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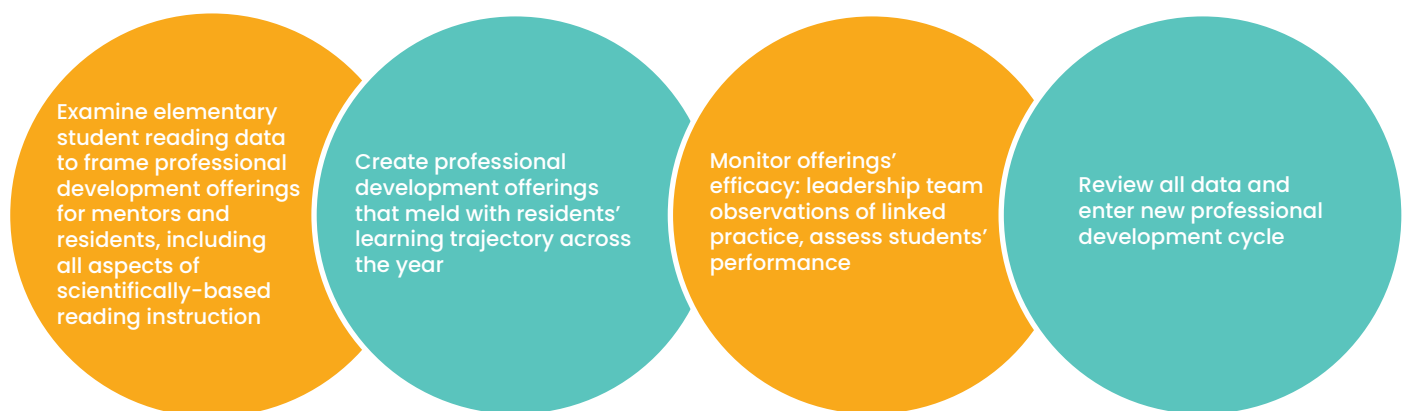
BPE | BOSTON TEACHER RESIDENCY

INTERNAL QUALITY CONTROL GATES

Programs that demonstrate strong program performance management collect and utilize data at multiple levels to improve the quality of preparation their participants encounter. A key facet of this work is quality assurance and improvement planning. The Boston Teacher Residency (BTR) regularly collects and systematically reviews a variety of high-quality data sources that lead to ongoing program improvement. The program has multiple practices that support program performance management:

- **Program-wide Ownership.** All program staff are accountable and know precisely their role in advancing programmatic goals. These individualized goals are formalized and monitored throughout the year by program leadership, with appraisal meetings occurring at mid-year and year's end.

- **Surveys and Student Performance Data.** BTR makes ongoing use of survey data to gain insight into residents' opinions and self-efficacy. By seeking residents' voices on end-of-course surveys and surveys at key windows (end-of-summer, mid-year, year-end), BTR reviews feedback and checks for programmatic alignment. BTR also reviews student performance data to inform the professional needs of all Teaching Academy staff, including residents so that collaborating teachers and residents engage in professional learning to directly impact student learning.

- **Need-Based Professional Development.** Residents engage in professional learning opportunities at BPE's Teaching Academies that are responsive to the learning needs of students and to the trajectory of knowledge that residents and collaborating teachers need to meet their students' learning needs. The residents also work with coaches and the residency director to follow an individual learning trajectory that personalizes their growth aligned with the structured coursework of the residency year.

BTR's commitment to quality assurance planning can be seen in the elementary literacy professional development cycle outlined below:

Examine elementary student reading data to frame professional development offerings for mentors and residents, including all aspects of scientifically-based reading instruction

Create professional development offerings that meld with residents' learning trajectory across the year

Monitor offerings' efficacy: leadership team observations of linked practice, assess students' performance

Review all data and enter new professional development cycle

Remaining Questions. Although BTR's quality assurance and improvement planning is strong, the program still seeks progress in several areas. BTR would like to improve its data collection methods for assessing residents' professional practice throughout the residency year; this includes ensuring data collected about student learning and teacher practice supports continuous improvement in both domains.

For More Information. Contact Mardi Fuller, Director of External Relations, Boston Plan for Excellence, mfuller@bpe.org