

External Evaluation of the Albuquerque Teacher Residency Partnership (ATRP)

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NATIONAL CENTER FOR

**TEACHER
RESIDENCIES**



ATRP

Albuquerque Teacher
Residency Partnership

Carrie Scheib

Director of Research and Evaluation

Cortney Rowland, Ph.D.

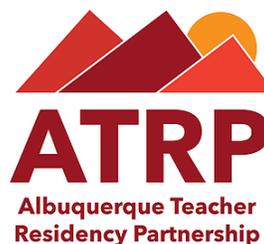
Director of State and Federal Policy

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About NCTR

The National Center for Teacher Residencies (NCTR) is a nonprofit organization dedicated to developing, launching, supporting, and accelerating the impact of teacher residency programs. Headquartered in Chicago, NCTR's mission is to disrupt historical educational inequities by advancing the teacher residency movement to prepare effective, diverse, culturally responsive educators. For more information about NCTR, please visit www.nctrresidencies.org.

About the Authors

Cortney Rowland, Ph.D., joined NCTR in 2021 as the Director of State and Federal Policy. In this role, she leads the development and implementation of the overall policy priorities and strategy for the organization. Prior to joining the NCTR team, Cortney worked at the American Institutes for Research (AIR) as a principal technical assistance consultant, managing research, policy, and technical assistance projects related to teacher and school leader talent systems and contributing to the organization's strategic planning, business development, and partnership and network cultivation. She also previously worked at the National Governors Association (NGA) Center for Best Practices directing the school leadership work and supporting state initiatives to strengthen principal pathways and enhance policies focused on principals. Cortney has worked for 20 years to connect research, policy, and practice and support schools, districts, and states in improving their systems of recruiting, developing, and supporting teachers and school leaders. She holds a bachelor's degree in sociology from Ohio University, a master's degree in sociology from Bowling Green State University, and a Ph.D. in sociology from Loyola University Chicago.

Carrie Scheib is NCTR's Director of Research and Evaluation. She joined NCTR in 2017. In her role, she supports NCTR teams and partner residencies to systematically use data to demonstrate and improve their impact. Carrie has more than 15 years of experience in education. Prior to joining NCTR, Carrie supported School Improvement Grant (SIG)

schools, which rank among the lowest 5% of performing schools in the state, to implement the transformation model for school improvement. She also supported districts in multiple states to develop and implement teacher evaluation systems that incorporated measures of student growth. Carrie served as Senior Manager of School Performance for Chicago Public Schools, in which she managed over 40 school sites. She also taught middle school math. Carrie received her Bachelors of Arts and Letters from the University of Notre Dame and her Masters of Public Policy degree from the Goldman School of Public Policy at University of California – Berkeley.

Photo on the Cover: April Rios is a cohort 1 teacher resident at Albuquerque Teacher Residency Partnership. This photo was taken at Emerson Elementary School.

Table of Contents

About the Authors	2
Introduction	6
The NCTR Teacher Residency Model	7
The ATRP Residency Model	8
Albuquerque Public Schools	9
Overview of Research on Teacher Residencies	11
Relevant New Mexico State Context	12
Theoretical Framework for the Evaluation	16
Research Questions and Data	18
Data and Instruments	19
Comparison groups	22
The Impact of COVID	24
Analysis and Findings	24
RQ #1: To what extent are ATRP graduates effectively prepared to teach, particularly compared to other novice teachers?	25
Overall Responses	25
Comparison to Similar-Age Programs	29
Comparison to Similar-Sized Programs	31
RQ #2: What is the impact of the residency on the school culture and student learning?	33
Overall Responses	33
Comparison to Similar-Age Programs	34
Comparison to Similar-Sized Programs	35
RQ #3: What elements of the residency model support residents and graduates to be effective teachers?	36
RQ #3 Summary	39
Partnering and Designing for Equity and Residency Year Experience	39
Financial Sustainability	41
Graduate Support	42

Mentor Recruitment, Selection, and Support	45
Resident Recruitment and Selection	46
RQ #4: To what extent does the residency program diversify the teaching field?	46
Summary of Key Findings	49
Policy Recommendations	50
Policy Recommendations for State Policymakers	50
Policy Recommendation for Teacher Residency Programs	54
Policy Recommendation for State Policymakers and Teacher Preparation Programs	55
Conclusion	57
References	59

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.

External Evaluation of the Albuquerque Teacher Residency Partnership (ATRP)

Introduction

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. 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 Mexico College of Education and Human Sciences [UNMCOEHS], n.d.).

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).

Together, representatives from the UNM, ATF, NCTR, and the Thornburg Foundation collaborated to identify the purpose of the evaluation and develop the research questions, including identifying the data to be collected and examined. Throughout the process, NCTR regularly met with UNM, ATF, and the Thornburg Foundation to provide updates on the evaluation. NCTR provided a preliminary analysis to the ATRP Design Team in June 2022 and received feedback. This feedback was used to inform the policy considerations included in this report. Additionally, the feedback was used to develop the larger framing for the report.

This evaluation has three main purposes:

1. Assess the impact of ATRP graduates;

2. Identify strengths of the ATRP model and areas for continuous improvement; and
3. Make policy recommendations to continuously improve and advance teacher residency programs.

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.

The NCTR Teacher Residency Model

Nationally, the residency model is a response to traditional teacher preparation, which usually consists primarily of theory-heavy coursework, detached from PK-12 teaching experiences (LiBetti & Trinidad, 2018). Teacher residencies differ from other teacher preparation routes by carefully recruiting and selecting teacher residents who then spend at least one full year in a classroom with an expert mentor, or co-teacher, while receiving aligned coursework. Only if residents successfully complete all coursework and their clinical placement do they actually graduate from the program. Some teacher residencies offer Bachelor's degrees, while others offer Master's-level coursework, and still others only grant certification or licensure upon completion, based on the community needs and partnership. Co-teachers are also carefully recruited and selected, to ensure they are not only excellent teachers but can also coach residents. Residents receive stipends to cover living expenses, and co-teachers, too, receive stipends to compensate them for their work. Training sites which host residents are also recruited and selected, based upon the partnership and community needs, and provide a culture in which residents can learn the skills necessary to be effective practitioners in that community. Once residents graduate, they are provided one to three years of induction support, which might include hiring supports, professional development, affinity groups, mentoring, and additional coursework.

The clinical experience, as embedded in the residency model, helps the field of teacher preparation address recruitment and retention challenges, particularly in urban and rural districts. Teachers whose schooling left them unprepared for the work are more likely to leave the district and the profession, resulting in reduced student achievement (Guha, Hyler, & Darling-Hammond, 2016). In contrast, the residency model design “incorporates elements that research indicates are important for preparing and supporting beginning

teachers – from a rigorous recruiting and admissions process to an intense three-year induction period” (Berry et al., 2008, pg. 14).

The partnership among the district, Institute of Higher Education (IHE), and other organizations also differentiates teacher residencies from more traditional teacher preparation routes. Figure 1 depicts the NCTR teacher residency model, including partnership, strategic recruitment and selection, the residency year experience, and graduate hiring and support.

Figure 1. NCTR Teacher Residency Model



The ATRP Residency Model

In the ATRP residency model, elementary and secondary residents are placed and typically hired in Title I, ABC Community Schools, which is a network of schools that partner with the community to provide more holistic supports to students, families, and the community itself. Thus, residents are deeply embedded in and committed to some of the highest-needs schools and communities in Albuquerque. This community-based model also reflects the core values of ATRP, which states that equity and social justice should be at the center of educational practices.

Residents 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, and the clinical experience spans August through May. All residents receive a stipend to support their studies, which was previously \$15,000 per year, financed by APS, and now has been enhanced due to [H.B. 13](#), which provides a \$35,000 stipend to all residents beginning in SY23.

Co-teachers engage in a rigorous selection process, which has been enhanced by ATRP in the early implementation years. Prior to the clinical placement with a resident, co-teachers receive professional development focusing on the Co-Teaching Strategies outlined by St. Cloud State University (2011). During the school year, co-teachers participate as members of the ATRP school team and attend one to two building-level meetings per month with a university-embedded faculty member. Co-teachers also receive stipends to support their extra professional and leadership responsibilities as a coach.

In its first three years of implementation, ATRP has continuously worked to enhance and build upon its initial model, making adjustments based upon feedback from stakeholders. In particular, ATRP has adjusted its coursework to better meet the needs of the district and engaged in a curriculum redesign process. In addition, the selection process for co-teachers has been improved to include interviews and videos of teachers explaining their teaching philosophies and strategies for differentiation.

Albuquerque Public Schools

APS serves 73,346 students in 144 schools across 1,200 square miles. Students attend APS from the city of Albuquerque, the towns of Corrales and Los Ranchos, the counties of Bernalillo and Sandoval, and the Native American Pueblos of Isleta and Laguna ([APS, 2022a](#)). APS is the largest district in the State of New Mexico and the 29th largest in the U.S. ([APS, 2022b](#)). APS has approximately 12,000 employees of which 5,244 are teachers. APS has the second highest teacher turnover rate in the country (Carver-Thomas, Darling-Hammond, 2017). Table 1 below shows APS student and teacher demographics and Table 2 shows APS 2022 student statistics.

Table 1. APS Student and Teacher Demographics

Population	Total	Hispanic	Caucasian/ White	American Indian/ Alaskan Native	Black/ African American	Asian	Native Hawaiian/ Pacific Islander	Two or More
PK-12 Students	73,346	66%	21%	5%	3%	2%	0%	4%
Staff	5,244	28%	68%	1%	2%	3%	0%	0%

Source: APS, 2022, *About Us—At a Glance*; NM PED, 2022 *Strategic Analysis & Program Research (SAPR)*.

Table 2. APS Student Statistics (2022)

Type of Student	Number
Total Number of Students	73,346
Students Eligible for Free and Reduced Lunch	68%
English Learners	17%
Students with Disabilities	19%
Students in Gifted Programs	5%
Four-year Cohort Graduation Rate (Class of 2021)	77%

Source: APS, 2022, *About Us—At a Glance*

In the schools that host ATRP residents, 100% of students are eligible for free and reduced-priced lunches (Student Teacher Accountability Reporting System, 2022).

In Albuquerque, 16% of families live below the poverty level, with a median income of \$30,000, and 37% of residents hold a bachelor's degree or higher (U.S. Census Bureau, 2021).

Overview of Research on Teacher Residencies

Ultimately, the residency model is designed to prepare effective, diverse teachers who stay in the classroom. In the 2020–21 school year, NCTR partners reported that 57% of their residents identified as people of color, showing the potential of the residency model to diversify the field (NCTR, 2021c). These same programs also reported very high levels of their graduates, 89%, still working as teachers after three years (National Center for Teacher Residencies, 2021c). Also, 93% of NCTR graduates also reported being prepared to tackle the rigors of high-need classrooms (National Center for Teacher Residencies, 2021c). This response sharply contrasts with the results of national surveys in which only 25% of new teachers report feeling fully prepared to meet the needs of students in their first year (Teach Plus, 2016).

External research on NCTR partner programs further supports the powerful and growing impact of the residency model. Researchers find that residency program graduates are more likely to come from diverse backgrounds, to teach in shortage subject areas, to remain in the classroom, and to earn high principal satisfaction ratings compared to teachers prepared through other kinds of programs (LiBetti & Trinidad, 2018). Researchers examining the Memphis Teacher Residency (MTR), for example, found that MTR-trained teachers had higher gains in student achievement than other teachers. Additionally, MTR-trained teachers in their first three years of teaching were significantly more effective than other teachers on four different measures of teaching effectiveness: student growth on achievement tests, observation of practice, professionalism, and student perceptions (Shelby County Schools, 2019). For the second year in a row, and out of 39 programs, MTR was also just one of three teacher preparation programs in Tennessee to earn the “Exceeds Expectations” performance level in all four evaluation areas (Tennessee State Board of Education, 2019). The MTR graduates were reported to outperform other graduates across the state, achieving the highest rating on the Tennessee Teacher Preparation Report Card in every category.

Similarly, in an evaluation on the effectiveness of the Urban Teacher Residency at New Visions for Public Schools in New York City, independent researchers (Rockman et al. Inc., 2018) found that the residency program is producing highly effective and diverse new teachers who are also both staying in their classrooms longer and accelerating achievement among their students. Overall, 59% of New Vision’s current cohort of residents were teachers of color, compared to 42% across the district (New York State Education Department, 2019). The achievement of students taught by graduates of New York City’s New Visions–Hunter College teacher residency was also significantly higher compared to the students of similar teachers prepared through other non-residency pathways. Graduates also affected the production of stronger student gains over time, such that the impact of graduates on student achievement was largest among students taught by more veteran teachers. Furthermore, attendance rates and credits earned were higher among students of these graduates compared to students of other novice teachers, including among Black, Latinx, and Hispanic students. Finally, across six cohorts, 91% of these graduates stayed in the classroom; graduates of the program had also left the profession at about half the rate of other new NYC Department of Education high school teachers (Rockman et al. Inc., 2018). Teacher residencies have thus been recognized nationally as a solution to both recruiting and retaining teachers of color and preparing effective teachers in high-needs subjects and high-needs schools (Carver-Thomas, 2018).

