

Teacher Residencies in an Opportunity Culture: Introduction



Why is Opportunity Culture an Ideal Structure for Teacher Residency?

An Opportunity Culture:

- Addresses typical challenges of student teaching
- Produces excellent results, according to research
- Helps new teachers grow faster

Student Teaching: What's Working?

Dedication to Students and Some Success

- Student teachers want to help students and are eager to learn
- Some “cooperating teachers” help some student teachers a lot!

Student Teaching: What's Not Working?

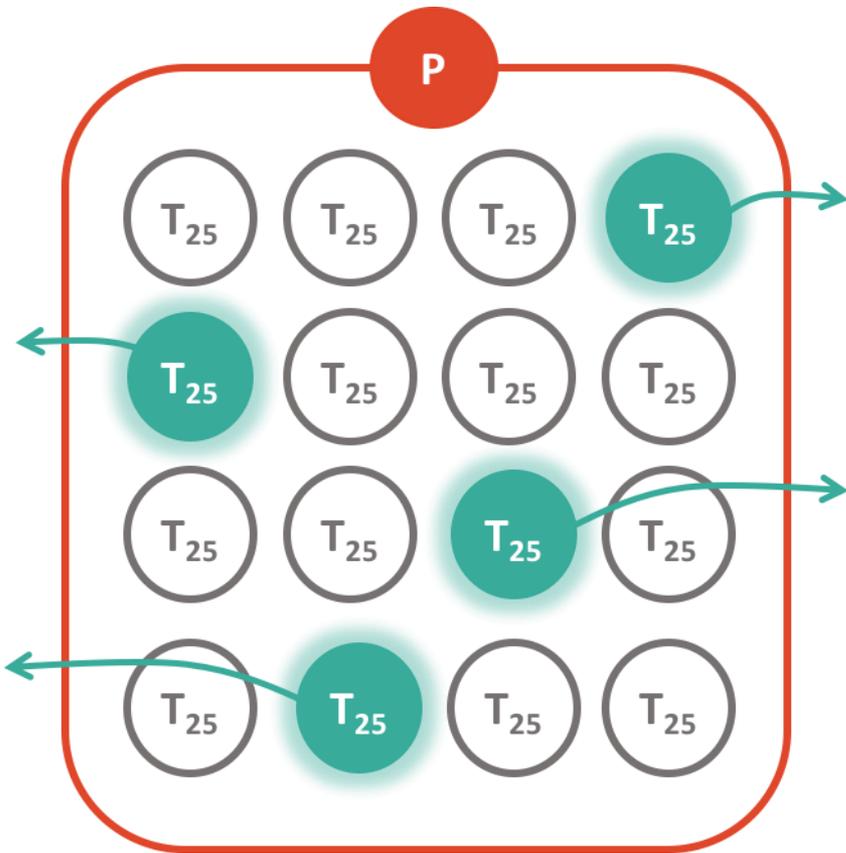
Current student teaching model has many shortcomings

- **Not enough time** to nail it: part-time, part-year
- **Cooperating teachers** may not be strongest
- **Mismatched curricula** and teaching frameworks for providers and schools
- **Unpaid work** prevents entry by people needing an income—can lead to less diversity
- **Not enough exposure** for good hiring decisions

Alternative residency programs—great idea, but limited impact

- Very **expensive**
- Typically **grant-funded**, may be temporary
- Reach **small number** of entrants

