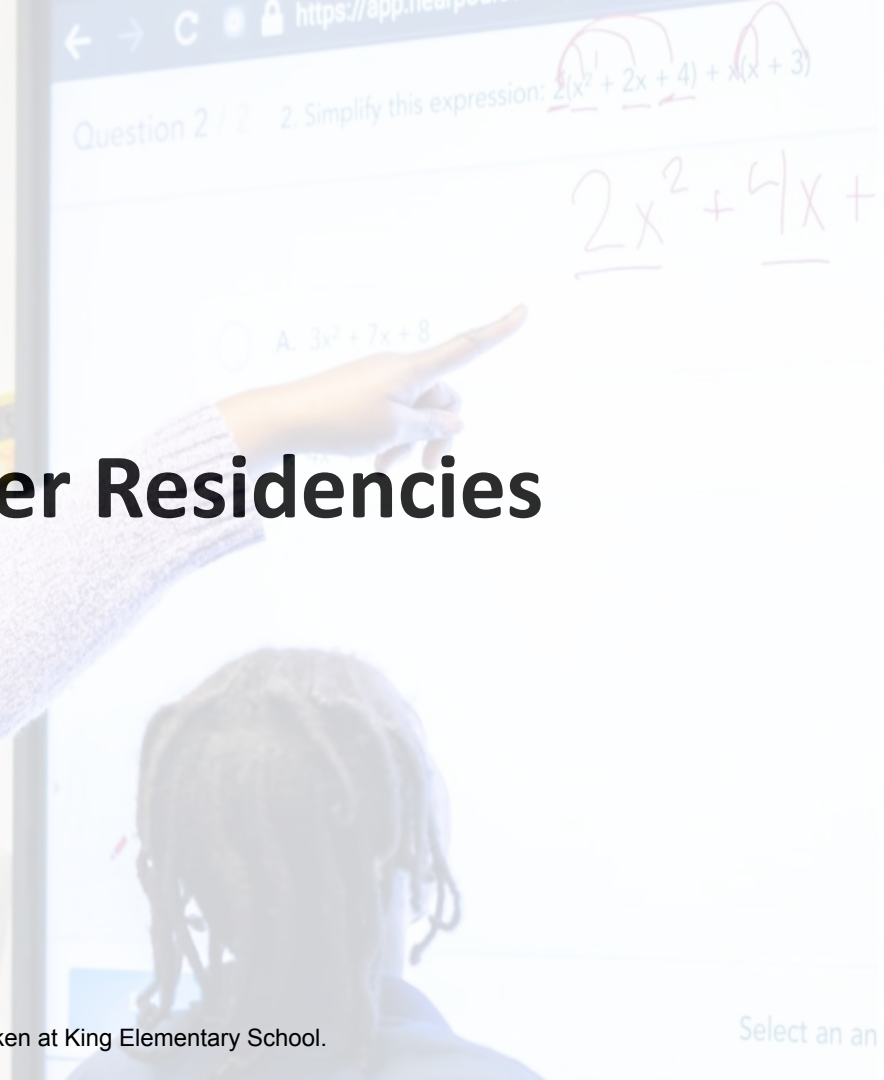




National Center for Teacher Residencies

Teacher Residencies

January 2022



TODAY'S WEBINAR CONTENT

National Center for Teacher Residencies (NCTR)

The Residency Model and Impact

Policies and Funding for Robust Residencies

Residency Conditions for Success

Take the First Steps for a Residency



ABOUT THE PRESENTERS

**Keilani Goggins,
Director, Black Educators
Initiative**



**Jill Harvieux Pitner,
Chief Growth Officer**



**Cortney Rowland,
Director of State and
Federal Policy**



ABOUT NCTR

What We Do:

NCTR disrupts historic educational inequities by developing and supporting high-quality teacher residency programs. These residencies address teacher shortages, diversity, quality, and retention.

NCTR:

- Partnered with pioneering residency programs in 2007 to launch a non-profit
- Codified the residency model - *Standards for Effective Teacher Residencies*
- Designed professional development for district and teacher preparation partners to build and implement teacher residency programs.

Our Strategy:

NCTR consults districts and teacher preparation partners to design, launch and implement teacher residency programs.