Relevant New Mexico State Context

On July 20, 2018, the judge in the consolidated lawsuit [*Yazzie/Martinez v. State of New Mexico*](#) ruled that all New Mexico students have a right to be college and career ready and that the state is failing to meet this obligation as evidenced by low graduation rates, low proficiency rates in reading and math, and high rates of college remediation (New Mexico Center on Law and Poverty, 2018). The lawsuit challenged the state’s failure to provide students—especially low-income, Native American, English language learner (ELL), and students with disabilities—the programs and services necessary for them to learn and thrive, and challenged the state’s failure to sufficiently fund these programs and services (New Mexico Center on Law and Poverty, 2018).

The outcome of the lawsuit called for the state to take immediate steps to ensure that New Mexico schools have the resources necessary, including sufficient funding, to provide all students with a uniform and sufficient education that prepares them for college and careers. Shortly following this court order, the Learning Policy Institute (LPI)

conducted research “on the challenges facing education [in the state of New Mexico] and identify evidence-based ways that state policy can address them” (Oakes et al., 2020, p. v). This report (2020) outlines the following evidence-based practices for the state to pursue:

- Meaningful learning;
- Knowledgeable and skillful educators;
- Integrated student supports;
- High-quality early learning opportunities; and
- Adequate and equitably distributed school funding.

The LPI report provides a variety of recommendations aimed at improving teacher recruitment, retention, and effectiveness, including studying and potentially scaling evidence-based teacher preparation pathways, such as some of the initial teacher residency efforts underway in the state.

These teacher residency efforts include \$1 million allocated by the state legislature in 2019 for a teacher residency pilot program to support four teacher education programs and their partner districts in designing and launching teacher residency models that aim to serve the needs of students in districts with large English language learner and Native American populations (Clark, 2019).

In 2020, the state established the Teacher Residency Act ([House Bill 92, 2020](#)) which allowed teacher preparation programs at New Mexico institutions of higher education and tribal colleges to apply for funding under a NMPED-administered grant program created to establish teacher residency programs in partnership with local school districts. As a result of that legislation, NMPED designed and implemented a program offering \$1 million in state grants to state schools to launch teacher residency programs. To strengthen implementation following the initial pilot, the 2020 legislation established more rigorous program requirements to ensure recipients establish robust residency programs. For example, the legislation requires that programs must be developed in partnership with local school districts, offer residents a full-year apprenticeship under an expert teacher, and provide residents \$20,000 stipends to cover preparation costs.

In 2022, the state passed [H.B. 13](#) (House Bill 13, 2022) which seeks to further strengthen and scale teacher residency programs across the state. H.B. 13 amends the Teacher Residency Act and began on July 1, 2022. The bill increases resident stipends to \$35,000, requires stipends for mentor teachers participating in the program, requires a stipend for principals of partnering schools, provides funding to support residency coordination, expands eligibility for teacher residencies by including undergraduate students, ensures representation from rural, urban, and suburban districts across the state, and allows NMPED to scale the program to additional educator preparation programs. The bill is supported by a one-time \$15.5 million appropriation from the Public Education Reform Fund (PERF) (New Mexico Legislative Education Study Committee, 2022).

In May 2022, shortly after the state passed [H.B. 13](#), the NMPED released two documents (considered companion pieces) they had been working on in collaboration with a variety of stakeholders across the state. Both documents are relevant to this ATRP evaluation and the state's teacher residency movement because they include information about how the state is approaching the recruitment, preparation, and retention of an effective, diverse teacher workforce for all students across the state, particularly in response to the *Martinez/Yazzie v. State of New Mexico* case.

- [The New Mexico Public Education Department 2022 Comprehensive Strategic Plan](#) (New Mexico Public Education Department, 2022a). One of the four focus areas of the strategic plan is “Ensure every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development” (p.10). This focus area suggests a variety of strategies that the state will pursue to move the focus area forward including, “Prepare highly skilled teachers who are equipped to develop the academic, cultural, linguistic, social, and emotional skills of New Mexico’s diverse students, particularly those furthest from opportunity” (p.11).
- [Discussion Draft of the Action Plan for Decisions on how to address Martinez/Yazzie v. State of New Mexico](#) (New Mexico Public Education Department, 2022b). The Discussion Draft of the Action Plan outlines actions the state has taken and will continue to put in place as well as the expected outcomes related to these actions. The Action Plan includes a section targeted for educators that describes funding and non-monetary supports the state has put in place to

better recruit, retain, and develop educators as well as plans to continue this work in the future. The Action Plan states,

“NMPED has awarded \$2 million in grants for Teacher Residencies to educator preparation programs over FY21 and FY22. Teacher Residency Programs, considered a gold standard in educator preparation, allow teacher candidates a full year of clinical practice in a classroom alongside a master educator while receiving a salary as they learn. Benefits of these programs include reduced disciplinary referrals, stronger novice teachers, reduced teacher turnover to stabilize schools, cost savings due to reduced turnover, stronger student outcomes, and whole-school transformation. Retention rates more than double for teachers who participate in a residency model.” (p. 6).

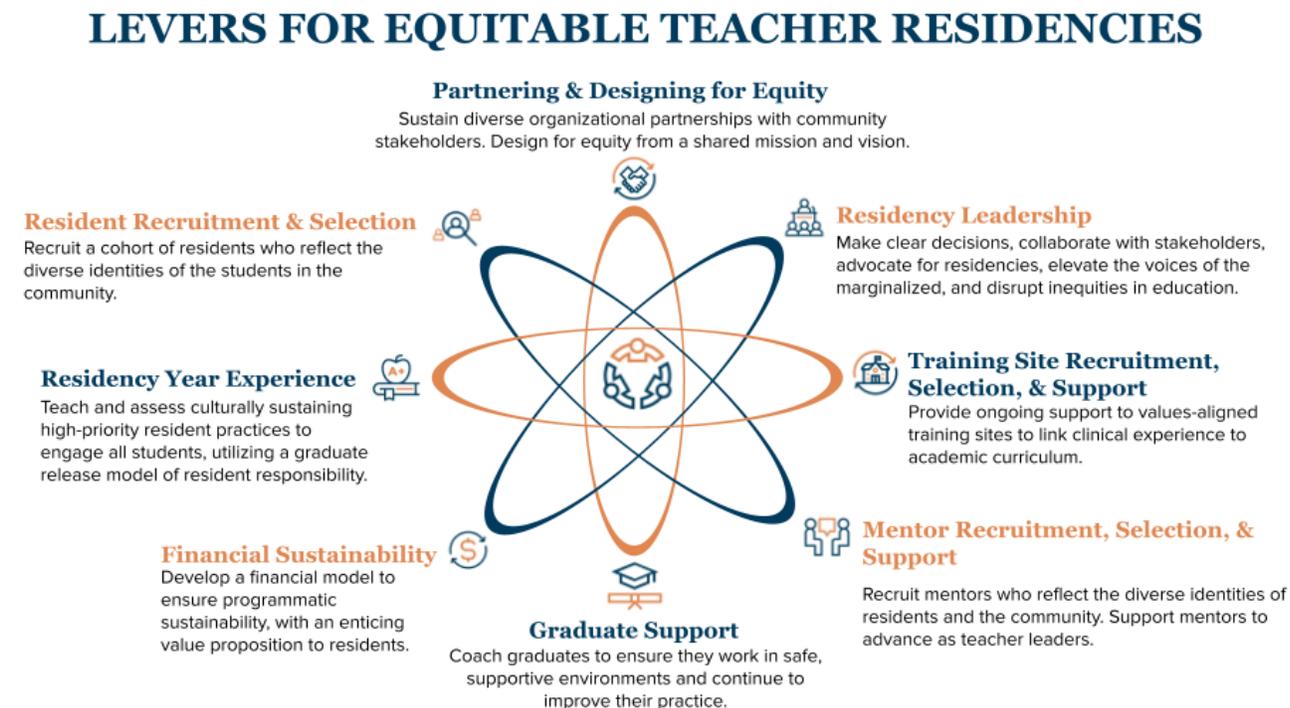
The Action Plan suggests that the state will continue to pursue a variety of activities focused on recruiting, retaining, and developing teachers to achieve intended outcomes related to decreasing statewide teacher vacancies, closing the teacher-to-student diversity gap, increasing the retention rate of newly recruited teachers, and ensuring adequate class sizes.

The state’s teacher residency investment aims to recruit, prepare, place, and support a diverse pipeline of effective teachers who remain in the profession, particularly for high-needs schools and subject areas. This is an important part of the overall strategy to address a substantial educator workforce shortage in New Mexico. For example, in fall 2021, as the state continued to grapple with the impacts of the pandemic, there was an 84% increase in the number of vacant teacher positions compared with fall of 2020 (New Mexico State University College of Health, Education, and Social Transformation Southwest Outreach Academic Research [SOAR] Evaluation & Policy Center, 2021). The areas with the most vacancies were elementary and special education teachers. The top subject areas of need were math, science, and English language arts. The number of open Educational/Instructional Assistant positions also more than doubled from 173 to 456. Furthermore, a recent paper released by Bank Street College’s *Prepared to Teach* suggests that 40-50% of new teachers in New Mexico leave within the first five years of teaching; 60% of teachers come through alternative teacher preparation pathways; and 52% of the state’s inexperienced teachers serve students with the highest needs (Bank Street College of Education, 2021).

Theoretical Framework for the Evaluation

NCTR’s *Levers for Equitable Teacher Residencies* (2021b) are used as the theoretical basis for understanding the impact of ATRP and the potential for residencies more broadly. NCTR’s *Levers for Equitable Teacher Residencies* detail the key, research-based, and equity-aligned features of an effective teacher residency. NCTR has revised its standards multiple times since our inception in 2007 to reflect the knowledge gained through working with dozens of high-performing residency programs and in response to a growing body of research and evidence of effective practices identified from recruiting, preparing, and retaining highly effective, diverse, day-one ready teachers. The *Levers for Equitable Teacher Residencies* anchor NCTR’s technical assistance, in which ATRP has continuously participated since partnering with NCTR in 2018, that develops residency partner readiness, builds new programs, and maximizes the impact of existing residencies.

Figure 2. NCTR’s Levers for Equitable Teacher Residencies



The eight Levers build upon NCTR’s past standards, the research base that identifies key features of effective teacher residency programs, and the impact data from more than 10 years of assessing residency program design and implementation. At its core, the

essential tenets of an effective teacher residency are focused on a more equitable, student and community-focused process for partnering, naming key stakeholders, and supporting the effective preparation and retention of teachers. More specifically, these are an extended, year-long clinical placement in classrooms; an effective program leader; a tightly integrated practice-based curriculum with culturally and linguistically sustained practices prioritized; and, careful recruitment and selection of residents, co-teachers, and the schools in which they learn to teach with an explicit focus on reducing barriers to participation for candidates of color to participate.

The most effective residency programs attend to all of these eight Levers to drive systemic change throughout the teacher preparation pipeline. As such, NCTR's Levers have been written to be a roadmap for designing, implementing, and sustaining an equitable teacher residency, and the hope is that they prove useful to a range of individuals, including program leaders, institutes of higher education, and state level policy makers. While some teacher education programs looking to transform their preparation programs into residencies might begin by focusing on just one or two Levers, NCTR's decade of experience in building residences has taught us that it is the totality of these eight Levers working in concert that results in the highest quality residency programs having the most dramatic impact on transforming the teacher pipeline, especially for high-need schools.

The research base indicates that clinically-based teacher preparation models such as residencies more effectively recruit, prepare, and retain teachers, particularly teachers from historically marginalized backgrounds (Bohra-Mishra, Casciano, & Puma, n.d.; Boyd et al., 2008; Darling-Hammond, 2006; Dunst et al., 2020; Edward-Groves, 2014; Goldhaber et al., 2018; Hammerness et al., 2005; McDonald et al., 2013). Accordingly, this evaluation will explore the effectiveness of ATRP residents and graduates, particularly compared to other novice teachers. While teacher evaluation and student data are not available, co-teacher perceptions of teacher candidate preparedness, in particular, are a predictive and robust measure of preparedness and eventual teacher effectiveness (Gordon et al., 2018). Additionally, in the residency model, principal perception of resident preparedness is considered to be a critical outcome, since 1) residents are intended to be hired in these or similar schools, and 2) the residency is designed to meet community needs, including those of the hosting school.

Furthermore, researchers have found that effective partnerships among the district, IHE, and other community partners such as teachers' union, improve the preparation of

teachers and positively impact school culture (Education First, 2016; Meyers & Lester, 2013; Richmond, 2017; Rubinstein & McCarthy, 2016; Zeichner et al., 2015). A corollary of this partnership—that the residency is intended to serve the entire community—is that the residency will benefit the school and impact student achievement. Co-teachers receive ongoing professional development (at least every two weeks at ATRP), which builds the professional capacity of others throughout the building. In addition, residents learn new skills in their coursework and through their cohort, which can then benefit the co-teacher and any professional learning communities in which residents participate, such as grade-level meetings. This evaluation intends to expand upon existing research by also exploring which components of the residency model are cited by stakeholders as most effective in the preparation of residents. Finally, researchers have noted that residencies diversify the teaching field and recruit and graduate teachers from historically marginalized communities (Bireda & Cahit, 2011; Carver-Thomas, 2018; Gist, et al., 2021; LiBetti & Trinidad, 2018; NCTR, 2021b; Partelow et al., 2017; Rockman et al. Inc., 2018), and this evaluation will explore the extent to which ATRP has recruited a diverse teaching workforce, particularly when compared with the existing local workforce as well as the student population. Researchers find that students taught by same-race teachers experience myriad benefits, including reduced disciplinary measures, higher achievement, enhanced sense of belonging at school, and increased graduation rates (Cherng & Halpin, 2016; Dee, 2004; Easton-Brooks, 2019; Easton-Brooks et al., 2009; Eddy & Easton-Brooks, 2011; Egalite et al., 2015; Gershenson et al., 2018; Gist et al., 2021). Therefore, exploring the diversity of ATRP residents and graduates is critical to understanding the degree to which they reflect the student population, with the potential to confer additional benefits on these students.

