



# SUTR

## SPPS Urban Teacher Residency

### March 11, 2016

# St Paul Urban Teacher Residency (SUTR)

- *An innovative, graduate-level, yearlong teacher residency program*
- *Developed in partnership with SPPS and UST*
- *Residents will earn a master's degree and a teaching license*
- *This program aims to recruit, prepare, support and retain effective teachers from underrepresented backgrounds who reflect our diverse student population at SPPS.*

\*Pending the submission and requisite review and approval of the University of St. Thomas programs by the Minnesota Board of Teaching.



# Agenda

- ❑ Introduction and Background
- ❑ Partnership and Design Team
- ❑ Residency Models
- ❑ Overview of SUTR
- ❑ Courses and Schedule
- ❑ Assessment and Accountability
- ❑ Mentor Teacher Training and Support
- ❑ Resident Weekly Seminars
- ❑ Year training at a glance
- ❑ Questions



# Welcome

We are really excited about this innovative teacher preparation program!



# SUTR Team Introductions

**Terri Vandercook**- University of St. Thomas

**Shelley Neilsen-Gatti** - University of St. Thomas

**Silvy Un** - Saint Paul Public Schools - Office of Leadership Development

**Danaya Franke** - Saint Paul Public Schools - Office of Leadership Development

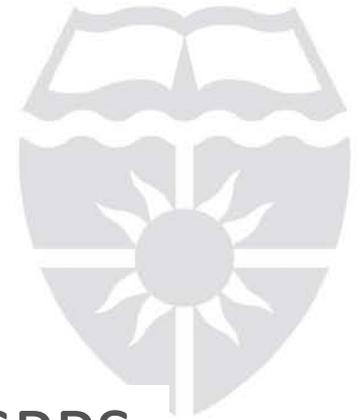
We have more colleagues from SPPS and UST in the audience for support and expertise that we may need to respond to your questions.



# Saint Paul Public Schools



# Why SUTR?



- 80% students of color
- 17% teachers of color ; 83% are white
- 100+ languages and dialects spoken in SPPS
- 34% of students are English Language Learners
- 1,000+ non-licensed staff in SPPS
- 50% have a bachelor's degree

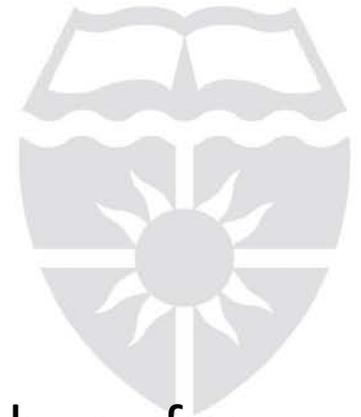
# How did SUTR come together?



- Bush Diversity Grant - Fall / Winter 2015
- UST identified as the IHE partner - Summer 2015
- Supporting Effective Educator Development (SEED) grant - Fall 2016
- UST / SPPS Partnership - continuous
  - 116 non-licensed potential candidates - growing
  - All conventional programs BOT approved June, 2015

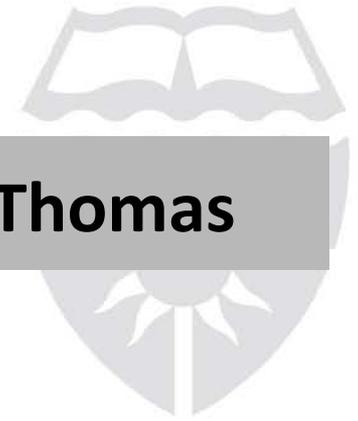


# SUTR Program Goal



Create and sustain an innovative program that is a pathway for recruiting, preparing, supporting and retaining highly effective teachers from underrepresented backgrounds, as well as a model for school-university partnerships that enhances the ability of both schools and universities to continually improve on their ability to be culturally responsive while eliminating racial disparities.

