

NATIONAL CENTER FOR  
**TEACHER  
RESIDENCIES**

RESEARCH BRIEF / FEBRUARY 2018

# High Priority Resident Practices

## Six Key Practices to Prepare Teacher Candidates for Effectiveness

# About the National Center for Teacher Residencies

We believe that all children deserve effective, well-trained teachers. That's why, in 2007, we started the National Center for Teacher Residencies to transform how educators are prepared for America's classrooms. Through partnerships with public schools, higher education, nonprofits and states, we have helped launch more than 30 teacher residency programs that are preparing diverse, talented and effective educators for schools that need them most. Our teacher residency programs are located in 17 states, and develop teachers for 50 school districts and charter school networks. More than 90 percent of our resident teachers work in Title I schools.

# Introduction

Teacher preparation programs across the country have undergone significant changes in recent years to become more responsive to P-12 students and local communities. In response to these needs, programs are preparing teachers who are ready to take on the responsibilities of the classroom starting from their very first day as new teachers. Teacher residencies and clinically oriented teacher preparation programs have recognized that this is directly linked to the quality and quantity of guided practice that programs provide aspiring teachers in their preparation, as well as the alignment of that practice with college- and career-ready standards. High quality practice that is standards-based will serve as a foundation for an educator's entire teaching career.

The National Center for Teacher Residencies (NCTR) has helped launch and grow more than 30 teacher residencies since our founding in 2007. Starting in 2017, we worked with these residency partners, drawing on their collective expertise to examine how they implement practice-based preparation. In doing this, we learned that a critical first step for virtually all of these programs was to identify a core set of teacher practices and skills aligned to their district's teacher effectiveness frameworks. We call these practices "High Priority Resident Practices," because they represent a core set of practices and skills that set future teachers up for early success and support ongoing development.

## Why Identify High Priority Resident Practices?

Prioritizing this core set of practices and skills supports teacher development and improves their readiness to enter the classroom. Even so, emerging residency programs and programs designing clinically oriented teacher preparation expressed a need to better understand which core competencies should be their focus.

NCTR's High Priority Resident Practices highlight what established residency programs in our network prioritize in order to prepare effective teachers and promote teacher retention. In our commitment to prepare new educators with the knowledge, skills and dispositions to be effective from day one, NCTR guides partner programs to strengthen the recruitment and selection of teacher candidates. Then, NCTR uses the High Priority Resident Practices as a foundation for designing and revising the residency year curriculum to integrate theory and practice, an essential component of a high-quality practice-based preparation experience.

## High Priority Resident Practices in Detail

Table 1 names the six High Priority Resident Practices and provides a brief description for each. The table delineates why this practice is an important skill for novice teachers to learn, and what the basic components are of the practice. It also lists a set of pre-requisite skills and dispositions that programs should develop (or select for) to make understanding, mastering, and demonstrating each practice feasible.

## About the Project

Over NCTR's 10 years of working to launch and scale teacher residencies, we have seen time and time again that districts, institutions of higher education, and states all articulate a set of practices that effective teachers and teacher candidates must demonstrate, but no two sets of practices are the same. That is why NCTR set out, in April 2017, to research and identify what effective teachers know and are able to do, regardless of where or who they teach. Our goal was to look across the teacher preparation programs in our network and identify common practices and skills that educators need to be effective, standards-ready teachers starting from their first day in the classroom.