Research Questions and Data

This evaluation is intended to examine the effectiveness and impact of the ATRP residency program and to examine the potential of the residency model in New Mexico. The following represent the four key research questions answered in this report:

- 1) To what extent are ATRP graduates effectively prepared to teach, particularly compared to other novice teachers?
- 2) What is the impact of the residency on the school culture and student learning?

- 3) What elements of the residency model support residents and graduates to be effective teachers?
- 4) To what extent does the residency program diversify the teaching field?

Research Questions #1 and #2 examine the extent to which ATRP residents and graduates are more effective compared to the typical new teacher (i.e., traditionally prepared teachers and teachers licensed through alternative routes), using stakeholder perception data, which is discussed more thoroughly below. These comparisons were conducted in two ways: 1) Researchers show how principals and co-teachers participating in ATRP compare ATRP residents and graduates to typical new teachers; and 2) Researchers show how ATRP principals and co-teachers rate their residents and graduates compared to typical new teachers relative to how other residency programs around the United States of a similar age and size rate their residents and graduates compared to typical new teachers. The survey items are outlined in the next section.

Research Question #3 is intended to support continuous improvement at ATRP in understanding how it compares to a broader and national cohort of residencies overall in the implementation of NCTR's *Levers of Equitable Teacher Residencies*. Therefore, RQ#3 focuses on the relative strengths and areas of improvement of the program, rather than providing an absolute comparison. The results of RQ3 will be used to support continuous improvement as ATRP adjusts and enhances its model.

Research Question #4 examines the extent to which ATRP diversifies the teaching field, comparing ATRP demographic data with national and state teacher and student data, and can illustrate the potential impact of the residency model on New Mexico's teacher workforce.

Data and Instruments

This evaluation applies a mixed-methods approach, using both quantitative and qualitative data to understand the impact of ATRP and understand the experiences of stakeholders participating in the ATRP residency.

Researchers collected quantitative data from the 2018-2019 (SY19), 2019-20 (SY20), and 2020-21 (SY21) school years and include:

- Demographic data on applicants, residents, co-teachers, and graduates;
- Hiring rates of graduates; and

- Perception surveys designed and administered by NCTR and completed by residents, co-teachers, graduates, and principals at the end of the school years.

Qualitative data include:

- Open-ended responses to end-year NCTR stakeholder surveys described below; and
- Semi-structured focus groups and interviews of graduates and principals conducted in 2022.

The NCTR Stakeholder Surveys are administered at mid- and end-of-year, and for this analysis, only end-year data were examined. The administration of these surveys takes place April through June at the end of the school year, across all NCTR partner residency programs opting into the survey. Thus, the time frame for administration is similar across programs nationally and provides a fair comparison across programs.

Table 3 illustrates items from the stakeholder surveys examined for this evaluation. Researchers prioritized perceptions of hosting and hiring principals since they are primary stakeholders who benefit from the residency mode, per the *Levers for Equitable Teacher Residencies*, and since residents are intended to serve the local community, specifically ABC schools in ATRP. *Hosting* principals are those principals who lead the training sites in which residents complete their residency year experience and help monitor and coach residents and mentors prior to residents becoming a teacher of record. *Hiring* principals, in contrast, are those who hire residency graduates and often provide induction support to these novice teachers by collaborating with residency program staff. Co-teachers perceptions were also analyzed by researchers since other studies have indicated that mentor perception of teacher candidate performance is predictive of their eventual performance as a teacher of record (Gordon et al., 2018). Additionally, of the available respondents from the stakeholder surveys, principals and co-teachers are hypothesized to be in the best position to provide relatively accurate ratings of actual resident preparedness given their experience in the classroom.

Table 3. Items from the Stakeholder Surveys

Stakeholder	Item
Co-teachers	The residency program is preparing my resident to be an effective teacher.
Hosting Principals	The residency program is preparing residents to be effective teachers.
Co-teachers	At this point in the year, how prepared is your resident to teach next year as the teacher of record?
Hiring Principals	How do residency program graduates in your school compare with a typical new teacher in overall effectiveness?
Hosting Principals	How do residents compare with a typical new teacher in overall preparedness?
Hosting Principals	Participation in the residency program has positively impacted the culture of our school.
Hosting Principals	Participation in the residency program improves student learning and achievement at our school.
Hiring Principals	The residency program graduates in our building positively impact the culture of the school.

Additionally, qualitative data to open-ended items were examined.

Researchers conducted two one-on-one interviews with ATRP principals in person using a semi-structured interview protocol, and the interviews lasted about 30 minutes.

Researchers also conducted two semi-structured focus groups in a virtual context and they lasted about 60 minutes each. One focus group included a mix of graduates and principals and another included only graduates. These qualitative data were also used in conjunction with open-ended responses from the NCTR Stakeholder Surveys.

Table 4 shows the number of ATRP respondents, by role, from the NCTR stakeholder surveys across SY19, SY20, and SY21. Table 5 shows the ATRP response rates, by role, from the NCTR stakeholder surveys across SY19, SY20, and SY21.

Table 4. ATRP Respondents from the NCTR Stakeholder Surveys

ATRP Respondents (n-sizes)					
	Residents	Co-teachers	Hiring Principals	Hosting Principals	Graduates
SY19	21	12	NA	3	NA
SY20	5	11	3	4	7
SY21	13	11	3	3	11

Table 5. ATRP Response Rates from the NCTR Stakeholder Surveys

ATRP Response Rates					
	Residents	Co-teachers	Hiring Principals	Hosting Principals	Graduates
SY19	88%	50%	NA	100%	NA
SY20	38%	85%	100%	100%	30%
SY21	81%	100%	20%	50%	42%

K-12 student data could not be used due to COVID disruptions of state testing. Student surveys, such as Tripod or Panorama, were considered by the design team, but the logistics, costs, and timeline did not permit the use of these K-12 quantitative measures.

Comparison groups

Two teacher residency comparison groups were used to understand the relative effectiveness of ATRP residents and graduates, the impact on school culture and learning, and the effective components of the model (RQs #1, 2, and 3). Two comparison groups were identified in the NCTR Network based upon 1) age and 2) size of the program.

One comparison group consists of teacher residencies in NCTR’s network of a similar age (those three to five years of age in 2021). See Table 6 for the number of comparison groups and sample sizes. Some NCTR residencies participating in the surveys have existed for over 20 years, while others are new and in the first year of implementation,

and residencies often are refined and improved over time. Thus, this evaluation compares responses from residents in programs that participate in NCTR surveys and are in a similar life cycle of a residency.

The second comparison group drew from responses from stakeholders from programs of a similar size. See Table 7 for the number of programs and sample sizes. Some NCTR programs have as few as five residents each year, while others prepare over 100. Thus, comparing ATRP to programs of a similar size (e.g., 20-24 residents) ensures that the staffing model and support structure for residents are fairly similar.

Table 6 provides information about the similar-age comparison group programs and survey respondents across SY19, SY20, and SY21 and Table 7 provides information about the similar-size comparison group programs and survey respondents across SY19, SY20, and SY21.

Table 6. Number of Programs and Respondents from Residencies of a Similar Age as ATRP

Similar-Age Comparison Group Programs and Respondents (n-sizes)						
	Programs	Residents	Co-teachers	Hiring Principals	Hosting Principals	Graduates
SY19	6	90	108	NA	45	NA
SY20	5	134	115	40	21	65
SY21	9	228	210	59	65	137

Table 7. Number of Programs and Respondents from Residencies of a Similar Size as ATRP

Similar-Size Responses (n-sizes)						
	Programs	Residents	Co-teachers	Hiring Principals	Hosting Principals	Graduates
SY19	4	72	57	NA	20	NA
SY20	3	26	18	9	16	12
SY21	4	88	90	22	31	22

This evaluation limits all comparisons to the same calendar year in which the survey was administered due to the unprecedented impact of COVID on teacher preparation, the teaching profession, and schools during the two school years of surveys examined here.

The Impact of COVID

These data were collected during some of the years most impacted by the COVID pandemic, namely SY20 and SY21. NCTR as a Network experienced atypical trends in the Network data each of these years, with some residents teaching in continuously fluctuating fully remote, hybrid, and in-person work situations. Nationally, teachers, particularly those from historically marginalized communities, experienced increased burnout, work responsibilities, hostility, and racial battle fatigue, when confronting not just the pandemic but also the rise of white supremacy, social unrest and political pushback against Critical Race Theory in classrooms (Belsha et al., 2021; Green, 2021; Horsford et al., 2021). Thus, researchers avoided longitudinal analyses and treated each year as discrete.

Analysis and Findings

Both comparison groups include only residency programs, which have been designed to better prepare and retain teachers compared to traditional teacher preparation routes. These comparison groups represent a national sample of high performing teacher residency programs with similar features (i.e, age and size). The research is clear that the residency model diversifies the field, effectively prepares teachers, and retains these teachers in high-needs schools (Carver-Thomas, 2018; LiBetti & Trinidad, 2018; Rockman et al. Inc., 2018; Shelby County Schools, 2019; Tennessee Department of Education, 2019). While half of all teachers leave high needs schools within three years (Allensworth, et al., 2009), 89% of NCTR partner residency graduates are still working as teachers after three years (NCTR, 2019c). Ninety-four percent of NCTR graduates reported being prepared to tackle the rigors of high-need classrooms (NCTR, 2019c), in sharp contrast to results of national surveys in which 25% of new teachers report feeling fully prepared to meet the needs of students in their first year (Teach Plus, 2016). Therefore, these comparison groups represent a high bar with which to compare ATRP and provide a more rigorous evaluation metric than other teaching routes.

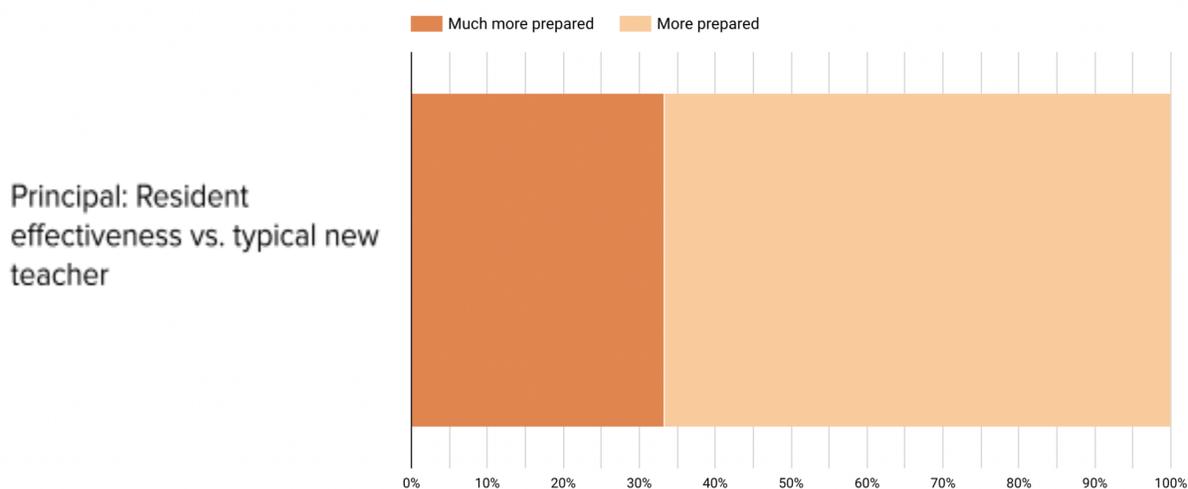
RQ #1: To what extent are ATRP graduates effectively prepared to teach, particularly compared to other novice teachers?

Overall Responses

The evidence strongly suggests that ATRP graduates are more effectively prepared to teach than their novice peers.

In both 2019-20 and 2020-21, 100% (n=7) of hosting principals agreed that residents were more effectively prepared than the typical teacher, as shown in Graph 1 below.¹ As stated above, the comparison is to other novice teachers, not necessarily teachers prepared through the residency model. Accordingly, residents and graduates are compared to teachers prepared through all routes, including traditionally prepared and alternatively certified routes.

