Supporting Effective Educator Development Grant Program
Request for Proposals
April 1, 2017

Background
In 2015, the National Center for Teacher Residencies (NCTR) was awarded an $11.7 million Supporting Effective Educator Development (SEED) grant from the U. S. Department of Education. The grant is expanding the organization’s reach in developing, innovating, and sustaining highly effective teacher residency programs. In grant year 2017-18, NCTR will support the establishment and expansion of up to four new residencies to collectively support 75 effective residents and 75 high-quality mentors for high-need districts.

Purpose
Through this Request for Proposals (RFP), NCTR seeks applications to launch teacher residency programs that select, prepare, and support highly effective new teachers for a high-need school district(s). Eligible partners will share NCTR’s vision for improving the academic futures of low-income, high-need children and youth by preparing new teachers via a rigorous clinical residency. Selected programs in 2017-18 will be awarded funds of up to $500,000 and will receive two years of NCTR’s New Site Development Program to build, develop, and sustain a high-quality residency at no cost to partners (See Appendix A).

Organizational Overview
Founded in 2007, NCTR is the only organization in the nation dedicated to developing, launching, supporting, and accelerating the impact of residency and clinically-oriented teacher preparation programs. NCTR partners with school districts, institutions of higher education, not-for-profit organizations, and states to develop teacher residency programs as quality pipelines of effective and diverse new teachers. NCTR serves as an expert consultant on the design and launch of the residency program, and currently supports 23 Network Partner programs that have prepared more than 3,300 graduates across the country in high-need schools (See www.nctresidencies.org).

The Residency Model
The residency model is a district-serving clinical teacher preparation program designed to accelerate student achievement in partner school districts through the recruitment, preparation, and support of highly skilled and diverse new teachers. Pioneered in the early 2000s in Boston, Chicago, and Denver, teacher residency programs adapt the medical residency model to teacher preparation and are designed to provide residents with the skills, knowledge, and practical experiences necessary to become effective teachers. Residencies are typically

1 “District” is inclusive of traditional school districts, charter management organizations, and education management organizations.
designed as a partnership between a high-need school district and a preparation provider (Institution of Higher Education (IHE) or other certification provider).

Residents spend the full academic year in a school under the guidance of an experienced mentor teacher. Using a variety of instructional coaching strategies, mentors provide valuable insight into effective teaching methodology, helping residents develop the knowledge and skills that come from years of experience in high-need classrooms. Over the course of the year, residents move from a co-teaching role in the classroom to an increasingly demanding, lead-teaching role. Mentors continuously gather data about resident progress to provide targeted support and feedback designed to ensure that residents are prepared to be effective on day one when they enter their own classroom.

**Key Elements of the Residency Model**
A high-quality teacher residency model includes, but is not limited to, the following elements:

- Authentic partnership between a school district and preparation provider that share a vision of effective teaching and practice;
- District/IHE partnership granting certification and (often) a Master’s degree;
- Rigorous recruitment and selection of residents aligned to district need;
- Targeted recruitment, selection, and professional development of mentor teachers;
- Intensive pre-service preparation/coursework that is integrated into a school-based clinical experience;
- Strategic hiring of graduates; and
- Program-aligned induction support.

**Partnership Overview**
NCTR seeks to identify up to four emerging partnerships to build residencies in 2017-18, launching new programs in the summer of 2018. Eligible applicants include school districts, not-for-profit organizations, charter management organizations, institutions of higher education, states, and local education organizations. Partnerships must include at least one high-need school district or charter management organization, and may include any combination of other eligible entities. Programs may be in the idea phase or recently launched and in need of additional support.

**Selected partners will receive up to $500,000 in 2017-18 as an initial investment to launch the program, including recruiting a cohort of at least 25 residents and 25 mentor teachers.**

The residency program partnership will provide a teacher preparation curriculum that culminates in a teacher certification and possibly a Master’s degree for residents who successfully complete the program. Residency program partnerships will commit to ensuring that coursework is aligned with NCTR’s *Standards for Effective Residency Programs* (See Appendix B). Residency candidates will be recruited and accepted based on rigorous selection criteria jointly established by the program partners. Mentor teachers will also be jointly
selected by program partners based on demonstrated ability as a highly effective instructional leader, including exceptional adult leadership skills and a track record of accelerating educational outcomes for low-income students.

