



VIRGINIA DEPARTMENT OF EDUCATION

REPORT

**REPORT ON TEACHER RESIDENCY
PARTNERSHIP GRANTS
2018-2019**

November 1, 2019

*Virginia Department of Education
Teacher Education and Licensure
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120*



REPORT ON TEACHER RESIDENCY PARTNERSHIP GRANTS 2018-2019

November 1, 2019

OVERVIEW:

For fiscal year 2019, \$2,000,000 in general funds was appropriated for teacher residency partnership grants. Pursuant to the 2018 Appropriation Act, Item 135 R. (shown below), each university partner shall report annually, no later than June 30, to the Department of Education on available outcome measures, including student performance indicators, as well as additional data needs requested by the Department of Education. The Department of Education shall consolidate all submissions from the participating university partners and school divisions and submit such consolidated annual report to the Chairmen of the House Appropriations and Senate Finance Committees no later than November 1 each year.

Teacher Residency

R. Out of this appropriation, \$2,000,000 the first year and \$1,500,000 [2019 session revised appropriation to \$1,750,000] the second year from the general fund is provided for grants for teacher residency partnerships between university teacher preparation programs and the Petersburg, Norfolk, and Richmond City school divisions and any other university teacher preparation programs and hard-to-staff school divisions to help improve new teacher training and retention for hard-to-staff schools. The grants will support a site-specific residency model program for preparation, planning, development and implementation, including possible stipends in the program to attract qualified candidates and mentors. Applications must be submitted to the Department of Education by August 1 each year.

Partner school divisions shall provide at least one-third of the cost of each program and shall provide data requested by the university partner in order to evaluate program effectiveness by the mutually agreed upon timelines. Each university partner shall report annually, no later than June 30, to the Department of Education on available outcome measures, including student performance indicators, as well as additional data needs



VIRGINIA DEPARTMENT OF EDUCATION

REPORT

requested by the Department of Education. The Department of Education shall provide, directly to the university partners, relevant longitudinal data that may be shared. The Department of Education shall consolidate all submissions from the participating university partners and school divisions and submit such consolidated annual report to the Chairmen of the House Appropriations and Senate Finance Committees no later than November 1 each year.

Through a competitive grant opportunity, the following three institutions of higher education were awarded grants for fiscal year 2019 as follows:

Old Dominion University:	\$450,000
University of Virginia:	\$170,693
Virginia Commonwealth University:	\$1,379,307
TOTAL	\$2,000,000

The Department of Education has consolidated the report submissions from the participating university partners and school divisions. Attached are reports from each of the three institutions of higher education awarded Teacher Residency Partnership Grants in fiscal year 2019.

OLD DOMINION UNIVERSITY

REPORT – TEACHER RESIDENCY GRANT

PROGRAM YEAR: July 1, 2018 – June 30, 2019 [FY2019]

**VIRGINIA DEPARTMENT OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION AND LICENSURE
P. O. BOX 2120
RICHMOND, VIRGINIA 23218-2120**

**OLD DOMINION UNIVERSITY
REPORT – TEACHER RESIDENCY GRANT
PROGRAM YEAR: July 1, 2018 – June 30, 2019 [FY2019]**

AUTHORITY:

The language from the 2018 Appropriation Act, Item 135 is as follows:

Teacher Residency

R. Out of this appropriation, \$2,000,000 the first year and \$1,500,000 [2019 session revised appropriation to \$1,750,000] the second year from the general fund is provided for grants for teacher residency partnerships between university teacher preparation programs and the Petersburg, Norfolk, and Richmond City school divisions and any other university teacher preparation programs and hard-to-staff school divisions to help improve new teacher training and retention for hard-to-staff schools. The grants will support a site-specific residency model program for preparation, planning, development and implementation, including possible stipends in the program to attract qualified candidates and mentors. Applications must be submitted to the Department of Education by August 1 each year.

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UNIVERSITY CONTACT INFORMATION:

Name of Public Virginia Higher Education Institution	Old Dominion University
Partners	
Name: Participating School Division(s)	Norfolk Public Schools
Name: Grant Director	Maggie Barber, Ed.D.
Title:	Interim Associate Dean for Educator Preparation
Mailing Address:	4301 Hampton Boulevard
City/Zip	Norfolk, Virginia 23529
Telephone:	757-683-7045
E-mail:	mebarber@odu.edu

DETAILED PROGRAM DESCRIPTION:

The ODU Teacher in Residence (TIR) program is an ongoing partnership between the Darden College of Education and Professional Studies at Old Dominion University and Norfolk Public Schools. The TIR program prepares skilled teachers in high-need areas using a culturally relevant pedagogical approach. The program also seeks to increase the racial diversity of the teacher pool by recruiting and preparing teacher candidates from historically under-represented groups. The program combines a year-long teacher residency with intensive coursework that blends theory and practice, mentoring and coaching, and full immersion in the culture and context of schools. Program participants will earn licensure through VDOE-approved master’s of science in education (MSEd) programs with licensure. This is the fourth VDOE-funded residency partnership between ODU and Norfolk Public Schools (NPS). We have continued to learn through our partnership about best practices in preparing highly qualified teachers to serve in our culturally rich urban schools; we have carried the lessons and insights from prior cohorts into the design and implementation of this TIR Cohort IV in 2018-19.

The TIR Cohort IV is comprised of 11 teacher candidates placed in five NPS schools: Norview Middle, Northside Middle, Ingleside Elementary, Taralton Elementary, and Granby Elementary. Seven of the teacher candidates have been prepared for special education (general curriculum) licensure and four for secondary science licensure.

Selection

A rigorous process for recruitment, identification, and selection of teacher candidates is a central component of the TIR program. ODU and NPS collaborated on recruiting a pool of prospective teacher candidates. Building on insights from the prior iterations of the program, we broadened our recruitment efforts. ODU recruited candidates through several targeted outreach strategies:

- Distributing TIR program information to advisors and program leaders at area universities to recruit recent graduates with relevant content majors
- Asking NPS teachers to recruit former students or other individuals they identify as having teacher potential
- Newspaper, social media, and other advertisements

After completing a standardized online application process that included a review of grades, test scores, and a writing sample, prospective candidates participated in an intensive interview with an admissions panel comprised of ODU faculty and NPS administrators. Minimum qualifications included a bachelor's degree in a high-need or related field from a regionally accredited institution, a minimum undergraduate GPA of 3.0, passing scores on the Praxis Core and VCLA, and successful completion of a criminal background check.

Curriculum

The TIR program prepares teachers for Norfolk Public Schools for licensure in high need areas identified by the school division: special education (K-12 general curriculum) and secondary science. Due to the success of the prior VDOE-funded residency cohorts, which prepared secondary math and science teachers for NPS, the division's critical shortages in the STEM fields have been significantly reduced. As a result, this year's program expanded to include special education. As with prior iterations of the TIR program, TIR Cohort IV covered in this grant cycle uses a culturally relevant pedagogy (Ladson-Billings, 1995, 2014) in conjunction with the development of sound instruction skills identified in the literature needed for successful teacher leadership in urban schools. At the heart of Ladson-Billings' work are three criteria crucial for culturally relevant teaching: the ability to develop student academic achievement; the willingness to nurture cultural competence; and the development of a critical consciousness in which students think about the world around them and their place in that world (Ladson-Billings, 1995, p. 483). The TIR program is built on those criteria, focusing on how to leverage strong instructional capacity to increase academic achievement for all students.

The program of study is 31 credits for Master's of Science in Secondary Education (Science) and 32 credits for the Master's of Science in Special Education (K-12 General Curriculum) taught by ODU's faculty in the Darden College of Education and Professional Studies. As with the former residency cohorts, this project cycle focuses on the development of strong content knowledge and sound instructional strategies. To ensure the requisite skills, knowledge and with the support of the VDOE grant, the program expanded the residency placement to a full academic year. This permits our teacher candidates to be fully immersed in Norfolk

schools across the span of the school year, during which they develop and refine their skills and knowledge alongside a skilled clinical residency coach. Teacher candidates work in classrooms every school day during contractual hours, while completing ODU coursework in the evenings. The unique delivery of the competencies, aligned with the professional studies standards for Virginia educators, provide opportunities for teacher candidates to link theory to practice in the context of culturally relevant pedagogy under the mentorship of a master teacher (clinical residency coach) and an ODU faculty member who together create a learning community.

Residency

Each teacher candidate has been placed with a carefully chosen mentor, called a clinical residency coach (CRC). These coaches are highly qualified, successful teachers working in NPS. CRCs model best practices in their classrooms, providing examples of how to connect theory to practice in implementing high quality instruction through a culturally relevant pedagogy lens. To support the CRCs serving as a mentor, this group of teachers received training in best practices to support the preparation and retention of new TIR candidates delivered by the Center for Teacher Leadership, who are certified by the National Center for Teacher Residencies (NCTR) to deliver such training. This professional development introduced CRCs to the critical elements and expectations of the TIR program and best practices in implementing Culturally Relevant Pedagogy in urban classrooms. ODU university faculty supervise the teacher candidates through regular observations and conversations.

In Summer 2019, the teacher candidates enrolled in coursework and participated in a teacher “bootcamp” seminar focused on preparing them for their year-long residency in schools, which began in Fall 2019. The no cost extension permitted the program to recruit early for the current Cohort IV, ensuring that participants could enter their teaching internship residencies from the first day of school. Candidates are currently enrolled in their final course and all have received offers of employment from Norfolk Public Schools. In accordance with the terms of the program, all candidates must serve as a teacher in Norfolk Public Schools for three years, or pay back the stipend and tuition money on a payback schedule established by the Old Dominion University Research Foundation.

PROGRAM OBJECTIVES:

The goals and objectives of the teacher residency program are as follows:

1. Prepare 15 highly-qualified teachers to serve in critical shortage areas in Norfolk Public Schools;
2. Develop a sustainable model for preparing culturally relevant teachers through integrating course work with residency-based practice;
3. Implement the Board of education-approved model for licensure for Teachers-in-Residency in a dual model of residency and coursework, and
4. Design and implement a research-based evaluation that will both test and further the foundations of culturally relevant teaching in Virginia’s urban public schools.

PARTNERSHIP(S):

The Teacher in Residence (TIR) program is built on a strong collaboration with Norfolk Public Schools (NPS) that extends back several years to the first TIR cohort in 2015-16. The partnership was first established to address a critical teaching shortage in NPS: math and science teachers. The first three TIR cohorts prepared 32 math and science teachers for secondary teaching positions, significantly reducing the critical shortage in this area. Because there were fewer science vacancies in Fall 2018 than in prior cohort years, we expanded the scope of the TIR program to other critical shortage areas in NPS. In the 2018-19 Cohort IV, we admitted eleven candidates: 4 secondary science and 7 special education (general curriculum). The TIR collaboration bridges the expertise and resources of ODU and NPS to provide teacher candidates with an intensive preparation experience that bridges theory to practice through a full-year residency. ODU and NPS have worked closely together to identify and recruit teacher candidates and clinical residency coaches. In accordance with the VDOE funding parameters, in the 2018-19 Cohort IV program, NPS has contributed \$150,000 to support a third of program costs. Drawing on the no cost extension, the program has recruited a new cohort of 13 teacher candidates for the 2019-20 school year.

In addition to the partnership with NPS funded by the VDOE grant, the TIR program has expanded to include a cohort with Newport News Public Schools (NNPS) that is funded fully by the division. This small cohort of four teacher candidates is focused on special education licensure. NNPS recruited qualified candidates from teaching assistant positions, enabling the division to work within its budgeted resources to fund a year-long residency. The Newport News program follows the same coursework and residency model as the VDOE-funded Norfolk cohort. Newport News has committed to an additional cohort for the 2019-20 year, increasing its cohort from four to seven teacher candidates.

In order to continue to refine and strengthen the TIR model, we have initiated two additional collaborations in 2018-19. First, the TIR program has joined the National Center for Teacher Residencies (NCTR) as a member organization. This membership has provided critical professional resources to ensure that our residency program reflects the best practices in the field. In addition, as part of our membership NCTR has fielded surveys for our residents and their mentors. These mid-program and summative surveys have provided invaluable data about our program. Second, the TIR program is collaborating with Prepared to Teach at Bank Street College, which is focused on building sustainably funded residency programs nationally. It is particularly interested in considering how to leverage existing district and state resources to support funded residencies, such as Newport News' program which uses existing teaching assistant positions to increase its pool of skilled, licensed teachers. Prepared to Teach has supported the creation of a Virginia Residency Learning Network, comprised of the three residency programs in VA: ODU, UVA, and VCU. Prepared to Teach has provided funding to support collaboration across the three programs as a way of building capacity statewide to support the development of residency programs. On June 26-27, 2019, the three programs met for a workshop focused on the identification, selection, and support of highly skilled mentors/clinical residency coaches. This workshop represented the start of an ongoing collaborative conversation across programs focused on how to share models, materials, and experiences.

INCENTIVES AND SUPPORTS:

The grant provides funding for teacher candidate support, including funds to pay for up to 32 credits in graduate tuition and a stipend of up to \$23,000 for each TIR teacher candidate. In addition, the funding covers licensure test fees as well as costs for LiveText, a candidate assessment management system used to monitor and report on candidate performance. Teacher candidates also received support in the form of special workshops and seminars focused on culturally relevant pedagogy and other critical topics related to leading learning in urban, high-need classrooms. In addition to the financial supports, teacher candidates also received ongoing support from their clinical residency coaches with whom they shared a classroom during their residency. This relationship is the crux of the TIR program, providing teacher candidates with a highly skilled mentors who model all facets of effective practice and guide their residents with critical feedback. The grant also supports the training and support of clinical residency coaches (CRC) in mentoring/coaching skills, including understanding, applying, and mentoring others in culturally relevant pedagogy. Each CRC received a \$2,500 stipend for their mentoring and coaching work.

PARTICIPANTS:

Old Dominion University had 11 participants in the program. Below is a chart outlining information on the residents. [identifiable information redacted]

Area(s) of Teaching Seeking Endorsements	School Division (for residency)	Number of Hours of Graduate Credit Completed	Did the individual complete the first year of the TRP Program? (yes or no)	If the resident has accepted employment, please indicate the employer.	Area of Teaching Assigned
Science	Norfolk	31*	Yes	Norfolk	Science
Special Education	Norfolk	32*	Yes	Norfolk	Special Education
Special Education	Norfolk	32*	Yes	Norfolk	Special Education
Special Education	Norfolk	32*	Yes	Norfolk	Special Education
Science	Norfolk	31*	Yes	Norfolk	Science
Special Education	Norfolk	(withdrew)			

Area(s) of Teaching Seeking Endorsements	School Division (for residency)	Number of Hours of Graduate Credit Completed	Did the individual complete the first year of the TRP Program? (yes or no)	If the resident has accepted employment, please indicate the employer.	Area of Teaching Assigned
Science	Norfolk	31*	Yes	Norfolk	Science
Special Education	Norfolk	32*	Yes	Norfolk	Special Education
Science	Norfolk	31*	Yes	Norfolk	Science
Special Education	Norfolk	(withdrew from graduate program)	Yes	Norfolk	Special Education
Special Education	Norfolk	32*	Yes	Norfolk	Special Education

*Teacher Residents are currently enrolled in last 3 credits of their graduate work, which will be completed by August 2019.

PROGRAM EVALUATION:

OUTCOME MEASURES, INCLUDING STUDENT PERFORMANCE INDICATORS:

Please refer to Attachment A -- Teacher in Residence Program, TIR Cohort IV Program Evaluation

EXPENDITURES:

The financial report was provided by the Old Dominion University Research Foundation (ODURF). It reflects the application of the no cost extension from TIR Cohort III into the 2018-19 academic year. The final expenditure report for TIR Cohort IV will be completed at the end of the no cost extension in June 2020, which is supporting the new Cohort V.

Period of Award: July 1, 2018 – June 30, 2019

Public Institution of Higher Education

Personal Services 1000								Total Cost
Description					State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
Job titles of individuals whose salary will be charged to this program	Program Role	% FTE	Salary	Total charged to grant for this individual				
ODU Faculty Admin MG	Faculty Contributor	23%	\$65,000.00	\$15,000.00	\$15,000.00	\$0	\$0	\$15,000.00
ODU Faculty Admin LM	Faculty Contributor	6%	\$68,000.00	\$4,000.00	\$4,000.00	\$0	\$0	\$4,000.00
ODU Faculty Admin JM	Faculty Contributor	10%	\$65,000.00	\$7,000.00	\$7,000.00	\$0	\$0	\$7,000.00
				\$0				\$0
				\$0				\$0
				\$0				\$0
				\$0				\$0
Total Personal Services 1000				\$26,000.00	\$26,000.00	\$0	\$0	\$26,000.00

Employee Benefits 2000				Source of Funds			
Job titles of individuals whose benefits will be charged to this program	% benefits	Salary	Total	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	Total Cost
ODU Faculty Admin MG	8.8%	\$15,000.00	\$1,320.00	\$1,320.00	\$0	\$0	\$1,320.00
ODU Faculty Admin LM	8.8%	\$4,000.00	\$352.00	\$352.00	\$0	\$0	\$352.00
ODU Faculty Admin JM	8.8%	\$7,000.00	\$616.00	\$616.00	\$0	\$0	\$616.00
0		\$0	\$0				\$0
0		\$0	\$0				\$0
0		\$0	\$0				\$0
0		\$0	\$0				\$0
Total Employee Benefits 2000				\$2,288.00	\$0	\$0	\$2,288.00

Purchased/Contractual Services 3000	Source of Funds			
Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	Total Cost
18 Teacher Coach Mentors TIR4	\$25,451.12	\$11,548.88	\$0.00	\$37,000.00
10 Participants x \$21,400.00 Stipend, 1 Participant x \$5,250.00 Stipend	\$93,850.00	\$125,400.00	\$0	\$219,250.00
11 Participant Summer 2018 Tuition Payments	\$30,834.75	\$0.00	\$9,806.25	\$40,641.00
11 Participant Fall 2018 Tuition Payments	\$43,078.50	\$0.00	\$13,859.50	\$56,938.00
10 Participant Spring 2019 Tuition Payments	\$32,732.25	\$0.00	\$10,590.75	\$43,323.00
9 Participant Summer 2019 Tuition Payments	\$32,337.75	\$0.00	\$10,254.00	\$42,591.75
				\$0
Total Purchased Contractual Services 3000	\$258,284.37	\$136,948.88	\$44,510.50	\$439,743.75

Internal Services 4000	Source of Funds			Total Cost
Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
				\$0
				\$0
				\$0
				\$0
				\$0
Total Internal Services 4000				

Other Charges 5000	Source of Funds			Total Cost
Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
Other Participant Support Costs (participant food reimbursements, Praxis reimbursements, participant travel reimbursements)	\$4,682.10	\$650.00	\$0.00	\$5,332.10
				\$0
				\$0
				\$0
				\$0
Total Other Charges 5000	\$4,682.10	\$650.00	\$0.00	\$5,332.10

Materials and Supplies 6000	Source of Funds		
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Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	Total Cost
				\$0
				\$0
				\$0
				\$0
				\$0
Total Materials and Supplies 6000				

Total Program Budget for the Teacher Residency Grant

	Source of Funds			Total Budget
	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program) <i>[1/3 of state funds requested]</i>	In-Kind	
Personal Services (1000)	\$26,000.00	\$0	\$0	\$26,000.00
Employee Benefits (2000)	\$2,288.00	\$0	\$0	\$2,288.00
Purchased/Contractual Services (3000)	\$258,284.37	\$136,948.88	\$44,510.50	\$439,743.75
Internal Services (4000)	\$0	\$0	\$0	\$0
Other Charges (5000)	\$4,682.10	\$650.00	\$0	\$5,332.10
Material and Supplies (6000)	\$0	\$0	\$0	\$0
Total Program Budget	\$291,254.47	\$137,598.88	\$44,510.50	\$473,363.85

ATTACHMENT A
Teacher in Residence (TIR) Program – Old Dominion University

Teacher in Residence Cohort IV Program Evaluation

Effectiveness of program in meeting the stated goals and objectives

The overarching goal of the Teacher in Residence grant TIR Cohort IV was to prepare highly qualified teachers through a partnership between Old Dominion University and Norfolk Public Schools, with expertise both in their content and also in best practices in culturally relevant pedagogy (CRP). The program was built on the highly successful program of study implemented in the first three TIR cohort grant iterations, which incorporated the emphasis on CRP. Four clear objectives guided our work. A description of our success in meeting each of the objectives follows.

Objective 1: Prepare highly qualified teachers to serve in critical shortage areas in NPS schools

Although building on prior experience, the TIR Cohort IV represents two distinct changes from the previous cohorts. Although now in its fourth year of a residency partnership between ODU and NPS, TIR Cohort IV is the first to span a full school year, providing teacher candidates with an immersive experience. Over the course of a year, the teacher candidates have been able to move from a collaborative co-teaching role to an increasingly demanding and more independent role of lead teacher. Throughout this time, clinical resident coaches have provided targeted feedback and support designed to ensure that teacher candidates are fully ready to be effective teachers in their own classrooms on their first day. In addition, recognizing that the previous cohorts' focus on preparing STEM teachers has significantly reduced the critical shortages in math and science, the TIR Cohort IV program expanded its scope to include another critical shortage area: special education.

Rigorous recruitment and selection, conducted jointly by ODU faculty and NPS administrators, selected eleven teacher candidates for admission into TIR Cohort IV. Four candidates pursued the master's in education in secondary education (science), while seven pursued the master's in education in special education (general curriculum).

All eleven candidates were placed in middle schools (for science and special education) and elementary schools (for special education) with highly qualified clinical residency coaches identified by the human resource specialists, Mr. Michael Sheets and Mr. Christopher Meissel, and NPS content leaders. In tandem with the clinical residency coaches, faculty from ODU conducted onsite visits, with mid-term and culminating evaluations. Of these eleven teacher candidates, nine have persisted in the program and are on track to successfully complete their programs by the end of Summer 2019 (they are currently enrolled in their final course). All nine have been offered employment by Norfolk Public Schools in their licensure areas. Both teacher candidates who did not complete the program were pursuing licensure in special education. One of the two teacher candidates who left the program performed very effectively in the school-based residency.... The candidate withdrew from the program but will continue to teach in NPS under a provisional license. Although it is our hope that all admitted teacher candidates will

successfully complete the program, we believe that the full-year residency placement provides a rigorous experience that helps ensure that graduates are qualified and fully ready to step into their teaching roles.

Objective 2: Develop a sustainable model for preparing culturally relevant teachers through integrating coursework with residency-based practice.

The implementation of the partnership model has proven to be a successful way in which high quality teachers can be prepared to meet the unique needs of the partnering division, an urban school district with diverse students.

Although the TIR teacher candidates registered for discrete courses during each term, the program competencies were woven throughout the term of the grant, allowing for organic connections to theory and practice as they were immersed in the classrooms and working with their clinical resident coaches (CRCs). This marriage of content and immersion in the field created a seamless approach to providing teacher candidates with the knowledge and tools necessary for in the public classroom. The close-knit partnership between ODU faculty, school-based faculty, and administrators strengthens the partnership, building trust and anticipation of continuing similar approaches in the future. The sustainability of the program is evident by the enthusiasm of both parties in determining not only how to continue our work, but by our successful broadening of the program beyond secondary math and science and to include a special education. Because the issue of cost is a major concern, during the grant period, ODU faculty were paid modest stipends (for time and travel) for clinical supervision in tandem with adding the TIR responsibilities to their current instructional load.

Although the VDOE funding has been integral to the success of the TIR program, we have made gains to build sustainable approach to supporting teacher residencies. TIR IV is the first year that NPS has contributed a significant portion of costs, funding one third of the program’s budget. The program has also actively sought to promote the sustainability of the program through its collaboration with The National Center for Teacher Residencies and Prepared to Teach. ODU’s partnership with Newport News Public Schools demonstrates our effort to explore scalable models that could broaden school division access to teacher residencies.

Objective 3: Implement a VDOE-approved model for fast-track licensure in a dual model of residency and coursework.

The TIR program has broadened from its focus on math and science licensure to include special education (K-12 General Curriculum), reflecting the program’s efforts to adapt to meet the changing priorities and critical shortage areas of our partner schools.

Master’s of Science in Education, Secondary Education (Science)			
COURSE	#	TITLE	CREDITS
FOUN	615	Research and Application of the Evolution of Education: History, Issues, Technology and Assessment	3
FOUN	641	Assessment and Evaluation of Student Learning	3
SPED	511	Classroom and Behavioral Management Techniques for	3

Master's of Science in Education, Secondary Education (Science)			
COURSE	#	TITLE	CREDITS
		Students with Diverse Needs	
FOUN	650	Human Development & Learning	3
STEM	655	Culturally Relevant STEM Methods	3
TLED	669	Internship/Student Teaching and Seminar	9
TLED	639	Capstone Seminar	3
TLED	630	Develop and Enhancing Literacy with Culturally and Linguistically Diverse Learner Across Content Areas	3
TLED	583	Capstone Seminar	1
			31 credits

FOUN 615 - Research and Application of the Evolution of Education: History, Issues, Technology and Assessment: Course focuses on foundations of U.S. education system; legal aspects for educational delivery in the U.S. and Virginia; use and contributions of technology integration to learning outcomes; formative and summative assessment for improving learning outcomes of urban children and youth.

FOUN 641 - Assessment and Evaluation of Student Learning: The valid use of formative and summative assessment and evaluation principles for monitoring and promoting students' learning and development will be addressed. Students will learn how to construct and use a variety of formal and informal teacher assessment procedures.

SPED 511 – Classroom and Behavioral Management Techniques for Students with Diverse Needs: This course will address classroom management techniques and individual interventions based upon behavioral, cognitive, affective, social, and ecological theory and practice. The course will focus on the field of applied behavior analysis, including best practices in the areas of data collection, program selection, program implementation, and data analysis. Positive behavior management and supports and functional behavioral assessment will be emphasized. Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

FOUN 650 – Human Development and Student Learning: Co-requisite: Student must be a participant in the Teacher Residency Grant. This course will focus on understanding children's and adolescents' physical, social, emotional, intellectual, and speech/language development; integrating and incorporating children and adolescent differences (economic, social, racial, ethnic, religious, physical, and mental) into understanding developmental issues as they relate to instruction, including the identification and instruction of students with exceptionalities as well as special needs. Research related to the classroom application of these theories is examined and evaluated based on principles of research design and interpretation.

STEM 655 - Culturally Relevant Practices in the STEM Classroom: This course will focus on the following elements of effective teaching practice: understanding discipline specific content and methods, employing best-practice strategies to teach discipline specific skills and concepts, assessing student learning, legal and safety issues, use of technology, issues of

diversity, engagement with the community, and strategies for continuing to grow as a teacher and learner.

TLED 669 - Internship/Student Teaching and Seminar: Five days per week for 6-14 weeks; 3-9 credits. Available for pass/fail grading only. Provides practice in teaching and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns.

Prerequisites: Completion of an approved program in teacher education, passing scores on the appropriate licensure assessments, departmental approval, permission of the director of teacher education services, no grade less than C- in content area and professional education core, minimum major and overall GPA of a least 2.75, GPA of 3.0 required for graduate programs.

TLED 639 – Capstone Seminar: Five days per week for 6-14 weeks; 3-9 credits. Provides practice in teaching and in analyzing teaching approaches and behaviors. Examines instructional problems and concerns. Prerequisites: Completion of an approved program in teacher education, passing scores on the appropriate licensure assessments, departmental approval, permission of the director of teacher education services, no grade less than C- in content area and professional education core, minimum major and overall GPA of a least 2.75, GPA of 3.0 required for graduate programs.