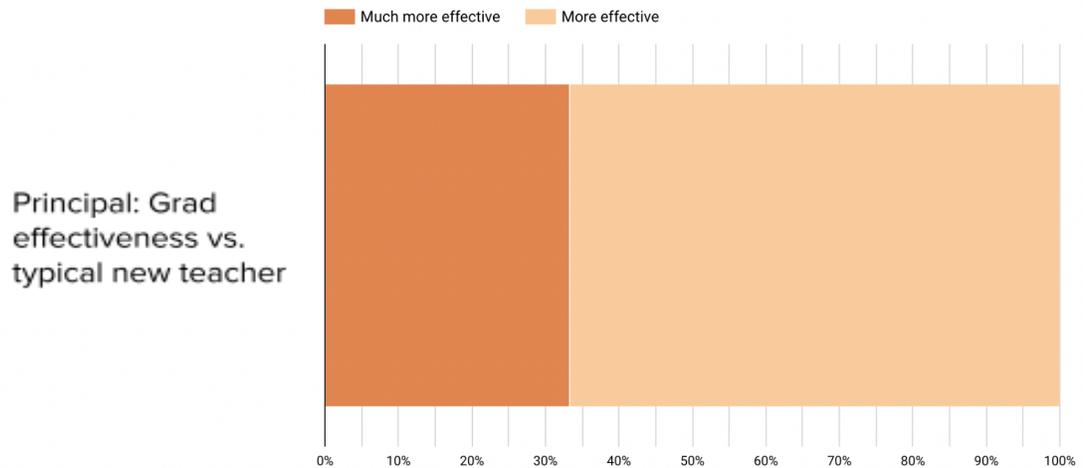
Graph 1. Principal Survey Responses on Resident Effectiveness versus a Typical First-Year Teacher



Moreover, 100% (n=6) of principals who hired graduates reported that they were either more effective or much more effective than the typical new teacher, as illustrated in Graph 2.

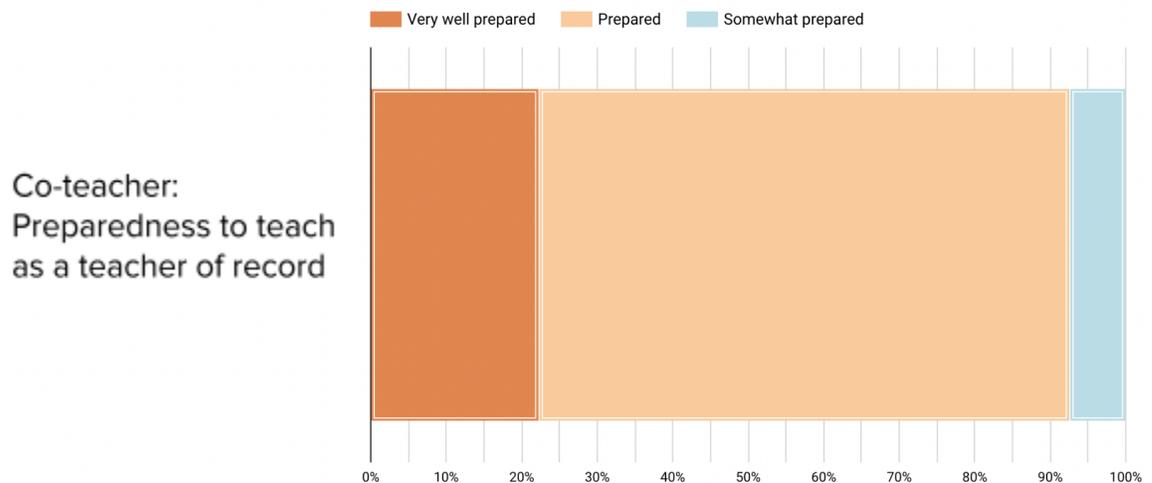
¹ Note: Due to the low n-size, particularly for principals, data were consolidated across years.

Graph 2. Principal Survey Responses on Graduate Effectiveness versus a Typical First-Year Teacher



In these same years, 93% of co-teachers report that residents are prepared or very well prepared to be teachers of record (Graph 3).

Graph 3. Co-teacher Survey Responses about Teacher Residents' Preparedness to Teach as a Teacher of Record



Qualitative findings strongly support these quantitative results. During interviews, principals compared graduates to the typical new teacher and, again, universally found them to be much better prepared for the classroom. One principal stated, *“They’re more collaborative. And there’s not a lot of ‘ah-ha’ moments with them. They have a lot of experience, for example, talking with parents, running a parent conference. A lot of times you may or may not get that when you have teachers coming in from different programs.”* Another principal stated that residents better understand the community compared to traditionally prepared teachers.

“The community school piece, the communication with outside people. I mean, most of the people graduating from college can talk to students. But a lot of them, unless they participate in a hands-on practicum like this from day one, don’t understand necessarily how to collaborate with colleagues, how to ask for resources, and how to talk with parents and families around not only academics but just their children in general, social emotional development things.”

-Principal

In addition to being more collaborative and able to meet students’ holistic needs, graduates were found by principals to have a better working knowledge of the school and administrative expectations, saying, *“And there’s also a big difference in terms of expectations of the job itself. Because they are here from day one, they see what the school year is like beginning to end and in between. For us at this staff, and I believe it’s the case for other sites, residents are treated as part of the staff. And so, when they graduate, they understand the expectations a little bit more.”* The principal went on to say, *“They know what’s expected. They’re not shy about doing things, or wanting to do things, or coming and having a conversation with the principal or assistant principal. They know where things are, they don’t need to do much onboarding. So, you don’t need to do a whole lot of that and you can really focus on the instructional part very early on with them ...they don’t need as much coaching in the other areas as other nonresidents would.”*

Another principal noted in stakeholder surveys, *“This is my first year experiencing the program but what I saw was a deeper ability to do substantive teaching, not just the practice thing that is often typical of a pre-service teacher. Our ATRP folks also were much more involved in the school than what I typically see.”* Because of their clinical experience, residents are seen as better prepared and know the expectations and how to navigate the school.

Another principal noted that residents tend to have a greater sense of purpose about teaching and working in the community. This sense of purpose may reflect the rigorous recruitment and selection process the residency conducts, particularly ATRP which looks to place teachers in high-needs ABC Title I schools.

“Those student teachers that come out of the university level with no practical experience in life, I think it’s really hard, it’s really difficult to find guidance or to formulate a path and/or direction for young people that you’re trying to articulate why it’s important, right, to be on that path. When I just graduated, I still didn’t know if I really wanted to be a teacher. I still didn’t really know who I was. Going back to the preparedness, I just think that a resident teacher has a different sense of what to look at when he or she comes into the program then into the class.”

-Principal

Furthermore, principals reported that the clinical experience and tighter alignment between coursework and the actualities of the classroom produced better prepared graduates. *“I think for our program in particular, focusing on community schools, being placed in community schools is*

big. So, [the residency is like] getting the book knowledge with the practice. So, really saying, ‘Okay, this is the theory behind it, which we need, but it’s not always applicable in a classroom situation.’ And then being able to say, ‘Well, this is what happened in my classroom today, in seminar,’ and being able to dissect that. I think it’s really important to have a side-by-side model and it’s not top heavy on one or the other. But they really do get a well-rounded approach. That’s very beneficial and something that doesn’t always happen unless you’re in a resident program like this.”

Additionally, principals saw the benefit of the residency as a pipeline and noted that they could guarantee the quality of hiring graduates. One principal stated, *“When they come from their programming you know they’re well prepared and that you can skip a lot of those steps that you may not be able to do with others. And you also have a good reference check, which always helps... I can just call the instructor and say, ‘Hey, what do you think of this so and so from a different school about this position?’”*

Graduates, too, acknowledged that they were effectively prepared. One residency graduate and current teacher stated, *“Without the ATRP, it is exceedingly unlikely that I would have been able to attain my dream of becoming an educator and getting my master’s degree. The most valuable ways that it prepared me to be a teacher are that it allowed me to have a full year of in-class experience before becoming the teacher of*

record and it gave me an incredible group of colleagues, and lifelong friends and support.”

Graduates consistently noted the importance of the cohort experience, as exemplified in the residency model, in helping them to form relationships and a system of support that

“The thing that I really remember to look back on for support was my cohort. I feel like they were probably the biggest support I had because we worked so closely together. And so, we were able to bounce those things off of each other. Um...and you know, it’s such a unique situation that it feels good to be able to have someone and know exactly what you’re going through and what you need to be doing... We haven’t lost touch.”

-Teacher Residency Graduate

extended beyond the residency year.

One graduate noted, *“I made lifelong relationships with others in my cohort.”* Hence, graduates themselves report to be well prepared through the residency model at ATRP and find that the relationships they develop in the residency year continue to support them as new teachers.

Hence, in absolute terms, principals universally, the vast majority of co-teachers, and graduates report that ATRP teachers are effectively prepared, especially when compared to other novice teachers.

Comparison to Similar-Age Programs

When compared with teacher residency programs of a similar age (three to five years of graduating residents), the results indicate that ATRP residents and graduates are performing on par or more effectively than the typical new teacher.

Responses were coded on a 1-4 scale, with 1 representing the least favorable result and 4 being most favorable. Thus, rather than examining what percentage of principals or co-teachers agree with a statement, these scores indicate strength of favorability.

- While both ATRP and comparison programs scored highly favorably all around, in both SY20 and SY21, ATRP principals were more positive about resident and graduate effectiveness compared to principals of programs of a similar age. In SY20, ATRP principals (n=3) rated resident and graduate effectiveness an average of 3.8 (out of 4) while principals from similar-aged programs (n=40) rated resident and graduate effectiveness an average of 3.3. In SY21, ATRP principals (n=3) rated resident and graduate effectiveness an average of 3.7 while principals from

similar-aged programs (n=59) rated resident and graduate effectiveness an average of 3.4.

- ATRP co-teachers, too, respond comparably to co-teachers from residency programs of a similar age. ATRP co-teachers' positive perceptions mirror those from a national comparison group, as shown below in Graph 4. Following Graph 4, Table 8 shows N-sizes for co-teacher responses to teacher residents' preparedness to teach. Thus, co-teachers view ATRP residents as effective teachers of record on par with residencies of similar age.

Graph 4. Mentor/Co-teacher Survey Response on Teacher Residents' Preparedness to Teach as a Teacher of Record, Comparison to Similar-Age Programs

Mentor: At this point in the year, how prepared is your resident to teach next year as the teacher of record?

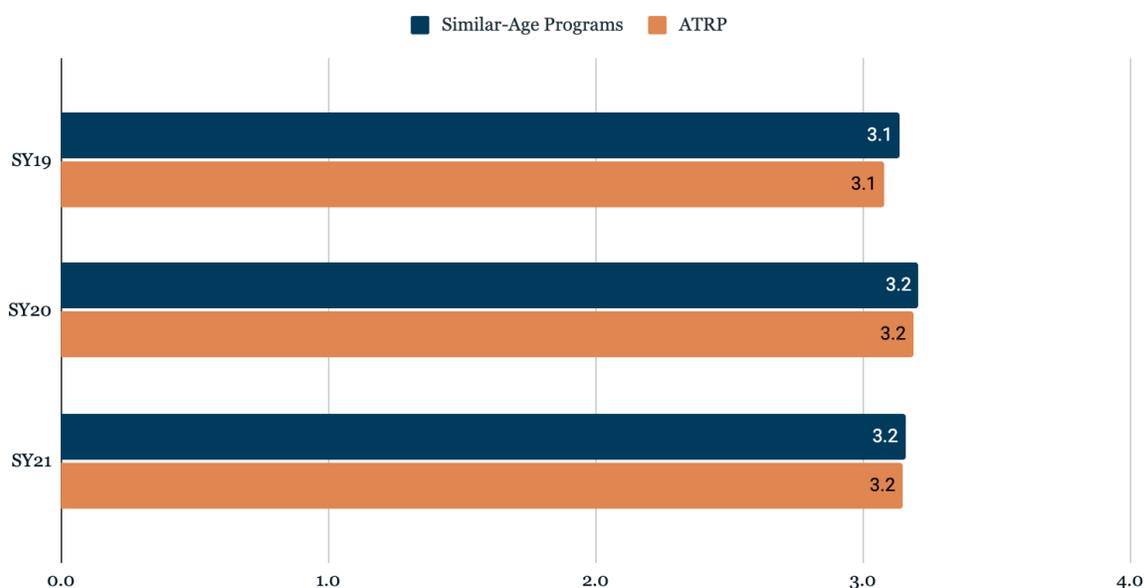


Table 8. N-sizes for Co-teacher Responses to Teacher Residents' Preparedness to Teach as a Teacher of Record

N-sizes	ATRP Co-teachers	Comparison Co-teachers
SY19	12	108
SY20	11	115
SY21	11	210

Comparison to Similar-Sized Programs

Researchers also compared ATRP data to programs of similar size, since NCTR's Network includes a wide variety of residencies, some which serve as few as five residents and others that prepare more than 150 residents a year. Programs were identified as sized between one and 15 residents, 16 to 24 residents, or more than 24. In SY19 and SY21, ATRP hosted more than 15 residents and was compared to programs that hosted between 16 and 24 residents, but in SY20, ATRP only had 15 residents and was compared to similarly smaller programs.

Overall, principal responses remain either far more favorable or on par with principal responses from similarly-sized programs. As previously discussed, principals were asked about the extent to which the residency is preparing residents to be effective teachers, how residents compare to the typical new teacher, and how graduates compare in effectiveness to the typical new teacher.

