



# *Igniting Change*

2021-2022 NCTR'S BLACK EDUCATORS INITIATIVE

## Annual Report



## ACKNOWLEDGEMENTS

NCTR would like to thank Ballmer Group for their ongoing support of NCTR's Black Educators Initiative (BEI). We would also like to thank the W. Clement and Jessie V. Stone Foundation for their support of NCTR's efforts to research the impact of BEI. NCTR would also like to acknowledge the work and dedication of the Year 3 BEI grantee teacher residency programs. Their individual and collective work with NCTR to prioritize the recruitment, preparation, and retention of Black teacher residents has made a difference in the lives of not only the teacher residents but the education profession.

NCTR is especially thankful to the Black teacher residents and graduates of BEI who have shared their residency experiences through surveys, contributing to BEI's data collection and shaping NCTR's approach to working with teacher residencies. These teacher residents and graduates have humbly accepted the call to teach students as a teacher of record, and their work and dedication toward this goal is inspiring.

Finally, the authors would like to thank their NCTR colleagues Dr. Cortney Rowland, Erica Hines, Dr. Bill Kennedy, Carrie Scheib, Jill Pitner, Dr. Tabitha Grossman, Dr. Kathlene H. Campbell, and Alicia Roberson for their review of this report.

### Year 3 BEI Grantees

- Alternative Pathways to Educator Certification Center at Columbia College
- AppleTree Early Learning Teacher Residency
- Boston Teacher Residency
- Carey Teacher Residency (William Carey University)
- Clarkson University
- Chicago Public Schools
- Connecticut Teacher Residency Program
- CREATE Teacher Residency Program
- East Harlem Teaching Residency
- Jacksonville Teacher Residency
- Kansas City Teacher Residency
- Memphis Teacher Residency
- Nashville Teacher Residency
- Old Dominion University Teacher in Residence Program
- RTR (Virginia Commonwealth University)
- Oakland Teacher Residency
- Project Inspire
- Philadelphia Teacher Residency (Drexel - BLCS Residency)
- St. Louis Teacher Residency
- University of St. Thomas, Saint Paul Urban Teacher Residency, Minneapolis Special Education Teacher Residency, and Charter School Teacher Residency





## 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](http://www.nctrresidencies.org).

## About the Authors

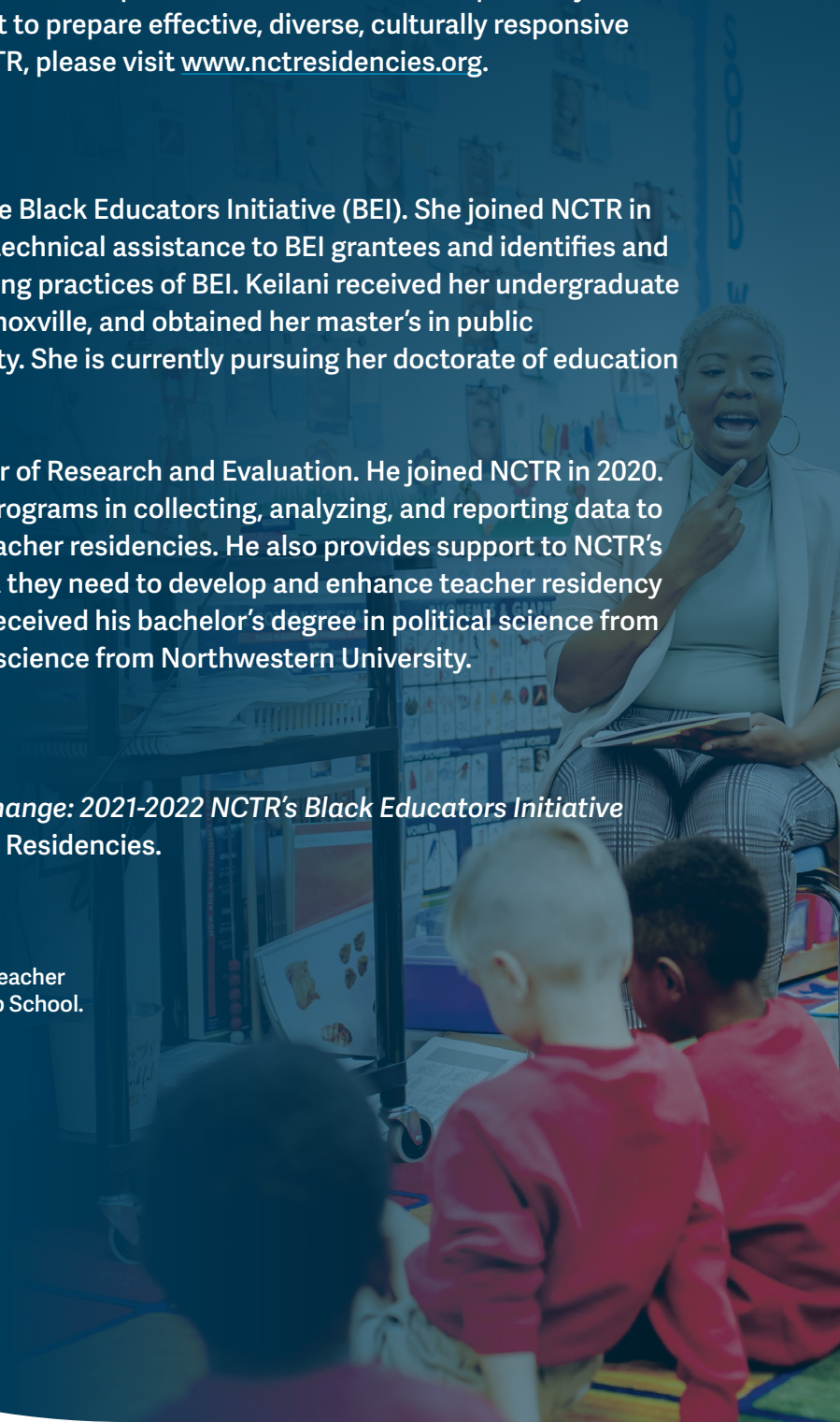
**Keilani Martin Goggins** is the Director of the Black Educators Initiative (BEI). She joined NCTR in 2019. In her role, she provides support and technical assistance to BEI grantees and identifies and cultivates partnerships to scale the promising practices of BEI. Keilani received her undergraduate degree from the University of Tennessee, Knoxville, and obtained her master's in public administration at Tennessee State University. She is currently pursuing her doctorate of education at Trevecca Nazarene University.

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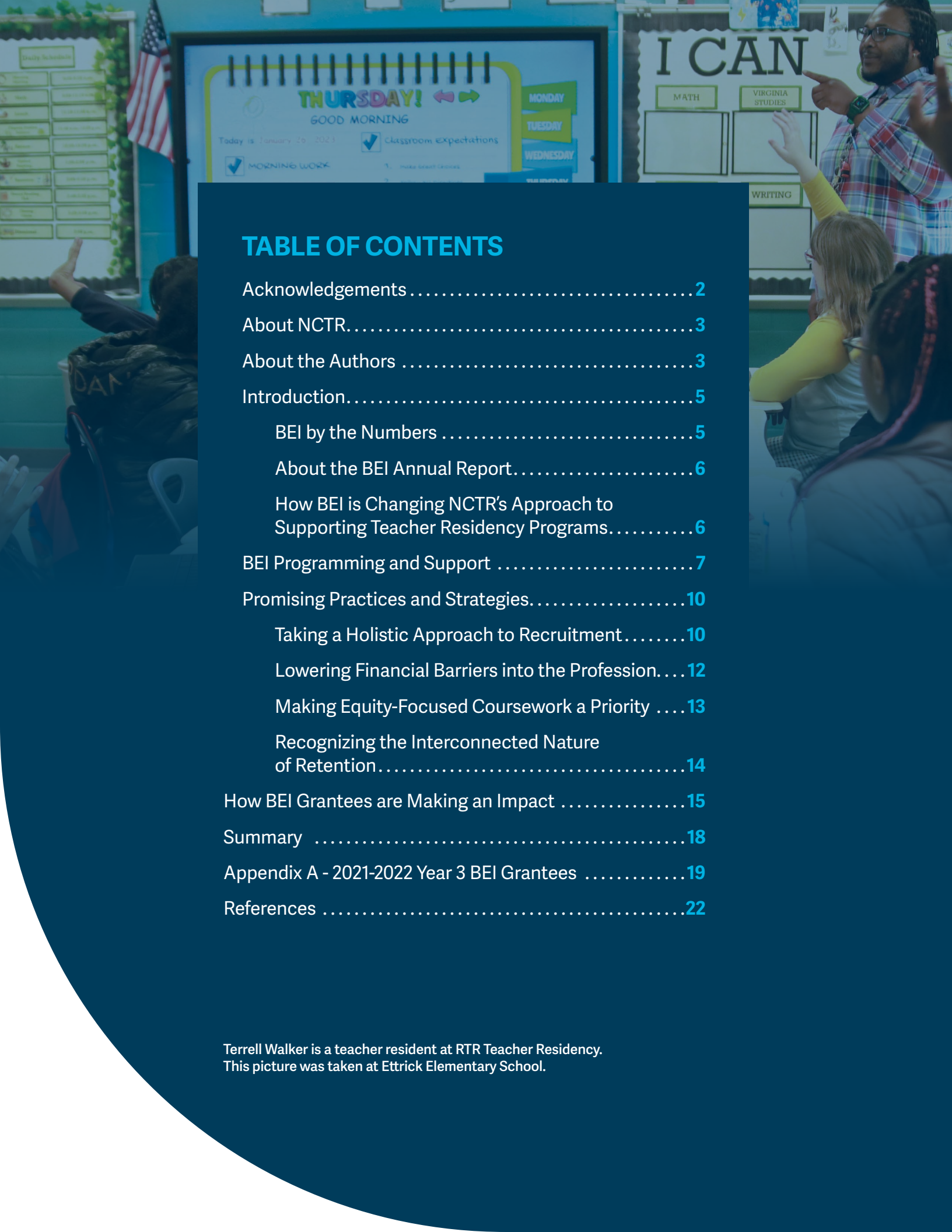
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Brendae McKinney is a teacher resident at Memphis Teacher Residency. This picture was taken at Cornerstone Prep School.







