicators [15]. Students were especially confident in their teachers' ability to engage students, develop personal relationships with them, and employ academic rigor, high expectations, and strong instructional methods. High school students also rated their teachers as having strong expertise in creating a positive classroom culture.

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[15] Student engagement, academic rigor & expectations, relevance, instructional methods, personal relationships, classroom culture

Urban Teacher Residency United
Measuring UTRU Network Program Impact 2015

The need for teacher residencies has never been so critical. Teacher attrition is costing the U.S. more than $2 billion annually (Haynes, 2014), and numerous studies have shown that high-need schools, particularly those that serve poor and minority students, continue to struggle to attract and retain highly effective teachers (Peske & Haycock, 2006). This narrative is not new, and the solutions for school districts are coming slowly; at the same time, recent policy developments around teacher preparation have created an unprecedented window of opportunity for the field of teacher preparation to make dramatic improvements:

- In 2013, the newly formed Council for Accreditation of Educator Preparation (CAEP) released new standards for teacher preparation that include a focus on building partnerships and strong clinical practices – a critical element of the UTRU residency model.
- In late 2014, the U.S. Department of Education proposed new teacher preparation regulations to evaluate teacher preparation programs in an effort to create greater transparency, accountability and program improvement.
- In early 2015, a group deans from U.S. schools of education formed Deans for Impact, aiming to design and validate a coherent set of teacher-preparation experiences, and garner support for them within their own colleges and the field at large.
- Multiple states have begun efforts to improve teacher preparation, including adopting edTPA, a teacher preparation assessment being touted as an additional measure of teacher quality that will result in stronger new teachers exiting from preparation programs.

Teacher residencies are well positioned to meet these higher standards for teacher preparation accountability. The Urban Teacher Residency (UTR) model addresses the longstanding challenges facing high-need schools and meets the goals of federal and state teacher preparation policies that improve the readiness and impact of new teachers. These policies – particularly at the state level – focus on creating a pipeline of well-prepared, highly effective new teachers that are recruited, selected, and developed directly in response to district needs. Additionally, UTRs prepare new teachers with the skills and mindsets that enable them to start out as highly effective teachers of record, thereby reducing turnover, creating teacher leader opportunities and providing comprehensive induction services and ongoing professional learning to support both new and experienced educators.

UTRU Program Impact Metrics

The program impact reports that comprise the second half of *Measuring UTRU Network Program Impact 2015* consist of a set of metrics by which UTRU Network partners assess their individual program impact. Taken together, these measures of residency program success also illustrate the collective success of teacher residencies in recruiting, preparing, supporting and retaining teachers who are well-equipped from day one as teachers of record to positively impact student achievement in high-need schools.

School impact metrics

In addition to preparing, supporting, and retaining highly effective teachers, UTRs also aim to affect positive change in the schools and districts they serve. High-need schools are typically plagued by high teacher turnover and a dearth of highly effective teachers, particularly those who teach hard-to-staff subjects like science, math, special education, and bilingual and ESL education.

To measure program effectiveness in addressing these school-based challenges, UTRs track the diversity of their residents' socio-economic and cultural backgrounds, and the numbers of residents they prepare in high-need subject areas and grades. In addition, program selection rates in combination with teacher retention rates help residency programs assess the effectiveness of their carefully aligned recruitment and selection processes, the purpose of which is to ensure that only those teacher candidates who demonstrate the characteristics needed to be successful – both in a rigorous residency program and as a teacher of record in a high-need school – are selected for the program.

Teacher preparedness and professional growth metrics

The chief aim of each residency program in UTRU's Network is to prepare and support effective teachers so that they are equipped with the skills and dispositions necessary to positively impact student learning in a way that most novices (and many veteran educators) are not prepared to do. An important factor in a teacher's classroom effectiveness is her confidence in her ability to promote students' learning, which in turn is heavily influenced by the way a new teacher is socialized (Hoy, 2000). A critical component of a new teacher's socialization is the opportunity for "mastery experiences" during pre-service teaching (Hoy, 2000). In turn, teachers with a stronger sense of competence tend to exhibit greater levels of planning and organization, are more open to new ideas and willing to experiment with new methods, are more persistent and resilient and less critical of students when they make errors, and are less inclined to refer a difficult student to special education (Jerald, 2007).

Thus, UTRU Network partners assess their residents and graduates sense of self-efficacy, along with principal perceptions of resident and graduate preparedness and effectiveness, either via UTRU annual stakeholder surveys or their own internal stakeholder assessments. Some residencies also have begun administering student perception surveys, a reliable measure of teacher effectiveness (MET, 2013) when used in conjunction with other effectiveness data.

