

**National Center for Teacher Residencies (NCTR)  
Supporting Effective Educator Development (SEED) Grant Proposal 2022**

*Absolute Priority 1: Supporting Effective Teachers*

*Competitive Preference Priority 1: Promoting Educator Diversity*

*Competitive Preference Priority 2: Preparing Teachers to Create Inclusive, Supportive, Equitable, Unbiased, and Identity-Safe Learning Environments*

*Competitive Preference Priority 3: Developing Students' Social and Emotional Skills*

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## INTRODUCTION

The [National Center for Teacher Residencies \(NCTR\)](#) is the country's leading national nonprofit dedicated to developing and expanding high-quality teacher residencies to prepare and support a generation of diverse, effective teachers. NCTR proposes the development and scaling of 14 teacher residency programs for under-represented, diverse teacher candidates in Connecticut, Delaware, North Carolina, Tennessee, and Virginia. *Centering Equity, Building & Scaling Teacher Residencies (Centering Equity)* builds upon NCTR's 15 years of developing, supporting and scaling teacher residency programs focused on meeting the needs of teachers of color and serving the needs of underserved students.

For 15 years, NCTR has served as the nation's leading technical assistance provider to school districts, institutions of higher education (IHEs), charter management organizations (CMOs), and teacher residencies seeking to develop and scale equity-focused, residency-based teacher preparation programs. NCTR is this country's primary voice in advocating for high-quality, sustainable teacher residency programs. Founded in 2007 to develop, support, and scale teacher residency programs, NCTR's influence and impact today spans 26 states, 50 school districts, and [includes 47 programs in its Network](#). NCTR partner teacher residency programs are endorsed by the organization for their commitment to equity and preparing the next generation of diverse, day-one ready educators through yearlong residency programs. NCTR-developed and -supported teacher residency programs stand as a lever to address the enduring and systemic inequities facing children of color and children living in poverty.

Today, the importance of NCTR's equity-focused approach is amplified as a direct response to the current and unprecedented COVID-19 health and economic crises that are impacting low-income and communities of color the hardest (Travers, 2020). As students of color have returned to school, they have unique and complex social, emotional, and academic

needs which means that the quality of their teachers matters more than ever before (Zhao & Watterston, 2021). Diverse teachers are and will continue to play an instrumental role in bridging the COVID-19 learning gap *while also* addressing the social and emotional needs of these students. These challenges, compounded by recent and heightened racial tensions, mean that students, and disproportionately, Black and brown students, are experiencing ongoing trauma and loss, and as is often the case, families are seeking refuge and support in teachers and local schools (Ko, 2021). There is an urgent need for high-quality and culturally competent teachers who can help students navigate their new environment, and graduates of teacher residency programs are uniquely prepared to take on this challenge (Kuhfeld, et al., 2020).

*The residency model.* Teacher residencies are a research-based approach to teacher preparation that provides candidates with an intensive, school-based, practical experience, similar to the medical model of preparing doctors in a hospital setting (Guha & Kini, 2016). New teacher candidates, called residents, work alongside an effective, experienced mentor teacher, who is the classroom teacher of record (Guha & Kini, 2016). Over the course of a full school year, residents take on increasing amounts of responsibility in the classroom (Guha & Kini, 2016). Coursework, typically provided by a higher education partner, is applied in real time, with residents practicing and receiving coaching on a daily basis from their mentor and residency program staff (Guha & Kini, 2016). Residents commit to teaching in the high-need partner district where they trained, in exchange for financial and other sustained professional support as they launch their career (Guha & Kini, 2016).

Through partnerships with public school districts, IHEs, nonprofit organizations, and states, NCTR has helped launch more than 40 teacher residency programs that prepare diverse, talented, and effective educators (NCTR's Theory of Change can be found in Appendix G).

Ninety-three percent (93%) of NCTR graduates feel prepared to tackle the rigors of high-need classrooms ([NCTR, 2022](#)), a contrast to the just 25 percent of new teachers who have reported feeling fully prepared to meet the needs of students in their first year (Teach Plus, 2016). Eighty percent (80%) of program graduates work in Title I schools ([NCTR, 2022](#)). In the school year 2020-21, NCTR partners reported that 57% of residents were people of color ([NCTR, 2022](#)) compared to 79% of U.S public school teachers who identify as white (National Center for Education Statistics, 2022). These same programs reported retaining residency graduates at an exceedingly high rate of 89% after three years ([NCTR, 2022](#)). All NCTR partner residency programs adhere to NCTR’s *Levers for Equitable Teacher Residencies* (Appendix L), which provide the most rigorous, clinically oriented, and equity and Social and Emotional Learning (SEL)-focused framework for effective teacher residency design in the country.

Specifically, SEED funds will support NCTR to improve teacher and student outcomes and improve residency programming, through partnering with 14 programs to develop and scale teacher residency programs that serve underserved students and school districts and accomplish the following goals over the three-year grant period:

**Absolute Priority 1**, Supporting Effective Teachers [AP1];

**Competitive Preference Priority 1**, Increasing Educator Diversity [CPP1];

**Competitive Preference Priority 2**, Promoting Equity in Student Access in Educational Resources and Opportunities [CPP2]; and

**Competitive Preference Priority 3**, Meeting Student Social, Emotional, and Academic Needs [CPP3].

1. **GOAL 1:** Increase the number of effective and diverse teacher residents recruited, prepared, and retained in high-need schools and school districts and high-need grade

spans and subjects [AP1, CPP1, CPP2, and CPP3].

2. **GOAL 2:** Advance the quality of new teacher residency programs by engaging them in NCTR’s Residency Scaling Program (RSP), Residency Design Academy (RDA), Network Foundations (NF), and the NCTR Network to build capacity and ensure the sustainability of among the partners to fully implement, execute, and sustain their residency programs after the grant period ends [AP1, CPP1, CPP2, and CPP3].
3. **GOAL 3:** Advance the field by conducting a rigorous evaluation and disseminate findings to improve knowledge and understanding of systems, structures, and processes necessary to authentically scale and sustain teacher residency pathways for teachers of color in high-need areas [AP1, CPP1, CPP2, and CPP3].

By the end of the grant term, NCTR’s teacher residency partners will have developed up to 625 diverse, under-represented teacher residents based on estimates from partner programs who have indicated a commitment to recruit and select diverse, under-represented teacher residents from their local context. This is also supported by historical evidence from the NCTR Network of a strong track record of preparing candidates from diverse backgrounds; in 2020-2021, partners reported that 57% of residents were people of color ([NCTR, 2022](#)). Further, this grant will serve 35,219 underserved students in 40 school districts, 412 schools and charter schools, 354 Title I schools, and five states.

This proposal aligns with both NCTR’s own organizational diversity, equity, and inclusion goals; and the focus on recruiting, preparing, and retaining diverse teachers to serve in our nation’s urban and rural classroom as well as NCTR’s signature initiative, the [Black Educators Initiative \(BEI\)](#), a five-year effort to recruit, prepare, and retain 750 Black teachers through teacher residency programs in the NCTR Network. Currently, 20 NCTR Network

partners are participating in BEI. A third-party evaluation conducted by the Center for Public Research and Leadership (CPRL) at Columbia University School of Law has found that BEI grantees' application of interventions funded by NCTR have resulted in a **statistically significant impact on the placement, graduation, and retention** of Black residents. Equally impressive, in year three of the five-year initiative, NCTR Network partners are poised to more than **double** the number of Black teachers in their residency programs, two years ahead of the initiative's schedule. NCTR has defined high-quality residencies for the nation and created a strong relationship between teachers of color -- what they truly need to be successful and thrive - - and teacher residencies, a model that at its core honors the complexity of working with students of color.

NCTR's *Centering Equity* is tightly aligned with evidence-based practices of effective teacher recruitment, preparation, and support. Teacher residencies are highly selective and recruit talented and committed people from diverse backgrounds. Research on Teach for America's (TFA) similar selection process showed strong evidence of effectiveness as defined in the SEED notice, with students of TFA math teachers performing significantly better than those of their non-TFA peers (Decker, et al., 2004) (Appendix F). Additionally, teacher residencies employ a "holistic view" approach to select the competencies of highly effective residents, a model that was tied to significantly positive effects of TFA corps members on student achievement in math (Clark, et al., 2013), a study that meets What Works Clearinghouse (WWC) standards without reservations. Further, for high-quality mentoring, coaching, and induction support, the residency model builds upon rigorous research on the impact of New Teacher Center's (NTC) model of mentoring and coaching for novice educators. Residencies employ a rigorous selection and support process for mentors, and mentors are held accountable for driving new teacher growth

and effectiveness through the delivery of high-quality mentoring (Young, et al., 2017 and Glazerman, et al., 2010; Appendix P).

NCTR will conduct a rigorous evaluation of the implementation and impact of *Centering Equity*. NCTR will partner with SRI International to conduct a quasi-experimental evaluation to provide evidence of residency program effectiveness that **meets WWC standards with reservations**. Primarily, the evaluation will assess the impact of this program on teacher and student outcomes and provide formative feedback to NCTR on the fidelity of implementation. The core research design will employ **quasi-experimental design beginning in Year 2 with matched comparison groups to estimate the effect of partner residencies on first-year teacher hiring, retention, student achievement, and teacher effectiveness, particularly in SEL and CLSP**. SRI's independent evaluation will provide evidence that will meet the **WWC evidence standards of effectiveness with reservations** for effects on students and teachers.

### **Absolute Priority 1: Supporting Effective Teachers**

The effectiveness of residency programs stems from the WWC gold standard research on core elements of teacher preparation (Appendices F and P), which are reflected in NCTR's [\*Levers for Equitable Teacher Residencies\*](#) (Appendix L).

NCTR's [\*Levers for Equitable Teacher Residencies\*](#) detail the key, research-based, and equity-aligned features of an effective teacher residency. NCTR has revised its standards multiple times since our inception in 2007 to reflect the knowledge gained through working with dozens of high-performing residency programs and in response to a growing body of research and evidence of effective practices identified from recruiting, preparing, and retaining highly effective, diverse, day-one ready teachers. The [\*Levers for Equitable Teacher Residencies\*](#) anchor NCTR's technical assistance that develops residency partner readiness, builds new programs, and

maximizes the impact of existing residencies. The [\*Levers for Equitable Teacher Residencies\*](#) position teacher education programs to dismantle systemic inequities in our public school systems that are heightened by the COVID-19 pandemic and provide a roadmap for designing, implementing, and sustaining a highly effective teacher residency. NCTR's Levers-aligned technical assistance will result in high-quality residency programs that prepare effective, diverse new teachers in service to high-need local education agencies (LEAs).

***Effectiveness of the residency model.*** NCTR partner programs tackle critical school district and CMO challenges in an innovative way: placing the focus of teacher preparation in PreK-12 classrooms. The residency model blends a rigorous, full-year classroom apprenticeship with a carefully aligned sequence of coursework, either through a university/institution of higher education or other certification provider. Residents learn alongside a trained, high-quality mentor teacher in the district in which he/she will eventually work. Coursework is tailored to the district context with residents learning the district's core instructional initiatives and curriculum during the training year. NCTR partner residencies require that candidates commit to teach for a minimum of three years in the district, resulting in lower turnover and increased stability in schools.

The effectiveness of the residency model is amplified through NCTR's key organizational strategies. NCTR employs four key strategies to provide support to school districts, CMOs, and IHEs:

- **Strategic Consulting/Technical Assistance:** NCTR programming and services capitalize on the knowledge gained from years of developing effective, clinically-rich residency programs. Emerging residencies participate in Residency Foundations or the Residency Design Academy and existing residencies can participate in the Residency

Scaling Program.

- **The Network:** NCTR facilitates a unique and robust professional learning community, offering innovative programming to a growing network of 47 high-quality residency programs.
- **Practice to Policy:** NCTR bridges the gap between practice and policy by focusing on state- and federal-level education reform initiatives, financial sustainability, and program scale.
- **Research & Evaluation:** NCTR identifies, explores, and disseminates best practices and lessons learned from residencies to influence teacher preparation practices nationwide and to support the continuous improvement of NCTR’s other core strategy areas.

*NCTR partner programs’ impact.* Research on NCTR partner programs has shown the powerful and growing impact of the residency model. Impact data from the Memphis Teacher Residency (MTR) shows that MTR-trained teachers had higher student achievement gains than non-MTR-trained teachers. A 2019 report by Shelby County Schools (SCS) found that MTR trained teachers in their first three years of teaching outperformed their non-MTR counterparts by significant margins on four different measures of teaching effectiveness: student growth on achievement tests, observation of practice, professionalism, and student perceptions (SCS, 2019). Further, in the 2019 Tennessee Teacher Preparation Program Report Card, research found that for the second year in a row, “out of 39 teacher preparation programs in the state, Memphis Teacher Residency is one of three earning the ‘exceeds expectations’ performance level” in all five evaluation areas (Tennessee State Board of Education, 2019). MTR graduates outperform their non-MTR counterparts across the state, achieving the highest rating on the Tennessee

Teacher Preparation Report Card in every category.

Additionally, in the 2021 Tennessee Teacher Preparation Program Report Card, MTR was found to exceed expectations in 1) preparing educators to enter and remain teaching and 2) preparing candidates to obtain a teaching license in the state, and to meet expectations in 3) recruiting and preparing a strong, diverse cohort to teach in high-need areas (Tennessee State Board of Education, 2021). Further, out of 39 teacher preparation programs in the state with complete results, MTR has received more points across all evaluation areas than all other programs in Tennessee State Board of Education Report Cards for the last three years (Tennessee State Board of Education, 2019; 2020; 2021). In 2019, MTR graduates outperformed their non-MTR counterparts across the state, achieving the highest rating on the Tennessee Teacher Preparation Report Card in every category.

Another Tennessee-based NCTR partner, Nashville Teacher Residency's (NTR) graduates outperform novice teachers prepared through other pathways, in licensure exam pass rates, classroom observations, and student achievement according to the state report card (Tennessee State Board of Education, 2019). Most notably, NTR graduates outperform other novice teachers on student growth measures, with 81.3% achieving a "3-At Expectations" or better on the Tennessee Value-Added Assessment System (TVAAS), compared to 59.5% of all novice teachers across the state and 50% achieving a "4-Above Expectations" or better, compared to 25.2% across the state - double the statewide average.

