About NCTR

The National Center for Teacher Residencies (NCTR) is the only organization in the country dedicated to developing, launching, supporting, and accelerating the impact of teacher residency programs. Through school-based clinical preparation that is tailored to partner districts’ context, teacher residencies are a proven strategy to increase teacher diversity, effectiveness, and retention.

Mission Statement

NCTR disrupts historical, educational inequities by advancing the teacher residency movement to prepare effective, diverse, culturally responsive educators.

For more information on NCTR, visit our website at www.nctresidencies.org

Catherine Fleming is a resident at the Memphis Teacher Residency. This picture was taken at Douglass High School.
Acknowledgments

Kevin Levay, Ph.D., Manager of Research and Evaluation at NCTR, compiled and analyzed data for this report. He also assisted with writing it. Carrianne Scheib, Director of Data and Impact, oversaw data collection and analysis and led this report’s writing. Other NCTR staff helped with this report’s production, namely former NCTR staff member Tamara Azar. Shannon Black, Program Director at NCTR, helped with report editing.

The authors would like to thank NCTR’s Network residencies for their participation in the annual data collection, making this report possible.

NCTR would like to also thank our communications partner BROWNBYLOR™, for their assistance with the report layout.

On the Cover: Armani Alexander is a Resident at the Memphis Teacher Residency. This picture was taken at Treadwell Elementary School.

Kelcie Sutton is a resident at the Memphis Teacher Residency. This picture was taken at Kingsbury Elementary School.
As NCTR reflects on our successes and challenges over the last year, we are grateful for the essential programming and services we can provide to our 50 teacher residency program partners. Teacher residencies continue to grow in their influence, and NCTR continues to expand its ability to provide programming and services to new and existing programs. As this report details, our Network partners are doing exceptional work in the field. Collectively, they are preparing more teachers of color than ever before, and those teachers are effective and committed to the communities where they are teaching.

In the first year of NCTR’s Black Educators Initiative (BEI), our BEI grantees supported nearly 300 Black residents, which is almost double the goal we established for the program’s first year. We will release the year one BEI report in January 2021. It will detail the grantees’ extraordinary and strategic efforts to recruit 173 new Black residents for the 2020-2021 academic year. This past summer, we awarded BEI year two grants, expanding our support to six new grantees. In total, NCTR now supports 14 Network residencies and 573 Black educators. The efforts of the BEI grantees are contributing to improved outcomes for the NCTR Network as a whole.

As NCTR has partnered with Network residencies to advance their individual and collective commitments to diversity, equity, and inclusion (DEI), we have also progressed in our own DEI work. NCTR is developing a new set of standards, the Levers for Effective Teacher Residencies, which place intentional focus on the needs of students who have experienced historical and persistent inequities in our public school system. This evolution in our standards – moving from program-based to student-focused is an important pivot in how residency programs will be developed and sustained in partnership with NCTR. Several NCTR partners are engaged in supporting us to ensure that this transition is anchored in the lived experiences of educators and students, as well as long standing scholarship on culturally and linguistically sustaining teaching practices.

NCTR has recently revised its mission and vision statements to reflect our commitment to anti-racism. We have also expanded our equity training and professional development for our own staff, and started the important work of revising our tools, assessments, and programming to align with the Levers for Effective Teacher Residencies. Together, we hope these initiatives will make a more significant impact in dismantling the systems of oppression that have for too long marginalized children of color.

Thank you for all you do to support our work at NCTR. The past few months have been challenging for everyone, but we hope that we all emerge from this time healthy, stronger, and more committed to our individual and collective work than ever.

Yours sincerely,

Anissa Listak
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Teacher residencies have grown in scale and influence in recent years, and the residency movement has never been stronger. Currently, NCTR partner teacher residencies have recruited and prepared over 1,400 residents. At the end of the 2019-2020 school year, NCTR partner teacher residencies had over 1,000 teacher candidates graduate from their programs, representing a 75% increase in residents since 2017. NCTR’s Network has prepared 4,300 cumulative graduates who are teachers of record primarily in Title I schools that serve students from historically marginalized communities. This growth in graduates prepared through a clinically-oriented residency experience represents a 34% increase since 2017 (NCTR Annual Report), demonstrating the scale of the residency movement. These residents and graduates have a tremendous influence on students. The cumulative graduates of residency programs in the NCTR Network have prepared over 240,000 students nationally. NCTR residencies prepare teachers in 21 states, and NCTR currently partners with five state education agencies, developing a pipeline of effective and diverse teachers who are ready on day one to teach this country’s students who are most vulnerable.