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Terrell Walker is a teacher resident at RTR Teacher Residency. This picture was taken at Ettrick Elementary School.

# INTRODUCTION

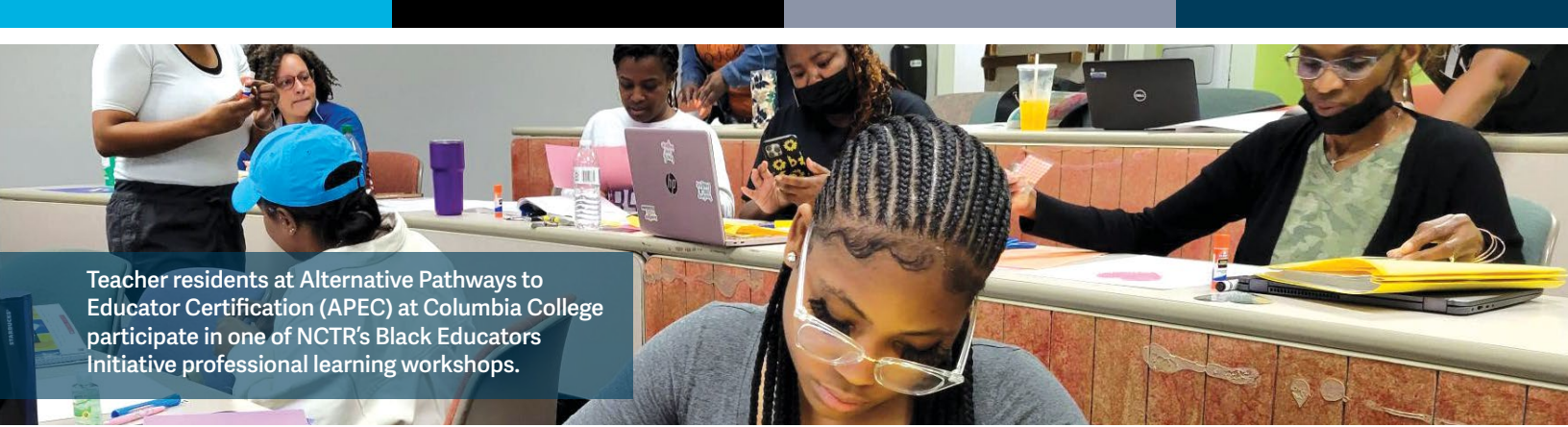
Launched in 2019, the National Center for Teacher Residencies' (NCTR) [Black Educators Initiative \(BEI\)](#) is NCTR's response to an urgent and pressing challenge: Black students who have just one Black teacher in elementary school are more likely to graduate from high school and consider going to college (Gershenson, et al., 2022), yet just 6% of public school teachers are Black (Taie & Lewis, 2022). As the nation's students become more diverse, teacher residencies are the best way to prepare the next generation of teachers of color. Teacher residencies are one of the leading models for preparing teachers of color, with 33% of teacher residents in NCTR programs for 2020-2021 identifying as Black (*NCTR Annual Report, 2021*). NCTR launched BEI after receiving a five-year, \$20-million grant from Ballmer Group to recruit, prepare, and retain 750 new Black teachers through NCTR's national Network of teacher residency programs. This funding allows NCTR to invest in teacher residency programs in NCTR's Network that are redesigning their teacher preparation practices, with support from NCTR, to serve the needs of Black educators.

NCTR's investment in BEI offers the organization an opportunity to share with the field of teacher preparation the most effective components of the teacher residency model for recruiting, preparing, and retaining Black educators. Since the inception of NCTR's BEI, NCTR has prioritized investing, when possible, in the same teacher residency programs annually to provide BEI grantees with a predictable source of revenue to increase the number of Black teacher residents in their teacher residency programs (see Appendix A for a list of the Year 3 BEI grantees). This also provides NCTR with data that are analyzed to identify powerful insights into the impact BEI is having among grantees and Black teacher residents.

In Year 3 of BEI, NCTR supported eight additional teacher residency programs through the initiative. The increase in programs allowed NCTR to provide \$3.7 million of support to 303 Black teacher residents in 20 teacher residency programs across 15 states and the District of Columbia. Across all three years, NCTR's BEI grantees have supported 669 Black teacher residents.

**Table 1. BEI by the Numbers**

	BEI Year 1 (2019-2020)	BEI Year 2 (2020-2021)	BEI Year 3 (2021-2022)	Total
Total amount given in grants	\$2.2 million	\$3.7 million	\$3.7 million	\$9.6 million
Number of teacher residency programs supported	8	14	20	22
Total # of states, including the District of Columbia	6	10	15	15
Total amount toward scholarships for Black teacher residents	\$699,527	\$800,000	\$893,700	\$2,393,227
Total amount toward testing and licensure support	\$92,053	\$600,000	\$550,000	\$1,242,053
Total amount toward emergency funds for Black teacher residents	\$101,484	\$350,000	\$322,500	\$773,984
Total amount toward mentor stipends and professional learning	\$102,230	\$250,000	\$420,000	\$772,230
Number of Black teacher residents enrolled	115	251	303	669
Number of Black teacher residents graduated	95	191	225	511



Teacher residents at Alternative Pathways to Educator Certification (APEC) at Columbia College participate in one of NCTR's Black Educators Initiative professional learning workshops.

## About the BEI Annual Report

NCTR uses the BEI Annual Report to share the work of the BEI grantees and how NCTR supports them beyond the funding NCTR provides. All BEI grantees apply similar strategies to support the preparation of Black teacher candidates, and over time, NCTR and its research partners have been able to identify the strategies and elements of those strategies that are yielding the most promising results. During the third year of the initiative, the Year 3 grantees have directed their efforts toward:

- Reducing the financial barriers for aspiring Black educators to enter and remain in the profession through:
  - Scholarships and stipends;
  - Direct financial support for expenses teacher residents would otherwise have to pay. For example, healthcare; childcare; testing fees; test preparation; books and supplies; tech support; commuting and transportation;
  - Access to financial support systems that cover unanticipated expenses that, if not covered, might result in withdrawal from the teacher residency program; and
  - Investing in “home grown” or “grow your own” recruitment pipelines that reflect the communities of color predominately served in Title I schools.
- Increasing teacher resident effectiveness through rigorous clinical, residency-based teacher preparation and coaching from an expert mentor teacher, ideally a mentor of color.
- Improving the retention of effective Black teacher residents and Black teacher residency graduates through affinity groups that reduce isolation, build community, and empower them to collectively lead transformation in their schools and school districts.

This year, the report also addresses the extent to which BEI has informed how NCTR works with teacher residency programs toward igniting change to better support Black educators.

## How BEI is Changing NCTR's Approach to Supporting Teacher Residency Programs

BEI has significantly impacted how NCTR provides consulting services to all of the teacher residency programs in the NCTR Network. While BEI remains a core initiative at NCTR, it has now permeated every aspect of our work. For example, NCTR has incorporated findings about the most promising interventions into the consulting services that NCTR provides for new and existing teacher residency programs. Additionally, NCTR now has a more specific focus on Black educators in the recruitment support strategies shared with clients. NCTR has also reframed internal expectations for curriculum design to include active resistance to white dominant cultural norms.

BEI has also influenced NCTR's state and federal policy strategy. For example, *Doing Better for Black Educators* (2023) lays out a policy agenda for policymakers who want to invest in the preparation and retention of Black teachers. Bolstered by what NCTR and BEI grantees have learned since the inception of BEI, *Doing Better for Black Educators* makes six recommendations for policymakers.

