

April 16, 2025

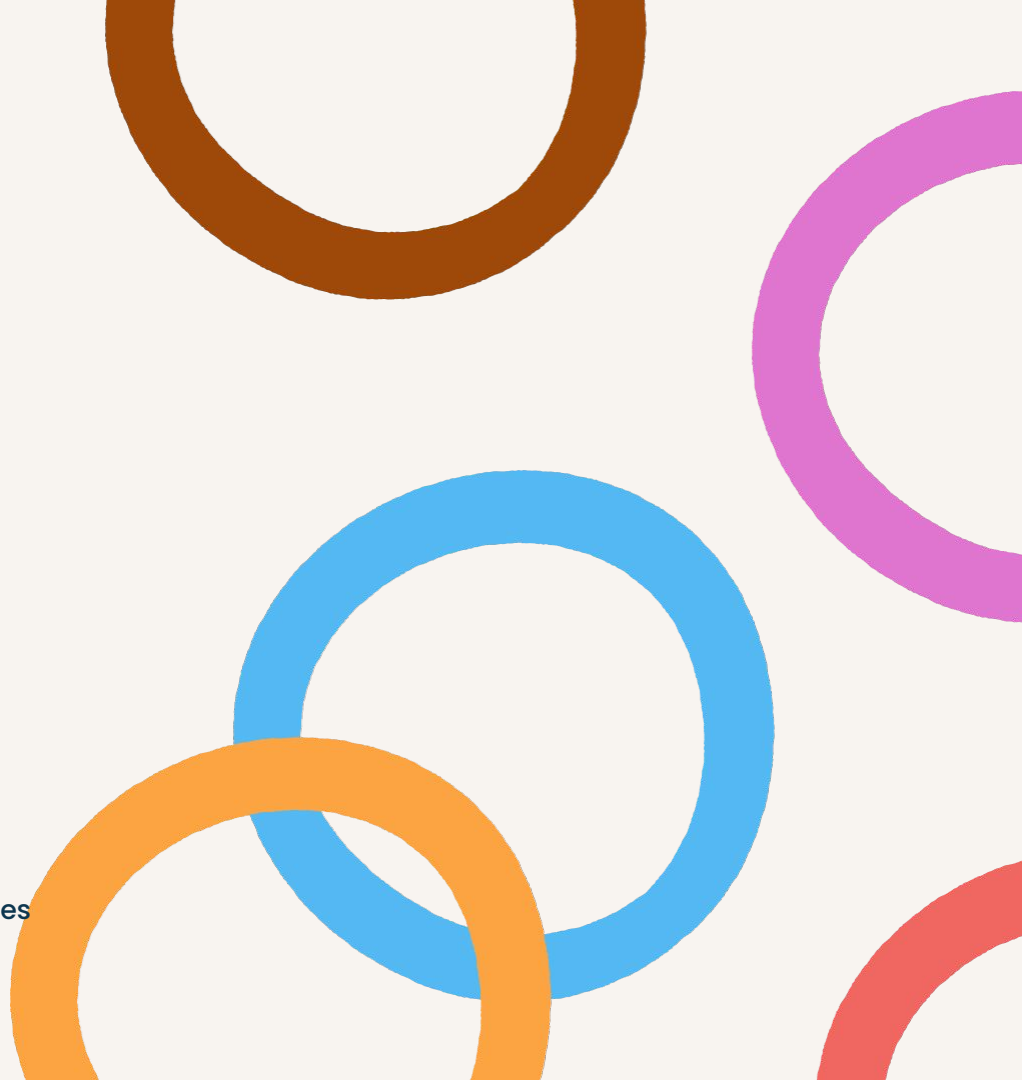
Bridging teacher residencies to classrooms through mentoring

**NEW
TEACHER
CENTER**

Featuring:

National Center for Teacher Residencies

Dallas College



Meet our panel



Dr. Christy Harris
Panel Moderator
Chief Program Officer,
New Teacher Center



Dr. Kathlene Campbell
CEO, National Center
for Teacher Residencies



Elizabeth Hearn
Director of Programs,
National Center for
Teacher Residencies



Sara DeLano
Dean of Educator
Pathways, Dallas College

Overview

Outcomes

- Identify mentoring needs for residency participants, both during and after the program
- Elevate the importance of consistent and coherent mentoring support from residency to teacher of record
- Consider strategies for continuous mentoring relationships that foster leadership development among teachers transitioning from residency programs



Let's engage

Please add your name, role, and affiliation to the chat



Chat Box

Type comments and share resources in the chat.

