

## NCTR Standards for Effective Teacher Residencies

### ABOUT NCTR

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The National Center for Teacher Residencies (NCTR) launched in 2007 to address the growing need to develop and sustain high quality teacher residency programs in urban and rural districts nationwide. Annually, NCTR focuses on delivering four key strategies: (i) offering cutting edge technical assistance to new and existing programs; (ii) developing and providing innovative, ongoing programmatic support to existing residencies through a robust network; (iii) implementing policy and advocacy initiatives to improve model awareness and sustainability; and (iv) disseminating best practices and lessons learned from residencies and supporting their ongoing assessment and evaluation.

Across these strategies, NCTR strives to build and support teacher residencies in service to school districts, building their capacity to overcome student achievement and teacher quality challenges in their communities.

### TEACHER RESIDENCY PROGRAMS

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Teacher residencies are the most comprehensive model of teacher preparation in the nation. Residencies play an increasingly important role in designing human capital strategies by creating a pathway that responds directly to the hiring needs of school districts<sup>1</sup>. In addition, residencies provide career advancement for experienced teachers to act as teacher educators (mentors), while developing highly effective new teachers that are capable of impacting student achievement from the moment they enter the classroom as a teacher of record.

The NCTR residency model blends a rigorous full-year classroom apprenticeship for emerging teachers with a carefully aligned sequence of academic coursework, either through an institution of higher education or other certification provider. Teacher residents experience extensive opportunities to learn how to teach by working alongside a teacher educator in the district in which they will eventually work. Coursework is tailored to district context, with residents learning the district's core instructional initiatives and curriculum during the training year. Teacher residency programs require candidates commit to teach in their partner districts for a minimum of 3 years, in addition to the year of training.

### NCTR STANDARDS

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Annually, NCTR revises its standards to incorporate best practices and learnings from the field of teacher residencies and teacher education. The *Standards for Effective Residences* are guideposts for the development of high performing programs that prepare and retain effective teachers. All of NCTR's technical assistance and network programming is mapped to and from these standards and incorporates a third component, a Diagnostic tool, which identifies key implementation targets and evidence (not shown here).

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<sup>1</sup> "District" refers to traditional school districts, individual charter schools, and charter management organizations.

**NCTR Standards for Effective Teacher Residencies**

**COMPETENCY AREA I:  
PARTNERSHIP & PROGRAM SUSTAINABILITY**

**STANDARD 1**

Residency programs are partnerships among school districts, universities, and other stakeholders to prepare and retain effective teachers.

GOALS	INDICATORS
<p><b>Goal 1</b> Program prepares teachers in direct response to student and district needs.</p>	<ul style="list-style-type: none"> <li>A. Program uses district, state, and other data to identify and address teacher quality needs and shortage areas (i.e., subjects, grade levels, teacher diversity).</li> <li>B. Program partners have the capacity to meet district hiring needs.</li> <li>C. Program is explicitly integrated into district and university strategic plans.</li> </ul>
<p><b>Goal 2</b> Program develops a strategic and sustainable revenue and cost model, with clear financial commitments from each partner.</p>	<ul style="list-style-type: none"> <li>A. Program costs include the resources and personnel required for effective implementation.</li> <li>B. Program revenue includes multiple and diverse funding sources.</li> </ul>

**STANDARD 2**

Residency programs are designed to achieve program impact and sustainability goals.

GOALS	INDICATORS
<p><b>Goal 1</b> Program partners develop and implement a shared vision.</p>	<ul style="list-style-type: none"> <li>A. Program has a governance structure that articulates specific roles, responsibilities, systems, structures, and decision-making processes across all partners.</li> <li>B. Program collaboratively develops impact and sustainability goals.</li> <li>C. Partners commit to continuous evaluation of program</li> </ul>

	<p>impact and sustainability goals.</p>
<p><b>Goal 2</b> Program employs a design and management structure to achieve goals.</p>	<ul style="list-style-type: none"> <li>A. Program staff is hired and organized to address the design and implementation needs of the residency program.</li> <li>B. Partners guarantee access and support to/from leadership at different levels of all engaged organizations.</li> <li>C. Partners commit the necessary resources to operationalize the program (personnel, financial, other).</li> </ul>
<p><b>STANDARD 3</b> Residency programs are continuous learning organizations that use data to drive improvement.</p>	
<p><b>GOALS</b></p>	<p><b>INDICATORS</b></p>
<p><b>Goal 1</b> Program establishes clear targets and metrics for measuring program impact and sustainability.</p>	<ul style="list-style-type: none"> <li>A. Program implementation and progress toward goals are monitored through a data collection and management system.</li> <li>B. Program annually reports impact data to all stakeholders and constituents.</li> <li>C. Program annually evaluates targets and metrics and makes necessary revisions.</li> </ul>
<p><b>Goal 2</b> Program uses data to improve resident, graduate, and teacher educator effectiveness.</p>	<ul style="list-style-type: none"> <li>A. Program utilizes a multiple measures approach to assess resident, teacher educator, and graduate effectiveness.</li> <li>B. Program engages multiple stakeholders in data collection, sharing, mining, analyzing, and reporting.</li> </ul>

**COMPETENCY AREA II:  
RECRUITMENT AND SELECTION**

**STANDARD 1**

Residency program training sites promote a culture of learning, achievement, and growth for residents, teachers, and students.