Similarly, Rockman, et al., (2018) has shown that graduates of New York City's New Visions-Hunter College teacher residency have a statistically significant positive impact on student achievement on the New York State Regents Exam compared to peers trained through

other pathways. These teachers demonstrated stronger gains over time, such that the positive impact was strongest for the most veteran teachers studied. Furthermore, students of graduates demonstrated higher attendance rates and more credits earned compared to other novice teachers, and these benefits were also predictive for Black and Hispanic students. Finally, these teachers stayed in the classroom longer, with a 91% retention rate across six cohorts, and residency graduates had a lower rate of attrition—by half—than other new NYC Department of Education high school teachers (Rockman, 2018).

***Highly competitive recruitment and selection process.*** Like the proven recruitment and selection process used by TFA, NCTR partner programs engage in a targeted admissions process to select residents with selection activities based upon leadership abilities and academic achievements, but notably not their teaching background. Highly selective residencies recruit talented and committed people from diverse backgrounds to fill the hiring needs of underserved LEAs. A 2004 Mathematica study of TFA’s highly similar selection process showed strong evidence of effectiveness as defined in the SEED notice, with students of TFA math teachers performing significantly better than those of their non-TFA peers (Decker, 2004, Appendix F ). Further, residencies employ a “holistic view” selection process that uses the admissions process to identify, and select for, competencies of highly effective residents, a model that was tied to significantly positive effects of TFA corps members on student achievement in math (Clark, et al., 2013), a study that meets WWC standards without reservations.

***The mentoring model.*** Educational research points strongly to the importance of the residency’s intensive yearlong apprenticeship alongside an effective, experienced mentor teacher (Feiman-Nemser, et al., 1997). In particular, pairing a teacher candidate with a more effective mentor teacher has been shown to have a statistically significant impact on the eventual

effectiveness of that teacher candidate, as measured by student value-added scores; a teacher mentored by a highly effective teacher enters the classroom in their first year with the same level of effectiveness as a third-year teacher (Goldhaber, Krieg, Theobald, 2018). Mentors' work with residents is based on a cognitive apprenticeship model; mentors provide scaffolding and support as the novices move through increasingly challenging – but realistic – tasks (Feiman-Nemser, et al., 1997; Nyikos & Hashimoto, 1997; Wood, Bruner, & Ross, 1976; Vygotsky, 1978). In practice, this means that mentors coach and model effective instruction, and that residents are positioned as co-teachers throughout the year. A 2017 meta-analysis of 44 causal studies of coaching found positive effects on instruction and student achievement (Kraft, Blazar & Hogan, 2017). Recent research on the impact of the New Teacher Center's model of mentoring and coaching for novice educators further confirms the residency approach. Residency program mentors are selected through a rigorous process; are given professional development and are held accountable for driving new teacher growth and effectiveness; and deliver high-quality mentoring (Young, et al., 2017 and Glazerman, et al., 2010; Appendix P). Mentors enact effective teaching, possess and apply deep theoretical content knowledge, and have a record of improving student learning outcomes. Further, mentors model culturally responsive and inclusive teaching practices. The mentor/resident relationship in a residency is structured around observations, reflection, data collection and analysis, as well as practice and feedback opportunities; residents gradually take on increasing levels of responsibility as their skills, knowledge and confidence grow.

*Linking theory and practice.* The integration of university coursework with daily teaching activities enables residents and mentors to bridge theory and practice, a demonstrated factor in teachers' effect on student achievement (Cochran-Smith & Lytle, 1999), and allows for

deeply contextualized learning embedded within the local school and district priorities - which in turn enriches and improves residents’ instructional practice (Hiebert, Gallimore, & Stigler, 2002; Melnick & Martinez, 2019). Teachers who have had this type of relevant coursework coupled with extensive guided practice are more likely to teach in flexible, learner-centered ways and to support student learning (Melnick & Martinez, 2019).

***Sustained induction supports.*** In their first years as teachers of record, residency graduates receive continuous induction support – more so than is typically provided through traditional teacher education programs. These supports take the form of coaching, focused professional development, and opportunities to remain connected to the program and one another, mirroring the comprehensive induction support of the New Teacher Center (NTC) model, which has been proven to have positive impacts on students’ learning (Young, et al. 2017; Glazerman, et al. 2010; Appendix P). Residency induction supports rigorous selection and training of mentor teachers; resident-mentor interactions focused on instruction and conducted in a learning cycle of observation, practice, and feedback; formal and informal assessment of resident and graduate performance; and additional school and residency program-based support.

***Retention.*** Teacher residencies prioritize retaining effective teachers. While there is considerable evidence that teachers become more effective at increasing student achievement over their first three to five years and continue to improve, (Papay & Kraft, 2014) districts lose teachers just as they are becoming effective. The New Teacher Project’s (TNTP) “The Irreplaceables (2012)” estimates that the nation’s 50 largest school districts lose approximately 10,000 teachers every year. TNTP found that one in 10 classrooms in the districts they studied are led by inexperienced teachers. General estimates point to losses of \$17,000 - \$20,000 for each teacher that leaves, a figure that does not reflect the accompanying negative impact on

student learning; researchers estimate the national impact of teacher turnover at \$2.2 billion (Ingersoll & Perda, 2011). NCTR partners have retained 86% of their graduates in partner districts, increasing student achievement as their own skills grow through ongoing induction and peer support.

NCTR's proposed project, *Centering Equity, Building & Scaling Teacher Residencies (Centering Equity)* positions NCTR to further advance its impact by developing new teacher residency programs and scaling existing ones, all with a focus on equity and sustainability.

#### *Competitive Preference Priority 1—Increasing Educator Diversity*

NCTR's model for preparing teacher residents in a teacher residency program includes a one-year, high-quality, clinical experience ([NCTR, 2018](#)). Additionally, teacher residency programs developed by NCTR are designed to improve the outreach, recruitment, preparation, support, development, and retention of a diverse educator workforce with an intentional focus on the recruitment, preparation, support, development, and retention of under-represented teacher candidates ([NCTR, 2018](#)). NCTR has an extensive track record of not only developing teacher residency programs that support, graduate, and place diverse and under-represented teacher candidates, but we also have a track record of supporting existing high-quality, high-performing teacher residency programs that prepare, graduate, and place diverse, under-represented teacher candidates—much higher than other preparation routes. Currently, NCTR supports 47 teacher residency programs in our [Network](#) (Appendix O). Table 1 provides an overview of data collected from our 47 Network residency programs.

Table 1. NCTR Network Residency Program Diversity Comparison to National Average

NCTR Network Residency Programs	National Average
36 % of teacher residents enrolled for 2021-2022 identify as Black	7%
15 % of teacher residents enrolled for 2021-2022 identify as Latinx	9%

To date, NCTR-developed and -supported teacher residency programs have graduated 7,017 teacher residents (NCTR, 2022), impacting nearly 400,000 students. Over 80% of teacher residents trained in NCTR-developed and -supported teacher residency programs teach in Title I schools (NCTR, 2022) meaning that teacher residents trained via our model are serving the nation’s most underserved students. Most impressive, teacher residents trained via our model stay in the profession. The three-year retention rate for teachers trained via our model is 89% (NCTR, 2022). The rate beyond three years is 76% (NCTR, 2022).

Through NCTR’s BEI, NCTR has passed through funds to partner residencies to directly support the recruitment, preparation, and retention of Black educators. These funds have provided increased access to educational opportunities targeting the needs of Black educators, such as stipends, tuition reduction, testing supports, affinity groups, culturally responsive recruitment, and emergency funds. NCTR proposes to continue this strategy with *Centering Equity*. The need for financial support has been shown by the research to be a critical lever for recruiting, preparing, and retaining teachers of color. Black and Latinx students who were trained to teach were far more likely than their white counterparts to borrow loans to pay for their undergraduate education. Similarly, Black and Latinx teachers accumulated more federal loan debt than their white colleagues, which may contribute to the departure of teachers of color from

the field, particularly when coupled with existing wage gaps between white teachers and teachers of color (Fiddiman, Campbell, & Partelow, 2019). A recent Bookings Institute report found that relocation assistance, loan forgiveness, bonuses for excellence in teaching, and bonuses for teaching in less desirable locations were all associated with “large” increases in the diversity of the teacher workforce (Hansen, Quintero, & Feng, 2018), showing that money matters. An external evaluation commissioned by NCTR of the early impacts of BEI by Columbia University’s Center for Public Research and Leadership (CPRL) found that these funds increased recruitment of Black candidates and had a statistically significant impact on the hiring of Black educators in the partner districts and Title I schools (Madhani, et.al, 2022). The CPRL report found that a [REDACTED] increase in stipends among NCTR residencies led to a 4% increase in Black residents (Madhani, et. al, 2022). The inclusive environments provided by residencies, affinity groups, and funding for increased access to educational resources and opportunities, such as emergency funds and stipends, were all found to be effective strategies to prepare and graduate Black teachers in BEI programs (Madhani, et. al, 2022). Still, CPRL found that the stipends provided by residencies were insufficient to meet the basic needs of residents and most stipends fell below the federal poverty line (Madhani, et. al, 2022). Thus, funding for increased access to educational resources and opportunities such as stipends, tuition reduction, and emergency funds are proven strategies to recruit, prepare, and retain teachers of color, and increased financial incentives are necessary to ensure teachers of color are not only recruited into the profession but also stay in the field.

### **Competitive Preference Priority 2—Preparing Teachers to Create Inclusive, Supportive, Equitable, Unbiased, and Identity-Safe Learning Environments**

NCTR will provide the partner residencies with technical assistance focused on

Culturally and Linguistically Sustaining Pedagogy (CLSP), with a goal of each partner residency preparing residents to implement CLSP practices in order to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for students. CLSP incorporates research-based practices that have been shown to accelerate student learning, improve rigor, increase student engagement, and create socially and intellectually safe, equitable learning environments, particularly for students from historically marginalized communities (Gay, 2018; Hammond, 2016; Hollie, 2017; Tatum, 2009). CLSP empowers students intellectually, socially, emotionally, and politically; values and affirms students particularly those from historically marginalized backgrounds; creates safe, positive, and secure learning environments; and sustains linguistic, literate, and culture pluralism for positive social transformation (Hollie, 2017; Ladson-Billings, 1995; Paris & Alim, 2017).

Because public schools serve increasingly diverse students, ensuring that teachers are prepared to equitably empower students from various cultural and linguistic backgrounds becomes even more critical. In its collaborative technical assistance work with programs to prepare teacher residents, NCTR infuses the following three CLSP elements:

1) Identifying approaches and understandings necessary for CLSP teaching, such as valuing the full humanity of all school stakeholders, particularly students and families from historically marginalized communities.

2) Developing a Culturally and Linguistically Sustaining environment, such as one that values and affirms students of all identities; and

3) Enacting Culturally and Linguistically Sustaining Teaching and Learning practices that hold high academic and behavioral expectations for all students to ensure equity and draws upon the assets, or funds of knowledge, of the community being served.

NCTR technical assistance supports residency programs to prepare teacher residents to be able to effectively implement the above three elements of CLSP and thus enhance equitable access to effective teachers for underserved communities. For example, during the 2021-2022 year, NCTR hosted a CLSP Math Working Group for 21 teacher residency programs that sought to: 1) discuss essential questions related to the role of CLSP in preparation and instruction for math teachers; 2) improve knowledge and understanding across teacher residency programs about research-based approaches for preparing residents to engage in CLSP in math instruction; and 3) tackle specific problems of practice across participating residency programs related to changes, adjustments, or practices that are impacting their CLSP math work with their organization.

The impacts of CLSP have been shown to be substantial. A study conducted by Stanford Graduate School of Education found that at-risk students who took a single culturally responsive ethnic studies course in high school had “surprisingly large” effects of increased ninth-grade student attendance by 21 percentage points, GPA by 1.4 grade points, and credits earned by 23 (Dee & Penner, 2017). Thus, teachers who are better prepared to enact CLSP practices are able to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students and improve student outcomes, particularly those from historically marginalized and underserved communities.

### **Competitive Priority 3—Meeting Student Social, Emotional, and Academic Needs**

While preparing teachers to enact academically rigorous content is important, NCTR recognizes the crucial role of supporting teachers and schools to also focus on improving students’ social, emotional, academic, and career development skills. A national study of teachers in 2021 indicated that social and emotional learning (SEL) was their top priority

(Houghton Mifflin Harcourt, 2020). Meanwhile, only 7% of educators reported to be prepared to address the social and emotional needs of students and only 10% expressed that SEL was incorporated to a very significant or significant degree into distance learning (Houghton Mifflin Harcourt, 2020). Even before the pandemic, only 14% of teachers reported to be extremely or very well prepared to meet their students' social and emotional needs, and only 29% had been trained in mental health (Schwartz, 2019).

In order to address this critical challenge, both teacher candidates and their mentor teachers need support and preparation in addressing students increased social and emotional needs. NCTR will prioritize SEL in the mentor teacher professional development to overcome existing gaps in teacher preparation and professional development. As the research has made clear, the current teacher workforce lacks the skills to meet the increased SEL needs of students, and SEL must be a focus not only of the clinical year experience for residents but also for mentors, so that they can support their residents to build these skills, as well.

As such, NCTR provides technical assistance, based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework (Appendix N), which identifies five core components of social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These components are aligned with the non-cognitive components prioritized in the grant notice including developing positive personal relationships, self-esteem, determination, perseverance, and self-regulation. A meta-analysis conducted by Taylor, et al. (2017), found that applying the CASEL framework in school settings led to improved student academic performance, greater prosocial behaviors such as developing positive personal relationships and demonstrating perseverance, and fewer negative behaviors. This work includes supporting students and their schools as they develop non-

cognitive skills that foster knowledge and promote the development of abilities that prepare students to be informed, thoughtful, and productive individuals and citizens.

