

NATIONAL CENTER FOR
**TEACHER
RESIDENCIES**

RESEARCH BRIEF / JUNE 2018

2017 Stakeholder Perception Report

National Center for Teacher Residencies

About NCTR

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.

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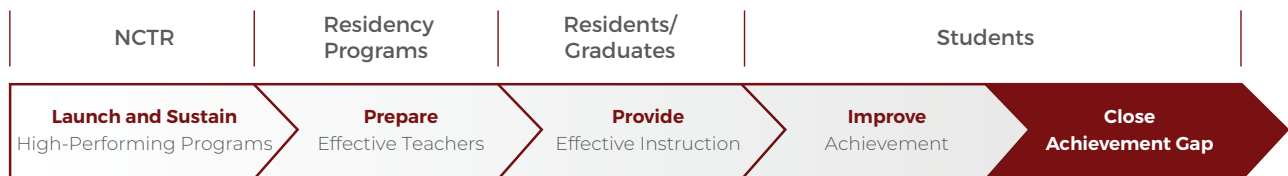
Introduction to the National Center for Teacher Residencies

The National Center for Teacher Residencies (NCTR) is the only national non-profit organization dedicated to developing and expanding high-quality teacher residencies. NCTR and our partners are preparing and supporting a generation of effective educators with the ultimate goal of closing student achievement gaps. To date, NCTR has helped establish residency programs that have trained more than 3,500 teachers who serve approximately 260,000 students in more than 50 high-need districts across the country. NCTR collects, analyzes, and uses data to measure our programs and impact to ensure we are fulfilling our mission and continuously improving. This *Stakeholder Survey Report*

provides evidence of how NCTR and our partners are achieving our impact goals and ensuring that residency graduates enter our nation's high-need classrooms ready to teach, from day one.

Teacher residency programs prepare residents through a yearlong clinical experience tightly coupled with rigorous and aligned coursework. The residency year experience consists of residents working side-by-side with experienced teacher educators in schools, including mentors, course instructors, and program staff, to cultivate their instructional skills and ultimately improve their effectiveness as teachers.

NCTR's Strategy To Improve Student Achievement



Nationally, 77 percent of new teachers feel they are not fully prepared to meet the needs of students. By contrast, 94 percent of NCTR graduates feel prepared to tackle the rigors of high needs classrooms.

Overview

This report highlights NCTR's effectiveness at preparing teachers who are ready for the rigors of high-need classrooms across the country. Each year, NCTR surveys residents, mentors, graduates, and principals to collect evidence of the effectiveness of residency programs, preparedness of residents, impact on schools, and performance of graduates. These perception data — coupled with other measures of student outcomes, teacher evaluations, and recruitment, selection, and retention data — contribute to a body of evidence that demonstrate the residency movement's overall effectiveness and impact.

In school year 2016-17 NCTR surveyed partner residency programs across the country. In all, 418 residents, 320 mentors, 199 graduates, and 73 principals responded to the survey. Together, they represent 19 residency programs. This report analyses the data provided by these key stakeholders and answers key research questions to measure NCTR's implementation and impact. The research questions include:

- **Does residency program design result in effective residents and graduates?**
- **What is the impact of the residency program on the entire school?**
- **What is the impact of the residency program on mentors?**
- **Does the residency program design meet the needs of stakeholders?**

This report explores these research questions and others in order to investigate practices across residency programs that provide evidence of program implementation and effectiveness.

This report dives into evidence of the implementation and impact of the residency model. By examining the quality of implementation that leads to these outcomes, a robust story of NCTR's work emerges, demonstrating how residency programs are transforming educational practices and teacher preparation for our nation's high-need districts and students.

Survey Results indicate that NCTR partner residencies successfully prepare teachers who have a positive impact on student achievement.



91% of Principals

agree that residents **outperform** teachers prepared through other pathways.



95% of Graduates

agree that they entered the classroom with **more effective skills** than the typical new teacher.



91% of Principals

agree that the residency program **improved achievement and student learning** at the school.



94% of Principals

agree that mentors grew into **more effective practitioners** through participation in the residency program.



98% of Mentors

agree that participation in the residency program **improved their abilities as a teacher leader**.

