

**PRESS RELEASE
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**National Center for Teacher Residencies' Board of Directors
Elects Two New Members**

CHICAGO – The National Center for Teacher Residencies today announced the election of Travis J. Bristol and Corey Scholes to its Board of Directors. Bristol is an assistant professor at the University of California, Berkeley's Graduate School of Education. Scholes is a director of education for the Ewing Marion Kauffman Foundation in Kansas City.

Bristol and Scholes bring to the board deep expertise on new teacher training and development, teacher recruitment, and equity and diversity in public education.

"We are thrilled to have Travis and Corey join our board," said Anissa Listak, NCTR's founder and CEO. "Travis is one of the country's foremost experts on how we can better recruit, support and retain teachers of color, and Corey's experience in building robust talent pipelines for Kansas City, including the Kansas City Teacher Residency, will be invaluable to NCTR and our partner programs."

Before joining the faculty at UC Berkeley, Bristol was a Peter Paul Assistant Professor at Boston University. Bristol began his career in education as an English teacher in New York City public schools before becoming a clinical teacher educator with the Boston Teacher Residency program. Bristol's current research focuses on three areas: How district and school-based practices support teachers of color; how national, state, and local education policies affect workplace experiences and retention for teachers of color; and the intersection of race and gender in schools. Bristol earned his undergraduate degree in English at Amherst College; a master's in Teaching of English at Stanford University; and his doctorate in education policy at Teachers College, Columbia University.

At the Kauffman Foundation, Scholes advises on strategic education program initiatives. She helped start the Ewing Marion Kauffman School, a public charter school, where she served as interim CEO during the school's launch. She has also developed and executed the foundation's strategy around attracting, developing and retaining talent

among Kansas City schools. Prior to joining the Kauffman Foundation, Scholes was a school designer for Expeditionary Learning in New York, and taught graduate-level courses for the University of Missouri-Kansas City Department of Education. Earlier,

Scholes was principal of two schools in Kansas City. Scholes earned her undergraduate degree in economics from Westminster College, and her master's in curriculum development from DePaul University.

Since its founding in 2007, NCTR has helped launch 36 teacher residency programs in 17 states. These programs have trained more than 3,500 teachers to work in more than 50 school districts and charter school organizations. More than 90 percent of residency program graduates teach in high-need schools.

A teaching residency pairs promising new teachers with experienced educators for year-long apprenticeships in real classrooms. Coupled with college coursework, this training better prepares teachers to help students succeed, from their very first day as new teachers. Research also shows that residency graduates teach in their high-need schools longer than other new teachers. Better-prepared teachers and lower staff turnover make residency programs a wise investment for schools and taxpayers.

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About NCTR: The National Center for Teacher Residencies is a not-for-profit organization created to improve student achievement through the preparation of excellent new teachers for high-need school districts. Headquartered in Chicago, NCTR's mission is to advance a network of high-performing residency programs dedicated to preparing highly effective teachers that will transform educational practices nationwide.