Additionally, residency programs help address the lack of professional growth opportunities present in many districts and schools by creating leadership opportunities for experienced, effective teachers who serve as mentors to residents. Consequently, one of the measures by which the residency programs in UTRU's Network measure their success is the extent to which mentors report their own professional growth, specifically, enhanced self-reflection and instructional practice.

Teacher performance metrics

Teacher performance metrics include how teachers perform on district[2] and residency program evaluations, including classroom observations, performance tasks, professionalism indicators and student perception surveys. It is important to note that novice teachers typically do not yet have the professional capacity to meet the same performance expectations as their more experienced counterparts (The New Teacher Project, 2010) and thus usually attain "basic," "proficient" or "distinguished" or similar ratings on teacher evaluation frameworks. However, as illustrated in this report, some graduates of residency programs have received the highest ratings possible on their evaluations, illustrating that residency programs' careful selection of residents and the rich clinical experiences and intensive support that beginning teachers receive in residency programs are resulting in better prepared and more effective novice teachers.

Student achievement metrics

Ultimately, teacher residencies aim to ensure that students in high-need schools receive a high-quality education. So examining the academic performance of students whose teachers graduated from a particular residency program is an essential measure by which residency programs evaluate their effectiveness. Student performance metrics used in this report include student performance on standardized tests, student academic growth and student grades in classes taught by residency program graduates.

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[2] "District" refers to both to district central offices that oversee traditional public schools and charter management organizations (CMOs), which operate charter schools.

UTRU Network Collective Impact

Network partner programmatic data, coupled with UTRU annual survey data, provide a comprehensive view of the collective impact of UTRU Network partners.

Nationwide impact

UTRU's Network of 20 high-quality residency programs has prepared nearly 2700 graduates who are working in 30 high-need school districts throughout the U.S., where they are teaching approximately 150,000 students each school day. During the 2014-15 academic year, UTRU Network programs prepared more than 550 residents who were supported by and learned from 523 mentor teachers in 211 training sites.

Impact on schools and communities

2014-15 Network partner data illustrates the continued impact of residencies on the teachers they prepare and on the students that residents and graduates serve. Eighty-four percent of residents are still teaching after three years, indicating that residency programs' rigorous selection criteria (the average acceptance rate is 24 percent) and intensive clinical preparation yield teachers who are committed to working in high-need communities. Residencies are also working to ensure that they meet the specific needs of the districts they serve by recruiting and preparing residents of color and for hard-to-fill subject areas. One-third of the 2014-15 Network cohort are people of color, nearly 30 percent of program graduates are teaching STEM subjects, and 13 percent are teaching English language learners.

Impact on teacher preparedness and professional growth

Year after year, UTRU mid- and end-year survey data on overall perceptions of UTRs and the teachers they prepare and support reveal high levels of satisfaction among all Network stakeholders – residents, graduates, mentors, and principals.

The 2013-14 UTRU end-year survey asked stakeholders to share their perceptions of resident and graduate preparedness in five areas of practice that are correlated with teacher effectiveness (MET, 2013): instruction and pedagogy; use of data; learning environment; cultural responsiveness; and professionalism and leadership.

Survey responses indicate that graduates are equipped with the knowledge and skills to be successful from the time they enter the classroom as teachers of record and have a strong sense of self-efficacy: The vast majority of graduates agree or strongly agree that they improve student learning and achievement in their classrooms (87 percent), enter the classrooms with stronger skills than the average teacher (88 percent) and recommend their residency program to those who want to teach in high-need schools (88 percent). And 91 percent of residents agree to strongly agree that the residency experience is helping them develop the skills and knowledge necessary for being an effective first-year teacher.

The school leaders who work with residents and graduates concur. Principals who oversee

residency school training sites and who hire UTR graduates continue to have overwhelmingly positive perceptions of resident and graduate effectiveness. Training site principals report that residents are more effective than the typical new teacher, specifically in the following areas:

- 88 percent agreed that residents are more effective in instruction and pedagogy, learning environment, culturally responsive teaching, and professionalism and leadership; and
- 75 percent agreed that residents are much more effective at using data than the typical new teacher; and

Hiring principals also consider graduates more prepared than the typical new teacher, with 89 percent agreeing that

- Graduates in their building positively affected the culture of the school;
- They would hire graduates to teach in their building next year;
- They would recommend hiring a residency graduate to a colleague;
- Graduates of a residency program are more effective or much more effective than teachers from other teacher preparation pathways.

In addition to delivering rigorous and supportive preparation to residents, residency programs also provide leadership opportunities for highly effective experienced teachers through the residency mentor role. Mentors continuously report that they grow professionally from their participation in the residency experience. More than 80 percent of mentors agree to strongly agree that their work preparing and supporting residents enhances their own professional growth and practice, with 95 percent strongly agreeing that being a mentor makes them a more effective teacher.