# Partnership Design Team



## St Paul Public Schools

Silvy Un  
Danaya Franke  
Bouakham (Bou) Moua  
Kha Vang  
Kenyatta Carter  
Jada Wollenzein  
Laurin Cathey  
Patrick Duffy  
Amy Steele  
Student Teacher Team  
Communications  
Grants Department



## University of St Thomas

Joe Kreitzer  
Susan Andersson  
Terri Vandercook  
Shelley Neilsen Gatti  
Todd Busch  
Debbie Munson  
Bob Nister  
Carole Koch  
Nanette Misagghi  
Barbara Jo Stahl

College of Education,  
Leadership and Counseling

UNIVERSITY OF  
**St. Thomas**

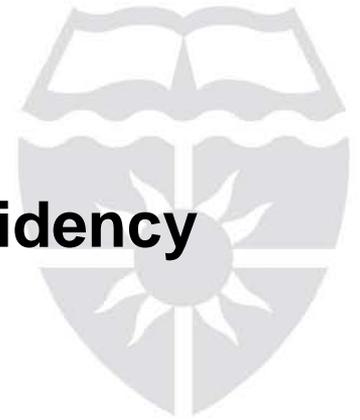
# Content/Pedagogy Support



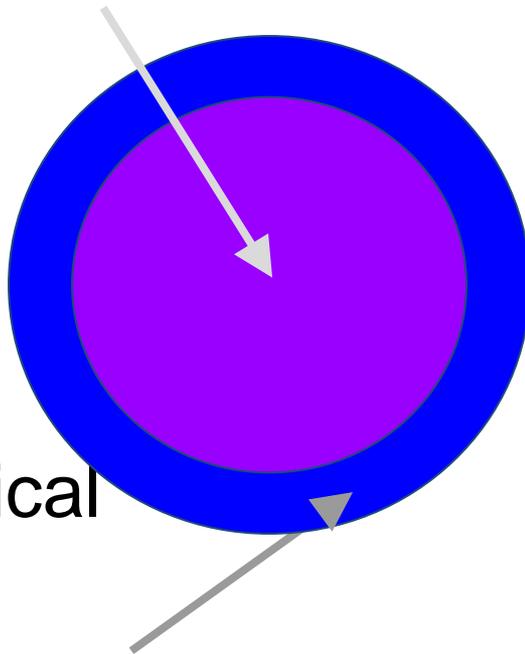
- Bob Nistler, Elementary Literacy, Faculty, Teacher Education
- Debbie Monson, Elementary & Secondary Math, Faculty, Teacher Education
- Carole Koch, Elementary & ESL, Assessment Coordinator, Teacher Education
- Muffet Trout, Educational Psychology; Elementary & Secondary Social Studies, Faculty, Teacher Education
- Tom Koch, Education Foundations; Elementary Administration, Adjunct, Teacher Education
- Deb Besser, Engineering & STEM, Faculty, School of Engineering
- Shelley Neilsen Gatti, SPED, Emotional Behavior Disorders, Faculty, Special Education
- Todd Busch, SPED, Learning Disabilities & Academic Behavioral Strategist, Faculty, Special Education
- Lynn Stansberry-Brusnahan, SPED, Autism Spectrum Disorders, Faculty, Special Education
- Jo Montie, SPED, Developmental Disabilities Faculty, Special Education
- Nanette Missaghi, Working with diverse populations, Director, Collaborative Urban Educator program
- Laura Medwetz, Special Education, EBD, LD, ASD, and, DD; Adjunct, Special Education
- Danaya Lamker-Franke, Elem. Ed./ Deaf Ed. K-12/ Principal K-12 Urban Teacher Residency Coordinator/ Residencies/ Mentoring/ Instructional leader/ TC2 Site Liaison
- Silvy Un, Ph.D., Elementary Ed./ Principal K-12/ Research in urban education, Assistant Administrator in Leadership Development/ Instructional leader/ Education
- Kathleen Wilson, Mathematics; Elementary, Content Specialist, St. Paul Public Schools
- Marty Davis, Science, Content Specialist, St. Paul Public Schools
- Susan Braithwaite, Elementary Content Specialist, St. Paul Public Schools
- Rebecca Wade, Special Education, EBD, Content Specialist, St. Paul Public Schools

