

Advancing Curriculum Literacy Through Teacher Residencies

Insights from Phase 2 of an NCTR-EdReports Partnership to Change How Pre-Service Teachers in Teacher Residency Programs Choose and Use High-Quality Instructional Materials

Executive Summary

Teacher residency programs are an ideal environment to equip emerging teachers with the skills to identify, adapt, and use high-quality instructional materials and curriculum rather than search for or develop their own. Teacher residency programs consist of deep partnerships between educator preparation programs – such as institutions of higher education or nonprofit organizations – and school systems – such as school districts or charter school organizations. These groups commit to working together to prepare new teachers through a yearlong clinical experience. By the end of the teacher residency year, teacher residents have the knowledge, skills, and dispositions (National Center for Teacher Residencies, 2018) to be effective on day one of their career (Hirsh & Grossman, 2021), particularly in the school system where they were trained.

Ideally, this readiness should include curriculum literacy, so teacher residents feel confident and competent in choosing and using high-quality curricula from day one and throughout their careers. In 2020, [the National Center for Teacher Residencies \(NCTR\) and EdReports forged a partnership](#) to address the need for teacher awareness of high-quality instructional materials (HQIM) during their pre-service training. The goal of the project is to provide new teachers undergoing a period of supervision in the classroom with support to become savvy consumers and users of HQIM – and lead the way for other teacher preparation programs to follow (Hirsch & Grossman, 2021).

This report represents learning from the project's second phase, in which teams from five teacher residency programs in NCTR's Network participated in four workshops during the 2021-2022 academic year, with coaching from NCTR staff over the course of the year. Program participants worked to not only further their own curriculum literacy competency, but also

adjusted coursework and clinical experiences in their programs to foster greater curriculum literacy among teacher residents. Ultimately, the NCTR-EdReports project aims to improve curricular understanding among the staff of teacher residency programs, school district leaders in charge of curriculum, course instructors, and teacher mentors, so that students have equitable opportunities to learn.

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References

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