NCTR Standards for
Effective Teacher Residencies

NCTR Focuses on Four Key Strategies

1. Offering relevant and actionable technical assistance to new and existing programs

2. Developing and providing innovative, ongoing programmatic support to residencies through robust networks

3. Implementing policy and advocacy initiatives to improve model awareness and sustainability; and

4. Disseminating best practices and lessons learned from residencies and supporting their ongoing assessment and evaluation

About NCTR

Nothing under a school's control impacts student learning more than a skilled teacher. That's why, in 2007, we started the National Center for Teacher Residencies to transform how educators are prepared for America's classrooms. Through partnerships with public schools, higher education, nonprofits and states, we have helped launch nearly 40 teacher residency programs that are preparing diverse, talented and effective educators for schools that need them most. More than 90 percent of our resident teachers work in Title I schools.

Teacher Residency Programs

NCTR is the leading national nonprofit dedicated to developing and expanding high-quality teacher residencies to prepare and support a generation of effective educators. Our network of residency partners select smart, dedicated people and train them to be great teachers. To date, they have prepared nearly 3,500 teachers to serve high-need students and schools. Research and data show that graduates of teacher residencies increase student achievement more than traditionally-trained teachers because they are ready to teach on Day One, and they are full committed to the high-need schools in which they work.

The NCTR residency model blends a rigorous full-year classroom apprenticeship for emerging teachers with a carefully aligned sequence of academic coursework, either through an institution of higher education or other certification provider. Teacher residents experience extensive opportunities to learn how to teach by working alongside a teacher educator in the district in which they will eventually work. Coursework is tailored to district context, with residents learning the district's core instructional initiatives and curriculum during the training year. Teacher residency programs require candidates commit to teach in their partner districts for a minimum of 3 years, in addition to the year of training.

NCTR Standards

NCTR revises its standards to incorporate best practices and learnings from the field of teacher residencies and teacher education. *The Standards for Effective Residences* are guideposts for the development of high performing programs that prepare and retain effective teachers. All of NCTR's technical assistance and network programming is mapped to and from these standards and incorporates a third component, a Diagnostic tool, which identifies key implementation targets and evidence (not shown here).

Partnership and Program Sustainability

STANDARD 1

Residency programs are partnerships among school districts, universities, and other stakeholders to prepare and retain effective teachers.

GOALS	INDICATORS
Program **prepares teachers in direct response** to student and district needs.	A. Program uses district, state, and other data to identify and address teacher quality needs and shortage areas (i.e., subjects, grade levels, teacher diversity). B. Program partners have the capacity to meet district hiring needs. C. Program is explicitly integrated into district and university strategic plans.
Program develops a **strategic and sustainable revenue and cost model**, with clear financial commitments from each partner.	A. Program costs include the resources and personnel required for effective implementation. B. Program revenue includes multiple and diverse funding sources.

STANDARD 2

Residency programs are designed to achieve program impact and sustainability goals.

GOALS	INDICATORS
Program partners develop and **implement a shared vision.**	A. Program has a governance structure that articulates specific roles, responsibilities, systems, structures, and decision-making processes across all partners. B. Program collaboratively develops impact and sustainability goals. C. Partners commit to continuous evaluation of program impact and sustainability goals.
Program employs a design and management **structure to achieve goals.**	A. Program staff is hired and organized to address the design and implementation needs of the residency program. B. Partners guarantee access and support to/from leadership at different levels of all engaged organizations. C. Partners commit the necessary resources to operationalize the program (personnel, financial, other).

STANDARD 3

Residency programs are continuous learning organizations that use data to drive improvement.

GOALS	INDICATORS
Program establishes clear targets and metrics for **measuring program impact and sustainability.**	A. Program implementation and progress toward goals are monitored through a data collection and management system. B. Program annually reports impact data to all stakeholders and constituents. C. Program annually evaluates targets and metrics and makes necessary revisions.
Program uses **data to improve** resident, graduate, and teacher educator effectiveness.	A. Program utilizes a multiple measures approach to assess resident, teacher educator, and graduate effectiveness. B. Program engages multiple stakeholders in data collection, sharing, mining, analyzing, and reporting.

