



COMMONWEALTH of VIRGINIA

James F. Lane, Ed.D.
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
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October 29, 2020

The Honorable Janet D. Howell
Chair, Senate Finance Committee
Virginia General Assembly
P.O. Box 2608
Reston, Virginia 20195-0608

The Honorable Luke E. Torian
Chairman, House Appropriations Committee
Virginia General Assembly
4222 Fortuna Plaza, Suite 659
Dumfries, Virginia 22025

Dear Senator Howell and Delegate Torian:

I am pleased to submit the enclosed report on the Report on Teacher Residency Partnership Grants, 2019-2020.

Item 135.R of the 2019 Appropriation Act ([Chapter 854](#)) directs the Department of Education to issue 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 Department of Education consolidates all reports from the participating university partners and school divisions and submits an annual report to the Chairs of the House Appropriations and Senate Finance Committees.

If you have any questions or require additional information, please do not hesitate to contact Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure, at Patty.Pitts@doe.virginia.gov, or (804) 371-2522.

Sincerely,

A handwritten signature in black ink that reads "James F. Lane".

James F. Lane, Ed.D.

JFL/psp

The Honorable Janet D. Howell
The Honorable Luke E. Torian
October 29, 2020
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Enclosure

c: The Honorable Atif Qarni,
Secretary of Education



DEPARTMENT OF EDUCATION

REPORT

**REPORT ON TEACHER RESIDENCY
PARTNERSHIP GRANTS
2019-2020**

November 1, 2020

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



REPORT ON TEACHER RESIDENCY PARTNERSHIP GRANTS 2019-2020

November 1, 2020

OVERVIEW:

The General Assembly appropriated fiscal year 2020 state funding for a teacher residency partnership between university teacher preparation programs in Virginia 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. Virginia public institutions of higher education with teacher preparation programs may apply for the grant funds. A public institution of higher education may partner with a teacher preparation program in a private institution of higher education, following necessary grant-making or procurement processes.

The language from the 2019 Appropriation Act, Item 135 is as follows:

Teacher Residency

R. Out of this appropriation, ...\$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



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, three institutions of higher education were awarded grants for fiscal year 2020 as follows:

Old Dominion University:	\$442,180
University of Virginia:	\$169,735
Virginia Commonwealth University:	<u>\$1,138,085</u>
TOTAL	\$1,750,000

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 2020.

OLD DOMINION UNIVERSITY

PROGRAM YEAR: July 1, 2019 – June 30, 2020 [FY2020]

Name of Public Virginia Higher Education Institution	Old Dominion University
Name: Participating School Division(s)	Norfolk Public Schools and Newport News Public Schools
Name: Grant Director	Kala Burrell-Craft
Title:	Director of Teacher in Residence
Mailing Address:	4301 Hampton Boulevard
City/Zip	Norfolk, Virginia 23529

DETAILED PROGRAM DESCRIPTION:

The ODU Teacher in Residence (TIR) program includes an ongoing partnership between the Darden College of Education and Professional Studies at Old Dominion University and Norfolk Public Schools and a new partnership with Newport News 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 of Science in education (MSEd) programs. This is the fifth VDOE-funded residency partnership between ODU and Norfolk Public Schools (NPS) and the first year for ODU's partnership with Newport News Public Schools (NNPS). Through our partnership, we have continued to learn about best practices in preparing highly qualified teachers to serve in our culturally rich urban schools and have carried the lessons and insights from prior cohorts into the design and implementation of this TIR Cohort V in 2019-20.

The TIR Cohort V is comprised of 16 teacher candidates placed in schools around Norfolk and Newport News; ten in NPS and six in Newport News. Fourteen of the teacher candidates have been prepared for special education (general curriculum) licensure and two 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, NPS, and NNPS collaborated on recruiting a pool of prospective teacher candidates. Building on insights from the prior iterations of the program with NPS, 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;
- Using newspaper, social media, and other advertisements;
- Attending job and career fairs; and
- Directing messaging to all division employees through their communication department via email.

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/NNPS 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 and Newport News Public Schools for licensure in high-need areas identified by the school divisions: 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 included special education for a second year. As with prior iterations of the TIR program, TIR Cohort V 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 improve academic achievement for all students.

The program of study is 31 credits for a Master of Science in Secondary Education (Science) and 32 credits for the Master 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 and knowledge and with the support of the VDOE grant, the program now continues the residency placement for a full academic year. This permits our teacher candidates to be fully immersed in Norfolk and Newport News 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 and NNPS. 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 mentors, 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, whose trainers 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 faculty supervise the teacher candidates through regular observations and conversations, as well as an additional targeted professional development session each semester.

