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Teacher Residencies

Teacher residency programs are teacher preparation programs that bridge in-classroom coursework with meaningful supervised on-the-job training and applied learning in the classroom. Teacher residency programs aim to address recruitment and retention challenges for teachers across the nation. These programs focus on training teachers to fill specific needs of school districts and provide professional development and mentorship in the classroom before candidates become the teacher of record. Multiple studies of the teacher residency program model have shown teacher residencies are successful in reducing turnover, diversifying recruitment, and improving student outcomes.

The teacher residency model is a promising approach to address recruitment and retention issues in high-need districts and in shortage subject areas. Simultaneously, residencies create changes around meeting district hiring needs; districts benefit by filling vacancies with better prepared teachers and residencies allow districts to play a direct role in the training of their future workforce. During the 2022 legislative session, the Legislature expanded the residencies programs in New Mexico through both significantly increased funding and statutory changes.

**Residency Program Numbers by Institution
(FY 23)**

Institution	Residents	Mentor Teachers	Supporting Principals
Central New Mexico Community College (CNM)	27	27	22
Eastern New Mexico University	48	48	40
New Mexico Highlands University	36	36	30
New Mexico State University	85	85	20
Northern New Mexico College	19	19	15
San Juan College	10	10	10
University of New Mexico	86	98	42
Western New Mexico University	48	48	45
Statewide Total	359	371	224

Source: PED

Key Takeaways

Research suggests that residencies bring greater gender and racial diversity into the teaching workforce.

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National studies of teacher residency programs have found significantly higher retention rates for graduates of residency programs.

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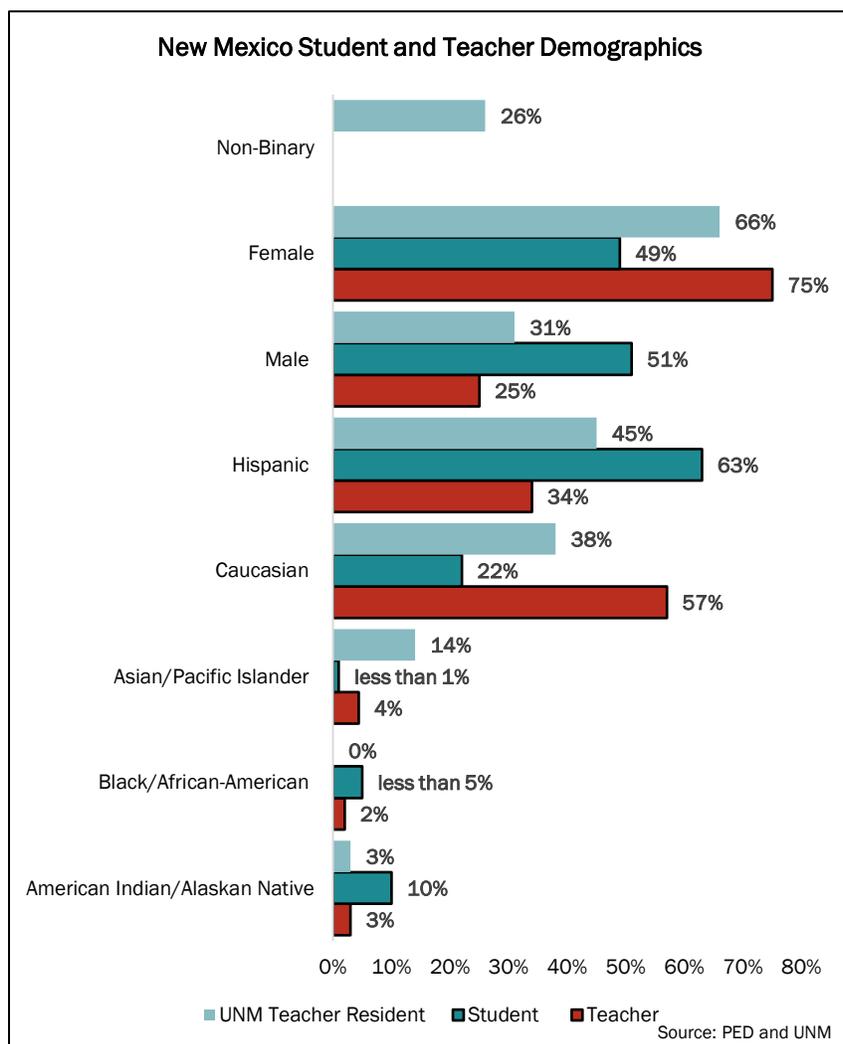
In some studies, residency graduates surpass the effectiveness of new and veteran teachers in math after the fourth year of teaching.

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Diversifying the Educator Workforce

While more diverse than the educator workforce [nationally](#), New Mexico's educator workforce does not currently match the demographic make-up of New Mexico's students. This is an important consideration because [research](#) indicates outcomes for all students

improve when teachers reflect the diversity of the student body. While teachers from all backgrounds can inspire student success, research suggests a diverse educator workforce can improve academic achievement, graduation rates, college enrollment, and other measures of success for all students, particularly students of color. Diversifying the educator workforce is an important strategy for ensuring that all students, particularly students of color, have access to effective instruction. Although the research shows the benefits of demographic matching in the classroom, these outcomes do not imply that mismatches between students' and teachers' races will always hinder success for students of color. Rather, the results from the research presented serve as rationale for boosting efforts to



increase the racial/ethnic diversity of teachers, particularly given the current gap between the diversity of student populations and the teacher workforce.