Preparing teachers for this work depends on training them to have a strong understanding of the role of SEL in child development and learning and developing their skills in building positive personal relationships, designing challenging learning experiences that provide opportunities to demonstrate perseverance and that lead to earned success, and to implement a range of culturally responsive SEL strategies in their classrooms. To reap the full benefits of SEL strategies, schools will need more than just a curriculum—they will need for teachers to experience the benefits of SEL themselves through modeling and practice. They will need high-quality teacher preparation and training paired with ongoing monitoring, reflection, and coaching. They will need for SEL practices to become ingrained within the mindset of the educators and culture of the school. Effective SEL initiatives will incorporate all these components, shaping teacher behavior and school climate right alongside student skills and behavior (Brock, Nishida, Chiong, Grimm, & Rimm-Kaufman, 2008; Brown, Jones, LaRusso, & Aber, 2010; Webster-Stratton, Reid, & Stoolmiller, 2008).

Over the three-year project period, NCTR will prepare 625 effective, under-represented PreK-12 residents who are well-prepared to support and improve students' social, emotional, academic, and career development. Research indicates that focusing on SEL improves academic achievement by 11 percentile points and increases prosocial behaviors (kindness, sharing, and empathy) (Durlak, et al., 2011). It also improves student attitudes toward school, reduces depression and stress among students (Durlak, et al., 2011). Promoting SEL development for students involves teaching and modeling SEL and incorporating that into teacher preparation programs is essential (Durlak, et al., 2011). These needs are as strong as ever as we emerge

from the pandemic. Our proposed project is uniquely positioned to address this need through the technical assistance we provide to programs developing a teacher residency program. We provide this technical assistance as part of our RDA, RF, NF, and RSP programming. As such, the programs that are part of this proposal will receive the SEL-focused technical assistance detailed in Table 2.

Table 2. NCTR Technical Assistance Focused on SEL

Technical Assistance/NCTR Support	Outcomes
<ul style="list-style-type: none"> <li>● Support residency program staff to develop deep knowledge of SEL</li> <li>● Provide technical assistance to programs as they articulate SEL into their high priority residency practices</li> <li>● Provide technical assistance to programs as they incorporate the CASEL SEL Framework into their residency year curriculum</li> </ul>	<ol style="list-style-type: none"> <li>1. Residency program staff improved knowledge of SEL</li> <li>2. Revised high priority residency practices</li> <li>3. Revised residency year curriculum to include the CASEL SEL Framework as part of residency coursework</li> </ol>
<ul style="list-style-type: none"> <li>● Provide technical assistance to residency programs as they revise assessment systems and gateways to incorporate SEL into their assessment system for residents</li> <li>● Provide technical assistance to programs as they support mentors to develop deep knowledge of SEL</li> <li>● Provide technical assistance to revise data collection and analysis protocols to include SEL</li> </ul>	<ol style="list-style-type: none"> <li>1. Revised assessment system that includes SEL</li> <li>2. Mentor teacher improved knowledge of SEL</li> <li>3. Revised data collection and analysis protocols that include SEL</li> </ol>
<ul style="list-style-type: none"> <li>● Provide technical assistance for programs to use data from year 2 to revise the residency year experience as it relates to SEL</li> <li>● Support programs to disseminate their learning about SEL</li> </ul>	<ol style="list-style-type: none"> <li>1. Refined SEL focused residency year experiences for residents</li> <li>2. Presentations of learning in local, state, and national contexts including but not limited to sharing with district, presenting at NCTR Annual Symposium and presenting at national conferences such as AERA and AACTE</li> </ol>

NCTR will provide the partner residencies with technical assistance on social and emotional learning (SEL) with a goal of each partner residencies placing a more significant focus on SEL in their programming. SEL emphasizes how much relationships matter as a foundation and prerequisite for learning, as well as acknowledging that humans require a holistic set of competencies beyond traditional academic standards in order to successfully engage in their community and our society. Because the schools that educators teach in are increasingly diverse, it is more important than ever that preparation programs prepare them to provide a context for learning that is safe and recognizes that students come to school with a varied set of experiences that translate into different motivations for learning, behaving positively, and performing academically. NCTR will provide partner teacher residencies with technical assistance on SEL as detailed in Table 2. The goal of working with the partner residencies to incorporate SEL into their residencies are as follows.

This work aligns well with efforts underway in our five partner states of Connecticut, Delaware, North Carolina, Tennessee, and Virginia.

- [Connecticut has developed a partnership to launch a statewide K-12 social and emotional learning assessment system in 2021](#). By law, the state has defined SEL (public act 19-166). Additionally, the state has recently conducted a landscape analysis of SEL activities to determine trends and needs in the field to ensure that resources are used to supplement, not supplant work already underway in school districts across the state.
- [Delaware has developed K-12 SEL competencies](#) through work organized by the CASEL framework. Through CASEL, the Delaware Department of Education (DDOE) and education stakeholders from districts, charters, and school and community partnerships have defined SEL competencies, developed implementation resources and promoted the

integration of SEL into academic content areas.

- [North Carolina’s Department of Public Instruction \(NCDPI\) has joined the CASEL](#)

Collaborating States Initiative to work towards a strong state-level SEL plan. This work includes 1) strengthening SEL competencies and capacities for all educators so that the work is woven throughout the school day; 2) Promoting adoption and implementation of evidence-based SEL programs; 3) Supporting SEL integration with academic standards, including specifying PreK-12 SEL competencies; and 4) creating a state-level SEL data evaluation plan to monitor SEL implementation and student outcomes.

- [The Tennessee Department of Education has incorporated social and personal competencies into modules for educators to support students’ growth in social and](#)

[personal competencies.](#) The modules are designed to help teachers incorporate teaching practices that support the academic, social, and emotional skills development of all students. The modules are also intended to provide teachers with an opportunity to reflect on teaching practices and their own well-being.

- [The Virginia Department of Education \(VDOE\) established a uniform definition of social and emotional learning based on the CASEL definition.](#)

Virginia defines social and emotional learning as: “The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” In accordance with [HB 753](#), passed during the 2020 Virginia General Assembly, the Virginia Department of Education (VDOE) established a uniform definition of social and emotional learning and developed the Virginia Guidance SEL

Standards for all public students in grades Kindergarten through 12 in the Commonwealth.

## **PROJECT DESIGN**

We are just beginning to understand the long-term impact the pandemic is having and will continue to have on the most vulnerable children in this country (Blanden, Doepke, & Stuhler, 2022). We know now they have suffered tremendous learning loss, and we know that one way to mitigate it is to provide them with well-prepared teachers (Kuhfeld, Soland, Lewis, & Morton, 2022). Residency-prepared teachers are better prepared than their traditionally prepared counterparts; 92% of principals who lead schools where teacher residents are placed report that their teacher residents are more effective than the typical first-year teacher ([NCTR, 2022](#)). Students have experienced trauma and loss, and families are seeking support and refuge in teachers and schools. People entering the teaching profession today are expected to mitigate this learning loss, all while taking care of the physical, social and emotional needs of their students. Yearlong residencies can and do prepare teachers for these realities, incorporating content and pedagogy, and the needed training to respond to the social and emotional needs of their students, and themselves.

This project is designed to capitalize on NCTR's core business—developing and scaling teacher residency programs and focusing on diverse, under-represented populations with the goal of infusing 625 diverse teacher residents into geographies where teachers of color are in short supply. Table 3 details the proposed sites for the development and scale of the teacher residency programs. The logic model for the project can be found in Appendix X.

Table 3. Centering Equity Project Sites

Program/Teacher Residency Program	Location	District Partner(s)
<b>Project Approach: Scale existing teacher residency programs (Residency Scaling Program)</b>		
Connecticut Teacher Residency Program	Hartford, Connecticut	Area Cooperative Educational Services; Bristol School District; Capitol Region Education Council; Cooperative Educational Services; Darien School District; Ellington School District; Fairfield School District; Granby School District; Groton School District; Guilford School District; Hamden School District; Ledyard School District; Naugatuck School District; New Britain School District; Norwich School District; Odyssey Community School District; Regional School District 15; Rocky Hill School District; Southington School District; Stamford School District; Stonington School District; and Wethersfield School District
Richmond Teacher Residency	Richmond, Virginia	Henrico County Public Schools; Richmond City Public Schools, Chesterfield County Public Schools, Petersburg City Public Schools; and Prince William Public Schools
Nashville Teacher Residency	Nashville, Tennessee	STEM Prep Charter School; Intrepid Charter School; Strive Charter School; LEAD Cameron Charter School; LEAD Southeast Charter School; and Republic Charter School

Delaware State University*	Dover, Delaware	Capital School District and Caesar Rodney School District
Elizabeth City Pathways to Teach*	Elizabeth City/Paquotank County, North Carolina	Elizabeth City/Paquotank Public Schools
<b>Project Approach: Develop new teacher residency programs (Residency Design Academy and Residency Foundations)</b>		
Winston- Salem State University*	Winston-Salem, North Carolina	Winston/Salem Forsyth County; Thomasville County; Stokes County; Guilford County; Yadkin County; and Davie County
East Carolina University	Pitt County, North Carolina	TBD
Shaw University*	Raleigh, North Carolina	Wake County Public Schools
St. Augustine University*	Raleigh, North Carolina	Wake County Public Schools
Fayetteville State University*	Cumberland, North Carolina	Cumberland County Public Schools
Bennett College*	Greensboro, North Carolina	Greensboro City Public Schools
Livingstone College*	Salisbury/Rowan County, North Carolina	Rowan-Salisbury Public Schools

North Carolina A&T University*	Guilford, North Carolina	Guilford County Public Schools
North Carolina Central University*	Durham, North Carolina	Durham City Public Schools

\*Historically Black College or University (HBCU).

NCTR has taken the intentional step to focus on HBCUs in this proposal as we recognize the impressive history HBCUs have of producing high-quality educators of color. For generations, HBCUs have empowered and fostered opportunities for Black students and leaders and have a legacy of academic excellence. HBCUs have been praised for successfully recruiting, preparing, and retaining Black educators in high-need schools; while HBCUs represent only 3% of the nation's colleges or universities, they graduate half of all Black teachers, and Black teachers who graduate from HBCUs have been shown to spend more time tutoring and mentoring students after hours than their Black peers who did not graduate from HBCUs, demonstrating their commitment to the community (Fenwick, 2016; Gasman, 2022). Over the past two years, NCTR has invested in developing teacher residency programs at two HBCUs— Delaware State University (DSU) and Elizabeth City State University (Elizabeth City Pathways to Teach). NCTR used philanthropic funding from the W.K. Kellogg Foundation to develop both of these teacher residency programs. Both of these teacher residency programs are included in this proposal as programs we would like to scale as both of them are ready now to expand their impact. Additionally, [the Biden-Harris administration has made a historic and unprecedented \\$5.8 billion investment in HBCUs](#). We see our ongoing commitment to HBCUs and their inclusion in this proposal as a contribution to the Administration’s commitment to HBCUs and an opportunity to develop a public/private partnership as both DSU and Elizabeth City Pathways to Teach were both seeded with private philanthropic support.

DSU is ready to expand to include the preparation of early childhood teachers. Elizabeth City Pathways to Teach is now ready to expand to develop a Grow Your Own (GYO) program to focus on developing a teacher pipeline, tapping the district’s teacher assistant talent pool to train to become K-12 teachers. This kind of scale and growth is an example of how an investment in

an HBCU makes a significant difference in not just the lives of the teacher residents the residency serves, but the communities in which these HBCUs are located.

NCTR has also selected these sites because we are committed to providing developing and scaling teacher residency programs for diverse, under-represented populations. To achieve that, we selected sites where there are disparities between student populations of color and teacher populations of color. Table 4 details these disparities.

*Table 4. Teachers of Color by States Included in Centering Equity*

State	% of K-12 students identifying as people of color	% of teachers identifying as teachers of color	Difference (% K-12 students of color minus % teachers of color)
CT	51%	11%	40%
DE	55%	15%	40%
NC	53%	19%	34%
TN	37%	13%	24%
VA	52%	18%	34%

**Section A1: The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.**

NCTR’s holistic approach to technical assistance encompasses five stages and a programming progression that is offered to emerging and existing residency programs throughout their lifecycle. For years, NCTR programming has been tested by IHEs, school

districts, nonprofit organizations, and others, and time and again, the best, most diverse, and most impactful residencies are the result. *Centering Equity* will take four different approaches to developing and scaling teacher residency programs.

1. **Residency Foundations (RF)** is an *exploratory phase* technical assistance engagement to help school districts and IHEs explore the foundational elements of building a residency to determine if it works in a particular context (an overview of RF programming can be found in Appendix Q, the logic model for RF programming can be found in Appendix X);
2. **Residency Design Academy (RDA)** is considered an *early phase* technical assistance engagement that focuses on building the nuts and bolts of a high-performing residency program (an overview of RDA programming can be found in Appendix R, the logic model for RDA programming can be found in Appendix X);
3. **Network Foundations (NF)** is considered a *growth phase* technical assistance engagement which supports a program's initial entry into the NCTR Network (an overview of programming provided to teacher residencies in NCTR's Network can be found in Appendix Y) where they receive support to improve impact (an overview of NF programming can be found in Appendix S); and
4. **Network and Residency Scaling Program (RSP)** is considered a *mature phase* technical assistance engagement that focuses on advancing an existing residency program to scale and sustain (an overview of NCTR Network and RSP programming can be found in Appendix T, the logic model for RSP programming can be found in Appendix X).

Table 5 details which approach each program will take and in which year of the grant. NCTR has assigned an approach to each site based on NCTR's Selection Process for Technical Assistance (Appendix H).