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 V, 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 and Newport News Public Schools. In accordance with the terms of the program, all candidates must serve as a teacher in their respective divisions 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:

1. Prepare highly qualified teachers to serve in critical shortage areas in Norfolk and Newport News 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 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 2019-20 Cohort V 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 2020-21 school year.

In addition to the partnership with NPS funded by the VDOE grant, the TIR program expanded in 2018-19 to include a cohort with Newport News Public Schools (NNPS) that supported four teacher candidates for special education licensure that was fully funded by their division. 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 followed the same coursework and residency model as the VDOE-funded Norfolk cohort. Newport News continued its partnership with the program for the 2019-20 year, with the help of the VDOE residency grant and increased its cohort to six teacher candidates. Newport News contributed a third of the program cost by paying their residents as instructional assistants during the residency year.

In order to continue to refine and strengthen the TIR model, ODU began two additional collaborations began in 2018-19. First, the TIR program 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 collaborated 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 Virginia: Old Dominion University (ODU), University of Virginia (UVA), and Virginia Commonwealth University (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. In September 2019, UVA and ODU attended a residency workshop at the University of Southern California with other national institutions of higher education to develop strategic plans for expanding residency programs across the United States.

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 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 (CRCs) 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:

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	Norfolk	32	yes	NPS	Special Education
Special Education	Norfolk	32	yes	NPS	Special Education
Special Education	Norfolk	32	yes	NPS	Special Education
Science	Norfolk	31	yes	NSP	Science
Special Education	Norfolk	32	yes	NPS	Special Education
Special Education	Norfolk	32	yes	NPS	Special Education

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	Norfolk	32	yes	NPS	Special Education
Special Education	Norfolk	32	yes	NPS	Special Education
Special Education	Norfolk	32	yes	NPS	Special Education
Science	Norfolk	31	yes	NPS	Science
Special Education	Newport News	32	yes	NNPS	Special Education
Special Education	Newport News	32	yes	NNPS	Special Education
Special Education	Newport News	32	yes	NNPS	Special Education
Special Education	Newport News	32	yes	NNPS	Special Education
Special Education	Newport News	32	yes	NNPS	Special Education
Special Education	Newport News	32	yes	NNPS	Special Education

One additional resident is enrolled conditionally.

PROGRAM EVALUATION:

Teacher in Residence Program

TIR Cohort V Program Evaluation

Effectiveness of program in meeting the stated goals and objectives

The overarching goal of the Teacher in Residence grant for TIR Cohort V was to prepare highly qualified teachers through a partnership among Old Dominion University, Norfolk Public Schools, and Newport News 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 four 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 and NNPS

TIR Cohort V represents the second year of expansion in the program. This is the second year of partnering with Newport News Public Schools, the second year of adding special education to the program as a critical shortage area, and the second year of providing a full school year immersion 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.

Rigorous recruitment and selection conducted jointly by ODU faculty and NPS and NNPS administrators selected 17 teacher candidates for admission into TIR Cohort V. Two candidates pursued the master's degree in education in secondary education (science), while 15 pursued the master's degree in education in special education (general curriculum).

All 17 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 division human resources specialists and content leaders. In tandem with the clinical residency coaches, faculty from ODU conducted onsite visits, with mid-term and culminating evaluations. Of these 17 teacher candidates, 16 have persisted in the program and are on track to successfully complete their programs by the end of Summer 2020 (they are currently enrolled in their final course). All 16 have been offered employment in their licensure/endorsement area by

Norfolk Public Schools or Newport News Public Schools in their licensure areas. One candidate did not complete the program but is supported and hopes to continue in the 2021 cohort.

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 division 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 candidates 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 the public classroom. The close-knit partnership among ODU faculty, school-based faculty, and administrators strengthens the relationship, 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 to include 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 a sustainable approach to supporting teacher residencies. For TIR Cohort V, both NPS and NNPS have contributed one-third of the program's yearly programming budget. The program also has 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 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 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 Students with Diverse Needs	3
FOUN	650	Human Development & Learning	3
STEM	655	Culturally Relevant STEM Methods	3
TLED	669	Internship/Student Teaching and Seminar	9
TLED	617	Digital Age Teaching and Learning	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 co-requisite: 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 program. 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 617 – Digital Age Teaching and Learning: In this class, contemporary digital tools and Internet resources are used to develop instructional plans and contribute to teaching techniques. The course is designed with three components: effectively integrating technology into the delivery of the curriculum, evidence-based good teaching practices utilizing technology that spans across grades and subject levels, and the technologies that support those practices. Upon completion of this course students should be able to pass, or apply for exemption from their school division's TSIP exam.

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 licensure assessments are required to pass this course. Prerequisite: admitted to approved teacher education program.

