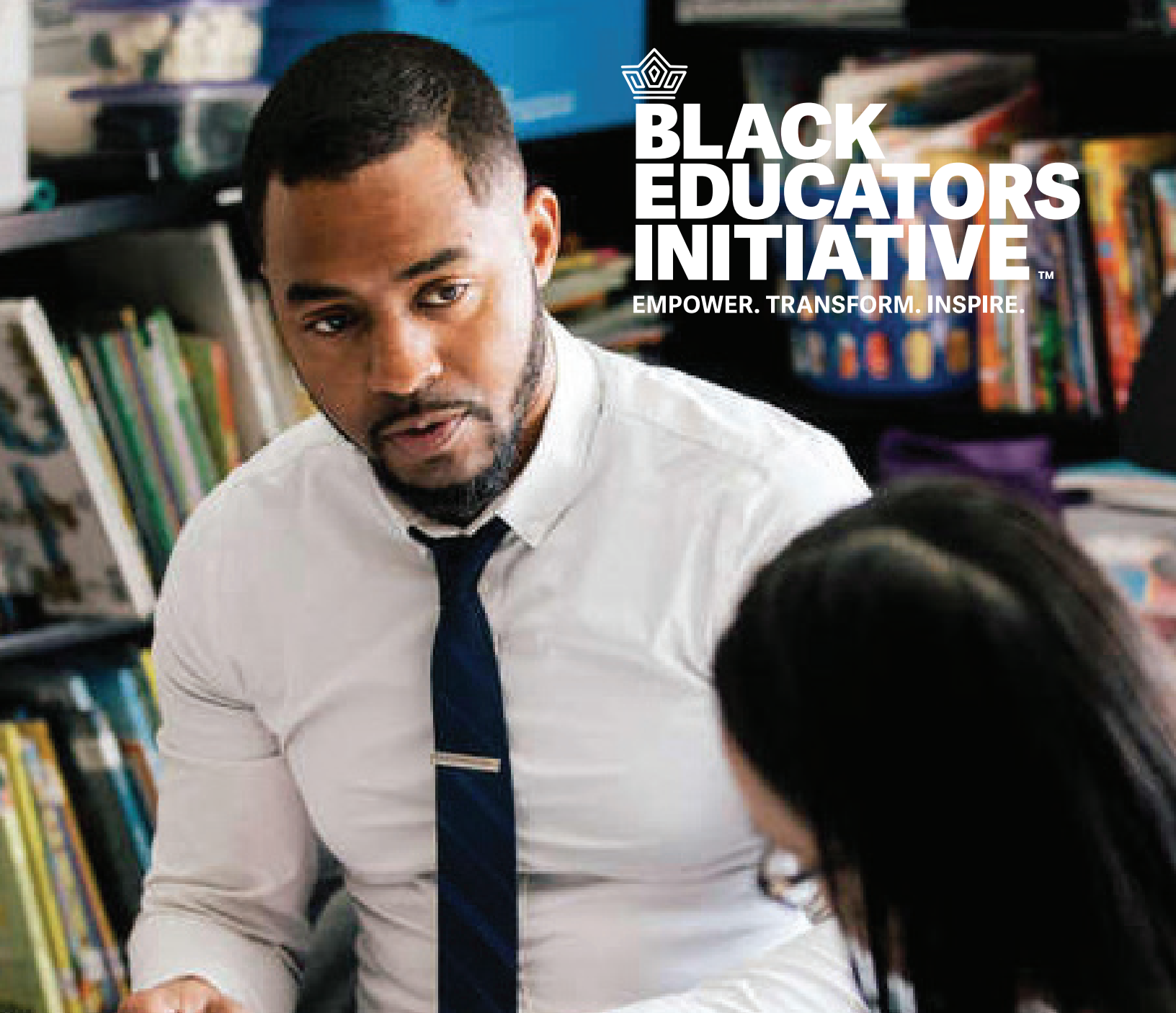




BLACK EDUCATORS INITIATIVE™

EMPOWER. TRANSFORM. INSPIRE.



