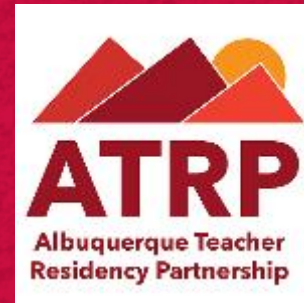


# Residency Presentation to the State of New Mexico Legislative Education Study Committee

October 12, 2022

*The Albuquerque Teacher  
Residency (ATRP) &  
District Partner Teacher  
Residencies (DPTR)*



COLLEGE OF EDUCATION  
& HUMAN SCIENCES

# ATRP Program Basics

A full year of  
clinical  
preparation

With a carefully  
selected  
Co-Teacher

Typically in a  
Title 1 ABC  
Community  
School

Taking teaching  
methodology  
courses focused on  
how to teach in  
APS

Earning a  
\$35,000 stipend  
during this  
preparation year

Completing Licensure  
in Elementary,  
Secondary, or  
Special Education

Attending Quarterly  
All-ATRP Professional  
Development Sessions with  
topics recommended by  
participants and the  
Design Team.

Supported by the  
Residency  
Instructor/Supervisor  
through monthly site  
visits and observations

Holding Co-Teacher  
Meetings once a month  
for  
Co-Teaching Support

Hired by APS  
with positive  
recommendation

Residents guarantee  
to teach for APS for  
a minimum of 3  
years

Induction Year Support  
in Partnership with 1<sup>st</sup>  
Year Mentoring and  
Micro-Credentialing

# Co-Teacher Support in ATRP & DPTR

- Application Process
  - Formal Application
  - Video of Teaching Philosophy & Effectiveness
- Orientations in Co-Teaching & Co-Planning Strategies
  - Held in groups or individually
  - Focused on Co-Teaching & Co-Planning strategies from Bank Street College & Prepared to Teach
- Monthly Co-Teacher Meetings
  - General Mentoring Support
- Micro-Credentialing in Co-Teaching
  - Under Development for Spring/Summer 2023



# Learning Policy Institute Report (2016)

“Residents are more racially diverse than new teachers; are much more likely to stay in teaching, especially in the high-need districts that sponsor them; and are typically more effective than other novice teachers.”

# Quick Results of the National Center for Teacher Residencies (NCTR) External Evaluation of ATRP

- **APS Principals**

- 100% of ATRP graduates are more effective or much more effective teachers than their non-ATRP counterparts during their first year in the classroom.
- 100% of ATRP residents positively impact school culture

- **Co-Teachers**

- 93% of co-teachers report that residents are prepared or very well prepared to be teachers of record.

# ATRP Program Basics: The Design Team

## ATRP DESIGN TEAM

Meets 2 times per month year-round

- Albuquerque Public Schools
  - Human Resources Representatives
  - Principal, ABC Community School
- Albuquerque Teachers Federation
  - President
- University of New Mexico
  - Program Coordinator
  - Program Manager
  - Lecturer II, Seminar Instructor & University Supervisor
  - TEELP Department Chair
  - Faculty included in various sessions



