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NCTR Releases Report on the Impact of Resident-Mentor Pairs

CHICAGO (December 2, 2020) - The [National Center for Teacher Residencies \(NCTR\)](#) and [Glass Frog Solutions \(Glass Frog\)](#) are co-releasing a research brief entitled, [Impact of Resident-Mentor Pairs on Teacher Effectiveness](#) today. The brief highlights [research](#) conducted by Glass Frog that examines the value-add of hosting a resident on the effectiveness of the host teacher's performance. The study uses data from three residency programs and their respective school district partners. Among host teachers using the mentor model advocated by NCTR, hosting a resident in the classroom is positively associated with a higher teacher effectiveness score (TES) for the host teacher.

Researchers from Glass Frog selected three residency programs based on their residency program model's scale and design. Two of the residencies are NCTR partner programs and employ a mentor residency model. For these two NCTR partner programs, the study found evidence that hosting a resident in the classroom is positively associated with higher TESes. Since students' academic performance in a teacher's classroom is one of the significant factors contributing to calculating a teacher's effectiveness score, a higher TES suggests that hosting a resident in a classroom may be positively associated with improved student outcomes.

Researchers further examined whether more experienced and more effective teachers were better equipped to support residents, finding positive evidence for one NCTR partner program. Specifically, in this one NCTR partner program, host teachers with higher baseline TESes demonstrated more significant gains in the year they hosted a resident than host teachers with lower baseline TESes. The researchers did not find this effect on teachers from the other two programs. Thus, there is evidence that suggests hosting a resident in NCTR residency programs improves teacher effectiveness. There is emerging evidence that recruiting more effective mentors increases teacher effectiveness throughout the residency year. "This research demonstrates that the NCTR residency model has the potential to enhance student achievement," said Jennifer Puma, one of the Glass Frog researchers who conducted the study and authored the brief.

"This is big for us. It uniquely identifies the NCTR residency model as an approach to improving student achievement. We need additional investments to further the research,

particularly in our sites where we are supporting Black residents and mentors through our [Black Educators Initiative \(BEI\)](#). Replicating this research in those sites would help us better understand how our model translates into better outcomes for Black residents, Black mentors, and ultimately students of color,” said Tabitha Grossman, NCTR’s Interim Chief External Relations Officer.

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About NCTR: The National Center for Teacher Residencies is a nonprofit organization dedicated to developing, launching, supporting, and accelerating the impact of teacher residency programs. Headquartered in Chicago, NCTR’s mission is to disrupt historical, educational inequities by advancing the teacher residency movement to prepare effective, diverse, culturally responsive educators. For more information about NCTR, please visit [www.https://nctresidencies.org/](https://nctresidencies.org/)