TLED 630 - Develop and Enhancing Literacy with Culturally and Linguistically Diverse Learner Across Content Areas: This course focuses on the development and implementation of strategies that will accommodate how language and cultural differences affect communication and learning; knowledge of the impact of language-based curriculum skills such as listening, speaking, reading, and writing; instructional techniques needed to assist individuals identified as culturally, linguistically, and academically diverse in achieving reading and comprehension skills; comprehension strategies; and an understanding of reading across the disciplines.

TLED 583 – Capstone Seminar: Explores issues, problems, concerns, and processes related to teaching and to entering the profession of teaching. Passing scores on Elementary Education Multiple Subjects Assessment in licensure content area, passing scores on the Virginia Communication and Literacy Assessment (VCLA), and where appropriate passing scores on Reading for Virginia Educators are required to pass this course. Prerequisite: admitted to approved teacher education program.

Master’s of Science in Education, Special Education (General Curriculum)			
COURSE	#	TITLE	CREDITS
SPED	500	Foundations of Special Education	3
SPED	502	Instructional Design 1: Learner Characteristics	3
SPED	511	Classroom Behavior	3
FOUN	650	Human Development & Learning	3
SPED	515	Instructional Design 2: Curriculum Procedures and Individualized Education Planning	3
SPED	610	Characteristics of Students Accessing the General Curriculum	3
SPED	517	Collaboration and Transitions	3
SPED	611	Instructional Strategies: General Curriculum	3

Master's of Science in Education, Special Education (General Curriculum)			
COURSE	#	TITLE	CREDITS
SPED 669		Internship/Student Teaching and Seminar	2
TLED	630	Develop and Enhancing Literacy with Culturally and Linguistically Diverse Learner Across Content Areas	3
TLED	568	Language Acquisition and Reading for Students with Diverse Learning Needs	3
			32 credits

SPED 500 – Foundations of Special Education: Legal Aspects and Characteristics: The course provides an introduction and overview of the field of special education from the perspective that it is a subsection of general education and that the field is in transition by virtue of philosophical, legislative and programmatic changes. Legal aspects, regulatory requirements, and critical analyses of research are addressed. This course includes a broad overview of the expectations associated with the identification, characteristics, and education of students with disabilities.

SPED 502 – Instructional Design 1: Learner Characteristics: The intent of this course is to provide pre-service teachers with: (a) knowledge of the characteristics of students with mild disabilities who are accessing the general curriculum, K-12, including, but not limited to learning disabilities, emotional disabilities and intellectual disabilities and (b) the ability to develop knowledge and skill in the selection, administration, scoring and interpretation of standardized/norm-referenced assessments of exceptional learners. Administering formal and informal assessment tools and the development of an IEP are emphasized. The use of assessment data to improve instruction and student performance is discussed. Prerequisites: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 511 – Classroom and Behavioral Management Techniques for Students with Diverse Needs: This course will address classroom management techniques and individual interventions based upon behavioral, cognitive, affective, social, and ecological theory and practice. The course will focus on the field of applied behavior analysis, including best practices in the areas of data collection, program selection, program implementation, and data analysis. Positive behavior management and supports and functional behavioral assessment will be emphasized. Pre- or corequisite: a grade of C- of higher in SPED 400 or a grade of B- or higher in SPED 500.

FOUN 650 – Human Development and Student Learning: Co-requisite: Student must be a participant in the Teacher Residency Grant. This course will focus on understanding children's and adolescents' physical, social, emotional, intellectual, and speech/language development; integrating and incorporating children and adolescent differences (economic, social, racial, ethnic, religious, physical, and mental) into understanding developmental issues as they relate to instruction, including the identification and instruction of students with exceptionalities as well as special needs. Research related to the classroom application of these theories is examined and evaluated based on principles of research design and interpretation.

SPED 515 - Instructional Design 2: Curriculum Procedures and Individualized Education

Planning: The intent of this course is to provide preservice teachers with: (a) knowledge of research-based instruction for K-12 students with disabilities and those who are gifted; (b) knowledge and skill in using data collection to make decisions about student progress, instruction, program, accommodations and teaching methodology for exceptional learners, and (c) knowledge and skill in planning, developing and implementing individual educational plans and group instruction for diverse exceptional learners who are accessing the general education curriculum and the Virginia Standards of Learning. Practicum of 45 hours required. Prerequisites: a grade of C- or higher in SPED 400 and SPED 402 or a grade of B- or higher in SPED 500 and SPED 502, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 610 - Characteristics of Students Accessing the General Curriculum: The intent of this course is to provide pre-service and currently licensed teachers with (a) knowledge of the characteristics of students with disabilities who are accessing the general curriculum, K-12, including, but not limited to learning disabilities, emotional disabilities, and intellectual disabilities; (b) the ability to recognize etiologies, underlying factors, and contributing conditions that impact student learning, and (c) the cultural impact of disabling conditions. Prerequisites: SPED 400/SPED 500.

SPED 517 - Collaboration and Transitions: This course addresses the complex issues surrounding families and children with disabilities and transitions across the lifespan, as well as effective collaboration with families and professionals to support inclusion and/or effective early intervention services, educational programs and transition services for students at-risk and students with disabilities. Emphasis is on successful professional collaboration and effective relationships in educational, transition, and family settings. Pre- or corequisite: SPED 400/SPED 500.

SPED 611 - Instructional Strategies: General Curriculum: This course emphasizes effective research-based instructional strategies for teaching students with mild/moderate disabilities in grades K-12 who are accessing the general education curriculum. Practicum of 45 hours in middle/secondary-level setting is required. Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, SPED 610 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

SPED 669 – Internship/Student Teaching and Seminar: The course provides supervised involvement in a practicum setting where the student and the instructor work together closely to develop curricula and gain expertise in teaching specific topics of importance to special educators. 50 hours per credit. Prerequisites: appropriate graduate instructional strategies course work and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education.

TLED 630 - Develop and Enhancing Literacy with Culturally and Linguistically Diverse Learner Across Content Areas: This course focuses on the development and implementation of strategies that will accommodate how language and cultural differences affect communication and learning; knowledge of the impact of language-based curriculum skills such as listening,

speaking, reading, and writing; instructional techniques needed to assist individuals identified as culturally, linguistically, and academically diverse in achieving reading and comprehension skills; comprehension strategies; and an understanding of reading across the disciplines.

TLED 568 - Language Acquisition and Reading for Students with Diverse Learning Needs:

This course provides an overview of normal language development and language disorders which impact the acquisition of language-based curriculum skills such as listening, speaking, reading, and written expression. Emphasis is on instructional techniques to assist students with diverse learning needs to achieve reading and comprehension skills. Effective reading strategies and curricula for individuals with disabilities will also be reviewed

Objective 4: Design and implement a research-based evaluation that will both test and further the foundations of CRP in Virginia’s urban public schools.

As delineated more fully in the following sections, the TIR program has implemented an evaluation plan that assesses the program’s success in reducing teacher shortages in critical need areas in Norfolk Public Schools by recruiting and preparing a racially diverse and highly qualified pool of teacher candidates in a rigorous residency program. The TIR program has been evaluating the effectiveness of the program since its inception. With the TIR Cohort IV the program has drawn on its collaborations with the National Center for Teacher Residencies and Prepared to Teach to broaden evaluation our efforts.

Success of identifying and recruiting well-qualified candidates

The TIR program was established to recruit and prepare a diverse cadre of effective teachers able to meet the instructional needs of all students in high-need schools. One metric of success is the program’s success in preparing a racially diverse cohort of teacher candidates. As noted in the report from the Task Force on Diversifying Virginia’s Educator Pipeline (August, 2017), 49% of PreK-12 students identify as students of color, while only 21% of Virginia teachers identify as people of color. Since the first TIR cohort in 2015-16, the cohorts have become progressively more racially diverse. As shown in the table below, the racial diversity of the cohorts grew from 31% in Cohort I to 86% in Cohort IV. This upward trend mirrors the scholarship on teacher residencies that suggests that teacher residencies are more likely to be racially diverse than traditional teacher preparation programs because such programs remove the financial barriers to entry that disproportionately affect individuals of color. Guha & Kini (2016) found in their study of national residency programs that more than a third of residents were people of color, which is twice the national average of new teachers of color entering the field.

Race/Ethnicity	TIR Cohort I 2015-016	TIR Cohort II 2016-17	TIR Cohort III 2017-18	TIR Cohort IV 2018-19
White	69%	40%	50%	13%
Black	31%	53%	50%	73%
2 or more races	0%	6%	0%	13%
Total % Individuals of Color	31%	46%	50%	86%

A rigorous process for recruitment, identification, and selection of teacher candidates is a central component of the TIR program. ODU and NPS collaborated on recruiting a pool of prospective

teacher candidates. Building on insights from the prior iterations of the program, we broadened our recruitment efforts. ODU recruited candidates through several targeted outreach strategies:

- Distributing TIR program information to advisors and program leaders at area universities to recruit recent graduates with relevant content majors
- Asking NPS teachers to recruit former students or other individuals they identify as having teacher potential
- Newspaper, social media, and other advertisements

Although the program has been successful in identifying and recruiting strong teacher candidates, we continue to explore how to expand our recruitment efforts. While we know that residency programs are among the most effective ways of preparing strong teacher candidates who remain in the teaching profession, potential teacher candidates may not be aware of the different routes to teacher preparation. We are continuing to explore how to use social media, social and professional networks, and other digital platforms to reach and attract new potential candidates that may not know about the benefits of a residency program.

Effectiveness of the partnership

In addition to contributing to the diversity of NPS' teacher pool, the TIR program has also helped reduce the division's critical shortage areas. As noted earlier, the program has prepared three cohorts of teachers licensed in secondary mathematics or science, which has helped significantly reduce the need for new teachers in these fields. The expansion of the TIR program in Cohort IV to include special education reflects the success of the prior math and science cohorts. Across the first three cohorts, 84% of program graduates have remained in their teaching positions in Norfolk Public Schools or other school divisions (4 graduates of Cohort II accepted positions in other Hampton Roads divisions because all teaching openings in science had been filled). Of the eleven teacher candidates in Cohort IV, nine have been offered positions by NPS. In addition, one candidate who withdrew from the master's program has been offered a position as a provisionally licensed teacher.

The TIR program was established not only to increase the teacher pool in Norfolk Public Schools, but also to reduce attrition from the division. Beginning with the 2019-20 school year, graduates of the first TIR cohort will be able to seek employment in other divisions without being required to repay a portion of their program costs. We are monitoring graduates from this cohort to evaluate the effectiveness of the partnership in retaining teachers beyond the terms of their TIR contract. The TIR program has provided informal mentoring and induction support to prior cohort members and will continue to refine and develop this work to help ensure a smooth transition from roles as teacher candidates in a residency to their roles as teachers of record.

The TIR program has also been effective in building a collaborative partnership between the university and school division that is responsive to the needs of schools. The Teacher in Residence (TIR) program is built on a strong collaboration with Norfolk Public Schools (NPS) that extends back several years to the first TIR cohort in 2015-16. The partnership was first established to address a critical teaching shortage in NPS: math and science teachers. The first three TIR cohorts prepared 32 math and science teachers for secondary teaching positions, significantly reducing the critical shortage in this area. Because there were fewer science vacancies in Fall 2018 than in prior cohort years, we expanded the scope of the TIR program to

other critical shortage areas in NPS. In the 2018-19 Cohort IV, the program admitted 11 candidates: 4 secondary science and 7 special education (general curriculum). The TIR collaboration bridges the expertise and resources of ODU and NPS to provide teacher candidates with an intensive preparation experience that bridges theory to practice through a full-year residency. ODU and NPS have worked closely together to identify and recruit teacher candidates and clinical residency coaches. In accordance with the VDOE funding parameters, in the 2018-19 Cohort IV program, NPS has contributed \$150,000 to support a third of program costs. Drawing on the no cost extension, the program has recruited a new cohort of 13 teacher candidates for the 2019-20 school year.

Perceptions of the program success by participants and partners

In previous cohorts, the program surveyed participants about their satisfaction with their preparation experience. Beginning with Cohort IV in 2018-19, the program has partnered with the National Center for Teacher Residencies to survey teacher candidates and their mentors. This initiative has deepened our understanding of the strengths and opportunities for growth by comparing our TIR participant responses to those of a national pool. The surveys were fielded at the program's mid-point in November 2018 and again in April 2019. The survey asks respondents questions about program design, recruitment and selection, vision and expectations, and program satisfaction. The survey also includes open-ended prompts inviting feedback from respondents.

The mid-point and summative surveys indicate that teacher candidates/residents are generally satisfied with their preparation program (see Appendix). Teacher candidates rated most aspects of their preparation above a 3.0 on a 4-point scale, particularly the support they received by mentors to be effective learners/practitioners (3.7 at midpoint, 3.6 final), the effectiveness of the matching process for clinical resident coaches and teaching candidates (3.6 at midpoint, 2.4 final), the learning environment (3.7 at midpoint, 3.6 final), and professionalism and leadership (3.5 at midpoint, 3.6 final). Overall, teacher candidates rated highly their preparation to be an effective teacher (3.5 at midpoint, 3 final) as well as their preparedness to be the teacher of record next year (3.3 at midpoint, 3.5 final).

Teacher candidates were less satisfied with the clarity and alignment of program goals. They gave lower ratings to alignment between program partners and residency goals (2.8 at midpoint, 2.6 final) and clarity of vision and expectations for teacher candidates (2.8 at midpoint, 2.5 final). Open-ended feedback from respondents suggested clarifying expectations for the teacher candidates and clinical resident coaches, as well as more clearly delineating the targeted performance milestones to guide teacher candidate progress.

The survey responses by clinical resident coaches also indicated high levels of satisfaction with the program. They rated all aspects of the program and their preparation to serve as mentors at or above a 3.0 on a 4-point scale, with one exception: they rated their preparedness to be a mentor when they first assumed the role below a 3 (2.7 at midpoint, 2.8 final). By contrast, they rated their preparedness after participating in training more positively (3.5 at midpoint, 3.4 final). They also gave high ratings to the support they received from course instructors (3.5 at midpoint, 3.2 final) and from the training sites (3.5 at midpoint, 3.4 final). They also gave high ratings to the

clarity of their role (3.5 at midpoint, 3.5 final) and clarity of the program's vision for effective teaching (3.6 at midpoint, 3.4 final).

Although we are gratified that our teacher candidate residents and clinical resident coaches are generally satisfied with their experience in the TIR program, we are using the survey data and open-ended suggestions to guide the continued refinement of the program model in order to most effectively support our teacher candidates in becoming high quality teachers committed to meeting the needs of all students. The National Center for Teacher Residencies includes surveys of graduates and principals (who employ our graduates), which we will use in the next iteration of the TIR program. These data will help guide our continued improvement efforts as well as contribute to the field's understanding of residency models for teacher preparation.

Appendix: NCTR Survey Data

NCTR Survey of ODU-NPS Teacher in Residency Program: Cohort IV 2018-19

		Midpoint			Final		
Question Scale: 0-4 (4=high)	Respondent	n	TIR	National Peers	n	TIR	National Peers
Program Preparation of Teacher Candidates							
How prepared is your resident to teach next year as the teacher of record?	Clinical Resident Coach/Mentor	13	3.2	2.7	12	3.4	3.2
My program is preparing me to be an effective teacher	Resident	12	3.5	3.4	10	3	3.4
Preparedness to teach next year as the teacher of record	Resident	12	3.3	2.9	10	3.5	3.3
Are residents supported by course instructors to be effective learners/practitioners	Resident	12	3.2	3.5	10	2.7	3.4
Are residents supported by mentors to be effective learners/practitioners	Resident	12	3.7	3.5	10	3.6	3.4
Are residents supported by the training site to be effective learners/practitioners	Resident	12	3.3	3.2	10	3.5	3.1
Training and Support of Clinical Resident Coaches/Mentors							
Preparedness to be a mentor (when you first became a mentor)	Clinical Resident Coach/Mentor	13	2.7	2.4	12	2.8	3.5
Preparedness to be a mentor (at this moment in the year)	Clinical Resident Coach/Mentor	13	3.5	3.2	12	3.7	3.4
The support I receive from residency program staff improves my performance as a mentor	Clinical Resident Coach/Mentor	13	3.2	3.1	12	3.2	3.1

NCTR Survey of ODU-NPS Teacher in Residency Program: Cohort IV 2018-19

Question Scale: 0-4 (4=high)	Respondent	Midpoint			Final		
		n	TIR	National Peers	n	TIR	National Peers
Are mentors supported by course instructors to be effective teacher educators	Clinical Resident Coach/Mentor	13	3.5	2.9	13	3.2	3
Are mentors supported by the training site to be effective teacher educators	Clinical Resident Coach/Mentor	13	3.5	3	13	3.4	3.1
How effective is the residency program at preparing mentors	Clinical Resident Coach/Mentor	13	3.3	2.9	12	3.4	3
Are the vision and expectations for mentors clearly defined	Clinical Resident Coach/Mentor	13	3.6	3.2	12	3.5	3.3
Are the vision and expectations for mentors clearly defined	Resident	12	3	3.2	10	2.4	3.1
Program Elements							
Are program partners aligned to residency goals	Resident	12	2.8	3.1	10	2.6	3
Are program partners aligned to residency goals	Clinical Resident Coach/Mentor	13	3.5	3.2	12	3.2	3.2
Is the residency course work aligned to clinical practices	Clinical Resident Coach/Mentor	13	3.3	3.1	12	3.1	3.2
Is the residency course work aligned to clinical practices	Resident	12	3.3	3.2	10	2.8	3.2
Are the vision and expectations for residents clearly defined	Resident	12	2.8	3.1	10	2.5	3.1
Is the residency program's mentor/resident matching process	Clinical Resident Coach/Mentor	13	3.6	3.4	12	3.5	3.4

NCTR Survey of ODU-NPS Teacher in Residency Program: Cohort IV 2018-19

Question Scale: 0-4 (4=high)	Respondent	Midpoint			Final		
		n	TIR	National Peers	n	TIR	National Peers
effective?							
Is the residency program's mentor/resident matching process effective?	Resident	12	3.6	3.4	10	3.4	3.3
Is the residency program's recruitment and selection process effective	Resident	12	3.1	3.2	10	2.8	3.2
Is the vision for effective teaching clearly defined	Clinical Resident Coach/Mentor	13	3.6	3.2	12	3.4	3.2
Is the vision for effective teaching clearly defined	Resident	12	3	3.3	10	2.6	3.3
Learning Environment	Clinical Resident Coach/Mentor	13	3.4	2.9	12	3.3	3.1
Learning Environment	Resident	12	3.7	3.1	10	3.6	3.3
Planning & Instruction	Clinical Resident Coach/Mentor	13	3.2	2.7	12	3.4	3.1
Planning & Instruction	Resident	12	3.3	2.9	10	3.3	3.2
Professionalism & Leadership	Clinical Resident Coach/Mentor	13	3.5	3	12	3.3	3.2
Professionalism & Leadership	Resident	12	3.5	3.3	10	3.6	3.5
Student, Family, & Community Engagement	Clinical Resident Coach/Mentor	13	3.1	2.6	12	3.2	2.9
Student, Family, & Community Engagement	Resident	12	3	2.7	10	3.2	2.9

UNIVERSITY OF VIRGINIA

REPORT – TEACHER RESIDENCY GRANT

PROGRAM YEAR: July 1, 2018 – June 30, 2019 [FY2019]

**VIRGINIA DEPARTMENT OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION AND LICENSURE
P. O. BOX 2120
RICHMOND, VIRGINIA 23218-2120**

**UNIVERSITY OF VIRGINIA
TEACHER RESIDENCY GRANT
PROGRAM YEAR: July 1, 2018 – June 30, 2019 [FY2019]**

AUTHORITY:

The language from the 2018 Appropriation Act, Item 135 is as follows:

Teacher Residency

R. Out of this appropriation, \$2,000,000 the first year and \$1,500,000 [2019 session revised appropriation to \$1,750,000] the second year from the general fund is provided for grants for teacher residency partnerships between university teacher preparation programs and the Petersburg, Norfolk, and Richmond City school divisions and any other university teacher preparation programs and hard-to-staff school divisions to help improve new teacher training and retention for hard-to-staff schools. The grants will support a site-specific residency model program for preparation, planning, development and implementation, including possible stipends in the program to attract qualified candidates and mentors. Applications must be submitted to the Department of Education by August 1 each year.

Partner school divisions shall provide at least one-third of the cost of each program and shall provide data requested by the university partner in order to evaluate program effectiveness by the mutually agreed upon timelines. Each university partner shall report annually, no later than June 30, to the Department of Education on available outcome measures, including student performance indicators, as well as additional data needs requested by the Department of Education. The Department of Education shall provide, directly to the university partners, relevant longitudinal data that may be shared. The Department of Education shall consolidate all submissions from the participating university partners and school divisions and submit such

consolidated annual report to the Chairmen of the House Appropriations and Senate Finance Committees no later than November 1 each year.

UNIVERSITY CONTACT INFORMATION:

Name of Public Virginia Higher Education Institution	The Rector and Visitors of the University of Virginia
Partners	University of Virginia and Charlottesville City Schools
Name: Participating School Division(s)	Charlottesville City Schools
Name: Grant Director	Jillian McGraw, Ed.D.
Title:	Director of Teacher Education
Mailing Address:	P.O. Box 400273
City/Zip	Charlottesville, Virginia 22904
Telephone:	434-243-4587
E-mail:	jep4j@virginia.edu

DETAILED PROGRAM DESCRIPTION:

The purpose of this project is to facilitate collaboration between Charlottesville City Schools (CCS) and the University of Virginia (UVA) in order to improve teacher preparation and induction in one urban school division. We will accomplish this by:

- Creating a teacher pipeline to recruit diverse teacher candidates representative of the CCS student population
- Providing high-quality teacher preparation through a one-year Master of Teaching program
- Increasing teacher retention through the implementation of a comprehensive teacher induction program
- Creating a teacher-leader career pathway for effective classroom teachers who wish to remain in the classroom while supporting the development of pre-service and novice teachers

Each year that funding is received, UVA and CCS will select up to five fellows. Two fellows were chosen in FY19. Given that CCS is a relatively small urban school division, the small number of fellows is to ensure the residency program is scalable from year to year. The goal of this program is to increase stability within the teacher workforce and reduce rates of turnover.

Each selected fellow receives a full tuition package and a one year living stipend (see below for a detailed budget narrative) during the teacher preparation year. We have awarded summer financial aid and submitted an extension request to allow us to provide the rest of the financial support in the fall and spring. Upon receiving this fellowship, fellows have signed an agreement that:

- The fellow will successfully complete UVA’s Master of Teaching program – including all VDOE licensure requirements – prior to beginning the required service;
- The fellow will serve as a full-time teacher for no fewer than three academic years immediately after successfully completing the Master of Teaching program; and
- The fellow will teach in a shortage area in a high-need school in CCS.

Barring any extraordinary circumstances, fellows who do not meet these conditions will be required to repay the fellowship (pro-rated based on years of service), and these funds will be put toward future residency program activities.

During the preparation year, fellows will receive ongoing coaching through a web-based coaching model (described below). This coaching will be extended into the induction years in an effort to provide more systematic coaching and support for novice teachers. In addition, ongoing training and support for mentors will develop a career pathway for effective teachers who wish to remain in the classroom while serving pre-service and novice teachers as mentors and coaches.

FY19 activities centered on program planning, candidate recruitment, and mentor training.

<u>Outcome</u>	<u>Timeline</u>	<u>Persons Responsible</u>	<u>Status as of June 30, 2019</u>
<u>Candidate Recruitment and Admission</u>			
Develop a protocol for recruiting and selecting a diverse and qualified applicant pool; create residency applications and rubric	September – October 2018	Director of Teacher Education; Secondary Program Coordinator; CCS Leadership	completed
Disseminate communication materials to share residency information with prospective students	September – December 2018	Director of Teacher Education; Curry Marketing Team; CCS Leadership	completed
Screen applications for	October 2018 – January 2019	Director of Teacher	completed

Outcome	Timeline	Persons Responsible	Status as of June 30, 2019
eligibility to apply to residency		Education; Secondary Program Coordinator; CCS Leadership	
Conduct interviews and select residency fellows	February 2019	Secondary Program Faculty; CCS Leadership	completed
Mentor and Coach Development			
Develop criteria for Mentor Teacher selection	October – November 2018	Director of Clinical Practice; CCS Building Leaders; CCS Instructional Coaches	completed
Identify, recruit, and train mentor teachers and Curry Coaches	January – July 2019	Director of Clinical Practice; UVA Faculty; CCS Coaching Leadership	in progress; will be completed by July 31, 2019
Data Collection and Evaluation			
Develop plan for systematic, ongoing data collection	October 2018 – April 2019	Director of Teacher Education; Director of Assessment; CCS Leadership	completed
Collect data on recruitment and participants' perceptions in year 1	April – May 2019	Director of Teacher Education; Director of Assessment; CCS Leadership	completed
Analyze data on recruitment and participants' perceptions in year 1	May – June 2019	Director of Teacher Education; Director of Assessment; CCS Leadership	completed

The first cohort of residency fellows will enroll in FY20. Other activities will include ongoing support of fellows, mentors, and coaches, as well as recruitment and planning for the second cohort of fellows should funding be renewed.

Outcome	Timeline	Persons Responsible
Candidate Recruitment and Admission		
Disseminate communication materials to share residency information with prospective students	September – December 2019	Director of Teacher Education; Curry Marketing Team; CCS Leadership
Screen applications for eligibility to apply to	October 2019 – January 2020	Director of Teacher Education; Secondary

Outcome	Timeline	Persons Responsible
residency for FY21 cohort		Program Coordinator; CCS Leadership
Conduct interviews and select residency fellows for FY21 cohort	February 2020	Secondary Program Faculty; CCS Leadership
Mentor and Coach Development		
Provide ongoing training and support for mentor teachers and Curry coaches	August 2019 – June 2020	Director of Clinical Practice; CCS Building Leaders; CCS Instructional Coaches
Identify, recruit, and train Mentor Teachers and Curry Coaches for FY21 cohort	January – July 2020	Director of Clinical Practice; UVA Faculty; CCS Coaching Leadership
Data Collection and Evaluation		
Collect data on recruitment, teacher outcomes, student outcomes, and participants' perceptions in year 2	April – May 2020	Director of Teacher Education; Director of Assessment; CCS Leadership
Analyze data on recruitment, teacher outcomes, student outcomes, and participants' perceptions in year 2	May – June 2020	Director of Teacher Education; Director of Assessment; CCS Leadership

PROGRAM OBJECTIVES:

This residency program – a partnership between the University of Virginia (UVA) and Charlottesville City Schools (CCS) – aims to support the training and retention of high-quality teachers in one urban school division. CCS serves 4,313 students in nine schools: six preK-4 elementary schools, one upper elementary school (grades 5-6), one middle school (grades 7-8), and one high school (grades 9-12). CCS is the only urban school division in the larger Charlottesville metropolitan region, serving a socioeconomically, linguistically, and racially diverse student population, 58.45% of whom qualify for the free or reduced lunch program. 42% of CCS students identify as white, 33% as black, 12% as Hispanic/ Latino, 7% Asian/ Pacific Islander, and 6% as other or multiracial. 13% of CCS students receive special education services and 15% receive limited English proficiency services. Forty-six languages are spoken among CCS students.

At a glance, CCS does not appear to face the same academic challenges as other urban school division because all schools in this division are accredited. However, a closer examination of student outcome data reveals discrepancies across subgroups within the division. The following table provides a sample of how data from Charlottesville High school compare to data from the entire Commonwealth of Virginia.