# ATRP Cohorts

## Cohort I: HIRED 2019

- 10 of 17 ATRP Alumni teaching in APS

## Cohort II: HIRED 2020

- 7 of 13 ATRP Alumni teaching in APS

## Cohort III: HIRED 2021

- 13 (3 laid off) of 16 ATRP Alumni teaching in APS

## Cohort IV: HIRED 2022

- 24 of 24 ATRP Residents

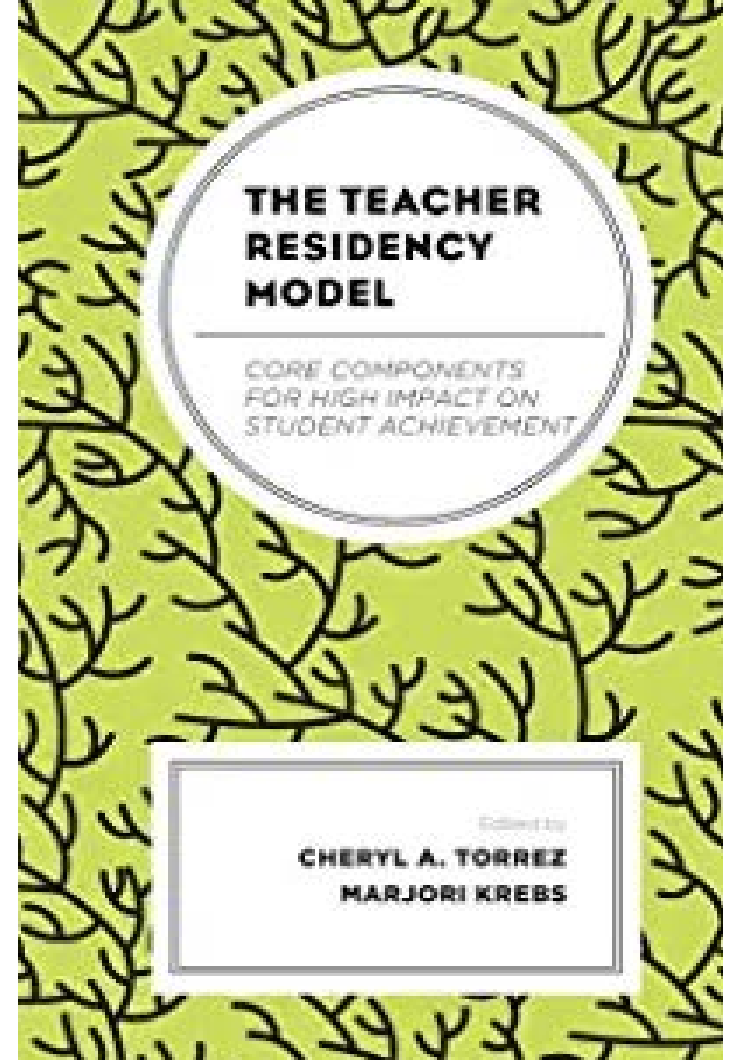
## Cohort V: CURRENT RESIDENTS

- 34 of 35 still in Residency
- 11 Special Education
- 14 Elementary Education
- 8 Secondary Education

(3-ELA, 3-Social Studies, 2-Science)

RETENTION RATE FOR COHORTS I, II, III, & IV

77/81% (54/57 of 70)





# Special Education Residency

## 1. Graduate Licensure Residents in ATRP

Earning 1 License:

K-12 Special Education

## 2. Dual Licensure Undergraduate Residents in ATRP

Earning 2 Licenses:

K-8 Elementary Education

K-12 Special Education

Working with 2 Co-Teachers over 2 Semesters



# ATRP Residency Schools 2021-2022

Residency Schools are chosen based on **Leadership, Commitment, and Quality Co-Teachers.**

Schools are typically **Title 1 & ABC Community Schools** in APS Zones 1 & 2



Manzano Mesa  
Elementary School  
"TOGETHER WE CAN"



**JOHN BAKER**  
ELEMENTARY SCHOOL



**DENNIS  
CHAVEZ**  
ELEMENTARY SCHOOL



**ZIA EAGLES**  
Developing the Whole Child



**HAWTHORNE**  
ELEMENTARY SCHOOL



**Jackson Middle School**

Where we Learn, we lead and we achieve!