1. Make teacher preparation financially accessible.
2. Prioritize recruitment strategies that focus on Black educators.
3. Ensure that teacher preparation programs are culturally and linguistically sustaining for Black educators.
4. Employ affinity groups as a standard component of the teacher education experience.
5. Invest in and support mentors who can cultivate prospective Black educators.
6. Include voices of Black educators in the development of teacher education policy.

Each recommendation includes relevant research, examples of how BEI grantees are addressing each area, and specific action steps that teacher preparation programs, school districts, and states can take.



# BEI PROGRAMMING AND SUPPORT

In addition to providing financial support to its teacher residency programs, NCTR provides consulting services to BEI grantees that focus on:

- Supporting BEI grantees' commitment to improving the core components of their recruitment and selection processes;
- Mentor professional development and growth; and
- Revising the teacher residency year experience to incorporate culturally and linguistically sustaining pedagogy (CLSP), social and emotional learning (SEL), and diversity, equity, and inclusion (DEI) practices.

Combined with individualized consulting, the holistic approach to the support NCTR provides builds programmatic capacity in the BEI grantees' teacher residency programs. It also creates a support system for them as they implement new strategies and approaches that impact the outcomes of Black teacher residents.

NCTR began using a roundtable format in Year 1 of BEI and has continued to use this format as it creates space for BEI grantees to share and examine research-based practices aimed at improving the recruitment and retention of Black teacher residents. The BEI Roundtables are designed to share research-based practices along the continuum of teacher preparation with an emphasis on building community among the BEI grantees. In Year 3, the Roundtables focused on the power of community and the findings of NCTR's external evaluation of BEI, conducted by the Center for Public Research and Leadership (CPRL) (Madhani, Shand, & Austin, 2022). Figure 1 details the content of the BEI Roundtables.



Troy Hester is a teacher resident at Philadelphia Teacher Residency. This picture was taken at Boys Latin Charter School.

Figure 1. BEI Roundtable Programming

## Black Educators: Past and Present

Dr. Michael Hines, assistant professor at Stanford University in the Graduate School of Education, examined the impact of desegregation on Black teacher displacement. Recipients also reviewed the programming year and reflected upon the importance of recruiting, retaining, and preparing Black teachers.

## The Power of Community

Participants discussed the importance of community engagement when building a movement, reflected on how they are leveraging community within their own localized context, and discussed strategies on how to amplify community involvement.

## The BEI Difference

The Center for Public Research and Leadership (CPRL) unpacked the findings of their evaluation of the first two years of BEI (Madhani, Shand, & Austin, 2022). Grantees were able to reflect and discuss the data as well as consider what has worked in their teacher residency programs and what they would like to implement in the future.



**The program prepared me to be incessantly reflective and evaluate my own biases as well as to challenge biases of others who serve students that are marginalized and disenfranchised. The program prepared me to teach my students with integrity and create a classroom that is open and accepting of others.”**

– BEI-Supported Teacher Resident, 2021-2022

Another approach NCTR uses are working groups. Introduced in Year 2 of BEI, working groups are inquiry-driven small groups focused on high-leverage intervention areas, with the goal of deepening and sustaining the complex and varied work of all teacher residency staff members. In Year 3, working groups were used across the Network to deepen the work of the previous year, building on those findings and developing additional resources. Figure 2 details the findings of the BEI Working Groups. As such, you will see a link to the related resources for each working group also in Figure 2.

Figure 2. BEI Working Group Synthesis



### Resident Recruitment and Selection

This working group brought together teacher residency staff members with responsibility for recruiting and selecting teacher residents to address common challenges and share strategies for determining selection criteria, setting and achieving recruitment targets, and inclusive teacher resident recruitment and retention strategies. The group wanted to elevate the concept of “user friction,” which means to identify points where a user cannot meet their goal within a product or service, that framed some of BEI’s discussions around the challenges of recruitment this year (FY22 NCTR Network Resource Guide, 2021).

[“User Friction” in Residency Recruitment, Selection, and Retention](#)



### Coursework and Clinical Integration

Group members examined various markers of residencies, including teacher educator collaboration, data analysis, and teacher resident performance assessments. One major component of alignment and integration that NCTR Network members identified was the centering of culturally and linguistically sustaining pedagogy (CLSP) in teacher residency practice and how to celebrate, value, and support teacher resident retention of these practices through evaluation and assessment systems. The group discussed the various lenses through which to consider how CLSP can be part of assessment and evaluation, especially when work environments and expectations might be vastly different from what teacher residency programs create for teacher residents.

[CLSP Performance Assessment Considerations](#)



### Culturally Sustaining Mentor Recruitment and Training

Group members discussed the importance of mentor teachers in successful teacher residency programs and how best to identify, select, and retain diverse cohorts of classroom teachers who can successfully support and prepare teacher residents. This working group focused on coursework-clinical alignment, culturally sustaining approaches to coaching, and liberatory design during the year, while also providing space for members to discuss current or ongoing problems of practice. In the resource below, one of the group’s problems of practice has been converted into an anonymized case study for NCTR Network partner use.

[Identity Matching in Mentor Selection: An NCTR Network Case Study](#)



### Post-residency Support and Induction

Induction supports lead to enhanced graduate effectiveness and retention, particularly for teacher residency graduates from historically marginalized communities. Robust induction can be expensive and time-consuming, so this group focused on strategies for providing sustainable onboarding for new teachers into the profession. This working group unpacked NCTR’s [Lever VIII: Graduate Support](#), which focuses on the hiring process.<sup>1</sup>

[A Collection of Multimodal Resources to Support Program Graduates](#)

<sup>1</sup> NCTR’s Levers for Equitable Teacher Residencies are based on research that identifies features of effective teacher residency programs and the impact data from 16 years of assessing teacher residency program design and implementation. For more information on NCTR’s levers, visit <https://nctrresidencies.org/about-nctr/our-residency-model/levers-for-equitable-teacher-residencies/>.



Figure 2. BEI Working Group Synthesis – continued



### Culturally and Linguistically Sustaining Math Methods and Instruction

This working group was all about math joy and sharing resources and ideas connected to culturally and linguistically sustaining math practice and pedagogy. This group spent time discussing what equity-centered mathematics means to each member and to their individual teacher residency programs, and they brainstormed how to advocate for more equity-centered approaches with all stakeholders from reluctant teacher residents to mentor teachers to building principals to residency faculty.

[CLSP Math Takeaways](#)



### Culturally and Linguistically Sustaining Approaches to Literacy Practice

This working group looked at culturally and linguistically sustaining practices through a theoretical lens with a focus on recent controversies in the field. In particular, the conversation centered around valuing multiple perspectives within literacy methods and instruction. All the resources gathered through the various engagements are highlighted in an annotated bibliography.

[CLSP Literacy Annotated Bibliography](#)



### Diversity, Equity, and Inclusion and Social and Emotional Learning

This working group discussed the interconnectedness of DEI work and SEL values and practices as well as the opportunities and challenges it brings to its teacher residency programs. The group spent the second half of the programmatic year examining liberatory design as a potential framework and tool to make decisions, changes, and initiatives that center both DEI and SEL. The resource acts as an entry point for those who may want to consider liberatory design as a useful tool as well.

[Exploring Liberatory Design](#)



### Racial Affinity Groups

This working group focused on research-backed strategies for support and professional development of teacher residents, teacher residency graduates, and program staff. Building on and expanding on learnings from last year's BEI grantees' experiences launching racial affinity groups for those from historically marginalized communities, this group shared best practices for supporting affinity groups of all racial identities.