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THE RESIDENCY MODEL

Partnership

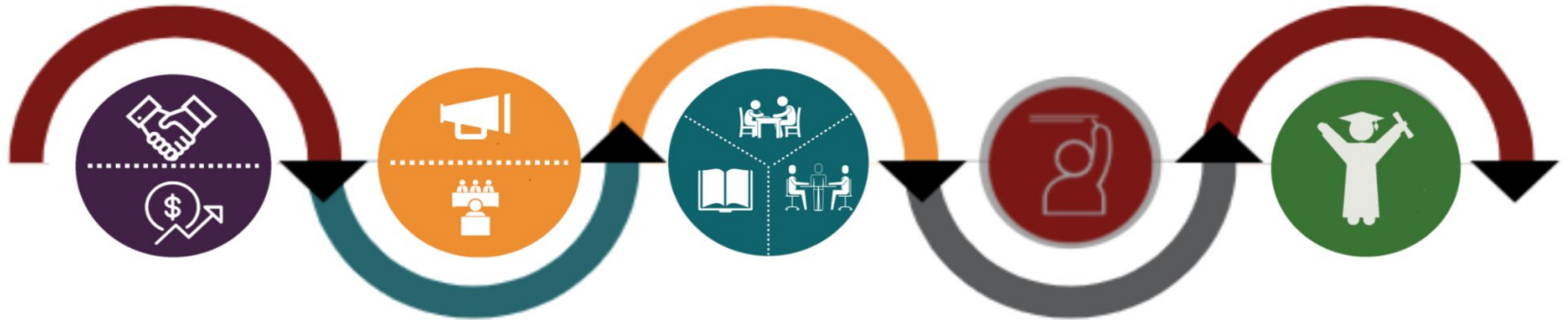
Partnership between school district(s)/CMOs, IHE(s), Non-profits, States, and others, with shared goals

Residency Year Experience

Yearlong clinical training alongside an effective mentor teacher, with integrated coursework/pedagogy

Induction

Ongoing and aligned induction and assessments



Recruitment & Selection

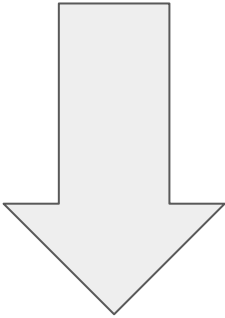
Strategic recruitment & selection of residents, mentors and training sites

Placement

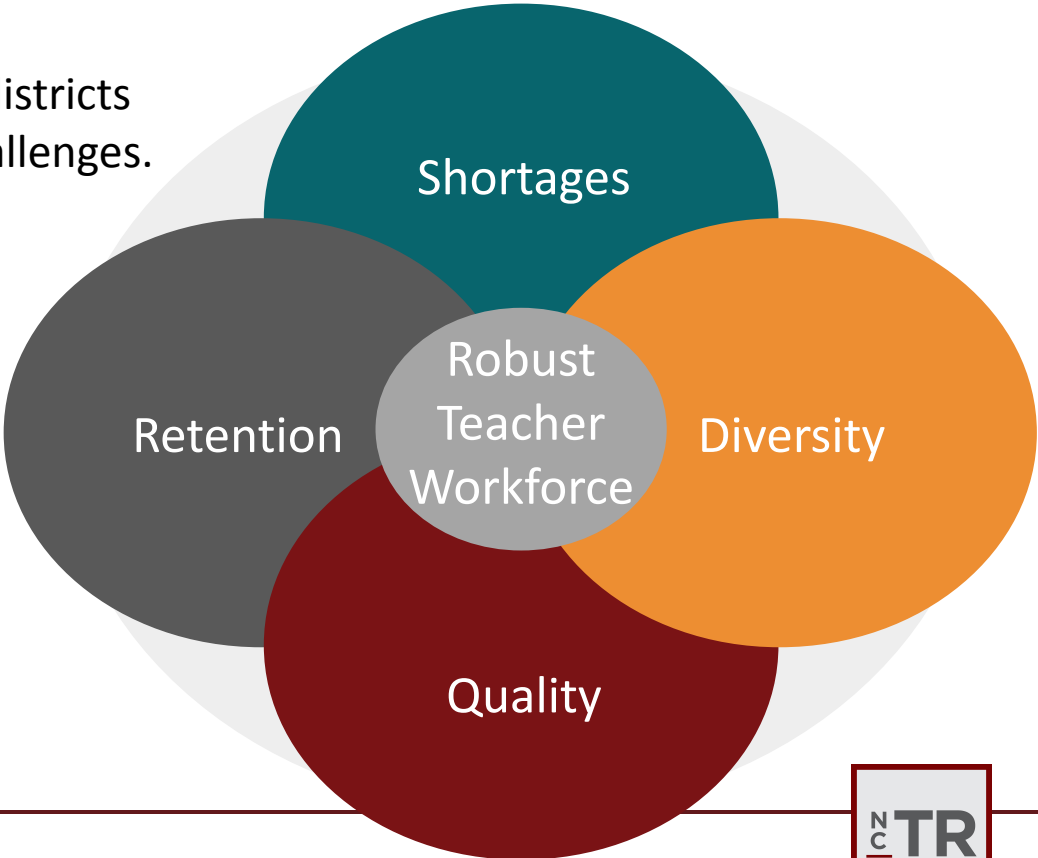
Strategic hiring of graduates in title I schools and commitment to teach in the training district