Common Challenges of Typical Schools

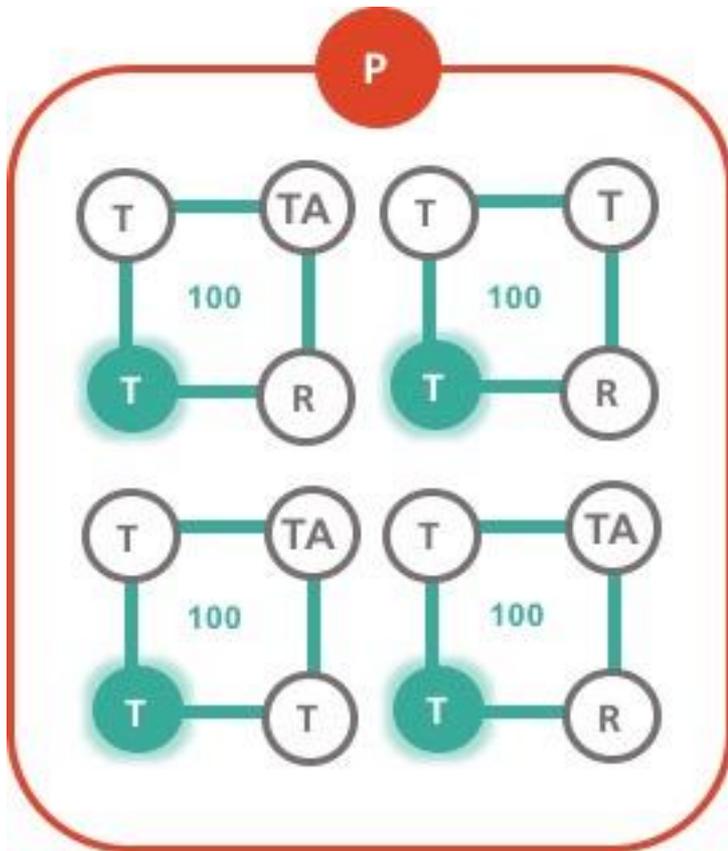


- Excellent teachers have no greater reach than others.
- Students are losing excellent teachers to district jobs and other careers that pay more.
- Teachers work alone and don't have the support they need.
- Principals feel overwhelmed.

Student teachers placed in this context may or may not have an excellent teacher as a mentor.

Key: **P = Principal**; **T = Teacher with 25 students**;
Aqua T = Excellent Teacher with 25 students

Solution: Opportunity Culture



- Students gain consistent access to excellent teaching.
- Great teachers advance, lead from the classroom, and earn more.
- Teachers on small teams get the daily support they need to improve.
- Principals drive change through distributed leadership.

In an Opportunity Culture, excellent teachers lead small teams that student teachers can join as residents

Key: P = Principal; Aqua T = Excellent Teacher; T = Teacher; TA = Teacher Asst; R = Resident

Opportunity Culture Principles

Teams of teachers and school leaders choose and tailor school models to:



1. **Reach more students** with excellent teachers and their teams.
2. **Pay teachers more** for extending their reach.
3. Fund pay within **regular budgets**.
4. Provide protected in-school time and clarity about how to use it for **planning, collaboration, and development**.
5. Match **authority and accountability** to each person's responsibilities.

The Cornerstone: Multi-Classroom Leadership

Multi-classroom leaders, or MCLs:

- **Ensure high-standards lessons** that are differentiation-ready, to meet all students' needs
- **Prepare the teaching team** to deliver lessons
- **Co-teach, model, and observe**
- **Give feedback and coach** the team and individuals
- **Meet weekly** or even daily with team/individuals
- **Advise principal** as part of school's instructional leadership team
- **Teach** part of the time