Residencies bring greater gender diversity into the teaching workforce. During the 2021-2022 school year, over 75 percent of teachers were women.

Teacher Residencies as a Method to Recruit and Retain a Diversified Workforce

National research indicates teacher residencies have proven effective in expanding teacher talent pipelines and developing diverse, effective, classroom-ready teachers. A National Center for Teacher Residencies (NCTR) analysis of over 50 teacher residency programs found more than 55

percent of teacher residents identify as teachers of color. To explore why teacher residency programs are more effective at recruiting and developing teachers of color, NCTR conducted a qualitative study of residency graduates from five residency



programs. The study found three approaches to residency teacher recruitment and development that led to the successful recruitment of diverse candidates and prepared them to be effective teachers including:

- Targeting specific communities to recruit diverse candidates;
- Implementing a residency cohort model in which teacher residents take higher education classes as a group; and
- Offering stipends to address the financial barriers to entering the teaching profession.

The non-recurring \$15.5 million appropriation provided funding for teacher residencies includes \$1 million for teacher recruitment pilots, which PED awarded to the Golden Apple Foundation.

In alignment with these three best practices, the Legislature’s decision to increase the stipend of a teacher resident from \$20 thousand to \$35 thousand has worked to address the financial barriers to entering the teaching profession. It will be important for the state to monitor the diversity of teacher residencies in New Mexico.

ABQ Teacher Residency Evaluation

Residency programs have existed in New Mexico since 2017. One of New Mexico’s residency programs is the Albuquerque Teacher Residency Program (ATRP), which is a collaborative effort among the Albuquerque Teachers Federation (ATF), the University of New Mexico (UNM), and Albuquerque Public Schools. The report notes ATRP has graduated 48 teachers, 97 percent of whom were hired by APS after completion of the program. In July 2022, NCTR released an evaluation of the ATRP that sought to assess the impact and diversity of ATRP graduates and provide policy recommendations to improve and advance residency programs. The evaluation’s findings included:

- **Effective Preparation:** Evidence from the evaluation strongly suggests that ATRP graduates are more effectively prepared to teach, with 100 percent of surveyed principals who hired graduates reporting they were more effective than their peers.
- **Greater Program Diversity:** ATRP attracts and graduates a larger proportion of non-white residents than the current New Mexico teacher workforce.
- **Residency Recruitment Improved:** ATRP has worked to improve their recruitment and selection practices over time.

In addition to recruiting a more diverse workforce, [initial research](#) indicates teacher residencies improve the retention of teachers of color. Studies of teacher residency programs consistently point to the high retention rates of their graduates, even after several years in the profession, generally ranging from 80–90% in the same district after three years and 70–80% after five years. In two of the most rigorous studies to date, researchers found statistically significant differences in retention rates between residency graduates and non-residency peers, controlling for the residents’ characteristics and those of the settings in which they taught. Higher retention rates may be attributable to the combination of program quality

and residents’ commitment to teach for a specific period of time. In New Mexico, residents are required to commit to teach in a sponsoring district for three years post residency. The Albuquerque Teacher Residency Partnership reports a 76 percent resident retention rate since 2018.

Educator Workforce Quality

In 2018, the *Martinez-Yazzie* consolidated lawsuit found New Mexico failed in its obligation to provide sufficient education for its students, especially at-risk students, including those coming from low-income households, who identify as Native American, and students who receive special education services. Among several [findings](#), the court ruled “highly effective teachers are key to improving proficiency and these teachers need to be allocated to schools that serve the most at-risk students.” The court also noted “the weight of the evidence [in the lawsuit] leads to the conclusion that the quality of teaching for at-risk students is inadequate.”

National studies examining teacher residencies impact on student achievement have suggested largely positive results. The most recent report on the Memphis Teacher Residency program found residency graduates had higher student achievement gains than other beginning teachers and larger gains than veteran teachers on most exams. The NCTR study of Boston Teacher Residency program – a residency program founded in 2002 - observed that residency graduates surpass the effectiveness of new and veteran teachers in math after the fourth year of teaching.

Budget and Policy Considerations

Funding for teacher residency grants has increased from a \$1 million appropriated in FY22 to a non-recurring \$15.5 million appropriation in FY23. Stabilized funding sources would likely support teacher residency program expansion across the state. The legislature could consider providing recurring funding to improve financial stability.

Relevant Budget Line Items:	Relevant Policy Considerations:
<ul style="list-style-type: none">• Teacher Residencies• Principal Residencies• School Counselor Residencies	<ul style="list-style-type: none">• In FY23, the Legislature allocated \$15.5 million to support the implementation of teacher residency programs and teacher recruitment across New Mexico. This funding is non-recurring. The Legislature could consider moving funding into a recurring funding source.• The Legislature should consider funding pilot residency programs to support high-quality preparation for principals and school counselors.