

PR Award #: S336S240045

Organization Name: Virginia Commonwealth University

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Absolute Priority: 4

Competitive Preference Priorities: 1 – 4

Invitational Priorities: 1 and 2

Requested 5-year Total Award Amount: \$10,000,000

Project Description:

The goal of the Virginia Commonwealth University (VCU) RTR Teacher and School Leader Residency (RTR) project is to further refine, expand, and evaluate the impact of the innovative RTR Teacher and School Leader Residency on teacher retention and outcomes in high-need schools. To meet this goal, RTR will: (1) Refine and implement an integrated teacher and school leader residency program for high-need schools; (2) Strengthen the instructional leadership capacity of school leader residents and leadership mentors while enhancing the practices of teacher residents; (3) Promote a collaborative culture of continuous improvement that supports the social, emotional, and academic needs of students; and (4) Develop and implement a model for continuous professional growth and community engagement among school leaders and teachers.

Project Expected Outcomes:

This project will prepare 175 teachers (T) and school leaders (SL) over the 5-year grant period (Y1: 15 T, 12 SL; Y2: 20 T, 14 SL; Y3: 20 T, 14 SL; Y4: 25 T, 15 SL; Y5: 25 T, 15 SL).

Additional outcomes are: (1) Highly effective teachers and school leaders who remain in high-need schools and are better prepared to improve student outcomes; (2) Improved instructional leadership practices of school leader graduates, leadership mentors, and educational leaders, as well as a culture of excellence and continuous improvement to support the instruction of teachers in high-need schools served by RTR; (3) Demonstrated relational trust, improved school climate and satisfaction, improved student engagement, and reduced student disciplinary actions; and (4) Partnerships that enhance educational resources and opportunities, thereby enriching the learning environment for students.

Project Special Features:

RTR selects a diverse population of teacher residents, school leader residents, and mentors through a rigorous application and selection process. Through a cohort model, teacher and school leader residents will be prepared to work in high-need schools in partner districts as they complete a year-long clinical experience, learning alongside a mentor

who has been trained using the research-based New Teacher Center mentoring model. Development of the educators continues throughout their first two years in their role as a teacher/school leader through the support of a coach and induction activities. Program graduates will continue to participate in professional learning opportunities and social activities to deepen their understanding of timely topics and their passion for the profession.

Project Partners:

Virginia Commonwealth University (VCU), including two units within the university: the VCU School of Education, the VCU College of Humanities and Sciences, RTR Teacher and School Leader Residency, and nine Virginia school districts, each of which contains high-need schools: Brunswick County Public Schools, Charles City County Public Schools, Essex County Public Schools, Henrico County Public Schools, Richmond City Public Schools, Petersburg City Public Schools, Prince William County Public Schools, Stafford County Public Schools, Surry County Public Schools, and Waynesboro City Public Schools