Table 5. NCTR Programming Approach for Centering Equity

NCTR Programming	<u>Residency Program Participant(s)</u>	Program Goals	Applicable AP & CPP(s)
<b>Grant Year: Year 1</b>			
<b>Residency Foundations (RF)</b>	Bennett College, Fayetteville State University, Livingston College, North Carolina A&T University, North Carolina Central University, Shaw University, St. Augustine University (all HBCUs in North Carolina)	Incubate seven teacher residency programs by providing NCTR’s Residency Foundations TA with the intent to transition, after six to 12 months, to the RDA.	AP1
<b>Residency Design Academy (RDA)</b>	East Carolina University (ECU), Pitt County, NC	Begin development of teacher residency program, and at the end of the academic year, recruit and select 20 diverse, under-represented teacher residents to enroll for preparation.	AP1; CPP1; CPP2; CPP3
	Winston Salem State University (WSSU), Winston Salem, NC	Begin development of teacher residency program, and at the end of the academic year, recruit and select 20 diverse, under-represented teacher residents to enroll for preparation.	AP1; CPP1; CPP2; CPP3

Residency Scaling Program (RSP)	Delaware State University (DSU) in Dover, DE (an HBCU)	Begin RSP and increase from 3 residents to 10 residents with a focus on expanding their existing teacher residency program to include preparing teacher residents to teach in preschool settings. <b>This represents a 233% increase in the number of residents enrolled.</b>	AP1; CPP1; CPP2; CPP3
	Elizabeth City Pathways to Teach in Elizabeth City/Pasquotank County, NC (an HBCU)	Begin RSP and scale their program from 2 residents to 15 residents. <b>This represents a 650% increase in the number of residents enrolled.</b>	AP1; CPP1; CPP2; CPP3
	Nashville Teacher Residency (NTR) in Nashville, TN	Begin RSP and increase residents from 27 to 62. <b>This represents a 130% increase in the number of residents enrolled.</b>	AP1; CPP1; CPP2; CPP3
	Richmond Teacher Residency (RTR) in Richmond, VA	Begin RSP and scale their program from 41 to 77 residents with a focus on expanding their existing teacher residency program to include preparing teacher residents to teach in preschool settings. <b>This represents an 88% increase in the number of residents enrolled.</b>	AP1; CPP1; CPP2; CPP3
	Connecticut Teacher Residency Program (CT-TRP) in Hartford, CT	Begin RSP and increase residents from 47 to 87. <b>This represents an 85% increase in the number of residents enrolled.</b>	AP1; CPP1; CPP2; CPP3

**Grant Year: Year 2**

<b>RDA</b>	ECU	Move to RDA, completing its first cohort of 20 diverse residents, and recruit, select, and begin preparing a second cohort of 20 residents.	AP1; CPP1; CPP2; CPP3
	WSSU	Move to RDA, completing its first cohort of 20 diverse residents, and recruit, select, and begin preparing a second cohort of 20 residents.	AP1; CPP1; CPP2; CPP3
	Bennett College, Fayetteville State University, Livingston College, North Carolina A&T University, North Carolina Central University, Shaw University, St. Augustine University (all HBCUs)	Up to eight emerging programs will join RDA Year 1 programming and begin preparing at least 105 diverse residents.	AP1; CPP1; CPP2; CPP3
	<b>RSP</b>	DSU	Move to RSP and increase residents from 10 to 20 (100% increase)
	ECSU	Move to RSP and increase residents from 15 to 30 (100% increase)	AP1; CPP1; CPP2; CPP3
	NTR	Move to RSP and increase residents from 62 to 99 (60% increase)	AP1; CPP1; CPP2; CPP3
	RTR	Begin RSP and increase residents from 77 to 122 (58% increase)	AP1; CPP1; CPP2; CPP3
	CT-TRP	Begin RSP and increase residents from 87 to 137 (57% increase)	AP1; CPP1; CPP2; CPP3

**Grant Year: Year 3**

<b>RDA</b>	Bennett College, Fayetteville State University, Livingston College, North Carolina A&T University, North Carolina Central University, Shaw University, St. Augustine University (all HBCUs)	Up to seven emerging programs will join RDA Year 2 programming and begin preparing at least 105 diverse residents.	AP1; CPP1; CPP2; CPP3
<b>NCTR Network</b>	ECU	Join NCTR's Network and recruit, select, and begin preparing its third cohort of 20 residents, and provide induction support for their 20 graduates now in their first year of teaching.	AP1; CPP1; CPP2; CPP3
	WSSU	Join NCTR's Network and recruit, select, and begin preparing its third cohort of 25 residents, and provide induction support for their 25 graduates now in their first year of teaching	AP1; CPP1; CPP2; CPP3
	DSU	Complete the RSP, continue to prepare a cohort of 10 residents, and resume participation in NCTR's Network.	AP1; CPP1; CPP2; CPP3
	NTR	Complete the RSP, continue to prepare a cohort of 37 residents, and resume participation in NCTR's Network.	AP1; CPP1; CPP2; CPP3

## Residency Scaling Program (RSP) Sites

NCTR has identified five existing residency program partners to participate in RSP: Delaware State University (DSU), Elizabeth City Pathways to Teach, [Nashville Teacher Residency \(NTR\)](#), [Connecticut Teacher Residency Program \(CT-TRP\)](#), and [Richmond Teacher Residency \(RTR\)](#). NCTR has selected these sites for its RSP for several reasons:

These programs all enroll high numbers of diverse, under-represented teacher residents (see Table 4);

- RTR and DSU are expanding their programs to include preparation routes for early childhood educators. To do this, they need additional technical assistance from NCTR to develop curriculum focused on the residency-based preparation of diverse, under-represented teacher residents for early childhood settings. They will also need financial support to recruit, prepare, and retain diverse, under-represented teacher residents;
- NTR is expanding its program to serve six Title I charter schools located in Nashville (Intrepid, Strive, LEAD Cameron, LEAD Southeast, Republic, and STEM Prep). To serve these charter schools, NTR will require additional support from NCTR to recruit, prepare, and retain diverse, under-represented teacher residents;
- Elizabeth City Pathways to Teach is developing a Grow Your Own (GYO) program focused on preparing the district's teaching assistants to teach -12 subjects. Developing the GYO program will require additional support from NCTR, specifically, financial support to recruit, prepare, and retain diverse, under-represented teacher residents.
- CT-TRP is a GYO program with an exceedingly high percentage of diverse, under-represented teacher residents enrolled in their program (98%), the highest in NCTR's Network in fact. Scaling the size of their program will provide additional opportunities

for diverse, under-represented teacher residents in a state where only 11% of the teaching population identifies as a person of color, yet 40% of students identify as a person of color. Doing so will require additional financial support from NCTR to recruit, prepare, and retain diverse, under-represented teacher residents. Additionally, CT-TRP has committed to its own research agenda funded by the [Peter and Carmen Lucia Buck Foundation](#) to identify the strategies and interventions that are most effective in recruiting and retaining candidates of color.

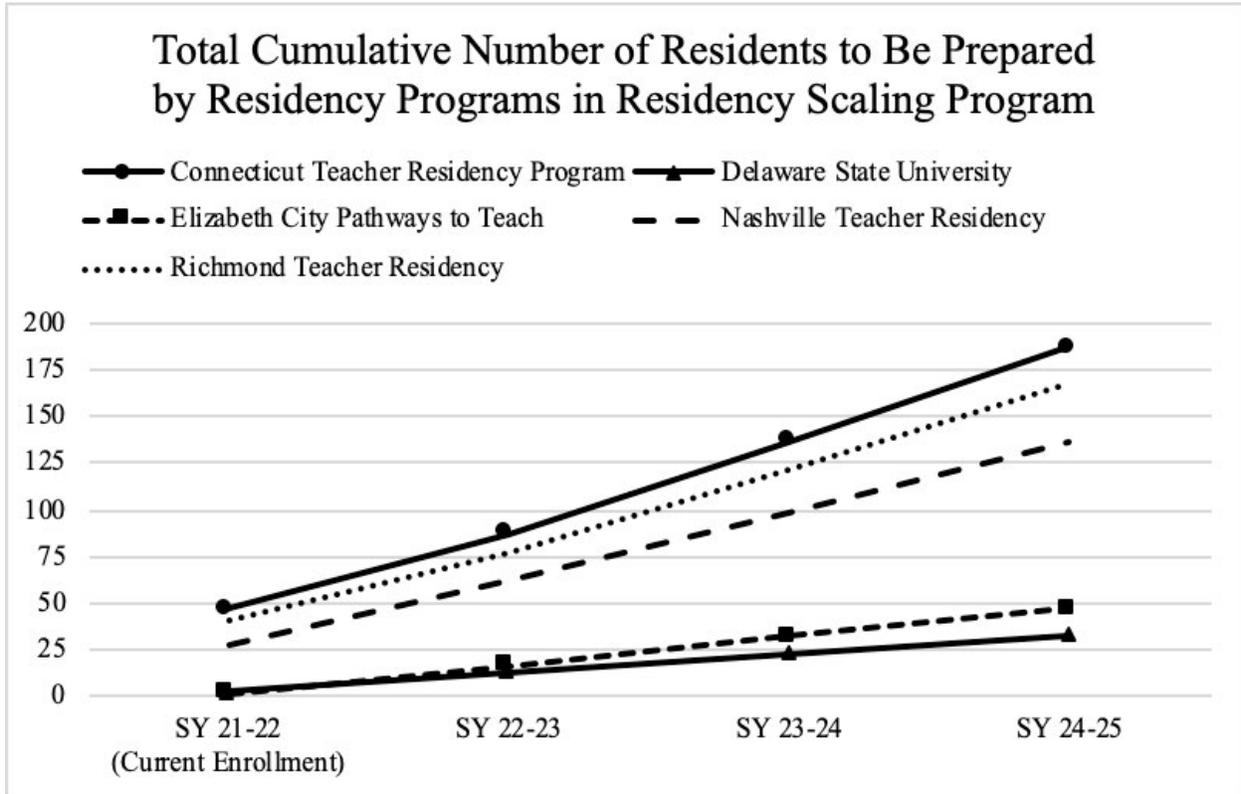
- Included in the Residency Scaling Program are funds to increase access to educational resources and opportunities using research-based strategies, such as stipends, tuition reduction, emergency funds, etc. that directly support residents in order to recruit, prepare, and retain effective, diverse educators (Madhani, et. al, 2022).

*Table 6. Percentage of Diverse and Under-represented Teacher Residents at RSP Sites*

<b>Program</b>	<b>Percentage of Diverse and Under-represented Teacher Residents Enrolled in 2021-22</b>
Delaware State University	33%
Connecticut Teacher Residency Program	98%
Elizabeth City Pathways to Teach	50%
Nashville Teacher Residency	63%
Richmond Teacher Residency	59%

Figure 1 details the growth of the RSP sites over the three-year grant term.

Figure 1. Total Cumulative Number of Residents to be Prepared by Residency Programs in Residency Scaling Program



### Residency Design Academy Programs

**East Carolina University (ECU) in Pitt County, North Carolina** is a four-year institution NCTR has worked with for a year to prepare to enter the Residency Design Academy. While ECU has not yet identified school district partners, they plan to use NCTR’s technical assistance to determine which local school districts are best suited to partner with them to develop a teacher residency program that will serve diverse, under-represented teacher residents in the Greenville community.

**Winston-Salem State University (WSSU) in Winston-Salem, North Carolina** is a four-year, historically Black university that NCTR has worked with for a couple of years to prepare to enter the Residency Design Academy. WSSU will partner with Winston/Salem Forsyth County; Thomasville County; Stokes County; Guilford County; Yadkin County; and Davie County

school districts to develop their teacher residency program to prepare diverse, under-represented teacher residents for the Winston-Salem/Forsyth County community.

### **Residency Foundations Programs**

**Bennett College** is a historically Black college in Greensboro, North Carolina. They have not yet identified a school district partner but will do so as part of NCTR's Residency Foundations technical assistance.

**Fayetteville State University** is a historically Black University in Cumberland County, North Carolina. They have not yet identified a school district partner but will do so as part of NCTR's Residency Foundations technical assistance.

**Livingstone College** is a historically Black college in Salisbury/Rowan County, North Carolina. They have not yet identified a school district partner but will do so as part of NCTR's Residency Foundations technical assistance.

**North Carolina Agricultural and Technical (A&T) University** is a historically Black university in Guilford County, North Carolina. They have not yet identified a school district partner but will do so as part of NCTR's Residency Foundations technical assistance.

**North Carolina Central University** is a historically Black university in Durham City, North Carolina. They have not yet identified a school district partner but will do so as part of NCTR's Residency Foundations technical assistance.

**Shaw University** is a historically Black university in Raleigh, North Carolina (Wake County). They have not yet identified a school district partner but will do so as part of NCTR's Residency Foundations technical assistance.

**St. Augustine University** is a historically Black university in Raleigh, North Carolina (Wake County). They have not yet identified a school district partner but will do so as part of NCTR’s Residency Foundations technical assistance.

**Section A2: The extent to which the project is designed to build capacity and yield results that will extend beyond the period of federal financial assistance.**

Through NCTR technical assistance, *Centering Equity* will build and improve the capacity of five teacher residencies to promote equity in student access to educational resources and opportunities, and includes, as a core part of their focus, pedagogical practices and professional development that are inclusive, supportive, equitable, unbiased, and identity-safe learning environments for students [AP1; CPP2]; and includes an intensive focus on meeting underserved students’ social, emotional, and academic needs [AP1; CPP3].

Like the relationship between residents and mentors in a residency program, NCTR’s technical assistance is structured as a gradual release of responsibility. The RDA begins with heavy engagement by NCTR in order to create a strong foundation for quality and fidelity to the *Levers*. From there, programs move to NF, which releases them from this more intensive oversight from NCTR. Then lastly, programs join the Network, where they become peer advisors and mentors to one another’s programs, and NCTR is facilitating learning and sharing of practices. This gradual release is designed with capacity in mind; NCTR ensures that its partners increase capacity, knowledge, understanding, and resources throughout each engagement period, until they are able to “teach” alone.

All partners are required to participate in NCTR’s technical assistance, especially as they determine their individual and collective roles and responsibilities (NCTR and partners sign a memorandum of understanding which can be found in Appendix I). This may mean that one

partner (or all) are responsible for recruitment efforts; that one or more partners are responsible for developing and revising coursework and the clinical experience; and that all partners are committed to raising funds to sustain the residency over time. Capacity is outlined directly and clearly at the beginning of NCTR's engagement with any program and partnership, and is a near constant theme of all programming, as NCTR has found it can shift over time. It requires attention throughout the lifecycle of a residency program.

Given this, the Network is NCTR's core program for ensuring that capacity is continuously built and sustained by participating programs. Here, residencies continue to have coaching with NCTR staff and access to one another to troubleshoot challenges and exchange ideas and practices to improve the quality of their programming. The cohort model, as described in this proposal, shows up in all NCTR's programming (RF, RDA, NF, and the Network) and fosters a strong and robust professional learning community. The professional relationships that are formed among individuals and across residency programs will outlast the term of this grant. Those professional relationships will be a source of ongoing innovation and collaboration. In fact, NCTR partners from the first year of the RDA still collaborate and exchange best practices.