	Charlottesville High School	Commonwealth of Virginia
Rate of all students who drop out or do not earn a degree on time	10.4%	8.9%
Rate of African-American students who drop out or do not earn a degree on time	15.2%	11.6%
Rate of African-American students who earn an advanced diploma	24.8%	35.8%
Rate of economically disadvantaged students who drop out	11.5%	8.5%
Rate of economically disadvantaged students who earn an advanced diploma	22.3%	30.7%

CCS also faces high rates of teacher turnover. Urban school divisions spend approximately \$20,000 on separation, recruitment and hiring, and training costs for each open teaching position.¹ CCS employs 435 teachers across three secondary schools and six preK-4 elementary schools. As of June 2018, the division projects hiring 78 new teachers (18% of their teaching force) for the 2018-2019 school year. Based on LPI’s approximation, the total cost for replacing 78 teachers will be approximately \$1,560,000. Two elementary schools have the highest poverty rates in the division (over 85%) and hire an average of 22% new staff annually based on staffing data from 2016-2018. The middle school projects hiring 37% of its teachers this fall 2018, while the high school will hire 19% of its staff. A summary of teacher turnover rates in CCS is shown in the figure below.

¹ [Learning Policy Institute \(LPI\). \(2016\). Understanding teacher shortages: A state-by state analysis of the factors influencing teacher supply, demand, and equity. Retrieved from: https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive](https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive)

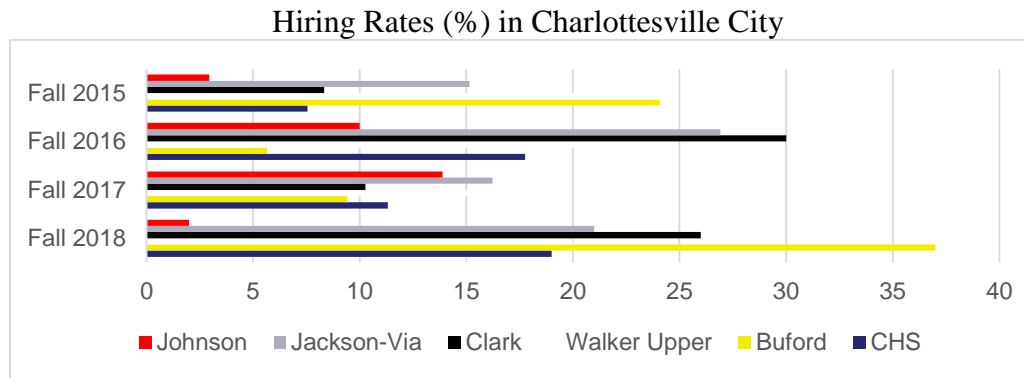


Figure 1

By targeting teacher recruitment, training, and retention, this initiative aims to reduce teacher turnover and, in turn, improve student learning outcomes.

The purpose of this project is to facilitate collaboration between CCS and UVA in order to improve teacher preparation and induction. We will accomplish this by:

- Creating a teacher pipeline to recruit diverse teacher candidates representative of the CCS student population
- Providing high-quality teacher preparation through a one-year Master of Teaching program
- Increasing teacher retention through the implementation of a comprehensive teacher induction program
- Creating a teacher-leader career pathway for effective classroom teachers who wish to remain in the classroom while supporting the development of pre-service and novice teachers

This year, UVA and CCS planned to select up to five fellows, and two were chosen. Given that CCS is a relatively small school division, the small number of fellows is to ensure the residency program is scalable from year to year. The goal of this program is to increase stability within the teacher workforce and reduce rates of turnover.

Each fellow will receive a full tuition package and a one year living stipend (see below for a detailed budget narrative) during the teacher preparation year. We have awarded summer financial aid and submitted an extension request to allow us to provide the rest of the financial support in the fall and spring. Upon receiving this fellowship, fellows have signed an agreement that:

- The fellow will successfully complete UVA’s Master of Teaching program – including all VDOE licensure requirements – prior to beginning the required service;
- The fellow will serve as a full-time teacher for no fewer than three academic years immediately after successfully completing the Master of Teaching program; and

- The fellow will teach in a shortage area in a high-need school in CCS.

Barring any extraordinary circumstances, fellows who do not meet these conditions will be required to repay the fellowship (pro-rated based on years of service), and these funds will be put toward future residency program activities.

During the preparation year, fellows will receive ongoing coaching through a web-based coaching model (described below). This coaching will be extended into the induction years in an effort to provide more systematic coaching and support for novice teachers. Each year, UVA's Director of Clinical Practice and Partnerships provides intensive training to mentors and coaches to facilitate the development of observation and coaching skills necessary for the successful mentoring of novice teachers. This training program is offered to all mentors and coaches, including those working with CCS residency fellows. The goal of this training is to increase the mentoring capacity of a division with such high rates of teacher turnover. In addition, ongoing training and support for mentors will develop a career pathway for effective teachers who wish to remain in the classroom while serving pre-service and novice teachers as mentors and coaches.

PARTNERSHIP(S):

UVA and CCS have a long history of collaboration to facilitate educational success, professional learning, and the preparation of teachers and administrators. Beginning as early as the 1920s, Curry provided professional learning opportunities and preparation for CCS. In 1967, The Curry School established the Consultative Resource Center for School De Segregation, providing faculty resources to work with CCS, others schools in Virginia and several surrounding states as they implemented curricular reform in newly integrated schools. In the mid-1990s, Curry launched a Teachers for a New Era in partnership with CCS and in 2006, the Center for the Advanced Study of Teaching and Learning; both projects served as means for collaboration and strengthening opportunities for the Charlottesville community. In 2013, the Curry Teacher Education Program enacted a legal partnership agreement with CCS to place teacher candidates for practicum and teaching internships. For the past three years, CCS teachers have enrolled in a grant-funded mentor teacher training program facilitated by Curry, building greater capacity to effectively mentor pre-service teachers placed in their classrooms. This residency model builds on this extensive partnership to support the recruitment and retention of high-quality teachers in CCS.

Selection of Mentors

UVA and CCS leadership have collaborated to define criteria for serving as a mentor teacher, focusing on teacher effectiveness, content knowledge, and pedagogical knowledge in the areas in which fellows will be placed. Leaders drew on the VDOE guidelines for mentor selection criteria² and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*³ to develop these criteria. An emphasis has been placed on:

² http://www.doe.virginia.gov/teaching/career_resources/mentor/program_creation_guidelines.pdf

³ http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_teachers.pdf

- Effective planning and preparation, including using formative and diagnostic assessments to improve student learning;
- Appropriate instruction that engages students with diverse learning needs;
- Collaboration with colleagues that leads to improved instruction; and
- Analysis of gains in student learning, based on multiple valid and reliable measures of the impact of teachers on student academic progress.

The residency program leadership team is working with school principals and assistant principals to identify highly effective teachers that meet these criteria and who are interested in growing as teacher-leaders. A goal of this residency program is to develop a career pathway for effective teachers who wish to remain in the classroom while supporting pre-service and novice teachers as mentors and coaches.

One fellow is working toward a dual endorsement in Special Education – General Curriculum (K-12) and Elementary Education (prek-6). She will complete her fall and spring internships at Walker Upper Elementary School with special education and general education mentor teachers. We have identified her mentors and are finalizing placements over the next few weeks.

Our second fellow is working toward an endorsement in English as a Second Language (prek-12). He will complete his fall internship at one of the seven elementary schools in CCS. His spring placement will be at Charlottesville High School. We are in the process of finalizing his internship placements and mentor teachers.

Training and Support of Mentors

All mentors selected to work with residency fellows have been invited to participate in university-based training in coaching skills. This program serves as a key training tool for this project. A central feature of this training is the use of the MyTeachingPartner (MTP)TM, a web-based coaching model.⁴ An MTPTM coaching cycle begins with the submission of a video-recorded lesson. The coach watches the lesson and records detailed observation notes. The coach chooses four video clips and writes a structured reflective prompt for each moment to facilitate the teacher’s self-observation and analysis. The teacher then watches the corresponding video segments, reads the prompts, and responds in writing. Finally, the coach and teacher (and mentor teacher if applicable) meet for collaborative conference, using the video, prompts, and responses as a catalyst for a focused, low-inference conversation. A conference summary and plan to facilitate pedagogical growth is recorded and shared among the group. The use of the MTPTM coaching model has been shown to increase student performance on standardized tests and to eliminate racial disparities in office disciplinary referrals.^{5 6}

⁴ <https://curry.virginia.edu/myteachingpartner>

⁵ Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A.Y., & Lun J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 333, 1034-1037.

⁶ Gregory, A., Hafen, C. A., Ruzek, E., Mikami, A. Y., Allen, J. P., & Pianta, R. C. (2016). Closing the racial discipline gap in classrooms by changing teacher practice. *School psychology review*, 45(2), 171-191.

Observation notes and reflective discussions center on high-quality teaching practices identified in the Classroom Assessment Scoring System (CLASS™).⁷ The CLASS™ is an observational instrument developed at the Curry School Center for Advanced Study of Teaching and Learning to assess classroom quality in PK-12 classrooms. It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms. The CLASS™ can be used to reliably assess classroom quality for research and program evaluation and also provides a tool to help new and experienced teachers become more effective.

Ongoing program evaluation (described below), will be used to identify supports and barriers to successful mentoring and coaching relationships. UVA and CCS leadership are collaborating to develop interventions and resources to target identified program constraints. Resources, re-trainings, and other performance supports will be used to help mentors and coaches assess the effectiveness of their practice and to enact effective coaching skills in support of novice teacher learning.

Collaboration with the Office of Graduate and Postdoctoral Studies

As part of this project, UVA and CCS leadership have worked with Dr. Keisha John, Associate Dean for Diversity and Inclusion at UVA. In this role, Dr. John collaborates with students, staff, and faculty to lead and coordinate university-wide activities designed to recruit, mentor, and foster success among a diverse body of students. Dr. John's expertise and access to resources will be a valuable asset in developing a supportive network of students and teachers in this residency program.

During the selection phase of this project, Dr. John worked with us to develop meaningful interview questions used to elicit candidates' past, present, and future ideas about working with diverse populations. We will continue to collaborate with her office to identify and implement strategies for recruiting and supporting a diverse group of teacher candidates.

Partnership with African-American Teaching Fellows

The Curry School of Education at UVA has an existing partnership with African-American Teaching Fellows (AATF). In Albemarle County and Charlottesville City, African-American students are three times more likely to drop out than their peers, and there is only one African-American teacher per 122 students.⁸ In an effort to recruit and retain teachers of color, AATF provides support to pre-service and novice teachers through scholarships, professional development, networking, and ongoing mentoring. After graduation, AATF fellows commit to teaching in Albemarle or Charlottesville schools, which builds the network of teachers of color in the region. UVA's Curry School and CCS will continue to partner with African American Teaching Fellows to recruit and support diverse candidates and to provide networking and mentoring for residents of color during their preparation and teaching.

⁷ <https://curry.virginia.edu/classroom-assessment-scoring-system>

⁸ <https://www.aatf.org/>

One of the selected fellows was selected as an AATF fellow but declined the opportunity to participate. We have a meeting set with the Executive Director of AATF to discuss strategies for identifying and recruiting prospective teachers who are a fit for this unique opportunity.

Employment Agreement

Upon receiving this fellowship, fellows signed an agreement stating:

- The fellow will successfully complete UVA's Master of Teaching program – including all VDOE licensure requirements – prior to beginning the required service;
- The fellow will serve as a full-time teacher for no fewer than three academic years immediately after successfully completing the Master of Teaching program; and
- The fellow will teach in a shortage area in a high-need school in CCS.

Barring any extraordinary circumstances, fellows who do not meet these conditions will be required to repay the fellowship (prorated based on years of service), and these funds will be put toward future residency program activities.

Financial Agreement

As described in the budget narrative, CCS commits to providing a one-third cash match for this residency program. Cash funds will go toward the tuition and living stipend for residency fellows. Based on the two-year implementation timeline, the school division catch match will be provided in FY20.

Data Sharing Agreement

UVA currently has an active Memorandum of Understanding (MOU) with CCS. This MOU has been amended to include the additional data sources that will be collected during this project. All data will be shared through Chalk and Wire, Curry's secure assessment management system. This system is used to track key assessment data for all Curry students and allows for secondary coding of videos using the CLASS™ observation tool. Fellows will use the Chalk and Wire system to submit teaching videos and engage in web-based coaching. UVA faculty and staff and CCS leadership will use the Chalk and Wire system to share evaluation data and store other documents related to this residency project.

INCENTIVES AND SUPPORTS:

Incentives for Fellows

Fellows will receive full tuition support and a living stipend for the teacher preparation year. Tuition will be based on the rates approved by the UVA Board of Visitors.⁹ The living stipend reflects graduate cost of attendance calculated by UVA's Student

⁹ Available at: <https://curry.virginia.edu/admissions/cost>

Financial Services office.¹⁰ We have awarded summer financial aid and submitted an extension request to allow us to provide the rest of the financial support in the fall and spring.

During the preparation year, fellows will complete coursework and clinical experiences as part of UVA's Master of Teaching program. This one-year, clinically-based program includes ongoing classroom observations and support from a CCS mentor teacher and a UVA coach. This level of support will continue into the first three years of teaching. Traditionally, teacher preparation and induction are separated, with the university handling preparation and the school division handling induction. In this residency program, preparation and induction supports will be continuous, providing a stronger support structure for novice teachers. Fellows will also be part of a CCS-UVA network of teachers and mentors developed in collaboration with university and school division stakeholders.

Incentives for Mentors and Coaches

Teachers without strong mentoring leave at more than double the rate of teachers who do have mentoring support.¹¹ CCS currently has a decentralized mentoring program; decisions about mentor teacher qualifications, recruitment, training, and role reside at the school building level. Frequent turnover in building leadership has led to a gap in historical knowledge of mentoring practices. Teacher recruited to join CCS also come from a range of teacher preparation programs with varying depth and quality of clinical experiences. This variability has led to challenges in implementing a systematic approach to mentoring new teachers in the division. A teacher preparation program's strength depends on the quality and availability of clinical placements in which candidates are mentored under experienced, effective teachers. A school division without a strong teacher preparation partner often struggles to fill openings with effective candidates.

UVA offers annual training for mentors and coaches working with pre-service teachers. As described above, this training is built around a web-based coaching model, MyTeachingPartner (MTP)TM, and the CLASSTM observation framework. Mentors and coaches who participate in on-site training at UVA receive a stipend. Mentor and coach stipends are already built into the operating costs of the UVA and CCS preparation and induction programs. Therefore, in this initial phase of the program, there is no additional cost for UVA coaches and CCS mentor teachers. If program evaluation data indicate a need to add additional incentives, UVA and CCS leadership will consider a change to the incentive structure moving forward.

¹⁰ Calculated annually; figures for 2017-18 available at: <https://sfs.virginia.edu/grad/cost/17-18>

¹¹ Podolsky, A., & Sutcher, L. (2016). California teacher shortages: A persistent problem. *Learning Policy Institute*, 30.

PARTICIPANTS:

The program had two residents, one of which has completed 36 graduate hours in the program and the other began the master’s program in June 2019. One is seeking endorsements in special education and elementary education, and the other English as a Second Language.

[identifiable information redacted]

PROGRAM EVALUATION:

The following tables present a developmental evaluation plan, which will allow for frequent cycles of evaluation and change as the residency model is planned and implemented. As this is the first year of the residency program, evaluation data is limited to planning and recruitment activities.

Evaluation Plan: FY19 (Planning and Recruitment Year)		
Item(s) Assessed	Measures	Data Collection Timeline
The effectiveness of the program in meeting the stated goals and objectives	<ul style="list-style-type: none">• Recruitment and admissions data	February – March
The success of identifying and recruiting well qualified candidates to work in an urban school environment	<ul style="list-style-type: none">• Recruitment and admissions data	February – March
The effectiveness of the partnership	<ul style="list-style-type: none">• Recruitment and admissions data• Notes from joint stakeholder meetings	February – June
The perceptions of the program success by participants and partners	<ul style="list-style-type: none">• Notes from joint stakeholder meetings	February – June

Evaluation Plan: FY20 and Beyond (Implementation Years)		
Item(s) Assessed	Measures	Data Collection Timeline
The effectiveness of the program in meeting the stated goals and objectives	<ul style="list-style-type: none">• Program completion rates• Annual retention data• Notes from joint stakeholder meetings	Annually each June
The success of identifying and recruiting well qualified candidates to work in an urban school environment	<ul style="list-style-type: none">• Recruitment and admissions data	Annually each February – March
The effectiveness of the partnership	<ul style="list-style-type: none">• Annual retention data	Annually each June

Evaluation Plan: FY20 and Beyond (Implementation Years)		
	<ul style="list-style-type: none"> • Participant surveys • Notes from joint stakeholder meetings 	
The perceptions of the program success by participants and partners	<ul style="list-style-type: none"> • Participant surveys • Notes from joint stakeholder meetings 	Three times per year (September, January, and May)
The teaching quality of fellows during preparation and induction	<ul style="list-style-type: none"> • CLASS™ observation scores • Internship evaluations • Teacher evaluation data (including student performance data) 	Ongoing throughout the year

Evaluation data will be captured through the following sources.

- **Program Completion Rates:** Candidates’ performance in the Master of Teaching program will be monitored to identify areas of strength and weakness. Successful, on-time completion of the program is a requisite for the fellowship, and completion rates will be tracked.
- **Annual Retention Data for Participating Fellows:** Fellows are expected to teach in CCS for a minimum of three years. Retention rates – within the school, within the division, and within the profession – will be tracked for a minimum of three years for each fellow.
- **Recruitment and Admissions Data:** Admissions data will include applicant demographics, GPA and test data, interview data, and applicant yields. Admissions data will be linked to outcome data to identify any relationships between the quality and type of candidates who stay in the profession, stay in the division, and demonstrate high-quality teaching after initial preparation.
- **Participant Surveys:** Participants will complete a survey at the beginning, midpoint, and end of each school year. This survey aims to capture participants’ perceptions of the program and will be tailored to the type of stakeholder completing the survey. Stakeholders will include fellows, mentor teachers, and coaches.
- **Notes from Joint Stakeholder Meetings:** Meeting notes will be qualitatively analyzed to identify trends, program areas of strength, and program areas that need improvement.
- **Classroom Teaching Videos:** During the preparation year, fellows will submit eight teaching videos as part of the Master of Teaching program. These videos will be coded using the CLASS™ observation tool. During the induction year, fellows will submit an additional four videos per year. These videos will be coded using the same CLASS™ tool. More information about the CLASS™ can be found below.
- **Internship Evaluations:** At four points during the preservice year, candidates will be rated by their mentor teachers and university-based coaches on skills related to the first six standards of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*.¹²

¹² http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_teachers.pdf

- **Teacher Evaluation Data (including student performance data):** CCS building leadership conducts ongoing evaluations of its novice teachers. Student performance data will be included as part of Standard 7 of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. These evaluation data will be used as another measure of teaching quality for fellows after their preparation. Fellows may be asked to provide supporting materials related to their evaluation ratings.

In addition to the specific data sources noted above, UVA and CCS will also determine which additional data will be useful for data analysis. For example, division-level new teacher survey data and teacher retention data will provide important contextual comparisons.

The Classroom Assessment Scoring System (CLASS)TM

The CLASSTM is an observational instrument developed at the Curry School of Education's Center for Advanced Study of Teaching and Learning to assess classroom quality in PK-12 classrooms.¹³ It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms. The CLASSTM can be used to reliably assess classroom quality for research and program evaluation and also provides a tool to help new and experienced teachers become more effective. Reliability and validity information on the CLASS is available in the technical manual, contained within the Upper Elementary and Secondary CLASS Manuals.¹⁴ The practices captured by the CLASSTM observation tool have been linked to students' learning and development.¹⁵ Researchers using the CLASSTM observation tool have found positive associations between high-quality teaching practices and student achievement. In a study of 37 secondary education classrooms, Allen and colleagues found that classrooms characterized by high levels of teacher sensitivity to adolescent needs, use of diverse instructional learning modalities, and an emphasis on analysis and inquiry were linked to higher levels of student achievement as measured by Virginia Standards of Learning assessments.¹⁶ As part of the Measure of Effective Teaching project, researchers found positive associations between scores on the CLASSTM observation tool and student achievement as measured by the Balanced Assessment in Mathematics and the open-ended version of the Stanford 9 reading test.¹⁷

Data Sharing

All data will be shared through Chalk and Wire, Curry's secure assessment management system. This system is used to track key assessment data for all Curry students and allows for secondary coding of videos using the CLASSTM observation tool. Fellows will

¹³ For an overview of the CLASSTM tool, see <https://curry.virginia.edu/classroom-assessment-scoring-system>.

¹⁴ Pianta, R. C., Hamre, B. K., & Mintz, S. (2012). *Classroom Assessment Scoring System: Secondary manual*. Charlottesville, Virginia.

¹⁵ For a review of the literature, see Downer, J., Sabol, T. J., & Hamre, B. K. (2010). Teacher-child interactions in the classroom: Toward a theory of within- and cross-domain links to children's developmental outcomes. *Early Education and Development*, 21, 699-723.

¹⁶ Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A.Y., & Lun J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 333, 1034-1037.

¹⁷ Kane, T. J., & Steiger, D. O. (2012). Feedback for teaching: Combining high-quality observations with student surveys and achievement gains. *Bill and Melinda Gates Foundation*. Retrieved from: <https://files.eric.ed.gov/fulltext/ED540960.pdf>.

use the Chalk and Wire system to submit teaching videos and engage in web-based coaching. UVA faculty and staff and CCS leadership will use the Chalk and Wire system to share evaluation data and store other documents related to this residency project. UVA currently has an active Memorandum of Understanding (MOU) with CCS. This MOU will be amended to include the additional data sources that will be collected during this project.

Data Analysis

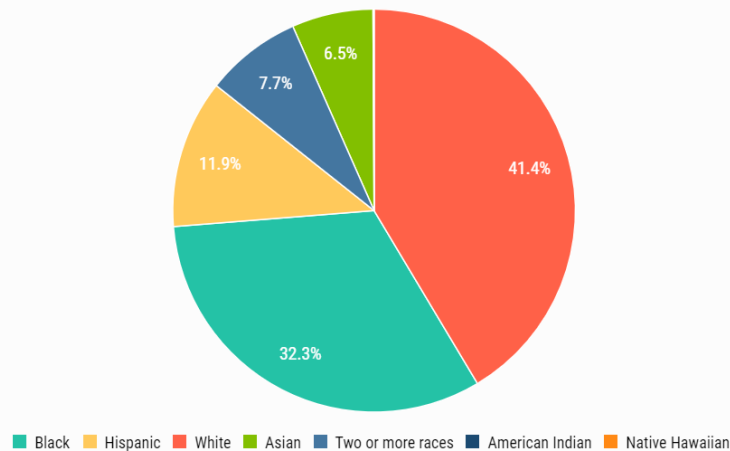
All program data will be analyzed by the Curry Teacher Education Office, the Curry Assessment Office, and CCS leadership. Inferential and descriptive statistics will be used to analyze changes in quantitative admissions and retention data, survey responses, and video observation scores across the school year. Qualitative analysis will be used to analyze open-ended survey responses and meeting notes. Joint stakeholder meetings – which will take place several times per year – will include data discussions facilitated by Curry’s Director of Assessment. With input from CCS leadership and Curry’s Director of Assessment, the Director of Teacher Education and PI of this project will generate a report to be delivered to the Department of Education by June 30 each year.

EFFECTIVENESS OF THE PROGRAM IN MEETING THE STATED GOALS AND OBJECTIVES:

Creating a teacher pipeline to recruit diverse teacher candidates representative of the CCS student population

Charlottesville City Schools serves a diverse population of students as indicated in the chart below.¹⁸

2018 Fall Membership By Subgroup: Racial and Ethnic Groups



¹⁸ Obtained from VDOE School Quality Profile: <http://schoolquality.virginia.gov/divisions/charlottesville-city-public-schools>

The residency applicant pool reflects the overall applicant pool at the Curry School, and the majority of residency applicants self-identify as white. This pool does not yet reflect the diversity of the student population at CCS. The selected fellows self-identify as Hispanic and Black or African-American, thus demonstrating CCS's commitment to hiring teachers who reflect the diversity of the students whom they serve.

In this initiation year, we were able to recruit several additional applicants to the Master of Teaching program and residency who would not otherwise have applied, and one of these applicants was selected as a fellow. Our aim is to further increase the number of applicants for whom the residency creates an opportunity to apply to a teacher preparation program and earn licensure.

Given the time constraints of announcing the program, implementing a recruitment plan, and allowing time for the selection process, we were not able to implement as a robust recruitment plan as we will implement given additional time next year.

Plans for FY20:

- Increase recruitment efforts at Historically Black Colleges and Universities and Minority Serving Institutions
- Continue collaboration with and recruitment through on-campus organizations, including the Office of African-American Affairs and the Latinx Student Alliance
- Build on existing school-university partnerships to identify school personnel interested in earning teacher licensure
- Continue our teacher education fee waiver program: The last two years, all application fees for the Master of Teaching program have been waived to remove the barrier to entry. We will continue this fee waiver program.

This fall, UVA is launching three undergraduate Bachelor of Science in Education (BSED) programs in Early Childhood Education, Elementary Education, and Special Education. As these programs are implemented, we will consider the possibility of including them in our residency model. The goal of the BSED programs is to provide a high-quality pathway to licensure while removing financial burdens to prospective teachers. UVA is working closely with Piedmont Virginia Community College and the entire VCCS to develop articulation agreements that facilitate the transition from community college to the Curry School for students aspiring to become teachers. In this way, we plan to recruit a more diverse pool of candidates to the teacher education program and will consider their inclusion in the residency program.

Providing high-quality teacher preparation through a one-year Master of Teaching program

UVA's teacher education programs continue to garner national recognition and rank in the top 10 in their respective program areas (Special Education #4; Elementary Education #6; Secondary Education #8).¹⁹ We routinely capture program data through a series of instruments, including:

- Completer surveys (administered at the end of the program)
- Graduate surveys (administered spring of the first, second, and third years of teaching)
- Employer surveys (administered spring of graduates' first, second, and third years of teaching)
- Stakeholder focus groups (several times throughout the year)

New partnership agreements will also allow us to collect impact data, including teacher evaluation data and student outcome data.

Results from these surveys can be viewed on the Curry Website: <https://curry.virginia.edu/making-impact>.

University faculty are in the middle of a three-year process to convert all Master of Teaching programs from two-year programs to one-year programs. This change is intended to reduce financial barriers to participation in the graduate-level teacher preparation programs. As part of this revision, faculty are reviewing and revising program curriculum to ensure its alignment with nationally recognized standards, evidence-based best practices, and the needs of P-12 stakeholders. The new program model offers a more tightly integrated clinical and course experience for candidates, who are simultaneously enrolled in coursework while completing their teaching internships.

In addition, UVA has responded to stakeholder needs by incorporating training in trauma-informed teaching in the Master of Teaching program. CCS leadership have identified skills in trauma-informed teaching as critical for supporting students in the division. This summer, representatives from Region 10 will host a workshop for teacher candidates – including CCS fellows – as part of Virginia's Adverse Childhood Experiences Initiative.²⁰

One fellow has already demonstrated success [through consistently high ratings by mentors] in the teacher education program.... The other fellow has just begun the program and clinical experiences.