Launch and Sustain High-Performing Programs

The first and most crucial step to preparing effective teachers is to launch and sustain highly effective teacher preparation programs that are grounded in clinically-oriented practice. The components of highly effective program design are outlined in NCTR's *Standards for Effective Residencies*.

NCTR Standards for Effective Residencies

- Residency programs are **partnerships among school districts, universities, and other stakeholders** to prepare and retain effective teachers.
- Residency programs are designed to **achieve program impact and sustainability goals**.
- Residency program training sites **promote a culture of learning, achievement, and growth** for residents, teachers, and students.
- **Residents learn from and with teacher educators** who demonstrate the knowledge, skills, and strategies of effective teachers, coaches, and instructional leaders.
- **Residents demonstrate the competencies and knowledge requisite for entry** into a teacher residency program.

Residency Partnerships are designed to achieve clear impact goals

Residency programs establish strong partnerships among key stakeholders—typically a high-need school district, an institution of higher education (IHE), and often a local non-profit organization—with clear alignment to the local school needs.

With more than 10 years of experience in the field, NCTR understands that the strong partnerships are critical to long-term programmatic scale, impact, and sustainability. Residency programs are best able to meet the needs of their partner districts and to ensure that their graduates will be effective in the classroom when all program partners share common goals that are aligned with the local education landscape.

Residency Partnerships



97% of Principals

report that residency **program partners work together toward a common goal**, for example by aligning the vision and expectations of effective teaching with the school's expectations.



94% of Principals

report that **resident coursework aligns to clinical practice** and the local school context.



92% of Graduates

report that the residency program design **effectively prepared them to teach** and that coursework was aligned to their local context.

Residency Programs select and prepare training sites

Residency programs select and prepare training sites (P-12 schools) that promote a culture of learning and growth for residents. Partners ensure training sites are aligned to program impact and sustainability goals, and clearly define roles and responsibilities for principals and site staff.

By helping programs select training sites that will support residents and principals, NCTR ensures that residents are placed in environments in which they can learn and develop the skills effective teachers need.

Residency Programs



91% of Residents

report that they are **supported by the training site** to be effective learners and practitioners.



88% of Principals

agree that the residency program supports them in **meeting their responsibilities as a training site principal**.



81% of Principals

agree the **roles and responsibilities for training sites were clearly defined**.

Partner Residency Programs recruit and select high quality mentors and residents

NCTR partner residency programs also recruit and select high quality mentors and residents, using a rigorous process with clearly defined roles and responsibilities.

Partner Residency Programs



92% of Principals

report that **recruitment and selection processes for mentors were effective**.



89% of Residents

report that their **recruitment process was selective**.



86% of Mentors

and 80% of residents report that their programs **clearly defined their roles and responsibilities**.



89% of Mentors

and residents report that the **vision and expectations of effective teaching** in the residency program **were clearly defined**.

I have been teaching for a number of years and the opportunity to be a mentor teacher the past two years has vastly improved my teaching practice. My residents have provided me with a new perspective into aspects of my teaching which has directly impacted student learning in a positive way. — Program Mentor

Recruitment and Selection

The recruitment and selection process employed by NCTR programs ensures they recruit and select residents who demonstrate the prerequisite knowledge and skills to become effective teachers and who are willing to learn from mentors.

NCTR successfully supports the design of high-performing teacher residency programs, founded on a clinically-oriented model by creating strong partnerships across districts, universities, and other

stakeholders; designing programs to achieve impact goals; and, recruiting and selecting highly effective training sites, mentors, and residents. Effective program design, as indicated by the strength of partnerships and alignment across partners, creates effective and sustainable programs that prepare exceptional teachers for the school systems that need them most. Launching and then sustaining these high-performing programs is the first critical step to preparing teachers who will enhance student achievement and learning.



I believe that my mentoring has made me a much better teacher.

I am constantly having to reflect on my teaching and management strategies and having to be transparent about every move I make. — **Program Mentor**

Prepare Effective Residents

Residents learn the competencies of effective teaching through this intensive residency experience. This preparation provides residents with integrated theoretical and practical experiences and multiple opportunities to learn, develop, and practice the necessary skills and knowledge of an effective teacher

This robust residency experience, grounded in clinically-oriented practice, prepares residents for the realities of the classroom. By providing residents the opportunity to teach and plan alongside expert

mentor teachers, with a clear vision of effective teaching and multiple opportunities for practice, programs ensure their residents can deliver quality instruction for students.