BLACK EDUCATORS INITIATIVE

2019-2020 ANNUAL REPORT



ON THE COVER:
Martin Odima is a mentor
at the St. Paul Urban
Teacher Residency.



- Reducing barriers for aspiring Black educators to enter and remain in the profession through scholarships, stipends, emergency funds, and testing support.

- Investing in recruitment pipelines that reflect the communities of color predominately served in Title I schools.

- Increasing teacher effectiveness through rigorous clinical preparation and coaching from an expert mentor teacher.

- Adopting culturally and linguistically sustaining as well as trauma-informed practices that affirm, engage, and challenge students of color attending high-need schools.

- Improving the retention of effective Black educators through affinity groups that reduce isolation, build community, and empower them to collectively lead transformation in their schools and districts.

2019-2020 ANNUAL REPORT

The National Center for Teacher Residencies' (NCTR) Black Educators Initiative (BEI) is a response to an urgent and pressing challenge: Black students who have just one Black teacher during elementary school are more likely to graduate from high school and consider going to college, yet just seven percent of public school teachers are Black (Gershenson, S., Hart, C., Hyman, J., Lindsay, C., Papageorge, N., 2018). As the nation's students become more diverse, teacher residencies are the best way to prepare the next generation of teachers. Residencies are one of the leading models for preparing teachers of color, with 37 percent of residents identifying as Black, compared to seven percent of teachers nationwide (NCTR Annual Impact Report 2020; National Center for Education Statistics, 2019).

NCTR piloted the BEI starting in September, 2019 after receiving a five-year, \$20 million grant from Ballmer Group. The funds from this grant are being used to recruit, prepare, and retain 750 Black residents through our national network of teacher residency programs. This funding allows NCTR to invest in residency programs that are redesigning their teacher preparation practices to serve Black educators by:



Jocelyn Gaston is a mentor at the Chicago Public Schools Teacher Residency. This picture was taken at Mt. Vernon Elementary School.

2019-2020 BEI GRANTEES:

ALDER GRADUATE SCHOOL OF EDUCATION (BAY AREA, CALIFORNIA):

Grant funding supported recruitment, training, testing fees, tutoring services and financial support for tuition to ensure successful completion of the program.

CHICAGO PUBLIC SCHOOLS TEACHER RESIDENCY (CHICAGO, ILLINOIS):

Grant funding established an emergency fund to meet the pressing needs of Black residents. These needs include: increasing the number of Black mentors, hiring a recruiter to focus on both the recruitment and retention of Black residents, as well as support for testing preparation, book purchases, transportation, and other personal financial barriers.

EAST HARLEM TEACHER RESIDENCY (NEW YORK, NEW YORK):

Grant funding supported a basic needs fund, new recruitment strategies, support for college credits, and healthcare expenses for Black residents. Funding also supported the launch of a Campus Ambassador Program to create a pipeline of future Black educators.

MEMPHIS TEACHER RESIDENCY (MEMPHIS, TENNESSEE):

Grant funding contributed to the creation of a STEM teaching fellowship in partnership with the National Civil Rights Museum. This will provide a pipeline for undergraduate STEM majors interested in teaching.

2019-2020

BEI GRANTEES:

NASHVILLE TEACHER RESIDENCY (NASHVILLE, TENNESSEE):

Grant funding provided personalized training and support for Black residents designed to increase program graduation rates. Additionally, it provided residents with low-interest loans, internship stipends, scholarships, funding for licensure exam fees, and support from a mental health fund. Funds also brought professional development to residency staff focused on dismantling systemic racism.

NEW VISIONS & QUEENS COLLEGE URBAN TEACHER RESIDENCY (NEW YORK CITY, NEW YORK):

Grant funding supported “wraparound” certification support to reduce the number of Black educators who are not able to become certified or move into mentorship roles. Funds also reimbursed educators for testing fees and provided them with curated resources to support preparation for certification assessments, and supported the launch of a professional support network through a Black educator affinity group.