# What is a Teacher Residency?

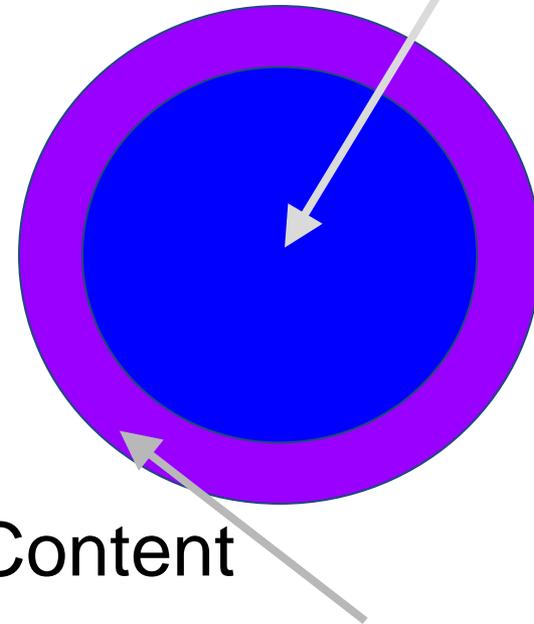
## “Traditional Preparation” vs. Teacher Residency



Content



Clinical



Content

# SUTR...

## Residents

Cohort Model

Coursework

Summer Session: 4 days a week

School Year: 1 day a week

Summer Session: 4 days a week

Co-teach with a mentor teacher four days a week during the academic school year

Weekly seminars with residents

## Mentor Teachers

Deliver evidence based feedback daily/hourly

Receive monthly full day professional development training



# SUTR...

## University Supervisors

- Provide feedback to the residents once a month
- Partake in the mentor professional development
- Participate weekly seminars with residents

## University Instructors

- Deliver graduate level coursework
- Co-Teach with an SPPS employee



# Program Features

- 30- 34 credits
- License and MA program
- 15 months
- Competency-based and standard-aligned
- Guided by Program Values and Disposition
- Integrated content and co-teaching
- Ongoing coaching and support for residents and mentor teachers
- Equity lens and culturally relevant pedagogy integrated throughout the program
- Assessment and accountability throughout



# SUTR Core Values & Dispositions:

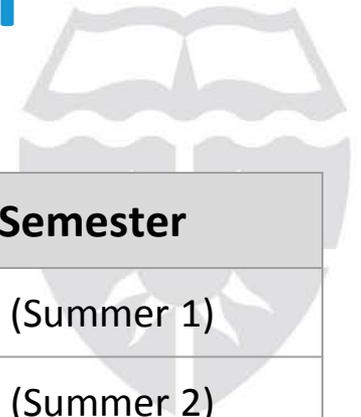
1. **Effective Instruction**: SUTR residents will exhibit rigorous pedagogical theory and practices that demonstrate the skills to culturally responsive, reflective, coachable and able to analyze data effectively. Residents will effectively co-teach and differentiate instruction.
2. **Environment for Learning**: SUTR residents will create classroom components that foster equity for all through high expectations and relationships with students, parents and colleagues.
3. **Professional Responsibility**: SUTR residents will demonstrate collaborative relationships with colleagues and family members while displaying dedication to ongoing learning based on self-reflection, feedback, and embedded professional development.
4. All SUTR candidates and mentors will exemplify the following **dispositions**; culturally responsive, reflective, coachable, collaborative leaders, analytical problem solvers, organized, perseverant and resilient.

