



NATIONAL CENTER FOR
**TEACHER
RESIDENCIES**

NCTR & the Teacher Residency Model
October 18, 2018

WHO WE ARE



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

THE RESIDENCY MODEL: HOW WE DO IT



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

NCTR

Competency Areas

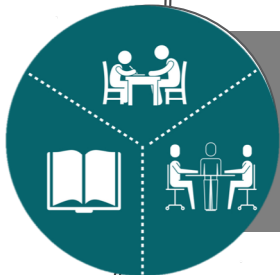


Partnership & Program Sustainability



Recruitment & Selection

Residents / Training Sites / Mentors



Residency Year Curriculum



Graduate Impact

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

RECRUITMENT & SELECTION

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

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 experiences **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

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Network Program Key Stats 2017-18

792

**Total
Number of
Residents**



Residents
Identifying
as **People
of Color**

52%



Residents
that are
**Career
Changers**

41%



398

**Number of
Training
Sites**



1,014

**Number of
Mentors
Working
with
Residents**

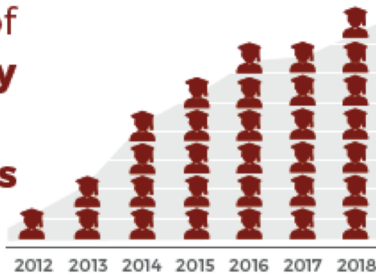


RESIDENCIES ARE PRODUCING RESULTS

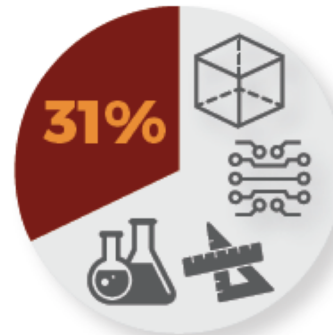
Residency Program Graduates

3,492

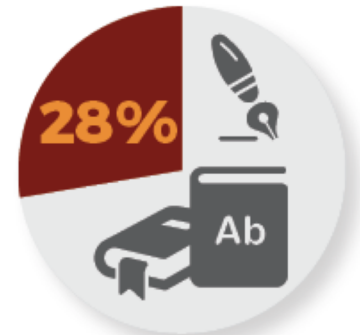
Number of
**Residency
Program
Graduates
to Date**



Percent of
Graduates
Teaching
**STEM
Subjects**



Percent of
Graduates
Teaching
**English
Language
Learners**



Percent of
Graduates
Teaching
**Special
Needs
Students**



Percent of
Graduates
Teaching in
**Partner
Districts**
after 3 Years



Percent of
Graduates
Teaching in
**Title I
Schools**



THANK YOU!

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QUESTIONS

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