“The staff at my residency program are AMAZING. Hands down BEST learning experience as a student and professional. The staff was extremely supportive, encouraging, always pushing me to stretch and find my voice. The content and assignments we did directly aligned with the work that I was doing at my school site, which made my learnings extremely meaningful!”

—NCTR Resident
The residency year experience is centered around the combination of practice-based, clinically oriented coursework integrated with a year-long classroom-based clinical experience.

Highly effective residency programs include a year-long clinical journey in which the residents’ experience is designed and enacted around high-priority resident teaching practices. This allows residents to enact culturally and linguistically sustaining pedagogies, and ensure that students both access and master rigorous College and Career Ready Standards. Notably, at the core of culturally and linguistically sustaining pedagogy is a desire for students to develop academic competence as all students need literacy, numeracy, technological, social, and political skills to be active participants in a democracy. Teaching residents how to help students achieve academic competence while maintaining the integrity of students’ cultural identity, particularly those who have historically been marginalized by public schooling, is an essential step towards achieving racial equity. Gloria Ladson Billings (1995) notes:

“Culturally relevant teaching does not imply that it is enough for students to choose academic excellence and remain culturally grounded if those skills and abilities represent only an individual achievement. Beyond those individual characteristics of academic achievement and cultural competence, students must develop a broader socio-political consciousness that allows them to critique the cultural norms, values, mores, and institutions that produce and maintain social inequities. If school is about preparing students for active citizenship, what better citizenship tool than the ability to critically analyze the society?” p. 162

As the residency movement becomes more widespread, it is essential to note that the clinical experience is not just relocating college courses to a PK-12 school or extending the amount of time teachers-in-training spend in classrooms and in the communities they will ultimately serve. The year-long clinical journey transforms what teachers learn and how they learn it by offering the opportunity to actively disrupt the dominant white culture that has historically been present in teacher education. The clinical experience includes a carefully orchestrated gradual release of teaching responsibilities whereby the end of the clinical experience, residents feel confident to step into the role of teacher of record from day one.
Residents and Graduates by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # Residents Enrolled</th>
<th>Total # Grads (Cumulative)</th>
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<tbody>
<tr>
<td>SY17</td>
<td>815</td>
<td>3198</td>
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<tr>
<td>SY18</td>
<td>792</td>
<td>3492</td>
</tr>
<tr>
<td>SY19</td>
<td>1423</td>
<td>3652</td>
</tr>
<tr>
<td>SY20</td>
<td>1423</td>
<td>4276</td>
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Our Network and Programs

- **33** Network Programs
- **10** NSD Programs
- **536** Training Sites
- **21** States
Graduates Reflect and Serve the Community

Not only is the residency movement advancing nationwide, but residencies are helping to transform the teacher pipelines in schools and districts serving students of color, living in poverty, and from historically marginalized communities. Graduates and mentors of residency programs reflect and serve their communities, helping to diversify the field and reach students who are most in need of effective teachers who look like them.

Currently, 62% of teacher residents identify as people of color, whereas only 22% of all new teachers nationally are persons of color (U.S. Department of Education, 2016). Furthermore, 29% of all residents identify as Hispanic or Latinx, versus 9% of the entire teaching field, and 37% of residents are Black or African American, compared to only 7% nationally (U.S. Department of Education, Institute of Education Science, National Center for Education Statistics, 2019).

Thus, residencies are effectively recruiting teachers of color who reflect the students they are serving and dramatically changing the field. In SY20, over 840 NCTR residents identified as people of color, and the percent and number have been increasing significantly over time. Not openly do residencies recruit and attract teachers of color into the field, but they also elevate effective teachers of color into leadership positions.

