



Who We Are

Nothing under a school's control impacts student learning more than a skilled teacher. That's why, in 2007, we started the National Center for Teacher Residencies (NCTR) to transform how educators are prepared for America's classrooms. Through partnerships with public schools, higher education, nonprofits, and states, NCTR has helped launch 36 teacher residency programs that are delivering diverse, talented, and effective educators to schools that need them most. More selective and rigorous than traditional teacher colleges, our partner residencies produce teachers who are better prepared to help children succeed from day one.

What We Do

NCTR partners select smart, dedicated people and train them to be great teachers. We do this through **an intense clinical experience that is similar to a doctor's medical residency**. Residents spend about 1,400 hours in schools learning and honing their skills under the tutelage of experienced mentor teachers, while simultaneously completing graduate-level coursework that is directly linked to what is happening in their classrooms. In exchange for their hard work, residents receive high-quality, relevant training, a master's degree, a teaching certificate, and a job in the schools where they have trained.

Where We Work

More than 90 percent of our resident teachers work in schools where more than half of the students qualify for a free- or reduced-price lunch. These high-poverty and rural school districts often lack the resources to recruit, train, and keep high-quality teachers. Our 36 teacher residency programs, located in 17 states, develop teachers for 50 school districts and charter school networks.

Our Impact

Teachers who graduate from residency programs are **better prepared to help children succeed, and that leads to higher student achievement**. Principals report that our graduates outperform their typical new teachers, while the residency model provides teacher-leadership opportunities to veteran educators. Residents become deeply committed to the schools where they trained, as they continue to teach in them for several years after graduation. This greatly reduces teacher turnover in these high-need communities and allows residency programs to respond directly to the hiring needs of districts. As a result, **teacher residencies save districts and taxpayers money while simultaneously improving student learning and achievement**. Teacher residencies also help diversify the teaching profession. While nationally, less than 20 percent of teachers are people of color, over half (52 percent) of teachers training in NCTR-affiliated programs in 2017 are people of color.

NCTR partners select smart, dedicated people and train them to be great teachers through an intense clinical experience.



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NATIONAL CENTER FOR TEACHER RESIDENCIES



In a classroom, nothing under the school's control impacts student learning more than a skilled and effective teacher. The best educators get five to six more months of learning from their students over the course of a school year than do low-performing teachers. This is why it is imperative that we develop capable, skilled, committed teachers for all students, but especially for those most in need of an achievement boost.

The National Center for Teacher Residencies (NCTR) is doing exactly that. **NCTR is the leading national non-profit dedicated to developing and expanding high-quality teacher residencies to prepare and support a generation of effective educators.** Our network of teacher residency partners select smart, dedicated people and train them to be great teachers. To date, they have prepared nearly 3,500 teachers to serve high-need students and schools. Collectively, those graduates are teaching 200,000 students nationwide.

Research and data show that graduates of teacher residencies increase student achievement more than traditionally-trained teachers. Principals who hire and work with these residency graduates report that they are exceptionally well prepared for today's classrooms and that they outperform typical new teachers in their districts' evaluation systems:

- Of 39 teacher preparation programs in Tennessee in 2015, the **Memphis Teacher Residency has the highest percentage of graduates meeting and exceeding**

student growth averages on the state's value-added assessment system, according to state data.

- In 2014-15, **Denver Teacher Residency graduates teaching in Denver Public Schools outperformed all other new teachers in every aspect** of the district's evaluation system, and 97 percent of its principals said they would be more likely to hire a residency graduate than one from any other teacher preparation program.
- In 2015, **70 percent of residents in the San Francisco Unified School District received "Highly Effective" or "Outstanding" ratings** on the district's teacher evaluation framework—the top two ratings on a five-tiered scale.

Attracting and retaining great teachers is a significant challenge, particularly for high-need schools. Residency programs provide schools with much needed stability: 86 percent of residency graduates are still teaching in their high-need schools after three years; in a typical urban district half of new teachers will leave during that same time span. With districts spending, on average, \$18,000 to recruit, train, and support every teacher they hire, the lower attrition rates of residency graduates mean substantial savings for their districts. Their longevity also strengthens a school's collective expertise and professional capacity.

Finally, residencies attract a larger percentage of people of color to the profession. More than half of residency graduates are people of color; nationally fewer than 20 percent of teachers are people of color.