# SUTR Residency Schedule



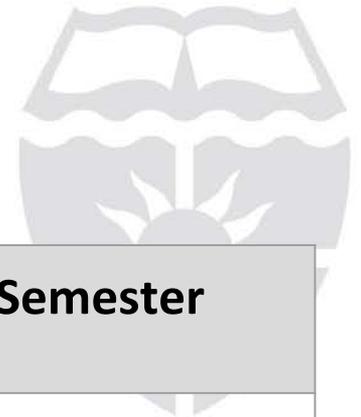
| PRE-TERM & TERM 1   | TERM 2 and TERM 3   | TERM 4 & MASTERS  |
|---|---|---|
| <p>June 13-30th<br/>July 11- August 18</p>  | <p>September 12 - December 12<br/>January 8 - May 15</p>  | <p>June 12- 30th<br/>July - August<br/>for MA</p>           |
| <p><u>Courses</u><br/>Mon. - Thurs.<br/>3:00pm - 6:00pm<br/>&amp;<br/>6:30pm - 9:30pm</p> | <p><u>Courses: Mondays</u><br/>9:00 am - 12:00 pm<br/>&amp; 1:00 pm - 4:00 pm</p> <p><u>Clinical: Tuesday - Friday</u><br/>Co-teaching with a master teacher in an SPPS classroom</p> <p><u>Weekly Seminars for Residents (jointly facilitated)</u></p> <p><u>Mentor Teacher PD - Monthly 9-4</u></p> | <p><u>Courses</u><br/>Mon. - Thurs.<br/>9:00am - 4:00pm</p> |

# Proposed Courses: Standards of Effective Practice (SEP)



| Course #             | Credit   | Course Title                                | Semester          |
|----------------------|----------|---|-------------------|
| REDP 601             | 1        | Pathway to Teaching Through Residency I     | Term 1 (Summer 1) |
| REDP 609             | 1        | Pathway to Teaching Through Residency II    | Term 4 (Summer 2) |
| REDP 604             | 1        | Environments for Success                    | Term 1 (Summer 1) |
| REDP 602             | 1        | Educational Equity & Inclusive Practices I  | Term 1 (Summer 1) |
| REDP 603             | 1        | Educational Equity & Inclusive Practices II | Term 2 (Fall)     |
| REDP 605             | 1        | Effective Teaching & Learning I             | Term 1 (Summer 1) |
| REDP 606             | 1        | Effective Teaching & Learning II            | Term 2 (Fall)     |
| REDP 607             | 1        | Literacy Development I                      | Term 1 (Summer 1) |
| REDP 608             | 1        | Literacy Development II                     | Term 2 (Fall)     |
| <b>Total Credits</b> | <b>9</b> |   |                   |

# Proposed Courses: Content & Pedagogy: Secondary



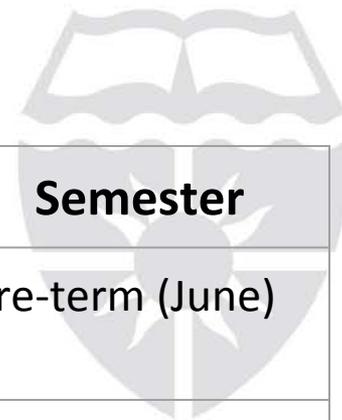
| Course #     | Credit   | Course Title   | Semester        |
|--------------|----------|--|-----------------|
| REDP 641     | 6        | <b>Content &amp; Pedagogy: Secondary Mathematics</b>                       | Terms 1-4       |
| REDP 642     | 6        | <b>Content &amp; Pedagogy: Secondary Science (C &amp; I: 5-12 Science)</b> | Terms 1-4       |
| REDP 643     | 1        | <b>Reading in the Content Area</b>   | Term 3 (Spring) |
| REDP 615     | 1        | <b>Content &amp; Pedagogy: STEM</b>  | Term 4          |
| <b>Total</b> | <b>8</b> |  |                 |

# Content & Pedagogy: Elementary



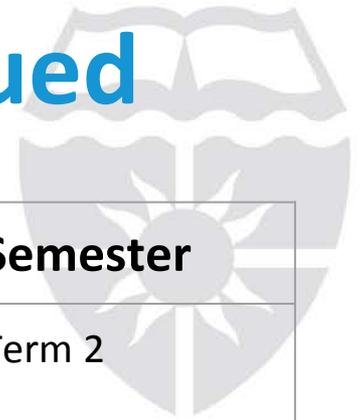
| Course #             | Credit    | Course Title   | Semester   |
|----------------------|-----------|--|------------|
| REDP 611             | 2         | Content & Pedagogy: Elementary Literacy                        | Terms 2-4  |
| REDP 612             | 3         | Content & Pedagogy: Elementary Mathematics                     | Terms 1-4  |
| REDP 613             | 3         | Content & Pedagogy: Elementary Science & Healthy Active Living | Terms 1-4  |
| REDP 614             | 2         | Content & Pedagogy: Elementary Social Studies & The Arts       | Terms: 1-4 |
| REDP 615             | 1         | Content & Pedagogy: Elementary STEM                            | Terms 1-4  |
| <b>Total Credits</b> | <b>11</b> |  |            |