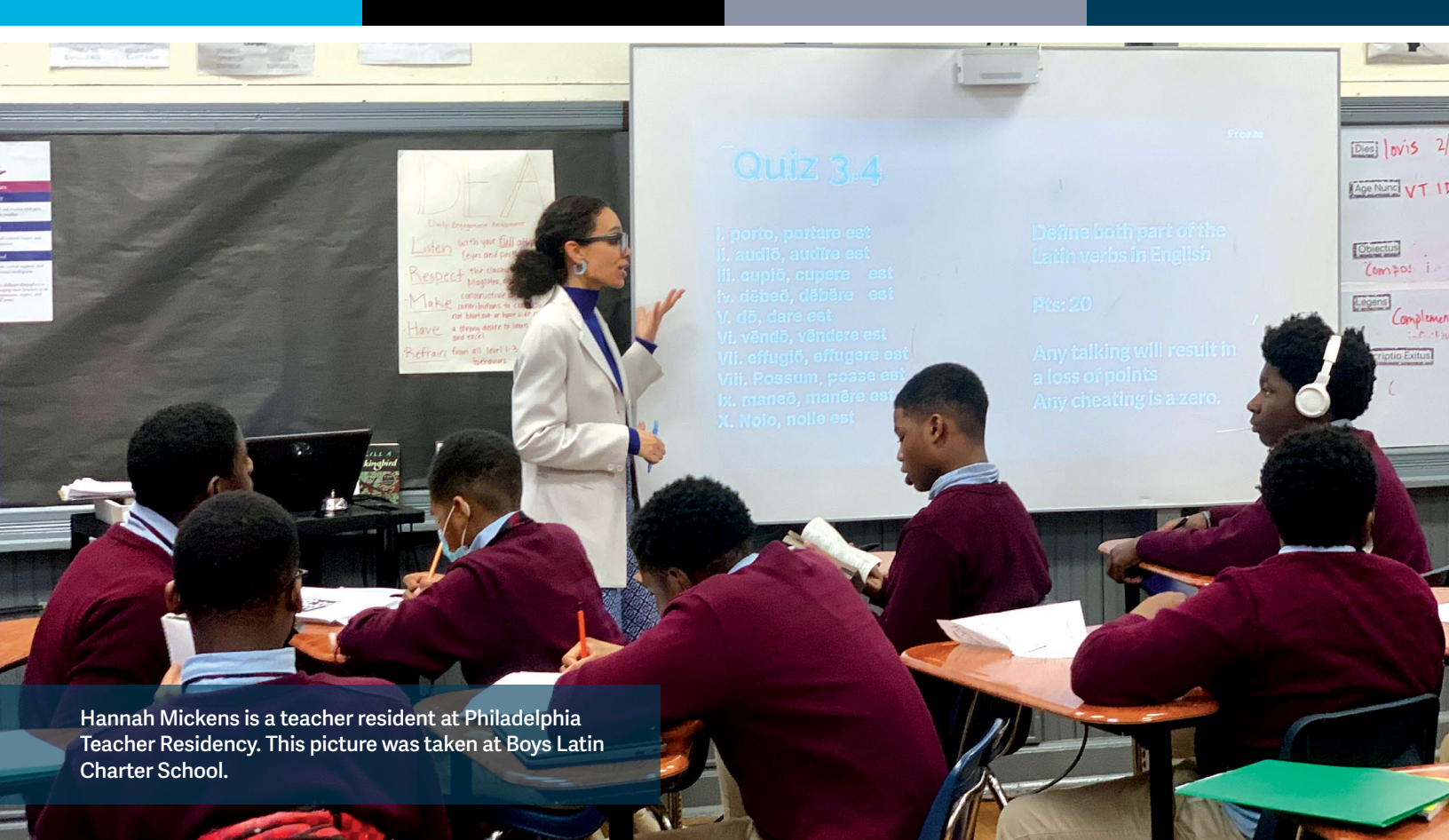
[Racial Affinity Groups](#)



### Financial Support Systems for Teacher Residents

Recognizing that the goal of teacher residency programs is to prepare effective teachers for their respective school districts and remove barriers to becoming teachers, this working group shared problems of practice related to the implementation of emergency funds and also completed independent research on social services available to teacher residents struggling financially. One of the more exciting resources discovered is <https://403bwise.org>. This non-profit provides, free of charge, counseling to teachers on retirement plans and the choices available to them. They will also consult districts on the best plans available, prioritizing ones with lower fees to protect teachers' wealth management.

[Financial Support Systems for Teacher Residents Resources](#)



Hannah Mickens is a teacher resident at Philadelphia Teacher Residency. This picture was taken at Boys Latin Charter School.

## PROMISING PRACTICES AND STRATEGIES

The goal of NCTR's BEI is to improve the recruitment, preparation, and retention of Black educators. To achieve this goal, BEI grantees use the funding NCTR provides to implement research-based strategies to increase the number of Black teacher candidates they recruit, prepare, and ultimately retain. Their efforts are working. In 2023, teacher residency programs in NCTR's Network (over half of the teacher residency programs in NCTR's Network are BEI grantees) reported the highest ever retention rate among Black teacher residency graduates at 94% (*NCTR Annual Report, 2023*). The retention rate among Black teacher residency graduates is the highest of any group of teacher residents. In 2023, NCTR Network teacher residency programs also reported the highest ever percentage of teacher residents of color at 69%.<sup>2</sup>

### Taking a Holistic Approach to Recruitment

In Year 3, BEI grantees leveraged their grants to develop a holistic candidate-centered recruitment approach that focuses on what motivates Black teacher residents to enter the profession. For example, BEI grantees demonstrate a commitment to Black educators and center Black educators in their teacher residency program's mission and vision. One BEI-supported teacher residency program, RTR, begins recruitment efforts in high school, encouraging Black students to begin considering education as a major. Their recruitment team has also created recruitment resources and collateral that clearly communicate the value proposition of the residency to Black candidates and highlights their culturally centered programming. The recruitment materials they use also feature Black teacher residents who were previously or are currently enrolled in the teacher residency program.

<sup>2</sup> This report is focused on Year 3 of BEI which occurred during the 2021-2022 academic year; however, NCTR is sharing some more recent data collected in fall 2022 that reflect positive trends in the recruitment, preparation, and support of Black teacher residents.

**Holistic candidate-centered recruitment** is an approach to recruiting that focuses on the needs, interests, and goals of the teacher candidate, and seeks to create a positive and supportive experience throughout the recruitment process. It recognizes the unique backgrounds, experiences, and perspectives of Black teacher candidates, and seeks to engage with them as a whole person, rather than simply assessing their qualifications based on a set of predetermined criteria. This approach also involves recognizing the barriers that may prevent candidates from pursuing teaching and working to address those barriers proactively.

Highlighting the financial benefits of a residency, including stipends, scholarships and emergency funds, clearly communicate the value proposition of the residency to Black candidates. Recruiters also highlight the social justice orientation of the residency programs, and promote a welcoming and inclusive environment that values diversity and promotes equity.

BEI recruiters attempt to understand the candidate's motivations and interests in pursuing teaching, and work to create a recruitment process that meets their needs and supports their success. This can involve recruitment resources and collateral that clearly communicate the value proposition of the residency to Black candidates, highlights culturally centered programming, and offers opportunities for candidates to engage with current staff and residency alumni.

Overall, holistic candidate-centered recruitment seeks to create a positive and supportive experience for candidates, while also ensuring that the teacher residency can identify and attract the best candidates for the position. By putting the needs and interests of the teacher candidate at the center of the recruitment process, this approach can help to build a more diverse teacher candidate pool.

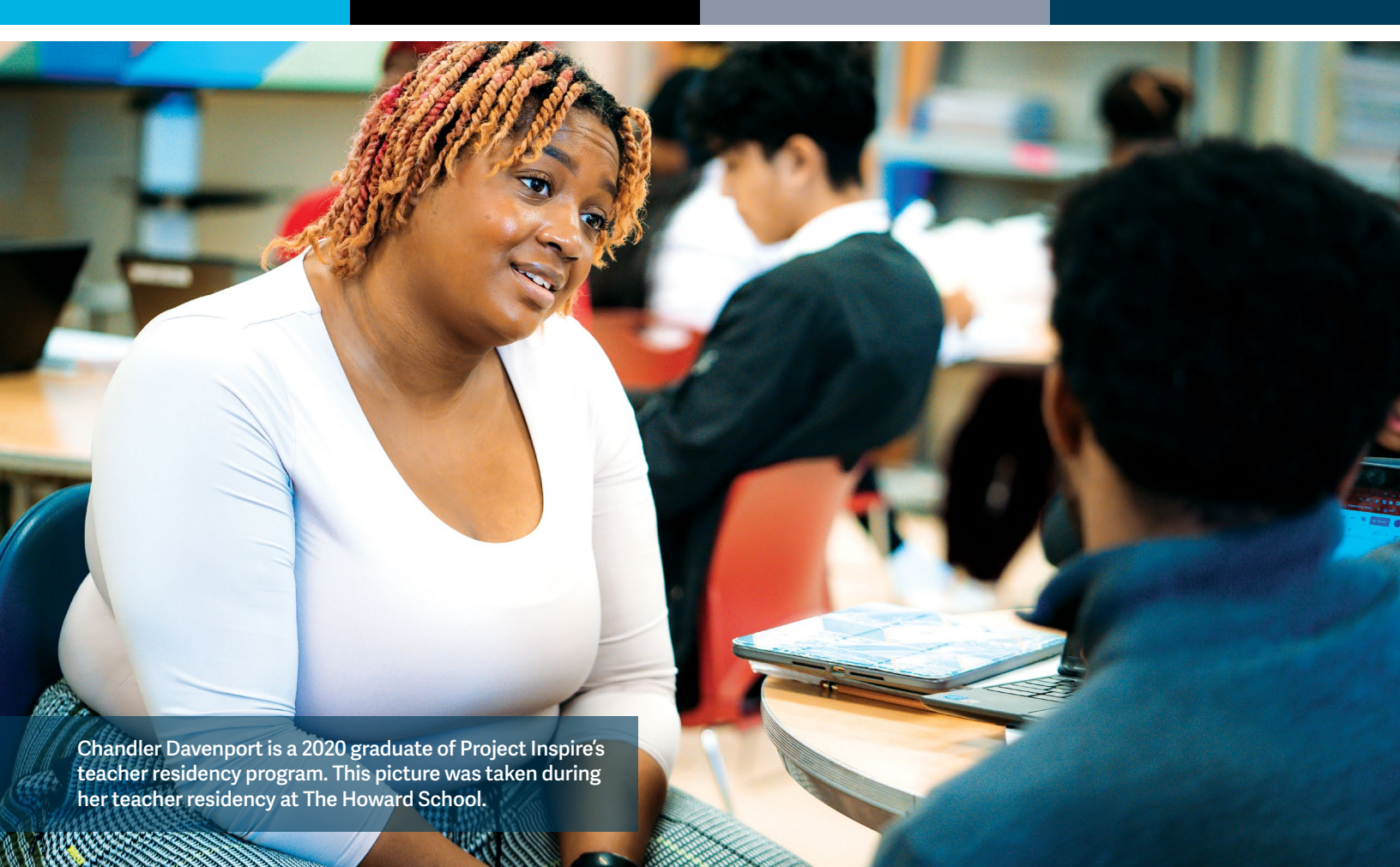
Many BEI grantees have also invested in a recruiter and a recruitment team with expertise in educator recruitment and shared experiences and identifies with Black teachers and students. Recruiters were tasked to understand candidates' motivations and interests in pursuing teaching and guiding candidates through the teacher residency enrollment process successfully. RTR's team executes a high-touch recruitment strategy that prioritizes calling and texting candidates directly to help them meet deadlines. It also highlights the mission and vision of the program, and the importance of serving the community. This approach allows teacher residency programs to demonstrate to Black candidates how desirable they are as teacher candidates by putting them at the center of the recruitment process, and it helps teacher residency programs build a more diverse teacher candidate pool. BEI grantees have the flexibility to customize their recruitment efforts with a focus on honoring the complexity of the communities they serve.