Seen by: Everyone



Question & Answer Panel

Submit formal questions for our panelists to address.

Seen by: Host + Panelists only, answers will be visible to Everyone



Raise Hand Button

Click "Raise Hand" to ask your question live.

Seen by: Host + Panelists only

The challenge

Many residency graduates leave the profession due to a lack of ongoing support — a huge missed opportunity and a significant investment loss.



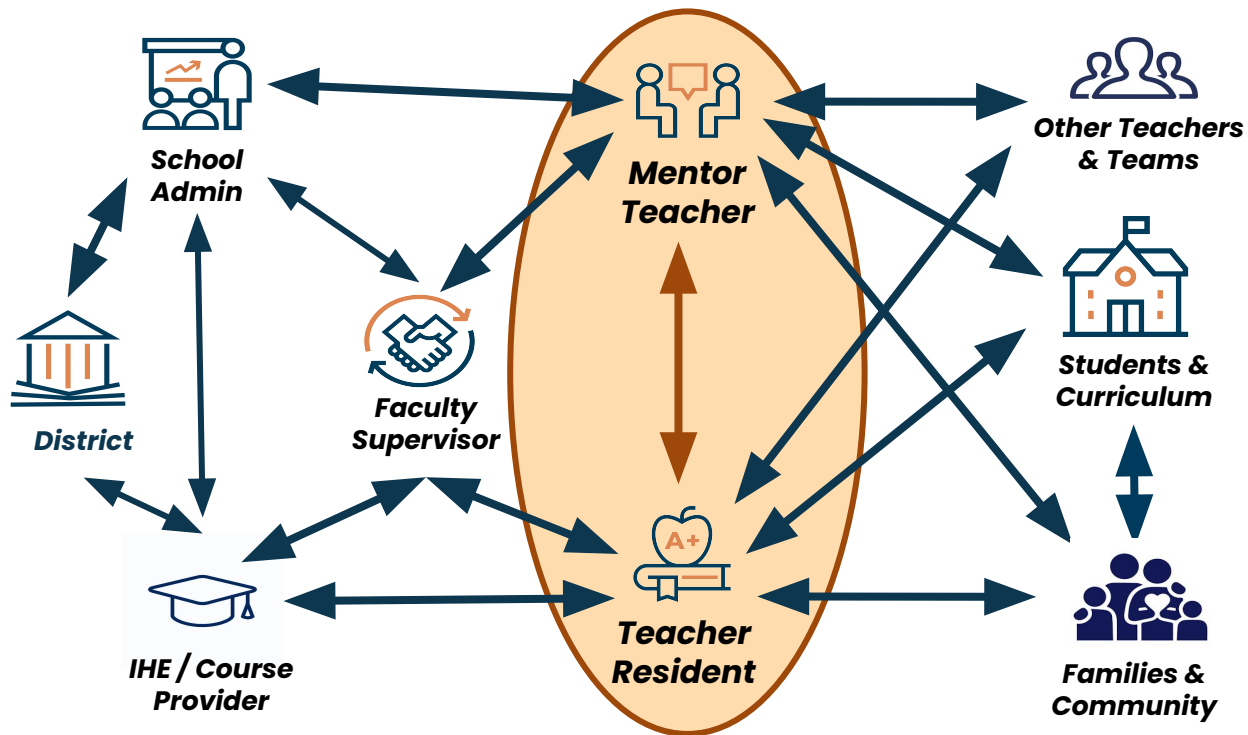
The Challenge

Residency defined

- **Partnerships:** Collaboration of educator prep program and district/charter
- **Resident Experiences:** Yearlong K-12 classroom placement
- **Mentor Teacher:** Resident works alongside an experienced teacher
- **Curriculum:** Coursework and K-12 curriculum are aligned
- **Cost:** Lowers the financial barrier to becoming a teacher through stipends/wages
- **Level:** Utilized at the undergraduate, graduate, and/or licensure-only preparation

The Challenge

What are mentors navigating?



The Challenge

Why it matters

- Residency-prepared teachers **remain in teaching** at higher rates than other novices (Saunders, Fitz, DiNapoli Jr., & Kini, 2024)
 - ◆ Retention rates range from 80% to 90% after three years and 70% to 80% after five years

The Challenge

How do we get to those kinds of retention rates?