Master 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
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 co-requisite: 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 program. 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 - Developing 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 V 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 59% in Cohort V. 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 percentage of new teachers of color entering the field.

Race/Ethnicity	Cohort I 2015-016	Cohort II 2016-17	Cohort III 2017-18	Cohort IV 2018-19	Cohort V 2019-20
White	69%	40%	50%	13%	41%
Black	31%	53%	50%	73%	59%
2 or more races	0%	6%	0%	13%	0%
Total % Individuals of Color	31%	46%	50%	86%	59%

A rigorous process for recruitment, identification, and selection of teacher candidates is a central component of the TIR program. ODU, NPS, and NNPS 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; and
- Using 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 also has 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 11 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. As of now, all 10 of the NPS residents have been offered a position for the 2020-21 school year.

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 also has been effective in building a collaborative partnership between the university and school divisions 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, we admitted 11 candidates: 4 secondary science and 7 special education (general curriculum). The TIR collaboration combines 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 14 teacher candidates for the 2020-21 school year.

The partnership with Newport News Public School has helped reduce its special education critical shortage area. With the first year of partnership, NNPS fully funded four residents for special education licensure. For this current cohort, NNPS committed to seven residents (six of whom will graduate at the end of the summer). This year, we were able to include NNPS in the writing of our grant to assist with their efforts. NNPS contributed one-third of the support of the program for their residents by hiring them as instructional assistants while they completed their coursework and residencies.

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 2019 and again in July 2020. 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 (3.6 at midpoint), the effectiveness of the matching process for clinical resident coaches and teaching candidates (3.5 at midpoint), the learning environment (3.2 at midpoint), and professionalism and

leadership (3.3 at midpoint). Overall, teacher candidates rated highly their preparation to be an effective teacher (3.0 at midpoint). A final survey will be fielded in July and results available September 2020.

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 collected 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.

**ATTACHMENT
NCTR Survey Data**

NCTR Survey of ODU-NPS Teacher in Residency Program: Cohort V 2019-20

Question Scale: 0-4 (4=high)	Respondent	Midpoint		
		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	12	2.9	2.5
My program is preparing me to be an effective teacher.	Resident	11	3.3	3.6
Are residents supported by course instructors to be effective learners/practitioners?	Resident	11	3.4	3.7
Are residents supported by mentors to be effective learners/practitioners?	Resident	11	3.5	3.5
Are residents supported by the training site to be effective learners/practitioners?	Resident	11	3.3	3.0
Training and Support of Clinical Resident Coaches/Mentors				
Preparedness to be a mentor (at this moment in the year)	Clinical Resident Coach/Mentor	12	3.5	2.6
The support I receive from residency program staff improves my performance as a mentor.	Clinical Resident Coach/Mentor	12	3.3	2.7

Are mentors supported by course instructors to be effective teacher educators?	Clinical Resident Coach/Mentor	13	3.3	2.3
Are mentors supported by the training site to be effective teacher educators?	Clinical Resident Coach/Mentor	13	3.3	2.7
How effective is the residency program at preparing mentors?	Clinical Resident Coach/Mentor	13	2.9	2.9
Are the vision and expectations for mentors clearly defined?	Clinical Resident Coach/Mentor	13	3.3	3.0
Are the vision and expectations for mentors clearly defined?	Resident	12	3.4	2.8
Program Elements				
Are program partners aligned to residency goals?	Resident	12	3.5	3.0
Are program partners aligned to residency goals?	Clinical Resident Coach/Mentor	13	3.3	3.0
Is the residency course work aligned to clinical practices?	Clinical Resident Coach/Mentor	13	3.3	3.1
Is the residency course work aligned to clinical practices?	Resident	12	3.5	3.1
Are the vision and expectations for residents clearly defined?	Resident	12	2.8	3.1

Is the residency program's recruitment and selection process effective?	Resident	12	3.4	2.8
Is the vision for effective teaching clearly defined?	Clinical Resident Coach/Mentor	13	3.3	3.0
Is the vision for effective teaching clearly defined?	Resident	12	3.6	2.7
Learning Environment	Clinical Resident Coach/Mentor	13	3.1	2.9
Learning Environment	Resident	12	3.0	3.6
Planning & Instruction	Clinical Resident Coach/Mentor	13	2.9	2.5
Planning & Instruction	Resident	12	2.6	3.0
Professionalism & Leadership	Clinical Resident Coach/Mentor	13	3.1	3.1
Professionalism & Leadership	Resident	12	3.2	3.5
Student, Family, & Community Engagement	Clinical Resident Coach/Mentor	13	2.6	3.0
Student, Family, & Community Engagement	Resident	12	2.6	3.0

EXPENDITURES:

Period of Award: July 1, 2019 – June 30, 2020
Public Institution of Higher Education Old Dominion University

