



BOSTON TEACHER RESIDENCY: HOW IT WORKS

Induction

The Boston Teacher Residency (BTR) provides three years of high-quality induction support to graduates teaching in the Boston Public Schools (BPS). BTR's induction program offers graduates the opportunity to receive school-based coaching, participate in customized courses and seminars, and collaborate with fellow graduates in professional learning communities. Building on the themes introduced in BTR's pre-service curriculum, the induction program focuses on student learning and evidence-based decision-making, facilitating the process by which novice teachers become outstanding teachers.

GUIDING PRINCIPLES

Quality, multi-year induction support increases teacher effectiveness and retention. BTR's research-based induction model employs highly experienced teachers with mentoring experience as coaches to BTR graduates in their first three years of teaching. With the dual aim of increasing both teacher quality and job satisfaction, induction coaches help graduates to hone their practice, thereby increasing their sense of efficacy. Coaches guide graduates on methods of using classroom data to increase student achievement, and they provide targeted assistance, including feedback on classroom observations and curriculum planning support, as needed.

School-wide support expedites gains in individual teacher effectiveness and whole-school improvement efforts. Recognizing that new teachers benefit from working in professional communities with colleagues, BTR is partnering with schools that commit to hiring clusters of BTR graduates and want to develop their own comprehensive school-based professional development efforts. At these partner schools, the induction staff helps BTR graduates and their colleagues collaborate to improve outcomes for all students through focused observations and discussions, co-planning of curriculum, and development of differentiated instruction strategies to reach struggling students.

Teachers benefit from professional development that targets their needs and interests. BTR tailors professional learning opportunities based on regular surveys and conversations with its graduates. For topics with widespread interest, such as special education, the BTR induction team develops practice-based courses and seminars offered for in-service credit. To meet more individualized needs, BTR creates collaborative teacher-to-teacher teams in which graduates share best practices around common concerns.

KEY STRUCTURES

- ✦ *Alignment with residency curriculum:* The BTR induction program reinforces the fundamental lessons of the residency year. For example, through coaching sessions and classes, induction coaches help BTR graduates maintain their focus on student achievement and support the use of the BTR *Cycle of Inquiry*, a framework for making data-driven instructional decisions.
- ✦ *Professional development for coaches:* Twice a month, BTR induction coaches participate in a seminar designed to enhance their effectiveness in supporting new teachers. During the seminar, they practice providing feedback on classroom observations and conducting conversations about student work, with a focus on addressing classroom equity and content accessibility issues. Coaches also participate in a semester-long data seminar where they study how to support new teachers in using student-learning data to inform instruction.
- ✦ *Coaching accountability system:* Induction coaches submit weekly plans that outline the outreach and support they will extend to BTR graduates, and they maintain detailed records of every school visit. BTR's induction director reviews these reports to stay abreast of the issues facing the coaches and BTR graduates and to ensure that coaching resources are optimally deployed. Coaches participate in a performance review process that includes a self-assessment and feedback from BTR's induction director and graduates.