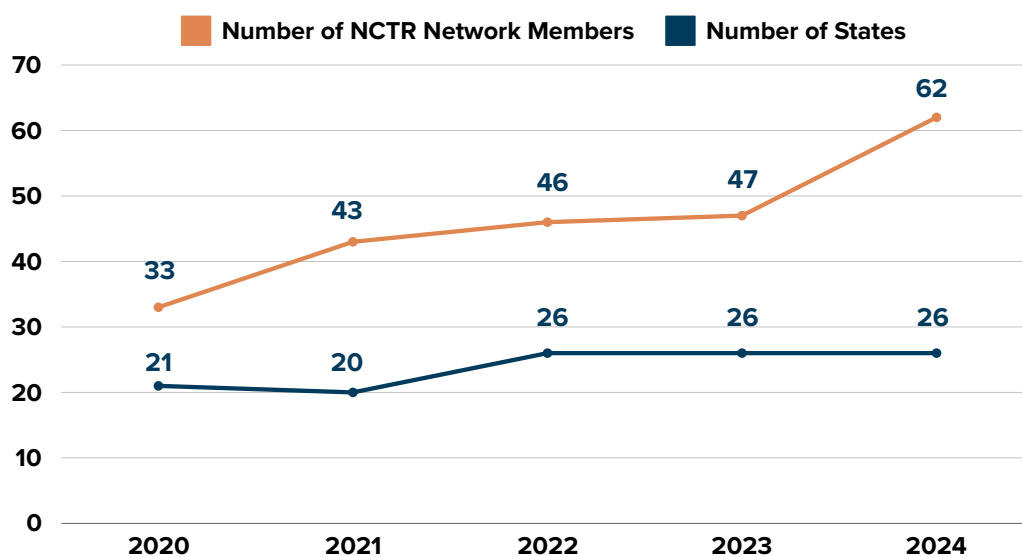


Strengthening the Impact of the Teacher Residency Movement

The [National Center for Teacher Residencies](#)' (NCTR) most recent data collections show that NCTR and teacher residency programs continue to expand in scope and strengthen the teacher residency movement.* NCTR supported the design and launch of teacher residency programs through its [Residency Design Academy](#) (RDA) and the sustainability, growth, and improvement of existing teacher residency programs through the [NCTR Network](#). NCTR's consulting services are aligned with the organization's research-based [Levers for Equitable Teacher Residencies](#), which define the design and implementation of high-quality teacher residency programs and identify the benchmarks for program development. NCTR's [Black Educators Initiative](#) (BEI) additionally continues to support the NCTR Network in recruiting and preparing Black educators, and increasing student access to effective Black teachers.

During 2023-2024, 17 teams from nine states participated in NCTR's RDA to design and prepare to launch 18 new teacher residency programs. Meanwhile, this year's NCTR Network was the largest ever, with 62 members operating 77 teacher residency programs across 26 states. Since 2020, the number of NCTR Network members has increased from 33 to 62, an increase of 88%. As of 2023, this year's NCTR Network has cumulatively prepared approximately 9,000 teachers who in their first years of teaching have collectively taught over half a million students across the United States.

Number of Members and States Represented in the NCTR Network



*Program data were collected from Network members by NCTR from November 2023 through January 2024. Teacher resident, mentor teacher, graduate, and principal survey data were collected in April and May 2023. NCTR surveyed 819 teacher residents, 873 mentor teachers, 648 graduates, and 371 principals from more than 40 programs across the 2022-2023 NCTR Network that participated.

NCTR At A Glance

Residency Design Academy (RDA)