Throughout the year of the fellowship, we will monitor candidates' performance in our program and the field through several measures:

- Mixed-Reality Simulations (practice-based opportunities on a mixed-reality simulator on-site at UVA)
- Internship Evaluation by mentor teacher and university-based coach (midpoint and end of each semester)
- Classroom Teaching Videos scored using the CLASS™ observation tool (eight videos)
- Teacher Evaluation Data (including student outcome data) during the first three years of teaching

¹⁹ <https://www.usnews.com/best-graduate-schools/top-education-schools/university-of-virginia-main-campus-06212>

²⁰ <http://www.virginiapreventionworks.org/family-wellness/>

Increasing teacher retention through the implementation of a comprehensive teacher induction program

In FY20, UVA and CCS will partner to review and refine the teacher induction process to ensure continuity between the preparation and induction years. The individualized coaching provided during the preparation year will be extended into the induction years in an effort to provide more systematic coaching and support for novice teachers.

Creating a teacher-leader career pathway for effective classroom teachers who wish to remain in the classroom while supporting the development of pre-service and novice teachers

Each year, UVA's Director of Clinical Practice and Partnerships provides intensive training to mentors and coaches to facilitate the development of observation and coaching skills necessary for the successful mentoring of novice teachers. This training program is offered to all mentors and coaches, including those working with CCS residency fellows. The goal of this training is to increase the mentoring capacity of a division with such high rates of teacher turnover. In addition, ongoing training and support for mentors will develop a career pathway for effective teachers who wish to remain in the classroom while serving pre-service and novice teachers as mentors and coaches.

We will monitor mentor and coach success through several measures:

- Candidates surveys of mentor and coach performance
- Review of mentoring and coaching artifacts, such as conference summaries
- Interviews with CCS leadership and university faculty

SUCCESS OF IDENTIFYING AND RECRUITING WELL QUALIFIED CANDIDATES TO WORK IN AN URBAN SCHOOL ENVIRONMENT:

Applicant Pool and Application Process

Applicants to UVA's one-year post-graduate Master of Teaching program were invited to apply for the residency. These endorsement areas include:

- English (6-12)
- English as a Second Language (preK-12)
- Foreign Language – French, German, Latin, and Spanish (preK-12)
- Mathematics (6-12)
- Science – Biology, Chemistry, Earth Science, and Physics (6-12)
- Social Studies (6-12)

CCS has a strong interest in recruiting Special Education teachers, a high need in the school division. In FY19, UVA’s Special Education program existed in a two-year structure. Only candidates going into their second-year teaching internships were eligible to apply for the residency. Of these 12 candidates, only one elected to apply for the residency. Next year, the Special Education program is transitioning to a one-year format and will be included in the residency should funding be renewed.

UVA’s Elementary Education program was not included in this initiation year and existed in a two-year structure. The Elementary Education program is also transitioning to a one-year format and will be considered for inclusion next year.

Twenty-four prospective teachers applied for this year’s residency program in the following programs:... [redacted identifiable information]

Program
Social Studies
English as a Second Language
Social Studies
Social Studies
Special Education and Elementary Education
Mathematics
Social Studies
English as a Second Language
Science - Biology
Science - Biology
English
Foreign Language - French
English
Mathematics
Foreign Language - Latin
Science - Chemistry
English
English as a Second Language
Foreign Language - Latin
Foreign Language - Spanish

Program
English
English as a Second Language
Social Studies
English as a Second Language

University faculty screened all applicants for entry into the Master of Teaching program. In accordance with the Curry School's guidelines, the initial application included:

- Resume/CV
- Standardized test scores per VDOE's requirements
- Goal statement
- Two letters of recommendation

University faculty considered the following criteria:

- Hold an undergraduate degree with a 3.0 GPA and/or hold an undergraduate degree and have a record of professional accomplishment working with community and youth organizations,
- Have passed all VDOE-established entrance exams,
- Have received strong letters of recommendation, and
- Demonstrate a commitment to working with diverse populations through a written goal statement.

At this stage, one applicant was screened out of the pool.

Individuals admitted to the Master of Teaching program were invited to submit a supplemental application. In collaboration with UVA's Associate Dean for Diversity and Inclusion, we developed screening questions to capture applicants' past, present, and future ideas about working with diverse populations. Applicants submitted a 5-minute video in which they responded to the following questions:

1. Please share any times you've worked with diverse populations and the outcomes of that work.
2. What do you know about our community, and what impact do you hope to have on our community?

University faculty performed an initial application review and rated all applicants on a scale from 1-4:

- 4: This candidate demonstrates the potential to be an excellent fit for this program. I recommend interviewing this candidate.
- 3: This candidate demonstrates some potential to be a good fit for this program. I recommended interviewing this candidate.

- 2: This candidate does not appear to be a fit for this program, but it might be worth finding out more. I would consider interviewing this candidate.
- 1: This candidate does not appear to be a fit for the program. I do not recommend interviewing this candidate.

University faculty also provided open-ended feedback on the strength of each application. This feedback was shared with CCS leadership when applications were reviewed in order to make decisions about which candidates to interview.

CCS Leadership and UVA faculty reviewed the initial and supplemental applications and selected eight candidates with whom they would conduct on-site interviews. Teams of personnel from CCS interviewed seven candidates; one was unable to attend the on-site interview.

We planned to select up to five fellows each year. Given that CCS is a relatively small school division, the small number of fellows is to ensure the residency program is scalable from year to year. The goal of this program is to increase stability within the teacher workforce and reduce rates of turnover. This year, we identified two fellows. We sought to identify fellows that represented the diversity of the student population of CCS and for whom employment would be a fit after graduation.

Fellow Profiles

.... Both fellows were successful in previous graduate coursework, have extensive experience working with youth from diverse populations, and demonstrated a commitment to the local community and its students and families. [identifiable information redacted]

If funding is renewed, we will expand on our recruitment efforts through the following strategies:

- Increase recruitment efforts at Historically Black Colleges and Universities and Minority Serving Institutions
- Continue collaboration with and recruitment through on-campus organizations, including the Office of African-American Affairs and the Latinx Student Alliance
- Build on existing school-university partnerships to identify school personnel interested in earning teacher licensure
- Continue our teacher education fee waiver program: The last two years, all application fees for the Master of Teaching program have been waived to remove the barrier to entry. We will continue this fee waiver program.

This fall, UVA is launching three undergraduate Bachelor of Science in Education (BSED) programs in Early Childhood Education, Elementary Education, and Special Education. As these programs are implemented, we will consider the possibility of including them in our residency model. The goal of the BSED programs is to provide a high-quality pathway to licensure while removing financial burdens to prospective teachers. UVA is working closely with Piedmont Virginia Community College and the entire VCCS to develop articulation agreements that facilitate the transition from community college to the Curry School for students aspiring to become

teachers. In this way, we plan to recruit a more diverse pool of candidates to the teacher education program and will consider their inclusion in the residency program.

EFFECTIVENESS OF THE PARTNERSHIP:

UVA and CCS have a long history of collaboration to facilitate educational success, professional learning, and the preparation of teachers and administrators. Beginning as early as the 1920s, Curry provided professional learning opportunities and preparation for CCS. In 1967, The Curry School established the Consultative Resource Center for School De Segregation, providing faculty resources to work with CCS, others schools in Virginia and several surrounding states as they implemented curricular reform in newly integrated schools. In the mid-1990s, Curry launched a Teachers for a New Era in partnership with CCS and in 2006, the Center for the Advanced Study of Teaching and Learning; both projects served as means for collaboration and strengthening opportunities for the Charlottesville community. In 2013, the Curry Teacher Education Program enacted a legal partnership agreement with CCS to place teacher candidates for practicum and teaching internships. For the past three years, CCS teachers have enrolled in a grant-funded mentor teacher training program facilitated by Curry, building greater capacity to effectively mentor pre-service teachers placed in their classrooms. This residency model builds on this extensive partnership to support the recruitment and retention of high-quality teachers in CCS. This year's collaboration was effective in establishing and launching this pilot program.

Collaboration in Selection of Fellows and Mentors

University faculty and CCS leadership worked together to select this year's fellows. The Director of Teacher Education facilitated the application process, including the development of a website²¹ and marketing materials, recruitment of applicants, organization of applicant materials, and establishment of an application review process. University faculty conducted an initial review of materials and provided feedback, which was presented at a joint meeting between CCS leadership (Associate Superintendent, Director of Human Resources, and three principals) and UVA representatives (Director of Teacher Education, Director of Clinical Practice and Partnerships, and Secondary Program Coordinator).

Through this process, we refined the list of characteristics we sought in prospective fellows. At times, university faculty and school division leadership valued different characteristics in each candidate, emphasizing the importance of collaboration in developing selection criteria. We ultimately agreed to identify candidates in high-need endorsement areas who had strong academic records, had experience working with diverse populations, and demonstrated a commitment to the local community and working with diverse students and families. In addition, we aimed to select a group of fellows who represented the diversity of the student population in CCS. Although we only selected two fellows this year, we intend to increase the number of candidates and ensure the overall pool is representative.

²¹ <https://curry.virginia.edu/charlottesville-city-teacher-residency>

In addition, we had to consider the hiring needs of CCS when choosing fellows. Under the direction of CCS's Director of Human Resources, we identified fellows who would be a good fit for this school division and for whom positions would be available after graduation. As a smaller school division, CCS has to monitor hiring trends to ensure they do not choose too many fellows in an endorsement area with lower rates of turnover than other areas (e.g., English, Social Studies).

Establishment of Data Sharing Agreement

UVA currently has an active Memorandum of Understanding (MOU) with CCS. This MOU has been amended to include the additional data sources that will be collected during this project. Fellows will use the Chalk and Wire assessment management system to submit teaching videos and engage in web-based coaching. UVA faculty and staff and CCS leadership will use the Chalk and Wire system to share evaluation data and store other documents related to this residency project. The updated MOU is currently moving through UVA's Office of Sponsored Programs and will be reviewed and signed by both parties in the next few weeks.

These data will serve an important role in the ongoing evaluation of candidate and teacher performance. In addition, the data will be combined with other program data for use in ongoing program evaluation and reporting to external accreditors, such as the Virginia Department of Education and the Council for the Accreditation of Educator Preparation.

Upcoming Collaborations

This year, UVA and CCS will collaborate on the following processes:

- Mentor and Coach Development:
 - Mentor and coach selection
 - Training opportunities
 - Ongoing support
 - Evaluation of mentors and coaches
- Data Collection and Evaluation:
 - Collection of data on recruitment, teacher outcomes, student outcomes, and participants' perceptions
 - Analysis of data
 - Use of data to inform program improvements

In order to continue the residency program, we are reapplying for additional funding for next year. If we receive funding, we will continue to refine our strategic recruitment plan and to improve the selection process based on data from this year's process.

PERCEPTIONS OF THE PROGRAM SUCCESS BY PARTICIPANTS AND PARTNERS:

In FY20 – the implementation year – we will administer participant surveys to a range of stakeholders to gather data about their perceptions of the program success. A review of notes from this year’s joint stakeholders revealed several key insights from the FY19 planning year.

Stakeholders agree on the importance of expanding and diversifying the applicant pool

As described earlier in this report, university and school division partners share the goal of diversifying the teacher workforce and see the residency program as an opportunity to recruit high-quality candidates from diverse backgrounds. The recruitment strategies outlined above align with ongoing initiatives at the university aimed at recruiting and preparing a diverse group of teachers.

Stakeholders are eager to expand the recruitment pool to include special education teachers

13..1% of students in CCS have been identified as students with disabilities.²² However, it is increasingly difficult to hire and retain special education teachers in CCS and throughout the Commonwealth of Virginia.²³ As outlined earlier in this report, the two-year structure of the special education program limited recruitment to the 12 candidates already enrolled in the Master of Teaching program. If the residency continues into next year, we will be able to recruit prospective teachers from across the Commonwealth and bring in a larger pool of special education teachers. We have already received many inquiries from prospective special education teachers interested in applying to the program next year.

Stakeholders agree it is important to identify candidates with a commitment to teaching diverse learners

A key measure of program success will be candidates’ responses to several dispositional measures. All Master of Teaching students participate in the Curry Participant Pool, a research pool that facilitates research and evaluation related to teacher preparation. Both fellows completed the beginning-of-program surveys, which include three scales relevant to this project:

- Teacher Self-Efficacy Scale (Tschannen-Moran & Hoy, 2001)
- Teacher Multicultural Attitude Survey (Ponterotito, Baluch, Grieg, & Rivera, 1998)
- Culturally Responsive Teaching Self-Efficacy Scale (Siwatu, 2006)

We will compare pre- and post-program scores to assess the degree to which participants’ attitudes and beliefs about teaching have changed over the course of the program. It is important to interpret scores on these measures with caution. Research has shown teachers’ self-efficacy scores tend to decrease from the beginning to the end of the teacher preparation program. The scores then increase during the first few years of teaching. Data gathered at several time points will help us better understand candidates’ trajectories during the residency program, but these data must be supplemented with other measures. [scores redacted]

EXPENDITURES:

²² <http://schoolquality.virginia.gov/divisions/charlottesville-city-public-schools>

²³ http://www.doe.virginia.gov/teaching/workforce_data/index.shtml

In addition to the budget report requested, below is a summary table of our expenditures to date and the remainder, which we have requested to use in FY20 (see the Appendix). This request was submitted on May 31, 2019. As described in our initial proposal and this report, FY19 was used as a planning and recruitment year to develop the pilot program and identify the first cohort of fellows. In FY20, students will complete the Master of Teaching program and participate in the initiation year of the residency fellowship program.

BEX Teacher Residency					
Period of Award: July 1, 2018 – June 30, 2020					
Personal Services 1000					
Name	Program Role	% FTE	Budget	To Date	Remaining
McGraw, Jillian E	PI	2%	\$ 3,001	\$ 1,210	\$ 1,791
Hoffman, Adria R	Co-PI	2%	\$ 3,315	\$ 1,336	\$ 1,979
Pease, Jennifer S	Co-PI	2%	\$ 2,788	\$ 1,365	\$ 1,423
Employee Benefits 2000					
Fringe Benefits			\$ 3,280	\$ 1,391	\$ 1,889
Other Charges 5000					
Tuition and fees for 5 fellows			\$ 133,750	\$ 9,134	\$ 124,616
Health insurance for 5 fellows			\$ 14,575	\$ -	\$ 14,575
Stipend for 5 fellows			\$ 1,834	\$ -	\$ 1,834
Materials and Supplies 6000					
Books for 5 fellows			\$ 8,150	\$ -	\$ 8,150
TOTAL			\$ 170,693	\$ 14,438	\$ 156,255

Below is a chart indicating total expenditures to date (as of June 30, 2019). As indicated in our initial proposal, the school division cash match will be applied toward the stipend for residency fellows (Other Charges 5000). These funds will be provided to participants in FY20. A final report will be provided at the end of FY20.

Period of Award: July 1, 2018 – June 30, 2019

Public Institution of Higher Education

Personal Services 1000								Total Cost
Description					State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
Job titles of individuals whose salary will be charged to this program	Program Role	% FTE	Salary	Total charged to grant for this individual				
Jillian McGraw, Director of Teacher Education	Principal Investigator	2%	\$3,001	\$1,210	\$1,210			\$1,210
Adria Hoffman, Director of Clinical Practice and Partnerships	Co-PI	2%	\$3,315	\$1,336	\$1,336			\$1,336
Jennifer Pease, Secondary Education Program Coordinator	Co-PI	2%	\$2,788	\$1,365	\$1,365			\$2,365
				\$0				\$0
				\$0				\$0
				\$0				\$0
				\$0				\$0
Total Personal Services 1000								\$3,912

Employee Benefits 2000				Source of Funds			
Job titles of individuals whose benefits will be charged to this program	% benefits	Salary	Total Charged to Grant	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	Total Cost
Jillian McGraw, Director of Teacher Education, Principal Investigator	28.4%	\$1,182	\$445.96	\$445.96			\$445.96
Adria Hoffman, Director of Clinical Practice and Partnerships, Co-PI	28.4%	\$1,306	\$557.50	\$557.50			\$557.50
Jennifer Pease, Secondary Education Program Coordinator, Co-PI	28.4%	\$792	\$387.80	\$387.80			\$387.80
0		\$0	\$0				\$0
0		\$0	\$0				\$0
0		\$0	\$0				\$0
0		\$0	\$0				\$0
Total Employee Benefits 2000							\$1,889

Purchased/Contractual Services 3000	Source of Funds			
Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	Total Cost
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0

Total Purchased Contractual Services 3000					
Internal Services 4000				Source of Funds	
Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	Total Cost	
				\$0	
				\$0	
				\$0	
				\$0	
				\$0	
Total Internal Services 4000					

Other Charges 5000				Source of Funds	
Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	Total Cost	
Tuition and fees for 5 fellows (\$26,750 per person)	\$9,134			\$9,134	
Health insurance for 5 fellows (\$2,915)	-			\$0	
Stipend for 5 fellows (\$17,436 per person)	-			\$0	
				\$0	
				\$0	
Total Other Charges 5000				\$9,134	

Materials and Supplies 6000	Source of Funds			Total Cost
Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
Books for 5 fellows (\$1,630 per person)	-			\$0
				\$0
				\$0
				\$0
				\$0
Total Materials and Supplies 6000				\$0

Total Program Budget for the Teacher Residency Grant

	Source of Funds			Total Budget
	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program) <i>[1/3 of state funds requested]</i>	In-Kind	
Personal Services (1000)	\$3,912	\$0	\$0	\$0
Employee Benefits (2000)	\$1,889	\$0	\$0	\$0
Purchased/Contractual Services (3000)	\$0	\$0	\$0	\$0
Internal Services (4000)	\$0	\$0	\$0	\$0
Other Charges (5000)	\$9,134	\$0	\$0	\$0
Material and Supplies (6000)	\$0	\$0	\$0	\$0
Total Program Budget*	\$14,438*	\$0	\$0	\$0

*These figures reflect current spending as of June 30, 2019. Please see summary table above for information regarding remaining funds to be expended in FY20.

Appendix Request for Extension to Use Funds in FY20

A critical element of this program is the ability to use funds over a two-year timeline. In the first year, we must recruit and select fellows who will participate in the program the following year. Because our program exists in a one-year structure, we are unable to draw on a pool of students already enrolled in the Master of Teaching program. For many prospective students, finances are a top consideration for whether to attend a master's level teacher education program. In order to recruit high quality candidates, prepare them in collaboration with CCS, and hire them into CCS for three years, we need to be able to inform students as to whether they will receive the financial support this residency program can offer. Because this particular program requires a one-third cash match from the school division, division leadership also needs time to make a decision about whether to participate in the program the following year.



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and HUMAN DEVELOPMENT

Curriculum, Instruction, and Special Education

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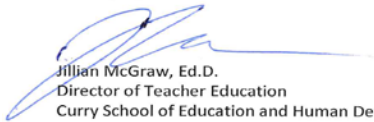
P 434-243-4587
curry.virginia.edu

May 31, 2019

Attn: Patty Pitts and Kent Dickey
Re: Teacher Residency Partnership – UVA

This letter serves as our request to carry over FY 2019 funds to be used prior to June 30, 2020. As indicated in our initial grant application, we are only using a portion of the funds during this initiation year and intend to carry over the remaining funds to support the selected residency fellows. If I can provide any additional information in support of this request, please let me know.

Thank you,


Jillian McGraw, Ed.D.
Director of Teacher Education
Curry School of Education and Human Development
434-243-4587
jep4j@virginia.edu

VIRGINIA COMMONWEALTH UNIVERSITY

REPORT – TEACHER RESIDENCY GRANT

PROGRAM YEAR: July 1, 2018 – June 30, 2019 [FY2019]

**VIRGINIA COMMONWEALTH UNIVERSITY
REPORT – TEACHER RESIDENCY GRANT
PROGRAM YEAR: July 1, 2018 – June 30, 2019 [FY2019]**

*VIRGINIA DEPARTMENT OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION AND LICENSURE
P. O. BOX 2120
RICHMOND, VIRGINIA 23218-2120*

**VIRGINIA COMMONWEALTH UNIVERSITY
REPORT – TEACHER RESIDENCY GRANT
PROGRAM YEAR: July 1, 2018 – June 30, 2019 [FY2019]**

AUTHORITY:

The language from the 2018 Appropriation Act, Item 135 is as follows:

Teacher Residency

R. Out of this appropriation, \$2,000,000 the first year and \$1,500,000 [2019 session revised appropriation to \$1,750,000] the second year from the general fund is provided for grants for teacher residency partnerships between university teacher preparation programs and the Petersburg, Norfolk, and Richmond City school divisions and any other university teacher preparation programs and hard-to-staff school divisions to help improve new teacher training and retention for hard-to-staff schools. The grants will support a site-specific residency model program for preparation, planning, development and implementation, including possible stipends in the program to attract qualified candidates and mentors. Applications must be submitted to the Department of Education by August 1 each year.

Partner school divisions shall provide at least one-third of the cost of each program and shall provide data requested by the university partner in order to evaluate program effectiveness by the mutually agreed upon timelines. Each university partner shall report annually, no later than June 30, to the Department of Education on available outcome measures, including student performance indicators, as well as additional data needs requested by the Department of Education. The Department of

Education shall provide, directly to the university partners, relevant longitudinal data that may be shared. The Department of Education shall consolidate all submissions from the participating university partners and school divisions and submit such consolidated annual report to the Chairmen of the House Appropriations and Senate Finance Committees no later than November 1 each year.

UNIVERSITY CONTACT INFORMATION:

Name of Public Virginia Higher Education Institution	Virginia Commonwealth University
Partners	Robins Foundation, Cameron Foundation, The Community Foundation, and Altria
Name: Participating School Division(s)	Richmond Public Schools, Petersburg City Public Schools, Chesterfield County Public Schools, and Henrico Public Schools
Name: Grant Director	Therese A. Dozier
Title:	Director
Mailing Address:	3600 West Broad Street, Suite 300
City/Zip	Richmond, Virginia 23230
Telephone:	804-828-0372
E-mail:	tadozier@vcu.edu

DETAILED PROGRAM DESCRIPTION:

RTR is an intensive, school-based teacher preparation model guided by the National Center for Teacher Residencies (NCTR) Seven Principles of Teacher Residencies. These principles were derived from the literature on developing and retaining effective teachers in high-needs schools and form the basis of the theoretical model that guides the RTR program (Berry, Montgomery & Snyder, 2008). The seven principles are: (1) tightly weave education theory and classroom practice together; (2) focus on learning alongside an experienced, effective mentor; (3) group teacher candidates in cohorts; (4) build constructive partnerships with districts, schools, communities, universities, and unions; (5) serve school districts; (6) support residents once they are hired as teachers of record; and (7) establish and support differentiated career roles for veteran teachers.

RTR combines the best of traditional and alternate route teacher preparation programs, ensuring that outstanding candidates are well-prepared to make a positive impact on student learning on their very first day as teachers of record. The RTR teacher preparation model combines the NCTR residency principles with New Teacher Center (NTC) mentoring support for both residents and graduates. The NTC mentoring model was originally designed as induction support for beginning teachers. RTR has adapted it for pre-service teachers, providing an exceptional approach to preparing and supporting effective teachers. The NTC support throughout the residents' preparation and early teaching careers is central to the RTR model. Specifically, the **RTR/NTC program components include:**

- **Targeted recruitment and selection of residents aligned with school division needs:** Candidates are accepted based on an academic major, a 3.0 GPA, and completion of a rigorous on-site selection process conducted by VCU and school division professionals.
- **An intensive medical-style residency in which residents co-teach alongside a master teacher for an entire year.** The residency year begins on the first day that teachers report to work and ends on the last day of school, allowing residents to scaffold their learning through an extended period of well-supervised clinical practice guided by both university faculty and master teachers. This year-long integration of theory and practice is distinct from traditional programs in which classroom-based practicums typically start halfway into the program.
- **A rigorous selection process and training for mentor teachers** that includes unannounced classroom observations, 8 full days of NTC mentor-teacher training, and monthly mentor forums to enhance their coaching skills.
- **A master's degree and weekly seminars** that integrate the theory and instructional strategies learned in coursework with the reality of urban classrooms. VCU faculty provide three semesters of master's level coursework designed to address challenges specific to high-needs schools, using evidence-based practices as part of our teacher preparation programs.
- **Post-residency support from an NTC-trained content-specific career coach** who works with residents at least one hour a week for the first two years of their career.

PROGRAM OBJECTIVES:

The overarching goal of RTR is to improve student achievement in low-performing schools by recruiting, preparing, supporting, and retaining highly effective teachers who are committed to the students of our partner school divisions for the long-term. Our expected outcomes are well-prepared and effective teachers who remain in high-need schools and contribute positively to student achievement. In order to achieve our goals and objectives, RTR will:

- Recruit talented, passionate teacher candidates who are committed to becoming career teachers in high-needs settings to address the most critical staffing needs of our most challenged schools and school divisions.
- Prepare teacher candidates in a research-based preparation program based on the NCTR Seven Principles of Teacher Residencies.

- Support teacher candidates and graduates in the research-based New Teacher Center mentoring model that has been proven effective in improving student achievement for those teachers supported through this data-driven approach to mentoring.
- Retain highly effective teachers and teacher leaders through providing high-quality preparation, professional development, and differentiated career roles.

PARTNERSHIP(S):

RTR (formerly Richmond Teacher Residency) began as a partnership between Virginia Commonwealth University (VCU) and Richmond Public Schools (RPS) to recruit, prepare, support, and retain highly effective teachers and teacher leaders who are committed to the students of RPS for the long-term. Originally funded in 2010 through a \$5.8 million Teacher Quality Partnership (TQP) grant from the U.S. Department of Education, RTR developed an intensive, school-based teacher preparation model that combines the best of traditional and alternate route teacher preparation programs, ensuring that outstanding candidates are well-prepared and profession-ready on their very first day as teachers of record. In 2017-2018, RTR expanded beyond RPS, conducting a small foundation-funded pilot at Ettrick Elementary School in Chesterfield County Public Schools (CCPS). In 2018-2019, RTR prepared two additional residents for Ettrick Elementary School, 7 elementary residents for Petersburg City Public Schools (PCPS), and 23 residents for RPS (8 elementary, 10 secondary, and 5 special education). RTR has completed recruitment for Cohort 9 who began their VCU coursework in May 2019. In addition to our current school division partners (RPS, CCPS, and PCPS), we have partnered with Henrico County Public Schools (HCPS) to recruit its first cohort of residents who are members of Cohort 9.

Collaboration with our school division partners is real and significant. School divisions determine the recruitment goals based on their staffing needs. More than 20 school division professionals and 20 VCU professionals (from both the School of Education and the College of Humanities and Sciences) participate in vetting and assessing candidates during the two annual recruitment cycles and Selection Day activities.

During the summer and fall of 2010, VCU faculty and exemplary RPS teachers, instructional specialists, and school divisions leaders collaboratively created a Vision of Effective Urban Teaching that undergirds the RTR coursework, seminars, and clinical experiences during the residency year. We have continued to incorporate input from our school division partners on what effective teachers in high-needs schools need to know and be able to do. Most recently this has resulted in topics such as trauma-informed practices, restorative justice, and ESL and special education strategies being incorporated into VCU coursework and the RTR seminars to better prepare residents for the realities of today's classrooms.

In addition, with RTR's expansion into Ettrick Elementary School in CCPS last year and the expansion into two elementary schools in PCPS this year, the involvement of the school principals has been central and critical. In both Ettrick and PCPS, we have adapted the RTR model. Unlike RPS where residents may be hired in any RPS high-needs school after the residency year, in both CCPS and PCPS the residents will stay in the host school for their three-year commitment after the residency year. This has resulted in the

principals of those schools being much more involved in the selection process and more committed to providing support to the residents while they are preparing to teach.