Competencies of Effective Teaching



92% of Residents

report that the program **clearly defines its vision of effective teaching.**



90% of Residents

report that **program staff support them** to become effective learners and practitioners.



89% of Principals

and 90 percent of mentors report that the program curriculum and coursework offers **a balance of theoretical and practical strategies.**



99% of Mentors

report regularly **co-teaching and co-planning with residents.**



85% of Residents

report that **coursework is aligned with clinical experiences.**



80% of Mentors

report **requiring their residents to take full responsibility of all aspects of classroom instruction** on either a weekly or daily basis by the end of the year.

Classes were relevant and informative. Spending an entire year in the classroom was also greatly beneficial to me as someone who needs a lot of practice to feel comfortable doing something new. – New Resident

Residents better prepared and outperform other new teachers

The rigorous preparation experience results in principals and residents reporting that residents are better prepared and outperform other new teachers.



91% of Principals

agree that residents **outperform** teachers prepared through other pathways.



96% of Residents

report that the **program prepares them to be effective teachers.**

Moreover, the residency year experience ensures residents develop the essential skills to be effective teachers, particularly when compared with other new teachers.

The residency experience provides a more effective method for preparing teachers. The integrated clinical experience, aligned coursework, guidance from effective mentors and other teacher educators, and gradual release of responsibility ensure residents develop the competencies of effective teachers, before becoming teachers of record in their own classroom. From their first day teaching, residency graduates are ready to provide outstanding instruction and help students achieve ambitious results.

Residents are More Prepared than the “typical” new teacher.



91% of Principals

residents are **better prepared in classroom practice and pedagogy.**



96% of Principals

said residents are **better prepared in culturally responsive teaching.**



93% of Principals

agree residents are **better prepared in establishing the classroom learning environment.**



87% of Principals

said residents are **better prepared in professionalism and leadership.**



85% of Principals

agree residents are **better prepared in use of data to inform instruction.**

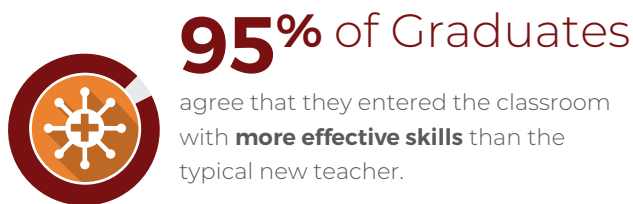
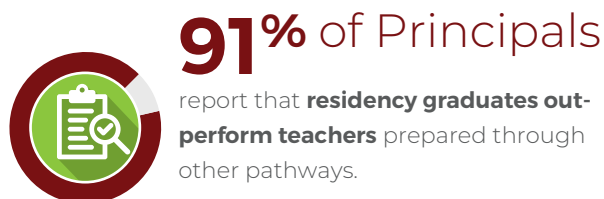
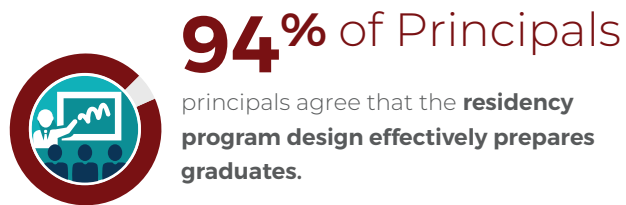
[The residency program] provides an opportunity for me as a school leader to develop an internal teacher pipeline for future talent I need to hire. I think it is important that residents have the opportunity to be completely involved in all aspects of the school. The benefits of having these individuals as part of the school community are countless. — Program Principal