Recruitment and Selection

STANDARD 1

Residency program training sites promote a culture of learning, achievement, and growth for residents, teachers, and students.

GOALS	INDICATORS
Program recruits, selects and retains **training sites.**	**A.** Program recruits, selects, and retains training sites aligned to program impact and sustainability goals. **B.** Program clearly defines roles, responsibilities, and allocation of resources for training sites.

STANDARD 2

Residents learn from and with teacher educators who demonstrate the knowledge, skills, and strategies of effective teachers, coaches, and instructional leaders.

GOALS	INDICATORS
Program recruits, selects and retains **teacher educators.**	**A.** Program develops ongoing recruitment effort that targets teacher educators with a track record of positively impacting student achievement. **B.** Program clearly defines roles, responsibilities, and compensation for teacher educators. **C.** Program develops and utilizes teacher educator selection criteria aligned to program impact goals.

STANDARD 3

Residents demonstrate the competencies and knowledge requisite for entry into a teacher residency program.

GOALS	INDICATORS
Program recruits, selects and retains residents to address **identified district needs.**	**A.** Program develops ongoing recruitment effort that attracts teacher candidates with deep content knowledge and a commitment to teaching high need students. **B.** Program develops clearly defined roles, responsibilities, and financial package for residents. **C.** Program develops and utilizes research-based resident selection criteria that are aligned to program impact goals.

Residency Year Experience

STANDARD 1

Residency programs prepare residents to become student-ready teachers of record.

GOALS	INDICATORS
Residents learn the **competencies of an effective teacher.**	**A.** Program determines the competencies of an effective teacher. **B.** Program develops and provides residents with integrated clinical experiences and coursework. **C.** Program develops and provides residents with multiple opportunities to learn, rehearse, enact and reflect on the competencies of an effective teacher.
Program improves **resident effectiveness.**	**A.** Program builds and implements performance benchmarks to assess resident effectiveness. **B.** Program provides residents with feedback on development and competence.

STANDARD 2

Teacher educators prepare residents to become student-ready teachers of record.

GOALS	INDICATORS
Teacher educators guide residents to develop the competencies of an effective teacher.	**A.** Program determines the competencies of an effective teacher educator. **B.** Program pairs residents with effective teacher educators in a clinical setting, full-time, for one academic year. **C.** Teacher educators provide residents with multiple opportunities to learn, rehearse, enact and reflect on the competencies of an effective teacher.
Program collects and **uses data to improve** teacher educator effectiveness.	**A.** Program builds and implements performance benchmarks to assess teacher educator development and competence. **B.** Program provides teacher educators with consistent feedback on development and competence, and targeted training. **C.** Program shares and analyzes teacher educator and resident data with all stakeholders to improve program design and implementation.

Graduate Impact

STANDARD 1

Residency program provides graduates support in job placement, induction, and practice improvement either through direct support or a professional peer network.

GOALS	INDICATORS
Program graduates **improve student achievement**.	**A.** Program creates and implements a graduate hiring strategy aligned to district needs. **B.** Program graduates are hired and retained as teachers of record in district-identified high need schools or positions. **C.** Program utilizes graduate effectiveness data to provide ongoing and differentiated feedback and professional development to program graduates. **D.** Program develops and maintains a robust alumni network among graduates.

STANDARD 2

Residency programs provide graduates with professional growth support and encouragement to multiply their impact.

GOALS	INDICATORS
Program graduates are **teacher leaders** in the district.	**A.** Program provides opportunities for graduates to become trained as teacher educators. **B.** Program engages graduates in a robust alumni network to develop the skills required to take on other school-based leadership roles.