

Discussion Related to Defining Teacher Residency in California March 2018

Overview of this Report

The Commission's new Accreditation Data System (ADS) is designed to collect information from institutions preparing educators for licensure in California. The system allows each institution to identify how the Commission-approved program is offered at the institution. Local delivery models for student teaching preparation programs include teacher residencies. Currently, there is no clear definition of a teacher residency and therefore it varies depending on who is defining the term. This agenda item is a first step to developing a definition of teacher residency for the Commission's ADS.

Background

The Commission allows institutions to identify the preparation pathway that is offered at their institution and requires data to be submitted for each pathway. Teacher residencies are one pathway within student teaching. Based on the Committee's discussion, staff will develop a definition of teacher residency for the Committee's review at a future meeting.

The Sustainable Funding Project at [Bank Street College](#) reports the following research findings related to preparing new teachers through a residency model:

- Year-long clinical experiences alleviate the challenges of “sink or swim” predicaments in which many new teachers struggle to learn the ins and outs of teaching after they are already in the job. Graduates of residency programs enter the profession further along the learning curve than their peers, which is often steepest between the first and second years of teaching.¹
- They complete their preparation feeling more ready to enter the profession. Principals agree, reporting that graduates of residency programs are better prepared and more effective in their first years than graduates from other programs.²
- Residency graduates also tend to stay in the classroom longer, leading to increased staff stability necessary for improved student learning.³

¹ Sloan, Kay, and Juliane Blazeovski. “New Visions Hunter College Urban Teacher Residency: Measures of Success.” San Francisco, CA: Rockman et al, March 2015; Kraft, Matthew A., William H. Marinell, and Darrick Yee. “School Organizational Contexts, Teacher Turnover, and Student Achievement: Working Paper.” New York, NY: The Research Alliance for New York City Schools, March 2016; Papay, John P., Martin R. West, Jon B. Fullerton, and Thomas J. Kane. “Does an Urban Teacher Residency Increase Student Achievement? Early Evidence from Boston.” *Educational Evaluation and Policy Analysis* 34, no. 4 (2012): 413–34.

² Hargreaves, Andrew, and Michael Fullan. “The Power of Professional Capital.” *Journal of Staff Development* 34, no. 3 (2013): 36–39; The Sustainable Funding Project, “For the Public Good: Quality Preparation for Every Teacher.”

³ Berry, Barnett, Diana Montgomery, Jon Snyder, and Center for Teaching Quality. “Urban Teacher Residency Models and Institutes of Higher Education: Implications for Teacher Preparation.” Chapel Hill, NC: Center for Teaching Quality, January 1, 2008; Bacharach, Nancy, Teresa Washut Heck, and Kathryn Dahlberg. “Changing the

Bank Street College of Education has developed [guidance on sustainable funding for teacher residency preparation](#) and guidance for school principals: [Investing in Residencies, Improving Schools: How Principals Can Fund Better Teaching and Learning](#).

As part of the reauthorization of the [Elementary and Secondary Education Act](#) (ESEA), the federal government has included the following definition of a teacher residency program in the [Every Student Succeeds Act](#):

A school-based teacher preparation program in which a prospective teacher, for not less than one academic year, teaches alongside an effective teacher, as determined by the state or local educational agency, who is the teacher of record for the classroom, receives concurrent instruction during the year, through courses that may be taught by local educational agency personnel or by faculty of the teacher preparation program; and in the teaching of the content area in which the teacher will become certified or licensed; and acquires effective teaching skills, as demonstrated through completion of a residency program, or other measure determined by the state, which may include a teacher performance assessment.”

Title 20. Education; Chapter 28 Higher Education Resources and Student Assistance; Teacher Quality Enhancement defines a “teacher resident” in the following way:

- (A) for one academic year, teaches alongside a mentor teacher, who is the teacher of record;
- (B) receives concurrent instruction during the year described in subparagraph (A) from the partner institution, which courses may be taught by local educational agency personnel or residency program faculty, in the teaching of the content area in which the teacher will become certified or licensed;
- (C) acquires effective teaching skills; and
- (D) prior to completion of the program--
 - (i) attains full State certification or licensure and becomes highly qualified; and
 - (ii) acquires a master's degree not later than 18 months after beginning the program.”

In addition to the federal law, other organizations and entities have also developed definitions or descriptions of teacher residencies.

The [National Center for Teacher Residencies](#) was founded in 2007. NCTR is a not-for-profit organization that is dedicated to developing, launching, and supporting teacher residency

Face of Student Endnotes 37 Teaching through Coteaching.” Action in Teacher Education 32, no. 1 (2010): 3–14; Sloan, Kay, and Juliane Blazeovski. “New Visions Hunter College Urban Teacher Residency: Measures of Success.” San Francisco, CA: Rockman et al, March 2015; Papay, John P., Martin R. West, Jon B. Fullerton, and Thomas J. Kane. “Does an Urban Teacher Residency Increase Student Achievement? Early Evidence from Boston.” Educational Evaluation and Policy Analysis 34, no. 4 (2012): 413–34.

programs. NCTR identifies a multi-pronged approach to developing and supporting teacher residencies focused on:

1. Targeted recruitment and selection of residents.
2. Rigorous selection and support of teacher mentors.
3. Intensive pre-service preparation focused on the specific needs of teachers in diverse schools.
4. Aligned induction support.
5. Strategic hiring of graduates.

The Learning Policy Institute identifies [8 key characteristics of strong residency programs](#):

1. Strong district/university partnerships
2. Coursework about teaching and learning tightly integrated with clinical practice
3. Full-year residency teaching alongside an expert mentor teacher
4. High-ability, diverse candidates recruited to meet specific district hiring needs, typically in fields where there are shortages
5. Financial support for residents in exchange for a three- to five-year teaching commitment
6. Cohorts of residents placed in “teaching schools” that model good practices with diverse learners and are designed to help novices learn to teach
7. Expert mentor teachers who co-teach with residents
8. Ongoing mentoring and support for graduates

Discussion

A number of attributes are used to describe teacher preparation programs that operate through a residency model. The attributes identified are listed below. Staff invites the Committee to discuss these attributes and provide feedback as to which of the elements, as well as any others, should be required for California’s definition of a teacher residency preparation program. Are there attributes that the Committee can identify that would be beneficial to have in place for teacher residencies in California but should not be required?

1. A strong district/university partnership must be in place.
2. Participating schools model good practices with diverse learners.
3. Cohorts of candidates are placed in schools.
4. The experience is not less than one school year in length.
5. Designed to meet specific district hiring needs, typically in fields where there is a shortage.
6. An experienced, effective teacher is identified as the mentor. The candidate spends the year co-teaching in the mentor’s classroom.
7. Coursework takes place throughout the year.
8. Coursework is tightly aligned with clinical practice.
9. May include a performance assessment.
10. Coursework may be taught by university or LEA personnel.
11. Courses may take place at the LEA or the university.

12. Completion of the program results in both a credential and a master's degree.
13. Commitment to teach for 3-5 years in the district where they completed the residency program.
14. Salary/stipend during the residency.
15. Financial support for candidates is provided in exchange for a 3-5 year teaching commitment.
16. Induction support for completers.

Which of these attributes should be required for California's definition of a teacher preparation program delivered through a residency model? Which should be optional? Are there other attributes or criteria that should be considered?

Next Steps

Staff will continue to work with the Accreditation Data System. At future meetings, additional items will be presented on this topic.