We have also built into the proposed project a scope of work focused on sustainability planning. The work will focus on developing and delivering tools, resources, and services that aim to build the capacity of participating teacher residency programs to engage in the financial sustainability planning. Financial sustainability includes identifying, designing and implementing strategic tradeoffs that make it possible to fund strategic teacher residencies over time. This includes both a deep look at partners' systems and budgets as well as shifts in how teachers and students are organized in schools, considering decisions about class size, teaching load, differentiated responsibilities and schedules for both residents and teacher leaders, and other

factors that ultimately drive the total cost to effectively educate students. NCTR will partner with Education Resource Strategies (ERS)<sup>1</sup> to develop and implement the tools and support.

Specifically, NCTR and ERS will collaborate on the following:

- NCTR and ERS will conduct a needs assessment across programs in this proposal to understand the particular tools, resources, and capacity building support required to develop and implement a high-quality teacher residency sustainability plan, particularly around financial sustainability. The needs-assessment will aim to understand program needs related to sustainability planning at each stage of their developmental engagement in the project, including during the Residency Design Academy, Network Foundations, and Network and Residency Scaling Program.
- Informed by what is learned in the needs assessment, NCTR and ERS will focus on developing, piloting, and refining a suite of tools, resources, and capacity building activities and supports for residency program faculty and staff designed to increase knowledge; authentically plan, analyze and get feedback; practice scenarios; and share lessons learned related to sustainability planning, particularly around financial sustainability planning. Tools and supports will focus on various aspects of sustainability planning, including vision setting, establishing a value proposition, financial sustainability planning, garnering broad-based community support, identifying champions, and instituting strong internal organizational systems and processes.
- NCTR and ERS will conduct full implementation of the suite of tools, resources, and capacity building activities and supports across all participating teacher residency

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<sup>1</sup> More information about ERS can be found in Section C (“Quality of the Management Plan”). Resumes for proposed ERS staff for the project can be found in Appendix B. A Letter of Support from ERS can be found in Appendix D.

programs. This work will include deep, customized technical assistance support from ERS and NCTR for up to three participating programs to engage a broad range of stakeholders in the sustainability planning process in order to generate exemplars for the field.

- NCTR and ERS will conduct full implementation of the suite of tools, resources, and capacity-building activities and supports across all participating teacher residency programs.

**Section A3: The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**

NCTR's [\*Levers for Equitable Teacher Residencies\*](#) (Appendix L) place deliberate focus on the needs of students who have experienced historical and persistent inequities in our public school system. For this reason, NCTR focuses chiefly on the needs, experiences, and academic outcomes of students who identify as Black and of African descent, Chicano/Latino, Asian, and Indigenous Nations or American Indian as well as immigrant, refugee, English learner, LGBTQ, free or reduced price lunch, religious minority, special education, physical or mental disabilities, homeless or highly mobile.<sup>2</sup> Importantly, these subgroups are themselves composed predominantly of students of color.

Since its inception in 2007, NCTR has been anchored by standards for teacher residencies ([NCTR, 2016](#)). These standards have been revised multiple times to reflect the knowledge gained through working with dozens of high-performing residency programs and in response to research-based practice findings focused on recruiting, preparing, and retaining an ethno-racially

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<sup>2</sup> This list is taken, verbatim, from the [Minneapolis Public Schools equity framework](#) (page 4)

diverse cohort of day-one ready teachers who are culturally and linguistically sustaining and effective in high-need schools.

To both synthesize and prioritize NCTR's new learnings on how teacher residencies are a lever for facilitating equity, NCTR made the decision to transform its standards in 2020. The standards have been reenvisioned in a way that positions teacher residency programs for continuous improvement and committed action to close persistent opportunity gaps. Today these are the [\*Levers for Equitable Teacher Residencies\*](#). At its core, the essential tenets of an effective teacher residency are focused on a more equitable, student and community-focused process for partnering, naming key stakeholders, and supporting the effective preparation and retention of teachers. More specifically, these are an extended, yearlong clinical placement in classrooms; an effective program leader; a tightly integrated practice-based curriculum with culturally and linguistically sustained practices prioritized; and careful recruitment and selection of residents, mentors, and the schools in which they learn to teach with an explicit focus on reducing barriers, particularly financial ones, to participation for candidates of color.

The most effective residency programs attend to all of these eight Levers to drive systemic change throughout the teacher preparation pipeline. As such, NCTR's Levers have been written to be a framework for designing, implementing, and sustaining an equitable teacher residency and our hope is that they prove useful to a range of individuals including program leaders, institutes of higher education, and state level policy makers. While some teacher education programs looking to transform their preparation program into a residency might begin by homing in on just one or two Levers, NCTR's decade-plus of experience in building residences has taught us that it is the totality of these eight Levers working in concert that results

in the highest quality residency programs having the most dramatic impact on transforming the teacher pipeline, especially for high-need schools.

**Section A4: The extent to which services to be provided involve the collaboration of appropriate partners for maximizing the effectiveness of the project services.**

Partnership is the cornerstone of all residency models. It is what NCTR spends the majority of its time helping IHEs, school districts, and CMOs do in the beginning of its work with sites developing a teacher residency program. In this proposed project, because we are working with both new sites developing teacher residency programs and existing teacher residency programs to scale their impact, we will take different approaches to develop partnerships. For those sites engaged in RSP, we will spend our time with them helping them strengthen partnerships and helping them build new ones, particularly as it pertains to the scaling work that is focused on recruiting, preparing, and retaining diverse, under-represented teacher residents. The fact is that recruiting and supporting diverse, under-represented teacher residents will require, in most cases, the development of new partnerships that residencies are often lacking which is one of the reasons why recruiting and supporting diverse, under-represented teacher residents has traditionally been a challenge for them. Developing strategic, intentional partnerships within their communities to help them recruit and support diverse, under-represented teacher residents will be essential.

For sites engaged in RF and RDA, our partnership work will be focused on the partnerships IHEs must develop with school districts (or in the case of the school district, an IHE) to successfully operate a teacher residency program to meet the needs of a school community. Additionally, we help IHEs (and school districts) develop partnerships with local community organizations to round out a set of partnerships that benefit teacher residents and

ensure that the teacher residency program meets the needs of the school districts, the teacher residents, and the students the school district serves.

All NCTR partners are required to develop partnership agreements that clearly define what they are expected to do as part of their participation in NCTR projects. This proposed project will be no different in that regard. NCTR has already asked the residencies it proposes to work with to agree to the proposed technical assistance detailed in this proposal, the data collection requirements also detailed in this proposal, and to agree to fully engage with NCTR staff to execute the strategies each residency will implement to recruit, prepare, and retain diverse, under-represented teacher residents. Their letters of support and participation are in Appendix D.

For this project, NCTR is working closely with the North Carolina-based [Center for Racial Equity in Education \(CREED\)](#). CREED convenes the [NC10](#), a coalition of the 10 North Carolina-based HBCUs. The NC10 works collectively to focus on the value of these historic institutions and the importance of their success and contributions to the state's culture and diverse talent pipeline needed by the state of North Carolina. The NC10 is playing a unique role in implementing the state's [Developing A Representative and Inclusive Vision for Education \(DRIVE\) Task Force recommendations](#) which include adopting "evidence-based elements of successful national residency models across the state's educator preparation programs" (The Hunt Institute, 2021). Given the NC10's role and CREED's role as their convener, NCTR is partnering with CREED in this proposal to convene seven of the IHEs that make up the NC10. Those seven IHEs will participate in NCTR's RF technical assistance. The North Carolina Department of Public Instruction (NCDPI) supports these IHEs' inclusion in this proposal in addition to Elizabeth City Pathways to Teach, East Carolina University and Winston-Salem

University—both of whom will participate in NCTR’s RDA technical assistance as NCDPI see these 10 sites as way to respond to the DRIVE Task recommendations. It also positions the state of North Carolina as a leader in the development of teacher residency programs focused on serving diverse, under-represented teacher residents at HBCUs. North Carolina has the second most HBCUs in the country. With the development of 10 teacher residency programs based at HBCUs, North Carolina will have more HBCU-based teacher residency programs than any other state in the country, creating significant opportunities for the state’s diverse, underrepresented teacher candidates who want to pursue a residency-based teacher preparation route at an HBCU. It also provides school districts in North Carolina with a much-needed pipeline of diverse, under-represented teachers who stay in the profession longer and are ready, on day one, to be effective as teachers of record.

NCTR is also partnering with the [Teacher Development Network](#) to provide additional technical assistance to the 14 sites named in this proposal focused on the professional development of mentors. NCTR’s model of a teacher residency relies heavily on the quality of the mentor. This one-to-one, yearlong relationship is invaluable and yields mutually beneficial results in NCTR’s model—which is unique to our model (Bohra-Mishra, Casciano, & Puma, 2019). In NCTR’s model, during the year the mentor hosts a resident, student achievement improves as do the instructional practices of the mentor. Because of the importance of the mentor in our model, NCTR believes that additional technical assistance focused on mentor development and support will benefit all 14 sites in this proposal.

To develop and implement tools, resources, and supports related to the sustainability planning process, NCTR will partner with [Education Resource Strategies \(ERS\)](#). ERS is a national nonprofit that partners with district, school, and state leaders to transform how they use

resources (people, time, and money) so that every school prepares every child for tomorrow, no matter their race or family income. They believe that for every school to succeed for every student, schools must look very different from the rigid class sizes, fixed time blocks, and undifferentiated teacher roles that still define “school” today. Since 2004, they have worked hand-in-hand with the leaders of over 100 school systems and several states through partnerships focused on data (analysis & benchmarking), design (resource trade-offs & consensus building), and implementation (planning & monitoring). They focus on how resources work together to create high-performing systems. Their partnerships span four areas: 1) Analyze resources and system design, 2) Stakeholder facilitation and engagement, 3) Design strategies, and 4) Support implementation. ERS has significant experience working alongside districts and directly with schools to implement strategic models for recruiting, developing, and retaining teaching residents with a focus on supporting continuous improvements in instructional quality and student outcomes. Their approach leverages recent work helping system and school leaders design sustainable residency models in Denver, New York City, and rural Louisiana (under the auspices of LDE), as well as research on residency models from across the sector, including their own Growing Great Teachers research report documenting new teacher pathways in three large urban districts.

NCTR also draws upon expertise and resources from the larger teacher preparation community to supplement residency learning experiences. In addition to the proposed work with SRI International for this SEED grant, NCTR partners with policy, content, research, and evaluation experts to provide supplemental learning for our partners. Partners include: [Student Achievement Partners \(SAP\)](#), [EdReports](#), [the Education Commission of States \(ECS\)](#), [the Hunt Institute](#), [the Center for Black Educator Development](#), and the [National Conference of State](#)

**Section A5: The extent to which the design of the project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

The RF, RDA, NF, and the Network provide a long-term, strategic approach to support high-quality teacher residencies. Ongoing learning, support, and collaboration opportunities are provided for SEED programs as they plan, launch, and scale a residency program.

In addition, teacher residencies were developed to serve school districts that historically do not have access to high-quality, effective teachers for vulnerable students who are most at-risk. More than any other type of teacher preparation, teacher residencies closely align their programming to that of a school district partner, and in doing so, resident graduates are ready, on day one, to teach in that school district. In fact, many residency graduates take full-time teaching positions in the school or school district where they had their residency year experience so they have extensive knowledge of the context in which they will spend their first year (and subsequent years teaching) (NCTR, 2019). The alignment to the school district's needs is an approach that few teacher preparation programs take, and one that NCTR considers a core tenant of the residency model. In this project, NCTR will support these 14 residencies to meet four pervasive needs:

- Focus on SEL in the instructional practice of both mentors and residents. The current teaching force is ill-equipped to meet the SEL needs of students, particularly emerging from COVID, and mentors need to be able to develop, model, and coach research-based SEL practices, to then develop residents's SEL skills (Houghton Mifflin Harcourt, 2020, Schwarz, 2019). The benefits of SEL for student social, emotional and academic success

are well-documented (Durlak, et al., 2011).

- Focus on ensuring that all of the sites in this proposal develop (or revise in the case of existing residencies) curricula to align it with [NCTR's \*Levers for Equitable Teacher Residencies\*](#) (Appendix L) to ensure that their residencies are maximally effective and are appropriately focused on racial equity.
- A need to increase the number of diverse, under-represented educators in the geographic areas this proposal focuses on benefiting students of color in particular, but all students generally (Dee, 2005; Egalite, Kisida, & Winters, 2015; Gershenson, Hart, Lindsay, & Papageorge, 2017).
- A need to increase the number of diverse, under-represented educators trained in residencies to improve the retention rates of diverse educators in the geographic areas this proposal focuses on (Carver-Thomas, 2018).

## **Section A.6 Sustainability of Project Beyond the Grant Term**

*Centering Equity* has been developed to scale the impact of existing teacher residency programs and develop new teacher residency programs to serve diverse, underserved teacher residents. A core feature of the technical assistance NCTR provides is focused on the development and cultivation of partnerships. Partnerships are the cornerstone of teacher residency programs, particularly as it pertains to helping partner residencies recruit, prepare, and retain diverse, under-represented teacher residents. This project is designed to provide both technical assistance to develop partnerships and financial support to ensure that both the residencies we build and those we scale can prioritize the community-based, partner-focused recruitment strategies we know are most effective when recruiting, preparing, and retaining diverse, under-represented teacher residents.

As mentioned previously, NCTR operates a [national Network of residencies](#). In fact, three of the teacher residencies we propose to scale are members of that Network (CT-TRP, NTR, and RTR). When this grant ends, the NCTR Network will be a viable option for the teacher residencies we develop, as well as those we scale to continue to access NCTR's professional staff, technical assistance, and the resources they need to innovate and improve the quality of their residencies.

To further ensure sustainability of the project beyond the grant term, NCTR is partnering with ERS to develop and implement tools, resources, and services that aim to build the capacity of each participating teacher residency program to engage in the sustainability planning process, particularly financial sustainability planning. Sustainability planning will focus on vision setting, establishing a value proposition, financial sustainability planning, garnering broad-based community support, identifying champions, and instituting strong internal organizational systems and processes. Through the proposed project, each participating teacher residency program will develop and begin to implement a sustainability plan with the support of NCTR and ERS. Up to three programs will receive deep, customized technical assistance to develop and launch their sustainability plan in an effort to generate lessons-learned and exemplars for the field.