RTR (RICHMOND, VIRGINIA):

Grant funding allowed for the design and pilot of a mentoring, induction, and professional development search system, which included the development of an innovative data collection process. RTR aimed to increase recruitment and retention by providing emergency funds, other financial incentives and provide scholarships for resident tuition.

MINNEAPOLIS SPECIALI EDUCATION TEACHER RESIDENCY AND ST. PAUL URBAN TEACHER RESIDENCY:

Grant funding created a consortium of institutions serving the greater St. Paul/Minneapolis area by providing scholarships, support for licensure exams, and other personal needs; connecting residents, graduates, and other district leaders through affinity groups; and navigating pair mentors. Minneapolis and St. Paul offered teacher leadership opportunities by providing a variety of professional development opportunities and building a force of paid teacher mentors who will coach and support Black residents.

“Supporting Black mentor teachers was a really useful thing to be able to do, as we know the importance of residents being able to see themselves in their mentor teachers, their directors, staff, and faculty. It makes a big difference. This grant really pushed that work for us.”

— SHAYNA SULLIVAN, DEAN AT ALDER GRADUATE SCHOOL OF EDUCATION

PILOT YEAR PROGRAMMING

NCTR led residency program grantees in a monthly Roundtable Series to examine research-based practices and address persistent challenges as a learning community. The Roundtable Series topics included:

EXPLORING THE VALUE PROPOSITION FOR BLACK EDUCATORS

Nashville Teacher Residency (NTR) presented promising practices including a summer internship, recruitment of paraprofessionals and other candidates from the local community, and how NTR applies a racial equity lens to all aspects of their program.

PROGRAM ENTRY: SELECTION, TESTING SUPPORT, AND EMERGENCY FUNDS

New Visions-Queens College Urban Teacher Residency presented promising practices for collecting, analyzing, and acting on data, with a particular focus on disproportionality in outcomes for candidates of color during the selection process, as well as anti-bias training and norming practices for raters.

MENTOR TEACHERS AND AFFINITY SUPPORTS

Dr. Travis J. Bristol, Assistant Professor of Education at the Graduate School of Education at the University of California, Berkeley and NCTR board member, presented on the experiences of Black residents and the role of affinity groups and systems change in increasing supportive experiences for Black residents/graduates leading to greater retention in the profession.

PROGRAM REPORTS

Participants discussed interventions and reflections on their progress to date, and established opportunities for ongoing affinity groupings by topic of interest.

PROMISING PRACTICES: CULTURALLY AND LINGUISTICALLY SUSTAINING PEDAGOGY AND SOCIAL EMOTIONAL LEARNING

Participants addressed the importance of Social and Emotional Learning (SEL) and Culturally and Linguistically Sustaining Practices (CLSP) as research-based practices that improve outcomes for teachers and students of color, and met in affinity groups to discuss implementation questions, successes, and challenges.

SOCIAL EMOTIONAL LEARNING

Dr. Jacquelyn Ollison, Program Director of the California Teacher Residency Lab, shared qualitative and quantitative data on educators' compassion fatigue and secondary trauma, recommending strategies for addressing their effects and discussing implications for residency program design.

TEACHER RESIDENCIES RESPONDING TO COVID-19

Programs discussed the challenges and responses resulting from COVID-19 school closures and stay-at-home orders, then reflected on programmatic data from the year of the BEI Roundtables.

IMPACT OF THE PILOT

NCTR made grants in Year One of the BEI to eight residency programs in NCTR’s network, totaling more than \$2.2 million. Programs identified numerous strategies to improve the recruitment, selection, preparation, and support experiences of Black teacher residents.