- In SY20, ATRP principals were universally more positive about resident and graduate effectiveness compared to principals from comparison programs. For example, when asked how residents compare with a typical new teacher in overall preparedness, ATRP principals (n=3) responded with an average 3.7 (out of 4, with 4 being most favorable) compared to principals from similar-size programs (n=9) that responded with an average 3.0. Furthermore, when asked if the residency program is preparing residents to be effective teachers, ATRP principals responded with an average 3.75 while principals from similar sized programs responded with an average 3.49.
- In SY21, ATRP principals remain positive about resident and graduate effectiveness in absolute terms and in general, rated graduates and residents comparable to principals from other residencies. Overall, they were more positive about the residency program preparing effective teachers (the average ATRP principal (n=3) rating of 3.7 compared to average similar-size program principal (n=22) rating of 3.5). Furthermore, ATRP principals rated their residents and graduates as effective as typical teachers (average rating of 3.0) but in slightly less positive ways compared to other principals (average rating of 3.2).
- When asked how prepared residents were to teach next year as the teacher of record, ATRP co-teachers responded similarly to their residency peers, as shown below in Graph 5. Following Graph 5, Table 9 shows N-sizes for co-teacher responses to teacher residents' preparedness to teach. Overall,

mentors/co-teachers from ATRP and from similar-sized programs responded favorably that residents were prepared to teach the following year.

Graph 5. Mentor Survey Responses on Teacher Residents' Preparedness to Teach as a Teacher of Record, Comparison to Similar-Size Programs

Mentor: At this point in the year, how prepared is your resident to teach next year as the teacher of record?

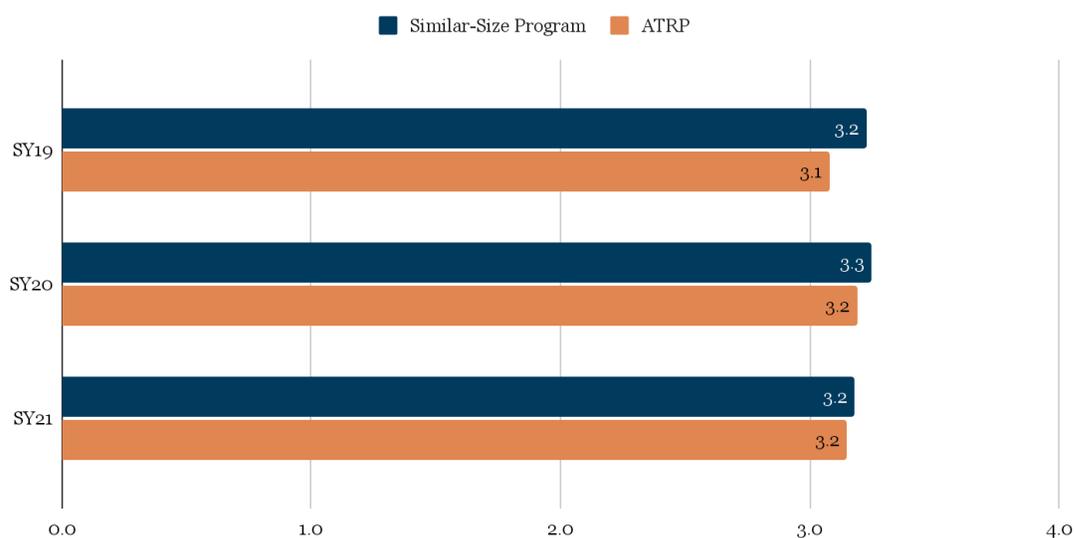


Table 9. N-sizes for Co-teacher Responses to Teacher Residents' Preparedness to Teach as a Teacher of Record

N-sizes	ATRP Co-teachers	Comparison Co-teachers
SY19	12	57
SY20	11	18
SY21	11	90

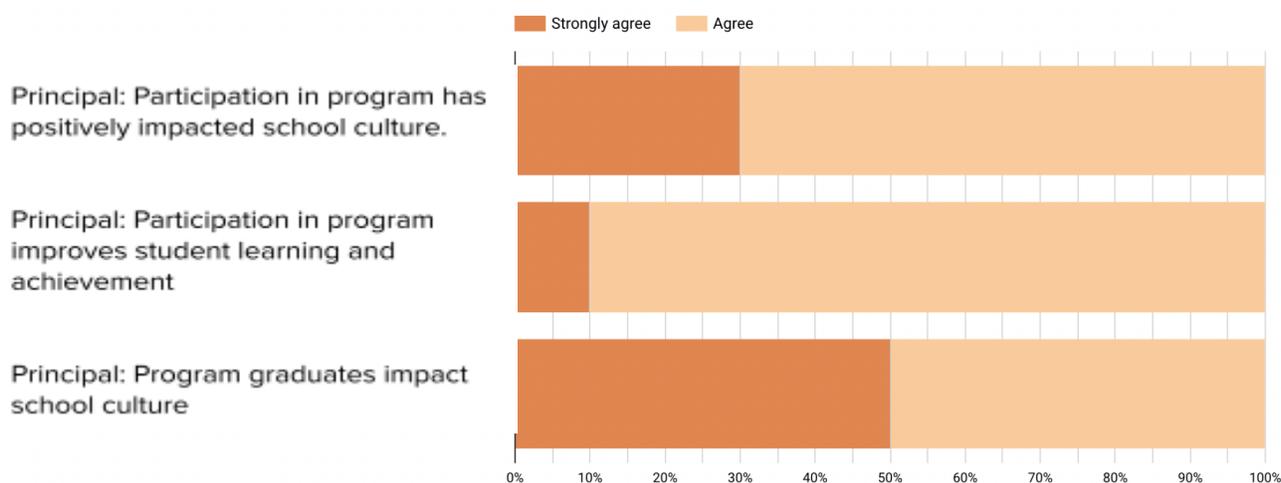
RQ #2: What is the impact of the residency on the school culture and student learning?

Overall Responses

The data strongly indicate that the ATRP residency program enhances school culture and student learning. Co-teachers and graduates were not asked about the impact of the program on school culture or student learning, so only principal responses are available.

- As evidenced in Graph 6 below, 100% of hiring principals agreed that participation in the residency program improves school culture and student learning. Similarly, 100% of hosting principals agree that graduates positively contribute to the school culture. The item, “Program graduates positively impact school culture” had the most favorable responses of the three items examined, indicating that hiring principals are very satisfied with ATRP graduates.

Graph 6. Principal Survey Responses on Teacher Residents’ Impact on School Culture and Student Learning and Achievement



Qualitative responses from interviews and focus groups echo the quantitative findings above. Principals find that residency graduates positively impact the school culture by being committed to the community and being collaborative: *“They take on initiative, they’re not shy, and they’re very open to learning and collaboration, which ultimately impacts... just the general culture of, you know, here we’re very collaborative. I don’t think you could teach in isolation in a community school in general, which is one of the*

reasons they're placed here or at community schools. It's second nature for them to be collaborative with their grade level or their hallway, or their whatever content area in secondary because that is how they are taught to do it. And that improves just the culture of sharing, 'we're in this together, it's not my students versus your students, these are "our" students'.

Thus, serving in high-needs Title I, ABC schools during the residency, which again are intended to meet the holistic needs of students and the community, helps prepare graduates to better collaborate and benefit the entire school community.

Comparison to Similar-Age Programs

Similar to above, the data suggest that ATRP is performing on par or better than similar-age comparison programs in terms of influencing school culture and student learning. Co-teachers and graduates were not asked about the impact of the program on school culture or student learning, so only principal responses are available.

- In SY20, ATRP principals were more positive about the impact of the program on student achievement and school culture, compared to principals of programs of a similar-age (e.g. those that began graduating residents in 2017 to 2019) from the NCTR network. For example, ATRP principals (n=3) responded, on average, with a 3.7 (out of 4, with 4 being most favorable) when asked if the residency program graduates in their buildings positively impacted the culture of the school. In comparison, principals from similar-age programs (n=40) responded, on average, with a 3.3. When asked if participation in the residency program improves student learning and achievement at their school, ATRP principals (n=3) responded, on average, with a 3.3 while principals from similar-age programs (n=40) responded, on average, with a 3.2.
- In SY21, the results were more mixed, but overall reflect favorable responses from both ATRP principals and principals from comparison programs. ATRP principals (n=3) were slightly less favorable about residents' impact on school culture, with the average response of 3.3 out of 4, with 4 being most favorable, compared to principals in similarly-aged programs (n=59), with the average response of 3.6. ATRP principals (n=3) responses were analogous to principals in similar-aged programs about the impact on student learning and achievement (average response of 3.3 for both ATRP and comparison programs).

Comparison to Similar-Sized Programs

ATRP principals in general tended to report the positive impacts of the residency program in comparable ways to principals in programs of a similar size. Co-teachers and graduates were not asked about the impact of the program on school culture or student learning, so only principal responses are available.

- In SY20, ATRP principals tended to respond more favorably than principals from similar size comparison programs about the impact of the residency program and its graduates on school culture and student learning and achievement.
 - ATRP *hiring* principals (n=4) were more affirmative about the impact of residency program graduates on school culture (average response of 3.7 out of 4, with 4 being the most favorable) compared to principals (n=9) from similar-size programs (average response of 3.6). While still overall favorable across all types of programs, *hosting* ATRP principals (n=4) were just slightly less favorable about the extent to which participation in the residency program impacted the culture of their school (average response of 3.3) compared to *hosting* principals (n=16) from similar-size programs (average response of 3.4).
 - ATRP *hosting* principals (n=4) responded more favorably about the extent to which participation in the residency program improves student learning and achievement at their school (average response of 3.3) compared to principals (n=16) from similar size programs (average response of 3.2).
- In SY21, results about the impact of the residency on school culture and student learning were more mixed but still overall reflect favorable responses from both ATRP principals and principals from comparison programs.
 - ATRP *hosting* principals (n=3) were less favorable (average response of 3.0) relative to principals (n=31) of the comparison group (average response of 3.3) in terms of the extent to which participation in the residency program positively impacts the culture of the school.
 - *Hosting* principals at ATRP (n=3, average response of 3.3) and *hosting* principals at similar sized comparison programs (n=31, average response of 3.3) were analogously favorable about the extent to which participation in the residency program improves student learning and achievement at their school.

Overall, ATRP tends to perform similarly to programs of the same size and is seen by principals to have a positive impact on the school culture and student learning.

RQ #3: What elements of the residency model support residents and graduates to be effective teachers?

To understand ATRP's implementation of the residency model, and areas of strength and growth for the purpose of continuous improvement, this section uses NCTR's *Levers for Equitable Teacher Residencies* to analyze ATRP stakeholders' perceptions and experiences of the program. The *Levers for Equitable Teacher Residencies* represent NCTR's theoretical framework for understanding the effectiveness of all teacher residencies within its network.

As described in the Theoretical Framework section above, effective implementation of the Levers indicates fidelity to a high quality, evidence-based residency model to ensure the recruitment, preparation, and retention of effective, diverse educators. Over a decade of experience and learning by NCTR, as well as a robust research base indicates that implementing each of the Levers makes residencies more effective. Implementation of each of the Levers is also important as they work in tandem and mutually reinforce one another. For example, residencies that partner effectively with community organizations, such as the teachers' union, community schools, and the district, ensure that the residency is designed such that residents are placed into high-needs schools and subject areas that meet the needs of local students. Financial Sustainability is critical for lowering the financial barriers to teaching for high quality candidates from historically marginalized communities who reflect the student population, and without a sufficient stipend, residencies cannot recruit these high quality candidates. In addition, recruitment and onboarding are essential to actually enrolling high quality candidates; an affirming and rigorous recruitment and selection process will enable high quality candidates to thrive in the program and will attract them into the program. And, the actual residency year experience is crucial for the effective preparation of these teachers. Coursework that is aligned to the realities of the classroom and high quality mentor recruitment and preparation, among other supports, will ensure that residents develop the necessary skills to arrive Day One ready as a teacher of record. Training sites that encourage residents to develop culturally and linguistically sustaining practices and professional relationships with other teachers will better prepare teachers to meet the holistic needs of students as well as create connections that can sustain teachers after the residency year. Moreover, graduate induction support, such as testing and licensure support, affinity

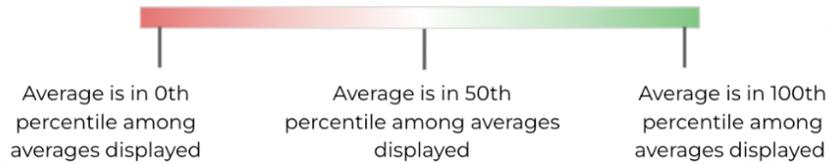
groups, and hiring guidance, enable high quality candidates to teach—and just as importantly, stay—in high-needs classrooms. See the “Theoretical Framework for the Evaluation” section, appearing earlier in this report, for more information about the Levers and the research base.

One tool NCTR uses to measure programs’ implementation of the Levers is through its surveys of program stakeholders. Effective implementation of each lever is measured by multiple survey items and in some cases, items asked of different stakeholders. There may also be multiple constructs or dimensions that make up a given lever. For example, implementation of the Financial Sustainability Lever is measured by two items measuring two constructs and that are asked of two different stakeholders: one survey item measuring resident satisfaction with the financial support they receive for being a resident and one item measuring mentor satisfaction with the financial support they receive to mentor. This means that different numbers of items are used to measure the implementation of different Levers. Some Levers, for example, are measured with as few as two items (Financial Sustainability) and some as many as 123 items (Residency Year Experience). The purpose of using these multiple measures is to capture the multidimensional nature of both the Levers and different stakeholders’ experiences, as well as to ensure their validity.