NCTR'S RESIDENCY MODEL ADDRESSES WORKFORCE CHALLENGES

Students, communities, schools and districts are impacted by teacher workforce challenges.



Residencies are designed to address these challenges.



THE RESIDENCY MODEL: PARTNERSHIP



- Prepare teachers in response to student/district needs
 - Address teacher shortages, diversity, quality and retention
- Create and implement a shared vision
- Develop common, data-driven impact goals
- Design and act on a program evaluation plan
- Build a sustainable financial model

How are you engaging community based organizations, districts and colleges of education to address local workforce challenges?

THE RESIDENCY MODEL: RECRUITMENT AND SELECTION

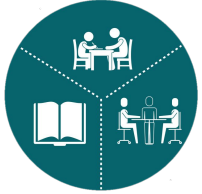
Residents/Mentors/Training Sites



- Residents are selected based on the prerequisite knowledge, skills and dispositions of an effective, culturally responsive day 1 ready teacher
- Effective mentor teachers are selected based on abilities to teach culturally and linguistically diverse students and coach an adult learner
- Training sites are selected because they are equitable and inclusive learning environments where students and teachers thrive, learn and grow

NCTR has learned that teachers of color are attracted to programs that enable them to serve their own community, are mission-driven, robust, and employ culturally and linguistically responsive recruiting strategies.

THE RESIDENCY MODEL: RESIDENCY YEAR EXPERIENCE



- Defines the knowledge, skills and dispositions of an effective, day 1 ready teacher who teaches culturally and linguistically diverse students
- Train in cohorts
- Aligns the coursework and the clinical experience
- Places residents in effective mentor classrooms to learn, rehearse, enact and get feedback on the competencies of a day 1 ready teacher

Is there alignment between the clinical experiences and coursework, preparing graduates to be day-one ready for their teaching positions?

THE RESIDENCY MODEL: GRADUATE SUPPORT



- Guide graduates to be accept teaching positions where they can thrive
- Provide ongoing professional development to continue to develop the graduates
- Use graduate data to
 - strengths and professional development needs
 - impact on student achievement, schools and communities
 - residency program components
- Provide opportunities to join and meet in Affinity Groups

Do program graduates engage in professional development/support that builds from their preparation, enabling the graduate to thrive in their classroom, school, and district?

RESIDENCY PROGRAM IMPACT

Certification, Diversity, Retention, and Quality	SPed Residencies	NCTR Network	Teacher Prep Broadly
# of Residency Programs	19	42	N/A
% of residents who identify as people of color	60%	58%	22%
% of graduates teaching in partner districts after 3 years	77%	78%	~50%
% graduates teaching in Title I Schools	78%	81%	N/A
% of principals who agree or strongly agree that the residency is preparing residents to be effective teachers	99%	99%	*

* < 20% of General Education Teachers do not feel very well prepared to teach students with mild-to-moderate learning disabilities, including ADHD and dyslexia.



