

NATIONAL CENTER FOR  
**TEACHER  
RESIDENCIES**

RESEARCH BRIEF / FEBRUARY 2016

# 2015 Network Impact Overview

National Center for Teacher Residencies

# About NCTR

**Founded in 2007, the National Center for Teacher Residencies (NCTR)** is the only organization in the U.S. dedicated to developing, launching, supporting and accelerating the impact of teacher residency programs. NCTR partners with school districts, charter management organizations, institutions of higher education, not-for-profits and states to develop teacher residency programs as quality pipelines of effective and diverse new teachers.

## About the NCTR Next Generation Network

The NCTR *Next Generation Network* is composed of more than 20 high-performing residency programs that are maximizing teacher impact by transforming how new teachers are prepared. NCTR provides guidance, expertise and facilitation to the Network, equipping the programs to improve, scale and innovate over time.

Individually, *Next Generation Network* programs have tremendous impact in their community; collectively, they demonstrate the power of the residency model as the gold standard for clinical-based teacher preparation nationwide.

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# NCTR 2015 Network Impact Overview

**Recent policy developments in teacher preparation have created an unprecedented window of opportunity** for the field of teacher preparation to make dramatic improvements toward ensuring that all students are taught by highly effective teachers. From the Council for Accreditation of Educator Preparation's (CAEP) 2013 standards for teacher preparation that shifted to focus on building partnerships and strong clinical practices (core elements of the National Center for Teacher Residencies' [NCTR] residency model), to the potential of the U.S. Department of Education's pending teacher preparation regulations, and efforts in multiple states to improve teacher preparation through examining program approval standards and strengthening clinical-practice requirements, the charge is clear: We must rethink the way we prepare teachers, particularly those who serve our neediest students, so that every child in this country has access to a quality teacher.

Today, with the focus on clinical-based preparation and the additional flexibility given to states in the *Every Student Succeeds Act*, states have a clear opportunity to move toward teacher residencies to strengthen the preparation of all new teachers. Teacher residencies are leading the charge to meet these higher standards for teacher preparation accountability by creating a pipeline of well-prepared, highly effective new teachers that are recruited, selected, and developed directly in response to district needs. Teacher residency programs prepare new teachers with the skills and mindsets that enable them to start out as highly effective teachers of record, thereby reducing turnover, creating teacher leader opportunities and providing comprehensive induction services and ongoing professional learning to support both new and experienced educators.

Since its founding in 2007, NCTR has supported residency programs across the country that have prepared 3,300 teachers who are serving approximately 150,000 students in 30 high-need school districts. Annually, NCTR analyzes a body of evidence on residency program impact and implementation to demonstrate how residents are prepared for the rigors of the classroom, to show early evidence of teacher performance and effectiveness in improving student achievement, and to collect stakeholders' perceptions of the residency model core components and key participants. The *Network Impact Overview* provides a selection of this evidence showing that residencies are fulfilling their goal to strengthen teacher preparation and ensure new teachers enter the classroom ready.

**T**aken together, this data tells a compelling story about the power of teacher residencies to improve teacher preparation writ large.

# Preparing More Effective Teachers

To illustrate how the residency model is improving teacher performance and student achievement across the country, this report showcases two types of data collected from across NCTR's Network of teacher residency programs: trends data as revealed by our annual individual program stakeholder end-year survey, and impact data from our Network of high-quality residency programs. The NCTR end-year survey asks residents, graduates, mentors and principals from NCTR Network residency programs 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). Other impact data measures individual residency program impact on schools, teacher preparation and performance, and student achievement. Taken together, this data tells a compelling story about the power of teacher residencies to improve teacher preparation writ large.

## Preparing teachers who are ready for the rigors of teaching in high-need schools

An overwhelming majority of principals who hire residency program graduates say graduates are well prepared to enter the classroom as teachers of record.

**Percent of Principals** who report residency program graduates are prepared to very well prepared for the following classroom activities and practices (2014-2015)

**100%** Use positive reinforcement strategies to respond to students' behavior.

**94%** Utilize student performance data to plan standards-based lessons.

**94%** Develop and/or use assessments to track student performance and standards mastery.

**91%** Check student understanding to adjust or differentiate instruction in real time.

**Percent of Principals** who have strongly positive experiences with residency programs, residents and graduates (2014-2015)

**100%** Would hire another graduate.

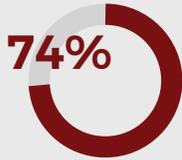
**100%** Would host residents in their school again next year.