RTR has established an advisory board that includes representatives from each partner school division and VCU. The members of the RTR Advisory Board have decision-making authority and a direct reporting line to their respective superintendent (or dean in the case of VCU). They include individuals like the school division Chief Academic Officer, Director of Human Resources, and Director of Research and Evaluation and department chairs for the elementary, secondary, and special education programs in the VCU School of Education. The RTR Advisory Board members:

- Review the mission and purpose of RTR and make revisions, if and where needed.
- Review RTR goals and objectives and make revisions, if and where needed.
- Ensure effective planning, monitoring, and strengthening of RTR.
- Assist program in setting priorities.
- Provide feedback to the program from K-12 educators and the community
- Keep administrators, colleagues, and community groups apprised of RTR activities.
- Assist in program evaluation and improvement.
- Assist in securing adequate funding.

Each of our partner school divisions have committed significant funding to sustain RTR as we move forward. Each has agreed to pay for the following RTR costs:

- CRC stipends
- New Teacher Center training and the monthly mentor forums
- Career Coaches

Each division partner has also agreed to provide RTR access to data for research/evaluation and the time and expertise of school division educators who serve on the RTR Advisory Board and who participate in vetting and assessing candidates during the two recruitment cycles and Selection Day activities.

In addition to the strong partnership with the local school divisions, RTR enjoys substantial support from others stakeholders in our community. The business community has partnered with us in numerous ways to contribute to RTR's success. Support from our business partners includes the following:

- The Greater Richmond Chamber Foundation provided funding to update the RTR website and increase our social media presence.
- Venture Richmond provides free hotel rooms for out-of-town candidates who attend the fall and spring Selection Days.

- Main Street Realty provides a fully-equipped seminar room where residents attend classes, plan lessons together, and socialize with one another.
- The Valentine Museum hosts our End-of-Year Celebration.

Since 2016, RTR has received funding from the Robins Foundation, Altria, and The Community Foundation. The Cameron Foundation provided funding for the 2017-2018 RTR pilot at Ettrick Elementary School in Chesterfield County Public Schools. Cameron, Robins, and The Community Foundation have committed to a five-year plan of support for RTR-Petersburg, contingent on continued state and PCPS investments.

INCENTIVES AND SUPPORTS:

RTR residents co-teach full-time in our partner school divisions Monday through Thursday for an entire school year and are enrolled in VCU graduate coursework offered in the evening and on weekends. Given the intensity of their ongoing teaching responsibilities, ongoing instructional planning and preparation, and full-time VCU coursework, RTR residents are unable to work part-time. For this reason, we requested in our 2019 residency proposal a \$22,000 living stipend to defray a significant part of the cost of residents' living expenses, tuition, books, fees, etc. In addition, the VCU School of Education offers a special RTR tuition rate that is 61% of in-state tuition for all residents.

In addition to these financial incentives, a critical component of RTR support is the approach we use in providing wrap around services for our residents. The RTR director of admissions serves as an ombudsmen helping residents navigate the complicated application process with both RTR and VCU and any issues that arise with the Office of Financial Aid and Student Accounting once residents are accepted into the program.

Each RTR curriculum track has a curriculum coordinator who serves as a liaison between VCU and the Center for Teacher Leadership to monitor the implementation of RTR in terms of the VCU coursework. Curriculum coordinators:

- serve as the advisor to the residents in their respective curriculum track to ensure they are meeting all VCU requirements for graduation;
- plan and conduct the weekly RTR seminar designed to blend the theory residents learn in VCU coursework with practice in the schools and teach other RTR courses as appropriate;
- schedule the special off-campus classes;
- monitor the residents' attendance and performance in VCU coursework;
- collaborate with other VCU faculty to develop graduate level coursework and assignments that address the unique challenges of teaching in high-needs schools and align with the residency experience; and
- address any concerns raised by residents, CRCs, or the principal at the school site regarding VCU coursework or expectations.

The most critical support RTR provides residents is the mentor teachers or Clinical Resident Coaches (CRCs) who support them throughout the residency year. CRCs are selected through a careful screening process that includes: (1) a written application with recommendations from administrators; (2) evidence of student learning gains and collaboration with colleagues to improve instruction; (3) strong content knowledge and pedagogical skills; (3) unannounced classroom observations; and (4) post-observation debriefing interviews to determine the extent to which the teacher is a reflective practitioner.

In addition to the CRCs, RTR provides a residency coordinator for each curriculum track who supports the CRC/resident partnership in the schools. The residency coordinators:

- serve as a liaison between school sites and the Center for Teacher Leadership to monitor the implementation of the RTR Program;
- Conduct monthly coaching sessions with the CRC to. . .
 - support the use of the New Teacher Center (NTC) formative assessment tools;
 - assist the CRC in meeting the developmental needs of the resident; and
 - address challenges with may arise between the CRC/resident partnership.
- Conduct regular observations and/or formal/informal site visits at least once a month (or more if needed), to monitor the. . .
 - implementation of the RTR model (Gradual Release Calendar and NTC coaching tools);
 - growth of the resident; and
 - effectiveness of the resident/CRC partnership.
- conduct monthly mentor forums to enhance the coaching skills of the CRCs;
- address any concerns raised by residents, CRCs, or the principal at the school site; and
- troubleshoot problems as they arise in the schools.

This careful monitoring of a resident's performance and the program's effectiveness enables RTR to be responsive to the needs of both the residents and our school division partners in a timely and ongoing basis.

Once hired as teachers of record, RTR graduates also receive one-on-one mentoring for at least one hour a week from a highly-skilled, content-specific career coach who has been carefully selected and trained to observe instruction and student learning, to collect observation data, or to assist in the delivery of instruction. This strong induction support is a critical component of RTR because research shows that the most effective teachers leave urban school systems within the first two years (Barnes, Crowe & Schaefer, 2007; Darling-Hammond & Sykes, 2003; National Commission on Teaching and America's Future, 2007). The career coach focuses on formative assessment using the same New Teacher Center mentoring model and tools that are used by the CRCs, providing strong, consistent continuity of support from the residency year through the first two critical years of teaching. This ongoing process of data collection and data analysis informs both the coach's and the beginning teacher's next steps. Issues of content pedagogy, subject matter knowledge, the alignment of instruction with student content and grade level standards, student assessments, and school division curriculum initiatives drive the coach's work in response to the beginning teacher's developmental needs and instructional context. Virginia Professional Teaching Standards are used to provide a clearly articulated, well-validated vision of best practice and

a framework within which coaches can focus their work with beginning teachers. The language of the standards helps coaches and beginning teachers carry on instruction- and learning-focused conversations and assists beginning teachers in setting professional goals.

The cost of the staff described above that support RTR residents and graduates is shared. The curriculum coordinators are VCU faculty who take on the additional RTR responsibilities that include advising residents and teaching the weekly RTR seminar. New Teacher Center training for CRCs and career coaches is conducted by the VCU Center for Teacher Leadership, one of only two organizations in the country licensed by NTC to conduct their training. In addition, the monthly mentor forums that both CRCs and career coaches attend are conducted by the residency coordinators who are employed by VCU. While CTL conducts the training, the cost of the training and monthly mentor forums is covered by the school divisions for their teacher leaders. In addition, the school divisions pay the CRC stipends for their teachers and the cost of career coaches.

PARTICIPANTS:

Chart A: The chart below represents Cohort 8 residents who completed RTR in 2018-2019. Each row designates a resident. [identifiable information redacted] Hiring is not yet completed for this group. Except for those who have withdrawn, the school assigned represents where they have been hired. Blank spaces indicate they have not yet been placed. The chart will be updated once hiring is completed for all of our graduates.

Area(s) of Teaching Seeking Endorsements	School Division (for residency)	Number of Hours of Graduate Credit Completed	Did the individual complete the first year of the TRP Program? (yes or no)	If the resident has accepted employment, please indicate the employer.	Area of Teaching Assigned
Elementary	Richmond	27	No; withdrew	N/A	N/A
Elementary	Richmond	27	No; withdrew	N/A	N/A
Elementary	Richmond	M.T.	yes	Richmond	Elementary
Elementary	Richmond	M.T.	yes	Richmond	Elementary, K

Area(s) of Teaching Seeking Endorsements	School Division (for residency)	Number of Hours of Graduate Credit Completed	Did the individual complete the first year of the TRP Program? (yes or no)	If the resident has accepted employment, please indicate the employer.	Area of Teaching Assigned
Elementary	Richmond	M.T.	yes	Richmond	
Elementary	Richmond	M.T.	yes	Richmond	
Elementary	Richmond	M.T.	yes	Richmond	
Elementary	Richmond	M.T.	yes	Richmond	Elementary
Elementary	Richmond	M.T.	yes	Richmond	Elementary, 3
Elementary	Richmond	M.T.	yes	Richmond	
Elementary	Petersburg	M.T.	yes	Petersburg	Elementary, K
Elementary	Petersburg	M.T.	yes	Petersburg	Elementary, 2
Elementary	Petersburg	M.Ed.	yes	Petersburg	Elementary, 3
Elementary	Petersburg	M.T.	yes	Petersburg	Elementary, 4
Elementary	Petersburg	27	No; withdrew	N/A	N/A
Elementary	Petersburg	M.Ed.	yes	Petersburg	Elementary, 1
Elementary	Petersburg	M.T.	yes	Petersburg	Elementary, 4
Elementary	Petersburg	M.Ed.	yes	Petersburg	Elementary, 4
Elementary	Chesterfield	M.T.	yes	Chesterfield	Elementary, 2
Elementary	Chesterfield	M.T.	yes	Chesterfield	Elementary, 4

Area(s) of Teaching Seeking Endorsements	School Division (for residency)	Number of Hours of Graduate Credit Completed	Did the individual complete the first year of the TRP Program? (yes or no)	If the resident has accepted employment, please indicate the employer.	Area of Teaching Assigned
Special Education	Richmond	M.Ed.	yes	Richmond	SPED
Special Education	Richmond	M.Ed.	yes	Richmond	SPED
Special Education	Richmond	M.Ed.	yes	Richmond	SPED
Special Education	Richmond	M.Ed.	yes	Richmond	SPED
Special Education	Richmond	M.Ed.	yes	Richmond	SPED
MS/Science	Richmond	M.Ed.	yes	Richmond	
History	Richmond	24	no; withdrew	N/A	
English	Richmond	M.T.	yes	Richmond	
MS/Science	Richmond	M.Ed.	yes	Richmond	
Biology/Physics	Richmond	M.T.	yes	Richmond	Physics
Math	Richmond	N/A	no; withdrew	N/A	N/A
History	Richmond	M.T.	yes	Richmond	History
Biology	Richmond	M.T.	yes	Richmond	Science
Chemistry	Richmond	M.T.	yes	Richmond	Science
History	Richmond	M.T.	yes	Richmond	History
English	Richmond	M.T.	yes	Richmond	

Area(s) of Teaching Seeking Endorsements	School Division (for residency)	Number of Hours of Graduate Credit Completed	Did the individual complete the first year of the TRP Program? (yes or no)	If the resident has accepted employment, please indicate the employer.	Area of Teaching Assigned
Chemistry	N/A	N/A	no; withdrew	N/A	N/A
Math	Richmond	M.T.	yes	Richmond	Math

NOTE: The M.Ed. in Special Education is 37 graduate credit hours; the M.T. is 33-34 hours; and the M.Ed. in Curriculum & Instruction for secondary Middle School STEM residents is 36 hours.

Chart B: This chart represents Cohort 9 residents who were recruited in 2018-2019 and began their VCU coursework in May 2019. Each row designates a resident. [identifiable information redacted] They will not complete their residency year until June 2020. Except for our secondary residents, school assignments have not yet been determined because we are still matching our residents with their CRCs for the 2019-2020 school year. This chart will be updated once all school assignments are completed.

Area(s) of Teaching Seeking Endorsements	School Division (for residency)
Elementary	Richmond
Elementary	Richmond
Elementary	Richmond
Elementary	Richmond
Elementary	Richmond
Elementary	Richmond
Elementary	Richmond
Elementary	Richmond
Elementary	Richmond
Elementary	Richmond
Elementary	Richmond
Elementary	Petersburg
Elementary	Petersburg
Elementary	Petersburg
Elementary	Petersburg
Elementary	Petersburg
Elementary	Petersburg
Elementary	Petersburg
Elementary	Petersburg
Elementary	Petersburg
English	Richmond
Math	Richmond
MS/Science	Richmond

Area(s) of Teaching Seeking Endorsements	School Division (for residency)
Math	Richmond
Social Studies	Richmond
English	Richmond
English	Richmond
English	Richmond
Social Studies	Richmond
Social Studies	Richmond
Social Studies	Richmond
English	Richmond
English	Richmond
English	Richmond
Social Studies	Richmond
Social Studies	Richmond
Biology	Richmond
Biology	Petersburg
Special Education	Richmond
Special Education	Richmond
Special Education	Richmond
Special Education	Richmond
Special Education	Richmond
Special Education	Richmond

Area(s) of Teaching Seeking Endorsements	School Division (for residency)
Special Education	Richmond
Special Education	Chesterfield
Special Education	Chesterfield
Special Education	Henrico
Special Education	Henrico
Special Education	Henrico
Special Education	Henrico

PROGRAM EVALUATION:

As members of the National Center for Teacher Residencies, mid-year and end-of-year survey data are collected on the perceptions of residents, graduates, CRCs, career coaches, and hiring principals on the effectiveness of RTR in meeting our goals and objectives. In addition, NCTR requires us to report annually on the number of candidates RTR recruits, prepares, graduates, and are hired by partner school divisions by race/ethnicity and content area/grade level. We are also required to report our retention data for all graduates for the first five years of their teaching careers. Finally, for the past two years as part of our membership in the NCTR Teacher Preparation Transformational Center funded by the Gates Foundation, we have engaged in a week-long assessment of our program by a 4-member Teacher Preparation Inspection (TPI) team who: (1) observe our residents and CRC-resident coaching sessions; (2) review VCU course syllabi; and (3) interview residents, RTR graduates, principals, CRCs, career coaches, VCU course instructors, central office staff, and RTR staff. Stakeholder meetings are held at least once a year to review data and to solicit suggestions for changes from all RTR participants and partners.

With the exception of teacher retention data, we have been successful in getting the data needed to meet our goals. While RTR easily tracks its own retention data—and the school division HR office keeps us informed of any RTR resignations—in the past we have been unable to get data that would allow us to compare RTR retention data to non-RTR prepared teachers within RPS. However, this past year, we finally got data that allowed us for 2017-2018 to compare RTR vs. non-RTR retention data for first year teachers in RPS (see retention data on page 18).

Feedback from the various data sources described above has led to significant changes to RTR. For example, after the first year of implementation, data from the NCTR surveys revealed the need to develop an ongoing mechanism to provide interaction with RTR staff before the residency year and to better prepare residents for the transition from VCU coursework to their work in RPS classrooms. As a result, an RTR Summer Seminar Series and monthly forums during the residency year were added. In addition, a Summer Teaching Academy for RTR graduates, CRCs, and other district colleagues was launched in June 2018 with state funding and focused on topics that our graduates have consistently identified as areas in which they would like more preparation. This summer the week-long workshops will focus on Restorative Justice, English Language Learners, Collaborative Teaching and Universal Design of Learning, and Instructional Technology. We plan to seek feedback from participants on both the relevance of these workshops and other topics we can include in the future. The 2017 TPI evaluation identified a weakness in our secondary classroom management course. As a result, we totally redesigned the course and ensured that it is co-taught by an RTR graduate or CRC with specific attention towards management issues unique to high-need urban classrooms. We were pleased that in 2018, the TPI team cited our secondary classroom management course as “good.” We also made changes to our NTC mentor teacher training schedule and mentor forums based on the 2017 TPI feedback that indicated that our CRCs were not focusing enough on student learning in their coaching sessions. The 2018 visit recorded some improvement in this area, but we are continuing to revise our mentor forums and training to stress more explicitly the importance of CRCs making the connection to student learning as they work with their residents. RTR’s immediate response to program evaluation data and requests from graduates demonstrate our ongoing commitment to assessing and responding to the needs of our graduates and improving the effectiveness of our program. This focus on using different forms of feedback to inform continuous improvement efforts will continue as RTR expands to other localities.

Please refer to the following:

- a. **the effectiveness of the program in meeting the stated goals and objectives;** (see response below for student outcomes)
- b. **the success of identifying and recruiting well qualified candidates to work in an urban school environment;** In 2018-2019, RTR recruited 60 candidates who initially accepted our offer to join RTR, we lost 10 of those candidates for the following reasons:
 - 3 withdrew for financial reasons
 - 4 withdrew for other opportunities (1 private school teaching position; 1 private foundation job; 1 school administrator position; and 1 moving to Maryland to join fiancé)
 - 3 deferred to Cohort 10 (1 due to testing barriers)

Therefore, Cohort 9 is comprised of 50 residents--our largest ever. Candidates are accepted into RTR based on an academic major, a 3.0 GPA, a written application, satisfaction of all Virginia teacher licensure exams for their content area (this includes the Core Praxis, VCLA, Praxis II as well as the GRE and MAT), and the completion of a rigorous on-site selection process that includes:

- Teaching a mini-lesson in front of students;
- A personal interview conducted by both a VCU and school division professional; and

- An on-demand writing sample that assesses both their writing skills and their coachability by asking them to describe how they would redesign and reteach their mini-lesson based on feedback provided by the assessors.

RTR's rigorous selection process ensures that its residents are outstanding, highly-qualified individuals who have the dispositions necessary to be effective urban teachers. By including school division professionals in all aspects of the Selection Day assessments, RTR also ensures that residents will be a good fit for their high-needs schools before they are invited to become a part of the program. The involvement of school division professionals reduces the risk that limited resources will be spent on preparing teacher candidates who may leave as soon as their service commitment is over.

Our recruitment and selection process also guarantees that all residents will be eligible for a Virginia teaching license upon the completion of the RTR preparation program so that they do not have to be hired under a provisional license. We guarantee this in three ways. First, all RTR candidates must satisfy all state teacher licensure testing requirements as part of their admission into the program. Second, candidate transcripts are vetted by VCU professors and RTR staff to ensure that they meet the requirements of the VCU Master of Teaching (M.T.) degree or the Master of Education (M.Ed.) in Special Education. Because both of these programs are approved by the Commonwealth of Virginia, successful graduates are automatically granted licensure by the state. Third, for those non-traditional secondary math and science candidates who do not have the required pre-requisite coursework for the M.T. degree, RTR has negotiated an additional option with VCU. Non-traditional secondary candidates who are otherwise exceptional-- and who have been vetted by both RTR and the school division on the front end to determine eligibility for state licensure within the residency year-- have the option of pursuing an M.Ed. in Curriculum and Instruction. The education coursework between the M.Ed. in Curriculum and Instruction and the M.T. degree aligns well. For those RTR candidates earning the M.Ed. in Curriculum and Instruction, school divisions will request that they be licensed by the state. Therefore, all RTR teacher candidates will be both fully prepared for an urban classroom and fully licensed before becoming the teachers of record in our partner school divisions.

- c. **the effectiveness of the partnership;** Evidence of the effectiveness of the VCU/school division partnership can be found in the details provided earlier of the collaboration of all partners who participate in the vetting and selection of the residents; the significant funding that both partners are contributing to the program; and RTR's expansion into four school divisions based on the success in RPS.
- d. **the perceptions of the program success by participants and partners.** Data was collected through the 2018 NCTR survey of residents and CRCs and the 2018 RTR survey of principals. We do not yet have the 2019 survey results.

Report on available outcome measures, including student performance indicators.

Dr. Christine Bae received a small School of Education grant last year to study the impact of RTR-prepared elementary teachers on student learning in RPS. Preliminary findings from her ongoing study indicate that elementary students (grades 2-5) of RTR graduates

are making faster gains in reading (oral reading fluency) and mathematics (computation) compared to students of non-RTR elementary teachers on curriculum-based measures. These findings are especially encouraging because the RTR elementary teachers were assigned lower performing students than the non-RTR teachers. VCU has awarded Dr. Bae an additional \$50,000 to continue her study in RPS and with our new federal Supporting Effective Educator Development (SEED) grant, we will be expanding her study to include secondary math and science teachers.

As noted earlier, for the first time RPS has been able to give us retention data on non-RTR prepared first year teachers due to changes in the district data warehouse. On average, the retention rate for all non-RTR first year teachers hired in RPS in 2017-18 was 80.2% which is lower compared to the RTR first year retention rate of 96.4% for the same year. When the retention rate is calculated by hiring period, of those hired during the standard or traditional time frame, 118 were retained after 2017-18 producing a retention rate of 62.4%. This group is most similar to the first year RTR cohort in 2017-18 as this group was hired prior to the start of the school year. Therefore, the RTR retention rate for first year teachers is 34% higher than the comparable group of non-RTR prepared first year teachers (62.4% vs. 96.4%).

Attachment A is the complete evaluation report that RTR submitted to the U.S. Department of Education in our May 2019 annual report.

EXPENDITURES:

Please complete the following charts reporting total expenditures:

Period of Award: July 1, 2018 – June 30, 2019								
Public Institution of Higher Education								
Personal Services 1000								Total Cost
Description					State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
Job titles of individuals whose salary will be charged to this program	Program Role	% FTE	Salary	Total charged to grant for this individual				
RTR-Petersburg Director	Oversees all aspects of RTR-Petersburg and serves as the Petersburg Residency Coordinator	100%	\$75,000	\$75,000	\$15,626	\$28,411	\$9,089	\$53,126
RTR-Richmond Career Coaches (5 full-time positions)	Supports RTR graduates in RPS	100%	\$294,225	\$294,225	\$0	\$254,100	\$40,125	\$294,225
RTR-Henrico Residency Coordinator	Supports 4 SPED residents	33%	\$24,375	\$8,080	\$0	\$0	\$0	\$0
RTR Director	Oversees all aspects of RTR	50%	\$119,780	\$59,890	\$0	\$0	\$59,890	\$59,890
Director of Recruitment and Student Affairs	Develops and implements recruitment strategies	100%	\$64,070	\$64,070	\$0	\$0	\$64,070	\$64,070

Fiscal/Office Coordinator	Processes all fiscal documents; manages budget	100%	\$33,619	\$33,619	\$0	\$0	\$33,619	\$33,619
SPED Curriculum Coordinator	Advises and teaches SPED residents	44%	\$82,667	\$36,539	\$0	\$0	\$36,539	\$36,539
SPED Residency Coordinator	Supports SPED resident/CRC partnerships	72%	\$48,900	\$48,900	\$0	\$0	\$48,900	\$48,900
Elementary Residency Coordinator	Supports elementary resident/CRC partnerships	75%	\$61,000	\$45,750	\$0	\$0	\$45,750	\$45,750
Elementary Curriculum Coordinator	Advises and teaches elementary residents	50%	\$57,250	\$28,625	\$0	\$0	\$28,625	\$28,625
Secondary Curriculum and Alumni Network Coordinator	Advises and teaches secondary residents and supports Alumni	60%	\$75,000	\$45,000	\$0	\$0	\$45,000	\$45,000
Total Personal Services 1000				\$755,993	\$15,626	\$293,991	\$414,727	\$709,744

Employee Benefits 2000				Source of Funds			Total Cost (Total expenses to date)
Job titles of individuals whose benefits will be charged to this program	% benefits	Salary	Total	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
RTR-Petersburg director	39.4%	\$75,000	\$29,550	\$6,157	\$0	\$14,775	\$20,932
RTR-Richmond Career Coaches (5 full-time positions)	Varies by career coach (average of 47%)	\$294,255	\$139,910	\$0	\$0	\$139,910	\$139,910
RTR-Henrico Residency Coordinator	25%	\$24,375	\$6,094	\$0	\$0	\$0	\$0
RTR Director	39.4%	\$59,890	\$23,597	\$0	\$0	\$23,597	\$23,597
Director of Recruitment and Student Affairs	39.4%	\$64,070	\$25,244	\$0	\$0	\$25,244	\$25,244
Fiscal/Office Coordinator	39.4%	\$33,619	\$13,246	\$0	\$0	\$13,246	\$13,246
SPED Curriculum Coordinator	39.4%	\$36,539	\$14,396	\$0	\$0	\$14,396	\$14,396
RTR-Richmond SPED Residency Coordinator	8.1%	\$48,900	\$3,961	\$0	\$0	\$3,961	\$3,961
RTR-Richmond Elementary Residency Coordinator	39.4%	\$45,750	\$18,026	\$0	\$0	\$18,026	\$18,026
Elementary Curriculum Coordinator	39.4%	\$28,625	\$11,278	\$0	\$0	\$11,278	\$11,278
Secondary Curriculum and Alumni Network Coordinator	39.4%	\$45,000	\$17,730	\$0	\$0	\$17,730	\$17,730
Total Employee Benefits 2000				\$6,157	\$0	\$282,163	\$288,320

Purchased/Contractual Services 3000	Source of Funds			Total Cost (Total expenses to date)
Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
RTR-Richmond Secondary Residency Coordinator	\$0	\$0	\$85,426	\$85,426
RTR-Chesterfield career coach for two Ettrick Elementary RTR graduates	\$0	\$0	\$0	\$0
National Center for Teacher Residencies Membership Fees	\$0	\$0	\$13,000	\$13,000
Total Purchased Contractual Services 3000	\$0	\$0	\$98,426	\$98,426
Internal Services 4000	Source of Funds			Total Cost (Total expenses to date)
Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
RTR Evaluation	\$0	\$0	\$129,000	\$129,000
Total Internal Services 4000	\$0	\$0	\$129,000	\$129,000

Other Charges 5000	Source of Funds			Total Cost (Total expenses to date)
Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
Stipends/Residents (\$22,000*50 residents)	\$100,050	\$0	\$0	\$100,050
Mentor/Stipends (\$3,500*50)	\$0	\$0	\$0	\$0
Mentor Teacher Training and Monthly Mentor Forum Costs (\$2,520*50)	\$0	\$0	\$0	\$0
Recruitment and Selection Day Costs	\$0	\$0	\$2,374	\$2,374
Travel to NCTR and NTC conferences/trainings	\$0	\$0	\$16,000	\$16,000
Off-Campus Tuition Rate for Residents (\$3,000*50)	\$0	\$0	\$150,000	\$150,000
Total Other Charges 5000	\$100,050	\$0	\$168,374	\$268,424

Materials and Supplies 6000	Source of Funds			Total Cost (Total expenses to date)
Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
Project Supplies	\$0	\$0	\$15,400	\$15,400
Media Services	\$0	\$0	\$4,500	\$4,500
Printing/Publication Costs	\$0	\$0	\$1,500	\$1,500
Total Materials and Supplies 6000	\$0	\$0	\$21,400	\$21,400

Total Program Budget for the Teacher Residency Grant

	Source of Funds			Total Budget (Expended)
	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program) <i>[1/3 of state funds requested]</i>	In-Kind	
Personal Services (1000)	\$15,626	\$282,511	\$411,607	\$709,744
Employee Benefits (2000)	\$6,157	\$0	\$282,163	\$288,320
Purchased/Contractual Services (3000)	\$0	\$0	\$98,426	\$98,426
Internal Services (4000)	\$0	\$0	\$129,000	\$129,000
Other Charges (5000)	\$100,050	\$0	\$168,374	\$268,424
Material and Supplies (6000)	\$0	\$0	\$21,400	\$21,400
Total Program Budget	\$121,833	\$282,511	\$1,110,970	\$1,515,314

NOTE: The large amount of unspent funds is due to our failure to meet the Cohort 9 recruitment target goal of 61 residents and the timing of fiscal disbursements. Many of the requested budget items will not be disbursed until after June. This will always be the case because our program calendar year does not align with the state fiscal calendar year. For example, the Cohort 9 summer stipend was partially covered by the carryover from our 2018 VDOE residency grant (\$209,982.23 of the \$310,032.53 owed residents for stipends). In addition, Cohort 9 residents will receive their fall and spring stipends in August 2019 and January 2020. Carryover funds are necessary to ensure that our fall recruitment cycle is successful. In years that we have been unable to confirm the amount or availability of the stipend in the fall, our recruitment goals were severely affected. One reason that this year's Cohort is our largest ever is that we were able to confidently tell potential applicants that there would be a \$22K stipend for Cohort 9.