DIRECT SUPPORT TO RESIDENTS

Scholarships	Stipends
Emergency funds	Test preparation and licensure supports

STRATEGIES DESIGNED TO BETTER RECRUIT, PREPARE, AND RETAIN BLACK EDUCATORS

Recruitment staff, services, and other supports	Mentor stipends and training
Affinity Groups	Pre-residency supports and summer placements
Funds for covering healthcare, technology, supplies, and other residency year needs	Diversity, equity, and inclusion training for program staff and residents
Job search support	Induction services
Partnerships for Social and Emotional Learning (SEL) services	Resident professional development and networking opportunities

IMPACT BY THE NUMBERS:

- **\$2.2 MILLION** awarded to NCTR Network Residencies

- **\$699,527** awarded in scholarships directly to Black residents

- **\$92,053** to testing and licensure supports

- **\$101,484** provided in emergency funds to Black residents

- **\$237,136** to hire dedicated recruiters

- **\$102,230** to mentor stipends and professional learning

- **\$34,395** to affinity groups

- **Total number of states impacted: 6** (California, Illinois, Minnesota, New York, Tennessee, and Virginia)

- **Number of Black residents enrolled at start of 2019-2020 SY: 115**

- **Number of Black residents enrolled at start of 2020-2021 SY: 184**

- **Total Number of Black residents impacted: 299**

- **Total Number of Black graduates from 2020-21: 95, or 83% of Black residents enrolled**

- **Average Black graduation rate: 83%**



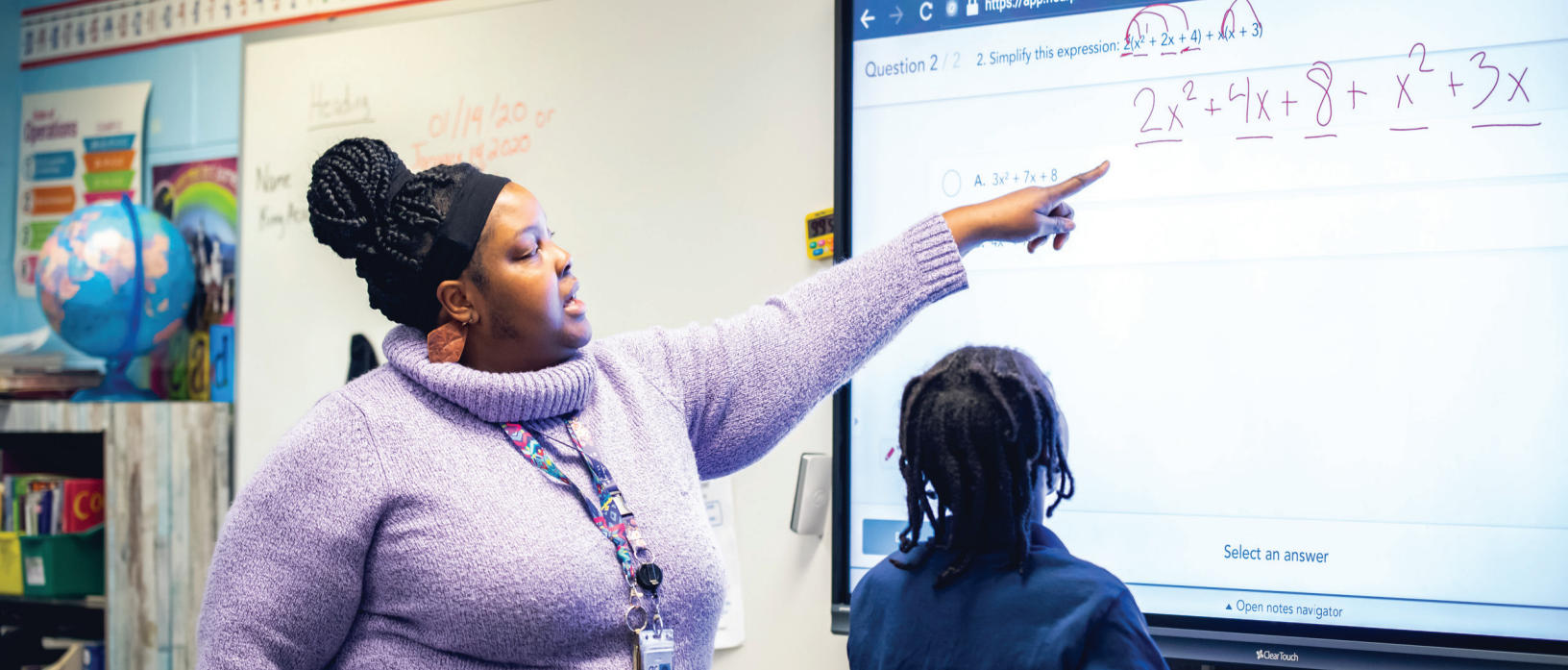
Derrick Hearn is a resident at the Chicago Public Schools Teacher Residency. This picture was taken at Mt. Vernon Elementary School.