Effective Instruction Closes Achievement Gaps

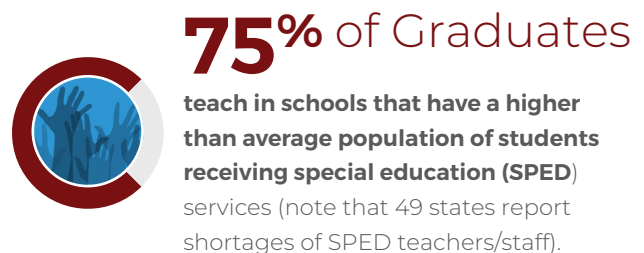
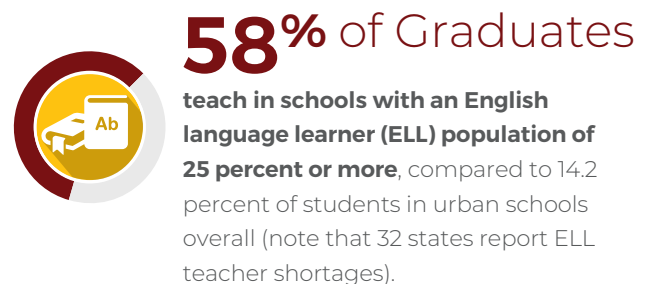
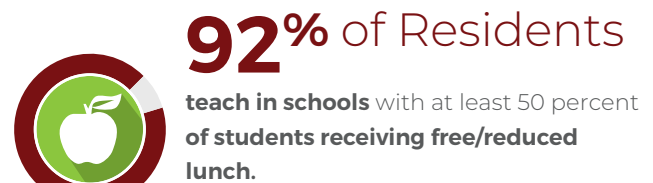
Preparing residents to become effective teachers is the initial step to providing all students access to strong teachers. To close the achievement gap, talented teachers must work where they are needed most. Preparation programs must coordinate with districts to ensure that our best prepared teachers are placed in high-priority classrooms. The strong partnership with the school district becomes essential to fulfilling this mission.

Graduates better prepared than typical new teachers

Graduates of NCTR's partner programs provide students with effective instruction essential to closing achievement gaps, with both principals and graduates agreeing they are better prepared than the typical new teacher.



NCTR Partner Program Graduates provide excellent instruction in high-priority classrooms.



In addition to teaching in schools with high proportions of low-income, ELL, and SPED students, residency graduates are more likely than national peers to be certified to teach in high-need Math, Science, secondary, and ELL fields.

Graduate Teaching Assignment	NCTR	Nationally
Math ¹	11.74%	8.3%
Science ²	11.74%	7.6%
Secondary ³	59%	49%
Linguistically Diverse ⁴	11.3%	2.5%

Moreover, and perhaps most importantly, residencies have impacts beyond individual classrooms, providing benefits to the entire school community.

Mentors grow professionally from their experience in the residency program

Mentors report that the residency program helps them to be more intentional in their teaching, and more reflective of their own practice. Professional development, provided by the programs, further enhances the skills of these mentors, particularly in using data to drive instruction, implementing college- and career-ready

standards, and using technology in their instruction.

Students benefit by having both an expert teacher and resident in the classroom, and principals and districts benefit by retaining highly skilled teacher leaders. Residency programs promote a positive school culture focused on getting results for students. Residents bring their energy and knowledge gained from their coursework to the school, even helping mentors and veteran teachers to learn new skills and grow.

As evidenced by the data, residency programs provide additional advantages to students across the school and district; residents and graduates outperform their peers and are more likely to teach in high-needs classrooms, graduates serve as leaders in the profession, mentors develop as teachers and leaders, and students across the school gain from having a resident teach in a single classroom. Taken together, these benefits indicate that residency programs strongly impact student achievement and provide an exceptional return on investment to the districts they serve.

Mentors Professional Growth



94% of Principals

agree that **mentors grew into more effective practitioners** through participation in the residency program.



96% of Mentors

agree that participation in the residency program made them **more effective teachers**.



98% of Mentors

agree that participation in the residency program **improved their abilities as a teacher leader**.

Principals further report that residents positively influence student achievement and school culture.



91% of Principals

agree that the residency program **improved achievement and student learning** at the school.



92% of Principals

agree that the residency program **positively impacted the school culture**.

1 U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1987-88 through 2011-12; "Private School Teacher Data File," 1987-88 through 2011-12; and "Charter School Teacher Data File," 1999-2000. https://nces.ed.gov/programs/digest/d13/tables/dt13_209.10.asp

2 Ibid

3 Ibid

4 U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011-12. https://nces.ed.gov/surveys/sass/tables/sass1112_500_t1n.asp



It is extremely valuable to have two qualified teachers in the classroom together.