**100%** Would recommend hiring a residency program graduate to a colleague.

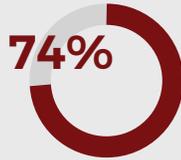
## Preparing teachers who are more effective than the typical new teacher

Hiring principals report that residency program graduates are more effective than other new teachers, and teacher evaluation data shows that they outperform their novice peers.

**Percent of Principals** who rated residency graduates as more or much more effective than the typical new teacher (2014-2015)



Classroom Instruction and Pedagogy



Using Data to Inform Instruction



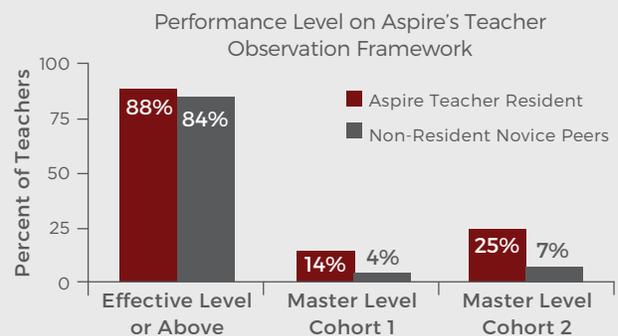
Establishing a Positive Classroom Learning Environment



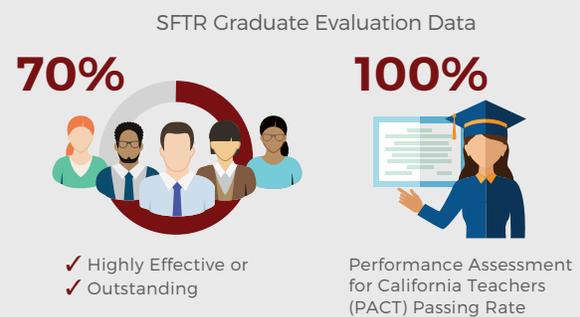
Demonstrating Professionalism and Leadership Qualities

### Program Graduate Teacher Evaluation Data

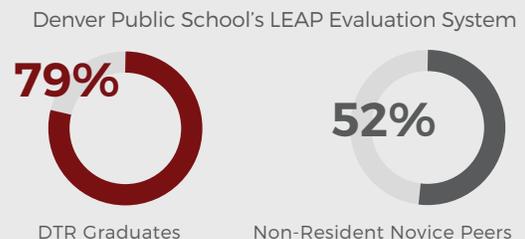
- At the **Aspire Teacher Residency**, an average of 88 percent of graduates from the first three cohorts scored at Effective or above (compared to 84 percent of non-resident peers). Graduates scored at the Master level at a higher rate than their non-residency peers: 14 percent of Cohort 1 graduates (versus 4% of non-ATR graduates) and 25 percent of Cohort 2 graduates (versus 7% of non-ATR graduates) scored at Master level.



- Seventy percent of **San Francisco Teacher Residency (SFTR)** graduates teaching in San Francisco Unified School District have received 'Highly Effective' or 'Outstanding' ratings on the district's teacher evaluation framework, the top two ratings on a five-tiered scale. Additionally, SFTR has a 100 percent passing rate on the Performance Assessment for California Teachers (PACT), the statewide teacher performance assessment that individuals in teacher preparation programs must pass to earn a California teaching credential.



- Denver Teacher Residency (DTR)** graduates in their first year of teaching are more effective than other Denver Public Schools novice teachers. Seventy-nine (79) percent of first-year DTR graduates scored an overall rating of Effective<sup>1</sup> on Leading Effective Academic Practice (LEAP), the 2013-14 district evaluation system, compared to just 52 percent of all other novice DPS teachers.



