



URBAN TEACHER RESIDENCY UNITED
NETWORK END-YEAR SURVEY TRENDS REPORT
2013 - 2014

To strengthen and propel the Urban Teacher Residency movement, UTRU demonstrates program impact by analyzing and reporting Network end-year survey data from a variety of stakeholders. The 2013-2014 *UTRU Network End-Year Survey Trends Report (Network Trends Report 2014)* highlights how residencies across the nation are developing and sustaining teachers who are ready for the realities of classroom teaching, act as teacher leaders in their schools, and are prepared to impact student achievement. Data trends across the Network reveal that residents, graduates, mentors, and principals recognize that the residency model is the most effective way to prepare teacher candidates serving high-need schools.

The UTRU end-year survey requires Network stakeholders to assess resident and graduate preparedness in four areas of practice proven to demonstrate teacher effectiveness: planning and instruction, learning environment, engagement, and professionalism (MET, 2013)¹. Survey data continue to show that UTRU Network graduates are learner-ready in each of the following areas of practice²:

- 86% of graduates feel prepared to very well prepared to **communicate the learning objectives** of a lesson to students (planning and instruction);
- 86% of graduates feel prepared to very well prepared to **establish a culture of respect, rapport, and trust among students** and between students and self (learning environment); and,
- 98% of graduates feel prepared to very well prepared to **act as a teacher leader in the classroom** and at the school by being punctual and prepared, and having professional interactions with staff, students and families (professionalism).

Further, survey respondents strongly agree that program graduates demonstrate effective practice and impact school culture. Mentors consistently report that participation in the residency program has improved their own practice and offered them a unique and powerful professional growth opportunity. Principals acknowledge the benefits of the residency program, describing it as a “pipeline of talent” and a “perfect model to fully train teachers in the profession.”

¹ Bill and Melinda Gates Foundation. 2013. “Ensuring Fair and Reliable Measures of Effective Teaching” (Policy and Practice Brief)

http://metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf

² Survey items on graduate preparedness to perform were answered on a 7-point Likert scale: 1= Not Prepared; 3= Somewhat Prepared; 5=Prepared; 7= Very Well Prepared

The *Network Trends Report 2014* focuses on survey responses on **Resident and Graduate Effectiveness, Assessment and Data Literacy, and Mentor Leadership**, with a strong emphasis in all categories on school leader perceptions of resident, graduate and mentor impact on student learning and school culture.

The *Network Trends Report 2014* highlights that:

- Residents and graduates impact student learning and the overall culture in their host school;
- Graduates feel very prepared to act as teacher leaders and improve student achievement on day one;
- Principals believe residency graduates are more prepared than other first-year teachers;
- Residents and graduates are prepared to execute data-literate practices, a core component of effective instruction; and,
- Mentors become better teachers and leaders by participating in a residency program.

RESIDENT AND GRADUATE EFFECTIVENESS

Resident and graduate effectiveness in the classroom provides evidence that residencies are preparing excellent new teachers. Survey responses show that UTRU Network graduates have the foundational knowledge and skills to be successful early in their careers, have a strong sense of self-efficacy, and work with principal leaders who believe they are better prepared than other first-year teachers.

UTRU Network graduates attribute their effectiveness as first-year teachers to their rigorous preparation. One program graduate said, “Participating in a full year of co-teaching was extremely helpful because there was no time during my first year of teaching that I didn't have a similar experience to look back on as guidance.”

A majority of graduates agree or strongly agree that they:

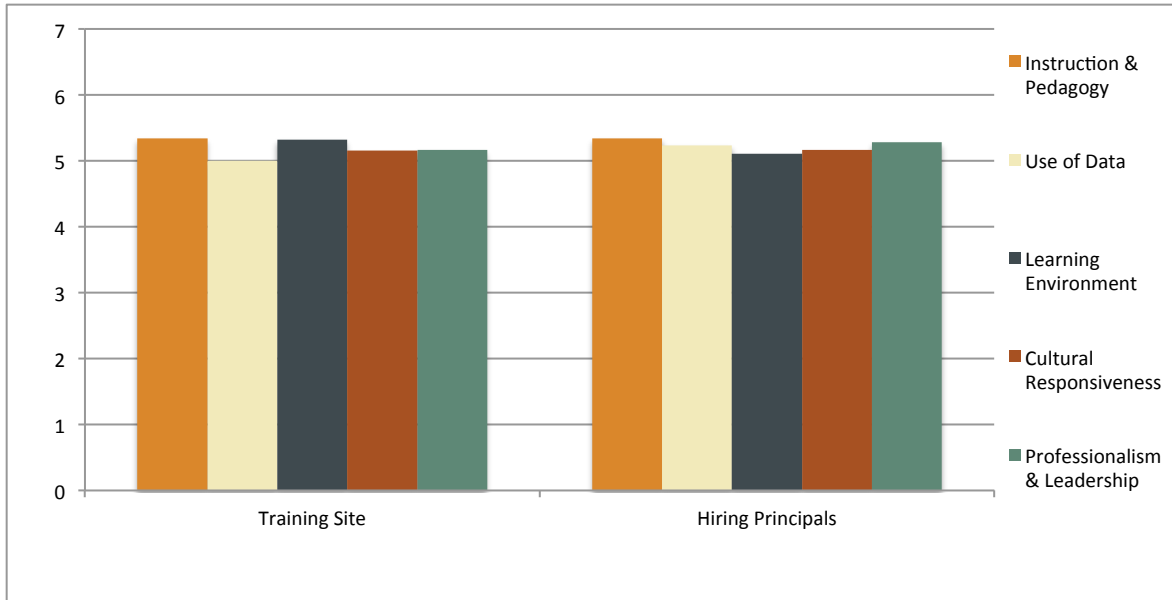
- Improve student learning and achievement in their classrooms (87%);
- Enter the classroom with stronger skills than the average teacher (88%); and,
- Recommend their residency program to those who want to teach in urban settings (88%).