It is beneficial for the resident to begin the year learning how to put together a classroom, build community, and work with the teacher and in small groups. It is also beneficial in that the district teacher has the opportunity to learn from the resident. It is a win-win for all!

— Program Principal

Overall Satisfaction

Ultimately, key stakeholders are highly satisfied with residency programs. Principals, graduates, mentors, and residents overwhelmingly recommend the program, indicating the exceptional value residencies provide to schools and districts.

Residency programs meet the needs of their partner districts by creating a strong talent pipeline that provides and prepares teachers committed to closing the achievement gap. Furthermore, residency programs are widely recognized by key stakeholders for their positive impact on school climate and student achievement.

A mission minded community is the biggest strength of the residency program. I feel the support of like-minded individuals at the school, district, and city level. I know that I am not alone in my goal of bringing an equitable educational experience for my students.

— **Program Resident**

Stakeholder Satisfaction



94% of Principals

would **recommend hiring a residency graduate** to another principal.



93% of Mentors

would **recommend mentoring** to another teacher.



89% of Residents

would **recommend the residency program** to someone interested in teaching.

Continuous Improvement

While these results demonstrate NCTR's positive impact, the survey data also show how programs can improve their support of residents. NCTR is using this information to enhance its services and supports to residency programs and to help programs examine their data to improve.

One such area for growth is mentor preparedness and support. Although 91 percent of mentors agree that the residency program supported them overall, only 41 percent report being prepared when they first became mentors, and only 68 percent of mentors agree that the program effectively prepared them for their mentor role. Mentors requested more support in how to coach and mentor residents, more frequent opportunities to meet with other mentors, and more support around co-planning, co-teaching, and the gradual release of classroom responsibility to their resident teacher.

In response, NCTR is engaging partner programs that have identified improving mentor preparation as a priority. This effort will examine the practice of mentoring, and support mentors in mastering specific teacher educator practices they need to know and be able to do in their work with residents. Additionally, NCTR will provide programs with direct consulting support, the opportunity to observe a highly effective mentor lab through a site visit, and the chance to participate as a cohort in webinars with the goal of improving professional development provided to mentors and enhancing their skills.

Another area identified for support is participants' preparation to successfully use certain teaching skills in their classrooms. While residents and graduates overwhelmingly report being prepared to teach, and their principals agree, both residents and graduates rate themselves mixed on some specific teaching skills. In response, NCTR is analyzing the specific areas where residents and graduates rated themselves relatively lower and is designing programming supports and technical assistance to help residencies better prepare residents and strengthen graduates' skills in these domains. For example, only 69 percent of residents felt prepared in the domain of student, family, and community engagement. Mentors also felt residents had room to grow, as did program graduates: just 77 percent of mentors reported that residents were prepared and 65 percent of graduates felt they were effective in this domain. Across these three stakeholder groups, programs see room to improve in the preparation for student, family and community engagement. Additionally, NCTR has used its Teacher Preparation Portal to ask program staff to share their effective practices around student, family, and community engagement.

Conclusion

In a classroom, nothing impacts student learning more than a skilled and effective teacher. That's why, at NCTR, we are we are committed to preparing the next generation of teachers in an extended, school-based model that bridges the gap between the practical and theoretical.

Today, more than a dozen states are looking to transform their policies around certification and licensure to create opportunities for extended clinical experiences. In higher education, colleges and universities are using NCTR standards to move from traditional models of preparation to school-based and residency models.

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and licensure to create opportunities for extended clinical experiences. In higher education, colleges and universities are using NCTR standards to move from traditional models of preparation to school-based and residency models.

As we've shown in this *2017 Stakeholder Survey Report*, NCTR and its partner programs are transforming how new teachers are prepared for America's high-need schools and classrooms. By preparing residents using a year long clinical approach, the residency model creates a better, more efficient, and more effective talent pipeline for schools.



Completing an entire school year with one class gave me a clear trajectory for content and curriculum over the school year.

— Program Graduate

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MISSION

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