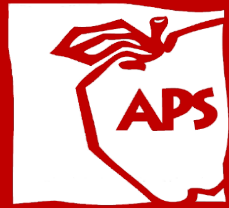




# ATRP

**Albuquerque Teacher  
Residency Partnership**



ALBUQUERQUE  
PUBLIC SCHOOLS



COLLEGE OF  
EDUCATION



ALBUQUERQUE  
TEACHERS  
FEDERATION

Legislative Education Study Committee (LESC)

Santa Fe, New Mexico

November 14, 2018

# Traditional Teacher Preparation or Residency Model

Traditional Teacher Preparation Model	Residency Model
Little formal coordination between district & university	Strong partnership between district and university
16 weeks or less of classroom experience	A full-year of clinical experience alongside an expert mentor teacher, gradually taking on more responsibility
Diverse coursework experiences	Relevant coursework is tightly integrated with clinical experience
Student teacher may or may not be connected to school	Resident is fully a part of the school community
Student teacher may be placed in any school	Resident is placed in carefully selected schools as a part of a cohort
No funding	Resident receives a stipend

# Residency Model Benefits

- The residency model is expanding, and sites include Boston, Seattle, San Francisco, Chicago, New Orleans, Nashville, Memphis, and Denver.
- Teacher residencies offer an accelerated path to teacher certification through district and university partnerships that ensure high-quality pedagogical learning and a year-long clinical practice.
- Residencies have been shown to positively impact teacher recruitment & retention rates and to increase the diversity of the teacher workforce.
- Studies on the impact on student achievement show that residency-trained teachers typically outperform other novice teachers.

# ATRP Mission

The Albuquerque Teacher Residency Partnership will recruit, prepare and retain what every student deserves: a competent, caring, and qualified teacher.



# ATRP Core Values

- ◆ Teachers matter.  
*Quality teaching profoundly impacts students' learning.*
- ◆ Equity and social justice must be at the center of educational practice.  
*Schools need diverse teachers who reflect the diversity of students.*
- ◆ Relationships are the foundation of teaching and learning.  
*Teaching and learning occur in conversation with colleagues, students, families, and communities.*

# ATRP Core Values

- ◆ **Reflection and inquiry drive growth.**

*Teachers and learners rigorously question themselves, their practice, and the world around them to facilitate development.*

- ◆ **Growth and development occur over time.**

*Learning, learning how to learn, and learning how to teach well are lifelong endeavors.*

# ATRP Core Values

- ◆ Teacher preparation and development integrates research, theory, and practice.

*University faculty, master teachers, school leaders, and residents exist as a collaborative community of practice.*

- ◆ **Teaching is a profession.**

*Like medicine and law, teaching combines theoretical knowledge with practical application. Committed residents can learn effective teaching for all students through sustained clinical experiences.*

# ATRP Goals & Accomplishments 2018-2019 School Year

- The ATRP recruited 24 aspiring teachers, who already hold Bachelor's degrees, and placed them in high-need APS schools as full-time Residents.
- The residency program integrates rigorous master's level coursework and theory with ongoing classroom-based clinical experience. (Coursework began in Summer 2018)







# ATRP Residents

## ATRP residents were required to:

- Apply and interview for the program
- Qualify for admission to the UNM College of Education Graduate program (All residents were admitted to graduate programs)
- Pass all state-required tests for licensure (NES Essential Skills Exams passed or pending)
- Pay the costs of tuition, fees, and books

## ATRP residents earn:

- A \$20,000 stipend during their residency year (APS garnered an additional \$6000 for each Resident including health care benefits for prior Educational Assistants.
- New Mexico licensure in elementary or secondary education
- 24 credits towards a Master's degree (Can complete next summer)
- A teaching position in APS upon successful completion of the program