Better-prepared teachers, higher student achievement, and lower staff turnover make residency programs a smart and powerful investment for communities, schools, and taxpayers.



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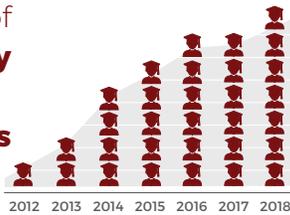
TEACHER RESIDENCIES



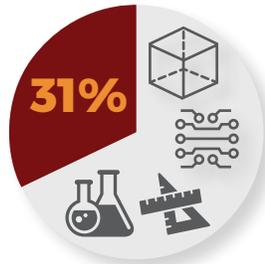
Residency Program Graduates

3,492

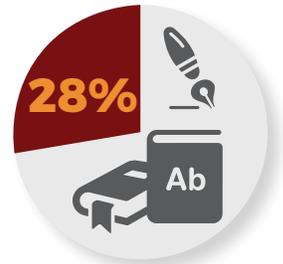
Number of Residency Program Graduates to Date



Percent of Graduates Teaching STEM Subjects



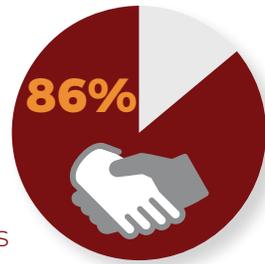
Percent of Graduates Teaching English Language Learners



Percent of Graduates Teaching Special Needs Students



Percent of Graduates Teaching in Partner Districts after 3 Years



Percent of Graduates Teaching in Title I Schools



Network Program Key Stats 2017-18

792

Total Number of Residents



Residents Identifying as People of Color



Residents that are Career Changers



398

Number of Training Sites



1,014

Number of Mentors Working with Residents





NCTR Network Partners

- 1. Alder Graduate School of Education**
 Oakland, Calif. and Memphis, Tenn.
 A partnership between Aspire Public Schools, University of the Pacific (CA) and Relay Graduate School of Education (TN)
- 2. Boettcher Teacher Residency**
 Denver
 A partnership between the Boettcher Foundation, Public Education & Business Coalition, Adams State University, and multiple school districts serving the Denver region and San Luis Valley
- 3. Boston Teacher Residency**
 Boston
 A partnership between the Boston Plan for Excellence, University of Massachusetts-Boston, and Boston Public Schools
- 4. Dallas Teacher Residency**
 Dallas
 A partnership between Texas A&M University – Commerce and partner districts and schools in the Dallas-Fort Worth area
- 5. Denver Student Teacher Residency**
 Denver
 A partnership between Denver Public Schools, Metropolitan State University of Denver, and the University of Colorado Denver
- 6. Denver Teacher Residency**
 Denver
 A partnership between Denver Public Schools and the University of Denver Morgridge College of Education
- 7. East Harlem Teaching Residency**
 New York City
 A partnership between East Harlem Teaching Residency, Hunter College School of Education and AmeriCorps
- 8. Inspired Teaching Residency**
 Washington, D.C.
 A partnership between the Center for Inspired Teaching, Trinity Washington University, and five D.C. public charter schools
- 9. Jacksonville Teacher Residency**
 Jacksonville, Fla.
 A partnership between Duval County Public Schools, the Jacksonville Public Education Fund, and the University of North Florida
- 10. Kansas City Teacher Residency**
 Kansas City, Mo.
 A partnership between Kauffman Foundation and Park University
- 11. Los Angeles Urban Teacher Residency**
 Los Angeles
 A partnership between the Center for Collaborative Education, California State University Los Angeles, and Los Angeles, Montebello, and Alhambra Unified School Districts
- 12. Memphis Teacher Residency**
 Memphis, Tenn.
 A partnership between the Memphis Teacher Residency, Union University, Shelby County Schools including the iZone and Achievement School District
- 13. Minneapolis Residency Program**
 Minneapolis
 A partnership between Minneapolis Public Schools, University of Minnesota, and Minneapolis Federation of Teachers
- 14. New York City Teaching Collaborative**
 New York City
 A partnership between New York City Department of Education and St. John's Graduate School of Education
- 15. New Visions for Public Schools-Hunter College Urban Teacher Residency**
 New York City
 A partnership between New Visions for Public Schools, Hunter College, and New York City Department of Education
- 16. Partnerships to Uplift Communities (PUC) Alumni Teach Project**
 Los Angeles area
 A partnership between PUC Schools and Loyola Marymount University
- 17. Philadelphia Teacher Residency**
 Philadelphia
 A partnership between the Academy of Natural Sciences at Drexel University and several Philadelphia schools
- 18. Project Inspire**
 Chattanooga, Tenn.
 A partnership between Public Education Foundation, Tennessee Tech University, and the Hamilton County Department of Education
- 19. Richmond Teacher Residency**
 Richmond, Va.
 A partnership between Virginia Commonwealth University and Richmond Public Schools
- 20. San Francisco Teacher Residency**
 San Francisco
 A partnership between San Francisco Unified School District, Stanford University, University of San Francisco, and United Educators of San Francisco
- 21. Seattle Teacher Residency**
 Seattle
 A partnership between Alliance for Education, University of Washington, Seattle Public Schools, and Seattle Education Association
- 22. St. Paul Urban Teacher Residency**
 St. Paul, Minn.
 A partnership between St. Paul Public Schools and University of St. Thomas
- 23. University of Chicago's Urban Teacher Education Program**
 Chicago
 A partnership between University of Chicago's Urban Education Institute and Chicago Public Schools



