

## Executive Summary

### External Evaluation of the Albuquerque Teacher Residency Partnership (ATRP)

*A summary of research conducted by the National Center for Teacher Residencies to determine the impact and effectiveness of the Albuquerque Teacher Residency Partnership*

In 2021, the Albuquerque Teacher Residency Partnership (ATRP) and the Thornburg Foundation contacted the National Center for Teacher Residencies (NCTR) to conduct an evaluation of the ATRP program. This report represents the evaluation of ATRP's effectiveness in order to:

1. Assess the impact of its graduates;
2. Inform continuous improvement both for ATRP and other teacher residency programs across the state; and
3. Provide statewide policy considerations to support the recruitment, preparation, and retention of effective, diverse teachers in New Mexico.

Founded in 2017, ATRP represents a collaboration among Albuquerque Teachers Federation (ATF), the University of New Mexico College of Education and Human Sciences (UNM), and Albuquerque Public Schools (APS). The mission of ATRP is to recruit, prepare, and support caring, committed, competent, and diverse teachers for students in Albuquerque Public Schools (University of New Mexico College of Education and Human Sciences [UNMCOEHS], n.d.). Through ATRP, teacher residency candidates experience an academic year with intensive coaching with a co-teacher in APS, while completing their New Mexico Teaching licensure coursework, and have the opportunity to complete their master's degree through UNM following their licensure completion. In the summer prior to the clinical placement, residents begin methods coursework and professional development in community schools. All residents receive a stipend to support their studies. All ATRP Residents who successfully complete the program are guaranteed a job as a Level I teacher in APS and agree to teach for APS for a minimum of two years or more.

Since 2019, ATRP has graduated 48 teacher residents, 97% of whom have been hired into the partner district, APS. Each of the three partners contribute to the partnership to ensure residents

are effectively prepared. In February of 2022, ATRP received national recognition and was awarded the Billy G. Dixon Distinguished Program in Teacher Education Award from the Association of Teacher Educators. ATRP is also a member of the National Center for Teacher Residencies (NCTR) Network, a national network of over 40 teacher residencies for which NCTR provides coaching, technical assistance, and collaboration opportunities across its members to advance the residency model (NCTR, 2021a).

This evaluation primarily reflects the first three years of program implementation at ATRP (2018-2019, 2019-2020, 2020-2021) and offers a preliminary examination of its early impact. ATRP has been committed to continuous improvement and enhancing its model over time. NCTR's [\*Levers for Equitable Teacher Residencies\*](#) are used as the theoretical basis for understanding the impact of ATRP and the potential for residencies more broadly (NCTR, 2021b). NCTR's *Levers for Equitable Teacher Residencies* detail the key, research-based, and equity-aligned features of an effective teacher residency.

To conduct this evaluation, NCTR analyzed survey data collected from ATRP stakeholders from SY19 through SY21, during ATRP's beginning years of implementation, and compared those results to stakeholders from comparison residency programs of a similar age and size from within NCTR's national network. NCTR also conducted focus groups and interviews with multiple ATRP stakeholders (e.g., graduates, principals, and program administrators).

The data in this report suggest the following conclusions:

1. ATRP residents and graduates are effectively prepared, particularly when compared to typical new teachers.
2. ATRP residents and graduates are reported to be as prepared or more prepared as graduates from similar teacher residency programs, particularly when compared to typical new teachers.
3. ATRP residents and graduates benefit the entire school community, student learning, and school culture. ATRP residents and graduates positively impact their communities at better or similar rates compared to their peers from similar teacher residency programs.

4. Overall, ATRP is being implemented with fidelity as a residency model and is advancing over time, with the program making adjustments on a regular basis that enhance the stakeholder experience.
5. ATRP's partnership and residency year experience are areas of strength, indicating that the UNM, APS, ATF, and the surrounding community partnership is solid and equity-focused and that the residency year experience is centered around the coherent and strategic integration of academic coursework with a year-long classroom-based clinical experience. Based on SY19-21 data, financial sustainability is an area that residents and mentors report could be improved, in alignment with NCTR's *Levers for Equitable Teacher Residencies*. However, because of the increased support from H.B. 13 and the \$35,000 stipend, the state and teacher residencies should continue to examine this area since this stipend now provides a living wage to residents and resident perceptions of financial support are expected to improve.
6. ATRP graduates are more diverse than the current national teacher workforce, and the program tends to attract and graduate a larger proportion of non-White teachers than New Mexico teachers overall.
7. ATRP graduates overwhelmingly teach in high-needs schools and subject areas, more so than their national peers.

These findings, particularly when examined collectively, point to the power of the teacher residency model as implemented by ATRP—a teacher preparation pathway that prepares effective, diverse teachers for the rigors of the classroom in community-based schools and who teach in hard-to-fill classrooms.

These evaluation findings led to the following policy considerations for New Mexico policymakers as they continue to strengthen the state's educator pipeline and build educational systems for students, families, and educational professionals, as well as teacher residency programs that will inevitably develop as a result of H.B. 13. and teacher preparation programs more broadly.

NCTR recommends the following for state policymakers:

1. Continue to improve the financial sustainability of teacher residency programs and the teacher residency movement by transitioning from one-time funding to recurring funding.
2. Study the lessons-learned and impact of teacher residency programs funded by the state to maintain quality of the model and understand what is working and what is not.
3. Create a learning network or community of practice to identify lessons learned and build capacity across the residency system.
4. Implement a state teacher policy and practice advisory committee to bolster teacher and teacher educator voices in the teacher residency policy making process.

NCTR recommends the following considerations for teacher residency programs:

5. Continue to strengthen the selection, development, and support of co-teachers in teacher residency partner schools.

The last policy consideration may be taken up by state policymakers and/or by teacher preparation programs across the state.

6. Identify promising strategies and lessons-learned from teacher residency policy and programs that can influence teacher preparation across the state more broadly.

*Please note this report was updated on August 29, 2022 with information sourced from the Digest of Education Statistics of the National Center for Education Statistics (NCES) to provide an optimal look at student population numbers in New Mexico.*

**This ATRP evaluation and report were made possible by the generous support of the Thornburg Foundation.**