- **During the residency year**, a resident works alongside an "accomplished" or "expert" mentor teacher, who is compensated and receives mentor training
- **Post-residency**, districts offer ongoing mentoring and support for residency graduates after they enter the teaching workforce

Preview

Today's areas of focus

→ Understanding high-quality mentoring in residency programs

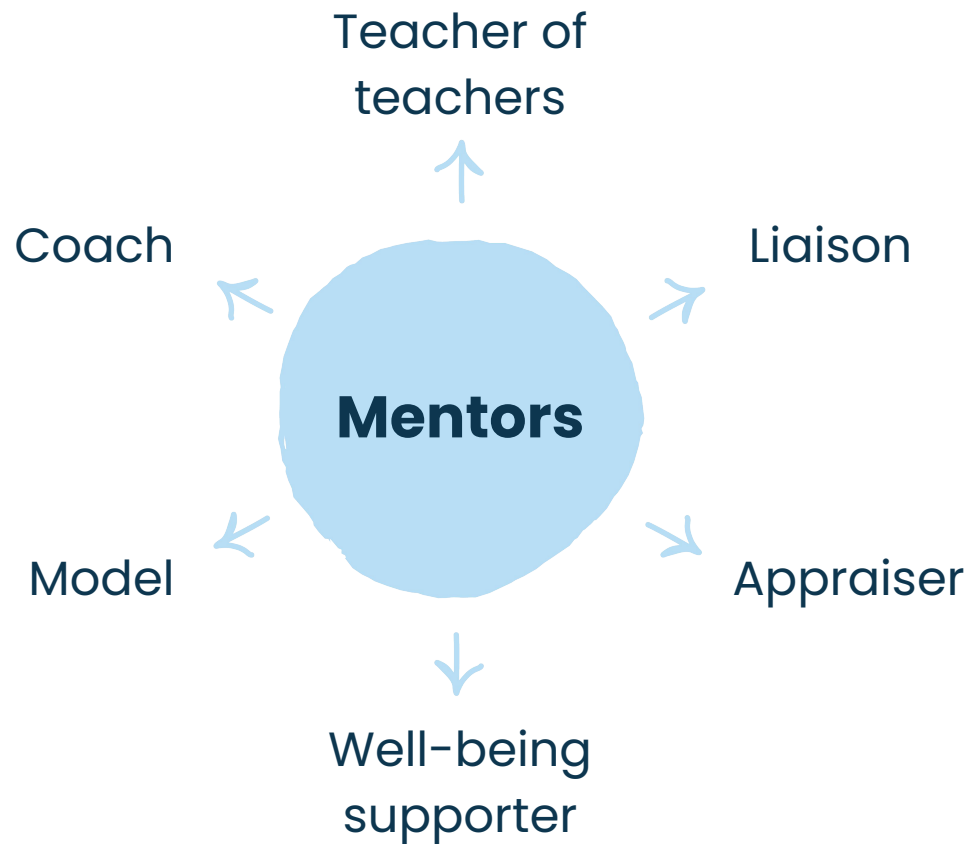
→ Mentoring essentials for teacher induction

→ Mentoring designed to bridge the gap

→ Tailoring strategies to develop mentors

Understanding high-quality
mentoring in residency programs

Mentor as “navigator”



