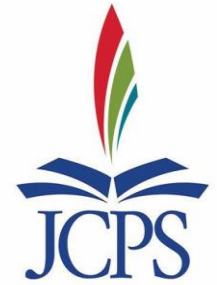


Louisville Teacher Residency Program

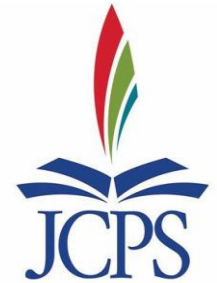
**Diversity, Equity, and Poverty
Division**

What is the Louisville Teacher Residency?



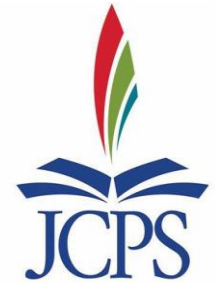
- Louisville Teacher Residency (LTR) is a program designed to produce a diverse cadre of quality teachers. LTR offers the opportunity to become certified teachers in just one year! Participants receive personalized instruction and assistance throughout the process to help them be successful in JCPS classrooms. In return, LTR teachers commit to teach in accelerated improvement schools for five years.

Louisville Teacher Residency (LTR) Training Model



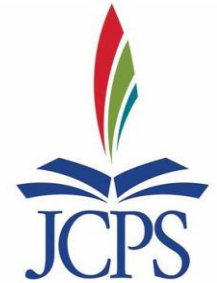
- Full year of classroom experience coupled with Masters Degree in teaching
- Real time support team, consistent coaching
- Experienced third party consulting (Academy for Urban School Leadership) with proven results
- Vigorous recruiting and vetting of candidates

Rationale



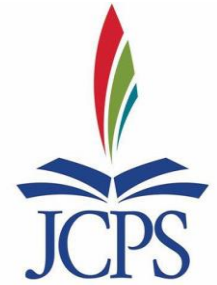
- Authentic experience in JCPS classrooms
- Master's degree from the University of Louisville
 - Low cost tuition
- KY State certification
- Coaching/personalized learning accelerates progress
- A cohort of peers for support and shared learning experiences

District Goals & Benefits



- **Effective and Experienced Leadership:** Effective district and administration leaders working alongside residents each day of their field experience. Each resident will be assigned a resident coach and support team.
- **Sociocultural Challenges:** Residents are trained in authentic classroom settings within JCPS. Residents will be exposed to the realities of urban classrooms and taught how to navigate the challenges in urban classrooms.
- **Innovative, Proven Effective Teacher Leaders:** Residents will be trained under the districts most effective teachers with proven track records and a coach dedicated to their success.
- **Improved Teacher Retention**
- **Increase diversity in teacher force**

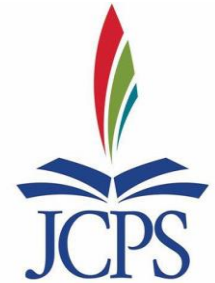
University of Louisville – College of Education



- One-year certification Pathway/ Masters of Teaching
- Tuition reduction
- Salary for instructors
- PRAXIS support
- University supervisor support for mentoring and observation

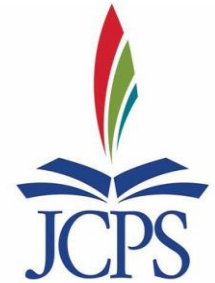
Academy for Urban School Leadership (AUSL)