NCTR residencies expressly recruit expert mentor teachers of color, and 42% of NCTR mentors identify as persons of color, outpacing the field. Ultimately residents and mentors better reflect their communities and work to engage in culturally responsive and trauma-informed practices aligned with students’ and community needs.

“I was so excited to have residents last year. They instantly became part of our school family. They started off with the community project at a staff meeting and presented to the site. They were able to form deep connections with our staff, students, and families. They were extra support as part of our school team.”

—NCTR Partner Principal

“Being asked to plan units, backward planning, and using practical skills and strategies within our program prepared me to apply those practices to the classroom environment. The relationships that I have developed with my coaches and my peers have given me a support system that helps me to whether the worse days (especially given these troubling times as a new educator).”

—NCTR Partner Residency Graduate
Percentage of Residents Who Identify as People of Color

- SY17: 48%
- SY18: 52%
- SY19: 55%
- SY20: 62%
Black Educators Initiative (BEI)

In 2019, NCTR was awarded a $20 million grant from the Ballmer Group to recruit, prepare, and support 750 Black educators over the next five years. Currently, only seven percent of teachers are Black, compared to 21% of students in Title I schools.

Thus, in the schools that NCTR graduates overwhelmingly teach, teachers fail to reflect their students’ diversity. NCTR is committed to diversifying the teacher pipeline and supporting the training of Black teachers in residencies.

In the first year of the BEI grant, $2.2 million were provided to eight residency programs. Over 280 Black residents benefited from various tailored supports, ranging from scholarships, stipends, emergency funds, affinity groups, childcare support, social-emotional supports, and healthcare. Black residents received over $1 million in scholarships, reducing a significant barrier of entry into the profession. During an incredibly difficult year to enter the teaching field, with residents facing eventual school closures due to COVID-19, these funds provided financial security while also attending to residents' holistic needs. Because COVID-19 has disproportionately impacted communities of color, the funds eliminated barriers to entering the field and helped ensure that Black residents could complete the program and graduate successfully.

Additionally, over $150,000 was dedicated to mentor stipends and training to enhance their ability to support Black residents, and programs have also used funds to recruit Black mentors for the 2020-2021 school year, helping to create leadership pipelines for more Black teachers. NCTR is excited about supporting this initiative and will continue to collect data on the impact of this grant.

Shannon Gray is a resident at the Memphis Teacher Residency. This picture was taken at Cornerstone Preparatory School.
The Experiences of Black Residents in BEI-Supported Residencies

Black residents indicate that their experience in the residency has helped to prepare them to become effective teachers. When asked how the residency has benefited them and the strengths of their program, Black residents responded:

“I felt incredibly supported throughout the entire year. When I had a problem or self-doubt, I was able to talk to my mentor and program directors. I was given lots of encouragement, but I was also pushed to become better. If I needed extra support, it was given to me.”

“I had an amazing cohort that truly uplifted and supported one another. I wouldn’t have made it without them. I was able to be in classes and the classroom, which helped sometimes and allowed me to really connect with my students and families, and staff. This was particularly helpful for EDTPA.”

“The bonds with my peers in the cohort and with my colleagues at my site. I have been able to have deep, riveting conversations about pedagogy with colleagues at my site and with select peers in my cohort. Strengths are connecting with people who share a collective mindset and are willing to support each other throughout the program.”
External Research

Research on NCTR partner programs has shown the strong and growing impact of the residency model. The evidence is clear that residency programs recruit and prepare diverse and effective graduates who positively impact students.

The model itself also enhances teacher effectiveness for mentors, particularly when more effective mentors are recruited. As NCTR continues to research its impact, external studies validate the residency model’s benefits on student achievement.

In New York City, the Urban Teacher Residency (UTR) at New Visions for Public Schools has been shown to prepare effective new teachers who accelerate student achievement. UTR is a partnership between New Visions for Public Schools, Hunter College, and the New York City Department of Education. Between 2009 and 2014, the program developed and placed over 150 new English, mathematics, science, and special education (SPED) teachers for high-need secondary schools.