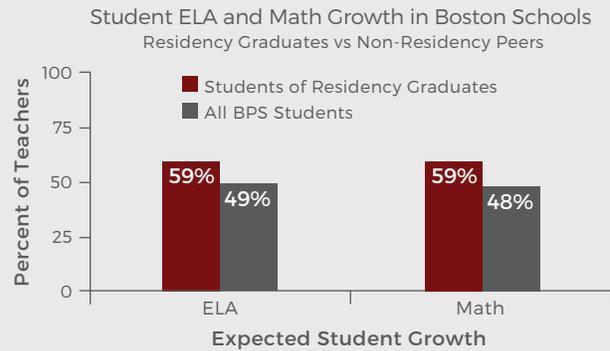
<sup>1</sup> LEAP overall performance indicators: Not Meeting, Approaching, Effective, Distinguished. Fifty percent of a teacher's rating is derived from Professional Practice indicators; the other half consists of student growth measures.

## Producing teachers who are effective in raising student achievement

Students taught by graduates of Network partner programs outscore either students taught by non-residency trained comparison-group teachers or the remainder of district students in the same tested subjects and grade levels.

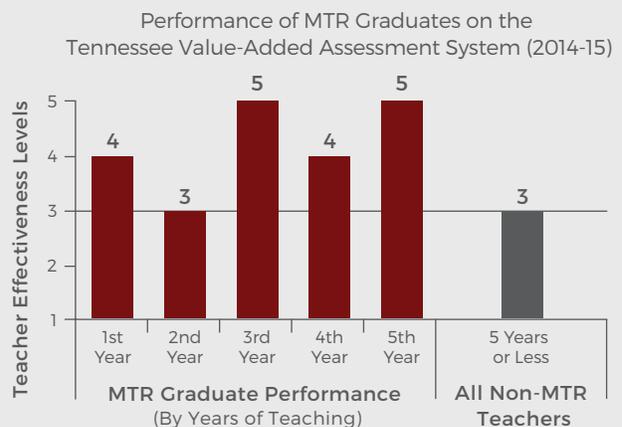
### Graduate Impact on Raising Student Achievement

- Fifty-nine (59) percent of students of **Boston Teacher Residency** graduates made expected growth in English language arts and math, compared to 49 percent in ELA and 48 percent in math for all Boston Public Schools students in tested grade levels (2013).<sup>2</sup>

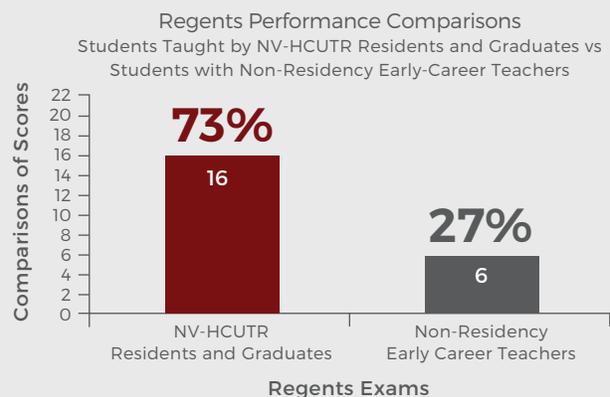


- Memphis Teacher Residency (MTR)** graduates scored one effectiveness level higher on Tennessee Value-Added Assessment System (TVAAS) measures with an average level of “Above Average Effectiveness” as compared to other novice Shelby County Schools teachers.<sup>3</sup>

The teacher-level TVAAS data shows how much growth a teacher’s students demonstrate on assessments from year to year. Teachers in tested subjects and grades receive TVAAS scores of 1–Least Effective; 2–Approaching Average Effectiveness; 3–Average Effectiveness; 4–Above Average Effectiveness; or 5–Most Effective.



- Five years of achievement data for students taught by **New Visions-Hunter College Urban Teacher Residency (NV-HCUTR)** residents and graduates reveals that in 16 out of 22 comparisons of Regents<sup>4</sup> exam scores with statistically significant differences, those students outperformed peers taught by non-residency trained teachers (73% vs. 27% of the comparisons). Students taught by residents and graduates of NV-HCUTR outperformed their peers in English, Integrated Algebra, Algebra 2/Trigonometry, Living Environment, Earth Science and Chemistry. Students’ Regents scores for non-residency teachers were higher in Geometry (2015).



<sup>2</sup> This data uses Massachusetts’ Student Growth Percentile measure, which compares the rate of change between two testing years for a student against other students who had similar test score histories.

<sup>3</sup> Novice is defined by Shelby County Schools as teachers with five or fewer years of experience.

