

# STAKEHOLDER

## 2016-17 PERCEPTION REPORT

The National Center for Teacher Residencies (NCTR) is the only national non-profit organization dedicated to developing and expanding high-quality teacher residencies. NCTR and our partners are preparing and supporting a generation of effective educators with the ultimate goal of closing student achievement gaps. To date, NCTR has helped establish residency programs that have trained more than 3,500 teachers who serve approximately 260,000 students in more than 50 high-need districts across the country.

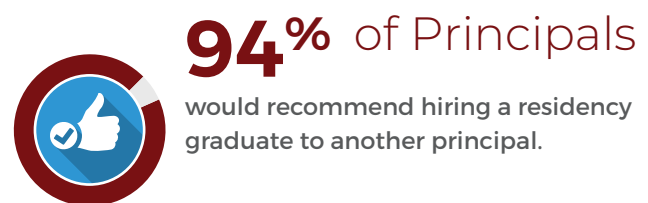
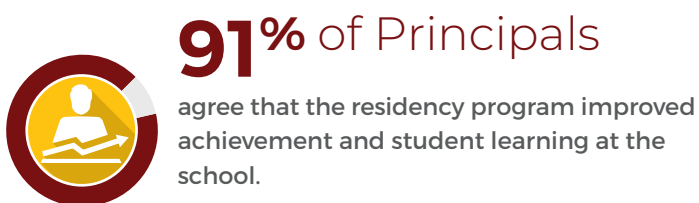
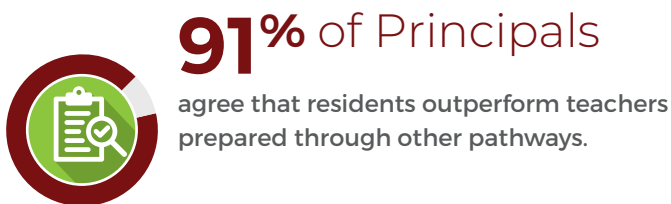
In the 2016-17 school year, NCTR surveyed 19 residency programs in our Network, with 418 residents, 320 mentors, 199 graduates, and 73 principals responding. This end-year perceptions survey answers key research questions on NCTR's implementation and impact.

### THE RESEARCH

#### QUESTIONS INCLUDE:

- Does residency program design result in effective residents and graduates?
- What is the impact of the residency program on the entire school?
- What is the impact of the residency program on mentors?
- Does the residency program design meet the needs of stakeholders?

**NCTR Survey Results** indicate that NCTR partner residencies successfully prepare teachers who have a positive impact on student achievement, specifically:



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# PRINCIPAL PERCEPTIONS

**E**ach year, NCTR surveys residents, mentors, principals, and graduates to collect evidence of the effectiveness of residency programs, the preparedness of residents, impact on schools, and the performance of residency graduates. In 2016-17, 73 principals responded to this survey.

## Key Findings:



**94%** of Principals would recommend hiring a residency graduate to another principal.



**91%** of Principals agree that the residency program improved achievement and student learning at the school.



**91%** of Principals agree that residents outperform teachers prepared through other pathways.

**P**rin cip als see—and experience—the value of the residency model. Not only are residents better prepared to teach, but the whole school also benefits from having residents train and learn alongside expert mentor teachers.

Having trained in a school for a year, residents learn the ins and outs of the school and district in which they eventually work as teachers. This facilitates a seamless transition into their professional roles. They know their school's culture and expectations before ever being hired. Principals report:

“Graduates have hands on experience working inside a school within our system. As a result, they are familiar with our policies, practices, and procedures. Furthermore, they

are provided the opportunity to implement strategies they are learning about in authentic situations.”

Graduates “come with a deeper knowledge of the evaluative framework used specifically in our district and what effective teaching looks like. They are comfortable with district expectations. Residents have an entire year's worth of experience, seeing how a classroom begins and ends, rather than a 10-to 20-week experience.”

**P**rin cip als also see the residency as a clear talent pipeline and typically hire the residents training in their schools:

“Residents are usually better vetted into the education program, are more culturally responsive, and are better supported for longer than typical program graduates. I have hired three residents in the past three years and have found these residents to be of higher caliber overall than other program candidates. Resident hires are more knowledgeable about content areas, reflective, and understanding of their role in interrupting systemic oppression. I have also found resident alumni to be thoughtful and hardworking.”

**P**erhaps most importantly, principals recognize that the program benefits the entire school:

“As a veteran principal, it is extremely valuable to have two qualified teachers in the classroom together. It is beneficial for the resident to begin the year learning how to put together a classroom, build community, and see and assist the teacher working in small groups. It is also beneficial in that the district teacher has the opportunity to learn from the resident. It is a win-win for all!”



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# RESIDENT PERCEPTIONS

**E**ach year, NCTR surveys residents, mentors, principals, and graduates to collect evidence of the effectiveness of residency programs, the preparedness of residents, impact on schools, and the performance of residency graduates. In 2016-17, 418 residents responded to this survey.