# Program of Study

- Students complete the following courses for a New Mexico Teaching License for Elementary Education & Master's Degree
  - *Reading & Diversity I*
  - *Teaching of Reading to Culturally & Linguistically Diverse Students II*
  - *The Mathematics Program in Elementary School*
  - *The Science Program in Elementary School*
  - *The Social Studies Program in the Elementary School*
  - *K-8 Seminar I and II*
  - *Advanced Field Experience I and II*
  - Social Justice in Education \*
  - Teaching Exceptional Students in Special Education \*
  - Principles of Curriculum Development \*
  - Process of Reflection & Inquiry \*
  - Master's Seminar

\* Master's Degree Level

# Program of Study

- Students complete the following courses for a New Mexico License for Secondary Education and Master's Degree:

*Issues in Secondary Education*

*Teaching Experience I*

*Advanced Field Experience*

*Secondary Methods (Content Specific)*

*Advanced Field Experience*

*Teaching Reading & Writing in the Content Field*

*Teaching Exceptional Students in Special Education*

Social Justice in Education \*

Field Experience II Seminar\*

Principles of Curriculum Development \*

Process of Reflection & Inquiry \*

Master's Seminar \*

Advanced Instructional Strategies \*

\* Master's Degree Level

# ATRP Schools

Schools were invited to apply to become residency sites and were chosen based on leadership, commitment, and Zone Feeder Pattern.

ATRP sought Title I and Community Schools in a feeder pattern to multiply the impact of the residency program.