The table below indicates the average response across all of the items measuring each of the Levers. The colors of each cell indicate in which percentile ATRP’s average falls relative to all of the averages in the table; stronger green results indicate that ATRP’s average is above the median compared to NCTR’s entire network of residencies, and stronger red indicates that ATRP’s average is below the median compared to NCTR’s network of residencies. Paler colors and whites indicate that ATRP’s average is around the median.

Table 10. Average Response Across Survey Items by Lever and Year, 2019-2022

Average Response Across Survey Items by Lever and Year



Lever	School Year / Average			
	2019	2020	2021	2022
Financial sustainability	2.8	3.3	2.9	2.7
Graduate support	-	2.7	2.6	3.1
Mentor recruitment, selection, & support	2.9	2.9	3.0	3.2
Partnering & designing for equity	3.2	3.4	3.2	3.6
Residency year experience	3.0	3.1	3.1	3.2
Resident recruitment & selection	3.0	2.5	2.9	-
Training site recruitment, selection, & support	2.9	3.1	3.0	3.2

RQ #3 Summary

ATRP is performing above NCTR's Network median score across all but one Lever, indicating strong fidelity of implementation.

Overall, the data suggest that ATRP is being implemented with fidelity as a residency model and is advancing over time. The data also suggest that the partnership and residency year experience are areas of strength and financial sustainability can be enhanced, in alignment with NCTR's *Levers for Equitable Teacher Residencies*. Notably, the program has experienced significant upward trends, particularly in SY22 in the areas of graduate support, mentor recruitment and selection, and resident recruitment and selection.

ATRP stakeholders participated in the data collection surveys for this evaluation as the program was first designed and implemented; therefore, these findings are preliminary and can support continuous improvement over time. In fact, adjustments have already been made to several key components of the residency model, which can be monitored to understand the impact of these interventions. For example, when SY22 data are examined, ATRP performs above average in all areas but financial sustainability, when compared to all NCTR residencies. The implementation of H.B. 13, starting in July 2022, will support and increase resident, mentor, and training site stipends, which will likely positively influence ATRP's financial sustainability.

The sections below discuss the data and findings for each of the survey items (i.e., Levers).

Partnering and Designing for Equity and Residency Year Experience

As shown above, partnering and designing for equity and the residency year experience emerge as relative strengths compared to the NCTR Network. These results indicate that 1) the close ATRP partnership across UNM, APS, and ATF is benefitting the entire community, and 2) the clinical experience of residents is preparing them to be effective teachers of record. These results also are reinforced by other evidence in this evaluation (e.g., 100% of principals report that residents and graduates are effectively prepared and positively impact school culture and student learning).

In focus groups, graduates noted that the cohort model and building relationships with other teachers were especially effective in their preparation. One graduate stated, *“The thing that I really remember to look back on for support was my cohort. I feel like they were probably the biggest support I had because we worked so closely together. It’s such a unique situation that it feels good to be able to have someone and they know exactly what you’re going through and what you need to be doing. I just feel like that’s huge.”*

Another graduate noted that her cohort stayed connected beyond their clinical experience, *“There are a lot of people in my cohort that stay really connected. I’m on chat with them.”*

Another stated, *“I made lifelong relationships with others in my cohort.”*

Graduates also spoke about staying at the same school they were placed as residents and continuing to have the support of teachers with whom they developed relationships during their residency. The residency year experience is a strength of the ATRP model, even when compared against other teacher residencies, and graduates cite the strong relationships built in the program and through the cohort as critical supports.

“Since I did stay at the same school where I did my student teaching, I had already started meeting a lot of other teachers and others like our special education teacher and people that provide intervention. My mentor teacher right now is actually a teacher here at my school and I reached out to her and asked her if she would be my mentor teacher.”

-Teacher Residency Graduate

Both graduates and principals credit the clinical year experience with effectively

“I feel like being in the classroom for a whole year was really beneficial. Probably one of the most beneficial parts for me to see the full picture of what a year looks like. And to give a lot of extra experience that I may not have had otherwise.”

-Teacher Residency Graduate

preparing residency graduates. One graduate praised the yearlong experience and the positive relationships they built through the experience, *“The most valuable ways that {ATRP} prepared me to be a teacher are that it allowed me to have a full year of in-class experience before becoming the teacher of record and it gave me an incredible group of colleagues, and lifelong friends and*

support.” Principals, too, credited the clinical experience with effectively preparing graduates, *“This is my first year experiencing the program but what I saw was a deeper ability to do substantive teaching, not just the practice thing that is often typical of a*

pre-service teacher. Our ATRP folks also were much more involved in the school than what I typically see,” a principal commented, indicating that the residency experience prepares graduates to work in their schools and communities.

Several graduates noted that the alignment of the coursework with the clinical experience could have enhanced their preparation. One graduate mentioned, *“Because with a Masters I feel like a lot of it is the ‘theory’ of things instead of the ‘practicality’ of things. I also think that there needed to be a little more of the practical side of things.”* Another graduate responded, stating that she felt very prepared, and the program could have improved the coursework *“We learned why we should teach certain ways, but we didn’t necessarily get any direction on how. We just had to kind of stumble through it and it usually doesn’t work. And even just now I’m kind of figuring out good ‘how’ methods.”* Another graduate mentioned, *“The teacher education aspect of the residency was far too ideological and theoretical and not practical. We received some training in SPED but no chance at real practical application.”* ATRP has already worked to enhance the alignment of coursework by facilitating collaboration between course professors and co-teachers during summer months to revise the syllabi together in order to better reflect the clinical experiences of residents. Graduates overall feel prepared and appreciate the hands-on experience of the residency model, and ATRP can continue to enhance the connection between coursework and clinical experiences.

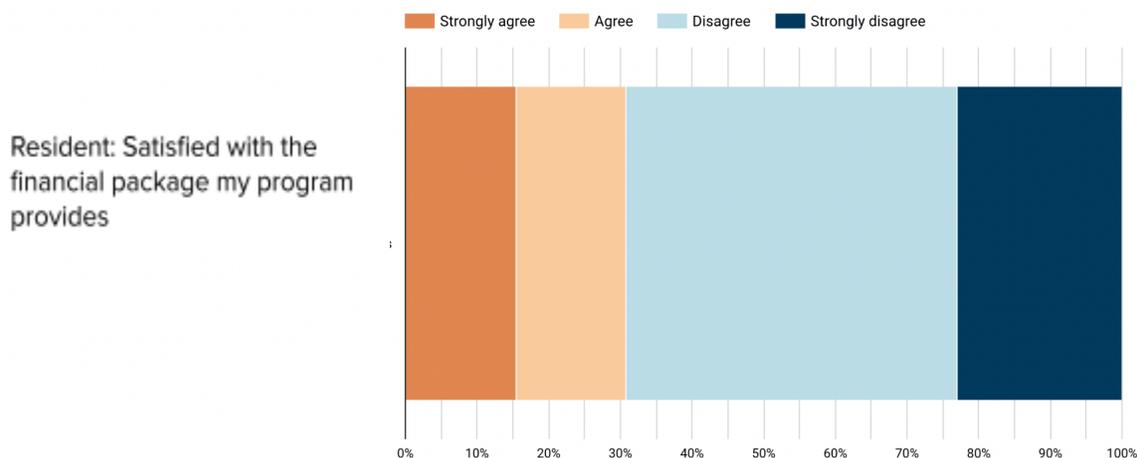
Financial Sustainability

While financial sustainability did experience a positive bump in SY20, as of SY21, this Lever remained an area for continued improvement for ATRP. The SY20 spike is most likely due to H.B. 92, which raised resident stipends to \$20,000.² As of SY21, ATRP underperformed in this Lever compared to other residency programs, even though ATRP’s resident stipend was almost \$2,000 above the average residency stipend in NCTR’s national network. These seemingly contradictory findings could be because stipends in general do not provide a living wage (CPRL, 2022), as residencies often work within a constrained budget dependent upon funders and grants. Also, these data were collected before H.B. 13 went into effect, which further raises residency stipends to \$35,000 and does provide a living wage to a single adult in Albuquerque (but not to a household with dependents or any other adult) (Glasmeier, 2022). As of SY21, only 31% of residents (n=13) are satisfied with the financial package provided by ATRP as evidenced by Graph 7 below. NCTR expects this Lever to improve in the next few years because the

² <https://www.nmlegis.gov/Legislation/Legislation?Chamber=H&LegType=B&LegNo=92&year=20>

stipend provided through H.B. 13 is almost double the national average for residency stipends.

Graph 7. Teacher Resident Survey Response About Satisfaction with the Financial Package



Qualitative data also support these findings. In SY22, one graduate stated quite succinctly, “It was very hard to make a living during the partnership and more money is needed.” Other research on teacher residencies indicates stipends and other funds, such as testing supports and emergency funds, are critical to attracting diverse, effective candidates into the profession and average stipends for residents across the nation fall below the poverty line (CPRL, 2022). ATRP should continue to monitor this Lever to understand the impact of H.B. 13 and the overall importance of investing in residencies and teacher residents.

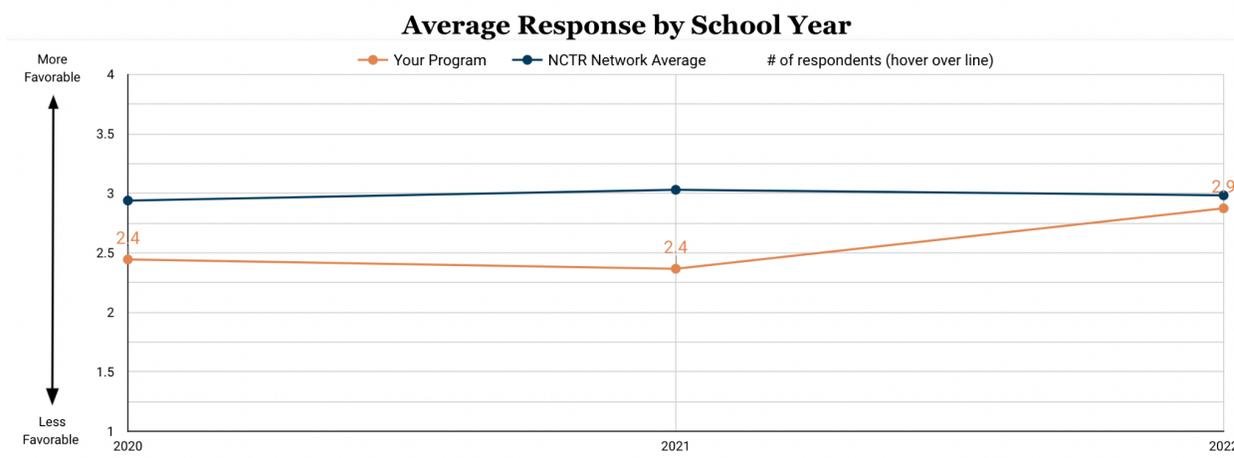
Three areas have dramatically advanced over time: Graduate Support, Co-Teacher Matching, and Resident Recruitment and Selection. Each of these Levers will now be examined in more depth to understand these trends.

Graduate Support

Up until 2022, graduate support was viewed as a relative weakness, and now, graduate support appears to be an area of strength. ATRP’s Memorandum of Understanding agreed to by UNM, APS, and AFT does not currently include graduate support due to financial constraints, which would be an additional responsibility and cost beyond the

clinical experience. NCTR revised and added survey items in SY22 to better measure the Levers, which may account for some of the upward trend. Both principal and graduate responses have improved since 2020, and principals universally report that the program is supporting graduates. Graph 8 shows graduate responses to the graduate support Lever by school year.

Graph 8. Average Response from Graduates by School Year



Graduates were asked the extent to which they agree with the following items:

- The coach affiliated with residency program provides useful and relevant feedback;
- The coach affiliated with residency program supports me to improve my effectiveness as a teacher;
- Current feedback from program staff helps improve practice; and
- Current professional development from program staff helps improve practice.

“There’s lots of PD that’s extended to year one and two of their teaching. So, that’s also beneficial because you can draw from their cohort and their experience as needed to help them grow professionally in those first couple of years.”