# Proposed Courses: ABS



| Course #               | Credits | Course Name   | Semester        |
|------------------------|---------|---|-----------------|
| REDP 631<br>(SPED 750) | 2       | <b>Survey of Exceptionality</b>                           | Pre-term (June) |
| REDP 625<br>(SPED 785) | 2       | <b>Behavior Management</b>                                | Pre-Term (June) |
| REDP 621<br>(SPED 716) | 2       | <b>Fundamentals for Students with Mild/Moderate Needs</b> | Term 1          |
| REDP 622<br>(SPED 645) | 1       | <b>Educational Assessment I</b>                           | Term 2          |
| REDP 623<br>(SPED 645) | 1       | <b>Educational Assessment II</b>                          | Term 3 (Spring) |
| REDP 624<br>(SPED 714) | 2       | <b>Collaboration Skills for School Professionals</b>      | Term 4          |

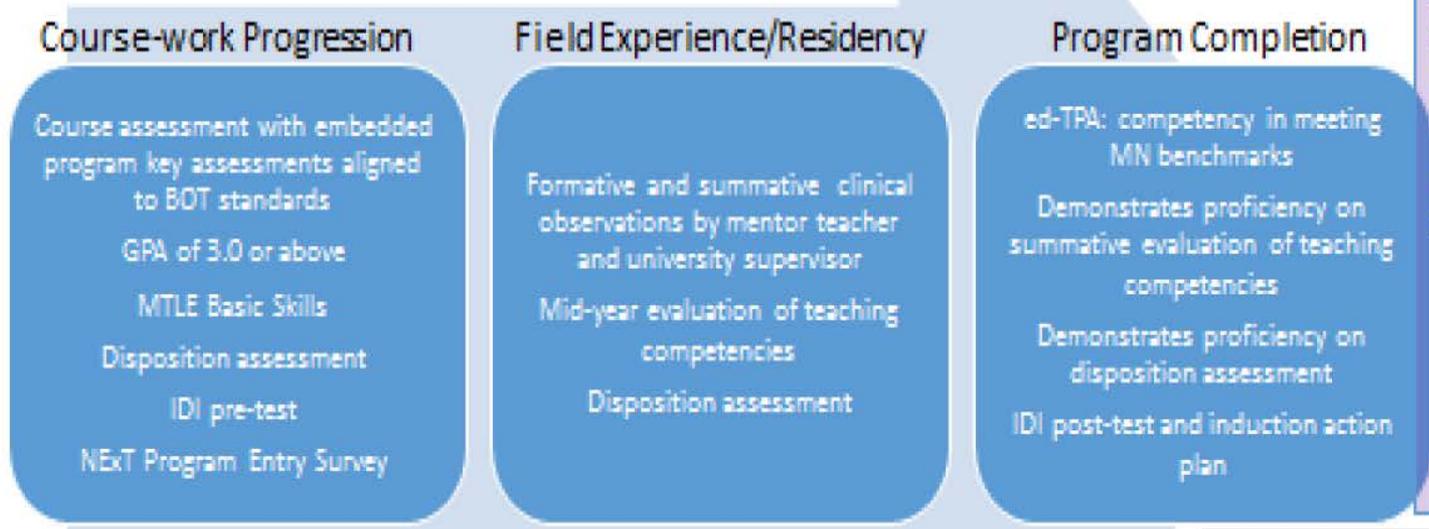
# Proposed Courses: ABS, continued



| Course #               | Credits   | Course Name   | Semester |
|------------------------|-----------|---|----------|
| REDP 626<br>(SPED 719) | 1         | <b>Social Emotional Behavioral Interventions I</b>          | Term 2   |
| REDP 632<br>(SPED 719) | 1         | <b>Social Emotional Behavioral Interventions II</b>         | Term 3   |
| REDP 627<br>(SPED 717) | 1         | <b>Elementary Academic Interventions I</b>                  | Term 2   |
| REDP 628<br>(SPED 717) | 1         | <b>Elementary Academic Interventions II</b>                 | Term 3   |
| REDP 629<br>(SPED 718) | 1         | <b>Secondary Academic Interventions &amp; Transition I</b>  | Term 2   |
| REDP 630<br>(SPED 718) | 1         | <b>Secondary Academic Interventions &amp; Transition II</b> | Term 3   |
| <b>Total Credits</b>   | <b>16</b> |   |          |