Finally, NCTR has provided letters from [the Ballmer Group](#) and the [Margaret A. Cargill Philanthropies](#) supporting the use of their grant funds awarded to NCTR as a match for this project (see match letters in Appendix M). The funding from the Ballmer Group supports NCTR's BEI as previously mentioned. BEI's goals are closely aligned to the design of this proposed project. BEI is funded by the Ballmer Group through 2024. NCTR is already in talks with the Ballmer Group about renewing our grant and potentially expanding the focus of BEI to include a focus on Latino teacher residents. A renewal and potential expansion creates an ideal

opportunity for NCTR to provide additional support to the 14 programs named in this proposal. Finally, NCTR has been able to successfully leverage the Ballmer Group's investment in BEI to secure philanthropic support for ancillary projects and plans to continue to do so. Doing so will allow us to potentially sustain other aspects of this proposed project as well. For example, NCTR secured an investment in 2021 and 2022 from the [W. Clement & Jessie V. Stone Foundation](#) to conduct an external evaluation of the impact of BEI on both the residencies and teacher residents who benefit from BEI (the preliminary findings from that study are in Appendix V).

The Margaret A. Cargill Philanthropies awarded NCTR funding in January 2022 to scale the impact of teacher residency programs in Arizona, Minnesota, and Texas with a goal of increasing the number of diverse, under-represented teacher residents in those states. That funded scope of work is in direct alignment with this proposed project. It places an emphasis on scaling the strategies NCTR has now proven successful with BEI to teacher residency programs in Arizona, Minnesota, and Texas with an emphasis on developing GYO and A.A. to B.A. teacher residency pathways.

## **B. SIGNIFICANCE**

Teacher residencies meet and will continue to meet a demonstrated need in traditionally underserved school districts and CMOs. *Centering Equity* will provide technical assistance and financial support to 14 programs in Connecticut, Delaware, North Carolina, Tennessee, and Virginia. Tables 7 and 8 provide details on the number of residents that will be impacted as a result of *Centering Equity*.

*Table 7. Three-Year Impact of Centering Equity*

<b>Total Number of Residents Impacted</b>	625
<b>Total Number of Diverse, Under-represented Residents Impacted</b>	625
<b>Total Increase in Diverse, Under-represented Residents</b>	625
<b>Number of Students Impacted</b>	35,219
<b>Number of School Districts Impacted</b>	40
<b>Number of Schools and Charter Schools Impacted</b>	412
<b>Number of Title I Schools Impacted</b>	354
<b>Number of States Impacted</b>	5

Table 8. Total Residents Supported by Grant Year

Program/Teacher Residency Program	SY 22-23	SY 23-24	SY 24-25	Total for the Grant Term
Richmond Teacher Residency	36	45	45	126
Nashville Teacher Residency	35	37	37	109
Delaware State University*	10	10	10	30
Elizabeth City Pathways to Teach*	15	15	15	45
Connecticut Teacher Residency Program	40	50	50	140
Winston- Salem State University*	0	20	20	40
East Carolina University	0	20	20	40
Shaw University*	0	0	5	5
St. Augustine University*	0	0	5	5
Fayetteville State University*	0	0	25	25
Bennett College*	0	0	5	5
Livingstone College*	0	0	5	5
North Carolina A&T University*	0	0	25	25
North Carolina Central University*	0	0	25	25
<b>Total</b>	<b>136</b>	<b>197</b>	<b>292</b>	<b>625</b>

\*Historically Black College or University (HBCU).

The high retention rate of residency-trained prepared through this project will continue to increase in effectiveness and improve student achievement in underserved school districts and CMOs for years beyond the grant period, impacting thousands of additional students.

Further, the magnitude of this project is significant because it offers additional opportunities for NCTR to contribute to the body of research on the following topics:

- SEL programming in teacher preparation programs;
- The elements of effective teacher residency programs;
- Strategies that result in increases in diverse, under-represented teacher resident enrollment in teacher residency programs;
- Strategies that result in creating supportive conditions for persistence among diverse, under-represented residents in teacher preparation programs; and
- Strategies that result in retaining diverse, under-represented teachers in the profession.

The evaluation that SRI International will conduct as part of this proposed project has been intentionally designed to inform the field. It will also advance NCTR's ability to improve its delivery of technical assistance and improve its support to teacher residencies, as we are perpetually committed to improving what we do. We are also committed to improving how we support teacher residencies in their efforts to support diverse residents in particular as our mission is focused on the preparation of diverse educators, who, by virtue of their training in a residency will likely stay in the profession longer. The findings from the proposed research project have important implications for NCTR, teacher residencies, researchers, policymakers, and the field of teacher preparation at large. The findings will contribute to the field in significant ways, particularly in understanding the experiences of diverse teacher candidates in a residency model where intense supports are provided for their preparation.

## Section B.2 Reasonable Costs/Anticipated Results and Benefits

Well-trained teachers are successful in challenging environments when they are equipped with the knowledge and skills they need to meet the needs of students. School districts and CMOs have increasingly recognized the harm of churn in school buildings caused by high rates of teacher turnover. As previously mentioned, turnover is highest in the South (Carver-Thomas & Darling-Hammond, 2017). To fill those gaps, school districts and CMOs invest on average, \$20,000 for the recruitment, hiring, training, and support of each new teacher (Carver-Thomas & Darling-Hammond, 2017). **By comparison, this grant will invest \$12,615 per resident**, with a multiplying return on the investment for each graduate remaining in the classroom. Because **NCTR partner residencies have a three-year teacher retention rate of 89 percent**, ([NCTR, 2022](#)) the impact of these residency-prepared teachers will extend far beyond the term of the grant. Further, *Centering Equity* provides services to partner residencies that will place diverse, under-represented teacher residents in schools in geographies where there are disparities between student populations of color and teacher populations of color. Table 4 details these disparities. **This grant, over three years, will support the preparation of 625 diverse, under-represented teacher residents, which will benefit approximately 35,219 students in 40 school districts, 412 schools, of which 354 are Title I schools** (see Table 7). This proposed project makes a federal investment that will leverage a philanthropic commitment NCTR is already actively leading through its BEI. The federal investment allows NCTR to scale our work in new geographies and invest in the development of teacher residencies in 10 historically Black colleges and universities. Finally, it will allow NCTR to scale the impact of five, existing, highly successful, high-quality teacher residency programs that already serve diverse, under-represented teacher residents. This investment allows them to serve more diverse, under-represented teacher residents at a time when retaining teachers is a highly sought after strategy for school districts.

Finally, in determining the reasonableness of costs, it is imperative that we consider the cost of *not* making this investment, particularly for our country’s most underserved students. The research is clear, teacher quality matters in terms of student achievement (Cochran-Smith, et al., 2015). We must direct investments in teacher preparation toward routes that get superior results to ensure that all students have access to teachers who are ready on day one to provide high-quality, engaging instruction (Carver-Thomas, 2018).

### **Section B.3 Incorporation of the Project into NCTR & Benefits after Federal Funding**

NCTR’s long-standing strategy for impact and sustainability is to execute on a cycle of continuous learning and development which enables the organization to capture effective practices and improve the services we provide to our partners. *Centering Equity* allows NCTR to accelerate our impact on approximately 35,219 students across five states. It also allows us to scale the important work we have already started with the BEI. BEI marked a significant point of growth for NCTR because it allowed us to focus on an area where we had long wanted to focus—the preparation of Black educators. Black educators offer this country a unique opportunity to fill a void, both in the profession of teaching and culturally. Because of BEI and our investment in researching its impact, NCTR now has a highly strategic, informed advantage in terms of supporting teacher residency programs in their efforts to recruit, prepare, and retain diverse, under-represented teacher residents. When you pair that advantage with the retention benefits residencies achieve for school districts and CMOs, this investment will make a significant impact on the students in the school districts that ultimately hire these educators as they will stay in the profession longer. Further, culturally, diverse, under-represented teachers have the potential to play a pivotal role in creating conditions in classrooms that benefit all students, particularly students of color (Egalite & Kisida, 2016; Gershenson, et al., 2021).

*Centering Equity* allows NCTR to play a strategic, leading role in changing trends with teacher residencies taking a leading role in that effort.

NCTR is wholly aware of the undue burden schools far too often place on diverse, under-represented educators when they expect them to navigate issues of race and racism in systems that are often bereft with practices to support them. This is why NCTR is intentional about the inclusion of technical assistance on the Levers for Equitable Teacher Residencies in this proposed project. The [Levers for Equitable Teacher Residencies](#) are focused on racial equity. As such, NCTR will work with the programs in this proposal to fully implement the [Levers for Equitable Teacher Residencies](#) in partnership with their partner school district(s) and CMO(s) to begin to intentionally change the culture, climate, and systems in schools that are not aligned with racial equity for educators and students.

In the 15 years of NCTR's work designing, implementing, and supporting teacher residency programs across the country, we have learned about the essential role of financial sustainability planning. Financial sustainability planning provides a roadmap for achieving long-term goals. The process identifies, across a broad range of invested stakeholders, the strategies that will be employed to maintain and continuously improve the program, activities, and partnerships. Sustainability planning is essential not only for the health and success of individual programs but for the overall residency movement as a pathway to improve effective, diverse teacher pipelines. Teacher residency programs are often not well-positioned to engage in the important work of sustainability planning. Through this proposed project, NCTR, along with its partner, ERS, plans to leverage existing research, tools, and resources and develop, pilot, and implement a set of focused sustainability planning supports. The sustainability planning supports

that emerge from this proposed project will benefit not only the participating programs but the broader field of partners, programs, and organizations engaged in teacher residencies.

#### **Section B.4 Dissemination Strategies**

NCTR is regarded as a national leader in the development and support of teacher residencies. The field looks to NCTR for technical assistance and research. *Centering Equity* will provide further insight, with a rigorous evaluation guided by research questions, into the most critical decision points needed to support teacher residencies as they scale their work and recruit, prepare, and retain under-represented, diverse teacher residents. NCTR has a commitment to proactively inform the field of teacher preparation, state and federal policymakers, practitioners, and researchers about the use of the residency model to improve student achievement and teacher candidate readiness. Included in that commitment are:

- Working with partner organizations to disseminate information to their respective membership and vested stakeholders;
- Participation in policy forums to assist state and federal policymakers to support policy decisions that are informed by research and best practices; and
- The dissemination of white papers, press releases, and impact reports on project impact.

NCTR plans to develop a publication as a result of this project detailing the work of the partner residencies, the lessons learned, and the implications for the field. Additionally, NCTR will disseminate learnings from our work via white papers, blogs, and other written materials for public use. Specifically, NCTR will work with ERS to determine a targeted and meaningful approach to disseminating to the field strategies and lessons learned from the sustainability planning process.

For this project, NCTR will also disseminate findings from this study. We will pursue participation in the American Education Research Association's (AERA) annual meeting and the Society for Research on Educational Effectiveness conference. We will also explore opportunities to participate in conferences supported by the U.S. Department of Education's Institute for Education Sciences (IES) and WestEd. Teacher education and state-focused education organizations provide another avenue for research dissemination with an eye toward policymakers. We will also investigate submitting our research findings to academic journals focused on sharing research on DEI, teacher preparation, teaching and learning, and other education research.

### **Section C.1 Management Plan**

Table 9 provides details on the goals, objectives, and projected outcomes of *Centering Equity*, including a list of measures used to evaluate progress.

Table 9. Goals, Objectives, and Projected Outcomes

<b>Goal 1: Increase the number of effective and diverse teacher residents recruited, prepared, and retained in high-need schools and school districts and high-need grade spans and subjects [API, CPP1, CPP2, and CPP3].</b>	
<b>Objectives/Activities</b>	<b>Outcomes</b>
<p>Two programs participate in NCTR’s Residency Design Academy (RDA) (with a focus on SEL and CLSP).</p> <p>Five programs participate in NCTR’s Residency Scaling Program (RSP) (with a focus on SEL and CLSP).</p> <p>Seven programs participate in NCTR’s Residency Foundations Program (RF) (with a focus on SEL and CLSP).</p> <p>Programs provide professional development for mentors who support teacher residents of color in a yearlong teacher residency program based upon coaching and technical assistance from NCTR (with a focus on SEL and CLSP).</p> <p>Programs distribute funding for access to educational opportunities and resources such as emergency funds, funds for testing support, scholarships, etc.</p>	<p>Up to 625 new, effective teachers in high-need schools and subject areas prepared through the residency model (graduates).</p> <p>Up to 625 new, effective teachers of color in high-need schools and subject areas prepared through the residency model (graduates).</p> <p>Up to 625 new and effective teachers of color hired into partner districts.</p> <p>Up to 625 new and effective teachers of color hired into partner districts.</p> <p>Improve hiring and retention rates of teachers in participating high-need schools and districts.</p> <p>Recruit, graduate, and place a higher proportion of teachers of color as compared to the overall workforce of their partner districts.</p> <p>Up to 333 experienced, effective teachers in high-need areas are trained as mentors and improve their own practice.</p> <p>Up to 134 experienced, effective teachers of color are trained as mentors.</p>

	<p>Improve the effectiveness of new teachers graduating from the residency program, compared to other novice teachers.</p> <p>Residency program graduates improve student achievement compared to other novice teachers in the district.</p> <p>Resident graduates effectively demonstrate SEL and CLSP competencies and skills.</p>
<p><b>Summary of Goal 1 Outcomes:</b> Recruit, prepare, and retain up to 625 diverse, effective teachers who: 1) are hired and retained in partner district and high-needs schools/subjects at higher rates compared to other novice teachers; 2) demonstrate effective teaching, including CLSP and SEL skills, particularly when compared to other novice teachers; and 3) positively impact student achievement.</p> <p>Increase the number of effective mentor teachers, particularly teachers of color, up to 333 total, and train them to effectively support residents.</p>	
<p><b>Goal 2:</b> Advance the quality of new teacher residency programs by engaging them in NCTR’s Residency Scaling Program, Residency Design Academy, Network Foundations, and Network; build capacity and ensure the sustainability among the partners to fully implement, execute, and sustain their residency programs after the grant period ends.</p>	
Objectives/Activities	Outcomes
<p>Two programs will participate in NCTR’s Residency Design Academy.</p>	<p>Up to 625 residents recruited and enrolled in the residency programs.</p>
<p>Five programs will participate in NCTR’s Residency Scaling Program.</p>	<p>Up to 625 residents of color recruited and enrolled in the residency programs.</p>
<p>Seven programs will participate in NCTR’s Residency Foundations; five participating programs will fully launch a residency and graduate at least one cohort of residents.</p>	<p>Scale five programs by 136 residents in Year 1 and 157 in Years 2 and 3 of the grant.</p> <p>Increased percent of residents report to be attracted to the</p>

<p>Sustainability planning, including financial sustainability, technical assistance for teacher residency programs; participating programs develop and launch a sustainability plan.</p>	<p>program by the value proposition, compared to other NCTR residencies.</p> <p>Project participants and stakeholders report improved knowledge, understanding, and capacity to implement sustainability planning, including financial sustainability.</p>
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**Summary of Goal 2 Outcomes:** Five residencies scale and increase recruitment by 136 residents in Year 1 and 157 in Years 2 and 3 of the grant. Seven programs launch to graduate at least one cohort of residents. Up to 625 diverse, effective teachers are recruited in three years, who are attracted to the program because of the value proposition of these residencies at higher rates compared to other residents in the NCTR Network. Programs develop and launch a sustainability plan.