Graduates are not the only ones who recognize the success they have in their classrooms and schools— 100% of Training Principals report that participating in a residency program has positively impacted the culture of their school, that they would host residents in their school again next year, and that they would hire residents next year.

In addition, 91% of residents agree to strongly agree that being a resident is preparing them to

be an effective first-year teacher. Data in Figure 1 below reinforces that both Training Site and Hiring Principals report that residents and graduates are more effective than the typical new teacher.

Figure 1: Principal Perceptions of Resident and Graduate Effectiveness in Comparison to the Typical New Teacher



7pt Likert Scale: 1=Much Less Effective; 4=As Effective; 7=Much More Effective

Training Site Principals report that residents are more effective than the typical new teacher:

- 88% of Training Site Principals agreed that residents were more effective than the typical new teacher in Instruction and Pedagogy, Learning Environment, Culturally Responsive Teaching, and Professionalism and Leadership;
- Three out of four Training Site Principals agreed that residents were much more effective with the use of data than the typical new teacher; and,
- Three out of four Hiring and Training Site Principals agreed that residents and graduates overall were more effective than the typical first-year teacher in five areas of professional practice proven to strengthen teacher effectiveness.

Hiring Principals also recognize that graduates are more prepared than the typical new teacher, with 89% indicating that:

- Graduates in their building positively impact the culture of the school;
- They would hire graduates to teach in their building next year;
- They would recommend hiring a residency graduate to a colleague; and,
- Graduates of a residency program are more effective or much more effective than teachers from other teacher preparation pathways.

While the residency year provides a strong foundation for teachers to be effective early in their careers, residencies develop robust induction programs that deliver targeted and relevant programming to graduates. Graduate feedback on the residency program suggests they would benefit from more opportunities to observe other teachers and have access to a library of best lessons and instructional strategies.

ASSESSMENT AND DATA LITERACY

Data Literacy has been one of the UTRU Network’s high-priority topic areas over the past two years. As a core component of effective instruction, data-literate teachers know how to develop and utilize assessments and make instructional adjustments based on multiple types of student data. An overwhelming number of residents and graduates feel prepared to execute data-literate practices, particularly in the areas that align to the *UTRU Data Literate Teacher Continuum* and *Rubric*.³

Respondents report that they feel prepared for planning and instruction, especially in the area of **developing and/or utilizing assessments**.

The majority of residents and graduates feel prepared to very well prepared to develop and use:

- Daily assessments to track student performance/progress on standards (residents 85%; graduates 80%);
- Interim assessments to track student performance/progress on standards: (residents 81%; graduates 85%); and,
- Summative assessments to evaluate student mastery on standards: (residents 85%; graduates 85%).

Residents and graduates learned how to use data to adjust instruction in real time. As one graduate shared, “My residency program prepared me to step into the classroom day one with a plan and also with strategies in place to reflect and adjust when the plan didn't work.”

In categories that address data literacy, the majority of residents and graduates feel prepared to very well prepared to:

- Use multiple types of student data to drive instruction and improvement in the classroom (8 in 10 residents and graduates);
- Develop and/or use multiple measures to track student progress on a variety of skills that lead to academic success (7 in 10 residents and graduates);

³ The *UTRU Data Literate Teacher Continuum* and *Rubric* are two resources that came out of the *UTRU Data Literacy Initiative*, where Network partners researched and field-tested content, tools, resources, and strategies necessary to effectively prepare data-literate teachers.