# Assessment and Accountability

**Admissions**  
UST: 3.0 GPA, personal essay, 2 letters of rec., transcript review of content courses  
SPPS: Current employee, successful completion of probationary period

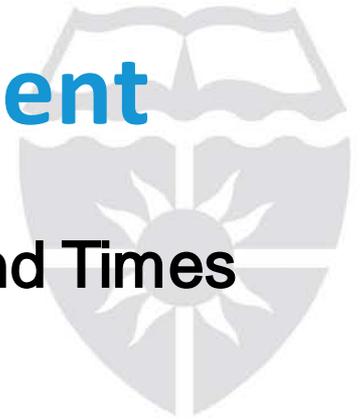


Ongoing Advising based on formative and summative assessment

**Post Completion Data**  
NExT Program Exit Survey  
Transition to Teaching Survey  
Supervisor Survey  
Exit Interview

**License Criteria**  
Satisfactory Course Completion, GPA 3.0 or above, CP summative evaluation by mentor and university supervisor with positive recommendation MTLE exams

# Mentor Professional Development



## Mentor Teacher/Supervisor Training Topics and Times

**Location: UST**

**Times: Third Thursday of the Month**

**9:00 AM - 3:00 PM**

|                               |                    |
|-------------------------------|--------------------|
| Professional Training         | 9:00 am - 12:00 pm |
| Lunch                         | 12:00 pm - 1:00 pm |
| Resident Gradual Release Plan | 1:00 pm - 3:00 pm  |

# Mentor PD - Session Outline



| Times:             | Schedule:  | Location:               |
|--------------------|--|-------------------------|
| 9:00 AM - 12:00 PM | <p><b>Community Check-In (45 min)</b><br/> <b>Overview:</b> Big Ideas (teacher phases), Events, Clinical Review, Seminar Review, Courses (10 min)<br/> <b>Monthly Mentoring Skill (35 min)</b><br/> <b>Break (10 min)</b><br/> <b>Mentor Reflection</b><br/> <b>Problem of Practice (45 min)</b></p> | University of St Thomas |
| 12:00 PM - 1:00 PM | Lunch  | On your own             |
| 1:00 PM - 3:00 PM  | <p><b>SET Self Reflection (20)</b><br/> <b>Resident Gradual Release Plan (90)</b><br/> <b>Feedback Form (Amy Steele) (10)</b></p>  | University of St Thomas |