CPRL's evaluation of BEI found that hiring professional staff dedicated to recruitment was also associated with increased numbers of Black applicants (Madhani, Shand, & Austin, 2022). Consistent with these findings, when directly asked by CPRL researchers about what attracted them to their teacher residency programs, Black teacher residents and teacher residency graduates at Year 1 grantee programs in 2019-20 cited shared demographics with recruiters; social justice or antiracist orientations of programs; commitment to the community being served; and financial support.



Kiera Brice is a teacher resident at RTR Teacher Residency. This picture was taken at Ettrick Elementary School.





Chandler Davenport is a 2020 graduate of Project Inspire's teacher residency program. This picture was taken during her teacher residency at The Howard School.

## Lowering Financial Barriers into the Profession

Lowering the financial barriers to enrolling Black candidates in a teacher residency program continues to be the most critical lever for recruiting Black educators (Madhani, Shand, & Austin, 2022). Every Year 3 grantee allocated some portion of their budget to at least one form of direct support— either through increasing teacher resident income (most commonly done via stipends paid to teacher residents directly); or reducing teacher resident expenses (for example, scholarships; tuition reductions; and emergency funds; or a combination of both). BEI grantees report that the result of lowering financial barriers can be seen in increased applicant numbers, matriculation rates, applicant quality, graduation rates, and even retention of teachers when they can graduate with a lighter debt load and sometimes no debt at all (Madhani, Shand, & Austin, 2022). CPRL's evaluation of BEI substantiates this finding. In fact, CPRL found that increased financial support is an especially critical strategy, with every \$10,000 increase in teacher resident stipends yielding a roughly 4 percentage point increase in a program's share of Black teacher residents (Madhani, Shand, & Austin, 2022).

For Black teacher residents, who face systemic barriers to financial stability, the availability of emergency funds (which are a permissible use of funds for BEI grantees) are particularly beneficial in helping them remain in their teacher residency programs and ultimately become teachers (Madhani, Shand, & Austin, 2022). Emergency funds address unexpected financial challenges, such as childcare expenses or medical bills. Having access to these emergency funds can mitigate the financial stress and uncertainty that Black teacher residents may face, which in turn supports their mental health and well-being, allowing them to focus on their teacher preparation experience. CPRL's study of BEI found that in many instances, access to these funds allowed Black teacher residents to persist in their teacher residency program (Madhani, Shand, & Austin, 2022).

“

**The financial assistance we received was a blessing and definitely helped me get through the program”**

– BEI-Supported Teacher Resident, 2021-2022





Tyler Logan is a teacher resident at RTR Teacher Residency. This picture was taken at Ettrick Elementary School.

## Making Equity-Focused Coursework a Priority

A highlight of BEI-supported teacher residencies is ensuring that the coursework and clinical experience is culturally sustaining and emphasizes cultural awareness and culturally responsive pedagogy. In Year 3, BEI teacher residencies collectively spent just over \$140,000 to strengthen their curriculum and programming to better meet the needs of their Black teacher residents. This relatively small amount of money has allowed BEI grantees to include coursework related to teacher resident identity and provide students with an expansive view of the teaching profession, honing in on the national and local sociopolitical context of teaching. Lastly, these teacher residency programs include the perspectives of Black teacher residents, ensuring that teacher residents can see themselves in the coursework.

As an example, Nashville Teacher Residency (NTR) prioritizes culturally responsive teaching in teacher resident coursework with an actual course sequence that focuses on understanding the complex ways in which social and cultural factors influence and shape people's experiences, behaviors, and identities; implicit bias; stereotype training; and ensuring access to inclusive, high-quality instructional materials. The program leadership also ensures that culturally responsive pedagogy is integrated into coursework. The teacher residency program prioritizes collaboration with the community, ensuring that the

residency training sites themselves are aligned with the teacher residency program's programmatic mission and vision. As a part of their partnership process, NTR is proactive when communicating their mission and vision to onboarding school partners. The teacher residency program interviews school leaders and partners to confirm alignment on the meaning of equity and identify supports already in place at school sites.

In addition to equity-focused coursework, BEI grantees attend to the mental wellbeing of teacher residents, with many BEI grantees allocating funds for mental health support. Teacher residencies also used funds to facilitate affinity groups, where teacher residents with shared experiences can come together to provide a community of support and encouragement, especially when they may feel isolated or marginalized in predominantly white educational settings.

In CPRL's study of the first two years of the initiative among Year 1 grantee programs, Black teacher residents and teacher residency graduates at that time noted that supportive mentor teachers and an inclusive and affirming residency climate was extremely valuable to their preparation, especially as Black teachers (Madhani, Shand, & Austin, 2022).



## Recognizing the Interconnected Nature of Retention

The same strategies that BEI grantees use to recruit and prepare Black teacher residents are viewed as critical to keeping Black teachers in the classroom after they have completed their residency experience (Rowland, et al., 2023). For example, lowering financial barriers creates an attractive value proposition for recruitment, provides much needed support during the preparation experience, and may ultimately encourage Black teacher residents to stay in the classroom because of the lighter debt burden (Rowland, et al., 2023). NCTR released a publication in 2023 that outlines the challenges and potential solutions to the cost and ongoing financial burden of teacher preparation for candidates of color (Rowland, et al., 2023). *Doing Better for Black Educators* (2023) reports that BEI grantees are finding that when the cost to prepare to be a teacher is lower and there are additional financial supports in place, more Black candidates enroll in teacher residency programs and graduate. Equally important are post-graduation supports

such as mentoring, post graduate affinity groups, and professional development - these strategies were also cited for yielding improved teacher effectiveness (preparation) and retention (Rowland, et al., 2023). These supports are an essential component of teacher residency programs. Because the partnership between the teacher residency program and school district(s) is central to operating a teacher residency program, teacher residencies have the accessibility required to provide the induction supports teacher residency graduates need.

Another strategy Year 3 BEI grantees are finding impactful is the use of former teacher residents as mentor teachers and recruitment ambassadors. These are two ways to keep teacher residency graduates engaged. AppleTree Teacher Residency has created an Ambassadors program where former teacher residents are paid a small stipend to actively recruit new teacher residents into the program. This program gives the former residents (now teachers) an opportunity to stay engaged in the work and hone their teacher leadership skills.



Kaori Anderson-Walker is a teacher resident at Philadelphia Teacher Residency. This picture was taken at Boys Latin Charter School.



# HOW BEI GRANTEES ARE MAKING AN IMPACT

To understand the BEI's impact, NCTR annually surveys and collects data from all of the teacher residency programs in the NCTR Network. Additionally, NCTR surveys teacher residents, teacher residency graduates, mentor teachers, and principals about their experiences and the preparation and support that teacher residency programs provide. Overall, the data indicate that BEI is having a positive impact and making progress toward its goal, with grantee programs recruiting large numbers and proportions of Black teacher residents who are also graduating and getting hired at relatively high rates (NCTR Annual Report, 2023). Black teacher residents in grantee programs also report feeling well-supported and prepared by their programs.