More than 1,000 high-quality teachers trained, 31 schools transformed



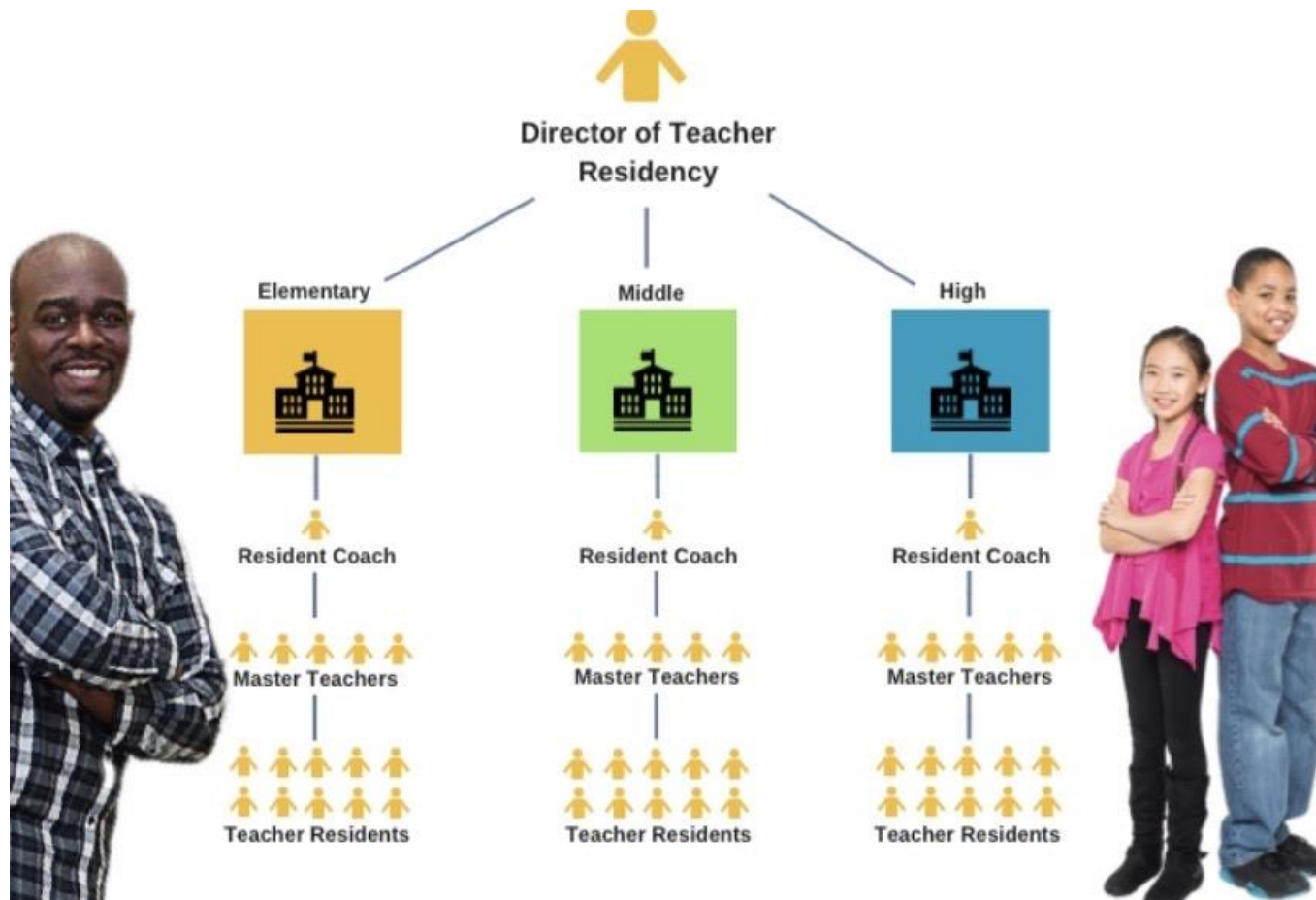
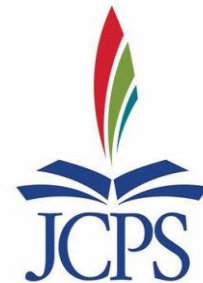
- AUSL has a proven record of creating schools of excellence by developing highly effective teachers and administrators in highly distressed urban communities.
- After its success in Chicago, AUSL expanded its advisory services to other underperforming districts.
- A four-year contract with JCPS and AUSL will provide the teacher residency program with the advisory service we need to repeat AUSL's success here in Jefferson County.

Teacher Residency Training Sequence

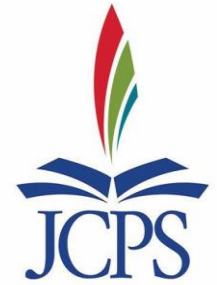


- Phase 1: Resident identification and selection
» Admission to graduate studies program
- Phase 2: Summer coursework provided by university partner; schedule convenient to the university
- Phase 3: Field placement in Accelerated Improvement School by JCPS (Monday – Thursday) and continued coursework provided by university on Fridays
- Phase 4: JCPS job placement and continued support through first year of teaching