<sup>4</sup> The Regents Exam is the New York State standardized examination in core high school subjects.

## Providing leadership opportunities for highly effective, experienced teachers through the residency mentor role that, in turn, enhance their own practice

An overwhelming majority of mentors from NCTR Network residency programs find that their work preparing and supporting residents enhances their own professional growth and practice.

### Mentor Experience and Professional Practice (2014-15)

**94%** of Mentors agreed to strongly agreed that being a mentor makes them a more effective teacher.

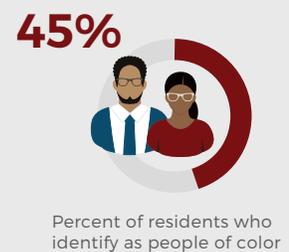
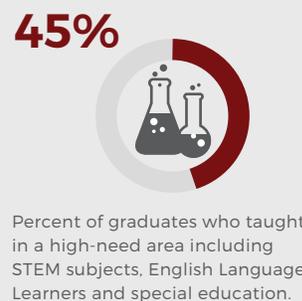
**71%** of Mentors said they agreed to strongly agreed that they would return as a mentor for the following school year.

**85%** of Mentors have 5 or more years of teaching experience.

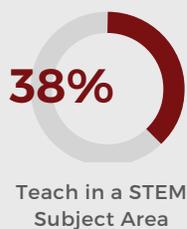
## Preparing teachers who meet student and district needs and reduce chronic shortage areas

Residency graduates are staying in the classroom at high rates, improving diversity of the teaching corps and are teaching in high-need areas. Residents are preparing to teach in subjects, grades and with student populations that frequently see shortages and high turnover.

### Graduates Meet Student and District Needs (2015-16)



### Residents Training in High-Need Assignments and Improving Schools (2014-15)



**100%** of Principals report that participating with the residency improves student learning and achievement at their school.

**100%** of Principals said participating with the residency has positively impacted the culture of their school.

# NCTR’s Approach to Measuring Residency Program Impact

The individual and collective impact of teacher residencies is transforming teacher preparation on a large scale. Eight years after NCTR’s founding, an increasing number of teacher residency programs in our Network have multiple cohorts of residency graduates in the field; this in turn has enabled these programs to collect a growing variety of robust data to measure their individual impact. While the NCTR residency model yields complex and dynamic residencies whose collective efficacy is impossible to capture in a single measure, NCTR strives to create systems across all Network programs to measure the effectiveness of the model – specifically, the model’s impact on schools, teacher performance and professional growth, and student achievement.

An increasing number of NCTR Network partners are collecting, analyzing and reporting multiple types of data to assess their successes and areas for growth, and 12 programs reported in NCTR’s *Measuring Impact* using a variety of sources to measure impact and implementation, including student achievement, perception surveys, and performance evaluations. NCTR is committed to moving all Network partners toward regular collection of program implementation and impact data based on rigorous, multiple-measure evaluations, and the reporting of that data for program improvement. However, some currently use either single indicators or only qualitative data to evaluate their impact in one or more areas.

## Measuring Residency Program Impact and Implementation (2014-15)

Twelve programs reporting impact and implementation data in NCTR’s *Measuring Impact* report are collecting the following evidence.

<p><b>3 Student Perception Surveys</b></p>  <p>Programs administer student perception surveys to graduates</p>	<p><b>8 Student Achievement Data</b></p>  <p>Residency Graduates vs Novice Teachers</p> <p>Programs compare students of recent residency graduates to students of non-residency novice teachers.</p>	<p><b>8 Teacher Performance Evaluation</b></p>  <p>5 use teacher performance on state and district frameworks.</p> <p>1 program uses teacher performance on residency program assessments.</p> <p>2 programs use the edTPA – educator preparation performance assessment used for licensure, program accreditation and program improvement assessments.</p>
<p><b>10 Principal Perception Surveys</b></p>  <p>Programs annually gather data on principal perceptions of their residents and graduates effectiveness.</p>		

# Conclusion

Longitudinal residency impact data shows that the residency model decreases teacher attrition and extends the reach of excellent teachers so that students in our neediest schools have the effective, prepared educators they deserve. By employing a suite of data collection tools that provide quantitative information on the performance of residency trained teachers and the achievement of their students, residencies are increasing their capacity to measure their impact on the schools and students they serve and, in turn, the collective impact of the residency model.

