NCTR & the Teacher Residency Model

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NCTR is a network of high-performing residency programs dedicated to preparing highly effective teachers that will transform teacher education nationwide.

NCTR’s mission is to transform teacher preparation and improve outcomes for high-need students.
WHO ARE WE?

**Strategic Consulting**
Building new teacher residencies/clinical preparation models

**Next Generation Network**
Scaling existing high quality programs

**Practice to Policy**
Advancing a movement to transform prep

**Research & Evaluation**
Getting to proof point
The BIG Goal >>
High-need districts and IHEs build relationships to develop a consistent and reliable pipeline of effective teachers who are prepared to serve PK-12 students, and are retained.

- Universities innovate coursework, building upon existing programming, to be wrapped around clinical experience
- Residencies support the whole life-cycle of the teacher: job-embedded preparation with robust mentoring support through placement and induction
- Districts and principals vet for quality before hiring candidates
- Residencies recruit and select candidates who may not typically select into teaching
Strategic Recruitment & Rigorous Selection of residents and mentors, targeted to meet resident and district needs

Innovative coursework and program development that focuses on the PK-12 student and his/her learning, as well as the teacher candidates

Strategic placement of graduates in Title I schools

Ongoing and aligned induction and assessments
NCTR STANDARDS FOR EFFECTIVE RESIDENCIES

Partnership & Program Sustainability

Recruitment & Selection
Residents / Training Sites / Mentors

Residency Year Curriculum

Graduate Impact

Competency Areas
Challenge: Districts face chronic high quality teacher shortages in the following areas: STEM, SPED and ELL

- Prepare teachers in direct response to student and district needs
- Create and implement a shared vision
- Develop common, data-driven impact goals

Impact:
- 31% teaching STEM
- 28% of graduates are teaching SPED
- 15% of graduates are teaching ELLs
Residents/Mentors/Training Sites

**Challenge:**

18% of teachers in the workforce identify as teachers of color

- Residents are selected based on the competencies of effective teachers and to meet an identified district need
- Effective mentor teachers are selected for impact on student learning and ability to coach an adult learner
- Training sites are selected to promote a culture of learning, achievement, and growth

**Impact:**

52% of Residents in the NCTR Network identify as people of color
RESIDENCY YEAR CURRICULUM

Challenge: 77% New teachers report not feeling prepared

- Residencies define what an effective teacher knows and does
- Residents learn the competencies of effective teachers
- Teacher educators guide residents to develop those competencies
- Residents teach alongside an effective mentor; frequent cycles of practice, feedback, assessment

Impact:
92% of graduates are teaching in Title I schools

(Teach Plus Great Teachers are Made, 2015)
**Challenge:** High need schools experience twice the turnover compared to schools rated as lower poverty schools.

- Residencies measure their impact on schools and communities; teacher professional growth, preparation and development; and, student achievement.
- Residencies support existing teachers to improve impact and retention.

**Impact:**
86% of residency graduates remain in their partner district after 3 years.
RESIDENCIES ARE PRODUCING RESULTS

Network Program Key Stats 2017-18

792
Total Number of Residents

52%
Residents Identifying as People of Color

41%
Residents that are Career Changers

398
Number of Training Sites

1,014
Number of Mentors Working with Residents
Residencies are producing results

Residency Program Graduates

3,492
Number of Residency Program Graduates to Date

Percent of Graduates Teaching
- STEM Subjects: 31%
- English Language Learners: 28%

Percent of Graduates Teaching
- Special Needs Students: 15%
- in Partner Districts after 3 Years: 86%
- in Title I Schools: 92%
QUESTIONS

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