**TABLE 1**

**The Six Elements of High Priority Resident Practices**

High Priority Resident Practice	Description	Pre-Requisite Skills/Dispositions
<p><b>1 Designing and/or Adapting High Quality Lessons Aligned to P-12 College and Career Readiness Standards</b></p>	<ul style="list-style-type: none"> <li>Teachers select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</li> <li>Teachers take into account the different needs of learners while planning, including potential misconceptions and how to address them</li> </ul>	<ul style="list-style-type: none"> <li><b>Organizational Skills</b> that allow the teacher to create an effectively sequenced and paced lesson</li> <li><b>Strategic Thinking Skills</b> that support the teacher's ability to design coherent and engaging lessons that merge both content and pedagogy effectively</li> <li><b>Collaboration Skills</b> that support the teacher's ability to work across department and school teams</li> </ul>
<p><b>2 Designing and/or Adapting Appropriate Student Assessments</b></p>	<ul style="list-style-type: none"> <li>Teachers are responsible for managing and monitoring student learning</li> <li>Teachers regularly check for student understanding and make modifications to lessons based on data</li> </ul>	<ul style="list-style-type: none"> <li><b>Data Driven Mindset</b>, demonstrated by the teacher recognizing the importance of both informal and formal student data to enhance student learning</li> <li><b>Reflective Mindset</b>, illustrated by the teacher thinking critically about student data and making short- and long-term changes based on student need</li> </ul>
<p><b>3 Managing Teaching Roles and Responsibilities to Best Support Students and the Teacher</b></p>	<ul style="list-style-type: none"> <li>Teachers engage in the school community by following the appropriate professional norms established for classroom teachers</li> <li>Teachers manage their workload effectively and seek out support as needed</li> </ul>	<ul style="list-style-type: none"> <li><b>Persistence</b>, shown by having both a desire and willingness to work through challenges</li> <li><b>Maturity</b>, demonstrated by an understanding of the requirements of a teaching position in their district and community</li> </ul>
<p><b>4 Knowledge and Application of Content Aligned to College and Career Readiness Standards</b></p>	<ul style="list-style-type: none"> <li>Teachers utilize their in-depth understanding of content and college and career readiness standards to engage learners and lead individual learners toward mastery.</li> <li>Teachers build on individual learners' prior knowledge and scaffold or extend content as needed</li> </ul>	<ul style="list-style-type: none"> <li>Baseline <b>Content Knowledge</b> in the teacher's specific subject area</li> <li><b>Growth-Oriented</b>, demonstrated through the teacher's strong belief that all students in the classroom will learn the content required, regardless of their academic starting point</li> </ul>
<p><b>5 Eliciting and Interpreting Student Thinking</b></p>	<ul style="list-style-type: none"> <li>Teachers find out what students know or understand, and how they are thinking/reasoning using a variety of instructional strategies.</li> <li>Leading a Group Discussion is a critical instructional strategy within this competency.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reflective Mindset</b>, demonstrated by the ability to push student thinking and deepen their understanding/reasoning through questioning and discussion</li> <li><b>Culturally Competent</b>, as illustrated by their understanding of students' cultural and community norms and a desire to build on these to better elicit and interpret student responses, as well as to have group discussions</li> </ul>
<p><b>6 Supporting Students across their Social, Emotional, and Academic Needs</b></p>	<ul style="list-style-type: none"> <li>Teachers engage the whole child in learning by identifying student needs and developing relationships with students</li> <li>Teachers support students by creating a positive classroom culture and safe space where all students feel respected and heard</li> <li>Teachers support students academically by identifying specific learning needs and providing the resources and instruction to better address both academic and non-academic barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li><b>Culturally Aware and Competent</b>, shown by knowledge of the importance of meeting the social, cultural, and linguistic needs of students in both their academic and social-emotional learning</li> <li><b>Growth-Oriented</b>, demonstrated through the teacher's strong belief that all students in the classroom will learn the content required, regardless of their academic starting point</li> <li><b>Communication and Collaboration Skills</b>, in order to build relationships with students</li> </ul>

## Understanding High Priority Resident Practices in Residency Preparation

NCTR leads network partners to consider how to structure resident training to ensure that graduates are able to place student learning at the center of their work as soon as they enter the classroom. By emphasizing students, residents authentically practice and hone their teaching within a content area. We have learned that isolating teaching skills, instead of developing resident pedagogical content knowledge, hurts both aspiring teachers and their P-12 students. The following framework illustrates how the High Priority Resident Practices can be organized under broader learning goals for natural integration into the curriculum. See Table 2.

### Conclusion

Teaching is complex, and NCTR seeks to reduce that complexity through the identification of High Priority Resident Practices.

