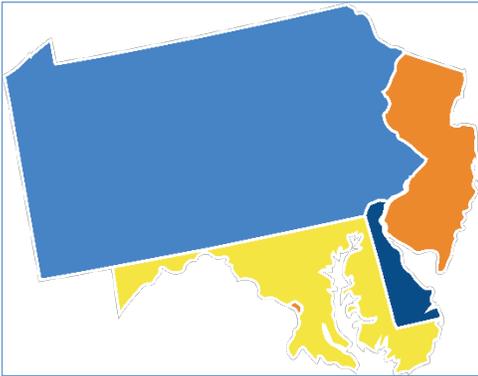


# FACTSheet

Serving the education community in Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania



## What are teacher residency programs?

As of September 2016, at least 50 teacher residency programs (TRPs) were training teachers in the United States.<sup>1</sup> Modeled on medical residencies, TRPs combine coursework in education with extensive on-the-job training. They are designed to develop teachers for specific school districts or charter networks and typically pair a district with an institution of higher learning and/or a nonprofit partner.<sup>2</sup>

### THE FOLLOWING FEATURES ARE TYPICAL OF TRPS

- ❖ TRPs recruit selectively to produce effective teachers who can also fulfill districts' goals, such as recruiting more teachers in high-need subject areas or diversifying the teacher pool.
- ❖ Residents complete at least one academic year of teaching alongside a mentor teacher before becoming the teacher of record. They typically begin in a supporting role, gradually take on more instructional responsibility, and later move into the lead teacher role.
- ❖ Residents are trained to fill a high-need role in a high-need school, completing their training in a similar setting with a trained mentor who also receives ongoing support through, for example, regular meetings of mentors that highlight topics relevant to their own role.<sup>3</sup>
- ❖ Residents receive a stipend or salary during their residency year in exchange for a commitment to teach full-time in a high-need school for a specified period after they complete their residency.
- ❖ Residents complete graduate-level coursework leading to a master's degree.
- ❖ Residents attend classes and workshops as a cohort, allowing them to learn from and support

each other in the academic and practical components of the residency.

- ❖ Residents receive additional training and support—for example, observation and coaching from a mentor—after they become full-time teachers.

### WHAT ARE THE OUTCOMES OF TRPS?

To date, studies of TRPs have typically compared novice teachers who participated in TRPs to other novice teachers in the same district. Rigorous studies that would enable us to draw strong conclusions about the effects of TRPs are not available.

- ❖ TRP teachers are more likely to teach core subjects than non-TRP teachers are.<sup>4</sup>
- ❖ TRPs may broaden the pool of people entering the teaching profession in terms of work experience and demographics.<sup>5</sup>
- ❖ TRP graduates appear to keep working in the same district for longer than non-TRP teachers, on average.<sup>6</sup>
- ❖ Early, limited evidence on the performance of TRP teachers' students is inconclusive.<sup>7</sup>

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## FEATURES OF HIGH-PERFORMING TRPS

An analysis of two high-performing TRPs—whose graduates were found to be more effective than their peers—revealed five characteristics that may be important for success:<sup>8</sup>

- 1. “Rigorous and intentional” selection.** The programs run aggressive marketing campaigns, avoid barriers to entry such as prerequisite coursework, and offer generous incentives. They aim to select candidates who are committed to the profession and are “coachable” (open to and acting on feedback) by, for example, assessing candidate response to feedback on a sample lesson. In selecting mentor teachers, the programs consider both effectiveness and “mindset”—for example, they must be “enthusiastic about teaching” and collaborative. They also market the benefit of mentoring to improve the mentor’s own teaching.<sup>9</sup>
- 2. Coursework aligned to classroom experience and student needs.** Coursework interweaves pedagogy and practice. Program instructors are often staff from the districts where residents teach, ensuring that coursework parallels district practice.
- 3. Structured coaching and feedback.** Residents and mentors are treated as classroom co-teachers

from the beginning of the school year. Rather than a typical gradual release model whereby resident responsibilities increase over the year, residents may teach for full weeks beginning in late fall and then step back to allow time to process feedback and improve their practice. The programs allow time for feedback and give mentors explicit guidance on how to offer feedback and tie it to district expectations. The programs also teach mentors to employ real-time feedback models by using an earpiece or explicit prompts, for example.

- 4. A focus on continuous improvement.** Residents undergo rigorous assessment based on data from coursework, assessments, and observations. Those who do not meet expectations receive improvement plans; residents who do not improve are eventually asked to leave the program. Mentors also undergo evaluation and program staff use data and informal feedback to self-assess the performance of the program itself and to guide improvements.
- 5. Parallel district and residency program values.** Teacher residencies are considered critical components of district recruiting and teacher development. Collaboration, a culture of reflection, and clear frameworks for effective teaching are hallmarks of district practice.

## ENDNOTES

<sup>1</sup> Guha, R., M.E. Hyler, and L. Darling-Hammond. “The Teacher Residency: An Innovative Model for Preparing Teachers.” Palo Alto, CA: Learning Policy Institute, 2016.

<sup>2</sup> Silva, T., A. McKie, V. Knechtel, P. Gleason, and L. Makowsky. “Teacher Residency Programs: A Multisite Look at a New Model to Prepare Teachers for High-Need Schools.” Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2014.

<sup>3</sup> National Center for Teacher Residencies. “Clinically Oriented Teacher Preparation.” Chicago, IL: National Center for Teacher Residencies, 2015. Available at <https://nctrresidencies.org/wp-content/uploads/2015/07/NCTR-COTP-Final-Single-Pgs.pdf>. Accessed October 11, 2017.

<sup>4</sup> Silva, T., A. McKie, V. Knechtel, P. Gleason, and L. Makowsky. “Teacher Residency Programs: A Multisite Look at a New Model to Prepare Teachers for High-Need Schools.” NCEE 2015-4002. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2014. Core Subjects Include Mathematics, Science, Social Studies, English Language Arts, and English as a Second Language.

<sup>5</sup> Silva, T., A. McKie, V. Knechtel, P. Gleason, and L. Makowsky. “Teacher Residency Programs: A Multisite Look at a New Model to Prepare Teachers for High-Need Schools.” NCEE 2015-4002. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2014.

<sup>6</sup> Silva, T., A. McKie, and P. Gleason. “New Findings on the Retention of Novice Teachers from Teaching Residency Programs.” NCEE Evaluation Brief. NCEE 2015-4015. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2015.

<sup>7</sup> Garrison, Anne Walton. “Memphis Teacher Residency: A Look at 2011–2012 Teacher Effect Data.” Memphis, TN: Memphis City Schools, Department of Research, Evaluation, Assessment, and Student Information, Office of Research, 2012; Sloan, Kay, and Juliane Blazevski. “New Visions Hunter College Urban Teacher Residency: Measures of Success.” Bloomington, IN: Rockman, 2015. Available at [http://b.3cdn.net/nvps/d1725192f4cb60167f\\_qsm6vz3qx.pdf](http://b.3cdn.net/nvps/d1725192f4cb60167f_qsm6vz3qx.pdf). Accessed October 11, 2017.

<sup>8</sup> National Center for Teacher Residencies. “Building Effective Teacher Residencies.” Chicago, IL: National Center for Teacher Residencies, 2014.

<sup>9</sup> National Center for Teacher Residencies. “Building Effective Teacher Residencies.” Chicago, IL: National Center for Teacher Residencies, 2014.