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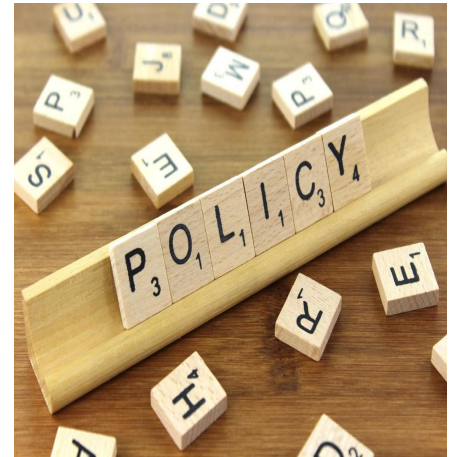
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TEACHER RESIDENCIES: THE ROLE OF POLICY

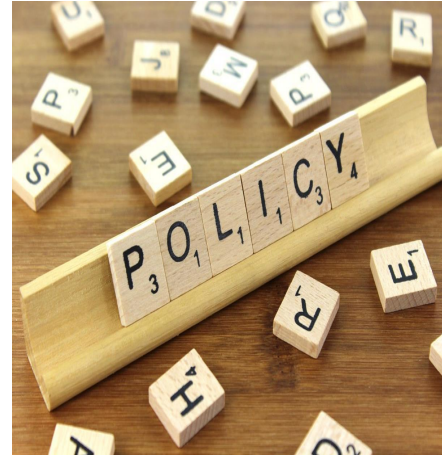
- Supports the development and expansion of teacher residencies and facilitates improved conditions for the launch, scale, and sustainability of high-quality teacher residency programs
- States and districts can have influence
- “Big P” and “Little p” policy
- Policy that drives funding and policy that drives content/program components



TEACHER RESIDENCIES: THE ROLE OF POLICY

There are various entry points for implementing policies supportive of teacher residencies, including:

- Engaging stakeholder groups
- Leveraging existing partnerships
- Drawing on strategic alliances
- Developing and implementing research and evaluation agendas
- Initiating pilot programming



THE RESIDENCY MODEL

Partnership

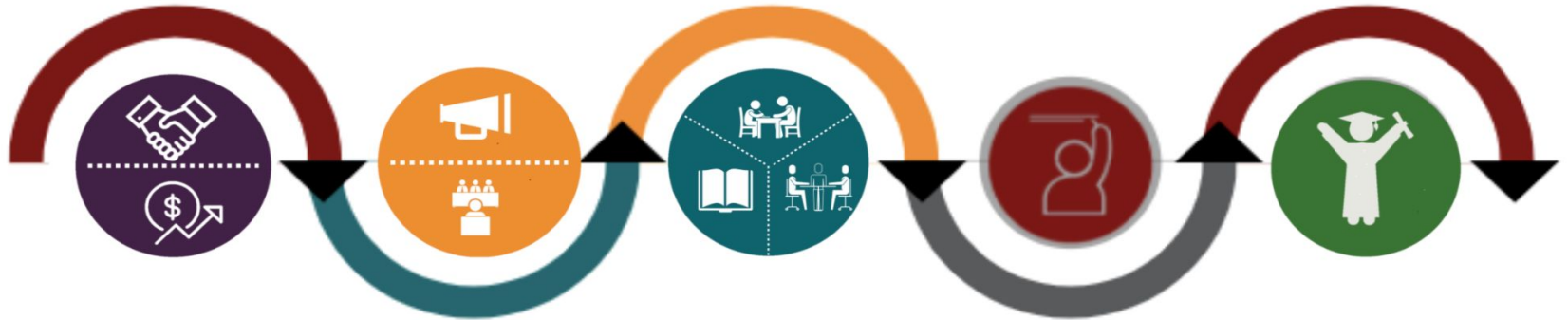
Partnership between school district(s)/CMOs, IHE(s), Non-profits, States, and others, with shared goals

Residency Year Experience

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Recruitment & Selection

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Placement

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POLICIES THAT PROMOTE THE RESIDENCY MODEL: STEP ONE



Define teacher residencies and teacher residents to ensure clarity and quality.

- NCTR Definition
- Definition in ESSA
- State Example: West Virginia

POLICIES THAT PROMOTE THE RESIDENCY MODEL



Partnership and Collaboration. Convene, encourage, incentivize, and define collaboration between stakeholders.

Illinois

State ESSA plan calls for teacher residencies.

ISBE used state funds to support partnerships between IHEs and high-need school districts to plan full-year teacher residencies through its [Teacher Residency Planning Grant](#).