- Create systems for collecting, storing and analyzing student performance data (7 in 10 residents and graduates); and,
- Utilize student academic and behavioral performance data to communicate with families about students' progress (7 in 10 residents and graduates).

Mentors also report that by participating in a residency program, they enact data-driven instruction that improves student learning. One mentor stated, “Because of my mentor responsibilities, I share my thinking aloud as I collect student data and plan my units/lessons. The entire day with students is purposeful and my students are engaged fully in academic learning.”

UTRU will continue to support the Network’s focus on resident and graduate data literacy by developing further programming that captures and disseminates innovative practices that strengthen resident, mentor, and graduate data-literacy skillsets.

MENTOR LEADERSHIP

Mentors, also known as clinical instructors, are the backbone of a residency program. 2014 Network data show that mentors strongly believe they become better teachers and positively influence the preparation of the next generation of teachers. Principals agree: 88% of Hosting Principals agree to strongly agree that mentors in their building have grown into more effective practitioners through participating in the residency program.

Residents attribute the acquisition of effective instructional practice to the quality and leadership of their mentors. One resident described her mentor as a “fantastic role model.” She continued, “Her guidance and example made my first year a much easier transition and smoother experience.”

Just as mentors influence resident learning, residents also impact their mentors' professional growth. As one mentor stated, "The skills my resident brought to the classroom informed and improved my own instruction." The survey data below reinforce the notion that a mentor becomes a more effective teacher by participating in a residency program.

The majority of mentors agree to strongly agree that:

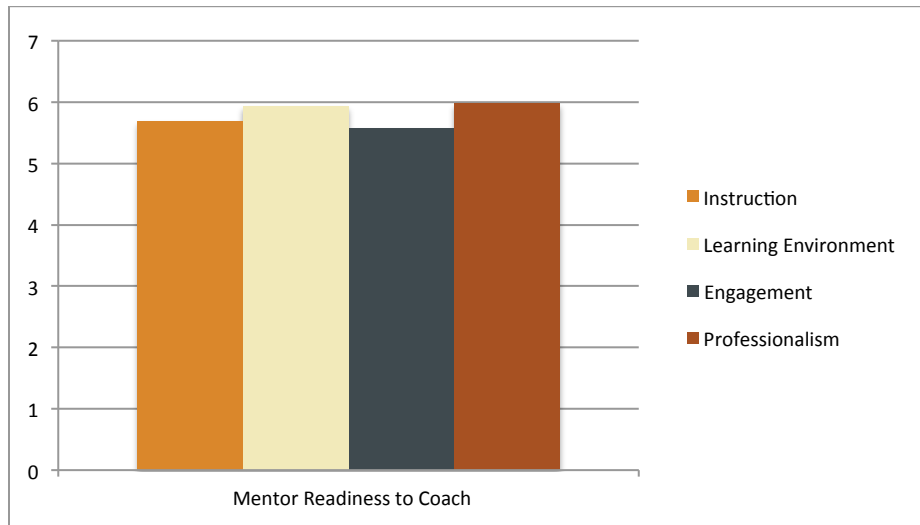
- Being a mentor makes me a more effective teacher (95%); and,
- My resident improves student learning and achievement in the classroom (90%).

In addition, an overwhelming majority of mentors believe that their fellow mentors and UTRU program staff improve their work as mentors. Over 80% of mentors agree to strongly agree that the residency program supported their own professional growth and practice. Mentors report that feedback from their fellow mentors and from residency program staff was

invaluable to their own improvement. One mentor reported, "The information we learn in Mentor Seminar is valuable and improves not only my teaching, but my coaching as well."

Figure 2 below shows that mentors feel ready to coach residents in the four areas that demonstrate teacher effectiveness: instruction, learning environment, engagement, and professionalism.

Figure 2: Mentor Preparedness to Coach



7pt Likert Scale: 1 = Not Prepared; 3= Somewhat Prepared; 5=Prepared; 7= Very Well Prepared

Mentors report that playing a central role in a residency program strengthens their professional leadership overall. One mentor reflected, "As a veteran teacher it is true that you can teach an old dog new tricks. I have been a reflective teacher all year as I had to model best practices every day with another person in the classroom. I felt as though I was under a microscope constantly but in a positive way."

Conclusion

Network Trends Report 2014 confirms that residency programs are preparing residents and graduates to impact student achievement; principals are confident in the ability of the graduates they hire to impact student learning and the school community; and mentors are becoming more effective educators and coaches. The report provides additional evidence that teacher residency programs in the UTRU Network hold true to their promise to develop effective teachers in high-need school districts. UTRU will continue to capture the critical data that demonstrates how residency programs are achieving success nation wide. The data shared here will inform residency program efforts to improve programming and to advocate for policies that improve conditions to launch, scale, and sustain residencies.