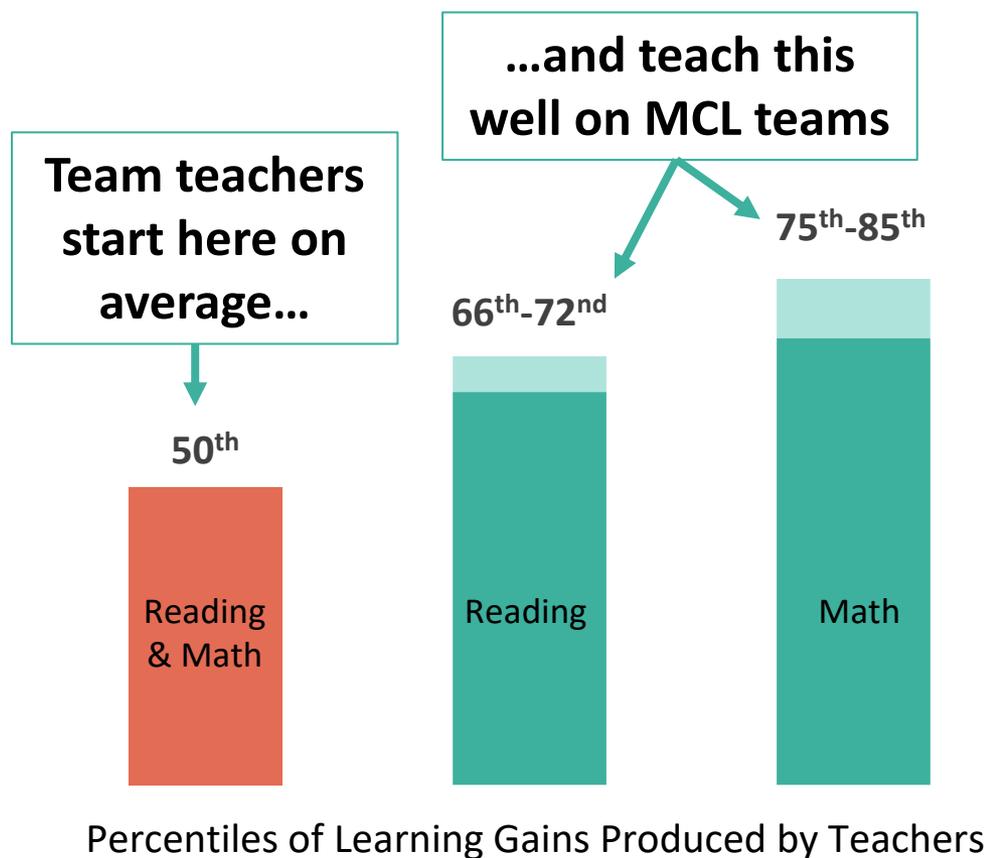
Instructional Leadership & Excellence Framework

This *Instructional Leadership and Excellence Framework*, based on research and extensive input from successful multi-classroom leaders, can be found on the [Opportunity Culture website](#), with many written and video resources.

LEADING A TEAM	ACHIEVING INSTRUCTIONAL EXCELLENCE
<p>Leaders must connect with their team, set ambitious goals, and lead and develop the team together and individually to deliver instructional excellence. Leaders must plan, communicate, execute, and improve team actions.</p> <ul style="list-style-type: none">▼ Launch and Lead▼ Build Team Cohesion▼ Support and Develop Individuals▼ Manage Yourself▼ Lead Instructional Excellence	<p>Instructional excellence is the heart of a great school. Achieving it requires planning ahead, delivering strong instruction, then improving throughout the year so that each student is motivated and supported for high-growth, joyful learning.</p> <ul style="list-style-type: none">▼ Plan Ahead and Raise Sights▼ Connect▼ Lead the Classroom▼ Execute Rigor and Personalization▼ Monitor Learning▼ Adjust Instruction▼ Share▼ Improve

Strong Gains for MCL Teams

Research says: Teachers on MCL teams produced gains equal to top-quartile teachers in math, nearly that in reading.