# Mentor PD (sample month)



| Date                              | Topic  | Location  |
|-----------------------------------|--|---|
| August 18<br>2:00 pm - 6:00 pm    | Residency Overview: Overview, Core Values and Competencies (2:00 pm - 3:00 pm)<br>Co Teaching: Mentor Stances (Hats) Foundation and Pairs (3:00 pm - 5:00 pm)<br>Residency Dinner (5:00 pm - 6:00 pm)  | University of Saint Thomas<br>Anderson Student Center |
| September 15<br>9:00 am - 3:00 pm | <p>Rapport building, mentor role, resident growth and development</p> <p><b>Coaching</b></p> <p>Establish a professional goal with the mentee * Which parts of your school day have you established rituals and routines for and how might you model, practice, and review? * What parts of your day are not running smoothly? *</p> <p>What routines could be established to help with that? * How might you build relationships with students and families? * How do you foster the relationships between students in your classroom? * What are ways you can establish regular, two-way communication with families? * Tell me about your proactive and reactive strategies for student behavior * Describe your lesson structure * Is the pacing effective? * How does the structure affect the classroom climate? * How are you taking care of yourself and your needs?</p> <p><b>Collaborating</b></p> <p>Co-Teach/Model rituals and routines. Interactive modeling. Problem solving for individual student needs * Create a classroom profile. Seating assignments * Access data such as IEPs and previous records *</p> <p><b>Consulting</b></p> <p>Classroom management strategies * Curriculum and pacing guides * Locating materials and resources * Transitions * Displaying and managing student work * Co-creating anchor/reference charts * Record keeping (Campus/DataZone/Due Process/Paperwork) * Accessing Professional Development opportunities (PD Express) * Ongoing family communication (newsletter, syllabus, check in emails and phone calls) Beginning of the year assessments * Professional Learning Communities * District and building supports/coaches</p> <p><b>Mentor Reflection</b></p> <p><i>Simply being an attentive and active listener is one of the most effective ways to mentor and support a new colleague.</i></p> | University of Saint Thomas<br>Anderson Student Center |

# Mentor PD - Gradual Release (sample month)



| September 2016          |  |  |   |   |              |
|-------------------------|--|--|---|---|--------------|
| Big Ideas and Events... |  |  | Mentors....   |   |              |
| Clinical...             |  |  |   |   |              |
| Seminar...              |  |  | Residents...  |   |              |
| Courses...              |  |  |   |   |              |
| Week                    | What subject matter will the resident plan, instruct and assess?<br>How will the responsibility be released? | What small group will the resident lead? | Which weekly lesson will mentor observe and give feedback on?<br>How? | What co-teaching will we try this week? | Notes/Other: |
| 1                       |  |  |   |   |              |
| 2                       |  |  |   |   |              |
| 3                       |  |  |   |   |              |
| 4                       |  |  |   |   |              |

# Resident Seminars - Outline



## SUTR Seminar Topics and Times

Location: UST

Time: Mondays 8:00 am - 9:00 am

## Organized around the Values and Dispositions

Community Check in/Reflection

Problem of Practice-related to Gradual Release

Calendar

Technology Tip

Food for Thought

# Resident Seminars (sample)

| Date          | Topic<br>(Subject to change in response to Candidate needs)   | Location   |
|---------------|---|--|
| 9/15 (weekly) | <p><b>Professional Responsibility</b><br/>           Community Check-in and Resident Reflection<br/>           Review Coaching Stance (Hats)<br/>           New Teacher Phases<br/>           Self-evaluation and goal planning<br/> <b>Technology Tips</b><br/>           Food for Thought Activity - Letter to Self, Goal setting</p> | University of St Thomas<br>Anderson Student Center |
| 9/22          | <p><b>Environments for Learning</b><br/>           Community Check-in and Resident Reflection<br/>           Rapport and Relationships<br/>           High Expectations<br/> <b>Technology Tips</b><br/>           Food for Thought activity - Building Bingo</p>   | University of St Thomas<br>Anderson Student Center |
| 9/29          | <p><b>Effective Instruction</b><br/>           Community Check-in and Resident Reflection<br/>           Lesson Planning GANAG model<br/>           Models from your mentor teacher How has this helped you plan instruction<br/> <b>Technology Tips</b><br/>           Food for Thought Activity</p>                                   | University of St Thomas<br>Anderson Student Center |
| 10/6          | <p><b>Effective Instruction</b><br/>           Community Check-in and Resident Reflection<br/>           Getting ready taking on ritual, one class, etc.<br/>           Select one part of the lesson format to focus on and we will decide<br/>           Food for Thought Activity</p>  | University of St Thomas<br>Anderson Student Center |
| 10/13         | <p><b>Professional Responsibility</b><br/>           Community Check-in and Resident Reflection<br/>           Check-in on Co-Teaching<br/>           Conferencing and meeting with families<br/> <b>Technology Tips</b><br/>           Food for Thought Activity</p>   | University of St Thomas<br>Anderson Student Center |