Teacher preparation programs should look at these priority practices as learning targets that will lead to classroom readiness. Applying these priority practices to the residency year curriculum also offers a framework that programs can leverage in all parts of an educator’s learning continuum—from preservice candidate to teacher of record.

The identification of priority practices is an important first step in a program’s design and implementation of a strong teacher preparation curriculum that readies candidates to meet student needs. It represents the first part of NCTR’s work in understanding and sharing the components of a strong curriculum for teacher candidate learning. NCTR will continue to work with our residency partners to understand better how they create learning experiences for their residents that are aligned to the High Priority Resident Practices and that integrate both the theory and practice of effective teaching.

**TABLE 2**  
Integrating High Priority Resident Practices into the Curriculum

Broader Learning Goal	Learning Goal Description	High Priority Resident Practice
<b>1 Breaking Down the Fundamentals of Teaching</b>	<ul style="list-style-type: none"> <li>The systems and structures effective educators design and use to facilitate the learning of content</li> </ul>	<ul style="list-style-type: none"> <li>Standards-aligned lesson planning</li> <li>Designing and adapting assessments</li> <li>Managing teaching roles and responsibilities</li> </ul>
<b>2 Providing Rich Content-Specific Training</b>	<ul style="list-style-type: none"> <li>The ability of effective educators to develop, access, and explain deep content knowledge needed for instruction</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and application of content aligned to college and career readiness standards</li> </ul>
<b>3 Learning to Effectively Teach the Content</b>	<ul style="list-style-type: none"> <li>The specific teaching skills required to support students’ collective and individual learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Eliciting and interpreting student thinking</li> <li>Supporting students academically, socially, and emotionally</li> </ul>

# Appendix A

**TABLE A1**

Crosswalk Between the Standards and Nationally Recognized Teacher Effectiveness Frameworks

	Designing and/or Adapting High Quality Lessons Aligned to P-12 Standards	Designing and/or Adapting Appropriate Student Assessments	Managing Teaching Roles and Responsibilities to Best Support Students and the Teacher	Knowledge and Application of Content Aligned to College and Career Readiness Standards	Eliciting and Interpreting Student Thinking	Supporting Students across their Social, Emotional, and Academic Needs
InTasc Model Core Teaching Standards	X	X	X	X		X
Danielson Framework for Teaching	X	X	X	X	X	X
Marzano-Focused Teacher Evaluation Model	X	X	X	X	X	X
National Institute for Excellence in Teaching's TAP Instructional Rubric	X	X	X	X	X	X
TeachingWorks High Leverage Practice	X	X		X	X	X
TNTP Core Teaching Rubric	X	X		X		X
National Board for Professional Teaching Standards	X	X	X	X		X
New Teacher Center Core Capabilities	X	X	X	X	X	X
Achieve the Core Instructional Practice Guide	X	X		X	X	