**EMERSON**  
Elementary School



**VAN BUREN**  
MIDDLE SCHOOL



**HIGHLAND HIGH SCHOOL**  
HOME OF THE HORNETS

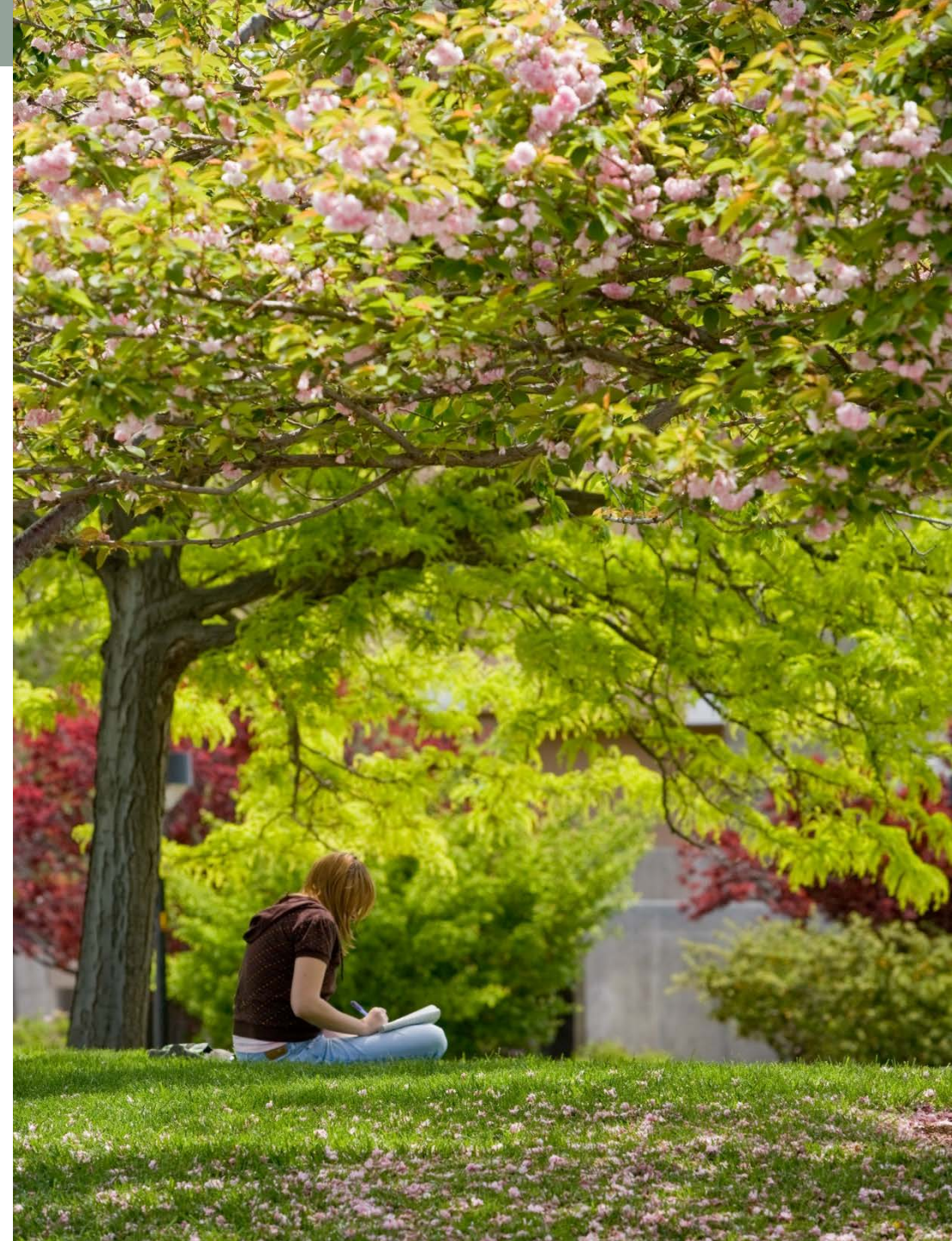


# ATRP Master Teachers

- Each ATRP Resident is paired during the 2018-2019 school year with a Master Teacher. (New Mexico teachers must be Exemplary or Highly Effective.)
- ATRP recruited teachers at the 3 Residency Schools to apply to be Master Teachers.
- Master teachers receive a \$1,500 stipend, mentor/coach, supervise, and participate in monthly professional development sessions led by UNM faculty.

# ATRP Residency Year

- **UNM faculty** teach the required coursework for Residents to earn for either elementary or secondary licensure.
- A full-time embedded faculty member from UNM, assigned to ATRP, conducts weekly seminars designed to ensure that Residents acquire the skills necessary to be successful in the classroom.





# ATRP Funding

- The program is funded by a \$500,000 grant from the National Center for Teacher Residencies (NCTR) through the end of the 2018-2019 school year.
- The NCTR is also providing technical assistance in designing the program.
- Additional funding will be needed to sustain the program in future years. The approximate cost for the ATRP program is \$20,000 per resident; however, \$30,000 per resident is needed due to full time teaching.

# Characteristics of Strong Residencies

- Strong district & university partnerships
- Coursework about teaching & learning tightly integrated with clinical practice
- Full year residency teaching alongside a master teacher
- High ability, diverse candidates to meet district high need areas
- Financial support for residents
- Cohorts of residents placed in partnership with “teaching schools” that model good practices with diverse learners & designed to help novices learn to teach
- Expert mentor/coach teachers who co-teach with residents
- On-going mentoring & support for graduates after completion of program & entering the teaching force

• Source: Guha, R., Hylar, M. & Darling-Hammond (2016), Teacher Residency: An Innovative model for preparing teachers. Palo Alto, Calif. Learning Policy Institute,  
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# The Future of the Teaching Profession



- This is the beginning of an exciting conversation about how to elevate the value of teaching as a profession.
- The ATRP model allows us to reach out to diverse candidates, and is part of a continuum to develop aspiring teachers from our community.

A group of approximately ten diverse children are sitting on a white playground structure, smiling and posing for a photo. The children are of various ethnicities and are dressed in casual clothing. One child in the center is wearing a black t-shirt with the word 'FUTURE' visible. Another child is wearing a bright green cast on their arm. The background shows a playground with other equipment and a building. A large, bold, red text overlay with a white background reads "Questions?".

**Questions?**

# CONTACT INFORMATION

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