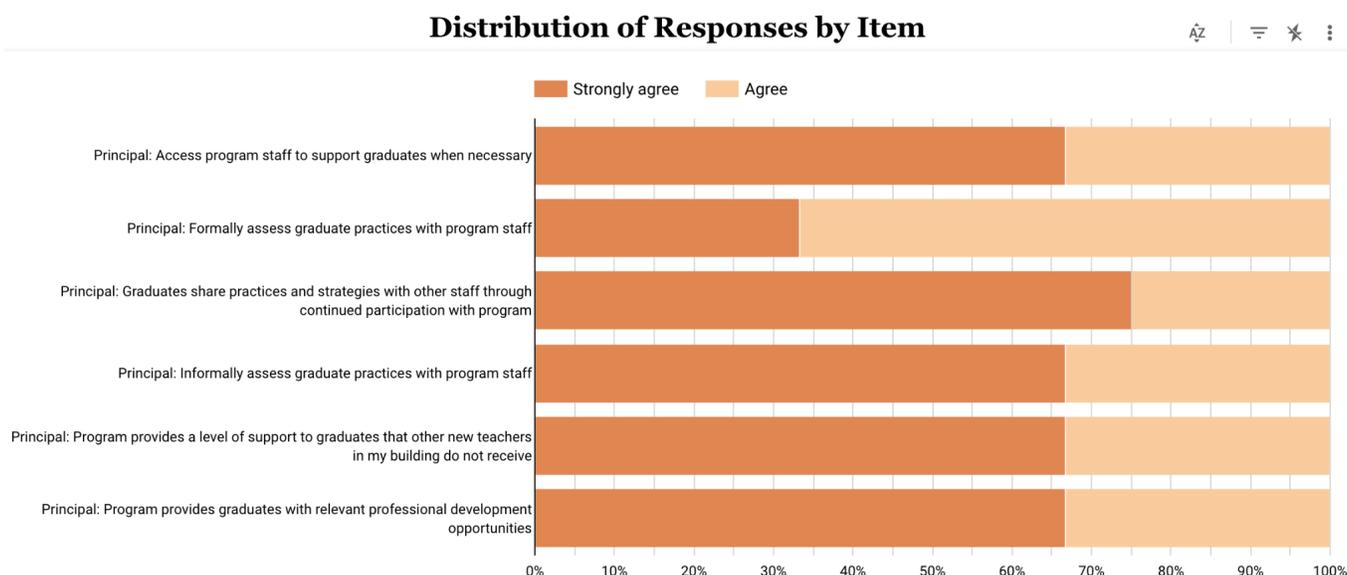
-Principal

100% of graduates (n=14) agreed that the coach affiliated with the residency program provided them useful feedback and helped them to improve their effectiveness as a teacher. Only 57% agreed that the professional development provided by the program improves their

effectiveness. In focus groups and interview, both graduates and principals mentioned the regular PD and “ATRP Gatherings” as useful supports that were offered to graduates by the program. Some graduates in focus groups did report that they would like even more support from the program after the residency, and these graduates would reflect the first three cohorts, not the SY22 graduate cohort.

In SY22, 100% of principals (n=4) reported that the program supports graduates in addition to supporting principals to then support residency graduates.

Graph 9. Principal Survey Response by Item



Principals in interviews and focus groups reported to be very supported by the program. One principal stated, “So, there was a lot of communication from [the ATRP program director] to me and the others. She was constantly sending us information to check in or to touch base, providing an overview of things that were happening. And I thought I felt very supported during that time. And she just kept me up to date as to what was happening with individuals or even the group as a whole.” Another principal noted that the program provides ongoing PD that improves the entire school, “There is embedded PD that is extended to all of our staff. The instructor has bi-weekly meetings at our school site that we are welcome to attend. So, we’re in the know about the current residents. But the embedded bi-weekly meetings are great with the instructor.” Since the

vast majority of ATRP residents are also hired into the same placement schools, the professional development provided by ATRP helps serve graduates, as well. Thus, while graduate support was a relative area of improvement in the past, the data suggest that this is a current Lever in which ATRP has strengthened and is effectively supporting graduates. ATRP can continue to monitor these data to ensure the improvement in graduate support endures.

Mentor Recruitment, Selection, and Support

Some graduate responses indicated that, in the early cohorts, co-teacher matching could be improved, but, in 2022, the results for mentor recruitment, selection, and support are far more positive than in previous years. The program has made adjustments since these earlier cohorts were prepared, which may account for the upward trend. Co-teachers are more critically vetted, in compliance with H.B. 13, and ATRP enacted enhanced collaboration between UNM coursework and co-teacher support and professional development beginning in 2021.

Some graduates in focus groups and surveys noted that co-teacher selection and matching could be strengthened. When asked what could be improved, a graduate noted: *“Making sure that you get paired with somebody that you get along with as human beings, but then also someone who’s actually there to help you. Like, some of us were raving about our mentor teacher and I’d be over there like, ‘Ah man, I wish I had that one or someone who was actually willing to show me everything and who is really invested in me and the program.’ But I think just putting a big emphasis on finding that good match for you. And also, if it doesn’t work out, because sometimes it won’t, like having the supports in place for somebody to like speak up and say, ‘Hey, this isn’t working out.”*

“I think much more should go into the pairing process of residents with master teachers. It seemed like I was just placed with whoever they could find to stick me with. It ended up being okay, but I would have liked a purposeful placement with my mentor to get the most out of the residency.”

-Teacher Residency Graduate

More purposeful matching of co-teachers with residents appears to be an area of growth.

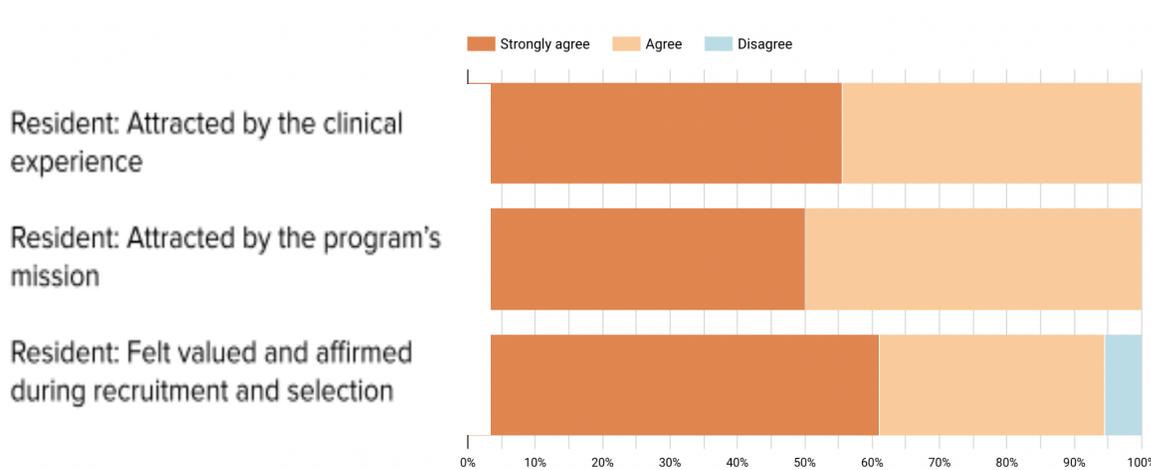
However, this is not to say that co-teachers are ineffective. Since SY20-SY21, 90% of principals (n=7) reported that the program recruited co-teachers who were effective teachers. Eight-nine percent of residents (n=39) from SY19 to SY21 reported that

co-teachers provided them feedback that improved their practice and in SY21 (the first year this survey item was introduced), and 92% reported to be valued and affirmed by the co-teachers (n=13). Thus, co-teaching is overall a strong component of the ATRP model, experiencing vast improvements in SY22, and ATRP can consider ways to augment the co-teacher and resident relationship or matching process.

Resident Recruitment and Selection

Similar to the trends for graduate support and co-teacher matching, resident recruitment and selection has improved over time and now is an area of strength for ATRP. Part of this trend is due to a revision of survey items, which more tightly measure NCTR’s Levers. Nonetheless, ATRP residents are more positive about their recruitment and selection process in SY22 compared to the NCTR Network as a whole, as shown in Graph 10.

Graph 10. Teacher Resident Survey Response by Item



100% of residents (n=18) report to be attracted to the program because of the clinical experience and the program’s mission, and 94% report that they felt valued and affirmed during the recruitment and selection process, outperforming NCTR’s Network. Hence, resident recruitment and selection is currently an area of strength for ATRP.

RQ #4: To what extent does the residency program diversify the teaching field?

ATRP graduates are more diverse than the current teacher workforce nationally, and the program tends to attract and graduate a larger proportion of non-White residents than the current New Mexico teacher workforce.

A key intended outcome of the teacher residency model is to diversify the teaching profession to better reflect the student population. Traditional teacher preparation programs in general have not recruited, selected, and prepared teachers from historically marginalized communities who reflect the student population. Recent data show that while about half of all U.S. students are individuals of color, just 21% of teachers are people of color (U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2017; 2022).

In New Mexico, 36% of teachers are Latinx/Hispanic, 54% are White, 1% Black, 2% Asian American, and 4% Native American, representing a far more diverse workforce than the teaching field nationally, yet still not reflective of the overall student demographics across the state—62% of New Mexico students are Latinx/Hispanic, 23% are White, 2% are Black, 10% are Native American, and 2% are two or more races (De Brey, et al., 2021). As outlined in Table 11, ATRP graduates are 35% Latinx/Hispanic, 40% White, 5% Asian American, and 20% identify as two or more races or “other.” Therefore, ATRP’s graduates tend to be more racially diverse when compared to the state’s teachers overall. Additionally, ATRP residents are more likely to identify as multiracial than the student population, but they are still not reflective of the Latinx/Hispanic and Native American student populations. Because it is unclear what other races or ethnicities ATRP graduates might identify as, further conclusions are difficult to determine.

Table 11. Percentage of Students and Teachers in New Mexico by Race, Compared to ATRP

	New Mexico Students	New Mexico Teachers	ATRP Graduates
Asian/Asian American	1%	2%	5%
Black/African American	2%	1%	0%
Latinx/Hispanic	62%	36%	35%
Native American/ American Indian	10%	4%	0%
White	23%	54%	40%
Two or more races or “Other”	2%	3%	20%

Additionally, in SY20, 30% of residents identified as male and 25% in SY21, which is slightly more diverse than the current national workforce which is 76% female (National Center for Education Statistics, 2022).

Perhaps most notably, graduates teach in high-needs areas and in high needs schools. Ninety-seven percent of graduates are hired into the partner district, APS, and 82% are hired into Title I schools, outpacing NCTR Network averages Residency graduates are licensed in high-needs subjects, with 55% of SY21 graduates licensed to teach English Language Learners, compared to 2.5% of teachers nationally. Ten percent of ATRP graduates are licensed in STEM, compared to 8.3% of teachers licensed in Math and 6.8% licensed in Science nationally.

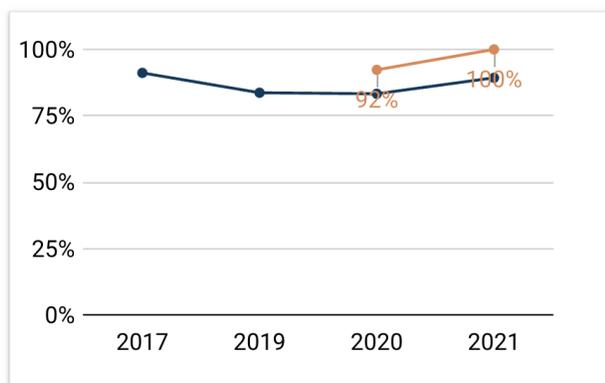
Graph 11. (left) Percentage of Graduates Hired to Teach in Partner Districts/Charter Management Organizations (CMOs), Comparison Between ATRP and NCTR Network Teacher Residencies

Graph 12. (right) Percentage of Graduates Hired to Teach in Title I Schools, Comparison Between ATRP and NCTR Network Teacher Residencies

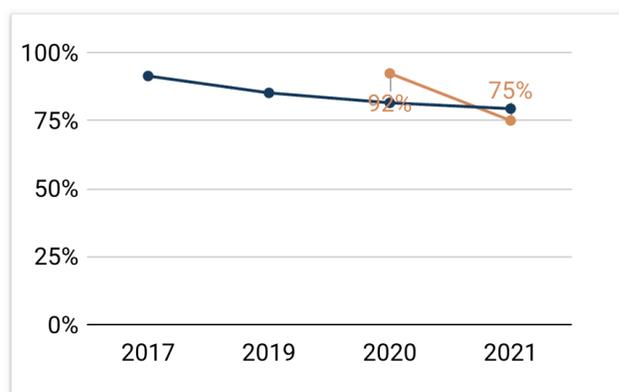
● ATRP

● NCTR Network Average

Percentage of Graduates Hired to Teach in Partner Districts/CMOs



Percentage of Graduates Hired to Teach in Title I Schools



Summary of Key Findings

This evaluation of the ATRP was initiated in order to assess the impact of its graduates and inform continuous improvement both for ATRP and other teacher residency programs across the state. To do this, NCTR analyzed survey data collected from ATRP stakeholders as well as from stakeholders of similar age and size residency programs in the NCTR network. NCTR also conducted 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 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 for each resident, 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, who better reflect the diversity of the student population and teach in hard-to-fill classrooms.

Policy Recommendations

In addition to the data collection and analysis NCTR conducted, one of the purposes of this evaluation is to recommend how programs and policymakers can continuously improve and advance teacher residency programs. Additionally, these recommendations are intended to inform how the state can strategically invest in scaling teacher residency programs in New Mexico. To develop such policy recommendations, NCTR relied on the following data sources and information:

- Quantitative and qualitative data and findings from the ATRP evaluation described in this report;
- The New Mexico state policy context; and
- Research on teacher residency programs and research-based effective best practices that lead to outcomes that benefit teacher candidates and students.

This report presents six policy considerations, four that are directed to state policymakers, one that is directed to teacher residency programs, and one that is directed to both state policymakers and teacher preparation programs.

Policy Recommendations for State Policymakers

As described above, state policymakers in New Mexico have taken a variety of steps to define, support, and strengthen teacher residencies in New Mexico. The state is considered at the forefront of the teacher residency movement nationally. As we learn more about the effectiveness and impact of the ATRP and as the state implements H.B.

13 as well as additional measures intended to grow a diverse, effective teacher workforce, there are further actions state policymakers may consider going forward.