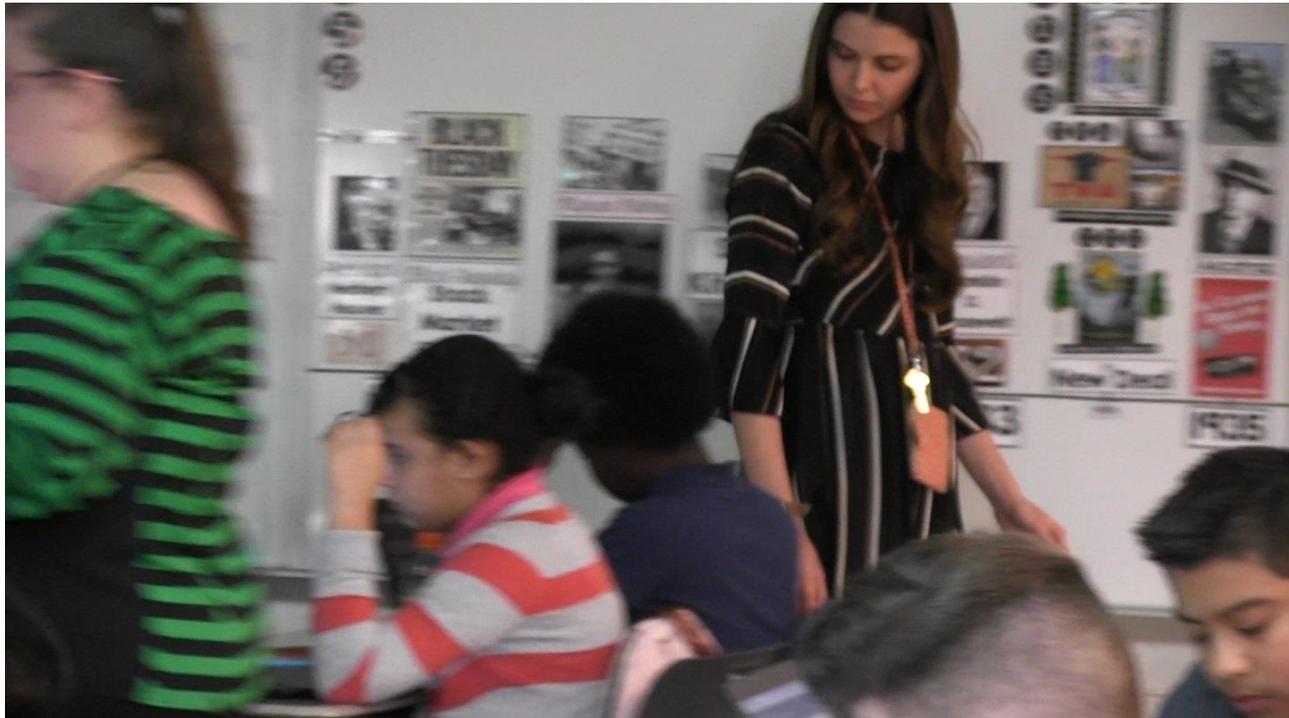
Scope of the Study

- 15,000 students
- 300 teachers
- 3 districts, 2-3 years
- 74% of schools Title I

Backes, B., & Hansen, M. (2018). *Reaching Further and Learning More?* CALDER Center: Washington, DC.

Reading range based on 6 of 7 models with statistically significant gains.

Early-Career Benefits from MCL Teams



Click [here](#), [here](#), and [here](#) for short videos—a resident discussing her appreciation of her pilot residency program in Indianapolis; a first-year teacher on the value of working on an MCL’s team; and an MCL ready to provide others with the close mentoring that she received and that is too rare in education.

Opportunity Culture Residency Goals

1. Ensure that all prospective and new teachers learn the elements of **instructional excellence**;
2. Attract an outstanding, diverse **pipeline of teacher candidates** and colleagues into the district; and
3. Provide the district's students with **strong learning experiences**, including with new teachers.

Opportunity Culture Residencies: Key Elements

Residencies within multi-classroom leader teams solve problems of traditional student teaching:

- **Full-time, full-year, full-pay*** and benefits
- **Learning from skilled** instructional teacher-leaders
- **Best instructional frameworks** eagerly adopted by accountable, successful multi-classroom leaders
- **Within school budgets**—highly sustainable
- **Highly scalable:** Only limit is the number of multi-classroom leaders
- **Increased access & diversity** due to pay/tuition relief
- **Learning results!** Including in high-poverty schools, ones with many novices and alternatively certified teachers



*Or tuition relief, or a combination, plus benefits.

Two Residency Roles

TEACHER RESIDENT

- **Heavily supervised new teacher on an MCL team**
- Working toward certification or master's degree

REACH ASSOCIATE RESIDENT

- **Advanced teaching assistant on an MCL team**
- Working toward a bachelor's degree and then permanent teaching

Two Residency Roles

TEACHER RESIDENT

- Typically has bachelor's degree; obtaining certification or master's
- Full first-year teacher pay and benefits (or equivalent tuition, or combo)
- More time on planning and data analysis than Reach Associate Resident
- Works in school with Multi-Classroom Leadership *or* MCL + Team Reach

REACH ASSOCIATE RESIDENT

- Typically working toward bachelor's degree
- Paraprofessional pay and benefits (or equivalent tuition, or combo)
- More time managing students in non-academic time than Teacher Resident
- Works only in schools that have Reach Associate roles on MCL teams

Both provide more experience—and a better one—than student teaching.