The attached chart (Attachment B) shows the cash match that the school divisions will provide after July 1. Because the match represents the CRC stipends, costs for New Teacher Center training and monthly mentor forums, and the career coaches, these matches will be provided as the costs are incurred. For example, the first modules for the New Teacher Center training takes place August 5-8, 2019. CRC stipends are paid in December 2019 and June 2020. VCU has set up cash match accounts and will invoice the school divisions after July 1 so that these commitments will be paid as scheduled.

COMMENTS AND DOCUMENTS

Attached are our 2019 RTR Impact Flyer (Attachment C) and the 2017-2018 RTR Update (Attachment D) that outlines our impact and highlights the accomplishments of some of our RTR graduates.

On November 1-2, 2018, the National Center for Teacher Residencies (NCTR) conducted an RTR site visit at Franklin Military Academy to provide an opportunity for new residency programs in their network to observe and examine the elements of the residency model and to benefit from the lessons learned of a successful, veteran residency program. Participating programs were:

- CPS-NLU Bilingual Teacher Residency (Chicago Public Schools and National Louis University)
- Kern High Teacher Residency (California State University Bakersfield and Kern High School District)
- West Virginia Department of Education (exploring a statewide residency program)

Our greatest program strength continues to be in the recruitment, selection, preparation, and ongoing support of our mentor teachers (aka Clinical Resident Coaches). Ninety-eight percent of Clinical Resident Coaches consistently feel that serving as a mentor to an RTR resident has made them a better teacher and more committed to the profession. RTR continues to be a national model of recruiting, preparing, and supporting not only new teachers, but also veteran teachers who co-teach and mentor our residents. A new video by the National Center for Teacher Residencies (NCTR) on how to build a strong pipeline of mentor candidates features two of our residency coordinators and one of our CRCs. The video was shared in the April NCTR eBlast with other residency programs and stakeholders across the nation.

In addition, our new Petersburg expansion has been featured in articles in the Richmond Times-Dispatch as well as local television stations. Also, in an article about the retirement of Dr. Marcus Newsome, Superintendent in Petersburg City Public School, he told the reporter that one of the top three things he was most proud of during his tenure in Petersburg was bringing RTR to the school system. He repeated his strong support of RTR at Senator Kaine's recent event at Virginia State University on May 28, 2019, which focused on teacher recruitment and retention, stating that we need to invest in what works—the residency model.

Mr. Evan Flynn, a special education resident in Cohort 8 was named the first National Center for Teacher Residencies (NCTR) Resident of the Year. He was presented his award at the NCTR Annual Symposium in May 2018. This year we nominated Ms. Andrea Garcia-Plata as RTR's 2019 Resident of the Year. In addition, Mr. Matthew Wester was nominated as the 2019 Coach of the Year, a new NCTR recognition.

RPS recognized eight Exemplary New Teachers in May 2019. Four of the eight RPS 2019 Exemplary New Teachers were RTR graduates: Adam Darby, Francis Elementary School; Maranda Miller, Cary Elementary School; Brandi Veasey, Francis Elementary School; and Nick Bergheimer, social studies teacher at Binford Middle School.

RTR is also part of the Bank Street College Prepared to Teach project funded by the Margaret A. Cargill Foundation. Prepared to Teach involves six states and 16 universities. The purpose of the project is to learn how preparation programs and their P-12 partners develop and sustain residencies as part of a cohesive effort to support the professionalization of teaching.

VIRGINIA COMMONWEALTH UNIVERSITY – Attachment A



Residency U.S. Department of Education Grant Performance Report (ED 524B) Executive Summary

OMB No. 1894-0003

Exp. 06/30/2017

The executive summary should be a 3-5 page concise and focused overview of the project. It should contain a narrative description of the activities and work completed in October 1, 2018- March 31, 2019 of the project including:

Project planning and/or implementation:

- Discussion of main project goals and your progress toward meeting them.
- Outline of this year's recruitment strategies and program planning activities
- Description of participants recruited thus far (number of recruits and credentialing area).
- Progress towards reforming the program.
- Status of enrolled students: services that students are receiving, students' progress, etc.
 - Number of high need LEAs served
 - Number of high need schools served

Progress toward meeting Competitive Preference Priorities:

- Name which CPPs you addressed in your original application.
- Discuss what progress you have made thus far toward meeting the goals of your CPPs.

Eligible Partnership:

- Have there been any issues/changes with members of the eligible partnership?
- How has the relationship between the IHE and partnering LEA(s) improved as a result of TQP?

Challenges:

- What has been your biggest challenge(s) with program implementation this year and how have you overcome the challenge(s)?
- If the challenge(s) is ongoing and you would like to receive additional technical assistance with eliminating the challenge please let us know what we can do to assist.

100% Non-federal Match requirement:

- What challenges have you faced in securing matching funds?
- If match challenges require a conversation with your ED program contact please make mention of that here.

Evaluation:

- Describe the work you have accomplished with the evaluator this year.
- What, if any, evaluation findings have been found in this year, and how will they affect you in the remaining years.

Promising Practices:

- Discuss one or two things that you are doing WELL and would not mind us sharing with other TQP grantees.

When writing your Executive Summary please remember to:

- Write as a narrative, in paragraph form
- Highlight the most salient aspects of the project—remember concise and focused.
- Do not cut and paste long sections from the application.
- You may include additional information about your project, but PLEASE make sure you have included the information requested above.

**If your program has a Pre-bac and a Residency component, you should submit one APR for each component.*



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

[] Check if this is a status update for the previous budget period.

1. Program Objective- Teacher Quality Partnership GPRA Indicators.

1. Performance Measure: Graduation	Measure Type	Quantitative Data					
<p>The percentage of program graduates that-- Attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of program completion.</p> <p>_____ Number of graduates that obtain initial certification/licensure (completers)</p> <p>_____ Total number of graduates</p>	GPRA 1	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				100%	37	37/37	100%

2. Performance Measure: Math/Science Graduation	Measure Type	Quantitative Data					
<p>The percentage of math/science program graduates that-- Attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of program completion.</p> <p>_____ Number of math/science graduates that obtain initial certification/licensure (completers)</p> <p>_____ Total number of math/science graduates</p>	GPRA 2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				100	4	4/4	100%



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3. Performance Measure: 1-Year Persistence	Measure Type	Quantitative Data					
<p>The percentage of program participants who were enrolled in the previous reporting period, did not graduate, and persisted in the postsecondary program in the current reporting period. <i>We do not track those who withdraw from RTR. To our knowledge neither of the two who left completed their degree. However, based on the definition of persister below, 100% of those who remained in the program graduated.</i></p>	GPRA 3	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				90	37	37/37	100%

4. Performance Measure: 1-Year Employment Retention	Measure Type	Quantitative Data					
<p>The percentage of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need Local Education Agency (LEA) or Early Childhood Education (ECE) program and were retained for the current school year. <i>Not able to report at this time. Teachers have not yet finished Year 1. All who started are still teaching, but we do not yet know if they will return for 2019-2020 school year. NOTE: One graduate did not accept the position offered in RPS last August. She will be paying back the stipend.</i></p>	GPRA 4	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

5. Performance Measure: 3-Year Employment Retention	Measure Type	Quantitative Data					
<p>The percentage of program completers who were employed by the partner high-need LEA or ECE program for three years after initial employment.</p>	GPRA 5	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			70%		50	50/61	82%

6. Performance Measure: Student Learning	Measure Type	Quantitative Data					
		Target			Actual Performance Data		



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The percentage of grantees that report improved aggregate learning outcomes of students taught by new teachers. These data can be calculated using a student growth measure, a teacher evaluation measure, or both. (OPTIONAL MEASURE)	GPRA 6	Raw Number	Ratio	%	Raw Number	Ratio	%
		NA – student achievement growth data is not collected					

7. Performance Measure: Efficiency Measure	Measure Type	Quantitative Data					
The Federal cost per program completer. _____ Total project cost _____ Total number of program completers (Final year of the grant only)	GPRA 7	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

Definitions

- **Program Participant:** A student who enrolled in the pre-baccalaureate or residency program, and participated in the school of education or academic programs covered by TQP reforms.
- **Persister:** Program participant that has remained in the program from one year to the next and is making satisfactory academic progress, moving toward graduation.
- **Program Graduate:** Program Participant who enrolled in a program covered by TQP reforms, and graduated from that program (but did not yet obtain certification/licensure).
- **Program Completer:** Program participant that graduated from the program covered by TQP reforms, and obtained initial certification/licensure.
- **Initial Certification/Licensure:** Full state teacher certification, not provisional, unless linked to tenure for the state.
- **Retained one year after initial employment:** Those who began teaching in the eligible schools in a specified school year, and are still teaching in eligible schools one year after that specified school year.



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- **Retained three years after initial employment:** Those who began teaching in the eligible schools in a specified school year, and are still teaching in eligible schools three years after that specified school year.
- **High-Need Partner LEA:** LEAs that are eligible partners as defined in section 200(6)(A) of the Higher Education Act (HEA), and are members of the formal TQP partnership as part of the original grant application or subsequent amendments.
- **High-Need ECE Program:** An ECE program serving children from low-income families that is located within the geographic area served by a high-need local educational agency.
- **Learning Outcomes:** Outcomes as reported by student growth measures, teacher evaluation measures, or both.
- **New Teachers:** Teachers who had not previously taught and were hired by the local school district in the eligible partnership in the fall of a specified school year.
- **Total Dollars:** The total TQP Federal dollars obligated to your program between October 1, 2014 and September 30, 2019 for 2014 grantees, and between October 1, 2016 and September 30, 2021 for 2016 grantees.

Explanation of Progress (Include Qualitative Data and Data Collection Information) - This is your opportunity to explain the data for the GPRA measures. When appropriate, explain what data were collected and when they were collected, the evaluation methods that were used, and how the data were analyzed. Also, identify and describe preliminary findings or outcomes, including information to show whether you are making progress toward meeting each performance measure. If expected data were not collected, expected progress was not made toward meeting a performance measure or project objective, or a planned activity was not conducted as scheduled, provide an explanation. Include a description of the steps and schedules for addressing the problem(s) or issue(s).



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Check if this is a status update for the previous budget period.

3. Project Objective - Recruit, prepare, and support 112 highly effective special education, math, science and English teachers for RPS high-need schools.

3 a. Performance Measure	Measure Type	Quantitative Data					
<i>Clinical Evaluation Continuum Ratings</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		17	17/20	85	See narrative below		

3.b. Performance Measure	Measure Type	Quantitative Data					
<i>RTR retention rates in the first three years of teaching – same as GPRA 5</i>	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				70	50	50/61	82%



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3. Project Objective: *Recruit, prepare, and support 112 highly effective special education, math, science and English teachers for RPS high-need schools.*

Explanation of Progress (Include Qualitative Data and Data Collection Information) – This is your opportunity to explain the data that appear for the TQP program measures. When appropriate, explain what data (quantitative and/or qualitative) were collected and when they were collected, the evaluation methods that were used, and how the data were analyzed. Also, identify and describe preliminary findings or outcomes, including information to show whether you are making progress toward meeting each performance measure. If expected data were not collected, expected progress was not made toward meeting a performance measure or project objective, or a planned activity was not conducted as scheduled, provide an explanation. Include a description of the steps and schedules for addressing the problem(s) or issue(s).

An effective and appropriate explanation of progress will address each of the following:

- Description of data
- Progress toward goal
- Activity description
- Unintended problems/steps to address issue
- How data from your evaluation were used to inform and improve project.

Performance Measure 1: Achievement: Achievement has been defined in two ways for the RTR program. Achievement measures for pre-service program participants are focused on Clinical Evaluation Continuum ratings as these scores reflect content and knowledge and skills residents have developed as part of their pre-service experience during the extended practicum or student teaching experience. Preparation or training for the practicum is based broadly on the teaching program coursework. Second, achievement for classroom teacher program participants (RTR graduates) includes student test scores on the statewide assessment program, the Standards of Learning (SOL). SOL scores for 2017-18 for RTR and a matched group of non-RTR teachers are currently being analyzed. The results will be submitted with the program update reporting.

Clinical Evaluation Continuum Ratings. The continuum is used to assess pre-service teachers' skills in the following areas: (1) creating and maintaining a positive and safe learning environment, (2) planning for instruction, (3) engaging and supporting students in learning, (4) assessing student learning, (5) developing as a professional and (6) Advocating for social justice and equity and developing family and community relation-



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ships. The ratings are scored on a 6-point scale anchored by 0 = unacceptable and 6=at target. The closer the mean ratings are toward 6 the greater the proficiency of the teacher candidate in demonstrating the skill or behavior. Mid-year and final data for the elementary and secondary tracks of the 2017-2018 RTR cohort are shown in Table 1. CEC ratings for Special Education students are excluded from the table because a different continuum is used. CEC data for the current cohort (2018-19) is currently being collected as the residents are still completing their practicum. These data will be obtained from the School of Education Assessment Office in early fall 2019.

The average mean rating for the 2017-18 elementary and secondary residents was 3.8 and 4.5 respectively on the mid-year administration of the CEC. Average ratings increased to 4.7 and 4.9 respectively on the final administration of the CEC. Mid-year ratings place both groups at the “acceptable” range of the continuum. On average, elementary and secondary track residents maintained an overall “acceptable” rating based on the final CEC administration, with a slight increase from a 3.8 to 4.7 for elementary, and 4.5 to 4.9 for secondary residents. Even though secondary residents maintained higher average CEC ratings across the school year, elementary residents experienced greater rates of growth across the different CEC domains. Table 2 shows the mid-year and final CEC evaluation ratings for the elementary and secondary tracks by standard. As shown, secondary residents typically had higher final CEC evaluations ratings compared to the elementary students. However, elementary residents showed slightly more growth compared to the mid-year ratings than did secondary residents. Elementary ratings increased most substantially on standards 2 and 4, planning for instruction and assessing student learning. While secondary residents experienced the most growth on standards 1, 2, and 6 – creating and maintaining a positive and safe learning environment, planning for instruction and advocating for social justice and equity and developing family and community relationships.

When the CEC overall average performance data is disaggregated by the different elements comprising the continuum, the residents achieved an average “target” performance of 65.5% and 66.7% respectively, in other words 65.5% of the elementary residents and 66.7% of the secondary residents were at “target” across all of the items comprising the continuum. Overall 66.0% of the residents in these two tracks were on “target” across all criterion comprising the CEC continuum. This percentage is substantially lower than that of the previous RTR cohort (2016-17) where the residents achieved an average “target” performance of 83.7%.



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Table 1. Mid-Year and Final Clinical Evaluation Ratings for Elementary and Secondary RTR Pre-Service Teachers

CEC Criterion	Admin	Elementary Track (n=13)			Secondary Track (n=9)		
		Beginning %	Acceptable %	Target %	Beginning %	Acceptable %	Target %
Standard 1: Creating and Maintaining a Positive and Safe Learning Environment							
Establishes, monitors, and enforces expectations for student behavior.	Mid	18.8	71.9	9.4	5.6	72.2	22.3
	Final	0.0	24.1	75.8	0.0	27.8	72.2
Plans and implements procedures and routines that support student learning.	Mid	15.6	65.6	18.7	5.6	55.5	38.9
	Final	0.0	37.9	62.1	0.0	27.8	72.2
Uses space to promote learning.	Mid	3.1	56.3	40.7	0.0	44.4	55.6
	Final	0.0	13.7	86.2	0.0	16.7	83.4
Uses time effectively.	Mid	21.9	65.6	12.5	0.0	66.7	33.3
	Final	0.0	34.4	65.5	5.6	33.4	61.1
Communicates and models fair and respectful treatment of all.	Mid	3.1	59.4	37.5	0.0	35.3	64.7
	Final	0.0	24.1	75.9	0.0	22.2	77.7
Promotes social development and group responsibility.	Mid	6.3	81.2	12.6	6.7	60.0	33.3
	Final	0.0	51.7	48.2	0.0	33.3	66.7
Effectively communicates and works with support personnel,	Mid	0.0	77.4	22.6	6.3	25.0	68.8



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families, and volunteers.	Final	0.0	24.1	75.8	5.6	5.6	88.9
Uses cultural competence to create safe, respectful learning environments for all students.	Mid	12.5	75.0	12.5	0.0	56.3	43.8
	Final	0.0	51.7	48.3	0.0	38.9	61.1
Standard 2: Planning for Instruction							
Demonstrates knowledge of subject matter content and student development.	Mid	6.3	87.5	6.3	5.9	53.0	41.2
	Final	0.0	55.1	44.8	0.0	22.2	77.8
Uses research-based instructional strategies and resources in planning instruction.	Mid	0.0	78.1	21.9	6.3	37.5	56.7
	Final	0.0	24.1	75.9	0.0	38.9	61.1
Selects and communicates learning goals that are consistent with state and national content standards and students' development.	Mid	0.0	81.3	18.8	0.0	17.6	82.4
	Final	0.0	32.1	67.9	0.0	33.3	66.7
Organizes curriculum and instructional sequences to support student understanding of content	Mid	0.0	81.3	18.7	0.0	61.1	38.9
	Final	0.0	27.6	72.4	0.0	44.4	55.6
Prepares and adjusts instructional options based on assessment of students in changing situations to	Mid	6.3	81.3	12.5	0.0	76.9	23.1



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make learning accessible to all students.	Final	0.0	34.5	65.5	5.6	33.3	61.1
Coordinates the use of support personnel, families, and volunteers to achieve learning goals.	Mid	16.1	77.4	6.5	21.4	50.0	28.6
	Final	0.0	62.1	37.9	5.6	50.0	44.4
Demonstrates the ability to design meaningful digital learning experiences.	Mid	6.3	75.0	18.8	6.7	66.7	26.7
	Final	0.0	41.4	58.6	5.6	27.8	66.6
Plans for opportunities for students to problem-solve and think critically to make content meaningful and relevant.	Mid	15.6	75.0	9.4	0.0	25.0	75.0
	Final	0.0	51.7	48.2	0.0	44.4	55.6
Standard 3: Engaging and Supporting Students in Learning							
Uses a variety of research-based educational practices that are responsive to students' diverse needs and experiences.	Mid	0.0	93.8	6.3	7.1	71.4	21.4
	Final	0.0	41.4	58.6	5.9	47.1	47.1
Connects or links evidence of students' prior knowledge, life experience, interests and other course content with learning goals.	Mid	6.3	87.6	6.3	0.0	60.0	40.0
	Final	3.4	48.3	48.2	0.0	38.9	61.1



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Facilitates learning experiences that incorporate self-direction, interaction, collaboration, choice, and consideration of multiple perspectives.	Mid	3.1	90.6	6.3	0.0	71.4	28.6
	Final	0.0	55.2	44.8	0.0	38.9	61.1
Employs educational practices such as problem-solving and critical thinking that make content meaningful and relevant.	Mid	9.4	84.4	6.3	0.0	69.2	30.8
	Final	0.0	58.6	41.4	0.0	38.9	61.1
Communicates an ethic of caring, commitment and high expectations for all students.	Mid	3.1	53.2	43.8	0.0	16.7	83.4
	Final	0.0	20.7	79.3	0.0	11.1	88.9
Develops appropriate rapport with students.	Mid	9.4	43.8	46.9	0.0	11.8	88.3
	Final	0.0	20.7	79.3	0.0	16.7	83.4
Demonstrates the ability to facilitate meaningful digital learning experiences.	Mid	3.1	78.1	18.7	7.7	53.9	38.5
	Final	0.0	44.8	55.1	5.6	27.8	66.6
Standard 4: Assessing Student Learning							
Identifies or develops methods of assessing student work that require problem solver and/or critical thinking, as appropriate.	Mid	16.1	77.4	6.5	6.3	75.0	18.8
	Final	0.0	48.3	51.7	0.0	44.4	55.5
Explains and shares criteria for assessing student work.	Mid	25.0	65.6	9.4	6.3	75.0	18.8
	Final	0.0	51.7	48.3	5.6	27.8	66.7



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Collects and uses data from multiple sources to assess student learning.	Mid	6.3	75.0	28.7	0.0	68.8	31.3
	Final	0.0	31.0	69.0	0.0	44.4	55.6
Involves and guides all students in assessing and reflective on their own learning.	Mid	21.9	71.9	6.3	6.7	86.7	6.7
	Final	0.0	48.3	51.7	0.0	50.0	50.0
Uses assessment data to profile student learning and guide instruction (formative).	Mid	12.5	75.0	12.5	0.0	80.0	20.0
	Final	0.0	20.7	79.3	0.0	50.0	50.0
Communicates with students, families, and other audiences about student progress.	Mid	12.5	75.0	12.5	0.0	40.0	60.0
	Final	0.0	31.0	69.0	0.0	44.4	55.6
Analyzes and reflects on student assessment data to improve instructional practice (summative).	Mid	6.3	68.7	25.0	0.0	56.3	43.8
	Final	0.0	37.9	62.0	5.6	27.8	66.7
Provides evidence of a positive impact on student growth and/or learning.	Mid	6.3	75.1	18.8	0.0	76.9	23.1
	Final	0.0	27.6	72.4	0.0	38.9	62.1
Demonstrates the ability to track and share student performance data digitally.	Mid	18.8	68.8	12.6	0.0	40.0	60.0
	Final	6.9	27.5	65.5	6.3	25.0	68.8

Standard 5: Developing as a Professional



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Exhibits a commitment to professional standards associated with their areas of expertise.	Mid	0.0	53.1	46.9	5.6	22.3	72.2
	Final	0.0	10.7	89.3	0.0	16.7	83.4
Supports learning environments that encourage the academic and social growth of all students.	Mid	9.4	71.9	18.8	7.1	14.3	78.6
	Final	0.0	31.0	69.0	0.0	27.8	72.2
Recognizes the importance of the social context of schooling.	Mid	6.3	75.0	18.7	0.0	26.7	73.4
	Final	6.9	24.1	69.0	5.9	41.2	52.9
Has high expectations for all students.	Mid	6.3	59.4	34.4	0.0	16.7	83.4
	Final	6.9	24.1	69.0	0.0	27.8	72.2
Takes other perspectives into account.	Mid	6.3	31.3	62.5	5.6	5.6	88.9
	Final	0.0	10.3	89.7	5.6	5.6	88.9
Adheres to professional code of ethics in decision making.	Mid	0.0	46.9	53.2	5.9	35.3	58.9
	Final	0.0	13.8	86.2	0.0	30.0	70.0
Engages in reflective practice based on evidence of teaching effectiveness and student learning.	Mid	6.3	56.2	37.5	5.6	35.3	58.9
	Final	0.0	20.7	79.3	0.0	33.3	66.7
Demonstrates integrity	Mid	0.0	46.9	53.2	0.0	5.6	94.4
	Final	0.0	17.2	82.8	0.0	11.1	88.9
Accepts responsibility	Mid	12.5	31.3	56.3	5.9	11.8	82.4
	Final	0.0	31.0	68.9	5.6	16.7	77.7
Shows initiative	Mid	6.3	46.9	46.9	6.3	12.5	81.3
	Final	0.0	24.1	75.9	5.6	11.1	83.3
Demonstrates commitment to chosen professional role.	Mid	0.0	50.0	50.0	0.0	16.7	83.4
	Final	0.0	10.3	89.7	0.0	16.7	83.4
Exhibits sound judgment.	Mid	9.4	56.2	34.4	0.0	22.2	77.7



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	Final	0.0	31.0	69.0	0.0	11.1	88.9
Accepts and welcomes constructive criticism.	Mid	3.1	43.8	53.1	0.0	11.1	88.9
	Final	0.0	24.1	75.9	0.0	16.7	83.4
Models appropriate assertiveness.	Mid	12.5	56.3	31.3	6.3	31.3	62.5
	Final	0.0	34.5	65.5	0.0	27.8	72.2
Demonstrates technology knowledge and skills proficiencies to enrich professional practice.	Mid	0.0	74.2	25.8	7.1	28.5	64.3
	Final	0.0	34.5	65.5	5.6	27.8	66.6
Standard 6: Advocating for Social Justice and Equity and Developing Family and Community Relationships							
Recognizes that communities possess funds of knowledge and resources that support learning.	Mid	23.3	76.7	0.0	5.6	61.1	33.3
	Final	3.6	71.4	25.0	5.6	38.9	55.6
Builds relationships with students' families and other members of the community who are important to students in and outside of school life.	Mid	0.0	65.6	34.4	6.3	43.8	50.1
	Final	0.0	37.9	62.1	5.6	27.8	66.6
Commits to excellence, equity and high expectations for all students.	Mid	0.0	96.7	3.3	6.7	40.0	53.4
	Final	0.0	58.6	41.4	0.0	38.9	61.1



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Advocates for students and social justice issues that affect classrooms and communities.	Mid	27.6	69.0	3.4	5.6	37.6	56.3
	Final	6.9	55.2	37.9	0.0	29.4	70.6

Table 2. Comparison of Mid-Year and Final CEC Ratings for Elementary and Secondary Track by CEC Standard

CEC Standard	Descriptor	Admin	Elementary Track (n=13)		Secondary Track (n=9)	
			Standard Mean	Mean Change	Standard Mean	Mean Change
1	Creating and Maintaining a Positive and Safe Learning Environment	Mid	3.74		4.31	
		Final	4.65	+0.91	4.90	+0.59
2	Planning for Instruction	Mid	3.57		4.15	
		Final	4.59	+1.02	4.70	+0.55
3	Engaging and Supporting Students in Learning	Mid	3.70		4.58	
		Final	4.59	+0.89	4.88	+0.3
4	Assessing Student Learning	Mid	3.51		4.21	
		Final	4.58	+1.07	4.62	+0.41
5	Developing as a Professional	Mid	4.23		4.96	
		Final	5.00	+0.77	5.17	+0.21
6	Advocating for Social Justice and Equity and Developing Family and Community Relationships	Mid	3.52		4.28	
		Final	4.26	+0.74	4.80	+0.52



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Performance Measure 2: Teacher Retention The three year retention rate for RTR is 82%. Since the inception of the program, RTR has prepared and graduated 143 pre-service teachers for Richmond City Public Schools. Of those that graduated, 99% or 141 accepted teaching positions in RPS. Four of the six cohorts contributed to the third year retention rate – 6/9 residents from Cohort 1 (66.7%); 12/14 from Cohort 2 (85.7%); and 6/10 (60.0%) from Cohort 3 and 26/30 from Cohort 4 (86.7%) were retained for three years.

In addition to tracking the RTR program graduates to calculate the three-year retention rate. We have also obtained comparative teacher retention data, so that we can compare across cohorts of beginning teachers. As shown in Table 3, the retention rates of RTR and non-RTR prepared teachers' retention rates are similar following the first year of teaching for both cohorts 1 and 2. However, retention data following the 2014-15 shows that retention rates of RTR prepared teachers exceed those of non-RTR prepared teachers across all three cohorts.