**TRUMAN**  
Middle School



**HAYES**  
MIDDLE SCHOOL

T-TOGETHER  
E-EVERYONE  
A-ACHIEVES  
H-MORE



**HIGHLAND HIGH SCHOOL**  
HOME OF THE HORNETS



**ATRISCO HERITAGE ACADEMY**  
HIGH SCHOOL

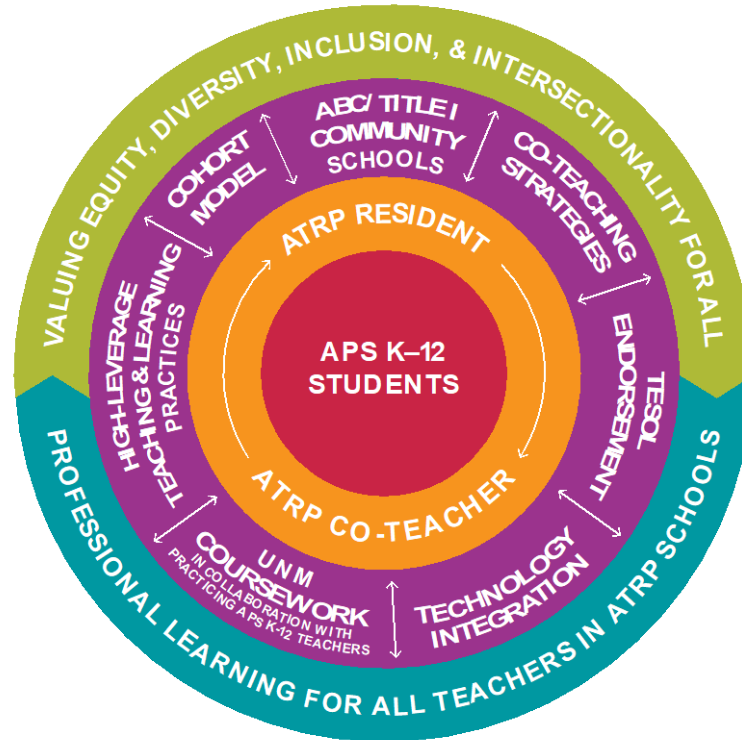


**POLK**  
MIDDLE SCHOOL



**COLLEGE OF EDUCATION  
& HUMAN SCIENCES**

# ATRP Model for Preparing Caring, Committed, Competent, and Diverse Teachers for Albuquerque Public Schools



## ATRP Partners



## Replicating ATRP in Area Districts & Charter Schools: UNM District Partner Teacher Residencies (DPTR)

6 DPTR Districts

4 Additional Districts & Charter Schools Interested

28 Current Partner Schools

65 Total Residents

76 Total Co-Teachers (Dual Licensure has 2 Co-Teachers)

75 Paid Student Teachers in Fall and anticipate 100+ in Spring



1 Resident

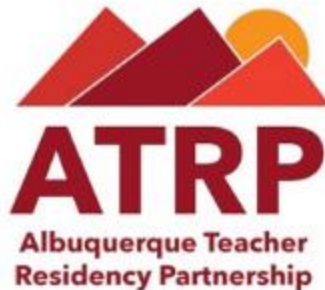


20 Residents



1 Resident

# 65 Total District Partner Teacher Residents



34 Residents



4 Residents



5 Residents



1 Potential Resident  
Recently Hired as  
Long-Term Substitute



# UNM District Partner Teacher Residency Expansion for 2021-2022

MOUs with  
each District

Design Team or  
DPTR Leader  
Partner  
in each District

Co-Teacher /  
Resident  
Orientation in each  
District  
on Co-Teaching

Monthly  
Co-Teacher  
Support Sessions

Weekly Resident  
Seminars

Monthly Resident &  
Co-Teacher “Visits”  
(minimum)

Formal Observations  
by Co-Teachers &  
Supervisors using  
The NM PED  
ELEVATE NM Rubric

Induction Support  
Planned through 1<sup>st</sup>  
Year Mentoring &  
Professional Learning  
through  
Microcredentialing

# Select NCTR Policy Recommendations

1. *Provide recurring Residency funding* to ensure sustainable and predictable growth.
2. *Build a learning network* to further develop residencies across New Mexico's colleges of education.
3. *Convene a state teacher policy and practice advisory committee* to bolster teacher preparation.
4. *Regularly evaluate residencies* across the state.

For Full Report Visit: <https://nctresidencies.org/resource/external-evaluation-of-the-albuquerque-teacher-residency-partnership-atrp/>

# Quotes from Current & Former Residents & A Hiring Principal

- **Current Resident:** I am receiving very valuable experience within the classroom. I do feel as if it is preparing me for my first year of teaching in a hands-on fashion. I have a co-teacher who is very inclusive and allows me to see all aspects of teaching such as classroom management, daily routines, assessments, how to communicate with parents, etc.
- **ATRP Alumni:** The ATRP Residency Program has helped me become extremely prepared for my teaching position. As a second-year teacher, I feel like I have more experience than other second year teachers at my school.
- **Hiring Principal:** “When they come from their program [ATRP] you know they’re well prepared and you can skip a lot of those [onboarding]

# Contact Information

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# Addendum: Quotes from Participants

# An ATRP Graduate:

The ATRP Residency Program has helped me become extremely prepared for my teaching position. As a second-year teacher, I feel like I have more experience than other second year teachers at my school.

This program gave me experience in classroom management, lesson planning, PDPs and more importantly, helped me become the confident teacher that I am now today. Compared to the other first or second year teachers, I feel that I am more prepared to successfully and confidently do my job.

Many new teachers are struggling with classroom management and time, but I have been told by a few teachers that they were shocked to hear that I was a first-year teacher (last year) because of how well I am doing.

This program has also allowed me to obtain my Master's Degree in Education and soon, I will be working on obtaining my TESOL Endorsement. I could not have done this job as well as I have without my experience in ATRP. --Alyssa Romero, APS Teacher

# An ATRP Graduate:

My residency absolutely prepared me for the curriculum development, understanding school protocol, furthering my understanding of instructional methods, and how to navigate the professional workplace. My prior school placement helped me in so many ways. The ALICE training was incredible, their PD days at the beginning of the year impressed me, and the master teacher who I had was most excellent. Looking back, I am absolutely grateful that you and your team had offered me a great chance and opportunity. I have become a better person because of that.

There are other new teachers, and they seemed lost in navigating their way, i.e. not understanding how to communicate with APS HR & NM PED [professional communication] and playing catch-up in understanding school protocol [professionalism].—Patrick Trujillo, APS Teacher

# A Current Resident:

I am receiving very valuable experience within the classroom. I do feel as if it is preparing me for my first year of teaching, in a hands-on fashion. I have a co-teacher who is very inclusive and allows me to see all aspects of teaching such as classroom management, daily routines, assessments, how to communicate with parents, etc. She has also allowed me time to begin teaching the class certain subjects, early on in the school year which has been very beneficial. Practicing the co-teaching strategies seen in the Handbook have been very helpful and

I have another student teacher at my school who is from Grand Canyon University and she has stated to me that her program seems more rushed than mine and she wishes she had a whole school year to observe and student teach. Since she is only there for one semester. Her school has her leading full instruction by the second month of school. I think it has been beneficial to have more time to observe my co-teacher and her strategies than being rushed into teaching right away.—Vanessa Bolin, RRTRPP Resident





# A Current Resident:

My experience with co-teaching has been crucial in my preparation to become a teacher. I have learned so much through observation, practice and reflection. My co-teacher has been supportive, helpful and informative. Seeing the day-to-day responsibilities and practices of my co-teacher has provided me with confidence and capability to be the best teacher and can be in my first year and years to come.—Crystal Daniel, RRTRPP Resident