PR Award #: S423A220008
National Center for Teacher Residencies
1332 N Halsted Street
Chicago, IL 60642
Program Contact Information:
Tabitha Grossman,
804.96.3493,
tgrossman@nctresidencies.org
Absolute Priority: 1
Competitive Preference Priorities: 1, 2, 3.

Project Title: Project Title: Centering Equity, Building & Scaling Teacher Residencies (Centering Equity)

Project Description: Centering Equity aims to increase the number of effective and diverse teacher residents in high-need schools, districts, grades, and subjects and advance the quality, sustainability, and scaling of teacher residency programs across Connecticut, Delaware, North Carolina, Tennessee, and Virginia. To meet these goals, National Center for Teacher Residencies (NCTR) will provide deep, scaffolded technical assistance and support to develop and scale 14 teacher residency programs, 10 of which are located at HBCUs. The technical assistance and support that programs will receive is anchored in NCTR’s Levers for Equitable Teacher Residencies which are eight research-based standards focused on developing and implementing high-performing residency programs that recruit, prepare, and retain highly effective day-one ready teachers, particularly teachers of color.

Project Expected Outcomes: At the end of the three year initiative, NCTR’s Centering Equity will: 1) Recruit, prepare, and retain up to 625 diverse, effective teachers who are hired and retained in partner districts and high needs schools and subject areas; demonstrate effective teaching and SEL skills; and positively impact student achievement; 2) Increase the number of effective mentor teachers, particularly teachers of color, up to 333 total, and train them to effectively support residents; and 3) Launch and scale up to 14 high-quality, equitable, and sustainable teacher residency programs across the target states. Through the findings and lessons-learned of this work, NCTR seeks to continue to inform and advance the field around the systems, structures, and processes necessary to authentically develop, scale, and sustain high-quality teacher residency pathways for teachers of color in high-needs areas.

Project Partners: NCTR network partners in Connecticut, Delaware, North Carolina, Tennessee, and Virginia; Center for Public Research and Leadership at Columbia University School of Law