YEAR ONE FINDINGS

PROMISING PRACTICES AND STRATEGIES

Programs made the most progress on interventions related to recruitment and selection, including:

- Making a financial commitment as part of the recruitment process for Black applicants.
- Residency model design/clinically-based training environment as part of the value proposition for Black applicants.
- Explicitly naming diversity, equity, and inclusion in residency programs' mission, vision, and recruitment materials.
- Clarity and transparency in recruitment materials.



Roxy Nance is a resident at the Chicago Public Schools Teacher Residency. This picture was taken at King Elementary School.

RESIDENT PREPAREDNESS

Principals who have hired or worked at training sites with residents from BEI programs reported higher levels of resident preparedness than principals associated with other programs.

“I had an amazing cohort that truly uplifted and supported one another. I wouldn’t have made it without them.”

— BEI RESIDENT AT THE CHICAGO TEACHER RESIDENCY

MENTOR PREPAREDNESS

Black mentors at the BEI programs reported higher levels of preparedness to be mentors than Black mentors at other programs.

“The mentoring experience impacted my instructional practices and improved them due to the discussions of those practices and the self-reflection needed to vocalize the reasons for why something was implemented in the classroom.”

— MENTOR AT THE CHICAGO TEACHER RESIDENCY

PARTNER GRANT **HIGHLIGHTS**

Partners report that the BEI funds have made a significant impact on the residency programs and their participants.

ALDER GRADUATE SCHOOL OF EDUCATION

“Given the national political climate right now, how do we think about a critical approach to the work we’re doing? In this time we’re reimagining what teaching should look like. How do we do this in a virtual space? How do we think about recruiting a diverse teacher workforce given current conditions? A critical perspective on the history of education has been really compelling [for our candidates] and made them want to join the profession. How do we address anti-Blackness within the teacher education space?”

— SHAYNA SULLIVAN, DEAN AT ALDER GRADUATE SCHOOL OF EDUCATION



Armani Alexander is a resident at the Memphis Teacher Residency. This picture was taken at Treadwell Elementary School.

- Tuition for **16 Black residents** was reduced on **average by \$6,600**.
- Alder GSE provided an **average of \$427** to Black residents to support testing efforts, including access to an online prep course, provide 1:1 tutoring for state credentialing tests, and testing fee reduction vouchers.

CHICAGO PUBLIC SCHOOLS

TEACHER RESIDENCY

“We weren’t sure if emergency funds would be worthwhile. But once we operationalized them, it was enlightening. They confirmed things we already knew but also introduced some new considerations into what people are struggling with that they may not be talking about, and we learned lots of things we might not have known about. Childcare, car maintenance, and phone service are a few.”

— FELICIA BUTTS, DIRECTOR OF TEACHER RESIDENCIES, CHICAGO PUBLIC SCHOOLS

- CPS recruited a new cohort of mentors to serve the incoming cohort and it includes **30 Black Mentors (23%)**. This is a **10% increase in Black mentor representation** from last year.
- Funds provided professional development the Residency program staff.
- A Curriculum and Training Manager attended an Inclusive Schools’ Leadership Institute, designed for leaders serving diverse residents.