Analysis of applicant and teacher resident data for teacher residency programs in NCTR's Network for 2021-2022 indicate that Year 3 grantees recruit relatively large numbers of Black residents, and in some cases, mostly Black teacher residents. Figure 3 shows that on average, Year 3 BEI grantees had more Black applicants for 2021-2022 than other NCTR Network programs (median of 27 versus four), and enrolled more Black teacher residents (median of 15 versus one). As shown in Figure 4, on average, Year 3 BEI grantees also recruited and supported larger percentages of Black applicants than other teacher residency programs in the NCTR Network (median of 40% versus 19%), and larger percentages of Black teacher residents (median of 48% versus 10%, respectively).

Figure 3

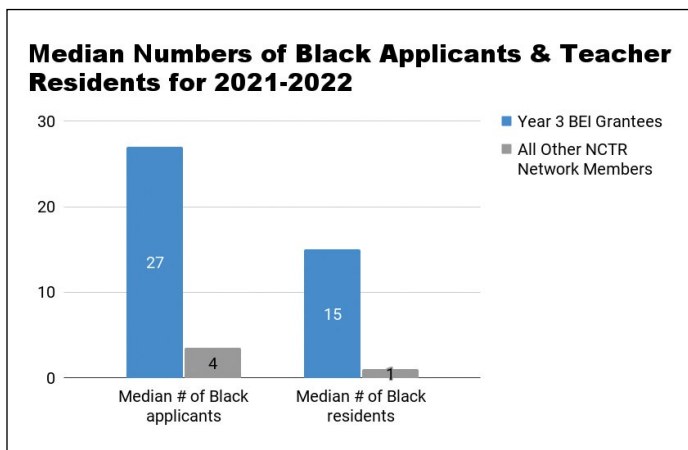
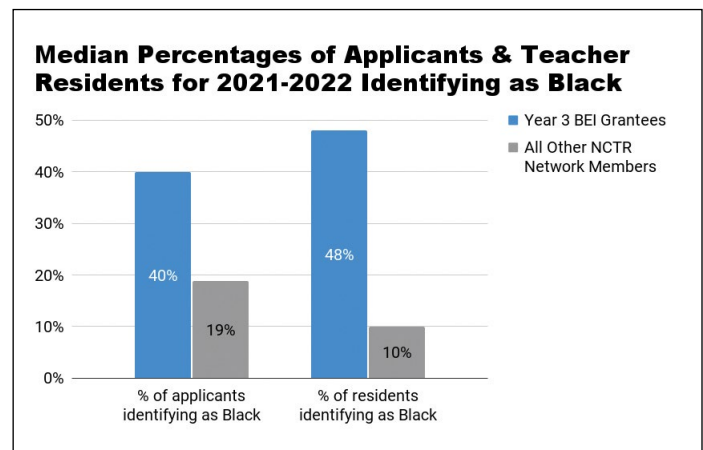


Figure 4



Importantly, longitudinal analysis of applicant and resident data for Year 1 and Year 2 BEI grantees shows that BEI is also supporting teacher residency programs to improve their recruitment of Black teacher residents. Figure 5 shows that on average, Year 1 and Year 2 grantees received a larger number of applications from individuals who identify as Black than other NCTR Network members in every year of the initiative (e.g., median of 30 for 2021-2022 versus four). On average, Year 1 and Year 2 grantees not only enrolled larger numbers of Black teacher residents than other NCTR Network members in every year of the initiative, they also increased the number of Black teacher residents that they enrolled each year (median of 13 for 2019-2020 versus median of 19 from 2021-2022).

Figure 5

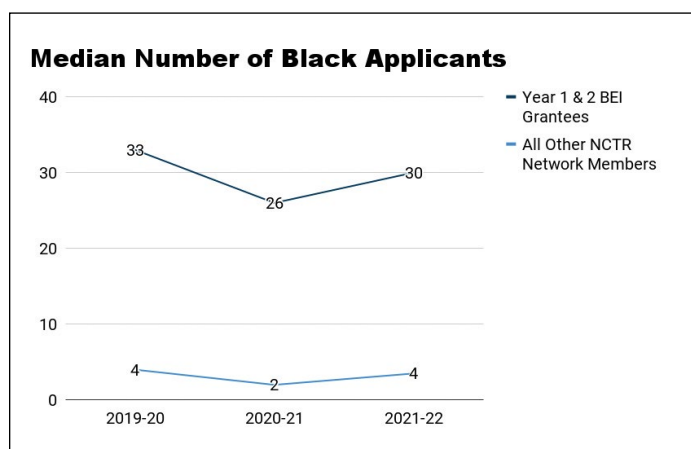
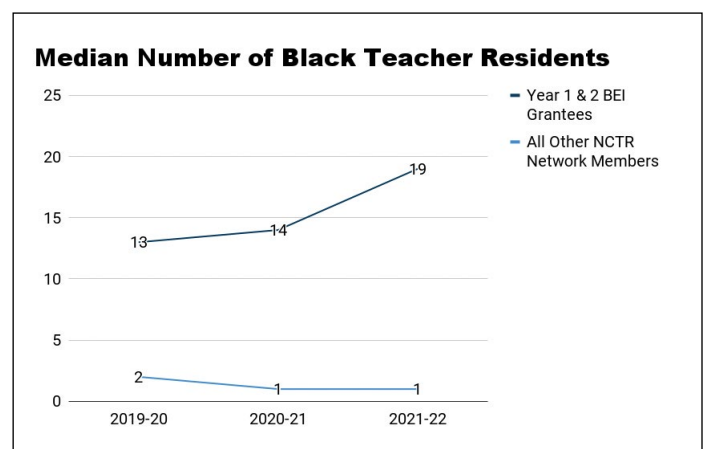


Figure 6



Finally and similarly, Figures 7 and 8 show that on average, in every year of the initiative, Year 1 and Year 2 grantees had larger shares of applicants and teacher residents identifying as Black than other NCTR Network members. These grantees also increased the share of their applicants identifying as Black each year (median of 25% for 2019-2020 versus median of 36% for 2021-2022), and the share of their teacher residents identifying as Black (median of 34% for 2019-2020 versus 54% for 2021-2022).

Figure 7

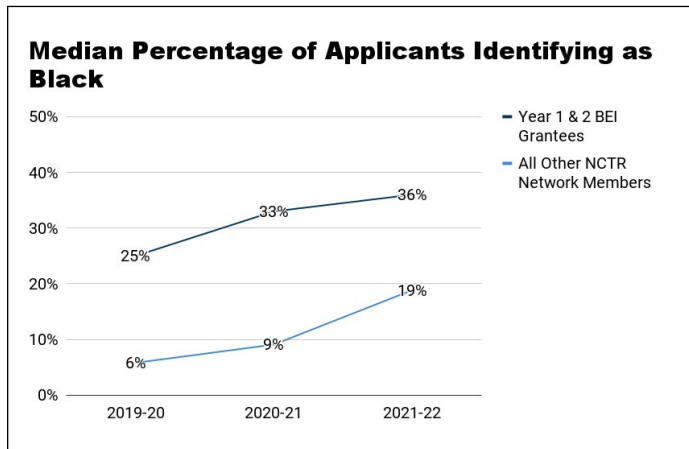
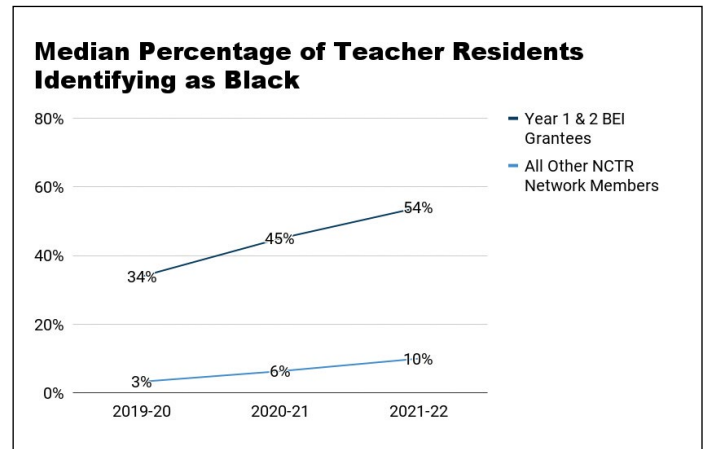
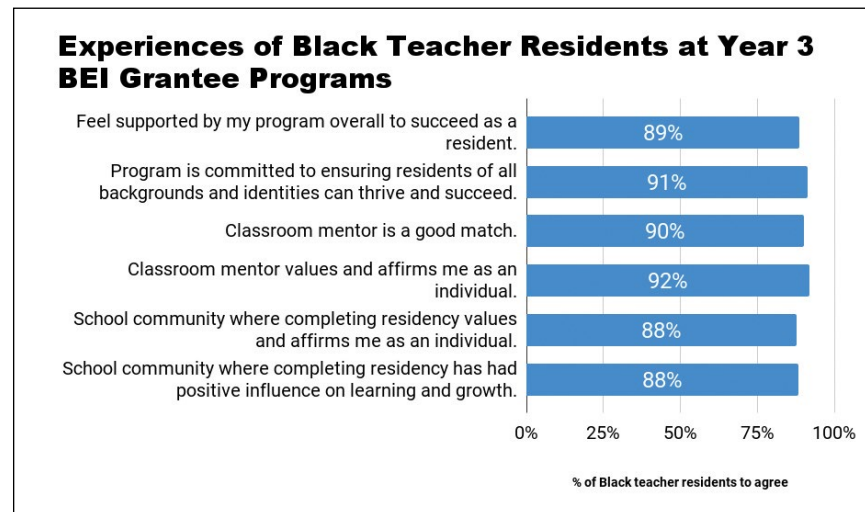


