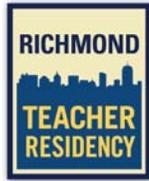
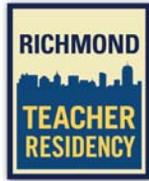


Dr. Terry Dozier, Director
Senate Finance Committee
Thursday, January 29, 2015



The Challenge: A Talent Drain

- 1/3 of all teachers leave the profession within three years
- Highly effective urban teachers leave first – nearly 1/3 leave within two years
- Almost one half leave within five years (TNTP, 2013)



The Cost of Teacher Turnover

The Financial Cost: \$6M annually for RPS*

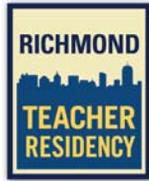
2014 per teacher leaver costs = \$21,588

The Cost to Systems: Never getting past go

We are constantly having to train people. We were always going back to the basics.

-Jarrod Bolte, Baltimore City Schools

*National Commission on Teaching and American Future, 2007

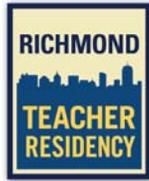


The Cost of Teacher Turnover

The Cost to Students:

- Study of 850,000 4th and 5th graders in NYC found that teacher turnover has a significant negative impact on student achievement in mathematics and English.
- Turnover is especially harmful to students in high-minority and low achieving schools.

(Ronfeldt, Loeb & Wyckoff, 2014)

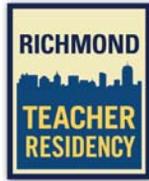


Why Residencies?

“Completing a traditional program of teacher education as preparation for working in (urban, high-need schools) is like preparing to swim the English Channel by doing laps in the university pool.” -Dr. Martin Haberman

And Preparation Matters

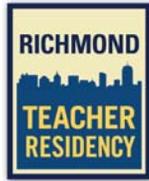
Teachers who are unprepared in curriculum, teaching methods, child development, and student teaching leave at twice the rate of teachers who have had this training (Darling-Hammond, 2003)



Elements of the UTR Model



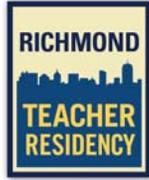
- Targeted recruitment and selection of residents aligned with district needs
- Intensive year-long medical-style residency co-teaching alongside a master teacher/mentor while completing a master's degree
- Rigorous selection and ongoing professional development for mentor teachers



Elements of the UTR Model



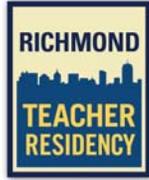
- Cohort placement in high-need schools
- Two additional years of ongoing instructional coaching support post-residency
- Differentiated career roles for veteran teachers with intensive professional development enhancing both coaching and instructional practice



How RTR Improves Low-Performing Schools



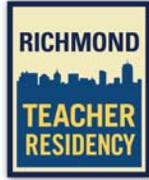
- Recruits and prepares outstanding teacher candidates exclusively for and in RPS through a rigorous selection process:
 - Written application/Phone Interview**
 - Specific academic degree/coursework
 - 3.0 GPA
 - Selection Day**
 - 5 minute mini-lesson in front of RPS students
 - Group discussion activity
 - On-demand writing sample
 - Personal interview with RPS and VCU staff
- Guarantees 100% of candidates are fully licensed and well-prepared for urban classrooms before becoming the teachers of record.



How RTR Improves Low-Performing Schools



- Lowers student-teacher ratios.
- Requires at least a 4-year commitment.
- Supports candidates for 3 full years.
- **Increases the retention and effectiveness of both new and veteran teachers.**



Overview of UTR Model Costs



Residents

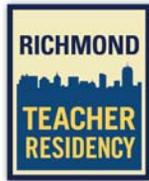
- Tuition
- Stipends and benefits

Mentors

- Stipend
- Professional development (including release-time)

Program

- Staff and other operational costs
- Recruitment/marketing
- Performance management and external evaluation



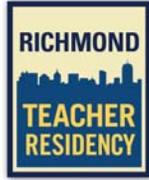
Return on Investment



Richmond Public Schools pays an estimated \$21,588 per teacher leaver.*

- Cost of replacing 30 RPS teachers over three years (\$21,588 x 30 teachers x 3 years) = **\$1.942M**
- Cost of preparing and supporting 30 RTR residents who serve for at least three years = **\$1.386M**

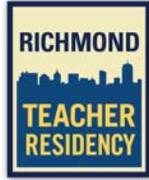
*National Commission on Teaching and America's Future Teacher Leaver Calculator, 2014



Expected Return on Investment



- A sustainable pipeline of highly effective teachers for the long-term:
 - 87% complete three years of teaching
 - 82% still teaching after five years
- Higher student achievement
- Increased retention and effectiveness of veteran teachers



RTR Evaluation



Pre-service Preparation

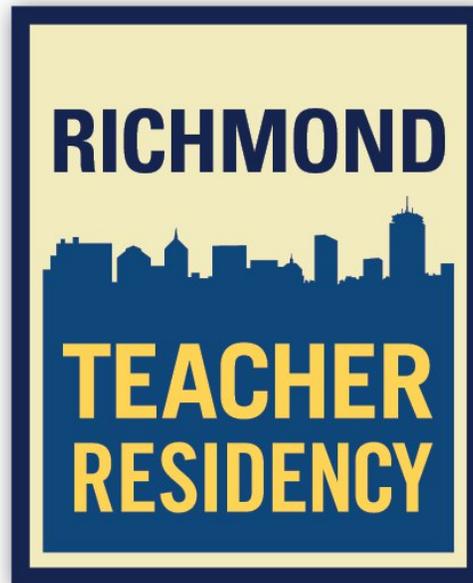
- A comparison of program participants with non-participants on outcomes related to preparation: teaching effectiveness, efficacy, and graduation rates.

Teacher Retention

- Extent to which program participants remain in RPS high-need schools, short-term and long-term performance measures of persistence and retention.

Impact on Student Achievement

- Impact of the RTR program on student achievement outcomes within two different comparison groups: a matched non-RTR beginning teacher group and a subject-area matched veteran teacher group.



Dr. Terry Dozier, Director

tdozier@vcu.edu

804-828-0372