Rockman et al. (2018), an independent evaluator, finds that graduates of New York City’s New Visions-Hunter College teacher residency have a statistically significant positive impact on student achievement on the New York State Regents Exam compared to peers trained through other pathways. These teachers demonstrated more substantial gains over time, such that the positive impact was strongest for the most veteran teachers studied. Furthermore, SPED students of graduates demonstrated higher attendance rates and more credits than other novice teachers, and these benefits were also predictive for Black and Hispanic students. Finally, these teachers stay in the classroom longer, with a 91% retention rate across six cohorts, and residency graduates had a lower rate of attrition-by half-than other new New York City Department of Education high school teachers (Rockman et al., 2018).

Nashville Teacher Residency (NTR) has demonstrated a similar impact on student achievement. In NTR’s first four cohorts, over two-thirds of residents identify as teachers of color, and 100% of graduates are hired to teach in Title I schools. 37% of students identify as individuals of color across the state of Tennessee, while only 13% of the educator workforce are teachers of color (Tennessee Department of Education, 2018). In half of the state’s districts, over 95% of teachers are white, and there is no single Black teacher in 40 districts (TN Department of Education, 2018). NTR’s community-based recruitment of paraprofessionals, parents, and other members of the school community effectively attracts candidates of color at over five times the state rate. Additionally, NTR teachers are more effective than their peers across the state. According to the Tennessee Teacher Preparation Report Card, 81.3% of NTR graduates have student growth scores (TVAAS) of “3” or above, compared to 59.5% of all teachers across the state, and 50% have student growth scores of “4” or above, compared to just 25.2% of teachers state-wide, doubling the state average (Tennessee State Board of Education, 2019). Through community-based recruitment strategies, NTR successfully recruits a diverse cohort of teacher residents year after year, who then outpace their state-wide peers in producing outcomes for students.
External Research

Impact data from the Memphis Teacher Residency (MTR) also shows that MTR-trained teachers had higher student achievement gains than non-MTR-trained teachers. A 2019 report by Shelby County Schools (SCS) found that MTR trained teachers in their first three years of teaching outperformed their non-MTR counterparts by significant margins on four very different measures of teaching effectiveness: student growth on achievement tests, observation of practice professionalism, and student perceptions (SCS, 2019).

Further, in the 2019 Tennessee Teacher Preparation Program Report Card, the research found that for the second year in a row, “out of 39 teacher preparation programs in the state, MTR is one of three earning the ‘Exceeds Expectations’ performance level” in all four evaluation areas (Tennessee State Board of Education, 2019). MTR graduates outperform their non-MTR counterparts across the state, achieving the highest rating on the Tennessee Teacher Preparation Report Card in every category. Also, 100% of MTR graduates are hired in Shelby County Schools and Title I schools, and MTR boasts a 93% three-year retention rate, compared to 60% for the district (MTR, 2020).

Emerging research also shows the ancillary benefits of the residency model and its impact on student achievement. In the report, Exploring the Ancillary Benefits of Residency and Differential Staffing Programs, researchers from Glass Frog Solutions (Glass Frog) selected three residency programs based on their residency program model’s scale and design (Bohra-Mishra, Casciano, & Puma, 2020). Two of the residencies are NCTR partner programs and employ a mentor residency model.

The value-add of hosting a resident was measured using the teacher effectiveness score (TES) in the year a teacher hosted a resident. For the two NCTR residency programs, the study finds evidence that hosting a resident in the classroom was positively associated with higher teacher effectiveness scores. Since students’ academic performance in a teacher’s classroom is one of the significant factors contributing to calculating a teacher’s effectiveness scores, higher TESes among mentor teachers suggest that hosting a resident in a classroom may be positively associated with improved student academic outcomes.