**SEED Program Partners will be expected to fulfill the following roles and responsibilities:**
- Define and execute on the vision and goals for the residency program, including how it supports the partner district’s human capital strategy;
- Develop and implement a rigorous recruitment and selection process for residency candidates, mentors, and training sites;
- Design and implement a teacher preparation curriculum that integrates theory and practice, and reflects the local context in which program graduates will work;
- Commit to launch the teacher residency program in the 2018-19 school year with at least 25 residents and 25 mentors;
- Award teacher certification and possibly a Master’s degree to all candidates who successfully complete the program, meet graduation requirements, and are in good standing as determined by the program;
- Collect, analyze and report candidate and program performance data to evaluate program implementation, impact, and to identify areas for continuous improvement;
- Recruit, select and evaluate all program faculty; and
- Develop a financially sustainable program model that does not rely solely on grant funding beyond the start-up phase, and demonstrates how program partners will invest operating funds to support and sustain the program over time.

**Selection Criteria and Eligibility Requirements**
NCTR will select partners based on the following criteria:

1. Commitment to participating in NCTR’s New Site Development Program at no cost to selected partners;
2. Commitment to launching and scaling a high-quality residency program aligned to NCTR Standards;
3. Innovative, visionary leadership with decision-making authority and a deep commitment to launching and sustaining a high-quality residency aligned to a partner district’s broader human capital strategy;
4. Data-driven culture with a deep belief in using rigorous data and evaluation to continuously drive toward excellence, with evidence of data sharing agreements;
5. Strong partnerships with districts focused on preparing teachers for high-need schools;
6. Flexibility to innovate current structures and systems to implement key elements of the program design, including: resident recruitment and selection, coursework, faculty roles, and mentor selection; and
7. Demonstrated willingness to build a financially sustainable residency model that includes an ongoing commitment of internal financial and human resources.
Required Information

1. Complete a proposal responding to the following:
   a. Why is the partnership interested in launching a residency program?
   b. What is your local need – and supporting evidence – and how will the residency program address this? What grade levels and/or content areas would you characterize as high-need for your district/CMO?
   c. Describe past experiences that illustrate a data-driven approach to meeting local school district needs.
   d. How would you approach building a financially sustainable program model?
   e. Describe the roles, responsibilities and experience of key personnel who would be involved in this project. Include already identified names and titles, if possible. Include any existing or projected organizational partnerships.

2. Describe the vision and goals for improving educator quality. How does a residency program align with this vision?
   a. What is your vision for high-quality instruction in your district/CMO?
   b. Do you have a set of professional teaching standards that clearly define this vision?
   c. What skills and competencies are most important in a teacher for the partnering district/CMO?
   d. What skills and competencies are most important in a mentor teacher for the partnering school district?

3. Why are you interested in working with NCTR? What do you think will be the most valuable or useful element of the new site development work for your proposed partnership, and why?

4. What would the clinical experience look like for teacher candidates/residents in the program?

5. Contact information for three references that can speak to the applicants’ history: 1) as a data driven organization, 2) focused on teacher quality, or 3) focused on building capacity of school and district partners.

6. A draft budget:
   a. 3-year program budget, including resident stipends/salary, benefits, and key personnel.
   b. Tuition cost (note: SEED funds may not be used to fund tuition). Funding opportunities offered to students to mitigate barriers to entry.
   c. Revenue sources beyond the initial grant phase.
   d. Description of estimated cost to candidates, including tuition fees and other expenses that would be incurred.
Proposal Information
Applicant submissions must be no longer than 7 pages (not including the budget, references, and appendices) and use Arial, 12-point font with 1-inch margins.

Interested applicants should submit all materials no later than 5 p. m. CST on May 1, 2017, to Lourdes Reyes at lreyes@nctresidencies.org using the subject “SEED RFP.” Contact lreyes@nctresidencies.org with any questions; no phone calls please. Decisions will be made and communicated to partner applicants no later than the week of May 29, 2017. NCTR will coordinate with selected partners around a July 2017 start date for programming.
Appendix A
National Center for Teacher Residencies
New Site Development Program

NCTR
Founded in 2007, the National Center for Teacher Residencies (NCTR) is the only organization in the nation dedicated to developing, supporting, and accelerating the impact of teacher residency programs. NCTR partners with school districts, charter management organizations, institutions of higher education, not-for-profits, and states to develop teacher residency programs as quality pipelines of effective and diverse new teachers.