**Goal 3:** Advance the field by conducting a rigorous evaluation and disseminate findings to improve knowledge and understanding of systems, structures, and processes necessary to authentically scale and sustain teacher residency pathways for teachers of color in high-need areas.

Objectives/Activities	Outcomes
<p>Up to 14 programs participate in NCTR data collections, including end-year stakeholder surveys.</p> <p>Collect teacher effectiveness, student achievement/growth, hiring, and diversity data from state or local departments of education and programs, as necessary.</p> <p>Conduct up to 145 interviews with residents, graduates, mentors, principals, and program staff.</p> <p>Identify effective practices and codify into NCTR programming.</p> <p>Conduct needs assessment and develop and finalize tools, resources, and materials focused on sustainability planning, including financial sustainability.</p>	<p>Yearly SRI memos produced.</p> <p>NCTR publishes yearly findings, outlining promising practices and trends.</p> <p>Final evaluation report produced by SRI.</p> <p>SRI presents findings at national NCTR convening.</p> <p>Disseminate tools, materials, and resources to the field focused on sustainability planning, including financial sustainability, for high-quality teacher residencies.</p>

**Summary of Goal 3 Outcomes:** Disseminate findings from an external evaluation to advance the field and contribute to its knowledge base. Use regular analyses to improve and codify residency programming. Disseminate tools and resources related to sustainability planning for high-quality teacher residencies.

Table 10 details the goals, outcomes, activities, and timeline for the proposed project.

Table 10. Goals, Outcomes, Activities, and Timeline

<b>Goal 1: Increase the number of effective and diverse teacher residents recruited, prepared, and retained in high-need schools and school districts and high-need grade spans and subjects [AP1, CPP1, CPP2, and CPP3].</b>				
<b>Outcomes</b>	<b>Year One Activities/ Timeline</b>	<b>Year Two Activities/ Timeline</b>	<b>Year Three Activities/ Timeline</b>	<b>Primary Responsible Staff</b>
Up to 625 new, effective teachers in high-needs schools and subject areas prepared through the residency model (graduates).	Two programs participate in NCTR's Residency Design Academy (RDA).	Two programs participate in NCTR's Network Foundations (NF) program.	Seven programs participate in NCTR's Network as members.	[REDACTED]
Up to 625 new effective teachers of color in high-needs schools and subject areas prepared through the residency model (graduates).	Five programs participate in NCTR's Residency Scaling Program (RSP).	Five programs participate in NCTR's Residency Scaling Program (RSP).	Five programs participate in NCTR's Residency Scaling Program (RSP).	[REDACTED]
Up to 625 new and effective teachers hired	Seven programs participate in NCTR's Residency Foundations Program (RF).	Seven programs participate in NCTR's Residency Design Academy (RDA).	Seven programs participate in NCTR's Network Foundations (NF) Program.	[REDACTED]
	NCTR and TDN develop a white paper identifying promising residency	NCTR implements mentor PD curriculum.	NCTR implements mentor PD curriculum.	[REDACTED]

<p>into partner districts.</p> <p>Up to 625 new and effective teachers of color hired into partner districts.</p> <p>Improve retention rates of teachers in participating high-need schools and districts.</p> <p>Recruit, graduate, and place a higher proportion of teachers of color as compared to the overall workforce of their partner districts.</p> <p>Up to 333 experienced, effective teachers, including up to 134 teachers of color, in high-need areas are trained as mentors, and improve their own practice.</p> <p>NCTR codifies mentor PD curriculum and disseminates final report for the field.</p> <p>Improve the effectiveness</p>	<p>mentor skills and design an aligned-mentor PD curriculum.</p> <p>NCTR implements mentor PD curriculum.</p> <p>Programs provide professional development for mentors who support teacher residents of color in a yearlong teacher residency program based upon coaching and TA from NCTR.</p> <p>Programs distribute funding for access to educational opportunities and resources such as emergency funds, funds for testing support, scholarships, etc.</p>	<p>NCTR and TDN conduct ongoing evaluation and assessment of mentor PD, using implementation and impact data, and revise curriculum as necessary.</p> <p>Programs provide professional development for mentors who support teacher residents of color in a yearlong teacher residency program based upon coaching and TA from NCTR.</p> <p>Programs distribute funding for access to educational opportunities and resources such as emergency funds, funds for testing support, scholarships, etc.</p>	<p>NCTR and TDN conduct ongoing evaluation and assessment of mentor PD, using implementation and impact data, and revise curriculum as necessary.</p> <p>TDN and NCTR collaborate to develop a final report and disseminate mentor PD findings to the field.</p> <p>Programs provide professional development for mentors who support teacher residents of color in a yearlong teacher residency program based upon coaching and TA from NCTR.</p> <p>Programs distribute funding for access to educational opportunities and resources such as emergency funds, funds for testing support, scholarships, etc.</p>	
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<p>of new teachers graduating from the residency program, compared to other novice teachers.</p> <p>Residency program graduates improve student achievement compared to other novice teachers in the district.</p> <p>Resident graduates effectively demonstrate SEL and CLSP competencies and skills.</p>				
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**Goal 2:** Advance the quality of new teacher residency programs by engaging them in NCTR’s Residency Scaling Program, Residency Design Academy, Network Foundations, and Network; build capacity and ensure the sustainability among the partners to fully implement, execute, and sustain their residency programs after the grant period ends.

Outcomes	Year One Activities/ Timeline	Year Two Activities/ Timeline	Year Three Activities/ Timeline	Primary Responsible Staff
<p>Up to 625 residents recruited and enrolled in the residency programs. Up to 625 residents of color recruited and enrolled in the residency programs</p>	<p>Two programs participate in NCTR’s Residency Design Academy (RDA).</p> <p>Five programs participate in NCTR’s Residency Scaling Program (RSP).</p>	<p>Two programs participate in NCTR’s Network Foundations (NF) program.</p> <p>Five programs participate in NCTR’s Residency</p>	<p>Seven programs participate in NCTR’s Network as members.</p> <p>Five programs participate in NCTR’s Residency Scaling Program (RSP).</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

<p>Scale five programs by 136 residents in year one and 157 in years two and three of the grant.</p> <p>Increased percent of residents report to be attracted to the program by the value proposition, compared to other NCTR residencies.</p> <p>Project participants and stakeholders report improved knowledge, understanding, and capacity to implement sustainability planning, including financial sustainability.</p>	<p>Seven programs participate in NCTR's Residency Foundations Program (RF).</p>	<p>Scaling Program (RSP).</p> <p>Seven programs participate in NCTR's Residency Design Academy (RDA). Subset of programs participate in pilot of sustainability planning, including financial sustainability, technical assistance for teacher residency programs.</p>	<p>Seven programs participate in NCTR's Network Foundations (NF) Program. Five of these programs launch to graduate one cohort of residents.</p> <p>All programs participate in sustainability planning, including financial sustainability, technical assistance for teacher residency programs. All programs develop and launch a sustainability plan.</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p><b>Goal 3:</b> Advance the field by conducting a rigorous evaluation and disseminate findings to improve knowledge and understanding of systems, structures, and processes necessary to authentically scale and sustain teacher residency pathways for teachers of color in high-need areas.</p>				
<p><b>Outcomes</b></p>	<p><b>Year One Activities/ Timeline</b></p>	<p><b>Year Two Activities/ Timeline</b></p>	<p><b>Year Three Activities/ Timeline</b></p>	<p><b>Primary Responsible Staff</b></p>

<p>Yearly SRI memos produced.</p> <p>NCTR publishes yearly findings, outlining promising practices and trends.</p> <p>Final evaluation report produced by SRI.</p> <p>Disseminate tools, materials, and resources to the field focused on sustainability planning, including financial sustainability, for high-quality teacher residencies.</p>	<p>Five programs participate in NCTR data collections, including end-year stakeholder surveys.</p> <p>Conduct four interviews with NCTR project leaders.</p> <p>NCTR will provide SRI with a dataset for each survey administered. SRI will analyze a subset of items relevant to the evaluation.</p> <p>SRI produces yearly memo for NCTR. NCTR produces a yearly report and disseminates into the field. Identify effective practices and codify into NCTR programming.</p> <p>Needs assessment to understand program needs regarding sustainability planning, including financial sustainability.</p>	<p>Seven programs participate in NCTR data collections, including end-year stakeholder surveys.</p> <p>Conduct four interviews with NCTR program leaders and up to 49 interviews with residents, mentors, principals, and graduates from seven scaling/developing programs.</p> <p>NCTR will provide SRI with a dataset for each survey administered. SRI will analyze a subset of items relevant to the evaluation. SRI produces yearly memo for NCTR.</p> <p>NCTR produces a yearly report and disseminates into the field. Identify effective practices and codify into NCTR programming.</p> <p>Develop and pilot draft tools, materials, and</p>	<p>Up to 14 programs participate in NCTR data collections, including end-year stakeholder surveys.</p> <p>Conduct four interviews with NCTR program leaders, up to 49 interviews with residents, mentors, principals, and graduates from the seven scaling/developing sites, and 35 interviews with stakeholders from five incubating sites.</p> <p>NCTR will provide SRI with a dataset for each survey administered. SRI will analyze a subset of items relevant to the evaluation (e.g., collect teacher effectiveness, student achievement/growth, hiring, and diversity data from state or local departments of education and programs), as necessary.</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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		<p>services focused on sustainability planning, including financial sustainability.</p>	<p>SRI will conduct classroom observations of up to 25 teachers at sites focused on early childhood education. SRI produces final evaluation report. Identify effective practices and codify into NCTR programming. SRI presents findings at national NCTR convening.</p> <p>Finalize sustainability planning, including financial sustainability, tools, resources, materials, and services for participating programs and the field.</p>	
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### **Section C.3 Feedback and Continuous Improvement**

Over the past 10 years, NCTR has taken measured steps to develop internal processes to ensure that we learn from our work and use data to inform that learning. Annually, we allocate human resources to collect data and work regularly to refine those processes to create a stronger, more efficient organizational culture where data are the primary tool used to drive decision making. For example, we collect data from the teacher residencies we provide technical assistance to and we use those data to drive programming decisions. We collect data from the residencies in our Network and use those data to drive decisions about Network offerings and the technical assistance we provide to Network partners.

We will use the data collected as part of this project to drive decisions we make about the project and to make adjustments as appropriate. Additionally, the project team for this project will meet weekly to discuss the progress of the project, plan (in accordance with the management plan) for the delivery of technical assistance, discuss the partner residencies and their needs, and discuss necessary contextual modifications to the technical assistance to meet partner residencies' needs. Additionally, this team will review any available data and will use those data to drive their decision-making.

NCTR, SRI International, and partner residency programs will use several approaches to document impact over the grant term. To drive successful project implementation and identify actionable items for continuous improvement, NCTR will interact extensively with all partner residencies, including:

- Regular, structured check-in calls and in-person meetings with lead staff from NCTR, SRI International, and the partner residencies as detailed in Section C2;

- Deliver technical assistance to the partner residency programs as detailed in Section C2; and
- Collect and analyze multiple measures of partner residency progress, including fidelity of program implementation against the *the Levers for Equitable Teacher Residencies*; effectiveness of mentor and resident implementation of CLSP and SEL strategies; the hiring and retention of, teacher residents, particularly residents from historically marginalized communities and those placed in high needs subjects and schools, and increased student achievement/growth, conducted by SRI International.

#### Section C.4 Qualifications of Key Personnel and Responsibility for Project Implementation

Figure 2. Qualifications of Key Personnel

<p>██████████ serves as NCTR’s CEO. For this project, she will oversee multi-department collaboration and resource allocation in addition to providing advisory support to the Chief Program Officer.</p>
<p>██████████ serves as NCTR’s Chief Program Officer. For this project, she will lead and oversee the team that will deliver all of the technical assistance to the programs included in this proposal. Additionally, she will provide oversight for the scope of work, ensuring that deliverables are completed and that the team is delivering high-quality, client-focused content.</p>
<p>██████████, serves as NCTR’s Managing Director. For this project, he will co-lead the programming and consulting, managing its strategy, partner engagement, and collaboration with external relations functions.</p>
<p>██████████ serves as NCTR’s Managing Director. For this project, she will co-lead the programming and consulting, managing its strategy, partner engagement, and collaboration with external relations functions.</p>
<p>██████████ serves as NCTR’s Director of the Black Educators Initiative. For this project, she will oversee the direct support programs received to recruit diverse, under-represented teacher residents. She will assist programs with implementing research-proven strategies to ensure that diverse, under-represented teacher residents get the support they need to successfully complete their preparation and are hired to work in the districts in which they completed their residency year experience.</p>
<p>██████████ serves as NCTR’s Director of Research and Evaluation. For this project, she will oversee the evaluation and data collections. She will function as the liaison with SRI</p>

International. She will be responsible for ensuring that all data collections are carried out responsibly and ethically.

██████████ serves as NCTR's Chief External Relations Officer. For this project, she will coordinate all communications with the U.S. Department of Education. She will oversee multi-department collaboration and resource allocation in addition to providing strategic support to the CEO and the Chief Program Officer. She will also oversee all external communications for the grant as well as the dissemination of external work products.