Researchers further examined whether more experienced and more effective teachers were better equipped to support residents, finding positive evidence for one NCTR program. Specifically, in this one program, host teachers with higher baseline TESes demonstrated more significant gains in the year they hosted a resident than host teachers with lower baseline TESes. The researchers did not find this effect on teachers from the other two programs. Thus, hosting a resident in NCTR residency programs has been shown to improve teacher effectiveness, and there is emerging evidence that recruiting more effective mentors increases teacher effectiveness throughout the residency year. This research demonstrates that the NCTR residency model itself has the potential to enhance student achievement.
Graduates Serve in High-Needs Areas

Not only do residency graduates reflect the diversity of their students and improve student achievement, but they also serve in high-needs subject areas and schools.

In particular, SPED, English Language Learners (ELL), science, and math experience national teacher shortages. Research indicates that schools serving historically marginalized populations, such as Black and Latinx students and low-income students, are more likely to experience these shortages and are less likely to benefit from qualified teachers in these subject areas (Advance Illinois, 2020, Garcia & Weiss, 2019, Karp, 2019, Learning Policy Institute, 2017, Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Residency graduates are increasingly licensed to teach SPED students, and 25% of NCTR residency graduates are prepared to teach SPED, compared to 12% of teachers nationally in 2018 (U.S. Department of Education Institute of Education Research, National Center for Education Statistics, 2019). While only 2% of the national teaching workforce teach ELL, 26% of residency graduates are prepared to teach ELL (U.S. Department of Education, 2019).

Finally, 21% of residency graduates are prepared for STEM classrooms, whereas only 8% of U.S. educators teach Math, and 6.8% teach Science (U.S. Department of Education, 2019). Thus, residency graduates are better at meeting underserved students and districts’ needs by filling roles in high-needs subject areas. Ultimately, teacher residencies fill district shortages and improve the district teacher pipeline, particularly compared to more traditional teacher preparation routes. Similarly, residencies provide reliable teacher pipelines for district and hard-to-staff schools. Across the NCTR Network, 87% of residents are hired into partner districts, and 87%

Brandon Chase is a resident at the Memphis Teacher Residency. This picture was taken at Kingsbury Elementary School.

1. We embrace the notion of “underserved students” as defined by Sharroky Hollie (2012), in which underserved students are defined as those students whom the school as an institution is failing, as opposed to underachieving or underperforming. NCTR is focused on the needs of student populations who experience historical and persistent inequities in our public school system. For this reason, we focus chiefly on the needs, experiences, and academic outcomes of students who identify as Black and of African descent, Chicano/Latino, Asian, and Indigenous Nations or American Indian as well as Immigrant, Refugee, English Learner, LGBTQ, free or reduced-price lunch, a religious minority, special education, physical or mental disabilities, homeless or highly mobile. Importantly, these subgroups are themselves composed predominantly of students of color.

“As one principal stated, “I am able to hire teachers that have had a year of training in my building under one of my stronger teachers, and that experience is so valuable.”

—NCTR Partner Principal
Graduates Serve in High-Needs Areas

are also hired into Title I schools. Principals highly recommend hiring NCTR graduates to colleagues, with a Net Promoter Score of 59 across the NCTR Network. 

Additionally, many principals hire their residents once they graduate, allowing principals the benefit of training a teacher for an entire year before actually hiring them as a teacher of record. NCTR graduates also remain in the profession longer than their traditionally trained peers.

Complementing the Rockman et al. (2018) findings that New Visions UTR graduates stayed in their schools longer, teacher residency graduates across the NCTR Network remain in the profession, with 85% of graduates still teaching three years after graduation.

This retention rate far outpaces existing research that indicates that half of all teachers leave high-needs schools within three years (Allensworth, Ponisciak, & Mazzeo, 2009), and each teacher who leaves costs that district up to $20,000 (Carver-Thomas & Darling-Hammond, 2017). Thus, districts and schools that typically face shortages of highly qualified teachers can depend upon day one ready graduates of teacher residencies to fill much-needed positions, particularly in Title I schools, and reduce turnover.

“"This is a great opportunity to build the capacity of candidates in the teacher pipeline, while improving teacher leadership in the school. This was also an excellent way to provide differentiated instruction for children, coaching and professional development for parents.”