Disseminated \$1 million and provided technical assistance to geographically distributed LEA-IHE partnerships.



Illinois
State Board of
Education

POLICIES THAT PROMOTE THE RESIDENCY MODEL



Recruitment and Selection. Attract and retain high potential teacher candidates, mentors, and training sites.

Mississippi

The Mississippi Department of Education was funded by The W. K. Kellogg Foundation to launch the [Mississippi Teacher Residency](#). An especially unique element is that the state ran a centralized recruiting effort seeking candidates who would work in specific partnering school districts. They had an overwhelming response: hundreds of applications from a very diverse candidate pool for just 35 positions.



MISSISSIPPI
DEPARTMENT OF
EDUCATION



W.K.
KELLOGG
FOUNDATION

POLICIES THAT PROMOTE THE RESIDENCY MODEL



Residency Year Experience. Integrated and aligned coursework and pedagogy; Define and support effective mentoring, and require quality mentoring practices in teacher preparation programs.

Louisiana

[State Board adopted rule](#) for full year classroom residency with a competency based curriculum alongside an experienced mentor. State provided \$7.3m transitional funding through 2019 for IHE admin costs, resident stipends, and mentor stipends and training. Used an additional \$66.8m in TIF grant funding for rural LEAs and their prep partners. Long-term funding commitments provided with Title II grants in Louisiana ESSA plan.



BESE

Louisiana State Board of Elementary and Secondary Education

POLICIES THAT PROMOTE THE RESIDENCY MODEL



Hiring and Placement. Strategic hiring of graduates and commitment to teach in training district.

Delaware

In 2019, Delaware [codified](#) their teacher residency program through state policy. The program has a variety of evidence-based components reflective of NCTR's definition of a teacher residency program, including language that prioritizes residency applications that commit to: 1) selecting residents who are pursuing credentials in a critical needs area; and 2) placing residents in a school that serves a student population with a significant number of low-income or English learner students.



Delaware
Department of Education

POLICIES THAT PROMOTE THE RESIDENCY MODEL



Ongoing Induction and Graduate Support. Continued alignment of induction, assessments, data, and ongoing graduate support.

As part of the [Public Education and Business Coalition's Teacher Residency Pathway](#), residency graduates receive five years of opportunities for professional learning taught by experts who build on teachers' strengths, while building the skills that are proven to help all students succeed.



FUNDING THE RESIDENCY MODEL: EXAMPLES FROM FEDERAL POLICY

- **ARP Funding:** The American Rescue Plan provides \$122.8 billion through September 2023 to states for the ESSER Fund. Funding for states and districts can be used to develop and implement teacher residency programs or components of programs in pursuit of addressing learning loss, supporting summer programming, and funding to implement ESSA activities.
- [Supporting Effective Educator Development Grant Program \(SEED\)](#): The purpose of the SEED program is to increase the number of highly effective educators by supporting the implementation of evidence-based practices that prepare, develop, or enhance the skills of educators.
- [Teacher Quality Partnership Grant Program \(TQP\)](#): The purpose of the TQP program is to improve student achievement; improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers; hold teacher preparation programs at institutions of higher education (IHEs) accountable for preparing teachers who meet applicable State certification and licensure requirements; and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

Helpful Readings/Resources on Funding Residencies:

- [Design for Impact: Designing a Residency Program for Long-term Financial Sustainability](#) (NCTR & Public Impact, 2018)
- [The Residency Revolution: Funding High Quality Teacher Preparation](#) (Bank Street College of Education, 2021)

FUNDING THE RESIDENCY MODEL: EXAMPLES FROM STATE POLICY

California [Teacher Residency Grant Program](#) provides \$75m to launch and expand teacher residencies:

- \$50 million for special education residents
- \$25 million for STEM/bilingual residents
- An additional \$50 million earmarked “local solutions” to fund recruitment and retention efforts for special education teachers

Virginia

- JLARC report identified need for new models of preparation that were tightly aligned to district and student needs, highlighted residencies as a solution; The State Legislature [appropriated funds for the Teacher Residency Program](#) and appropriated funds for Teacher Residency Partnership Grants to support a site-specific residency model program.

Mississippi

- [Partnered with the W. K. Kellogg Foundation](#) to launch the Mississippi Teacher Residency.
- State identified target school districts, then solicited for IHE partners to build residency pathways to serve those districts.