Newly created
teacher residencies

17

Participating
RDA teams

18

Teacher residency
programs preparing to
launch

9

States where RDA
teams & programs
are located

NCTR Network

Established
teacher residencies

62

NCTR Network
members

77

NCTR Network
member programs

26

States where Network
members & programs
are located

550+

Districts/CMOs
partnered with
Network member
programs

NCTR Network Map

1,344

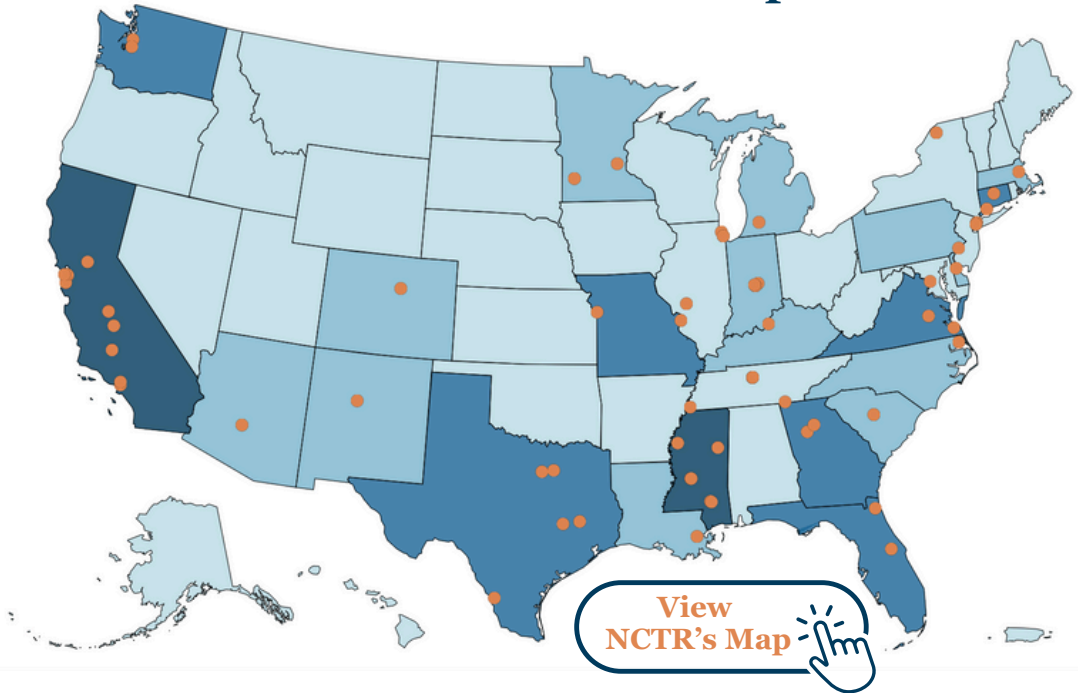
Teacher
residency
training sites

9,002

Graduates of
current Network
member programs
(Cumulative)

2,225

Teacher residents
enrolled in
Network member
programs for
2023-2024



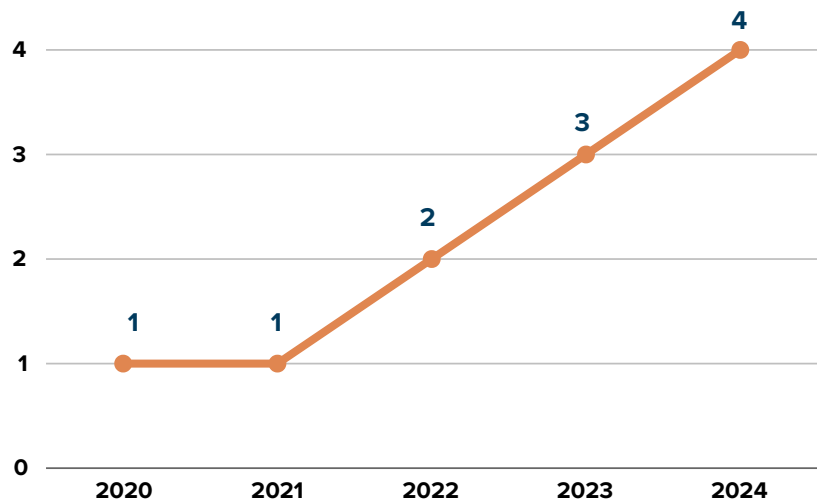
500,000+

Students taught by graduates of teacher residency
programs of NCTR Network members
(Cumulative Estimate)

Growth and Scaling of NCTR Network Programs

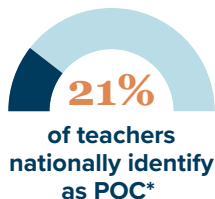
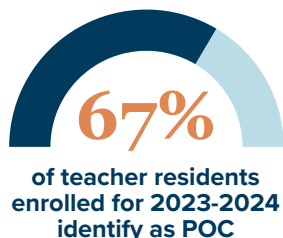
NCTR Network member programs are also scaling up as evidenced by their partnering with more districts and charters than ever before. In total, this year's programs are partnered with over 550 district and charter management organizations (CMOs), and on average, NCTR Network programs have steadily increased in the number of districts and CMOs that they partner with. As measured by the median, in 2020, NCTR Network programs partnered with an average of one partner district or CMO; and this year, they are partnered with an average of four.