# Appendix B

**TABLE B1**

Research Base Informing High Priority Resident Practices

Practice	Research
<b>Designing and/or Adapting High Quality Lessons Aligned to P-12 Standards</b>	<p><b>Jensen, L. (2001).</b> Planning Lessons. <i>Teaching English as a Foreign Language</i>. Ch. 26.</p> <p><b>Reed, M. &amp; Michaud, C. (2010).</b> <i>Goal Driven Lesson Planning for Teaching English to Speakers of Other Languages</i>. University of Michigan Press ELT.</p> <p><b>Stronge, J.H. (2007).</b> Planning and Organizing for Instruction. <i>Qualities of Effective Teachers</i>, 2nd Ed., Ch. 4.</p> <p><b>Achieve the Core Shifts. (Accessed: October 2017)</b> <a href="https://achievethecore.org/category/1155/printable-versions">https://achievethecore.org/category/1155/printable-versions</a>.</p>
<b>Designing and/or Adapting Appropriate Student Assessments</b>	<p><b>Popham, W.J. (2002).</b> Classroom Assessment: What Teachers Need to Know. <i>Journal of Educational Measurement</i>. Vol. 39, No. 1 (Spring, 2002), pp. 85-90.</p> <p><b>Marzano, R.J., Pickering, D., &amp; McTighe, J. (1993).</b> <i>Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model</i>. Association for Supervision and Curriculum Development, Alexandria, VA.</p> <p><b>Shepard, L.A. (2000).</b> The Role of Assessment in a Learning Culture. <i>Educational Researcher</i>. Vol. 29, No. 7, pp. 4-14.</p>
<b>Managing Teaching Roles and Responsibilities to Best Support Students and the Teacher</b>	<p><b>Beijard, D., Verloop, N., Vermunt, J.D. (2000).</b> Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective. <i>Teaching and Teacher Education</i>, Vol. 16, No. 7, pp. 749-764.</p> <p><b>Gavish, B., Friedman I. (2010).</b> Novice teachers' experience of teaching: a dynamic aspect of burnout. <i>Social Psychology of Education</i>, Vol. 13, No. 2, pp. 141-167.</p> <p><b>Inman, Duane, and Leslie Marlow. (2004).</b> "Teacher retention: why do beginning teachers remain in the profession?" <i>Education</i>, vol. 124, no. 4, pp. 605. <i>Academic OneFile</i>, Accessed 30 Oct. 2017.</p> <p><b>Pearson, C.L., Moomaw, W. (2005).</b> The Relationship between Teacher Autonomy and Stress, Work Satisfaction, Empowerment, and Professionalism. <i>Education Research Quarterly</i>, Vol. 29, No. 1, pp. 37-53.</p>
<b>Knowledge and Application of Content Aligned to College and Career Readiness Standards</b>	<p><b>Alonzo, A.C. (2002).</b> Evaluation of a model for supporting the development of elementary school teachers' science content knowledge. <i>Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science</i>. Charlotte, NC.</p> <p><b>Ball, D.L., Lubienski, S., and Mewborn, D. (2001).</b> Research on teaching mathematics: The unsolved problem of teachers' mathematical knowledge. In V. Richardson (Ed.), <i>Handbook of research on teaching</i> (4th ed.). New York: Macmillian.</p> <p><b>Ball, D.L., Thames, M.H., &amp; Phelps, G. (2008).</b> Content knowledge for teaching: What makes it special? <i>Journal of Teacher Education</i>, 59(5), 389-407.</p> <p><b>Cunningham, C.M. (1998).</b> The effect of teachers' sociological understanding of science (SUS) on curricular innovation. <i>Research in Science Education</i>, 28(2), 243-257.</p> <p><b>Hill, H.C., Rowan, B., &amp; Ball, D.L. (2005).</b> Effects of teachers' mathematical knowledge for teaching on student achievement. <i>American Educational Research Journal</i>, 42(2), 371-406.</p> <p><b>Magnusson, S., Borko H., Krajcik J. S., &amp; Layman J. W. (1992).</b> <i>The relationship between teacher content and pedagogical content knowledge and student content knowledge of heat energy and temperature</i>. Paper presented at the annual meeting of the National American Association for Research in Science Teaching, Boston, MA.</p> <p><b>Mullens, J.E., Murnane, R.J., &amp; Willett, J.B. (1996).</b> The contribution of training and subject matter knowledge to teaching effectiveness: A multilevel analysis of longitudinal evidence from Belize. <i>Comparative Education Review</i>, 40(2), 139-157.</p> <p><b>Roehrig, G. &amp; Luft, J. (2004).</b> Constraints experienced by beginning secondary science teachers in implementing scientific inquiry lessons. Research Report. <i>International Journal of Science Education</i>, 26(1), 3-24.</p> <p><b>Stein, M.K., Baxter, J.A., &amp; Leinhardt, G. (1990).</b> Subject-matter knowledge and elementary instruction: A case from functions and graphing. <i>American Educational Research Journal</i>, 27(4), 639-663.</p>