In the 2017-18 school year, RPS made changes to the way in which hiring data was recorded and captured. These data now include an indicator for years of experience, prior to 2017-18 hiring data included a variable associated with the district pay scale system rather than a direct indicate of experience. This change will enable RPS to track teachers hired according to years of experience. However, it is not possible to obtain these data for teachers hired prior to 2017-18.

In 2017-18, RPS hired 217 teachers (28 RTR prepared and 189 non-RTR prepared). Of the non-RTR prepared teachers, 149 were hired during the summer months and through October 30, 2017. The remaining teachers (n = 43) were hired between November and through mid-March 2018. Of the 149 hired during the more traditional hiring period, 118 were retained after 2017-18. Of those that left RPS, all departed after the completion of the school year. Of the teachers hired between November 2017 and March 2018, 36 (83.7%) were retained after 2017-18. On average, the retention rate for all non-RTR first year teachers hired in RPS in 2017-18 was 80.2% which is lower compared to the RTR first year retention rate of 96.4% for the same year. When the retention rate is calculated by hiring period, of those hired during the standard or traditional time frame, 118 were retained after 2017-18 producing a retention rate of 62.4%. This group is most similar to the first year RTR cohort in 2017-18 as this group was hired prior to the start of the school year.

In addition, RPS provided teacher placement information, hiring and termination dates 2017-18 for all teachers in the school division. Based on the hiring dates and years of experience we were able to examine the retention patterns of non-RTR prepared teachers for the 2017-18 school year. The data included 189 1st year, 137 2nd year, 132 3rd year, 96 4th year, 62 5th year and 37 6th year teachers that were prepared by programs other than RTR. Of these teachers, hiring dates were reviewed to group teachers according to traditional or standard hiring periods (July-October) and mid-year or non-standard hires (November – April). The number of teachers hired during the standard period is used to compare retention rates with RTR prepared teachers, as this group most closely matches the hiring experience of the RTR cohorts.



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Table 3. 2017-18 Retention Rates of Non-RTR Prepared Teachers with 1-6 Years of Experience

Year Hired in RPS	Years of Experience	Number in 2017-18	Hired between July - October	Hired between November- April	Total % Retained after 2017-18 (n)	% Standard Hires Retained after 2017-18 (n)	% Non-Standard Hires Retained after 2017-18 (n)
2012-13	6	37	30 (81.1%)	7 (18.9%)	86.5 (32)	87.5 (26)	85.7 (6)
2013-14	5	62	51 (82.3%)	11 (17.7%)	90.3 (56)	87.7 (46)	90.9 (10)
2014-15	4	96	75 (78.1%)	21 (21.9%)	84.4 (81)	84.6 (64)	81.0 (17)
2015-16	3	132	113 (85.6%)	19 (14.4%)	83.3 (110)	79.2 (93)	89.5 (17)
2016-17	2	137	101 (73.7%)	36 (26.3%)	75.9 (104)	78.1 (76)	77.8 (28)
2017-18	1	189	149 (78.8%)	43 (22.7%)	80.2 (154)	79.2 (118)	83.7 (36)

Table 4. Teacher Retention Data for First Year Teacher Hires 2012-2018

Hired in RPS	RTR Cohort	RTR Prepared	Non-RTR Prepared	Total # Hired	Retained After (Year)											
					2012-13		2013-14		2014-15		2015-16		2016-17 ¹		2017-18	
					RTR	Non-RTR	RTR	Non-RTR	RTR	Non-RTR	RTR	Non-RTR	RTR	Non-RTR	RTR	Non-RTR
2012-13	1	8	60	68	100% (8)	98% (59)	75% (6)	98% (59)	75% (6)	62% (37)	50% (4)		38% (3)			43% (26/60)
2013-14	2	14	86	100	NA	NA	100% (14)	99% (85)	100% (14)	79% (68)	86% (12)		57% (8)		50% (7)	54% (46/86)
2014-15	3	9	117	126	NA	NA	NA	NA	100% (9)	83% (97)	89% (8)		67% (6)		22% (2)	55% (64/117)
2015-16	4	30	UR	UR	NA	NA	NA	NA	NA	NA	93% (28)		90% (27)		87% (26)	UR
2016-17	5	16	146	162	NA	NA	NA	NA	NA	NA	NA	NA	94% (15)	96% (141)	88% (14)	52% (76/146)
2017-18	6	28	189	217	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	96% (27)	62% (118/189)

UR = unable to report due to anomalies in the data.

- The way in which the attrition data is being reported by RPS has changed over the last two years due to changes in the division data warehouse. Additional modifications in the attrition data collection are being made to provide for a tracking mechanism for each cohort across years, rather than a cross-sectional approach. Due to the internal data warehouse system it is not possible to update data for Cohorts 1-4 in ways that match hiring and placement data.



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Performance Measure 3: Initial licensure pass rates: This measure has been defined as PRAXIS II scores for the RTR 2.0 program. Target pass rates have been determined based on the average passing cut score across several years of baseline data. The average scores for the 2018-19 RTR cohort are shown in Table 5. As shown, 100% of MT and RTR pre-service teachers passed the PRAXIS. On average, RTR scores were slightly higher for science content areas, mathematics, and social studies, albeit the numbers are too small to draw substantive conclusions.

Table 5. 2018-19 PRAXIS II Scores by Area of Certification and Program

Area of certification	Performance Targets		Average scaled score for initial State certification or licensure for participants	
	PRAXIS II State Cut Score	RTR Target Cut Score	Actual Performance MT (N)	Actual Performance RTR (N)
Biology	155	170	170.8 (5)	190.0 (2)
Chemistry	153	179	NA	175.0 (1)
Earth Science	156	172	175.0 (2)	NA
English Language	167	187	182.9 (8)	179.5 (2)
Mathematics	160	170	172.3 (3)	178.0 (1)
Physics	153	179	NA	NA
Social Studies	161	174	175.4 (8)	178.0 (3)

Participant Perceptions: In addition to the quantitative data (e.g., PRAXIS II, Clinical Evaluation Continuum, SOL scores, teacher retention) the program also collects qualitative data in the form of focus group interviews. This data collection is intended to obtain descriptive information about participants' experiences in the program. The following section draws on a focus group report that was prepared and submitted to the RTR Program Director in the fall of 2018. The purpose of these sessions was to obtain formative information from program participants, including 2017-2018 residents (cohort 6), the clinical resident coaches (CRCs) who worked with these residents, and from the career coaches who support program graduates and other beginning teachers during their first two years as teachers of record. Participants were asked to describe their experiences in the program regarding a range of topics in an effort to identify program strengths as well as areas that require some refinement.



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Data Collection Methodology:

A series of eleven focus groups were conducted in order to engage program participants in conversations about various aspects of the RTR program between May and June, 2018. Each focus group session was guided by a semi-structure protocol and was recorded to facilitate data analysis. The sessions lasted approximately 30-45 minutes. One focus group session was conducted with each of the secondary and special education CRC's and career coach groups. Due to the size of the LSEE and special education tracks, the residents and CRCs were randomly split into two groups to facilitate more productive discussions. The transcripts of the focus group sessions were analyzed by group – resident, CRC and Career Coaches and key themes were identified. These themes are presented in this report along with verbatim illustrative quotations. Quotations were selected to represent the range of opinions expressed.

Key Themes:

1. Most residents **felt prepared with lesson planning** especially when they were familiar with the course content. It was common across elementary and secondary tracks that residents felt less prepared to provide instruction and support students with special needs. However, even though residents in the special education track didn't mention needing more support for working with students with disabilities, their CRCs noted that they would have benefited from more practice (see CRC results section). For example, residents described feeling **less prepared for teaching when having students with IEPs and English learners** in the same classroom. *"My biggest challenge with my instruction and with my planning was this is engaging the whole regular spectrum in my classroom but when I have a student who really needs a one to one all day every day and they don't get it, then I know they're not getting anything out of this lesson."*
2. The most rewarding part of the residency experience was building **positive relationships with students and watching them progress academically and socially** over the school year -- *"The relationships with the students is huge. The relationships with certain staff members is great, and then seeing progress students have made in certain areas is really rewarding."*
3. The experience of working with their CRCs was unique and **depended on the specific pairing or match between the resident and CRC**. Some residents described having a positive relationship with their CRCs which led to supportive and productive outcomes, while others viewed the experience as less positive when they lacked support and tools to effectively communicate with their CRC.
4. Having prior experience as a CRC or a resident contributed to preparation for coaching. They also noted that when residents were familiar with the coaching tools it helped to provide more effective and focused coaching. Most CRCs expressed some concerns about residents' preparation for solo teaching and their limited experience with challenging classroom behaviors and differentiating learning for students with disabilities.
5. CRCs agreed the **most rewarding part of the program is being able to see the residents grow** as a teacher and an individual. A common theme among them was the importance of building a positive relationship with their residents. The matching process and effective communication provided a strong foundation for developing effective coaching relationships. Among the LSEE groups, they noted it was rewarding when residents were able to make a difference or have personal growth in lesson planning, classroom management. CRCs said it would be helpful to build the relationship if they had some time to communicate in the beginning. *"I didn't really get the opportunity to build a relationship with her before we had to do the hard conversations."*
6. CRCs described that the **tools facilitated data-based/objective conversations** with the residents, made them less "personal". The Seating Chart tool was mentioned as the favorite tool in several groups. *"I know the seating chart was my favorite tool to use, and I know that my resident would be like – s/he would say that that's the one s/he got the most constructive feedback from."* *"We both really liked the seating chart tool, and that really speaks volumes about what's really going on in an objective way."* CRCs noted



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that some tools were redundant and the paperwork was stressful at times. *“It was stressful for me to keep up with the tools, like the stuff that we did, we were doing it anyway, but then to have to sit there and make sure we’re typing it into the computer, it just kind of delayed the process.”* Both CRCs in LSEE and SPED tracks suggested enhancing residents’ understanding of the tools would help them to use the tools more effectively and *“...tailor it more to what the resident needs.”* Both CRCs in Secondary and SPED tracks mentioned when using the tools, less structure, and more flexibility would also help. *“I wonder if maybe some more flexibility is needed there, because it might just depend on how people are using the tools and what kind of goals they’re setting for themselves.”* *“I really liked that this year was a little less structured... I was able to sort of tweak the tools to sort of better suit just the work that the resident and I were doing.”*

7. **Resident Preparation for Teaching Exceeds Non-RTR Prepared:** For those CCs who worked with both RTR and non-RTR prepared teachers, they were in agreement that *“they [RTR] are definitely more prepared than most of the first-year teachers that didn’t go through the residency program.”* This notion is further reinforced by interactions CCs have had with school administrators, *“I’ve had a couple of administrators that have expressed that as well, that you know, they’ve gotten some really good teachers in from the RTR program, and they are so pleased with, you know, how they are just taking on leadership roles and just becoming a real active member of the whole school climate.”* Several commented on the improved preparation of the RTR special education graduates for case management, *“...they have all the IEPs, the meetings, having to meet with such a diverse group of people all the time, having to work with...related services staff, so that I can say has definitely been an improvement. Every year I see that growth, and it gets better and better, that the teachers come and they’re more experienced.”* The CCs also described how well prepared RTR teachers were to address the division’s priority on instructional alignment and attributed their strength in this area to the NTC tools and familiarity with the RPS lesson plan format.
8. **Learning How to Collaborate in Inclusive Settings is a Struggle:** Similar to last year’s focus group report, the CC commented on some of the struggles special education residents have with initial collaborative placements and building effective teaching relationship with the general education teacher. In cases where former residents have experienced resistance to their teaching ideas or a more prominent role in instruction, the need to prove themselves to colleagues was evident. RTR teachers have had to problem-solve and figure out how to negotiate collaborative relationships in inclusive environments, where their CRC may have protected them from some of these challenges during their residency year so they didn’t have opportunities to develop the skills needed to establish productive relationships. One CC explained it this way, *“they’re [as a resident] focus is on the teaching, like the pedagogical content knowledge and the classroom management, but they don’t get to do because the CRC’s kind of protecting them... then it becomes so devastating for them when they have to face that, and so we have to kind of put out those fires.”* Developing relationships and working effectively in a collaborative environment has been a major issue among the special education teachers.
9. **Underprepared to Work with EL Students:** Working with English learners is an area that career coaches noted that RTR graduates need more preparation. They indicated that many of the strategies that can be used with general and special education students can also work well for EL. RTR teachers do not seem to recognize how strategies can transfer or be applied to different groups of students.

Program Recommendations based on Focus Groups:

- **Expand Understanding of the Tools among Residents:** Residents, clinical resident coaches and career coaches described the benefits of a deeper understanding of the purpose of the coaching tools among the residents. Residents commented that they lacked an understanding of the different tools and their purpose which contributed to some confusion and misunderstanding of CRCs expectations. Similarly, CRCs explained that by expanding residents’ knowledge of the tools and the theory behind the tools, this would help to enhance the effectiveness of their coaching. Career coaches often turned to the tools to demonstrate how they can be used to help RTR teachers problem solve when they are teachers of record. They also called for greater attention to educating the residents about the tools as this would enable them to apply the tools to new situations and effectively problem-solve during their first years in the classroom.



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- **Create Opportunities for Residents and CRCs to Develop Relationships Early:** Both residents and CRC's described the importance of their relationship to success and positive experiences in the RTR program. Members of both groups expressed a need to develop their relationship before school started so they could have a foundation established before the school year was in full swing. For example, they would have liked to spend **more time on the matching process** with more opportunities to meet different residents and coaches before finalizing the matches. The process was described like "speed dating." More established relationships prior to the start of school could help to mitigate some of the challenges residents and CRCs noted when they felt "mismatched" like incongruous personalities and different communication styles. Additional support for how to resolve challenges or conflicts would be helpful to both groups.
- **Increase Focus on Urban Education and Richmond City:** Both the residents and career coaches commented on how deeper background knowledge of the history of Richmond City and Richmond City Public Schools would help residents to develop stronger connections with students earlier in the school year. The understanding of Richmond's history would allow residents to put their work as teachers into a social and school context that is different from their own. Additionally, residents, primarily those in the special education track, called for more exposure to instructors who had experience in urban schools and could draw on these experiences in class. Relatedly they also recommended that the program enhance the diversity among faculty and instructors.
- **More Preparation to Work with Students with Disabilities, English learners and Challenging Behaviors:** Across all three groups there was some mention of need for additional opportunities to work with specific student populations. A greater emphasis on how the strategies that residents are learning for how to support special education students can also be applied and adapted for English learners would help them during the first years in the classroom. CRC's also commented that residents in the elementary and secondary tracks would benefit from more exposure to working with special education students. Establishing relationships in collaborative classrooms continues to be a struggle for some program graduates. Learning how to negotiate these relationships during the residency year is suggested.
- **Educate Parents and School Administration about RTR:** This issue was most salient for some of the CRCs and the career coaches who noted that increased understanding of the program and residents' preparation would be helpful to both the residency experience and initial teaching experiences. Some noted that principals could assist with explaining the program to parents who may be unfamiliar with RTR.



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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)*

In order to assess each annual budget and help to determine continuation funding, we request a complete descriptive narrative in an annual format on the ED524 Budget Summary Form explaining:

- Approved Budget for (10/1/18-9/30/19).
- Actual expenditures for current reporting period (10/01/18-3/30/19).
- Expected expenditures for the remainder of the current reporting period (04/01/19-9/30/19).
- Carryover funds from (10/1/18-9/30/19).
- Budget request for (10/1/19-9/30/20).
- Total Budget Amount (carryover funds = 2019-2020 Budget request)

In addition to the ED Budget Summary, grantees must also include a budget narrative for each of the budget areas listed above.

The TQP Team prefers that grantees use chart form narratives instead of a paragraph for narratives. An example of a chart narrative is referenced in the TQP APR webinar PowerPoint slides. The information in the ED 524 Budget Summary Form should match the information in your budget narratives.

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Please use this space to focus on additional relevant information not reported elsewhere. These may include changes, additions or updates to:

- Project scope, Key personnel, project partners or project activities
- Project evaluation
- Describe any types of technical assistance that would be helpful to you from the your ED program contact
- Any changes provided in this section should have already been discussed with your ED program officer.

You also may attach any additional evaluation reports or materials that you feel provide further information on or support to these objectives and measures.

VIRGINIA COMMONWEALTH UNIVERSITY – ATTACHMENT B

Table 3: DETAILED MATCH TOTALS BY SCHOOL DIVISION

6d. continued

Table 3: Detailed match totals by school division

Requested State Funds for Each Division Partner	Required 33% Match	Source of the Cash Match
<p><u>Richmond</u> \$770,000 35 resident stipends *\$22K</p>	\$254,100	<p>\$294,225 = Salary of 5 career coaches (additional \$40,125 In-Kind)</p> <p>\$254,100 = Total Cash Match</p>
<p><u>Petersburg</u> \$250,275 9 resident stipends*\$22K = \$198,000 + 50% of salary (\$37,500) & \$14,775 of fringe RTR-Petersburg director = \$52,275</p>	\$82,591	<p>\$31,500 = CRC stipends (\$3,500*9) \$22,680 = NTC training and mentor forum costs (\$1,460+\$1,060*9) \$28,411 = 50% of salary (\$37,500) of RTR- Petersburg director; remaining \$9,089 of the salary and fringe of \$14,775 is offered as In-Kind</p> <p>\$82,591 = Total Cash Match</p>
<p><u>Chesterfield</u> \$44,000 2 resident stipends*\$22K</p>	\$14,520	<p>\$7,000 = CRC stipends (\$3,500*2) \$5,040 = NTC training and mentor forum costs (\$1,460+\$1,060*2) \$2,480 = Cost of career coach (\$10,795); remaining \$8,315 as In-Kind)</p> <p>\$14,520 = Total Cash Match</p>
<p><u>Henrico</u> \$88,000 4 resident stipends*\$22K</p>	\$29,040	<p>\$14,000 = CRC stipends (\$3,500*4) \$10,080 = NTC training and mentor forum costs (\$1,460+\$1,060*4) \$4,960 = Cost of a residency coordinator (\$8,080); remaining \$3,120 as In- Kind</p> <p>\$29,040 = Total Cash Match</p>

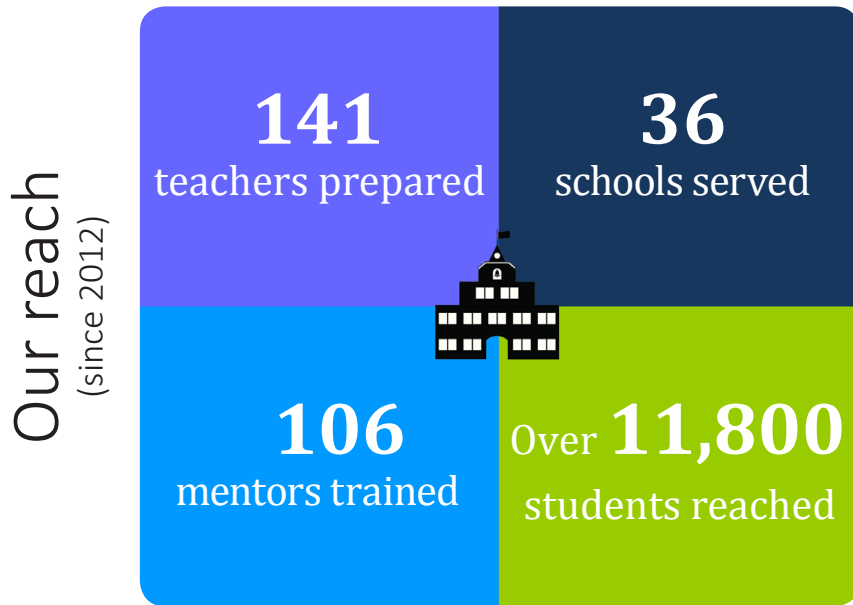
What is Richmond Teacher Residency?



Richmond Teacher Residency (RTR) is an innovative partnership between Virginia Commonwealth University (VCU) and Richmond Public Schools (RPS). A highly competitive graduate teacher residency program, RTR recruits, trains, and supports teachers--preparing them to meet the distinct challenges of urban school systems.

Residents learn side-by-side with top RPS teachers for an entire year while earning a master's degree from VCU. RTR's support doesn't end at graduation either: our graduates receive one-on-one training from a content-specific coach throughout the first two years of their teaching careers.

In exchange for this strong preparation and support, reduced tuition costs, and a stipend, residents commit to teaching for at least three years in Richmond Public Schools after they complete the residency year.



“I've visited all the schools in RPS. The residents are fantastic! They are dynamic, energetic, skilled, passionate, and have a mind-set of high expectations for all of their students. They are the kind of individuals we want in RPS.”

*Jason Kamras
Richmond Public Schools Superintendent*

RTR teacher quality



RTR graduates teaching science had significantly higher SOL scores than their non-RTR counterparts. (2014 RTR Evaluation)

Preliminary findings from an ongoing 2017-2018 study indicate that elementary students (grades 2-5) of RTR graduates are making faster gains in reading (oral reading fluency) and mathematics (computation) compared to students of non-RTR teachers on curriculum-based measures.

68%

RTR graduates rated by principals as more effective than other teachers with comparable experience

79%

RTR graduates contributing positively to school culture according to 2018 survey of RPS principals

98%

Veteran RPS teachers who reported on a 2018 national survey that “being an RTR mentor has made me a more effective teacher”

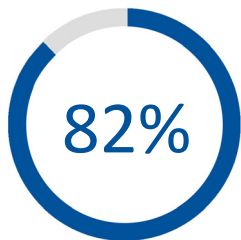
Why support Richmond Teacher Residency?



Percentage of our graduates offered teaching positions by Richmond Public Schools at the end of their residency



Percentage of our graduates who are certified by the Commonwealth of Virginia to teach their content area



Percentage of our graduates who have taught in Richmond for three or more years

\$6 million

Cost of teacher turnover in Richmond Public Schools each year

RTR return on investment

\$1.94M = Cost of replacing 30 RPS teachers each year for three years

\$1.39M = Cost of recruiting, preparing, and supporting 30 RTR residents who serve for at least three years

\$550,000 = Savings to RPS

- National Commission on Teaching and America's Future Teacher Leaver Calculator, 2014

Investing in RTR



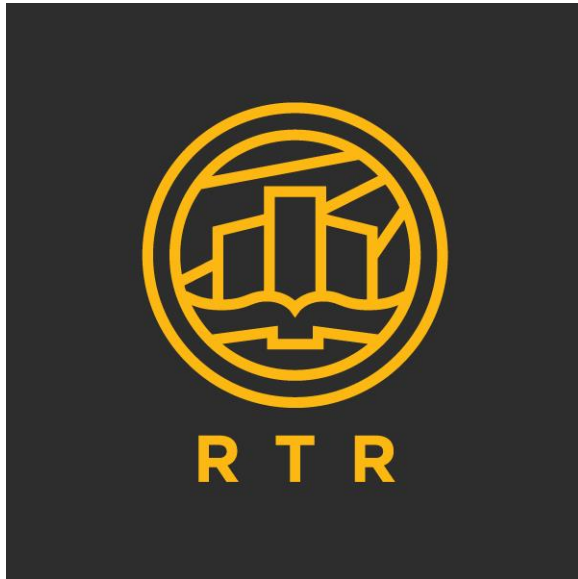
- Tuition
- Stipend and benefits
- Networking opportunities

- Stipend
- Professional development

- Staff and other operational costs
- Recruitment and marketing
- Performance management and external evaluation

Contact us

For more information about Richmond Teacher Residency, please visit our website at www.richmondteacherresidency.vcu.edu; contact Dr. Terry Dozier, RTR Executive Director, at tdozier@vcu.edu or Ann Cherry, Director of Admissions, at teachtr@vcu.edu.



2017-2018 Update

teach for change.

Message from the Director, Therese A. Dozier, Ed.D.

The 2017-2018 academic year was an exciting one for Richmond Teacher Residency (RTR), as our largest cohort of graduates became teachers of record in Richmond Public Schools (RPS). We also conducted a pilot at Ettrick Elementary School in Chesterfield County Public Schools. In 2018-2019 RTR is preparing residents for Ettrick, for Petersburg City Public Schools, and we are continuing our expansion in Richmond Public Schools. In addition, Henrico County Public Schools is partnering with RTR to recruit its first cohort of residents who will begin their residency year in the 2019-2020 academic year.

**Richmond Teacher Residency is now
RTR-Richmond, RTR-Petersburg, RTR-
Chesterfield, and RTR-Henrico!**

With our new expansion, Richmond Teacher Residency has become regional, with a new logo and a new name—simply RTR. The RTR Advisory Board, made up of VCU and local school division representa-

tives, was formed to further this regional collaboration in addressing teacher shortages in high-needs schools. The groundwork for this regional growth was built on a highly productive symposium hosted by VCU on January 23, 2018, in which school divisions, institutions of higher education, business and philanthropic community partners, and state and local policy makers came together to learn about *Addressing Virginia's High-Needs Schools' Teacher Shortage through Sustainably Funded Teacher Residency Programs*. As a result of this stakeholder event, local school divisions and private foundations have made financial commitments to expand and sustain RTR. In May 2018, the General Assembly increased funding for residencies to \$2M in the first year of the biennial and \$1.5M in the second year. In turn this shared investment, combined with the proven strengths of the RTR model, was a key factor in securing a three-year \$4.97 million federal grant to expand our work. Read on for more details about how we are building on our success and plan to regionally grow our impact in addressing the teacher shortage in high-needs schools.

We continue to receive state and national recognition, including a recent site visit organized by the National Center for Teacher Residencies for teams from Chicago, California, and West Virginia who are launching residency programs; the attendance of Senator Mark Warner's legislative aide, Lauren Marshall, at our 2017 candidate launch; and an invitation to author a book chapter on the best practices of residency programs. And in [VCU's Annual Report](#) last year, RTR made the Top 10 list of Extraordinary Things that VCU did to challenge the norm and make a real difference in the communities we serve. A December 2016 report on VCU's regional impact by the Center for Urban and Regional Analysis noted RTR as a regional steward, exercising leadership to help address educational challenges. This recognition is the result of the hard work of many people--VCU School of Education faculty, host school principals and Clinical Resident Coaches, dedicated RTR staff, and most importantly, our extraordinary residents and graduates who represent the best of our profession. We are especially pleased that an increasing number of our graduates apply and are accepted as Clinical Resident Coaches in the program—reinforcing the strength of the RTR teacher preparation model. The highlight of this report is the Alumni Spotlights, profiling RTR graduates who are excelling both in and outside of the classroom. I hope you enjoy reading about these amazing teacher leaders!

Our Mission

Richmond Teacher Residency (RTR) recruits, prepares, supports, and retains extraordinary, inspiring teachers and teacher leaders who are committed to serving students in the high-needs schools of Greater Richmond for the long-term.

Residents complete either a Master of Education or a Master of Teaching degree in the VCU School of Education within one year while working alongside a master teacher in their area of choice. Residents experience a rigorous curriculum and challenging coursework while learning how to teach in a high-needs school. Through use of the cohort model, support is provided both in the VCU academic and public school settings. Each resident is prepared with knowledge of the curriculum, teaching methods, and child development while spending an entire year co-teaching in a high-needs classroom. Their passion, dedication, and commitment to social justice for students in challenging environments, along with rigorous academic training, prepare the residents to lift up our communities from inside the classroom.

Support does not stop at the end of the residency year. Once hired as teachers of record, RTR graduates receive one-on-one mentoring for at least one hour a week from a highly-skilled, content-specific career coach who has been carefully selected and trained to observe instruction and student learning, collect observation data, and/or to assist in the delivery of instruction. This strong induction support is a critical component of RTR because research shows that the most effective teachers leave urban school systems within the first two years (Barnes, Crowe & Schaefer, 2007; Darling-Hammond & Sykes, 2003; National Commission on Teaching and America's Future, 2007).