Median Number of District/CMO Partners of NCTR Network Programs

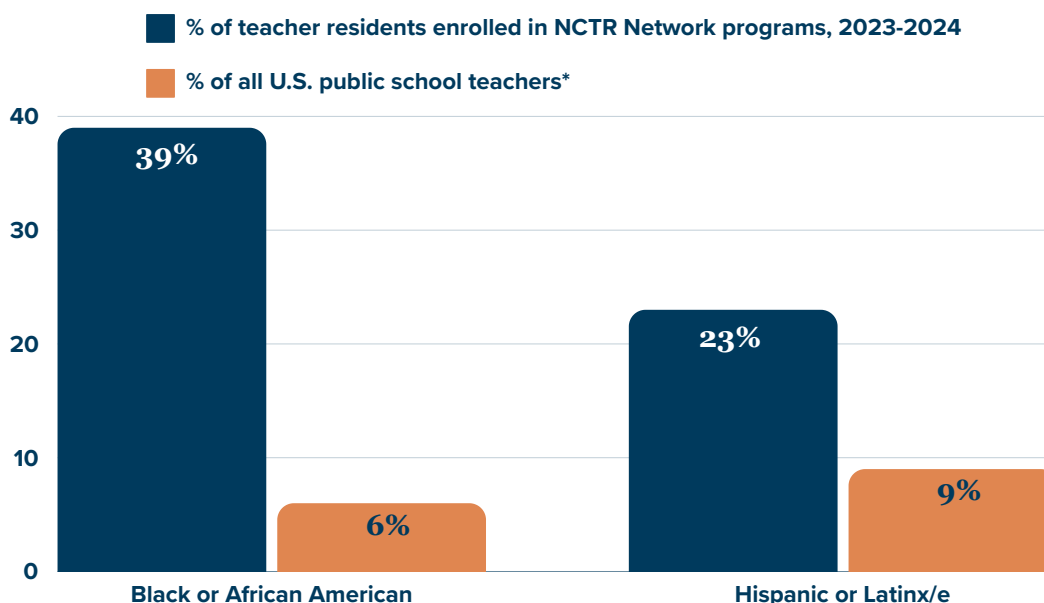


Supporting & Preparing Teacher Residents of Color

NCTR Network members and NCTR's Black Educators Initiative (BEI) are committed to preparing teacher residents of color, particularly to teach students of color. As evidence of this commitment, 67% of teacher residents enrolled in teacher residency programs of NCTR Network members for 2023-2024 identify as people of color (POC), whereas only 21% of all new teachers nationally identify as people of color. In addition, this year, NCTR awarded over \$3 million in grants to 29 teacher residency programs of the NCTR Network to recruit, prepare, and retain Black educators as part of BEI, which is currently in its fifth year.



Race & Ethnicity of NCTR Network Program Residents & U.S. Public School Teachers



NCTR, and our participation in the BEI grant, have helped us clarify our mission and approach to recruiting teachers of color. We have made tremendous strides in how we approach recruitment, the language we use, and our understanding of the needs of our candidates of color. This work couldn't have been done without NCTR's guidance and modeling.

NCTR Network Member

*National Center for Education Statistics. (2023). Characteristics of Public School Teachers. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Retrieved April 8, 2024, from <https://nces.ed.gov/programs/coe/indicator/clr>

Reducing Financial Barriers to Becoming a Teacher

By providing salaries, stipends, or scholarships and helping to cover the costs of tuition, program and testing fees, and other costs associated with becoming a teacher, NCTR Network members make teaching more financially accessible. In an evaluation of NCTR's Black Educators Initiative, the Center for Public Research and Leadership at Columbia University (CPRL) found that every \$10,000 increase in teacher resident stipends increased the number of Black teacher residents in early grantee programs by 4 percentage points.[^] Qualitative data from surveys of teacher residents enrolled in teacher residency programs of NCTR Network members conducted by NCTR further underscore the importance and impact of financial support.