“Testing and licensure supports were huge because there are so many hidden costs to enrolling and staying in a program like this, and when you start to break it down it gets pricey. It’s \$300 just to submit your licensure portfolio, and you can’t graduate or get licensed without that, not to mention the \$100-125 per content exam, and sometimes you have to take three of those exams to get into the program, and at least one to get out. And that’s assuming you don’t have to take any of the exams more than once. So we were able to build in the financial resources to pay for the tests themselves but also to get [residents] tutoring, which was so important.”

— FELICIA BUTTS, DIRECTOR OF TEACHER RESIDENCIES, CHICAGO PUBLIC SCHOOLS

EAST HARLEM TEACHING RESIDENCY

“We successfully completed a living stipend award to a resident in the fall of 2019. One resident currently lives in a NYCHA apartment with their mother, and due to some expected financial burdens, they were close to being evicted from their apartment. Through a living stipend, we were able to cover two months of their rent. This allowed the resident and his mother to live comfortably and to not only avoid eviction but also provided some extra time for them to save money for rent.”

— SUSAN GONZOWITZ, FOUNDING MANAGING
DIRECTOR OF EAST HARLEM TEACHING RESIDENCY



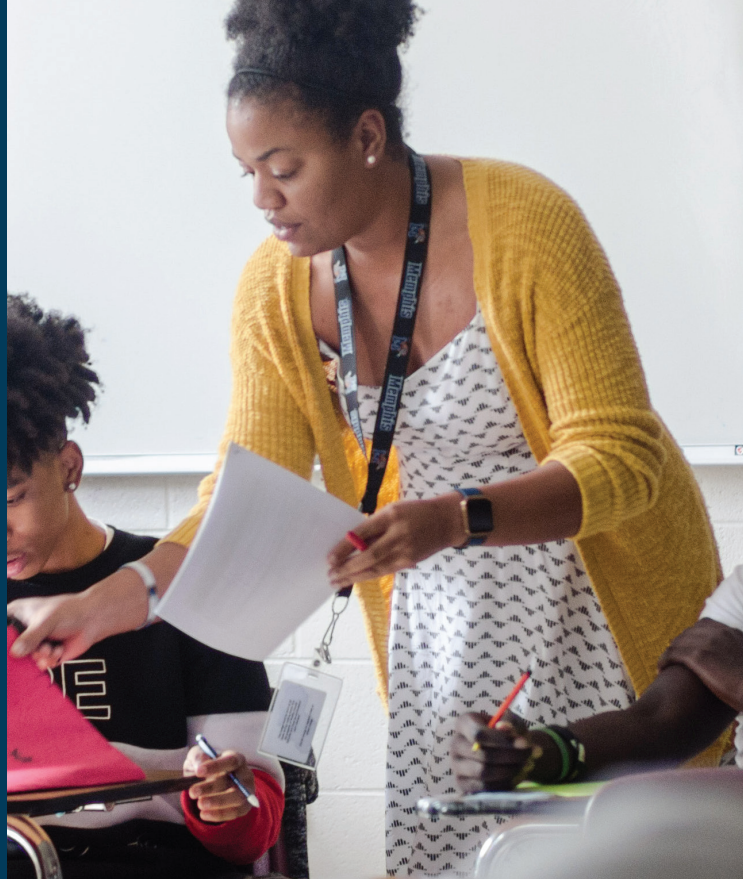
Shannon Gray is a resident at the Memphis Teacher Residency. This picture was taken at Cornerstone Prep.

- Applied BEI-grant emergency funds to support residents who lost their second jobs during NYC’s COVID crisis.
- Emergency funds supported a resident and he is now graduating with the required GPA to enroll in our special education extension program and will be working in our network of charter schools next year.

MEMPHIS TEACHER RESIDENCY

“[We] reviewed over 60 applications in order to select 10 candidates for the Fellowship [and have] been able to reach out to candidates that had never heard about MTR. By emailing the professors from the top 20 HBCUs, MTR hopes to establish relationships at these schools in order to [continue to] promote the Fellowship.”