NCTR supports 23 partner programs that are preparing over 750 residents with more than 3,000 graduates teaching across the country in high-need schools. Data from the NCTR Network of residencies indicates that the residency model increases student achievement; prepares teachers for the rigors of high need schools; increases teacher retention (3-year and 5-year teacher retention rates of 85% and 82%, respectively); generates high principal satisfaction rates; and increases the diversity of the local teacher corps (Measuring NCTR Network Program Impact, 2015).

The Residency Model
Teacher residencies are the most comprehensive model of teacher preparation in the nation. Residencies play important role in supporting district human capital strategies by creating a pathway that responds directly to the hiring needs of school districts. In addition, residencies provide career advancement for experienced teachers to act as mentors, while developing highly effective new teachers that are capable of impacting student achievement from the moment they enter the classroom as a teacher of record.

Residencies blend a rigorous full-year classroom apprenticeship for pre-service 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 mentor teacher in the district in which he/she 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 typically require that candidates commit to teach for a minimum of 3 years, and often 4 years.

New Site Development Program
NCTR works with school district, universities, not-for-profits, and state governments to develop and sustain results-oriented residency programs that increase the effectiveness of new teachers. A two-year technical assistance program, NSDP built from and mapped to NCTR’s
Standards for Effective Residencies² and provides emerging programs with the support they need to build a high performing, sustainable residency. Specifically, NSDP provides two types of support to new programs:

1) **Teacher Residency Institutes**: eight, multi-day sessions for participating programs (five in year one and three in year two); and
2) **Virtual Consultation**: one-on-one technical assistance with NCTR staff in between institutes.

Throughout the NSDP, NCTR utilizes a “gateway system” to ensure the high quality development of each participating residency program. Gateways are designed to provide formal checkpoints for NCTR to evaluate a program’s progress through the NSDP. Each gateway is a research-based multiple measure performance assessment that requires sites to submit program data and deliverables. NCTR consultants conduct a thorough analysis of program data and deliverables and convene program leadership to provide formal feedback and improvement strategies.

**Institute 1: Developing Program Vision, Partnerships, and Assessment/Evaluation**

<table>
<thead>
<tr>
<th>Duration:</th>
<th>2 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>NSDP Participant Site</td>
</tr>
<tr>
<td>Recommended Teams:</td>
<td>Program Director, Residency Partners, and Local Stakeholders</td>
</tr>
<tr>
<td>Deliverables:</td>
<td>Program Mission, Vision, and Impact Goals; Theory of Change; Partnership Agreement; Organization Chart; Program Assessment and Evaluation Plan; Early Stage Financial Model</td>
</tr>
</tbody>
</table>

**Content:**

In this first Institute, NCTR facilitates the establishment of strong, local partnerships that are built upon a shared vision and goals. Partners launch their program design and development efforts; articulate the need for and value proposition of the residency; develop a shared mission, vision, and theory of change; and set goals that articulate program impact. The ultimate goal of this first institute is for participants to build a measurable and sustainable residency, driven by the needs of the local school system and the communities it serves.

Remote consultation with NCTR staff takes place immediately following the institute to ensure that teams are advancing in their goals and program development.

**Institute 2: Examining the Core Components of the Residency Model**

<table>
<thead>
<tr>
<th>Duration:</th>
<th>2 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Model Residency Program in NCTR Network (location TBD)</td>
</tr>
<tr>
<td>Recommended Teams:</td>
<td>Program Director, Residency Design Team</td>
</tr>
</tbody>
</table>

² NCTR Standards identify, define, and describe the specific program competencies that are essential for a high quality program.
Deliverable: Residency Blueprint

Content:
Visiting a model residency is one of the signature learning experiences of a participant’s planning and design year. It allows participants to link theory and practice within the residency model, see a high-performing residency program in action, and benefit from the lessons learned of a more veteran program. During this institute, NCTR facilitates a variety of program- and classroom-based learning experiences, such as observations, presentations, panels, and roundtable discussions. NCTR works with participants to analyze the structure and content of an effective residency program, with particular attention paid to the clinical components of the residency model that are most instrumental in driving new teacher effectiveness.