## Key Findings:



**91%** of Principals

agree that residents outperform teachers prepared through other pathways.



**89%** of Residents

would recommend the residency program to someone interested in teaching.



**96%** of Residents

report that the program prepares them to be effective teachers.

**R**esidents credit the residency program with developing them as teachers to serve communities they care about.

The residency year—which combines a full-time position working side-by-side with a mentor teacher in a classroom coupled with graduate-level coursework—provides a depth of experience that leads residents to feel incredibly prepared to lead their own classrooms:

“I feel that I was able to truly apply the theories I was exposed to during my coursework to my practice in the classroom. I loved that responsibility was gradually released to me over the course of the year, as I feel that I was able to truly grow and come into my own as an educator.”

**R**esidents believe that they are better prepared than teachers from other pathways and that a supportive community will continue to help them develop as professionals and leaders:

“Being in the classroom full-time (or nearly enough), from the beginning through the end, is an unparalleled experience. It’s a bit like this is my first year teaching, but with the (greatly) added benefit of having a clinical instructor throughout the entire experience. It’s allowed for incredible in-the-moment coaching opportunities, and the Gradual Release Calendar appropriately hands off responsibilities to make me feel better prepared.”

**U**ltimately, residents are committed to the communities in which they teach:

“Identifying and developing my personal practical theories has been the greatest strength this year. Knowing my core beliefs and building my teaching practice around them enables me to work with integrity and focused purpose. After that has been the time spent getting to know the culture and community, which has helped me build relationships with my students.”

“A mission minded community is the biggest strength of the residency. I benefit from the support of like-minded individuals at the school, district, and city level. I know that I am not alone in my goal of bringing an equitable educational experience for my students.”



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Each year, NCTR surveys residents, mentors, principals, and graduates to collect evidence of the effectiveness of residency programs, the preparedness of residents, impact on schools, and the performance of residency graduates. In 2016-17, 199 graduates responded to this survey.

### Key Findings:



**94%** of Principals

agree that residency programs prepare graduates to be effective teachers.



**95%** of Graduates

agree that they entered the classroom with more effective skills than the typical new teacher.



**91%** of Principals

agree that residents outperform teachers prepared through other pathways.



**89%** of Principals

agree that that graduates become leaders in the profession.

The innovative residency model—in which residents work under the tutelage of expert mentor teachers while simultaneously completing graduate-level coursework — effectively prepares graduates to teach. Graduates report:

“[The residency program] provides a great foundation and opportunity to develop your craft as a teacher. You get the hands-on training a teacher needs to grow in this profession as well as up-to-date research and teaching techniques.”

Residents work alongside mentor teachers for an entire school year, developing the skills necessary for the rigors of teaching:

“By co-teaching with a master teacher from Day One, I was able to see how to prepare for the entire year and execute a roll-out with strong routines, procedures, and classroom management techniques. I had a vision for what my first year classroom would look like.”

Ultimately, residency program graduates outperform teachers prepared through other preparation programs. Graduates credit the residency experience for their success in the classroom:

“[The residency program] prepared me extremely well to be a teacher. They are very intentional in their coursework and gradual release in the classroom. I was an effective teacher my first year and now am a distinguished teacher in my second year of teaching.”



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Each year, NCTR surveys residents, mentors, principals, and graduates to collect evidence of the effectiveness of residency programs, the preparedness of residents, impact on schools, and the performance of residency graduates. In 2016-17, 320 mentors responded to this survey.

### Key Findings:



**94%** of Principals

agree that mentors grew into more effective practitioners through participation in the residency program.



**96%** of Mentors

agree that participation in the residency program made them more effective teachers.



**98%** of Mentors

agree that participation in the residency program improved their abilities as a teacher leader.

Mentors develop professionally from their participation in the residency program which helps them to enhance and refine their practice, learn new research, develop new skills, and reflect on their own instruction. Mentors ultimately become more effective teachers, leaders, and coaches.

“Being a coach has impacted my instructional practice by making me a more reflective teacher and forcing me to think aloud about the decisions I make daily and why I make them. It has forced me think, ‘Is this the best I can do for my kids?’”

Mentors report that their instruction improves as a result of the residency experience, positively impacting their students:

“Becoming a mentor has allowed me to examine my teaching practices and adjust where I saw there were faults. It was educational to have to explain my reasoning for doing things, it made me really examine why I chose that method of instruction. My classroom culture was impacted significantly by the ability to really provide intensive instruction to students in a small group setting with the residents help.”

Principals, too, recognize the benefits the residency program has on mentors and their whole school:

“As a veteran principal, it is extremely valuable to have two qualified teachers in the classroom together. It is beneficial for the resident to begin the year learning how to put together a classroom, build community, and see and assist the teacher working in small groups. It is also beneficial in that the district teacher has the opportunity to learn from the resident. It is a win-win for all!”



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