GOALS	INDICATORS
<p><b>Goal 1</b> Program recruits, selects and retains training sites.</p>	<p>A. Program recruits, selects, and retains training sites aligned to program impact and sustainability goals.</p> <p>B. Program clearly defines roles, responsibilities, and allocation of resources for training sites.</p>

**STANDARD 2**

Residents learn from and with teacher educators who demonstrate the knowledge, skills, and strategies of effective teachers, coaches, and instructional leaders.

GOALS	INDICATORS
<p><b>Goal 1</b> Program recruits, selects and retains teacher educators.</p>	<p>A. Program develops ongoing recruitment effort that targets teacher educators with a track record of positively impacting student achievement.</p> <p>B. Program clearly defines roles, responsibilities, and compensation for teacher educators.</p> <p>C. Program develops and utilizes teacher educator selection criteria aligned to program impact goals.</p>

**STANDARD 3**

Residents demonstrate the competencies and knowledge requisite for entry into a teacher residency program.

GOALS	INDICATORS
<p><b>Goal 1</b> Program recruits, selects and retains residents to address identified district needs.</p>	<p>A. Program develops ongoing recruitment effort that attracts teacher candidates with deep content knowledge and a commitment to teaching high need students.</p> <p>B. Program develops clearly defined roles, responsibilities, and financial package for residents.</p>

- C. Program develops and utilizes research-based resident selection criteria that are aligned to program impact goals.

**COMPETENCY AREA III:  
RESIDENCY YEAR EXPERIENCE**

**STANDARD 1**

Residency programs prepare residents to become student-ready teachers of record.

GOALS	INDICATORS
<p><b>Goal 1</b> Residents learn the competencies of an effective teacher.</p>	<ul style="list-style-type: none"> <li>A. Program determines the competencies of an effective teacher.</li> <li>B. Program develops and provides residents with integrated clinical experiences and coursework.</li> <li>C. Program develops and provides residents with multiple opportunities to learn, rehearse, enact and reflect on the competencies of an effective teacher.</li> </ul>
<p><b>Goal 2</b> Program improves resident effectiveness.</p>	<ul style="list-style-type: none"> <li>A. Program builds and implements performance benchmarks to assess resident effectiveness.</li> <li>B. Program provides residents with feedback on development and competence.</li> </ul>

**STANDARD 2**

Teacher educators prepare residents to become student-ready teachers of record.

GOALS	INDICATORS
<p><b>Goal 1</b> Teacher educators guide residents to develop the competencies of an effective teacher.</p>	<ul style="list-style-type: none"> <li>A. Program determines the competencies of an effective teacher educator.</li> <li>B. Program pairs residents with effective teacher educators in a clinical setting, full-time, for one academic year.</li> <li>C. Teacher educators provide residents with multiple</li> </ul>

	opportunities to learn, rehearse, enact and reflect on the competencies of an effective teacher.
<p><b>Goal 2</b> Program collects and uses data to improve teacher educator effectiveness.</p>	<p>A. Program builds and implements performance benchmarks to assess teacher educator development and competence.</p> <p>B. Program provides teacher educators with consistent feedback on development and competence, and targeted training.</p> <p>C. Program shares and analyzes teacher educator and resident data with all stakeholders to improve program design and implementation.</p>

**COMPETENCY AREA IV:  
GRADUATE IMPACT**

**STANDARD 1**

Residency program provides graduates support in job placement, induction, and practice improvement either through direct support or a professional peer network.

GOALS	INDICATORS
<p><b>Goal 1</b> Program graduates improve student achievement.</p>	<p>A. Program creates and implements a graduate hiring strategy aligned to district needs.</p> <p>B. Program graduates are hired and retained as teachers of record in district-identified high need schools or positions.</p> <p>C. Program utilizes graduate effectiveness data to provide ongoing and differentiated feedback and professional development to program graduates.</p> <p>D. Program develops and maintains a robust alumni network among graduates.</p>

**STANDARD 2**

Residency programs provide graduates with professional growth support and encouragement to multiply their impact.

GOALS	INDICATORS
<p><b>Goal 1</b> Program graduates are teacher leaders in the district.</p>	<ul style="list-style-type: none"> <li>A. Program provides opportunities for graduates to become trained as teacher educators.</li> <li>B. Program engages graduates in a robust alumni network to develop the skills required to take on other school-based leadership roles.</li> </ul>