— DAVID MONTAGUE, EXECUTIVE DIRECTOR AT MEMPHIS TEACHER RESIDENCY



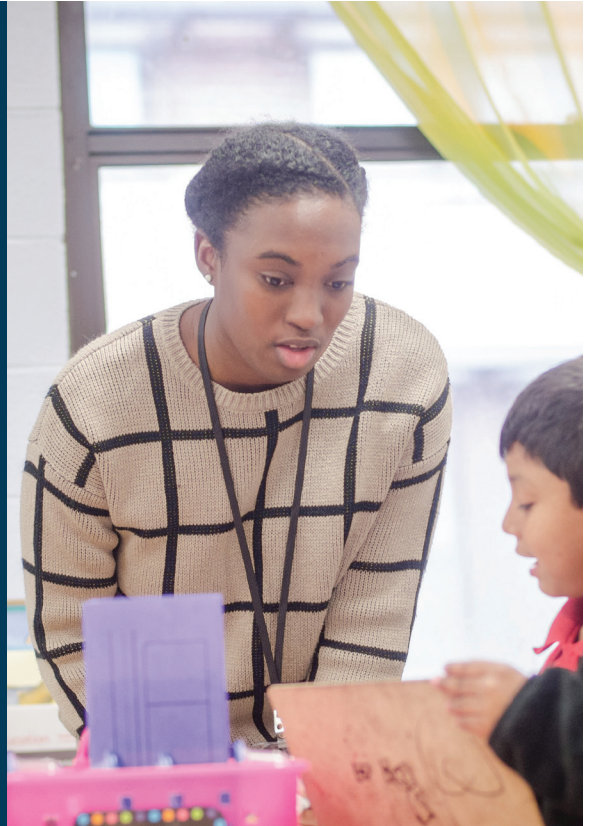
Catherine Fleming is a resident at the Memphis Teacher Residency. This picture was taken at Douglass High School.

- Five of the nine eligible Fellows applied for the residency, indicating the STEM Fellowship, which will be a valuable pipeline for MTR.
- The program revamped recruitment and selection processes to account for a virtual system in spring 2020, supporting a pivot to a digital camp experience.

NASHVILLE TEACHER RESIDENCY

“Most of our mentors and principals have hosted student teachers before - mostly white and economically privileged - and our Black Residents have brought new needs and new assets to their classrooms. Supporting and working with our Black residents, seeing the teachers they have become, has, we believe, challenged deeply set and implicitly racist ideas about both teaching and teacher education that will have an impact outside of our small program.”

— RANDALL LAHANN, DIRECTOR OF NASHVILLE
TEACHER RESIDENCY



Faith Ambrose is a resident at the Memphis Teacher Residency. This picture was taken at Treadwell Elementary School.

- 100% of Black residents identified that the loan made a significant difference in their ability to complete the program. Multiple Residents reported that they may not have been able to stay in the residency program had they not had access to a quality, low-interest loan.
- As part of a Black History Month focus, residents looked at the legacy of Black educators and the way their struggles and ideas have played out. It was fascinating to hear Residents break down DuBois vs. Booker T. Washington debates.

“Crossroads training really pushed our staff. Over the two-day training, it contextualized the history of white privilege and violence against Black Americans that for our team made me realize that so many of our assumptions are flawed.”

— RANDALL LAHANN, DIRECTOR OF NASHVILLE TEACHER RESIDENCY

NEW VISIONS AND QUEENS COLLEGE URBAN TEACHER RESIDENCY

“The teachers who attended [the affinity group meetings] were thankful for the space because they said no one else was doing this, having these conversations. They also wanted to move from conversation to action. That’s the benefit of going into year 2 [of BEI] - we have the funding to ... engage people again. My hope is that those who started with us last year will attend again and bring a colleague.”

— RACHELLE VERDIER, DEPUTY DIRECTOR OF TEACHER DEVELOPMENT AT NEW VISIONS FOR PUBLIC SCHOOLS



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

- Grant funds provided almost \$9,000 in financial support to assist 25 Black educators across 20 schools to meet NY State certification requirements.
- Meetings of the Black Educators Network provided professional learning and connection for approximately 40 Black teachers and administrators.