The realities of doing a full-time student teaching role and having to work a job to keep myself afloat financially was something that stopped me from pursuing my degree sooner. Because of the money, I have been able to really focus on my journey to be ready for next year on my own.

NCTR Network Teacher Resident



I feel truly lucky to be a part of [the program]. I would not have been able to get myself financially through school and have a yearlong residency to prepare me.

NCTR Network Teacher Resident

Providing Access to Effective, Culturally Responsive Educators

NCTR's vision is that students of color and students from under-resourced communities have equitable access to effective, diverse, and culturally responsive educators. Consistent with this, 79% of teacher residents who graduated from teacher residency programs of NCTR Network members in the previous year were hired to teach in a Title I school. In total, 2022-2023 graduates from this year's teacher residency programs in the NCTR Network have filled 842 positions in Title I schools.



79%

of 2022-2023 graduates were hired to teach in Title I schools



842

classrooms in Title I schools were filled by 2022-2023 graduates

96%

of principals report that graduates of teacher residency programs in the NCTR Network are more effective at creating a welcoming and affirming classroom environment for all students than a typical first-year teacher



The program has supported me by first teaching me the theoretical aspects of culturally responsive teaching, one that is free of bias and full of love.

NCTR Network Teacher Resident

[^]Madhani, N., Shand, R., & Austin, K. (2022). Recruitment and Retention of Black Educators: Promising strategies at eight U.S. teacher residencies. Center for Public Research and Leadership. Retrieved at: <https://nctrresidencies.org/resource/recruitment-and-retention-of-black-educators-promising-strategies-at-eight-u-teacher-residencies/>

Supporting the Retention & Preparation of Teachers

NCTR's teacher residency model and the [Levers for Equitable Teacher Residencies](#) are rooted in research-based practices focused on recruiting, preparing, and retaining highly effective day-one ready teachers, particularly teachers of color. Data from surveys of principals, teacher residents, and graduates conducted by NCTR indicate that the teacher residency programs of NCTR Network members effectively prepare teacher residents for their roles as teachers, in addition to preparing them to stay in the profession. Ninety percent of teacher residents enrolled in teacher residency programs of NCTR Network members report that their programs are committed to ensuring teacher residents of all backgrounds and identities can thrive and succeed as educators.



By having a full year of learning within a classroom, I had a much better perspective on how to start the year. It helped me to have a classroom management plan set in place, build relationships with students, become very data driven, and differentiate instruction effectively.

NCTR Network Residency Graduate



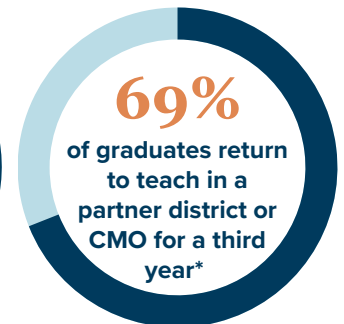
With residency graduates, I am getting a candidate who I know went through a rigorous program, and therefore, I know is prepared for classroom teaching.

NCTR Network Residency Principal

94% of principals report that graduates of NCTR Network member programs are more effective than a typical first-year teacher

95% of principals report NCTR Network member programs prepare resident to be effective teachers

87% of graduates of NCTR Network member programs report their programs prepared them to be an effective first-year teacher



*Three-year retention rate for 2023-2024

NCTR Contributes to Improving the U.S. Educator Preparation Landscape with National Symposium

In April 2024, the National Center for Teacher Residencies (NCTR) hosted the inaugural National Symposium for Educator Preparation, Policy, and Leadership in Chicago, welcoming 250 attendees, presenters, and panelists to the sold-out event. NCTR led the design of the national conference with its collaborators -- AACTE, Deans for Impact, The Hunt Institute, The National Board for Professional Teaching Standards, and Teacher-Powered Schools.