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What does the National Center for Teacher Residencies do?

NCTR is a national non-profit organization dedicated to developing, supporting, and sustaining effective residency programs serving high-need school districts.

To do that, NCTR partners with school districts, institutions of higher education, and local advocates to create and establish residency programs in their communities. Our innovative residency program curriculum, more than a decade in the making, sets the standard for teacher training. Since our founding in 2007, NCTR has helped establish 36 residency programs in 17 states. These programs have trained more than 3,500 teachers to work in more than 50 school districts and charter school organizations. NCTR represents the collective voice of these residencies.

What is a teaching residency?

A teaching residency is a different way of preparing teachers for today's classrooms that is modeled on medical residencies for new doctors. Teacher residents learn to teach by working in real schools, in real classrooms with real kids. For more than a year, they work under the tutelage of experienced, expert teachers who are trained mentors and coaches. Simultaneously, they complete graduate-level coursework that is directly linked to what is happening in their classrooms. Upon completing their residency, graduates are certified to teach, often with a master's degree in teaching, and are hired in the school district where they trained.

How is a teacher residency different from other teacher preparation programs?

A residency provides teachers with an immersive, real-school training that cannot be duplicated in a college

classroom. By the time they finish their residency, graduates will have spent a full school year working alongside teacher mentors who have been trained to coach novice educators. Altogether, a resident teacher will spend about 1,400 hours working with students before they graduate, in addition to their graduate-level coursework. After they graduate, residents continue to receive personalized, expert coaching for two more years because we know that ongoing support and learning is crucial to a teacher's development and growth.

By contrast, a traditional college preparation program typically offers a student teaching assignment that lasts only about 10 weeks, with little to no follow-up coaching. A 2014 report from the National Council for Teacher Quality found that, nationally, only about 5 percent of teacher colleges incorporate the key elements of a quality program into their student-teaching experience. So-called "alternative certification" programs offer even less training and coursework.

Does NCTR run residency programs?

NCTR does not operate residency programs. Rather, we provide expert assistance, strategic counseling, and curriculum services to local groups and districts that want to build their own residency programs in their communities.

Where does NCTR work?

We work primarily with high-need and low-income communities, both rural and urban. More than 90 percent of the teachers who graduate from a residency program work in Title I schools. A full list of current residency programs that NCTR helped to establish and develop can be found here <https://nctresidencies.org/join-our-teacher-residency-network/our-partners/>

Modeled on medical residencies for doctors, teacher residents work under the tutelage of experienced, expert teachers for more than a year.



What evidence is there that residencies work?

Our network of 36 teacher residency programs selects smart, dedicated people and trains them to be great teachers. And we know they are great teachers because **research and data show that graduates of teacher residencies increase student achievement more than traditionally-trained teachers.** For example, out of 39 teacher preparation programs in Tennessee in 2014-15, the Memphis Teacher Residency had the highest percentage of graduates meeting and exceeding student growth averages on the state's value-added assessment system, according to state data. In Colorado, graduates of the Denver Teacher Residency outperformed all other new teachers in every aspect of that district's evaluation system, according to 2013-14 data from Denver Public Schools.

