

SAINT PAUL URBAN TEACHER RESIDENCY PROGRAM (SUTR)

PR Award #: U336S180054

Organization Name: Independent School District 625, Saint Paul Public Schools

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Project Model: Residency Model

Competitive Preference Priorities: None Identified

Requested Total Award Amount: \$2,769,200.00

Project Description: Recruit, prepare, and retain the ideal Saint Paul Public School educator to raise student academic achievement. SUTR will increase the number of residents recruited from among the ranks of current SPPS employees, especially persons of color; increase the amount of training it provides to the master teachers who mentor SUTR residents; and increase the retention rate of new hires from SUTR through multi-tiered induction support over three years. SUTR's ultimate goal is to raise the achievement of students of color in SPPS.

Project Expected Outcomes: SUTR will recruit a diverse applicant pool from within SPPS staff with Bachelor Degrees to increase the percentage of teachers of color to match the ratio of students of color (80%). SUTR Mentors are recruited to be a strong match in dispositions as well as expectations of resident and mentor (content area, strengths, grade level). SUTR will support residents of 25 candidates who will earn a masters degree and teaching license each year. 100% of successful candidates will be offered teaching positions in SPPS and tenured teachers who elect to serve as mentors for the year will have a strong foundation in SUTR expectations and practices and ongoing support through the residency year. Residents hired will achieve tenure in SPPS (23 of 25). Each year Mentors will report improved job performance and engagement in/satisfaction from their own teaching practice.

Project Special Features: The Saint Paul Urban Teacher Residency (SUTR) creates a pipeline of well-trained teachers from diverse backgrounds to teach in Saint Paul Public Schools (SPPS). SUTR moves teacher candidates through a continuum of recruitment, preparation and support, hiring, and retention. The model is based on the NCTR Standards for Effective Residencies, used in similar programs across the country, and incorporates the characteristics of successful programs and other elements. Within that framework, several components of the SUTR program present a unique approach to teacher preparation and support through the teaching residency program, teacher evaluation and a commitment to educational equity.

Project Partners: University of St. Thomas