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## National Center for Teacher Residencies Network and Consulting Partners 2016

- 1. Aspire Teacher Residency, Oakland, CA**  
A partnership between Aspire Public Schools and University of the Pacific
- 2. Boettcher Teacher Residency, Denver, CO**  
A partnership between the Boettcher Foundation, Public Education & Business Coalition, Adams State University, and multiple school districts serving the Denver region and San Luis Valley
- 3. Boston Teacher Residency, Boston, MA**  
A partnership between the Boston Plan for Excellence, University of Massachusetts-Boston, and Boston Public Schools
- 4. Chicago Teacher Residency, Chicago, IL**  
A partnership between Academy for Urban School Leadership, National-Louis University, DePaul University, and Chicago Public Schools
- 5. Denver Teacher Residency, Denver, CO**  
A partnership between Denver Public Schools and the University of Denver Morgridge College of Education
- 6. Denver Student Teacher Residency, Denver, CO**  
A partnership between Denver Public Schools, Metropolitan State University of Denver, and the University of Colorado Denver
- 7. Inspired Teacher Certification Program, Washington, D.C.**  
A partnership between the Center for Inspired Teaching, Trinity Washington University, and five D.C. public charter schools
- 8. Jacksonville Teacher Residency, Jacksonville, FL**  
A partnership between Duval County Public Schools, the Jacksonville Public Education Fund, and the University of North Florida
- 9. Kansas City Teacher Residency, Kansas City, MO**  
A partnership between the Kansas City Teacher Residency, Park University, and a consortium of local charter management organizations, individual charter schools, and school districts.
- 10. Los Angeles Urban Teacher Residency, Los Angeles, CA**  
A partnership between the Center for Collaborative Education, Los Angeles Unified School District, and Cal State LA
- 11. Memphis Teacher Residency, Memphis, TN**  
A partnership between the Memphis Teacher Residency, Union University, Shelby County Schools including the iZone and state run Achievement School District
- 12. Minneapolis Residency Program, Minneapolis, MN**  
A partnership between Minneapolis Public Schools, the University of Minnesota, and the Minneapolis Federation of Teachers
- 13. New Visions for Public Schools-Hunter College Urban Teacher Residency, New York, NY**  
A partnership between New Visions for Public Schools, Hunter College, and the New York City Department of Education
- 14. New York City Teaching Collaborative**  
A partnership between the New York City Department of Education, St. John's University, and Lehman College
- 15. Project Inspire, Chattanooga, TN**  
A partnership between Public Education Foundation, Tennessee Tech University, and the Hamilton County Department of Education
- 16. Richmond Teacher Residency, Richmond, VA**  
A partnership between the Center for Teacher Leadership at Virginia Commonwealth University and Richmond Public Schools
- 17. San Francisco Teacher Residency, San Francisco, CA**  
A partnership between San Francisco Unified School District, Stanford University, the University of San Francisco, and the United Educators of San Francisco
- 18. Seattle Teacher Residency, Seattle, WA**  
A partnership between the Alliance for Education, University of Washington, Seattle Public Schools, and the Seattle Education Association
- 19. SPPS Urban Teacher Residency, St. Paul, MN**  
A partnership between St. Paul Public Schools and University of St. Thomas
- 20. Temple Teacher Residency, Philadelphia, PA**  
A partnership between Temple University, Philadelphia Independent School District, and multiple charter management organizations
- 21. Twin Cities Teacher Collaborative STEM Teacher Residency, Minneapolis/St. Paul, MN**  
A partnership between Augsburg College, Bethel University, Concordia University Saint Paul, Hamline University, St. Catherine University, the University of St. Thomas, and Minneapolis and St. Paul Public Schools
- 22. University of Chicago's Urban Teacher Education Program, Chicago, IL**  
A partnership between University of Chicago's Urban Education Institute and Chicago Public Schools
- 23. West Texas Teacher Training Residency, Odessa, TX**  
A partnership between University of Texas of the Permian Basin and Ector County Independent School District

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# MISSION

Launch and support a network of high-performing residency programs dedicated to preparing highly effective urban public school teachers that will transform educational practices nationwide.