**TABLE B1 – Continued**

**Research Base Informing High Priority Resident Practices**

Practice	Research
<p><b>Eliciting and Interpreting Student Thinking</b></p>	<p><b>Bautista, A., Brizuela, B., Glennie, C.R., &amp; Caddle, M.C. (2014, July).</b> Mathematics teachers attending and responding to students' thinking: Diverse paths across diverse assignments. <i>International Journal for Mathematics Teaching &amp; Learning</i>, 1-28.</p> <p><b>Fernández, C., Llinares, S., &amp; Valls, J. (2013).</b> Primary school teacher's noticing of students' mathematical thinking in problem solving. <i>The Mathematics Enthusiast</i>, 10(1/2), 441-468.</p> <p><b>Fraivillig, J.L., Murphy, L.A., &amp; Fuson, K.C. (1999).</b> Advancing children's mathematical thinking in everyday mathematics classrooms. <i>Journal for Research in Mathematics Education</i>, 30(2), 148-170.</p> <p><b>King, A. (1992).</b> Facilitating elaborative learning through guided student-generated questioning. <i>Educational Psychologist</i>, 27(1), 111-126.</p> <p><b>Lobato, J., Clarke, D., Ellis, A.B., (2005).</b> Initiating and Eliciting in Teaching: A Reformulation of Telling. <i>Journal for Research in Mathematics Education</i>. Vol. 36, No. 2, pp. 101-136.</p> <p><b>Ramnarain, U. (2011).</b> Teachers' use of questioning in supporting learners doing science investigations. <i>South African Journal of Education</i>, 31(1), 91-101.</p> <p><b>Sleep, L., Boerst, T. (2012).</b> Preparing beginning teachers to elicit and interpret students' mathematical thinking. <i>Teaching and Teacher Education</i>. Vol. 28, Issue 7, October 2012, pp. 1038-1048.</p> <p><b>Soter, A.O., Wilkinson, I.A., Murphy, P.K., Rudge, L., Reninger, K., &amp; Edwards, M. (2008).</b> What the discourse tells us: Talk and indicators of high-level comprehension. <i>International Journal of Educational Research</i>, 47(6), 372-391.</p> <p><b>Walsh, J.A., &amp; Sattes, B.D. (2011).</b> <i>Thinking through quality questioning: Deepening student engagement</i>. Thousand Oaks, CA: Corwin Press.</p> <p><b>Achieve the Core Shifts. (Accessed: October 2017)</b> <a href="https://achievethecore.org/category/1155/printable-versions">https://achievethecore.org/category/1155/printable-versions</a></p>
<p><b>Supporting Students across their Social, Emotional, and Academic Needs</b></p>	<p><b>Bohn, C.M., Roehrig, A.D., &amp; Pressley, M. (2004).</b> The first days of school in the classrooms of two more effective and four less effective primary-grade teachers. <i>Elementary School Journal</i>, 104, 269-287.</p> <p><b>Bondy, E., Ross, D.D., Gallingane, C. et. al. (2007).</b> Creating Environments of Success and Resilience: Culturally Responsive Classroom Management and More. <i>Urban Education</i>. Vol. 42, Issue 4, 2007.</p> <p><b>Brown, D.F. (2003).</b> Urban teachers' use of culturally responsive management strategies. <i>Theory Into Practice</i>, 42, 277-282.</p> <p><b>Emmer, E.T., Evertson, C.M., &amp; Anderson, L.M. (1980).</b> Effective classroom management at the beginning of the school year. <i>Elementary School Journal</i>, 80, 219-231.</p> <p><b>Garcia, S.B., Guerra, P.L. (2004).</b> Deconstructing Deficit Thinking: Working with Educators to Create More Equitable Learning Environments. <i>Education and Urban Society</i>. Vol. 36, Issue 2, 2004.</p> <p><b>Patrick, H., Turner, J., Meyer, D.K., &amp; Midgley, C. (2003).</b> How teachers establish psychological environments during the first days of school: Associations with avoidance in mathematics. <i>Teachers College Record</i>, 105, 1521-1558.</p> <p><b>Weinstein, C., Curran, M., &amp; Tomlinson-Clarke, S. (2003).</b> Culturally responsive classroom management: Awareness into action. <i>Theory Into Practice</i>, 42, 269-276.</p>

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# MISSION

NCTR works to launch and support a network of high-performing residency programs dedicated to preparing highly effective teachers that will transform educational practices nationwide.