██████████ serves as NCTR's Director of State and Federal Policy. For this project, she will manage the relationship with ERS ensuring the scope of work specific to their consultative engagement with both NCTR and the programs in this proposal is implemented in accordance with the management plan.

██████████ serves as NCTR's Chief Growth Officer. For this project, she will manage the relationship with the Teacher Development Network ensuring the scope of work specific to their consultative engagement with both NCTR and the programs in this proposal is implemented in accordance with the management plan.

██████████ serves as SRI International's Senior Principal Researcher. For this project, she will serve as the principal investigator for the project. She will lead the evaluation for SRI. She will work closely with the team at SRI International and NCTR to ensure the scope of work as it pertains to the evaluation is completed thoroughly and in accordance with ethical practices.

## Section D.1 Evaluation Overview

SRI International, a nonprofit research organization with extensive experience in experimental and quasi-experimental evaluations of SEED, Education Innovation and Research (EIR), and Investing in Innovation (i3) funded projects, will conduct a rigorous independent evaluation of NCTR's *Centering Equity, Building & Scaling Teacher Residencies*. The three goals of the evaluation are to 1) assess the impact of the programs on teacher and student outcomes, 2) document the implementation of the project, and 3) provide ongoing formative feedback to NCTR and affiliated sites on progress towards intended outcomes. Consistent with the logic model (Figure 2), SRI's evaluation will address the research questions (RQs) shown in Figure 2.

Figure 3. Key evaluation questions

Impact of NCTR-affiliated residency programs	
1.	Is the hiring rate of residents who were supported by residency programs significantly higher than the overall hiring rate of first-year teachers in the partner districts and states?
2.	Is retention into a second year of teaching higher among scaling and building residents, as compared to a matched comparison group of first-year teachers?
3.	As compared to a matched comparison group of students with first-year teachers, what is the impact of the scaling and building residency programs on student achievement?
4.	Are early childhood residency graduates in Virginia <sup>3</sup> more effective in classroom practice, as compared to a matched comparison group of first-year teachers?
5.	Do scaling residency programs recruit a <i>larger number</i> of candidates under the grant than in years prior to the grant?
6.	Do Scaling, Building, and Centering Equity residency programs recruit, graduate, and place a <i>higher proportion</i> of teachers of color as compared to the overall workforce of their partner districts? A <i>higher proportion</i> of teachers in high-need schools and subject areas?
Implementation of NCTR-affiliated residency programs	
7.	Are Scaling, Building, and Centering Equity residencies implemented with fidelity? What factors facilitate or hinder implementation?
8.	To what extent do graduates effectively implement CLSP and SEL?
9.	Do Scaling, Building, and Centering Equity residency programs use equitable, research-based practices to train and support mentors to support resident implementation of SEL and CLSP?
10.	How financially sustainable are Scaling, Building, and Centering Equity residency programs? What factors facilitate or hinder financial sustainability for residency programs?

## Section D.2. Design to Meet WWC Standards with Reservations

**Design.** The core research design will employ a quasi-experimental matching design to estimate the effect of *Centering Equity*, NCTR-affiliated residencies on hiring, retention, student achievement, and classroom practices (RQs 1-4). This evaluation will provide evidence that will meet the What Works Clearinghouse (WWC) evidence standards of effectiveness with reservations for effects on students and teachers. The remaining RQs will be addressed using descriptive or qualitative methods that will not meet WWC standards.

<sup>3</sup> Delaware ECE residencies are excluded from the impact study because they do not observe ECE educators using the CLASS rubric and the assessments used in ECE vary by district and school.

**Teacher Outcomes.** For RQ1, RQ2, and RQ4, SRI will use propensity score matching to identify three matched comparisons for every resident. The table below shows the relevant treatment groups and the pool from which comparison participants will be drawn.

*Table 11. Treatment and Comparison Pool*

	Treatment	Comparison pool
<b>RQ1 (Hiring)</b>	Residents who apply to partner districts	Other applicants to the same districts
<b>RQ2 (Retention)</b>	Scaling and building residents hired as full-time teachers by the partner districts	Other first-year teachers in the same partner districts
<b>RQ4 (Classroom practice)</b>	Early childhood education (ECE) Scaling residency teachers in Virginia	Other first-year ECE teachers in Virginia

Teachers will be matched based on experience (exact match) and the teacher and school demographics described in the data and measures section below. After matching, SRI will examine the quality of the match on these characteristics and include them in the models to increase precision.

**Student Outcomes.** For RQ3 (student achievement in mathematics and ELA), SRI will use propensity score matching to identify three matched comparisons for every student of a scaling or building treatment resident hired into eligible positions in the study districts. Students will be matched on baseline measures of the outcome, student-, teacher-, and school-level demographics. Students will be matched separately for each outcome, allowing the largest possible analytic sample.

**Data and measures.** SRI will collect all school-, teacher-, and student-level data via data use agreements with the three partner states (NC, TN, and VA). These data are discussed in detail in section D.3.

**Analysis.** All impacts will be estimated using multi-level models, controlling for teacher- and school-level characteristics. Student-level analyses will also control for student characteristics. SRI will estimate the impact of NCTR residencies on teacher hiring (RQ1) and retention (RQ2) using a two-level logistic regression, with teachers nested within schools, accounting for teacher and school characteristics and the measures used for baseline equivalence (see below). To address RQ4 (teacher practice), we will estimate a two-level linear regression with teachers nested within schools, accounting for the same teacher and school characteristics. Finally, for RQ3, SRI will use three-level linear regressions with students nested within teachers and schools. Where possible, we will combine data across cohorts and school years and include cohort and school year fixed effects in the models.

**Establishing baseline equivalence.** SRI will examine the baseline equivalence of the analytic sample for each analysis, as required to be eligible to meet WWC standards with reservations.

***Teacher hiring and retention.*** For teacher hiring and retention (RQ1 and 2), there is not a parallel measure available in the year prior to the intervention, as the intervention targets beginning teachers. In accordance with the WWC Review Protocol for Teacher Excellence, version 4.0 (WWC, 2019), we will measure baseline equivalence using three proxy measures: (1) teacher experience (ensured by using exact matching on experience), (2) standardized test scores in the hiring/retaining schools in the year prior to the outcome, and (3) race/ethnicity and free/reduced-price meals status of students in the hiring/retaining schools in the year prior to the outcome.

**Teacher practice.** For the outcome of teacher practice (RQ 4), we will use fall observation scores as the baseline and spring observation scores as the outcome.<sup>4</sup>

**Student outcomes.** For mathematics and ELA achievement, SRI will examine the equivalence of the analytic sample on the same measure as the outcome, in the year prior to the students being taught by an NCTR-trained teacher.

**Power to detect effects.** The evaluation will include three types of residency programs, each in a different stage of development. Within these residency programs, there is also variation on the types of preservice teachers supported. Appendix U includes a cohort chart specifying the number of teachers in each type of residency in each year. Using the assumptions outlined in Appendix U, the minimum detectable effect size (MDES) for hiring is 5.2 percentage points, for teacher retention is 7.1 percentage points, for elementary student achievement is 0.07 standard deviation, for early childhood student achievement is 0.07 standard deviation, and for teacher practice is 0.31 standard deviation.

### **Section D.3. Methods to provide performance feedback and periodic assessment of progress toward intended outcomes**

To provide performance feedback to NCTR and affiliated residencies as well as to make sense of findings from the impact study, SRI will conduct a descriptive study (RQs5–6) and an implementation study (RQs7–10). The descriptive study will rely on analyses comparing the recruitment, hiring, and retention of candidates in the NCTR residency programs to either their prior performance (RQ5) or district-wide averages (RQ6), depending on data availability. We expect to collect the necessary data from both NCTR and state databases.

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<sup>4</sup> Although this baseline measure will occur after the beginning of treatment, it is the only option available, as treatment begins before these teachers are in the classroom. Thus, this analysis may underestimate the impact of Scaling residencies on teacher practice due to impacts on teacher practice during the residency year.

The implementation study will rely on descriptive analysis of quantitative data and qualitative data to document the fidelity of implementation and the factors that support and hinder implementation (RQ7); effective use of CLSP and SEL practices (RQ8); the use of equitable, research-based practices to prepare mentors to support resident implementation of SEL and CLSP (RQ9); and the financial sustainability of new and expanding residency programs (RQ10). The data we expect to collect is detailed in section D.3.

SRI will share findings with NCTR and residency program leaders via memos and verbal briefings after each data collection activity (see section D.4). The focus will be on providing rapid, actionable feedback, and researchers will work closely with NCTR leadership to ensure that reporting is both timely and responsive.

#### **Section D.4. Use of Objective Performance Measures Related to Outcomes**

For **the impact and descriptive studies**, all data collection activities will rely on state administrative data and data from NCTR records for educators in both the treatment and comparison groups. SRI will request data to answer RQs 1–6 in Year 3 from Virginia, Tennessee, North Carolina<sup>5</sup>, and NCTR (See the table in Appendix U). Student data will include demographic data (e.g., race/ethnicity, FRPM, English learner, and special education status), attendance and disciplinary incidents, math and literacy achievement in PreK through third grade in Virginia, and math and ELA achievement in grades fourth through eighth in North Carolina and Tennessee. Teacher data will include NCTR recruitment and graduation records, state employment records, teacher race/ethnicity, age, gender, highest degree, certification type, and extant Classroom Assessment Scoring System (CLASS) scores from Virginia. School-level data

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<sup>5</sup> Delaware ECE residencies are excluded from the impact study because they do not observe ECE educators using the CLASS rubric and the assessments used in ECE vary by district and school.

will include school location, size, academic performance, and concentrations of minority, economically disadvantaged, special education, and English learner students. These datasets will include linking variables to enable SRI to link students to teachers and schools.

Data sources for the **implementation study** will include extant NCTR program and survey data, program artifacts, and interviews (see the table in Appendix U).

***Extant NCTR Program-level Data and Artifacts.*** SRI will rely on several sources of extant program-level data including: data from NCTR’s diagnostic tool assessing achievement of quality indicators according to the *Levers for Equitable Teacher Residencies* (RQ7); mentor training artifacts such as guidebooks and PD materials (RQ9); and NCTR’s financial sustainability tool (RQ10).

***NCTR Educator Surveys (RQs 8-10).*** SRI will leverage existing NCTR surveys of residents, mentors, graduates, and hosting and hiring principals. Surveys assess participation in core components of the NCTR residency program, perceptions of the program, challenges to implementation, support received, and satisfaction with the support received, use of CLSP and SEL practices, resident stipend/scholarship, and mentor compensation. Further, the resident survey includes items assessing resident experiences in their clinical placement and preparedness to teach, and graduate surveys include items measuring graduate preparedness for their first-year teaching and satisfaction with induction support. SRI will consult with NCTR to add additional validated items aligned with the research questions (described in D.4). NCTR will administer surveys in the spring of each study year and SRI will analyze descriptively.

**Interviews (RQ7-10).** SRI will conduct a mix of in-person and virtual site visits to all Scaling and Building (Sp24 and Sp25) and *Centering Equity* (Sp25) residency programs to interview program leaders to gain insight into factors supporting and hindering implementation, including support for mentors, and to explore issues of financial sustainability. At each site, SRI will also interview a sample of residents, mentors, graduates, and host and hiring principals to understand their experiences with the program; interviews will use CLSP and SEL practices, mentor training, and the importance of financial support for both residents and mentors.

#### **Section D.5. Valid and Reliable Performance Data on Relevant Outcomes**

The **impact study** will include three types of outcome measures. First, teacher hiring and retention are binary outcomes whose reliability and validity relies on the assumption that state education agencies keep accurate records of candidate applications and teacher employment. SRI will rely on Human Resources employment records that are also used for teacher compensation and are thus assumed to be accurate. Second, teacher classroom practice is measured using the CLASS observation protocol (Pianta et al., 2008). In addition to the predictive validity of the CLASS established by Pianta et al. (2008), the face validity of this measure lies in its use statewide as a tool for teacher observation and reflection in ECE classrooms. SRI will discuss with the state their approach to interrater reliability and assess whether the measure can be used as an impact outcome based on the results of those conversations. If the measures of classroom practice are discovered to have inadequate psychometric basis for use as impact outcomes, SRI will revise these research questions to be descriptive in nature. Finally, student achievement

outcomes will be measured using state standardized tests, which the WWC assumes to have face validity and reliability, due to their established testing procedures.

For the **implementation study**, SRI will use two established instruments. The ACSES classroom observation protocol (Currenton, et al., 2019) measures equitable sociocultural interactions in early childhood classrooms (pre-K to Grade 3) with racially minoritized learners across two subscales: 1) Challenging Inequity, which focuses on equitable learning opportunities, challenging status quo knowledge and equitable discipline; and 2) Bridging Sociocultural Connections, which focuses on peer collaboration across racially minoritized learners and connections to home life. The measure has good internal consistency (Cronbach's alpha ranges from .74-.94), as well as concurrent and divergent validity with the CLASS. The second instrument is the Teacher Multicultural Efficacy Scale (Lu, Parkhouse, & Thomas, 2022), which measures teachers' confidence in their knowledge and ability in developing instructional activities and using specific strategies to meet the needs of the multicultural classroom. The 13-item survey scale shows a good internal consistency (Cronbach's alpha = .93). In addition to these two established instruments, SRI will analyze items that NCTR includes on their annual surveys. Where appropriate, SRI will examine the internal consistency of any scales formed from these items, as well as correlations between these items and the outcome measures.

#### **Section D.6. Communicating and Reporting**

By carefully documenting the implementation and impact of these new and expanding NCTR-affiliated residency programs, the SRI evaluation will result in information about the efficacy of the model as well as programmatic details that can be used to inform continuous improvement, scaling within existing programs, and replication to new settings. By providing timely formative feedback to NCTR and participating sites via memos and verbal briefings, the evaluation will

contribute to program improvement during the grant period. Moreover, NCTR is well positioned to leverage the evaluation findings to strengthen programs throughout its network. Finally, a publicly available summative report will inform future WWC reviews of evidence-based practices that can shape the design and implementation of new and existing residency programs that aim to develop a diverse and highly effective teacher workforce for high-need schools and districts.

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## Appendix

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