

## Overview: Teacher Residencies 2020

A [teacher residency](#) is a [teacher preparation model](#) where a district or school partners with a university to provide coursework and real-life teaching experience to pre-service teachers. Once they are accepted into a program, a teacher resident works as an apprentice for one year in a classroom with an expert teacher while simultaneously engaging in coursework at an affiliated college or university. Residents typically receive a stipend and a scholarship during their apprenticeship year in exchange for their commitment to teach in the same district for a two to four years beyond the year of apprenticeship.

Residencies are seen as the ‘gold-standard’ for teacher preparation because of the in-depth, immersive experience they provide candidates. The benefits of this route are best seen through improved recruitment and retention efforts of candidates. Below is a brief summary of the research that highlights these benefits.

### Teacher residencies can lead to high rates of teacher retention

- *High retention rates after three or more years:* Graduates of residency programs in Boston, Memphis, San Francisco, Chicago, and Denver have [reported retention rates of 80 percent or higher](#) after three or more years in the classroom<sup>1</sup>
- *Higher retention rates than their non-residency peers:* Residencies in Boston, Memphis, and New York City graduates had a [higher retention rate compared to non-residency teachers in the same district](#) after three or more years<sup>2</sup>
- *High retention rate at partner districts:* 86 percent of graduates [continue to teach in partner districts](#) after three years<sup>3</sup>
- *High retention of novice teachers:* novice teachers that graduated from a residency program were [more likely than other novice teachers to remain teaching in their districts](#)<sup>4</sup>
- Residency programs [connect new teachers to mentors that help keep them in the profession](#)<sup>5</sup>
- Residencies provide [financial incentives that keep residents in the districts they taught in](#)<sup>6</sup>

<sup>1</sup> Guha, R., Hyler, M.E., and Darling-Hammond, L. (2016). The teacher residency: An innovative model for preparing teachers. Palo Alto, CA: Learning Policy Institute.

<sup>2</sup> Guha, R., Hyler, M.E., and Darling-Hammond, L. (2016). The teacher residency: An innovative model for preparing teachers. Palo Alto, CA: Learning Policy Institute.

<sup>3</sup> National Center for Teacher Residencies. (2017). 2017-18 Network partner report.

Osler, J. (2016). Beyond brochures: Practicing “soul care” in the recruitment of teachers of color. San Francisco Teacher Residency.

<sup>4</sup> National Center for Education Evaluation. (2015). NCEE evaluation brief: New findings on the retention of novice teachers from teaching residency programs. Institute of Education Sciences.

<sup>5</sup> Guha, R., Hyler, M.E., and Darling-Hammond, L. (2016). The teacher residency: An innovative model for preparing teachers. Palo Alto, CA: Learning Policy Institute.

<sup>6</sup> Guha, R., Hyler, M.E., and Darling-Hammond, L. (2016). The teacher residency: An innovative model for preparing teachers. Palo Alto, CA: Learning Policy Institute.

## Teacher residencies can help recruit teachers, specifically for high-needs subjects and schools

- *Recruit racially diverse cohorts:* Novice teachers who graduated from the Boston Teacher Residency program were [more racially diverse than other new Boston Public School teachers](#)<sup>7</sup>
- *Recruit and include more people of color:* Within the National Center for Teacher Residencies' network, [55 percent of the residents identify as a person of color](#) and 42 percent of the mentor teachers training residents in programs within their network were also people of color<sup>8</sup>
- *Recruit and include more people of color:* Based on a case study of the Boston Teacher Residency, about [half of Boston Teacher residents are people of Color](#) since their first cohort in 2004<sup>9</sup>
- *More people of color in residency programs compared to novice teaching force:* 45 percent of residents were people of color nationally from 2015 to 2016, which is [more than double the national average of teachers of color](#) who entered the field in the same year.<sup>10</sup> The same can be said for 2014 to 2015, where [more than a third of residents were people of color](#), double the national average of teachers of color<sup>11</sup>

## Additional Resources

Barnum, M. (2017, June 28). Yearlong residencies for teachers are the hot new thing in teacher prep. But do they work?. *Chalkbeat*.

LiBetti, A. & Trinidad, J. (2018). Trading coursework for the classroom: Realizing the potential of teacher residencies. Bellwether Education Partners.

Regional Educational Laboratory (2017). Fact sheet: What are teacher residency programs?. Regional Educational Laboratory (REL) at Mathematica Policy Research.

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<sup>7</sup> Papay, J.P., West, M.R., Fullerton, J.B., & Kane, T.J. (2011). Does practice-based teacher preparation increase student achievement? Early evidence from the Boston teacher residency (NBER Working Paper No. 17646). National Bureau of Economic Research.

<sup>8</sup> Azar, T., Hines, E., & Scheib, C. (2020). Teacher residencies as a vehicle to recruit teachers of color. National Center for Teacher Residencies.

<sup>9</sup> Osler, J. (2016). Beyond brochures: Practicing "soul care" in the recruitment of teachers of color. San Francisco Teacher Residency.

<sup>10</sup> Guha, R., Hylar, M.E., and Darling-Hammond, L. (2016). The teacher residency: An innovative model for preparing teachers. Palo Alto, CA: Learning Policy Institute.

<sup>11</sup> Guha, R. & Kini, T. (2016). Teacher residencies: Building a high-quality, sustainable workforce. Learning Policy Institute.