Principals who hire and supervise residency graduates report that they are exceptionally well prepared for today's classrooms. In 2017, NCTR surveyed more than 70 principals who had hired teachers from 19 residency programs and found that:

 **91%** of Principals agree that residents **outperform** teachers prepared through other pathways.

 **91%** of Principals agree that the residency program **improved achievement and student learning** at the school.

 **94%** of Principals would **recommend hiring a residency graduate** to another principal.

Are there other ways in which residencies impact districts and schools?

Residencies are good way to combat teacher turnover, which is a perennial — and expensive — problem in urban and rural districts. Some districts spend upwards of \$18,000 on every new teacher they hire—for things like recruiting, advertising, onboarding, and training. Much of this money is wasted as more than half of new teachers quit within three years. The cost to students is even steeper, as this churn subjects them to a revolving door of ill-prepared young teachers. In contrast, residency graduates are ready-to-teach on day one, and are committed to their schools. **More than 85 percent of them are still teaching in their high-need schools three years after being hired.** So not only are residency graduates more effective young teachers, but they also reduce teacher turnover in their schools, which saves their communities a lot of otherwise wasted money and effort.

Are residencies more expensive than traditional teacher prep programs?

Residencies are smart investments when you consider how much money colleges spend preparing and educating new teachers, and how much districts spend recruiting, hiring, and training them. Teacher residencies provide districts with a steady stream of well-trained teachers who are committed to their schools, while their low attrition rates mean substantial savings for school districts.

Who funds residencies?

Funding for residencies comes from multiple sources, including school districts that provide classrooms and mentor teachers, and institutions of higher education that confer master's degrees at the end of the residency program. In addition, some states and philanthropies also support residency programs around the country.



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The Next Generation Network sets the Standard in Teacher Residency Preparation

National Center for Teacher Residencies' (NCTR's) Next Generation Network is a **dynamic, engaged professional learning community** whose members are transforming how teachers are prepared for America's classrooms. Our invitation-only network includes more than two dozen high-quality residencies at various stages in their development. Through the network participants collaborate, innovate, and learn from each other with the shared goal of developing skilled, effective teachers for the students and schools that most need them. NCTR's network partners are the country's most innovative and effective teacher residency programs.

The Voice of the Teacher Residency Movement

NCTR is the only national non-profit organization devoted to developing and expanding high-quality teacher residencies. **Our staff of experts and practitioners delivers programming and targeted consulting that helps network members strengthen, improve, and grow their residencies.** NCTR's Next Generation Network provides members opportunities to engage with national leaders in teacher preparation and to have a voice in the national conversation about teacher quality and student equity. NCTR also engages network partners in its advocacy and communications efforts so that, together, we can drive sustainability and ensure residencies are included in key federal and state policy decisions.

Smart, Dynamic Programming to Drive Success

NCTR assists members of the network with grant applications and collaborates on solving problems specific to

their program. NCTR also provides members of the Next Generation Network with a **robust selection of in-person and virtual programs and technical assistance**, including:

- **Instructional Rounds:** NCTR conducts on-site visits to network residencies where members systematically collaborate by observing how partner programs implement the residency model and improve instruction for students.
- **Symposium:** Held in Chicago each spring, our symposium invites partners from all over the country to build their knowledge and skills on a critical theme or topic area. Experts present and share their latest research and promising teacher preparation practices.
- **Consulting:** Guided by our *Standards for Effective Teacher Residencies*, network partners engage with NCTR on continuous, data-driven improvement efforts.
- **Policy:** NCTR provides network partners with expert analysis and help navigating state and federal policy, as well as local advocacy strategies to improve access to funding and resources.
- **Research and Data:** NCTR collaborates with partners to collect and use data in order to assess their residencies, continually improve, and compile a national look at the collective impact of the Network and residency movement.
- **Teacher Preparation Portal:** A one-of-a-kind members-only website enables network members to share information, learn from others, analyze data, and collaborate online.
- **Tools:** NCTR offers partners access to innovative resources, like Design for Impact, our financial modeling tool that enables programs to identify, plan for, and overcome financial barriers.



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Starting a New Residency Program

Nothing under a school's control impacts student learning more than a skilled teacher. That is why, in 2007, we founded the National Center for Teacher Residencies (NCTR) to transform how educators are prepared for America's classrooms. A more selective and rigorous approach to teacher preparation, residencies produce teachers who are better equipped to help children succeed from day one.