The National Symposium for Educator Preparation, Policy, and Leadership convened the education community to identify and highlight effective and equitable strategies, resources, policies and practices to recruit, prepare, and retain an effective teacher workforce with a focus on teachers from historically marginalized communities. The inaugural event hosted two keynote speakers who have had tremendous impact on the teaching profession and inspire work for a just educational system, Leslie T. Fenwick, Ph.D., and Gloria Ladson-Billings, Ph.D.

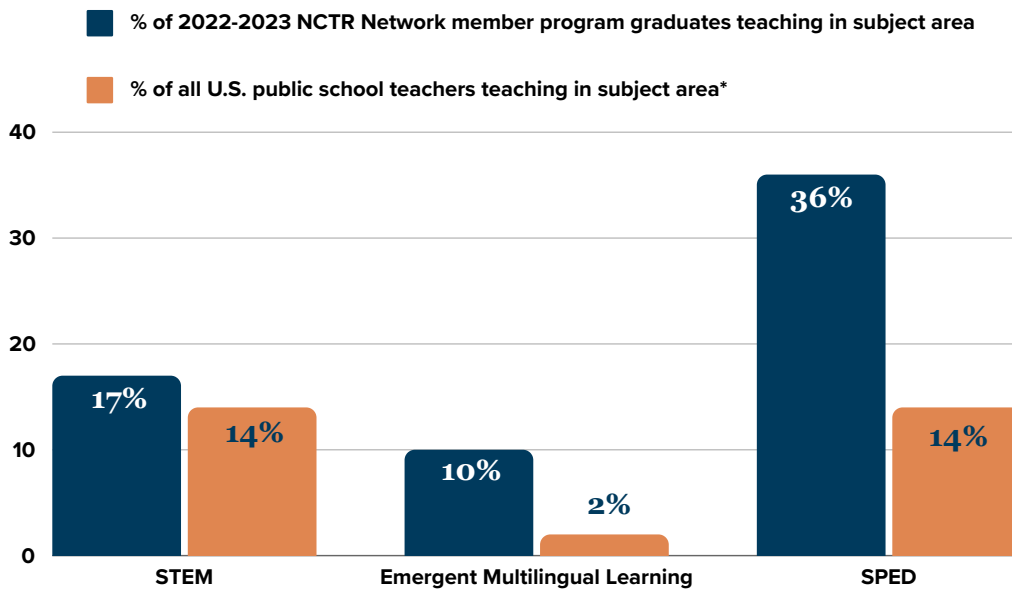
[See photos from the event.](#)

Preparing Teachers to Meet the Country's Education Needs

By design, teacher residency programs of NCTR Network members work in collaborative partnership with community members and organizational partners that represent the diversity of the communities they serve to understand and meet the needs of local school districts and school communities. This is evidenced by programs' graduates' preparation in specialized subject areas that are typically challenging to fill. Among last year's graduates of teacher residency programs of NCTR Network members, 17% were prepared to teach a STEM subject, 10% were prepared to teach emergent multilingual learning, and 36% were prepared to teach special education (SPED).

The impact of teacher residency programs of NCTR Network members also extends beyond teacher residents and graduates to the culture and learning of students at the schools where they work, as well as the teachers who mentor and help guide their learning in the classroom.

Teaching in Specialized Subject Areas



*U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Data File", 2020-21.

<p>92% of principals report that participating in a NCTR Network member program positively impacts the culture at their school</p>	<p>93% of mentor teachers report becoming more effective practitioners by mentoring teacher residents in NCTR Network member programs</p>
<p>93% of principals report participating in a NCTR Network member program improves student learning and achievement at their school</p>	<p>95% of mentor teachers report having grown into more effective leaders by mentoring teacher residents in NCTR Network member programs</p>
<p>93% of principals report graduates of NCTR Network member programs positively impact the culture at their school</p>	<p>95% of principals report teachers become more effective practitioners by mentoring teacher residents in NCTR Network member programs</p>



Residency programs require a significant commitment of time and effort from participants. Graduates of residency programs are likely to have a strong commitment to education and a desire to make a positive impact on the lives of students.

NCTR Network Residency Principal