Figure 8



Data from NCTR’s survey of teacher residents enrolled at the end of the 2021-2022 school year indicate that BEI is also positively impacting Black teacher residents’ preparation experiences. Year 3 BEI grantee programs received a Net Promoter Score of 29 from Black teacher residents, and a score of 45 from their Black teacher residency graduates.<sup>3</sup> Additionally, as Figure 9 shows, large percentages of Black teacher residents enrolled in Year 3 BEI grantee programs for 2021-22 reported that their teacher residency programs supported them to succeed and were committed to ensuring teacher residents of all backgrounds and identities can succeed. They also reported that their mentor teachers and school communities made them feel valued and affirmed as individuals. Finally, the vast majority of Black teacher residents in grantee programs leave their teacher residency programs feeling prepared. Indeed, 84% of Black teacher residents and 90% of Black teacher residency graduates in Year 3 BEI grantee programs for 2021-2022 reported to feel prepared to be a teacher.

Figure 9



<sup>3</sup> Net Promoter Scores (NPS) are used across various industries to gauge customer experience and loyalty. Survey participants are asked to respond to the question, “How likely are you to recommend [x product/y company/z service] to a friend or colleague” on a zero (0) - to 10 scale, with zero being “Not at all likely” and 10 being “Highly likely”. Scores can range from -100 to +100, with higher scores representing higher satisfaction. Promoters are considered respondents who rated the service a 9 or 10, passive responses are scores of 7 and 8, and detractors are considered responses of 6 or below. The number of detractors is subtracted from the number of promoters and then divided by the total number of responses.

BEI grantees have graduated 511 of the 669 Black teacher residents that they have recruited and supported across the first three years of the initiative.<sup>4</sup> In addition, on average, Black graduation rates for BEI grantees have been similar to or higher than their overall graduation rates. Figure 10 shows that the median Black graduation rate for Year 3 BEI grantees in 2021-2022 was higher than the rate for teacher residents of all races and ethnicities (median Black graduation rate of 92% versus overall graduation rate of 84%). And as Figure 11 shows, the median Black graduation rate for Year 1 and Year 2 grantee programs was equal to their overall rates for the first two years of the initiative, and higher than the overall rate for 2021-2022 (median Black graduation rate of 88% vs. median overall graduation rate of 83% for 2021-2022).

Figure 10

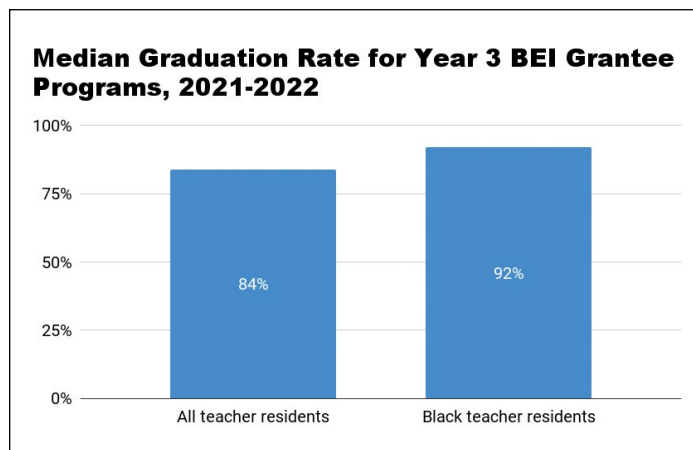
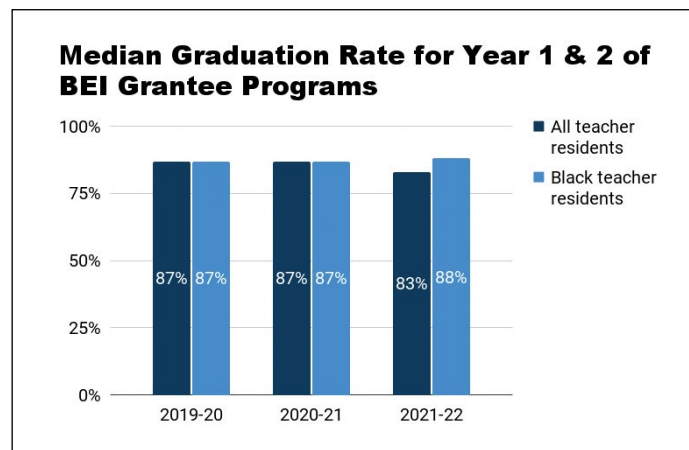


Figure 11



The positive impact of BEI on the preparation of Black teacher residents is also evident from hiring data reported by BEI grantees. In total, almost all of the 511 Black teacher residents to graduate from grantee programs since the start of the initiative (477 or 93%) were hired to teach in a district or charter management organization (CMO) partnered with their teacher residency program, and most grantees saw 100% of their Black graduates hired to teach in a partner district or CMO. Fifteen of 20 Year 3 BEI grantees saw 100% of their Black teacher residency graduates for 2021-2022 hired to teach in a partner district or CMO.<sup>5</sup>

It is still too early to know the full impact of BEI on the retention of Black residents as teachers of record; however, the data analyzed thus far are promising. As noted previously in this report, on average, NCTR Network programs as a whole report an overall three-year retention rate of 94% for Black graduates. Additionally, the median two-year retention rate among 2019-2020 Black graduates for Year 1 BEI grantee programs (i.e., the percentage of Black teacher residents who graduated from original grantee programs in the first grant year, and who returned to teach at the start of the current 2022-2023 school year, or started a third year of teaching) is 86%, and is slightly higher than the rate among all 2019-2020 graduates of Year 1 grantee programs (81%). Though nascent, these data are promising given that 10% of Black teachers report to leave the profession each year (National Center for Education Statistics, 2022), and an estimated 44% of new teachers leave the profession within five years of entry, with teachers of color being more likely to leave than white teachers (Ingersoll, et al., 2018).

<sup>4</sup> This number does not reflect those Black teacher residents who may still be enrolled in their programs, but who did not graduate by the time that programs report these data to NCTR. As such, this figure is likely an underestimate of the number of Black teacher residents supported through BEI who have or will eventually go on to graduate and enter the field.

<sup>5</sup> This number does not reflect those Black graduates who may have not been officially hired to teach at the time grantees reported these numbers, or those who were hired to teach in other districts or CMOs (i.e., districts and CMOs that are not formally partnered with their program). As such, this figure is likely an underestimate of the number of Black graduates supported through BEI who have been hired as teachers of record.





Mikayla Curry is a teacher resident at Project Inspire. This picture was taken at The Howard School.

## SUMMARY

NCTR's BEI represents an exciting development in transforming the teaching profession, helping to recruit, prepare, and support the teachers that all students need. BEI grantees are implementing strategies that are diversifying the racial composition of their respective teacher residency programs, increasing their numbers and percentages of teacher residents who identify as Black – while national trends suggest fewer individuals are pursuing teaching overall. In addition, the vast majority of Black teacher residency graduates—over 90% are hired into partner school districts or CMOs, illustrating the effectiveness of the preparation and support that BEI grantees are providing.

As NCTR prepares to award BEI grants to teacher residency programs in the Network, NCTR will continue to support the implementation of strategies that work to increase the number of Black teacher residents being trained in teacher residency programs across the country. As BEI enters into its final year, NCTR looks forward to identifying additional ways to collect and analyze data to determine BEI's impact. The data will be shared with the field broadly, recognizing that the success of BEI offers insight into how the field of teacher preparation can more strategically support Black teacher candidates, and eventually, Black teachers of record.

“

**[My program] has helped my overall emotional well-being and helped me become a better educator by discussing critical issues and offering new viewpoints that I can take on my road into the education field.”**

– BEI-Supported Teacher Resident, 2021-2022



Katrina Nelson is a teacher resident at RTR Teacher Residency. This picture was taken at Ettrick Elementary School.

## APPENDIX A: 2021-2022 YEAR 3 BEI GRANTEES

### Alternative Pathways to Educator Certification Center at Columbia College

(Columbia, South Carolina; Grantee in 2021-22)\*

The Alternative Pathways to Educator Certification Center (APEC) used their BEI funds to increase the recruitment, preparation, and retention of Black teachers. APEC also implemented programming to develop mentor teachers; create affinity groups for Black teacher residents; ensure training and resources for Black teacher residents to successfully complete gateway exams; and provide emergency funds to prevent barriers to enrollment and program completion.