Our Values*

Equity

•We challenge educational inequity. We work towards a more just society.

Service

•We listen to and prioritize needs of others. We put students first.

Community

•We support, challenge, and celebrate each other. We build a collective movement.

Growth

•We develop ourselves and others. We make our best better.

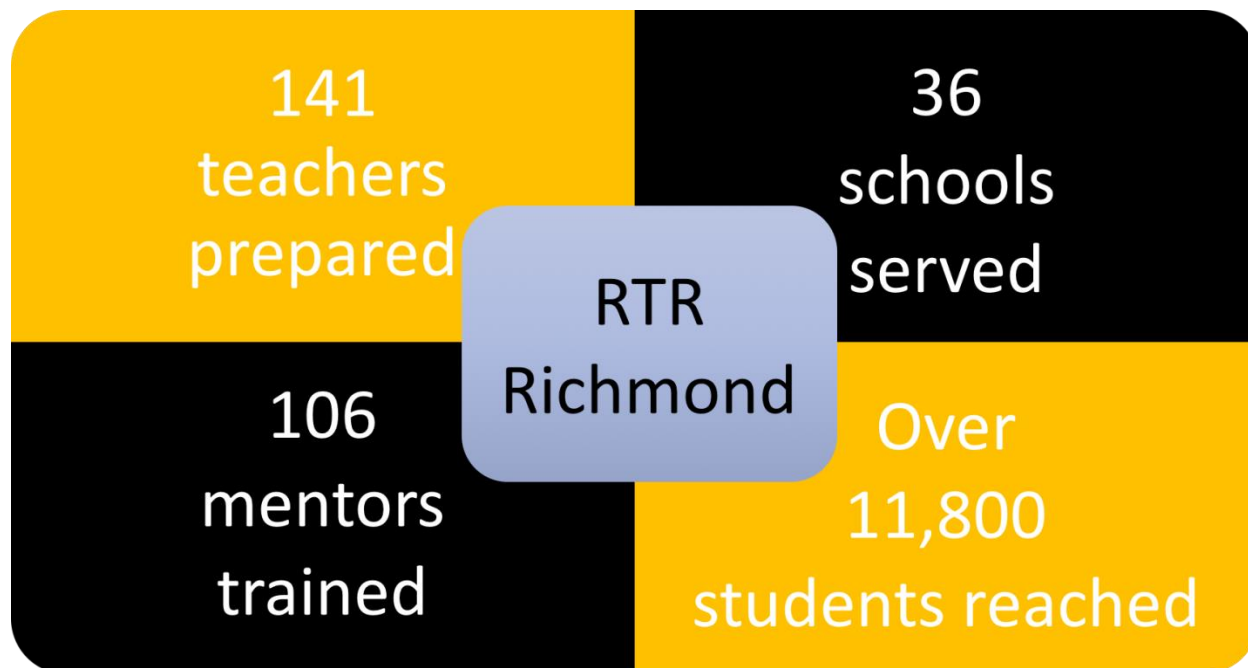
Results

•We work hard and purposefully to reach results. When there is no wind, we row.

*Aligned with Leading Educators whose vision is "Great Teachers for All Students"

Making an Impact

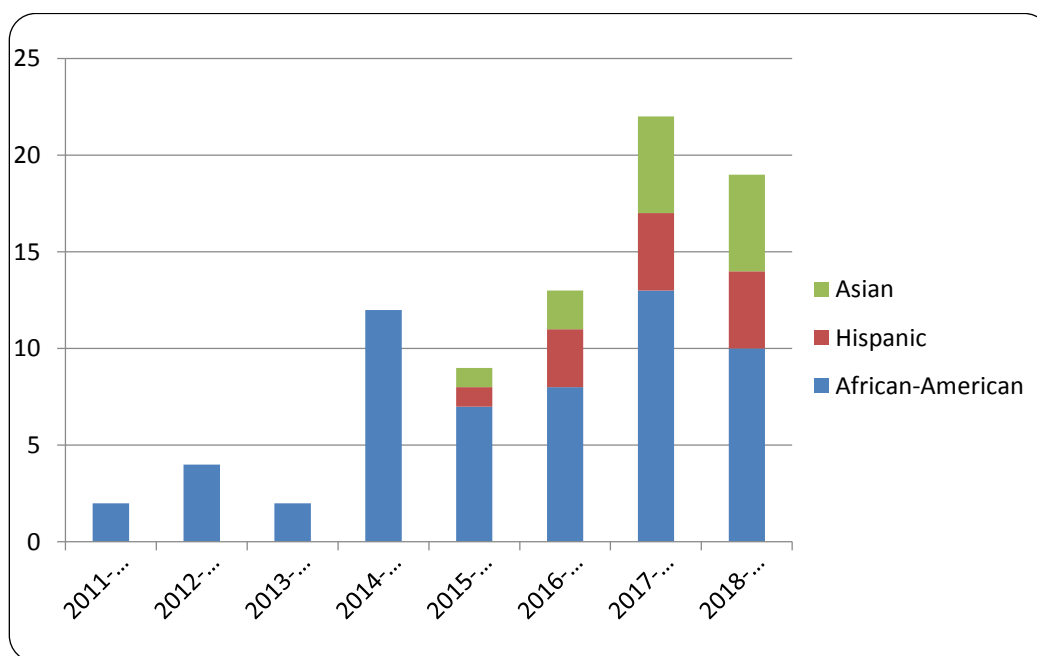
Since 2011



82% of RTR graduates have taught in RPS for 3 or more years.

Focused Recruitment = Increased Diversity

With a strong focus on local recruitment, RTR has increased the diversity of its cohorts. Nineteen of the 37 members of Cohort 8 (51%) are residents of color.



Impact on Teacher Quality & Student Achievement

- RTR graduates teaching science had significantly higher SOL scores than their non-RTR counterparts (2014 RTR Evaluation)
- Preliminary findings from an ongoing 2017-2018 study indicate that elementary students (grades 2-5) of RTR graduates are making faster gains in reading (oral reading fluency) and mathematics (computation) compared to students of non-RTR teachers on curriculum-based measures.
- 68% of principals rated RTR graduates as more or much more effective than non-RTR teachers (2018 RTR Principal Survey).
- 79% of principals cited RTR graduates as contributing positively to school culture (2018 RTR Principal Survey).
- 98% of veteran RPS teachers reported on a 2018 national survey that “being an RTR mentor has made me a more effective teacher.”

Teacher Retention Data

- 96% of RTR graduates retained for one year
- 90% of RTR graduates retained for two years
- 82% of RTR graduates have taught in Richmond for three or more years

“I’ve visited all the schools in RPS. The residents are fantastic! They are dynamic, energetic, skilled, passionate, and have a mind-set of high expectations for all of their students. They are the kind of individuals we want in RPS.”

-- Jason Kamras, RPS Superintendent

Return on Investment

\$6 million

Cost of teacher turnover in RPS each year*

\$1.94M = Cost of replacing 30 RPS teachers each year, for 3 years

\$1.39M = Cost of recruiting, preparing, & supporting 30 RTR residents who teach at least 3 years

\$550,000 = Savings to RPS

*National Commission on Teaching & America’s Future Teacher Leaver Calculator, 2014

Sustainably Funded Teacher Residency Programs

VCU hosted a statewide Sustainable Residency Funding Symposium in January 2018, attended by representatives from 9 universities, 22 school divisions, business and philanthropic community partners, advocacy groups, and state and local policymakers. Dr. Karen DeMoss, director of the Sustainable Funding Project at Bank Street College in New York City, began by sharing research and strategies from across the country on how state and local leadership have partnered to invest in and launch residency programs. Therese Dozier, Ed.D., then facilitated a panel discussion featuring the following representatives from five Virginia school divisions:

- Dr. Lyle Evans, executive director of human resources, Petersburg City Public Schools
- Stephanie Hautz, director of human resources, Newport News Public Schools
- Jeremy Weaver, executive director of elementary education, Harrisonburg City Public Schools
- Dr. David Sovine, superintendent of Frederick County Public Schools
- Dr. Randi Smith, principal of Ettrick Elementary School, Chesterfield County Public Schools



Panel members shared how they are creatively funding residency pilots and programs through shared investment. Tamara Sober, Ph.D., assistant professor in the VCU School of Education, and DeMoss presented a hands-on work session on how school divisions across Virginia and the nation are creating “grow your own” teacher pipelines through innovative, shared funding models.

With 70% of the student population economically disadvantaged and no accredited schools, PCPS is one of the lowest performing school divisions in the state, exemplifying the need for effective teachers with a long-term commitment to teach students in high-needs schools.

One example, among many, of the positive outcomes of bringing stakeholders together is a consortium of community foundations--The Cameron Foundation, Robins Foundation, and The Community Foundation working together to support a five-year investment to expand RTR into Petersburg City Public Schools (PCPS). With 70% of the student population economically disadvantaged and no accredited schools, PCPS is one of the lowest performing school divisions in the state,

exemplifying the need for effective teachers with a long-term commitment to teach students in high-needs schools.

The symposium has already resulted in all of our school division partners contributing significant dollars to support key components of RTR including paying for the cost of the CRC stipends, New Teacher Center training, monthly mentor forums, and career coaches. VCU continues to support RTR through staffing for the program and a special tuition rate. Additional grants from the Virginia Department of Education and the support of private foundations for both RTR-Richmond and RTR-Petersburg as part of a shared investment model – state, local, and private funding—are also positive and essential aspects of sustainability.

\$4.97 Million Federal Grant

The U.S. Department of Education has awarded VCU a three-year, \$4.97 million grant. As part of the VCU SEED (Supporting Effective Educator Development) grant, RTR will recruit, prepare, and support 190 new highly effective teachers in Richmond, Petersburg, Chesterfield, and Henrico, based on their most critical staffing needs. The grant also will enable RTR to expand into an as-yet-to-be identified rural school division within three years. In addition, there is a potential two-year extension of the funding which, if granted, would provide \$9.15 million over five years.

Beyond the expansion of RTR, the grant also will strengthen the teaching of mathematics and science through summer professional development opportunities for 360 elementary and special education teachers, at no cost to the teachers. VCU SEED will offer one-week summer institutes on mathematics and science for teachers ranging from kindergarten to high school. The institutes will be designed to strengthen the STEM content knowledge and pedagogical skills of elementary and special education teachers in high-needs schools.

“The VCU SEED grant is essential in helping to meet our state’s most critical teaching shortages, not only in our partner school systems, but also as a model for expanding residency programs throughout Virginia.”

–Therese A. Dozier, Ed.D.

Additionally, the grant will provide coursework, tutoring for licensure tests, and a two-year induction program for 60 provisionally licensed mathematics and science teachers, moving them toward full licensure while increasing their effectiveness and retention rates. National statistics show that STEM teachers leave at faster rates than other teachers, so the STEM-focused efforts for provisionally licensed teachers will help ensure that more STEM teachers become fully licensed and remain in our high-needs schools, where a disproportionately higher number of provisionally licensed teachers are hired.

RTR Alumni Network



RTR graduates can find ongoing support through a dynamic and growing Alumni Network. Alumni hold social gatherings and meet for professional purposes such as designing curriculum fairs and learning about student loan forgiveness programs. Graduates were offered four, free week-long professional development opportunities last summer, through a summer academy specifically designed to meet their expressed desire for growth: *Teaching English Language Learners*, *Professional Collaboration and Universal Design for Learning*, *Restorative Justice in the Classroom*, and *Enhancing Instruction with Technology*. Plans for 2019 include a spring teacher- and student-led social justice and youth empowerment curriculum fair and a repeat of the successful summer academy offerings. Finally, in order to

influence policy decisions that impact their students and their classrooms, Alumni are making their voices heard by meeting with school board members and by serving on the Mayor’s Teacher Advisory Council. The group is currently meeting with their RPS colleagues to gather information and form policy positions on specific steps RPS can implement in order to improve teacher retention.

Richmond Teachers of the Year

RTR congratulates the following Alumnus and Clinical Resident Coaches who were named
2018 RPS Teachers of the Year

Michelle Goo (CRC), Bellevue Elementary School
Erin Campbell (CRC), Chimborazo Elementary School
Graham Sturm (RTR Alum), Armstrong High School
Jonathan Walker, (RTR Alum), Binford Middle School
Dixeen Toliver (CRC), Boushall Middle School
Jonathan Metcalf (CRC), Franklin Military Academy
Sean McFadden (RTR Alum), Henderson Middle School

RTR Alums Make Headlines



Derrick Bates, Cohort 4, exceptional education teacher at George Mason Elementary and a Top 10 Finalist for RPS 2019 Teacher of the Year, received local media coverage for inspiring his students to pursue higher education. Local television network NBC 12 featured Bates in his classroom at George Mason, displaying college pennants. "I'm all about exposure...As teachers we're always taught to begin with the end in mind," Bates offers, explaining that he wants his second and third graders to know that there is a whole wide world of other opportunities and other options. With each pennant he places on the walls of his classroom, Bates is giving his grade school students a glimpse of all the places they may go after high school.

Norm Marshall, Cohort 1, chemistry and computer science teacher at Franklin Military Academy, is in his seventh year of teaching. Last year Marshall and his students for their project KnightSky launched a high-altitude weather balloon into the Earth's upper atmosphere, destined for the edge of outer space. The balloon was equipped with two cameras and GPS to provide real-time images to a laptop for students' observations and tracking. The project was funded by the Virginia Association of Science Teachers and the successful launch was attended by several hundred observers including Mayor Stoney and local media. The Richmond Times Dispatch captured this photo of Major Marshall and his students.



Spotlights on RTR Alumni: Stories of Dedication, Passion & Leadership

Evan Flynn, Cohort 7, a second and third grade exceptional education teacher at Ginter Park Elementary, was named the 2017-2018 “Resident of the Year” by the National Center for Teacher Residencies (NCTR). As a result of this recognition Flynn was asked to serve on the NCTR Graduate Advisory Group. Flynn’s nomination letter described him as a deeply reflective, considerate, and unassuming practitioner who models inclusivity and seeks first to understand in all contexts.



Flynn is most passionate about teaching students to read. He fondly tells a story of his dyslexic, seven-year-old self sitting at the kitchen table of Ms. Brenda, his tutor, who introduced him to the Orton-Gillingham method. This multi-sensory approach to reading, awakened young Flynn to the world of reading. As a first-year teacher he jumped at his principal’s recommendation that he become certified in the Orton-Gillingham method of teaching reading. Flynn describes his full circle path, from being the struggling reader to becoming equipped to help the struggling reader. “Society assumes literacy... had I not been able to access that literacy, I would not have been propelled to do this kind of work. At the end of third grade students must know how to read in order to further their learning in any subject.” Approximately 80% of Flynn’s students struggle with reading. “Literacy is a phenomenon of the human race. As I have the joy of teaching this nuanced and dynamic phenomenon, I always find myself trying to build relationships. I said to a third grader today ‘I struggled with reading’.... And she responded ‘No, you didn’t’.... I told her I certainly did, and I assured her that if I could do it, she would be able to do it.”

Anna Martinez, Cohort 6, J.L. Francis elementary teacher was awarded the 2018 RPS Exemplary New Teacher Award. It’s apparent why Martinez shines. She is a leader in every way. As a second-year teacher she became the “data-chair” for her second-grade team. She puts students’ benchmark and unit test scores in three tiers, and then creates pie-graphs within the



tiers to reveal the story behind students’ scores, providing her team with the details to guide future instruction. “Comparing students’ scores helps us narrow our instructional focus. For example, we may discover that the root problem is vocabulary related, or maybe a question was biased.” When the second-grade team leader left mid-year, Martinez was asked to take on the position and readily accepted. She plans to rotate the role among the team in the future to share leadership responsibilities. Due to the intensity of the school year Martinez explains that she saves her money so she does not have to work in the summer and can recharge her batteries. However, she does use the summer for professional growth. Noting that approximately 40% of her school’s population is Latinx, Martinez took advantage of the free, week-long VCU professional development offered to RTR graduates on *Teaching English Language Learners*. This experience sparked her interest in pursuing ESL certification. She is already making

plans for next summer which include attending VCU’s *Restorative Justice* workshop.

When asked to describe her style of teaching, Martinez states, “High expectations. I am very hands-on, and I provide my students many opportunities to be creative, but that doesn’t mean I lower expectations. I hype them up and tell them I believe in them. Since most of my students can’t afford yearbooks I had them write each other notes at the end of the year so they would have nice things to remember each other by. I proofed them, because I didn’t want any mean comments, and one student wrote ‘Ms. Martinez always says believe in yourself because you can do anything you put your mind to, and I think she’s right’...that made me cry.”

Sarah Pedersen, Cohort 4, teaches history to sixth and seventh graders at Binford Middle School. Pedersen, a 2019 nominee for RPS Teacher of the Year, is a busy woman. In addition to her teaching position, she serves as Binford’s representative to the Richmond Education Association, she’s the mother of a toddler, and she founded and is leading the statewide Virginia Educators United “Red for Ed” campaign to secure more funding for public schools. Pedersen also held three fellowships last summer: serving the RPS school district by working on social studies curriculum development and alignment alongside her husband and RTR graduate Bradley Mock; serving as the Library of Virginia’s Brown Fellow where she researched and identified primary resource documents for use by social studies teachers statewide; and working through Art 180 with incarcerated youth to develop curriculum for awareness and intervention of the school to prison pipeline. She describes the latter role as the most rewarding, noting the importance of helping teachers understand how they often inadvertently may contribute to the high rate of incarceration of brown and black youth. “Teachers operate from a place of law and order, and often they don’t see how they are contributing to the school to prison pipeline until they spend serious time thinking about it. We can’t excuse ourselves from the system; we are part of the system.” The Art 180 curriculum was picked up by Amplifier, a national program distributor, and will be used in over 20,000 classrooms across the country.



When asked what drives her to step into leadership roles, Pederson conveys her passion for union advocacy, “I come from a family where you join the union not only because of the protection it provides you but because it is the only vehicle that provides better working conditions for teachers and students.” Pederson believes the three most pressing needs for RPS students and teachers are facilities, teacher retention, and support staff. She elaborates on how these needs are intertwined. “We’ve lost nearly 70% of the staff who were here when I started 5 years ago... teacher turnover is tied to the fact that we don’t have enough support staff positions such as school nurses, counselors, and special education teachers to make the work manageable. Teachers burn out when they are trying to be everything for their students. While RPS staff and parents are continuing to build power to demand more funding from the city, we recognize that the state has been negligent in providing adequate funds, so localities across the state are joining together to ensure that when the Virginia Education Association makes demands on legislators that they are backed up by a crowd of educators and parents.”

Destiny Rainney, Cohort 5, is in her third year of teaching exceptional education at Binford Middle School. Rainney is the exceptional education department co-chair, a member of the Arts Instructional Leadership Team, and is currently in the first cohort of a certificated Arts Integration Leadership program at the University of Richmond. She is the cheerleading coach, the co-founder of the Sunshine & Smiles Committee, and serves as a Clinical Resident Coach for a current resident.



Students are already waiting in her room when Rainney returns after walking students out at the end of the school day. She gives the cheerleaders directions about an upcoming performance before they begin practicing. When asked what she appreciates the most about being an exceptional education teacher she responds: “The students. I feed off of their energy, their hugs. I am all about building rapport with them; it’s what gets me up in the morning.” She adds a refrain frequently made by RTR alums, “I want to be a support for them and be what I needed when I was in school.” Rainney says being on the leadership team provides opportunities for input on ways the faculty can meet students’ needs. This led to Rainney’s development of *SEAT (Social Emotional Art Techniques) Work!* In this school-wide initiative implemented weekly during study hall, students are taught social-emotional skills through collaborative art projects. “I went into exceptional education to better understand people’s behavior, particularly the students labeled as trouble makers. I can tell they are just trying to communicate and if we can find out what is underneath their behavior then things will

change for them. As exceptional educators, we teach students the academic skills they need to cope and communicate, so I thought, let's teach them the social emotional skills necessary to thrive and be successful. In our times of high stakes testing this important piece sometimes gets lost and yet it is foundational for academic achievement. Specific lessons on a topic like self-awareness help students understand that their peers are often experiencing the same feelings and emotions as they are, such as discouragement or nervousness." Teaching these same lessons school-wide fosters a safer and more communal learning environment that is so critical for students in high-needs schools.

Wenda Thompson, Cohort 2, is in her sixth year of teaching English at John Marshall High School. In addition to creating curriculum units that are used across her entire department, Thompson is in the final



coursework of a Ph.D. program, and is the project facilitator of John Marshall's Justice Community Center for Excellence (JCCE). Created through a U.S. Department of Education (USDOE) 21st Century Community Learning Center grant, the JCCE provides 30 students with afterschool, Saturday, and summer academic enrichment. At 6 pm on a Friday evening Thompson was still at school working on plans for the following day's field trip to the Baltimore Aquarium. It is a rare day that Thompson leaves school before 6 pm.

When asked why she works so hard she breaks into a story about a student that recently showed up after skipping her class seven days in a row. "After pulling the student aside, I was able to get to the root of her problem... she is so far behind after being out of school for several months last year that she feels like she can't understand the work, and her father tells her she is stupid. But through our conversation, she began to see that I believed in her and could relate to her. She has been in class every day and she turns in all of her work. That's why I work so hard!"



Graham Sturm, Cohort 1, is in his seventh year of teaching social studies at Armstrong High. Sturm, a 2018 RPS Teacher of the Year nominee, serves as the department chair, and is the project facilitator of the *Armstrong Center for Empowerment*, (ACE), an afterschool arts and academic enrichment program supported through a USDOE 21st Century Community Learning Center grant in its third and final year. Sturm has been gathering data on the success of the program to use in a proposal to renew the grant funding.

His day starts at 7:30 am and when the bell rings at 2:45 pm, Sturm moves to the cafeteria and begins pulling from portable freezers and filling up trays with milk, juice, carrots, and sandwiches. Sturm is there until 6 pm every Monday-Thursday with the 75 students who participate in the program. In addition to lessons that bolster their math, science, history, and English skills, students explore topics such as cooking, farming, journalism, 3-D printing, film, ceramics, yoga, hip-hop literature, and theatre. "This is academics in a non-traditional format. For example, the math students throw and measure the arc of frisbees; the history students paint and write stories about historical figures. With all the focus during the traditional day on standardized tests, there is a need to provide students with opportunities for critical thinking." Sturm shares that students apply for the program as rising ninth graders and participate in a three-week summer program designed to be a bridge program to prepare them for high school.



When asked what drives him to work these long hours each day, Sturm relays that he is committed to having a successful after school program that provides activities for students during the most vulnerable time for getting into trouble--between

the end of the regular school day and when parents get home from work. "This is my small contribution towards ending the school to prison pipeline." He adds that the dedication and vision of his colleagues is another driving force behind his dedication.

Jonathan Walker, Cohort 2, a sixth year English teacher, and 2018 RPS Top 10 Finalist for Teacher of the Year, teaches at Binford Middle School. Through his educational leadership and policy studies program at the University of Richmond, Walker is participating in a residency-style internship where he teaches for half the day and serves as a building administrator for the remainder of the day. Since the beginning of his teaching career Walker has been tapped for leadership roles. During his second year of teaching he served as the department chair holding what he describes as "tough accreditation conversations."



When asked about his leadership path, he immediately referenced Principal Rickey's mentorship. "Early on she invited me to the table to provide input. She actively seeks teacher voice, and that's what makes Binford such a special place to teach." One of the ideas that Walker helped to develop is the House system. Modeled after Harry Potter and encompassing the master schedule, Binford has grouped students into different Houses in order to build community, student leadership, collaboration, and showcase arts integration throughout the year. "We have students from 22 of the 26 RPS elementary schools, so we needed a way to build community and a way for every student to feel like they belong. Whether or not they are an athlete or in any clubs or activities, at a minimum they know they each belong to their House; and they get to know the other students in their House."

When it came time for Walker to do an internship for his leadership studies program, Rickey helped him design his hybrid schedule. "I can't overstate how much I am learning during this time when I have the unique opportunity to gain perspective by seeing through both the teacher and administrator lenses." His experience has led him to pursue the possible creation of a Principal Residency program. He recently convened a meeting of stakeholders from VCU and local school divisions to discuss what such a program might look like. Walker says many of the key qualities of being a highly effective principal, such as modeling and encouraging staff to build community and relationships, were fully experienced in his internship. This model took him well-beyond what formal coursework was able to address. He has learned these skills and lived the life of a RPS administrator through his "administrator residency" this year with Principal Rickey. "The RTR model taught me to be open to coaching, to be able to try something and be willing to fail, and to live in two worlds, as both a student and practitioner. I can now see the power of using that model for aspiring administrators, and I hope to be part of implementing that program."



Elizabeth Wait, Cohort 4, is in her fourth year of teaching special education at Armstrong High. Wait sits on the Mayor's Teacher Advisory Council; serves on the SOL testing team, making sure that students have the correct accommodations; and tutors students after school four days a week. Although she is not an "official mentor" she takes it upon herself to help mentor new teachers into the Armstrong community. "I hold workshops on the Aspen grading program and meet with new teachers to trouble shoot. I think it's important to find ways to meet the needs that you recognize within the school. I'm also the de facto professional learning community leader for the biology teachers because they are all new teachers...so it was a need that had to be met."

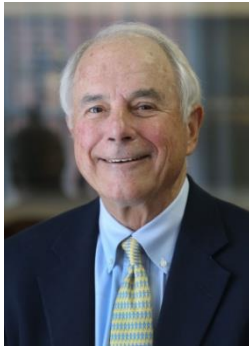
At 4:25 pm Wait is in her classroom tutoring a student on the scientific method. A large, black rabbit hops around the classroom. “Don’t worry, she knows better than to leave the room,” says Wait. She stops to check her student’s work and announces, “Congratulations. You just finished scientific investigation. You are one-fourth through the SOL!” Wait begins the next lesson with the student. She has a knack for breaking down the content in an accessible way. She is explaining the polarization of water molecules by breaking down the definition of polar and using the example of the North and South Pole being far from each other. “Ever heard the phrase ‘opposites attract?’ That is referring to positive and negative charges.” She pulls magnets from her drawer. “When will these magnets stick together?” She patiently waits for the student to answer... “I have faith in you.” The student looks up and responds, “At least somebody [sic] got faith in me.”



When asked what undergirds her long-term commitment to teach high-need students Wait offers, “I get attached to the students, and I want to see them succeed. I’m stubborn and I’m never satisfied with the students’ performance, my performance, or the school’s performance. I want to do better and keep improving; I want to see the school keep improving and RPS keep improving.” This long-term commitment combined with her persistence prompted Wait to apply for and be accepted to serve on the newly formed Mayor’s Teacher Advisory Council, where she will keep pushing for policies to improve the lives and learning conditions of her students.

Community Support

A big THANK YOU goes out to the Richmond community and to the Commonwealth of Virginia for the financial support given to RTR to continue the work of providing extraordinary teachers for the high-needs schools of Greater Richmond.



Mr. James Urkop provides funding for RTR and assists in securing financial support from local private foundations.



Mr. Brian White, President of Main Street Realty, funds the annual RTR end-of-year celebration event and provides a seminar room for RTR classes.



The Commonwealth of Virginia provides financial support for RTR stipends and the regional expansion of RTR.



Altria Group Incorporated, the Robins Foundation, The Community Foundation, and the Cameron Foundation provide substantial funding to support the work of RTR.