Optional Residency for MCLs

MASTER OF INSTRUCTIONAL LEADERSHIP RESIDENCY

- Has bachelor's degree; obtaining a specialized master's degree and certification
- Full-year residency as an MCL in an Opportunity Culture school
- Focused on instructional leadership
- Teacher pay with MCL stipend (or equivalent tuition, or combo)

Options for Residency Pathways

- **Bachelor's Pathway:** Students earn a bachelor's degree and certification with 4 years of coursework that include a full-year, paid residency.
- **Bachelor's Pathway—Extended Program:** Students earn a bachelor's degree and certification with courses, work in schools for credit and pay before the residency, and have a full-year, paid residency. Completion times vary.
- **Bachelor's-Master's Pathway:** Students earn bachelor's and master's degrees and certification with 5 years of courses that include a full-year, paid residency.
- **Master's Pathway:** Students with bachelor's degrees obtain a master's degree and certification in about 14 months of courses with a full-year residency.
- **Certification Pathway:** Students with bachelor's degrees obtain certification in 12 months of courses that include a full-year, paid residency.

Essential Residency Design Elements

- Host school: Uses well-implemented Multi-Classroom Leadership
- Rigorous resident selection criteria and process—as for all Opportunity Culture teachers
- Clear host school requirements
- Clear educator prep provider requirements
- MCL acts as cooperating teacher of record

Public Impact can help districts and educator prep providers craft strong design in each of these areas

Sample Timeline for Design Steps

Step	Example Timing
Launch Multi-Classroom Leadership in District's Opportunity Culture Schools	Years 1–3
Form Partnership Between District & Educator Preparation Provider	Year 2
Co-Design Residency & Courses	Year 3
Begin Teaching Residencies	Year 4
Evaluate & Improve All Implementation	End of Year 3 and Annually Afterward
Add Multi-School Leadership* & Principal Residencies	Years 4 and After
Scale Up Teaching Residencies	Years 5 and After

*For more on multi-school leadership, see [here](#)

Benefits: District

- Stronger recruiting to meet multiple goals
- Better preparation and performance
- Increases teacher diversity
- Meets other HR goals, without adding costs
- Encourages schools to *want* MCL roles to get residents

Benefits: Educator Prep Providers

- **Recruiting**
- **Increased diversity**
- **Stronger pipeline of those changing careers**
- **Higher measurable student growth**
- **Saves faculty time**

Benefits: Residents

- **Full salary and benefits**
- **On-the-job training by proven teachers**
- **Ready to teach well**
- **Exposure—the school can evaluate them for a permanent job, and they can evaluate whether the school is a good fit**

Benefits: Multi-Classroom Leaders

- **No vacancies on teaching team**
- **Residents who are eager to learn teaching on the job**
- **Chance to screen residents for hiring**
- **Potential for continuing education or master's credit**

How Public Impact Can Help

Public Impact, which designed and leads the national Opportunity Culture initiative, will:

- Lead design that achieves student outcomes
- Collaborate with educators
- Use a cost-effective, well-honed process
- Provide low-cost portal to ensure your long-term results

“Working with Public Impact has “just been phenomenal—they are very driven and they’re very structured, and they keep us on our toes, but they’re also open and flexible enough to allow us to customize the program for our specific needs. I appreciate that the information and the strategies are all rooted in the research.”

—Dr. Anthony Jackson, Superintendent, Vance County Schools

What's Next?

When will you adopt paid, within-budget residencies to help achieve your goals?

Contact Public Impact for assistance to achieve the best student outcomes and teacher satisfaction:
opportunityculture.org/our-initiative/feedback/