Quality mentoring in high- performing residencies

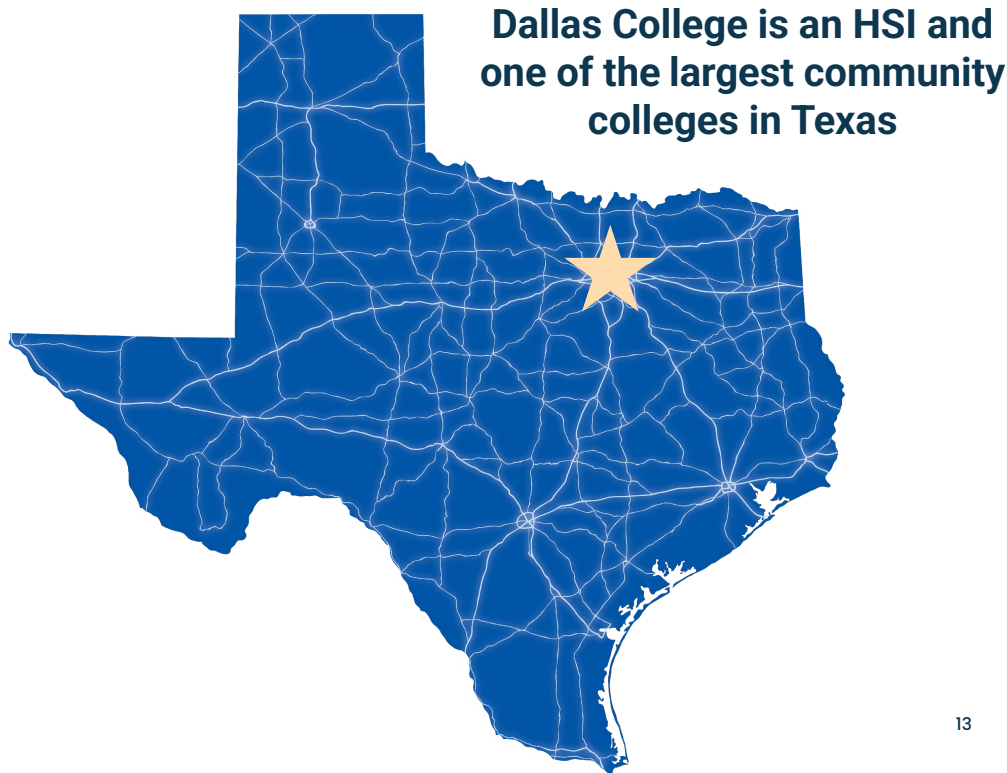
- **Centering the development of resident “agency”** by balancing care and productive struggle for residents
- **Modeling metacognition** (making thinking visible) through the narration of practice and thought transparency
- **Fostering a positive mindset about a resident’s capacity**, resiliency, and willingness to adapt or adopt practices
- **Engaging in self-reflection** about one’s values, beliefs, experiences, and understandings and how these influence work and relationships
- **Strategically and successfully maneuvering** within and through social institutions (especially those not set up well to support them)

Understanding high-quality mentoring in residency programs



Context

- One of the **most affordable** at just \$99 per credit hour (including textbooks)
- **First community college in Texas** to offer a bachelor's degree in early childhood education and teaching
- **More than 80%** of School of Education students are:
 - Aspiring educators of color
 - Multilingual
 - First-generation college-goers



Understanding high-quality mentoring in residency programs

Theory of Action

If the Dallas College School of Education:

- Holds **community needs** at the center of our work
- Creates the most **affordable** and direct pathway to an industry credential
- Strategically **collaborates with partners** to develop best-in-class coursework
- Co-creates paid apprenticeships/**work-based learning** experiences with partner school systems that meet short-term workforce needs and include:
 - ◆ **Expert mentorship** from partner Mentor teachers
 - ◆ **Personalized coaching and feedback** from Dallas College faculty
 - ◆ **Coursework that is skills-based** and embedded in Pk-12 school settings

Then we will significantly strengthen the educator workforce for partner school systems.

NTC's model supports aspiring mentors to...

**Develop affirming and
productive mentoring
relationships**

**Establish trust
through co-learning**

**Build upon novice
teachers' strengths and
goals**

**Provide contextualized
guidance through
pedagogical prompting**

**Model effective
coaching and
interpersonal skills**

**Foster collaborative
professional growth
and leadership**

What can we do?

- **Institute of Higher Education (IHE) and district partnership**
- **Field supervisor and mentor connections**
- **The role of leadership in mentorship bridging**

Key Takeaways

Institute of Higher Education
(IHE) and district partnership

- **Strengthening a mentor community approach** and opportunities for continuity of mentorship from residency to teacher of record in districts
- **Integration and impact** to ensure ongoing mentor growth
- **Practical strategies**
- **Focus on joint responsibility** in preparing new teachers and supporting mentors

Key Takeaways

Field supervisor and mentor
connections

- **“Triad Agreement”** — A single document in which the roles and responsibilities of all three in the Field Supervisor-Mentor-Resident triad are laid out
- Additionally, the **school leader can also be included**, and it becomes a four-person team

Key Takeaways

The role of leadership in
mentorship bridging

- **School leaders do more than simply hire** aspiring teachers
- They not only shape the direction of their school, but have a **large influence on the preparation of aspiring teachers**

Closing

Connect with NTC

Email:

partnerships@newteachercenter.org

Web:

www.newteachercenter.org

Copyright © New Teacher Center. All Rights Reserved.



NEW
TEACHER
CENTER