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.** In FY22, teacher residency grants were awarded out of a \$1 million appropriation (New Mexico Legislative Finance Committee, 2020). In FY23, \$15.5 million in one-time funding has been appropriated from the public education reform fund to support teacher residency programs across the state (financing the cost of implementation of H.B. 13) (House Bill 2, 2022). In order for the teacher residency movement to scale and sustain and for the potential impacts of teacher residents to be realized in New Mexico’s schools and classrooms beyond FY23, consider shifting state funding from a one-time appropriation to sustainable, codified funding out of the recurring operating budget. In fact, in their 2020 report for New Mexico, Learning Policy Institute stated,

“The Legislature could invest in scaling successful high-retention pathways and grow additional pathways that begin in high school and community college. Given the benefits of local community teachers, these efforts could provide a particular focus on recruiting more high school students and educational assistants into the profession and may be especially beneficial in Native communities. Recent investments in teacher residencies and GYO programs represent an important first step to strengthen the educator workforce but will require additional investment to meet current needs” (Oakes et. al., 2020; p.47).

Furthermore, in *A Path to Equity: Solving New Mexico’s Teacher Turnover Challenges*, Bank Street College’s *Prepared to Teach* makes the case for an initial state investment to support high-quality, funded teacher residency programs that decreases in size over time as savings at the local level accrue related to stemming teacher turnover—these savings are then reinvested to continue to support teacher residencies (Bank Street College, 2021).

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.** The findings from this ATRP evaluation are promising for teaching and learning in New Mexico. But there is more to learn about the impact of current

teacher residency policy and practice and how to continuously improve the design and implementation of teacher residency programs to meet intended goals and outcomes, including diversifying the teacher workforce, stemming the tide of shortages in high-needs areas, and improving overall teacher effectiveness. Study topics should include:

- Monitor the impact of teacher residency programs on diversifying the teacher workforce and stemming the tide of shortages in high-needs areas. For example, teacher residency programs like ATRP aim to improve the preparation and retention of effective, diverse teachers for high-need schools. Early evidence from ATRP suggests they are meeting that goal. Furthermore, as a result of H.B. 13, teacher residency programs have already begun to scale across the state suggesting additional potential influence on diversifying the workforce and addressing teacher shortages, particularly in high-need contexts. Nevertheless, given the partnership component of the teacher residency model focused on candidates participating in classroom-based clinical experiences while they are engaged in integrated coursework and that teacher residency graduates are placed as teachers of record in schools/districts where they conducted their clinical experience, it is worth examining the extent to which teacher residency programs and their graduates are accessible to as many high-needs areas across the state as possible; and if not, understanding the barriers to teacher residency program partnership and graduate placement.
- Study the extent to which teacher residency programs are aligned with and reflective of the [Levers for Equitable Teacher Residencies](#). Following such an analysis, consider implications for further strengthening the Teacher Residency Act and other policy opportunities related to key areas, such as the definition of PK-12 and higher education partnerships, financial resources and sustainability, teacher residency program curriculum, the residency year experience, and the role of co-teachers.
- Compare residency models with other teacher preparation programs around the state (e.g., traditional, alternative certification) to understand the differences in recruitment, retention, and effectiveness of teachers prepared in teacher residency programs with those prepared in other teacher preparation pathways in New Mexico.
- Further study the impact and learning of teacher residency program co-teachers. H.B. 13 included a variety of components that aim to improve

co-teaching in teacher residency programs, including increasing the stipend and strengthening the selection and support of co-teachers in partner schools. It will be essential to further study the impact of co-teachers on teacher residents and their experiences as well as the ways in which teacher residency programs influence the effectiveness of co-teachers overall, which previous research has indicated. For example, in a 2020 study, findings suggest that hosting a resident in the classroom is positively associated with a higher teacher effectiveness score for the host teacher (Azar et al., 2020).³

- Assess the preparedness of teachers who graduate from New Mexico teacher residency programs as related to long-term goals stemming from *Martinez/Yazzie v. State of New Mexico* to “prepare highly skilled teachers who are equipped to develop the academic, cultural, linguistic, social, and emotional skills of New Mexico’s diverse students, particularly those furthest from opportunity” (New Mexico Public Education Department, 2022b; p.11).

3. Consider creating a learning network or community of practice to identify lessons learned and build capacity across the residency system. Teacher residency programs will most certainly grow and scale across the state as a result of H.B. 13. Those engaging in the work to develop and implement such programs often find themselves working in isolation and in need of creative ideas and solutions, thought partnership on problems of practice, and answers to pressing technical questions. To maximize opportunities for success of these programs and for teaching and learning across the state, consider developing a network or community of practice that regularly convenes leadership and teams of stakeholders from programs to address challenges and accelerate learning focused on the teacher residency movement.

4. Implement a state teacher policy and practice advisory committee to bolster teacher and teacher educator voices in the teacher residency policymaking process. An essential and often underutilized voice in the policymaking process is

³ The “mentor model” used in the study is that which is advocated by NCTR, wherein host teachers are selected to serve as mentors based on their experience, efficacy in the classroom, and willingness to act as a mentor and serve as a model of success in a high-needs classroom. NCTR defines a specific set of host teacher selection criteria, as well as a clear description of host teachers’ roles and responsibilities in the preparation of a new teacher.

that of teachers and teacher educators. As the state continues to monitor the overall teacher residency investment and consider the path forward, consider regularly convening teachers and teacher educators both within and outside teacher residency programs to inform the thinking and planning related to teacher residencies and teacher preparation more broadly. In fact, the Learning Policy Institute’s 2020 report stated,

“The governor and the secretary of education could convene a diverse, high-level task force of educators (including teacher associations) and educator preparation program leaders to evaluate strategies for improving educator preparation, licensing, and accreditation. The goal would be to ensure a coherent statewide system that focused specifically on developing educators’ knowledge of the science of learning and development and building their skills for applying that knowledge in the context of students’ cultural and linguistic backgrounds (Oakes et. al., 2020; p.49).”

Policy Recommendation for Teacher Residency Programs

Some of the findings from the ATRP evaluation and what we know from research and best practice related to teacher residency program design and implementation speak directly to policy considerations for New Mexico’s teacher residency programs, including:

- 5. Continue to strengthen the selection, development, and support of co-teachers in teacher residency partner schools.** Co-teachers are an essential element to the success of teacher residency programs and are foundational to a resident’s clinical practice experience. Findings from the ATRP evaluation suggest co-teaching is strong but that there are still areas for improvement that can be considered by the ATRP program as well as other teacher residency programs. Some of the findings that emerged from the ATRP program evaluation regarding co-teaching will be addressed as H.B. 13 is implemented—the bill strengthened policy and practice around the selection of co-teachers as well as requirements around ongoing evidence-based training in coaching and mentoring of teacher residents (as well as compensation for added time and responsibility). Nevertheless, it is worth elevating further opportunities to strengthen the selection, development, and support of co-teachers that emerged from the ATRP evaluation and this report, including:

- Use findings from the proposed study discussed above to continue to strengthen co-teacher selection and support.
- Support co-teachers' training around how to structure gradual release for candidates.
- Guide co-teachers to better understand roles, responsibilities, and expectations at multiple points in the program.

Policy Recommendation for State Policymakers and Teacher Preparation Programs

In addition to informing teacher residencies, the findings and lessons-learned from the ATRP evaluation and the design and implementation of other teacher residency programs can be informative to teacher preparation more broadly. Leveraging learning from the teacher residency movement and applying the lessons and practices to teacher preparation more broadly across the state is a worthwhile aspiration. Indeed,

“...a coherent and effective system of teacher and school leader preparation is essential to the creation of a strong educator workforce. Research points to several key policy Levers that can influence the quality of teacher education and, ultimately, the quality of the teaching force itself. These policy Levers include.....the incentives and opportunities that are constructed for programs to improve their quality and for candidates to seek out and gain access to high-quality preparation, such as teacher residencies and other strong district-preparation program partnerships; the funding available for programs and candidates; and the labor market forces that determine whether high-quality individuals will choose to enter teaching, where they will teach, and whether they will stay, such as underwriting the cost of teacher preparation in high-need fields and locations and adequately funding teacher education as a clinical profession” (Oakes et. al., 2020; p. 49).

The policy consideration in this section 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.** Findings from the previously recommended study about teacher residency policy and practice will be the most relevant source of decisive information about which aspects of the teacher residency experience to apply to teacher preparation in the New Mexico context. In the meantime, there are a

number of ATRP and New Mexico teacher residency policy design features that may be informative for other teacher preparation pathways in the state.

- Consider lengthening and deepening opportunities for pre-service clinical practice experiences. For example, H.B. 13 calls for a “full academic year of guided apprenticeship in the classroom...” (House Bill 13, 2022) while state statute for other teacher preparation programs stipulates that prior to licensure, candidates engage in only 16 weeks of student teaching (Legislative Education Study Committee, 2021). The full year experience allows for teacher residents to have access to the full arc of student learning across the curriculum as well as a year of embedded opportunities to transfer and apply coursework learnings.
- H.B. 13 outlines a co-teaching model where strategically recruited Level 2 or 3 teachers work *alongside* residents to give them exposure to a range of various teaching methods, philosophies, and classroom environments. On the other hand, the clinical experience outlined in educator preparation program accountability general requirements stipulates “supervision of a cooperating teacher” (New Mexico Administrative Code, 2019).
- In the teacher residency program design, candidates are grouped in cohorts to “facilitate professional collaboration among residents” (House Bill 13, 2022). This cohort approach is not necessarily the case for other teacher preparation pathways in the state and was identified by interviewees for this ATRP evaluation as a strength of the model.
- Through the Teacher Residency Act, teacher residency programs are structured in such a way that the partnership between the educational institution and school district(s) or charter schools co-develops and co-administers the program and facilitates employment for teacher residents in the participating school district or charter school following the program (House Bill 13, 2022). This structure ensures that learning and applied experiences are contextualized for the teacher resident and that the goals of the program reflect the needs and priorities of the district or charter school and its students. Candidates then bring that contextualized learning and experience to the classroom once they are hired thereby improving the prospect that they are day-one ready.

These aspects of ATRP and New Mexico teacher residency policy reflect essential elements of teacher preparation that aim to meet the needs of today’s students similar to that which is described in the 2019 brief, “Preparing Teachers for Deeper Learning”

(Darling-Hammond et. al., 2019). The brief outlines the following as goals for teacher education in which challenging academic content is coupled with engaging, experiential, and innovative learning experiences (Darling-Hammond et. al., 2019):

- Learning that is developmentally grounded and personalized
- Learning that is contextualized
- Learning that is applied and transferred
- Learning that occurs in productive communities of practice
- Learning that is equitable and oriented to social justice

Driving all teacher preparation pathways toward deeper learning also supports the state’s goals related to responding to *Martinez/Yazzie v. State of New Mexico* and “preparing highly skilled teachers who are equipped to develop the academic, cultural, linguistic, social, and emotional skills of New Mexico’s diverse students, particularly those furthest from opportunity” (New Mexico Public Education Department, 2022b; p. 11).

Conclusion

In summary, ATRP is achieving its mission to prepare competent, committed, caring, and diverse teachers for Albuquerque Public Schools. ATRP graduates are effectively prepared, even when compared to similar novice teachers or similar residency graduates. ATRP residents and graduates benefit the entire school community, student learning, and school culture and positively impact their communities at better or similar rates compared to their peers from similar teacher residency programs. Furthermore, ATRP represents a residency implemented with fidelity, performing better than its national peers within the NCTR Network in alignment with the *Levers for Equitable Teacher Residencies*. Finally, ATRP graduates are more diverse than the national and statewide teacher workforce, and these 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.

In response to these findings, NCTR has also provided a number of policy considerations for the state of New Mexico and teacher residencies more broadly. Because of the positive impact of ATRP, the state should consider more sustainable funding streams,

transitioning from one year investments to recurring funding. The state should also create a plan to study the lessons-learned and impact of teacher residency programs funded by the state to understand what is working and what is not, helping to inform future legislation and funding. Next, the state should create a learning network or community of practice that will meet regularly to overcome challenges, identify smart practices, and build capacity across the residency system. Similarly, New Mexico can implement a state teacher policy and practice advisory committee to bolster teacher and teacher educator voices in the teacher residency policymaking process, learning directly from practitioners and allowing them to influence future legislation to support the recruitment, preparation, and retention of effective educators. Given that co-teachers represent an essential Lever to preparing teacher residency program candidates, the state can continue to strengthen the selection, development, and support of co-teachers in teacher residency partner schools. Finally, the state and teacher preparation programs more broadly can identify promising strategies and lessons-learned from teacher residency policy and programs, learning from residency programs that are thriving and supporting residencies across the state to prepare teachers who will meet the needs of New Mexico students and families.

Ultimately, this evaluation shows that ATRP offers an exemplary teacher residency program that prepares effective, diverse and culturally responsive graduates to lead in the classroom from day one, and is on par with other highly effective teacher residencies across the nation. New Mexico also represents a leader in the teacher residency movement nationally, with ATRP, the first teacher residency in the state, serving as a learning opportunity for promising strategies that will continuously improve and inform the development of other teacher residencies. With H.B. 13 and the commitment of the state to prepare effective educators who stay in the classroom, ATRP presents an exciting opportunity that state legislators and other residencies can follow the lead in creating a sustainable and diverse educator workforce that will meet the needs of their local communities.

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