# Program Overview: Pre-Term, Term 1 & 2

|  | June   | July -August   | September   | October  | November   | December   |
|--|--|--|---|--|--|--|
| <b>Coursework &amp; special sessions (Mon)</b>                   | <b>ABS Only</b><br>Survey of Exceptionality<br>Behavior Management | Pathways to Teaching Environments for Success<br>Educational Equity and Inclusive Practices<br>Effective Teaching & Learning<br>Literacy Development 1<br>Content and Pedagogy Courses | Weekly Seminars begin<br>Educational Equity and Inclusive Practices<br>Effective Teaching and Learning<br>Literacy Development<br><b>Content and Pedagogy Courses</b><br>Secondary Math<br>Secondary Science<br>EI Literacy<br>EI Math<br>EI Science and Healthy Living<br>EI Social Studies and arts |  | EI STEM<br>Educational Assessment<br>Social Emotional Behavioral Interventions<br>Elementary Academic Interventions<br>Secondary Academic Interventions and Transition |  |
| <b>Clinical Gradual Release Cycle and Co-Teaching (Tues-Fri)</b> |  | R learns school operations, observes instruction and classroom management strategies, takes attendance, post lesson objectives   |   | R assumes full responsibility for leading <b>one class</b> while co-teaching using multiple approaches | R assumes full responsibility for leading <b>three classes</b> while co-teaching using multiple approaches   | R continues full responsibility for leading <b>four classes</b> while co-teaching using multiple approaches                                |
| <b>Formative Coaching Cycle</b>                                  |  |  | Daily coaching from mentor teacher<br><br>Observations with feedback by supervisor<br><br>Triad meeting with resident, teacher, supervisor  | Daily coaching from mentor teacher<br><br>observations with feedback by supervisor                     | Daily coaching from mentor teacher<br><br>Observations with feedback by supervisor<br><br>Triad meeting with resident, teacher, supervisor                             | Daily coaching from mentor teacher<br><br>Observations with feedback by supervisor<br><br>Triad meeting with resident, teacher, supervisor |
| <b>Summative Evaluation Cycle</b>                                |  |  |   | Summative (formal) observation by supervisor and MT  | Summative (formal) observation by content methods instructor   | DF   |

# Program Overview: Term 3, 4 & MA

|  | January   | February  | March  | April   | May and June  | July - Aug   |
|--|---|---|--|---|---|--|
| <b>Coursework &amp; special sessions (Mon)</b>                   | <b>Content and Pedagogy Courses</b><br>Secondary Math<br>Secondary Science<br>EI Literacy<br>EI Math<br>EI Science and Healthy Living<br>EI Social Studies and Arts   |   | Educational Assessment<br>Social Emotional Behavioral Interventions<br>Elementary Academic Interventions<br>Secondary Academic Interventions                   |   | Collaboration Skills for School Professional  | Master's Course<br>And final project as applicable |
| <b>Clinical Gradual Release Cycle and Co-Teaching (Tues-Fri)</b> | <b>Yearlong placements:</b> by May, R builds full responsibility for leading <b>90% of the classes</b> while co-teaching using multiple approaches. Learning rotations built into schedule to experience a variety of age levels and buildings. |   |  |   |   |  |
| <b>Formative Coaching Cycle</b>                                  | Daily coaching from mentor teacher<br><br>Informal observations with feedback by supervisor<br><br>Triad meeting with resident, teacher, supervisor   | Daily coaching from mentor teacher<br><br>Informal observations with feedback by supervisor | Daily coaching from mentor teacher<br><br>Informal observations with feedback by supervisor<br><br>Triad meeting with resident, teacher, supervisor (optional) | Daily coaching from mentor teacher<br><br>Informal observations with feedback by supervisor | Daily coaching from mentor teacher<br><br>Informal observations with feedback by supervisor<br><br>Triad meeting with resident, teacher, supervisor |  |
| <b>Summative Evaluation Cycle</b>                                |   | Summative (formal) observation by supervisor and SUTR Administrator                         |  | Summative (formal) observations by supervisor and MT  | Summative (formal) observation by content methods instructor  |  |

# Example Residency Video

## Teacher Residency

*We hope to be back next  
spring to share our own  
video!*