—NCTR Partner Principal

26% OF RESIDENCY GRADUATES ARE PREPARED TO TEACH ELL (ENGLISH LANGUAGE LEARNERS)

2. Net Promoter Score is used across companies, industries to gauge customer experience and loyalty. Survey participants are asked to respond to the question, “How likely are you to recommend [a product/your company/service] to a friend or colleague?” on a zero (0) - to 10 scale, with zero being “Not at all likely” and 10 being “Highly likely.” Scores can range from -100 to +100, with higher scores representing higher satisfaction. Promoters are considered respondents who rated the service a 9 or 10, passive responses are scores of 7 and 8, and detractors are considered responses of 6 or below. The number of detractors is subtracted from the number of promoters and then divided by the total number of responses.
Graduates Licensed in High Needs Areas

![Graph showing the percentage of graduates prepared to teach STEM, ELL, and SPED from SY17 to SY20.]

- % of Grads prepared to teach STEM: SY17: 38%, SY18: 31%, SY19: 33%, SY20: 26%
- % of Grads prepared to teach ELL: SY17: 27%, SY18: 28%, SY19: 30%, SY20: 25%
- % of Grads prepared to teach SPED: SY17: 14%, SY18: 15%, SY19: 22%, SY20: 21%
Graduates are Effective and Benefit the Community

According to recent surveys conducted by NCTR, the overwhelming majority of stakeholders agree that residency graduates are effectively prepared. Ninety-six percent (96%) of residents reported being prepared or very well-prepared to teach, and 97% of graduates report being prepared or very prepared to teach. Ninety-three percent (93%) of principals reported residents to be more prepared to teach compared to a typical first-year teacher, and 98% of principals agreed that the residency is preparing residents to be effective teachers. Perhaps most significantly, 93% of mentors reported their resident is prepared or very well-prepared to teach. The mentor perception of resident preparedness is particularly valuable because a recent study by Unifirst-year consortium of first-year research found that across all types of teacher preparation, mentor teacher ratings of student teachers were predictive of teacher candidates' eventual effectiveness as a teacher of record (Gordon, Kapadia, Rondfeldt, Greene Nolan, & Reininger, 2018). Residency stakeholders are overwhelmingly clear - teacher residencies prepare day one ready graduates to be effective teachers of record.

“"This program prepared me to be an educator who could jump right into the classroom and begin teaching. With the real world, hands on practical approach to learning not only the pedagogy, but the culture of teaching, I was able to confidently run my classroom and curriculum with efficiency and understanding. I received several comments throughout the year of those who were greatly surprised to hear I was a first year teacher. Compared to my counterparts who had attended a college graduate program, I was more equipped to hit the ground running in every sense of the word. At the end of the year my scores reflected this, as they were within 10% points of my Kindergarten team who has over 20 years of teaching experience. It can only get better!!”

—NCTR Partner Residency Graduate
Cohort Experience as a Unique and Culturally Relevant Component of Teacher Residencies

The cohort model offers a unique and culturally relevant component of the teacher residency model, which can better meet the needs of teachers of color.

Unlike traditional teacher preparation, candidates are selected for a cohort that can last from one to five years in teacher residencies. Each program is based upon a cohort of teacher candidates who receive coursework together while teaching in the same school as other candidates and receiving induction support for novice teachers after graduation. This cohort, then, becomes a support network during and after the residency year. According to Ladson-Billings (1995), culturally responsive teachers use social relations to develop a community of learners and demonstrate a connectedness with all students to be responsible for one another. Thus, the cohort model is an extension of culturally responsive teaching. The use of the cohort model complements existing research that highlights the benefits of relational supports for candidates from historically marginalized communities (Harris, 2006, Guya, Hyler, & Darling-Hammond, 2018, Carver-Thomas, 2018, Berry et al. 2008, Lau, Dandy, & Hoffman, 2007, Beck & Kosnik, 2001). Some programs support graduates through affinity groups and represent another culturally relevant facet to the teacher residency model. Moreover, graduates report that the cohort model is uniquely attractive and supportive:

“I felt incredibly well supported, learned a great deal both in seminars and in the classroom, and felt I got a really solid foundation to start my teaching career with. I made friends who could support me like nobody else because they knew exactly what I was going through and our cohort felt like a safe space in a year that came with exhaustion and feeling unsure about the challenges of teaching. I also appreciated the variety of speakers who came and taught us during seminar and have the utmost respect and gratitude for the folk who ran the program!”