### AppleTree Early Learning Teacher Residency

(Boston, Massachusetts; Grantee in 2020-21, 2021-22)

AppleTree Early Learning Teacher Residency (AELTR) supported Black teachers with BEI funds to fund learning costs, testing fees, and address other unique challenges new Black teachers face in higher education and teacher preparation. Grant funds supported a retention program consisting of extensive leadership training, establishing and implementing a placement/matching strategy for teacher residents, and an aligned approach to mentor/resident training.

### Boston Teacher Residency

(Washington, D.C.; Grantee in 2020-21, 2021-22)

The Boston Teacher Residency (BTR) supported Black educators in the Boston Public Schools. Grant funds were used to amplify BTRs efforts to broaden recruitment, reduce barriers to entry, and promote the retention and empowerment of Black educators. BEI funds were used to launch a new initiative, the Black Educators Enrollment Scholarship, and expand efforts in recruitment, mentor support, affinity groups, and licensure support.

### Carey Teacher Residency

(Hattiesburg, Mississippi; Grantee in 2021-22)\*

The Carey Teacher Residency (CTR) utilized BEI funds to offer scholarships for tuition and books, test preparation fees, and an emergency fund for Black teacher residents. The award will be used for training and stipends for Black mentor teachers or mentors of Black students for up to three years, which include the residency year and two years of career coaching beyond graduation. Finally, CTR facilitated the development of an affinity group and included a sustainability plan for future residents.



## **Chicago Public Schools**

(Chicago, Illinois; Grantee in 2019-20, 2020-21, 2021-2022)

Chicago Public Schools' BEI grant helped to establish an emergency fund to meet pressing needs of Black teacher residents, increase the number of Black mentor teachers, hire a recruiter focused on both recruitment and retention of Black teacher residents, and support testing preparation, book purchases, transportation, and other personal financial barriers.

## **Clarkson University Master of Arts in Teaching Program**

(Schenectady, New York; Grantee in 2020-21, 2021-22)

Clarkson University implemented a three-part integrated support system for Black teacher residents including tuition deferment; funding of a diversity recruiter position; and other supports such as: cost-of-living support; funding for professional development, books, exams, and emergencies; funding for mentor teachers and mentor training; and creating a library of high stakes scenarios to prepare teacher residents for professional practice.

## **Connecticut Teacher Residency Program**

(Hartford, Connecticut; Grantee in 2021-22)\*

The Connecticut Teacher Residency (CT-TRP) provided summer stipends for teacher residents, while also setting aside an emergency fund for each resident. Additionally, funds were used to provide more support around certification assessments, including one-on-one tutoring support around math and Foundations of Reading.

## **CREATE Teacher Residency**

(Atlanta, Georgia; Grantee in 2020-21, 2021-22)

CREATE (Compassion, Reflection, and Equity for Atlanta Teacher Effectiveness) supported the retention and effectiveness of new Black teachers and their mentor teachers through programming designed to develop critical-consciousness, compassion, and skill. Additionally, funds were used to improve candidate recruitment, to provide opportunities for racial affinity group work for teachers and mentors, and to provide funding and preparation for licensure exams.

## **East Harlem Teaching Residency**

(New York City, New York; Grantee 2019-20, 2020-21, 2021-22)

The East Harlem Teaching Residency used grant funds to expand and support the development of multiple strategies, including housing, testing, and support for college credits and health care expenses. The BEI grant also supported the launch of recruitment for a new secondary-level teacher residency pathway that will continue to grow the pipeline of future Black educators.

## **Jacksonville Teacher Residency**

(Jacksonville, Florida; Grantee in 2021-22)\*

The Jacksonville Teacher Residency's (JTR) grant focused on recruiting and supporting teacher residents who are graduates of historically black colleges and universities (HBCUs) and who are committed to teaching in high-need urban schools. BEI funds were also used to provide scholarships to Black teacher residents, covering tuition for 12 credit hours of graduate coursework.

## **Kansas City Teacher Residency**

(Kansas City, Missouri; Grantee in 2020-21, 2021-22)

Kansas City Teacher Residency (KCTR) focused on enhancing efforts to recruit and retain Black educators. BEI funds provided scholarships, emergency funds, mental health services, support for licensure testing, enhanced affinity group programming, and support partnering with community organizations that focus on Black educator recruitment and retention.

“

**This program has improved the quality of my life. I feel grateful to have learned so much and although it is stressful and an overload of work, I know when I finish I will be successful in what I aim to do”**

– BEI-Supported Teacher Resident, 2021-2022



**Simona Reid is a teacher resident at Memphis Teacher Residency. This picture was taken at Believe Memphis Academy.**



### **Memphis Teacher Residency**

(Memphis, Tennessee; Grantee in 2019-20, 2020-21, 2021-22)

The BEI grant contributed to Memphis Teacher Residency's (MTR) STEM teaching fellowship developed in partnership with the National Civil Rights Museum, which provides a pipeline for Black, Indigenous, and People of Color (BIPOC) undergraduate STEM majors interested in teaching. MTR also used BEI funds to offer Praxis registration and tutoring support.

### **Nashville Teacher Residency**

(Nashville, Tennessee; Grantee in 2019-20, 2020-21, 2021-22)

Nashville Teacher Residency's (NTR) BEI grant provides personalized training and support for teacher residents designed to increase program graduation rates. Additionally, it provides teacher residents with low-interest loans, internship stipends, scholarships, funding for licensure exam fees, and support for a mental health fund.

### **Oakland Teacher Residency**

(Oakland, California; Grantee in 2021-22)\*

Oakland Teacher Residency (OTR) used BEI funds specifically to support ongoing recruitment and retention efforts to provide credential test preparation, graduate school tuition reimbursement, housing support, and mentor professional development for Black Oakland teacher residents and first-year teachers, including the recruitment and retention of Black mentor teachers. OTR also created a Black educator affinity group within the Oakland Teacher Residency, scholarships to partner with universities, and credential test reimbursement.

### **Old Dominion University Teacher in Residence Program**

(Norfolk, Virginia; Grantee in 2020-21)\*

Old Dominion University (ODU) established an emergency fund to help eliminate barriers that impact Black students, hire a graduate assistant to work exclusively on recruiting and retention efforts of Black teacher residents, and support university supervisors to monitor school placements. Funding also supported affinity groups for Black teacher residents and former program teacher residency graduates, as well as provided leadership opportunities for former teacher residency graduates to lead sessions with current teacher residents.

### **Philadelphia Teacher Residency**

(Philadelphia, Pennsylvania; Grantee in 2021-22)\*

Drexel University's Boys Latin Charter School (BLCS) operates the Philadelphia Teacher Residency (PTR). At PTR, BEI funds supported the development of a two-year teacher residency program with a local charter school that serves 94% of students who identify as Black. PTR used

grant funds to respond to some of the known challenges to completion by expanding coursework across two years, implementing yearlong mentor training with a focus on developing culturally responsive and sustaining mentor teachers, and an initiative to support affinity groups for teacher residents, mentor teachers, and alumni.

### **Project Inspire**

(Chattanooga, Tennessee; Grantee in 2021-22)\*

Project Inspire used BEI funds to increase the living stipend for Black teacher residents, as well as design and launch a pre-residency internship for Black applicants and other aspiring Black candidates. This paid, multi-week internship allows candidates to learn more about the history of public schools in Chattanooga, the root cause of educational inequities, culturally sustaining teaching practices, and the competencies of effective educators and leaders.

### **RTR**

(Richmond, Virginia; Grantee in 2019-20, 2020-21, 2021-22)

RTR (formerly known as the Richmond Teacher Residency) improved and expanded its BEI interventions which include mentoring, induction, emergency funds, and professional development for Black educators. RTR also launched new affinity groups based on the direct needs of educators.

### **St. Louis Teacher Residency**

(St. Louis, Missouri; Grantee in 2021-22)\*

St. Louis Teacher Residency (STLTR) used BEI funds to provide targeted support to Black educators by offering tuition scholarships for all Black teacher residents who successfully completed the first year of the teacher residency program and are recommended for certification and licensure. STLTR also operated an emergency fund dedicated specifically to Black teacher residents, strengthened DEI coursework experience, and designed meaningful affinity and collaboration structures for teacher residents.

### **University of St. Thomas/Saint Paul Urban Teacher Residency/Minneapolis Special Education Teacher Residency**

(St. Paul, Minnesota; Grantee in 2019-20, 2020-21, 2021-22)

BEI funding supported a consortium of institutions serving the greater St. Paul/Minneapolis area by providing scholarships, support for licensure exams and other personal needs, and connecting teacher residents, teacher residency graduates, and other district leaders through affinity groups and navigating pair mentors. The program built teacher leadership by providing mentoring opportunities for teacher residency graduates, potentially leading to more mentor teachers of color who will coach and support Black teacher residents.

\*New to the cohort in Year 3 of BEI

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