At NCTR we work with residency programs at all stages of their development, from new start-ups to established programs. Through our Residency Foundations and New Site Development Programs, we support local education advocates who are building viable teacher residency programs from scratch. We also work to assist traditional teacher preparation programs shifting their offerings to a clinical model via our Institutions of Higher Education Program.

All of these services capitalize on our knowledge gained from years of developing effective, clinically-rich residency programs that prepare teachers who are committed to improving student achievement in high-need schools.

The Residency Foundations Program

Starting a residency program can be a daunting, years-long process with an incredibly steep learning curve. However, there is no reason program creators must do this alone. **Over the last 10 years, NCTR has helped launch or develop 36 teacher residency programs that are preparing diverse, talented, and effective educators for schools that need them most.** We have specifically designed our Residency Foundations Program to support those who are beginning to assess the viability and sustainability of a teacher residency in their community.

Residency Foundations provides partners with targeted

assistance and support to explore how a residency program would best align with local teacher recruitment and training efforts. Residency Foundations also helps districts, charter schools, universities, and non-profits identify potential high-quality teacher preparation partners and outline necessary steps to ensure that all parties understand their roles and responsibilities. NCTR guides emerging programs in building local partnerships and in planning their organizational structure, while also leading them through an assessment of the policy and funding landscape in their communities and states.

New Site Development and Institutions of Higher Education Programs

After completing Residency Foundations, leaders continue to build their program using NCTR's *Standards for Effective Residencies*, a **research-based framework that ensures the successful creation of a high-performing residency or strong clinical-oriented program.** NCTR works with new residencies for up to two years as they create their curriculum, develop strategies for recruiting residents and mentors, and plan for assessment and evaluation measures. Along the way NCTR reviews and analyzes implementation data to ensure a quality program design.

NCTR also works with colleges and universities to strengthen teacher preparation. The Institutions of Higher Education Program guides institutions as they shift to residency and other clinically oriented models. This involves providing technical assistance to colleges and universities as they identify partner school districts and assisting them in the design of training and professional development for mentors and residents that reflects authentic classroom experiences.



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Strategic Consulting Partners

- 1. Albuquerque Teacher Residency Partnership (ATRP)**
Albuquerque, N.M.
A partnership between Albuquerque Public Schools (lead partner), the University of New Mexico College of Education, and Albuquerque Teachers Federation
- 2. AppleTree Early Learning Teacher Residency**
Washington, D.C.
A partnership between AppleTree Institute and multiple charter schools
- 3. California State University, Fresno**
Fresno, Calif.
Partnerships between California State University, Fresno and Fresno Unified School District, Central Unified School District, and Sanger Unified School District
- 4. California State University, Monterey Bay**
Monterey, Calif.
Partnerships between California State University, Monterey Bay and Salinas Union School District, Salinas City Elementary School District, and Monterey Peninsula Unified School District
- 5. California State University, Sacramento**
Sacramento, Calif.
A partnership between California State University, Sacramento and the Sacramento City School District
- 6. California State University, Stanislaus**
Turlock, Calif.
A partnership between California State University, Stanislaus and Ceres Unified School District and Turlock Unified School District
- 7. CPS-NLU Bilingual Teacher Residency Program**
Chicago
A partnership between Chicago Public Schools and National Louis University
- 8. Kern Urban Teacher Residency**
Bakersfield, Calif.
A partnership between California State University, Bakersfield and the Bakersfield City School District
- 9. Metro Nashville Urban Teacher Residency**
Nashville, Tenn.
A partnership between Belmont University and Metro Nashville Public Schools.
- 10. Nashville Teacher Residency**
Nashville, Tenn.
A partnership between Project Renaissance, a consortium of charter management organizations, and other community organizations
- 11. Queens College-New Visions Urban Teacher Residency**
New York City
A partnership between New Visions for Public Schools, Queens College, and several schools
- 12. Norman C. Francis Teacher Residency**
New Orleans
A partnership between New Schools for New Orleans, Xavier University, and a consortium of charter management organizations
- 13. St. Louis Teacher Residency**
St. Louis
A partnership between Washington University Institute for School Partnerships and multiple school districts and charter schools in St. Louis
- 14. Western New York Teacher Residency (WNYTR)**
Buffalo and Rochester, N.Y.
A partnership between Canisius College and multiple school districts and charter schools in Western New York
- 15. Wilmington University Yearlong Teacher Residency (WilmU YLR)**
New Castle, Del.
A partnership between Wilmington University and multiple school districts across Delaware



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