—NCTR Partner Graduate
The residency model itself also confers additional benefits to the schools that serve as training sites. Principals strongly agree that the residency has positive benefits for the entire school community.

According to NCTR’s most recent survey data, 100% of principals agree that participation in the residency program positively impacts the school’s culture, and 97% reported that participation in the residency program improved student achievement at their school. Thus, the residency has a positive impact beyond training effective teachers.

Consistent with the Glass Frog research on mentors in residency programs, NCTR stakeholders agree that the residency model promotes mentor effectiveness and leadership. A critical component of the residency model is the recruitment, selection, and preparation of effective mentors. The residency trains mentors to coach residents and makes their teaching explicit, and mentors hone their teaching skills by working with a resident for an entire year.

One hundred percent (100%) of principals agree that effective mentors are recruited and selected, which the Glass Frog research (2020) indicated was critical to developing a mentor’s effectiveness during the residency year. Mentors receive in-depth training and support from the program throughout the year, which, in turn, enhances their effectiveness. While 66% of mentors reported being prepared to be a mentor at the start of the year, 96% reported being prepared or very well-prepared to be a mentor by the end of the year. Working with a resident can help mentors learn new skills, as well, and as one mentor reflected, “As with teaching in general, I learned more about high school instruction in mathematics by helping my resident. She brings the latest and greatest tools for instruction -- I learned as much as I contributed to my resident’s learning.” One hundred percent (100%) of mentors report that being a mentor has improved their abilities as a teacher leader, and 99% report that participation in the residency has made them a more effective teacher. Principals agree with this assessment as 93% report that mentors grow into

Graduates are Effective and Benefit the Community

“...strong teachers have the opportunity to mentor and coach a resident teacher which further allows them to strengthen and reflect on their own teaching practices. Students benefit from having two educators in the classroom to monitor, provide feedback, and overall support students. The resident teacher is also immersed in the school culture and teaching expectations which makes them optimal candidates to fill open teacher positions in the future.”

—NCTR Partner Principal
Graduates are Effective and Benefit the Community

more effective practitioners through the residency program. Finally, teacher residencies advance the field by positioning mentor teachers as teacher-leaders. The residency program itself represents a leadership opportunity for effective teachers and particularly teachers of color. Currently, 144 residency graduates are now serving as mentor teachers across the NCTR Network. As one mentor stated, “Being a mentor has helped me develop my own teaching practice and my leadership skills. As I am guiding the resident, I am also reflecting on my own teaching and finding ways to improve. I was able to use the residency’s coaching strategies to become a more effective coach. I use these strategies as a lead teacher as well.” NCTR and the residency model effectively position expert mentor-teachers and residency graduates as leaders in the field and offer leadership opportunities to expert teachers in the field.

My mentoring experience has positively impacted my instructional practice and coaching skills. Wanting to provide my resident with exceptional training and skills makes me reexamine my teaching practices every year that I mentor, so I constantly get the opportunity to refine and build on my skill set each year.

—NCTR Partner Mentor

Josie Grooms is a resident at the Memphis Teacher Residency. This picture was taken at Berclair Elementary School.

96% of mentors reported being prepared to be a mentor at the start of the year, 96% reported being prepared or very well-prepared to be a mentor by the end of the year.
Conclusion

With over 10 years of experience and evidence of building and supporting a Network of teacher residencies, data from our partners indicate that the residency model prepares diverse cohorts of teachers who: serve in high-need areas, stay in the profession longer, and are more effective than teachers prepared through other routes. Never have so many teacher residents been prepared throughout the country. Not only is the scale and influence of teacher residencies accelerating, but external research is also bearing witness to the effectiveness and impact of teacher residency graduates.

Moreover, NCTR is committed to supporting residencies to recruit, select, and prepare diverse cohorts of teacher candidates from historically marginalized communities, who reflect their students and communities.

We look forward to sharing our results as we continue to advance the residency movement.
References