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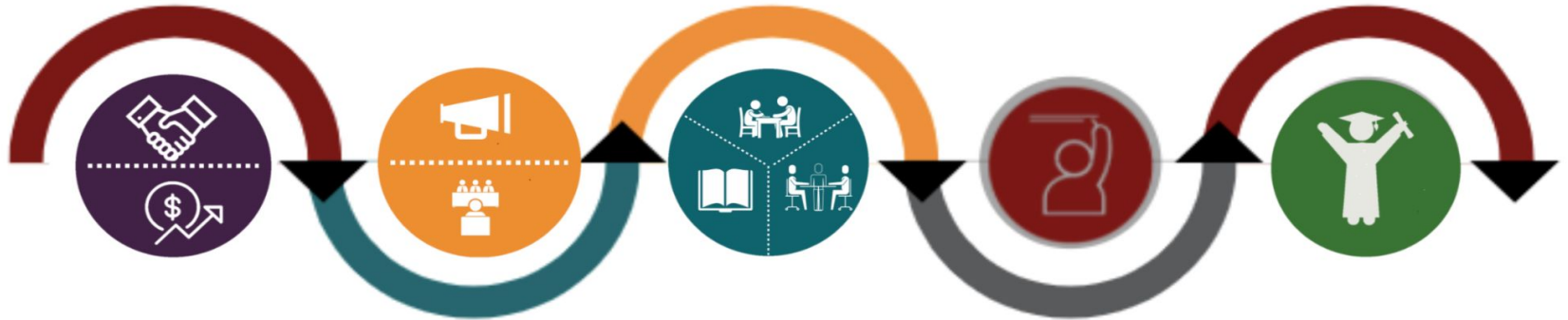
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CONDITIONS FOR SUCCESS: PARTNERSHIP



- Partners are willing and able to leverage their knowledge and strengths to work collectively/collaboratively
- Capacity and willingness to change practices, create or modify systems, strategies and
- School systems have the data to understand their hiring needs and can project hiring needs into the future
- Mechanisms to collect data on resident, mentor and graduate performance

CONDITIONS FOR SUCCESS: RECRUITMENT AND SELECTION



- The district and school of education are committed to recruiting and honoring culturally and linguistically diverse teacher candidates
- There are high functioning schools where cohorts of teacher candidates can teach and learn alongside a mentor teacher
- Addressing financial barriers for residents

CONDITIONS FOR SUCCESS: RESIDENCY YEAR EXPERIENCE



- Course faculty and district content experts lend their expertise to modify coursework and design corresponding clinical learning experiences
- There are teachers in the district who have the knowledge, skills, and dispositions and capacity to effectively teach and build relationships with PK-12 students and aspiring teachers
- Mechanisms for providing professional development to mentors and program graduates to meet their professional learning needs
- Ability to provide affinity groups to support teachers of color in the district

TAKING THE STEPS TO LAUNCH A RESIDENCY

NCTR provides support, resources and tools to explore launching a residency



LANDSCAPE ANALYSIS

Collect and analyze local data to understand the challenges, root causes, opportunities and test solutions, for example: designing and launching a residency program



FOUNDATIONAL PARTNER WORK

Bring together the school district, community-based organizations, and institutes of higher education to identify shared goals and willingness to partner



CAPACITY AND PLANNING

Examine the functions, roles and responsibilities, and funding required to design, launch, and implement a teacher residency

NCTR CONSULTING SERVICES TO ADVANCE EQUITY

1

Residency Design Academy

- Use NCTR Equity Levers as a design blueprint
- Facilitate and coach local stakeholders in a community of practice

2

Tailored Consulting & Network

- Collect and use data to identify challenges and strategies to improve
- Customize and facilitate sessions and coaching to implement and improve

3

Research, Evaluation, & Policy

- Share research and impact of the residency model
- Work with policymakers to address teacher shortages, diversity, quality, and retention

Build and Launch

Develop
and Support

Advocate and Influence

A photograph of a male teacher with glasses and a grey sweater leaning over a desk to assist a young girl with braided hair and a white shirt. They are both looking down at a task on the desk. The background is a blurred classroom setting with other students and desks.

For More Information

CONTACT US

nctresidencies.org