Teacher Residency Model

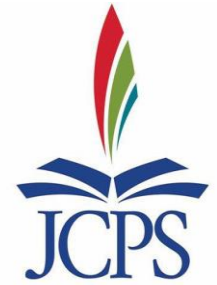


Roles & Responsibilities - Coach



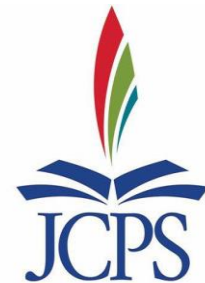
- Supports the Training Site, Mentor Teachers, and Residents
- Supervises Mentor and Resident relationships
- Coaches and tracks performance
- Delivers Professional Development programmatically
- Member of School Admin team

Roles & Responsibilities – Mentor Teacher



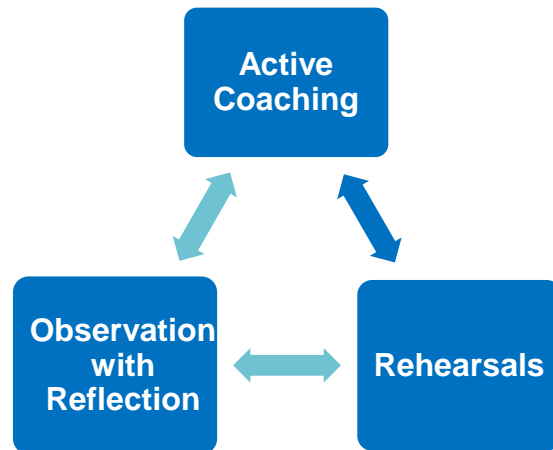
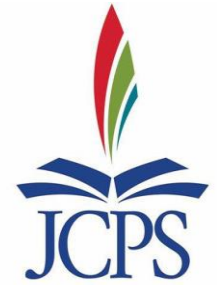
- Model proficient and replicable practice
- Use student data to guide instruction
- Teach transparently - they talk out loud
- Observe, coach in the moment, rehearse with residents
- Assess Resident performance

Roles & Responsibilities – Residents



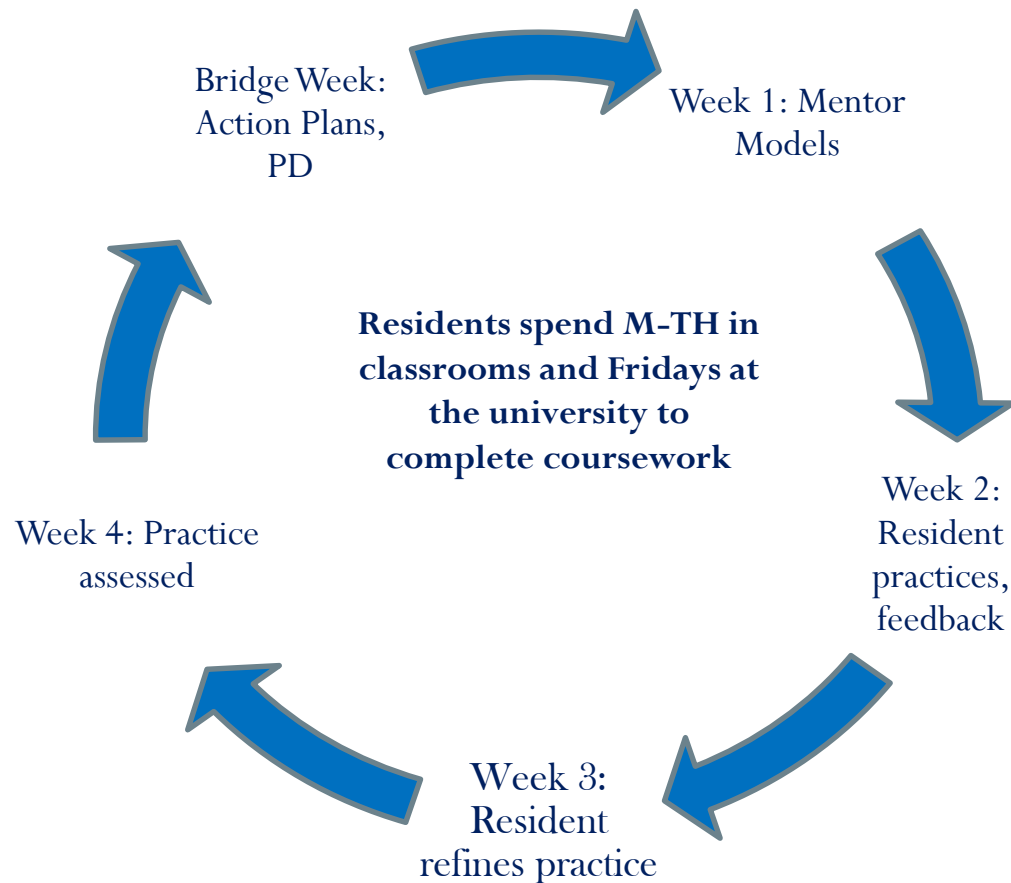
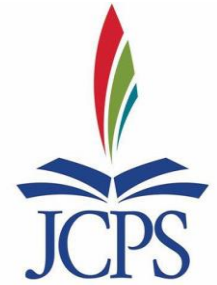
- Team with another Resident and Mentor Teacher
- Learn and work as a team and as a cohort
- Experience multiple Takeovers (Lead Teach)
- Earn Master's Degree & KY Licensure
- Teach in the district 5 years following

