

RESIDENCY TIMELINE

Opportunities to practice teaching strategies at the Match Teacher Residency in Boston begin through small-group tutoring and role play, and build in intensity over the program's duration.

- Coursework
- Hands-on practice
- Assessment

YEAR 1

PHASE 1: INTENSIVE COURSEWORK

SEPTEMBER - OCTOBER

PRACTICE-DRIVEN COURSEWORK

Candidates take classes on community and culture, relationships and development, working with data, classroom management, and instructional methods.

TUTORING (THROUGHOUT YEAR 1)

Match residents tutor students in one of the network's three charter schools in one-on-one or one-on-two groups.

PHASE 2: INTERACTIVE COACHING

SUBJECT-SPECIFIC METHODS I

Candidates take content-specific courses in instruction.

NOVEMBER - JANUARY

"GROUP OF SIX" (STRATEGIC ROLE-PLAYING)
Candidates practice lessons they've crafted in coursework in groups of six; other residents play the role of students with a range of academic and social needs.

THE GATEWAY

During this activity, candidates teach a lesson to Match's K-12 students. They're assessed on beginning competencies in classroom management, pacing, instruction, and curricular choices. The residents must pass this exercise to continue in the program. Approximately one-third of candidates leave at or before this stage.

PHASE 3: STUDENT-TEACHING

JANUARY - MAY

SPRING STUDENT-TEACHING

Candidates teach approximately two hours on Fridays and Saturdays (extended learning time for students). Classes are observed by coaches, who give feedback and check for improvements. Trainees' lessons are also reviewed and annotated by curricular coaches. Candidates must show improvement over the course of the student-teaching block.

JUNE

SUBJECT-SPECIFIC METHODS II

Builds on Methods I.

JULY

SUMMER STUDENT-TEACHING

Residents teach full time to students enrolled in summer school, receive observations by coaches, and are held accountable for improvements in instruction, management, and curriculum planning. They are evaluated on these and other competencies. Those who successfully complete the program receive their teaching credential.

YEAR 2 (for residents seeking a master's degree)

PHASE 4: FULL-TIME TEACHING

ONLINE LEARNING

Now full-time teachers in schools, the residents enroll in a distance-learning course. The course requires them to complete 16 assignments based on data collection, analysis, identifying an area of instructional improvement, designing and executing a plan for improvement, and reflecting on its efficacy.

YEAR 2 PERFORMANCE ASSESSMENT

Candidates undergo a comprehensive assessment of their performance as full-time rookie teachers, based on measures such as observation, student surveys, and student-achievement growth. Those deemed effective or better receive a master's degree in effective teaching.