

NATIONAL CENTER FOR
**TEACHER
RESIDENCIES**

The Honorable Laurie Pryor
Minnesota House of Representatives
571 State Office Building
St. Paul, MN 55155
February 7, 2023

Dear Representative Pryor,

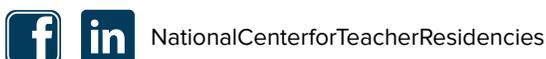
Thank you for the opportunity to support and inform HF1138. The movement toward teacher residencies is growing rapidly as teacher residencies are the most comprehensive model of teacher preparation in the country. They play a critical role in recruiting candidates of color to the profession and in improving school district goals around teacher diversity, impact, and innovation. The National Center for Teacher Residencies (NCTR) is pleased to draw on our experience with teacher residency programs across the country to provide information and assistance as needed to help scale teacher residency programs and their impact in Minnesota.

About NCTR

Originally named the Urban Teacher Residencies (UTR), NCTR was founded in 2007. It is the only organization in the nation dedicated to accelerating the impact of the teacher residency model. Our core commitment is to build and develop teacher residency programs as a lever to address the enduring and systemic inequities in school districts facing children of color and those living in poverty.

Since our inception in 2007, we have collaborated with a range of partners, including school districts, charter management organizations, institutions of higher education (IHEs), nonprofit organizations, and state education agencies (SEA) to develop teacher residency programs in the service of preparing day-one ready teachers and transforming teacher preparation. When NCTR launched in 2007, there were fewer than five residency programs in the United States. Since our inception, NCTR has helped launch over 100 programs, monitoring resident impact along the way, and documenting the best and promising practices for teacher preparation generally. NCTR's teacher residency model is now widely recognized as an effective teacher pipeline for schools and school districts.

In addition to our work with school districts, charter management organizations, IHEs, nonprofit organizations, and SEAs, NCTR operates a Network of teacher residency programs located in states all across the country. NCTR collects data from our Network members to assess their impact and the impact of teacher residency programs collectively. Teacher residency graduates from programs in NCTR's Network:



- **Are better prepared than their traditionally prepared counterparts.** [93 percent of principals in partner residency programs agree that residents are better prepared than their traditionally trained counterparts.](#)
- **Stay longer in the profession.** [89 percent of the graduates of NCTR Partner residencies are still teaching after three years,](#) compared to less than 50 percent of their traditionally trained counterparts.
- **Are likely to be a candidate of color** as [57 percent of the candidates in NCTR Partner residencies identify as a person of color](#) (36 percent of them identify as Black, 15 percent as Latino). Only 12 percent of teachers in the United States are a person of color.
- **Fill vacancies in shortage areas.**
 - [57 percent of NCTR partner residency programs have a STEM pathway and 27 percent of the graduates from NCTR partner residency programs teach a STEM subject.](#)
 - [46 percent of our NCTR partner residency programs have a special education pathway and 17 percent of the graduates from NCTR partner residency programs teach students with learning differences.](#)
 - [80 percent of the graduates of NCTR partner residency programs teach in Title I schools.](#)

Finally, in spite of [national trends that point to declines in enrollment](#) in traditional teacher preparation programs, including a [decline in enrollment for Teach for America](#), there was **an increase** in the number, mean, and median enrollment of residents in the nearly 50 teacher residency programs in the NCTR for the 2021-2022 academic year.

Teacher Residency Programs in Minnesota

Currently, NCTR supports three teacher residency programs in Minnesota via our Network. **St. Paul Urban Teacher Residency (SUTR)** program serves the St. Paul Public School district, the **Minneapolis Special Education Teacher Residency (MSTR)** program serves the Minneapolis Public School district, and the **Charter School Residency Program** serves a consortium of charter schools in the Twin Cities.

An additional program is in development at **Southwest Minnesota State University**. That program, once fully operational, will serve the Worthington and Marshall school districts. NCTR is providing consultative support to Southwest Minnesota State University to develop their teacher residency program and expects it to enroll teacher candidates in the fall of 2023.

Background on the Teacher Residency Model

The teacher residency model borrows heavily from the residency-based training doctors receive. Before they are responsible for patients, new doctors train in hospitals alongside expert practitioner-teachers. They take on increasing amounts of responsibility for patient care, but are always supervised by experts before being solely responsible. Teacher residencies follow a similar model.

Teacher residencies are district-serving teacher education programs where teachers-in-training, or residents, are provided a full-year, school-based clinical experience. Teacher residents learn the content and theory of effective teaching while observing and practicing their skills alongside an effective, trained mentor teacher. Residents receive a stipend or salary as they learn to teach, and commit to teaching in a partnering district for three or more years beyond the residency.

But beyond just the classroom-based practical experience, residencies combine several key components of high quality preparation not seen in other models:

First, **targeted recruitment and selection of residents** that is driven by a data-demonstrated need in the partner school districts—student achievement or human resource data that identifies achievement gaps, teacher shortages, or high turnover in high need schools, subjects, and grades.

Second is the **rigorous selection and support of effective teacher mentors**. One of the most unique characteristics of residencies is the important value seen in experienced educators who are currently in schools. Residencies provide experienced educators with teacher leadership opportunities, creating career ladders, reducing turnover and improving retention of excellent teachers in high need schools. These mentors have a track record of being effective with students and have the skills to work with an adult learner—the resident. The teacher leader opportunity for ongoing professional growth keeps effective teachers in the classroom.

Third, **intensive pre-service preparation (the residency year experience) is focused on student needs**—the teacher residents’ yearlong, school-based preparation experience. Typically, teacher residents begin coursework in the summer months, then are paired with a mentor and in schools before the first day of student classes begins. The teacher residency year experience is key to exposing new teachers to the ebb and flow of the school year, understanding the standards and expectations for student learning, forming personal relationships with students and families, and experiencing the year as it naturally unfolds. Teacher residencies create a gradual release of responsibility that details how a resident takes

on increasing amounts of responsibility for leading the classroom, from planning an activity, to designing a lesson, to leading instruction and assessing student learning. Throughout the year, teacher residents experience a cycle of learning a skill, practicing, and then receiving feedback and coaching before practicing again.

Fourth is the **strategic hiring and placement of graduates**. While data informs the selection of candidates up front, it is equally important to ensure that high need schools have access to effective residency graduates by guiding placement and hiring decisions. Typically, teacher residents commit to teaching for at least three years in a school district, resulting in less teacher turnover, which negatively impacts student learning.

Fifth, **aligned induction support** continues through the graduates' first two years of teaching. Teacher residencies consider district- and state-provided new teacher supports, such as induction, and supplements to ensure that residency graduates have access to ongoing, job-embedded coaching.

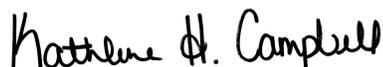
Comments on HF1138

The following comments are intended to strengthen the impact of this HF1138.

1. The proposed legislation does not include any provisions to collect data and analyze those data for the purpose of drawing conclusions about the impact of the pilot. Doing this would allow the state legislature to access data to inform subsequent decisions about the teacher residency-based preparation of teachers in the state of Minnesota.

NCTR is available to assist the legislature in the process of determining how best to support the scale of teacher residency programs in Minnesota. I can be reached at kcampbell@nctresidencies.org should you have questions or need additional information or support.

Respectfully,



Kathlene Campbell, Ph.D.
Chief Executive Officer



NCTRresidency



NCTRresidencies



NationalCenterforTeacherResidencies



NCTResidency



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