

# Colorado Boettcher Teacher Residency: Rural Residency Program

Rural Education Council Meeting  
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## Boettcher Teacher Residency

- 10-year partnership with the Boettcher Foundation
- Denver-metro Urban Residency
  - Adams 12
  - Aurora
  - Denver School of Science and Technology (DSST)
  - Jefferson County
- 5-year Residency program:
  - Year 1: Summer Institute; 13-month Residency and Masters coursework
  - Years 2-3: Induction support in partnership with districts
  - Years 4-5: Provided with teacher leadership opportunities



## Our Mission

The Colorado Boettcher Teacher Residency aims to serve high-needs schools and districts by recruiting, preparing, supporting and retaining high-quality teachers for our partner schools.



## Student Teaching vs. Residency

- Student Teaching
  - Students have completed the bulk of their coursework prior to student teaching
  - Shorter timeframe
  - Part-time commitment
- Residency
  - Residents enrolled concurrently in masters program
  - Full-year experience with Mentor teacher who works with Resident to introduce them to professional practice
  - Full-time, 4 days a week in classroom
  - Weekly Seminar which integrates theory and practice
  - Gradual release of instructional responsibility



## Our Impact (I)

- 149 teachers of record; 31 current Residents (23 Urban; 8 Rural)
- 132 mentors over time
- 24% male teachers in elementary
- 24% math/science teachers in secondary
- 17% teachers of color
- 33% speak Spanish



## Our Impact (II)

- 97% of graduates complete five-year service commitment
- 90% of all Boettcher graduates remain in the profession
- 74% of graduates are still working in cooperating districts
- Students' scores on district language tests higher than other 1<sup>st</sup> year teachers' students' scores
- Principals recognize teachers' skills in reflecting, relationship building with K-12 students, and problem-solving
- 100 hours of PD for Mentors doubles the impact on school buildings



## Our Vision for the Program

- Becoming a statewide pipeline for excellent teachers in high-needs schools and districts
- Advocating nationally with other Residency programs for teacher education to become more clinically/Residency-based



## Resident Core Dispositions (I)

- **Learning Orientation**
  - Embraces the role of teacher as learner; recognizes the reality that effective teachers never stop learning
- **Reflectiveness**
  - Engages in reflective practice to continually improve teaching
  - Shows awareness of the whole child, academically, socially, and emotionally
- **Relationships**
  - Believes that understanding students' experience allows for more effective teaching
  - Recognizes the power of relationship in fostering students' academic achievement, identity development, and sense of agency



## Resident Core Dispositions (II)

- **Identity**
  - Understands the role of experience on identity as teacher and learner
  - Explores how culture, language, race, class, and gender influence who we are and how we think about teaching and learning
- **Professionalism**
  - Demonstrates positive attitudes and work habits
  - Contributes to teams; collaborates with students, parents, colleagues and community members



## Resident Core Dispositions (III)

- **Efficacy/Agency**
  - Believes that teachers can make a difference in all students' learning
  - Acknowledges struggling as a teacher is part of the learning process; struggles are a normal part of teaching
- **Best Practice**
  - Examines the research on best practices and the implications for teaching and learning
  - Understands deeply the role of content knowledge teaching and learning



## Curricular Strands

- Classroom Environment and Management
- Facilitating Student Understanding
- Standards and Assessment
- Teaching-Learning-Planning Cycle
- Contemplative Practice (Mindfulness)
- Reflective and Responsive Practice
- Professionalism



## Mentor Characteristics

- Mentor as teacher
  - Demonstrates mastery of skills, knowledge and dispositions needed to be an outstanding classroom teacher
- Mentor as Mentor/Teacher Educator
  - Interest in mentoring, understanding of multiple roles of a mentor, willing to share classroom, able and willing to assist Resident grow into their professional identity and ability
- Mentor as Leader
  - Demonstrates professionalism, ability and willingness to collaborate; understands and advocates for Boettcher Resident and the program



## Rural Residency

- Partnership with Adams State University
- San Luis Valley-based
  - Alamosa
  - Center
  - North Conejos
  - Monte Vista
- Two tracks
  - Traditional Residency Apprenticeship Model
  - Alternative Induction Support Model



## Traditional Residency Model

- During first year Residents are in the classroom of an experienced mentor teacher
- Participate in weekly theory-practice Seminars
- Residents earn their initial licensure at the end of the first year
- During second year, they are hired as teacher of record in a partner district
- Mentor teachers receive professional learning related to classroom teaching practices, as well as mentoring practices
- They complete a master's degree in education and a culturally and linguistically diverse endorsement at the year of the second year
- In years 3-5, they continue to develop their teaching practice and professionalism supported by Program



## Alternative Induction Support Model

- During first-year, qualified Residents are full-time teachers of record under an alternative teaching license
  - Supported by Mentor teachers
  - Receive intensive induction support including Seminar and PLCs
- Residents earn initial licensure at the end of the first year
- Mentor teachers receive professional learning related to mentoring practices
- Residents complete a master's degree in education and their culturally and linguistically diverse endorsement at the end of the second year
- In years 3-5, they continue to develop their teaching practice and professionalism, supported by the Program



## Setting Conditions for Success

- Intensive work during Year 0 in the districts where Residents are placed to ensure Mentor quality and the ability of school leaders to leverage PD support for benefit of entire school
  - Workshops
  - Institutes
  - Job-embedded coaching for potential Mentors
  - School/district-wide PLCs
- On-going opportunities for support in Year 1 and beyond, including for other teachers in buildings and schools



## Questions?

- Visit our site: [www.boettcherteachers.org](http://www.boettcherteachers.org)

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