

PRESS RELEASE**Contact:**

Kent Fischer, Director of Communications

207-376-6282

kfischer@nctresidencies.org

FOR IMMEDIATE RELEASE

Oct. 30, 2019

NCTR developing new tools to measure and predict residency program success

CHICAGO (Oct. 30, 2019) – The National Center for Teacher Residencies today announced an expansion of its research and evaluation work in order to better measure the effectiveness of resident teachers and graduates. The two-year project will allow NCTR to create programming and tools to help ensure that residency programs develop quality teachers from diverse backgrounds, experiences, and perspectives.

Over the last 12 years, NCTR has helped launch and grow more than 50 teacher residency programs around the country. Collectively, those programs have recruited and developed more than 3,500 teachers, and more than 90 percent of them teach in Title I schools. The data NCTR has collected to date shows that the teacher residency model both improves the diversity of teachers entering the profession and better prepares them to teach high-need students.

The new effort announced today, supported by more than \$500,000 in philanthropic funds, will double NCTR's research capabilities and allow NCTR to refine and improve the tools, trainings, and standards it uses to launch and support its partner residency programs. The grant will also allow NCTR and its program partners to study and document how their combined efforts improve student outcomes.

"Ultimately, this funding is about helping teacher residencies improve the effectiveness of their graduates so they, in turn, are better able to meet the needs of the students and schools they serve," said Carrie Scheib, NCTR's Director of Data and Impact.

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 (over 50 percent) than typical new teachers, and they teach in their high-need schools longer than do most other new teachers. More than 83 percent of residency-trained teachers are still

teaching three years after graduating, almost twice the retention rate of the average teacher in high-need schools.

The funding for this project is provided by the William and Flora Hewlett Foundation. For more information on NCTR and teacher residency programs, please visit www.nctresidencies.org.

###

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.