

PRESS RELEASE

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National Center for Teacher Residencies' Board of Directors Elects Daniel Velasco as New Member

CHICAGO – The National Center for Teacher Residencies today announced the election of Dr. Daniel Velasco to its Board of Directors. Dr. Velasco is Chief Growth and Impact Officer at Latinos for Education, the first Latino-founded and led national organization dedicated to developing Latino leaders in education.

Dr. Velasco brings to the board a distinguished and varied background that spans education, entrepreneurship, and growth strategy. NCTR will benefit from his expertise in each of these areas as the organization continues to grow and explore new and innovative ways to scale the residency model nationally.

“Dr. Velasco is a tremendous addition to the NCTR board,” said Anissa Listak, NCTR’s founder and CEO. “Daniel’s career in education, and in particular, his expertise in support and developing Latinx teachers and leaders, aligns to NCTR’s mission to prepare teachers of color in order to better serve students of color across the country.”

Before joining Latino’s for Education, Dr. Velasco was the Regional Director at Johns Hopkins University’s School of Education where he oversaw improvement efforts at 14 schools across the northeast. It was the nation’s largest randomized control trial of school reform.

Dr. Velasco is on the faculty at Harvard University’s School Turnaround Leadership program. He was honored in 2016 by New York City Mayor Bill de Blasio in recognition for his national service. Dr. Velasco earned a doctorate in Educational Leadership and Entrepreneurship from Johns Hopkins, and master’s degrees in Education Policy and Management from Harvard. He started in education as a teacher with Teach For America. Originally from Peru, Dr. Velasco was raised in Venezuela and came to the U.S. as a teenager.

Since its founding in 2007, NCTR has helped launch more than 50 teacher residency programs across the country. These programs have trained more than 3,500 teachers

to work in underserved school districts and charter school organizations. More than 90 percent of residency program graduates teach in high-need schools.

A teaching residency pairs promising teacher candidates 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 are more diverse than typical new teachers, and they teach in their high-need schools longer than do most other new teachers.

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About NCTR: The National Center for Teacher Residencies is a not-for-profit organization founded to advance a network of high-performing residency programs to prepare highly effective teachers and transform educational practices nationwide.