RTR

“We created the Minority Educator Recruitment and Retention Center, which houses all of the interventions we’re providing to the residents. The center serves as a hub for the interventions as well as a safe space for Black residents to communicate their challenges and successes. It would not have been developed without the resources from the BEI.”

— LARON SCOTT, ASSOCIATE PROFESSOR OF SPECIAL EDUCATION AT VIRGINIA COMMONWEALTH UNIVERSITY



Jason Hudson is a resident at the Chicago Public Schools Teacher Residency. This picture was taken at Haley Elementary School.

- A new recruitment specialist was hired and has been meeting with Black applicants throughout the application process.
- Feedback from scholars that received mentoring indicated that the program assisted them with navigating difficult programmatic situations and challenges at their schools.

MINNEAPOLIS SPECIAL EDUCATION TEACHER RESIDENCY AND ST. PAUL URBAN TEACHER RESIDENCY

“We continue to work collaboratively [across our partnership] to interrupt systems, amplify resident voices, and prepare effective teachers for the classrooms.”

— SHELLEY NEILSEN GATTI, ASSOCIATE PROFESSOR AT THE UNIVERSITY OF ST. THOMAS FOR PUBLIC SCHOOLS



Marchelle Williams is a resident at the Memphis Teacher Residency. This picture was taken at Kingsbury Middle School.

- The BEI has provided \$19,467 in emergency funds to 12 residents. Emergency fund requests included assistance for transportation, health costs, and emergency housing.
- Funds paid for residents to participate in a Fall Math Bootcamp class with online support, which was taught by a Black educator.

2020-2021 GRANTEES

In the fall of 2020, NCTR made grants to 14 programs for Year Two of the BEI. NCTR's investment in year two of the BEI is **\$3,373,054**.

1. Alder Graduate School of Education (Bay Area, California)
2. AppleTree Early Learning Teacher Residency (Washington, District of Columbia)
3. Boston Teacher Residency (Boston, Massachusetts)
4. Clarkson University (Potsdam, New York)
5. CREATE Teacher Residency (Atlanta, Georgia)
6. Chicago Public Schools Teacher Residency (Chicago, Illinois)
7. East Harlem Teaching Residency (New York City, New York)
8. Kansas City Teacher Residency (Kansas City, Missouri)
9. Memphis Teacher Residency (Memphis, Tennessee)
10. Minneapolis Special Education Teacher Residency/St. Paul Urban Teacher Residency (Minneapolis, Minnesota)
11. Nashville Teacher Residency (Nashville, Tennessee)
12. New Visions for Public Schools (New York, New York)
13. Old Dominion University Teacher in Residence Program (Norfolk, Virginia)
14. RTR (Richmond, Virginia)

WHAT'S NEXT

Over the next four years, NCTR will:

COLLABORATE with and receive guidance from national scholars and researchers to inform grantees' practices.

ESTABLISH strategic partnerships with other teacher preparation and teacher advocacy organizations working to improve diversity in the teaching profession.

PROMOTE teacher diversity as a policy priority.

PUBLISH reports codifying promising practices, case studies, and outcomes.



REFERENCES

Gershenson, S., Hart, C., Hyman, J., Lindsay, C., Papageorge, N. (2018). *The long-run impacts of same-race teachers*. National Bureau of Economic Research Working Paper 25254.

Retrieved at: https://www.nber.org/system/files/working_papers/w25254/w25254.pdf

National Center for Teacher Residencies Annual Report (2020). *National Center for Teacher Residencies Annual Report 2019-2020*. Retrieved at: <https://3cfo0y21904s2nzumq2v0hq0-wpengine.netdna-ssl.com/wp-content/uploads/2020/12/NCTR-Annual-Report-December-2020-FINAL.pdf>

National Center for Education Statistics (2019). *National Center for Education Statistics Annual Report*. Retrieved at: <https://nces.ed.gov/>