Remote consultation with NCTR staff takes place immediately following the institute to ensure that teams are advancing in their goals and program development.

Institute 3: Recruiting and Selecting Effective Residents, Mentors, and Training Sites

Duration: 2 days
Location: NCTR Headquarters
Recommended Teams: Program Director, Residency Design Team
Deliverables: Resident, Mentor, and Training Site Recruitment and Selection Plan

Content:
During this institute, NCTR provides consulting to participants to develop a resident recruitment and selection plan that aligns to district needs and goals. NCTR shares proven strategies that attract a large pool of highly skilled and diverse teacher candidates for hard-to-staff schools and in subject areas where teachers are in short supply. Using NCTR-developed templates and exemplars, participants create a multi-step selection process to identify the candidates who demonstrate the competencies required to effectively serve their local students.

NCTR also consults participants to develop a rigorous approach to mentor and training site recruitment and selection. Participants build residency cultivation plans for effective school partnerships and develops the framework for a career ladder position that supports and rewards excellence.

Remote consultation with NCTR staff takes place immediately following the institute to ensure that teams are advancing in their goals and program development.

Institute 4: Designing the Residency Year Curriculum

Duration: 2 days
Location: NCTR Headquarters
Recommended Teams: Program Director, Residency Design Team
Deliverable: Integrated Residency Year Curriculum
Content:
During this institute, NCTR provides participants with strategies for engaging residents in meaningful clinical preparation and rigorous, ongoing assessment of effectiveness. Participants examine the close integration of theory and practice characteristic of residency programs, as well as the content, pedagogy, and sequence of a high quality curriculum. Mapping backwards from the local teacher effectiveness framework, participants develop an evidence-based teacher preparation program that will ensure only those residents who demonstrate the ability to positively impact student learning will successfully complete the program and become a teacher of record.

Remote consultation with NCTR staff takes place immediately following the institute to ensure that teams are advancing in their goals and program development.

Institute 5: Assessing Program Readiness to Launch

Duration: 2 days
Location: NSDP Participant Site
Recommended Teams: Program Director, Residency Partners, and Local Stakeholders
Deliverables: Completion of all planning year deliverables

Content:
During this Institute, NCTR conducts a comprehensive Program Inventory to identify successes and challenges with program design and development efforts to date, and to ensure that key design components are in place for a successful program launch.

Remote consultation with NCTR staff takes place immediately following the institute to ensure that teams are advancing in their goals and program development.

When programs demonstrate success on the Program Inventory, they will enter the implementation phase and year two of the NSDP.

New Site Development Program, Year 2

Institute 1: Evaluating Program and Graduate Hiring Strategies

Duration: 2 days
Location: NSDP Participant Site
Recommended Teams: Program Director, Residency Partners, and Local Stakeholders
Deliverable: Graduate Hiring Plan; Strategic Improvement Plan

Content:
Year 2 focuses on building a culture of continuous improvement amongst program partners, and on positioning the program for long-term scale and sustainability. During this Institute,
NCTR visits the emerging program to see it in action, observing resident and mentor teaching and learning in the residency model. NCTR and program staff analyze implementation data together to make real-time adjustments to program design and delivery. This institute also supports participants in creating a high-impact hiring strategy for graduates consistent with the program’s mission, vision, and impact goals.

**Institute 2: Building Graduate Professional Development**

**Duration:** 2 days  
**Location:** NCTR Headquarters  
**Recommended Teams:** Program Director, Residency Partners, and Local Stakeholders  
**Deliverable:** Graduate Professional Development Plan; Updated Strategic Improvement Plan

**Content:**  
NCTR consults participants to create a comprehensive plan for graduate assessment and evaluation, and determine how to use graduate effectiveness data to target professional development support in ways that drive results for students. Participants consider the key features of a high-quality graduate professional development plan, including ongoing PD, alumni networking, leadership training, and other support structures that facilitate new teacher effectiveness and retention. This Institute also provides partners with the opportunity to collaboratively analyze NCTR assessment data, identify early areas of program success and challenge, and identify short and long-term goals for program improvement.