Coaching Framework

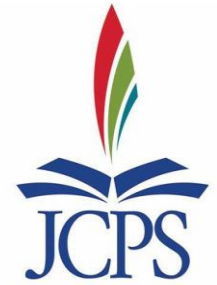


- **Active Coaching:** residents receive “in the moment” of teaching
- **Rehearsal:** residents and mentors role-play a lesson segment and its embedded cycle practices
- **Observation with reflection:** classroom-level data collection and observation debrief

Typical 5 Week Cycle of Learning

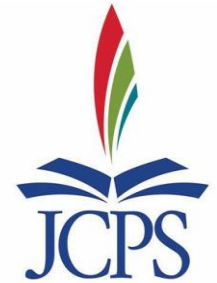


Training Site Expectations – School Culture



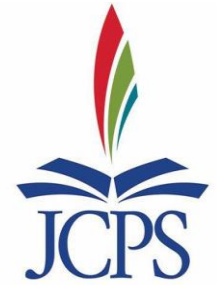
- School-wide systems and procedures
- Implementing district adopted curriculum
- Student growth trending in a positive trajectory
- Data is used to inform instructional decisions
- Admin & staff consistently make practice transparent
- A “learner stance” and is prevalent among staff

Training Site Expectations – Administration



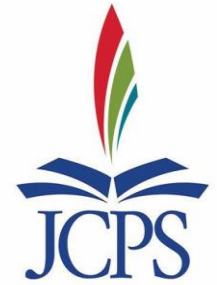
- Willing to work with residents who may need coaching around professionalism, instruction, etc.
- Works with mentor-resident coach, includes them as part of the administrative team, respecting their core responsibilities to residents
- Willing to embrace inexperienced teachers and see their challenges as teaching and learning opportunities
- Willing to make accommodations for the training program, such as schedules
- Includes residents in staff activities as members of the school team

Training Site Expectations – Mentors



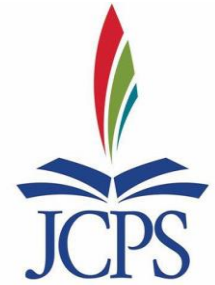
- Dedicated to growth and improvement, including their own
- Qualifications of “master” mentor teachers based on criteria - NOT as a reward (student data, current understanding of best practices for student learning, like working with others, willing to be transparent and to gradually release instruction)
- Include residents in all teacher / teaching activities (they shadow the mentor teacher for all teacher/ teaching activities)

Program Goals & Evaluation

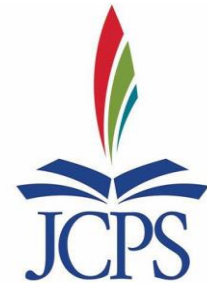


- New teachers emerging from LTR will be hired by the district each year.
- The retention rate for teachers in identified AIS schools will improve by 10% over baseline by the end of year five.
- The number of teachers of color teachers in the district will drastically increase in the course of ten years.

School Selection Timeline



- Training Site interest meeting; January 23, 2020
- Confirm interest with Sylena R. Fishback and submit letter of support from SBDM by February 10, 2020
- Training site application interviews February 20, 2020
 - JCPS
 - UofL
 - AUSL



QUESTIONS AND DISCUSSION