**Institute 3: Improving Long-term Effectiveness Through the Residency Model**

**Duration:** 2 days  
**Location:** NCTR Symposium in Chicago  
**Recommended Teams:** Program Director  
**Deliverable:** Updated Strategic Improvement Plan

**Content:**  
During Symposium, NCTR Network Programs from across the nation convene to engage in hands-on working sessions, both within and across programs, to build network-wide knowledge and skills. This annual event highlights key learning from NCTR’s Critical Learning Initiative, a yearlong research project that focuses on a topic of critical importance to improving student achievement through teacher preparation.

**Program Cost**

The total cost of the 2-year New Site Development Program is $200,000 ($130,000 for year one and $70,000 for year 2), not including partner travel to institutes.
Appendix B

NCTR Standards for Effective Teacher Residencies

ABOUT NCTR
The National Center for Teacher Residencies (NCTR) launched in 2007 to address the growing need to develop and sustain high quality teacher residency programs in urban and rural districts nationwide. Annually, NCTR focuses on delivering four key strategies: (i) offering cutting edge technical assistance to new and existing programs; (ii) developing and providing innovative, ongoing programmatic support to existing residencies through a robust network; (iii) implementing policy and advocacy initiatives to improve model awareness and sustainability; and (iv) disseminating best practices and lessons learned from residencies and supporting their ongoing assessment and evaluation.

Across these strategies, NCTR strives to build and support teacher residencies in service to school districts, building their capacity to overcome student achievement and teacher quality challenges in their communities.

TEACHER RESIDENCY PROGRAMS
Teacher residencies are the most comprehensive model of teacher preparation in the nation. Residencies play an increasingly important role in designing human capital strategies by creating a pathway that responds directly to the hiring needs of school districts. In addition, residencies provide career advancement for experienced teachers to act as teacher educators (mentors), while developing highly effective new teachers that are capable of impacting student achievement from the moment they enter the classroom as a teacher of record.

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
Annually, 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

3 “District” refers to traditional school districts, individual charter schools, and charter management organizations.
these standards and incorporates a third component, a Diagnostic tool, which identifies key implementation targets and evidence (not shown here).
# NCTR Standards for Effective Teacher Residencies

## COMPETENCY AREA 1:
**PARTNERSHIP & PROGRAM SUSTAINABILITY**

### STANDARD 1
Residency programs are partnerships among school districts, universities, and other stakeholders to prepare and retain effective teachers.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| **Goal 1**  
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. |
| **Goal 2**  
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.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| **Goal 1**  
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. |
### Goal 2

**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.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| **Goal 1**  
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. |
| **Goal 2**  
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. |

### COMPETENCY AREA II: RESIDENCY DEVELOPMENT
## Standard 1
Residency program training sites promote a culture of learning, achievement, and growth for residents, teachers, and students.

### Goals
- **Goal 1**
  - Program recruits, selects and retains training sites.

### Indicators
- **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
- **Goal 1**
  - Program recruits, selects and retains teacher educators.

### Indicators
- **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
- **Goal 1**
  - Program recruits, selects and retains residents to address identified district needs.

### Indicators
- **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.

### COMPETENCY AREA III:
**RESIDENCY YEAR EXPERIENCE**

**STANDARD 1**
Residency programs prepare residents to become student-ready teachers of record.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| **Goal 1**  <br>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. |
| **Goal 2**  <br>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.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| **Goal 1**  <br>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. |
Goal 2  
Program collects and uses data to improve teacher educator effectiveness.

<table>
<thead>
<tr>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Program builds and implements performance benchmarks to assess teacher educator development and competence.</td>
</tr>
<tr>
<td>B. Program provides teacher educators with consistent feedback on development and competence, and targeted training.</td>
</tr>
<tr>
<td>C. Program shares and analyzes teacher educator and resident data with all stakeholders to improve program design and implementation.</td>
</tr>
</tbody>
</table>

COMPETENCY AREA IV: 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.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| Goal 1  
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.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Program graduates are teacher leaders in the district.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Program provides opportunities for graduates to become trained as teacher educators.</td>
</tr>
<tr>
<td></td>
<td>B. Program engages graduates in a robust alumni network to develop the skills required to take on other school-based leadership roles.</td>
</tr>
</tbody>
</table>