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	Faculty Contributor	22.31%	\$67,238.00	\$15,000.00	\$15,000.00	\$0	\$0	\$15,000.00
ODU Faculty Admin	Faculty Contributor	7.80%	\$70,512.00	\$5,500.03	\$5,500.03	\$0	\$0	\$5,500.03
ODU Faculty Admin	Faculty Contributor	4.14%	\$49,525.00	\$2,047.67	\$2,047.67	\$0	\$0	\$2,047.67
ODU Faculty Admin	Faculty Contributor	.56%	\$90,000.00	\$500.00	\$500.00	\$0	\$0	\$500.00
ODU Faculty Admin	Faculty Contributor	2.24%	\$66,848.00	\$1,499.96	\$1,499.96	\$0	\$0	\$1,499.96
ODU Faculty Admin	Faculty Contributor	3.32%	\$52,000.00	\$1,725.00	\$1,725.00	\$0	\$0	\$1,725.00
ODU Faculty Admin	TIR Director	100%	\$77,500.00	\$77,500.00	\$9,690.00	\$0	\$67,810.00	\$77,500.00
Total Personal Services 1000				\$103,772.66	\$35,962.66	\$0	\$67,810.00	\$103,772.66

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	9.09%	\$15,000.00	\$1,363.50	\$1,363.50	\$0	\$0	\$1,363.50
ODU Faculty Admin	9.09%	\$5,500.03	\$499.68	\$499.68	\$0	\$0	\$499.68
ODU Faculty Admin	9.09%	\$2,047.67	\$186.05	\$186.05	\$0	\$0	\$186.05
ODU Faculty Admin	9.09%	\$500.00	\$45.43	\$45.43	\$0	\$0	\$45.43
ODU Faculty Admin	9.09%	\$1,499.96	\$136.29	\$136.29	\$0	\$0	\$136.29
ODU Faculty Admin	9.09%	\$1,725.00	\$156.72	\$156.72	\$0	\$0	\$156.72
ODU Faculty Admin	39.50%	\$77,500.00	\$30,612.50	\$3,779.11	\$0	\$26,833.39	\$30,612.50
Total Employee Benefits 2000				\$6,169.78	\$0	\$26,833.39	\$33,000.17

Purchased/Contractual Services 3000	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	
CRC Mentors	\$38,863.36	\$3,136.64	\$ 0.00	\$42,000.00
NPS Participant Stipends	\$120,120.00	\$80,080.00	\$ 0.00	\$200,200.00
NNPS Participant Stipends	\$ 0.00	\$191,360.00	\$ 0.00	\$191,360.00
NPS Participant Summer 2019 Tuition Payments	\$43,705.75	\$ 0.00	\$ 0.00	\$43,705.75
NPS Participant Fall 2019 Tuition Payments	\$28,811.75	\$24,096.00	\$ 0.00	\$52,907.75
NNPS Participant Fall 2019 Tuition Payments	\$30,684.43	\$ 0.00	\$ 0.00	\$30,684.43
NPS Participant Spring 2020 Tuition Payments	\$23,623.00	\$16,596.00	\$ 0.00	\$40,219.00
NNPS Participant Spring 2020 Tuition Payments	\$12,360.00	\$ 0.00	\$ 0.00	\$12,360.00
NPS Participant Summer 2020 Tuition Payments	\$23,363.00	\$13,892.00	\$ 0.00	\$37,255.00
NNPS Participant Summer 2020 Tuition Payments	\$20,838.00	\$ 0.00	\$ 0.00	\$20,838.00
Total Purchased Contractual Services 3000	\$342,369.29	\$329,160.64	\$ 0.00	\$671,529.93
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
Total Internal Services 4000	\$0	\$0	\$0	\$0

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	
Participant Support Costs (participant catering, supplies, and exam reimbursements)	\$4,179.90	\$2,436.39	\$0.00	\$6,616.29
TIR Program Staff Mileage Reimbursement	\$488.97	\$0.00	\$0.00	\$488.97
Total Other Charges 5000	\$4,668.87	\$2,436.39	\$0.00	\$7,105.26

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	
TIR Program Office Supplies	\$244.77	\$0	\$0	\$244.77
Total Materials and Supplies 6000	\$244.77	\$0	\$0	\$244.77

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)	\$35,962.66	\$0	\$67,810.00	\$103,772.66
Employee Benefits (2000)	\$6,169.78	\$0	\$26,833.39	\$33,003.17
Purchased/Contractual Services (3000)	\$342,369.29	\$329,160.64	\$0	\$671,529.93
Internal Services (4000)	\$0	\$0	\$0	\$0
Other Charges (5000)	\$4,668.87	\$2,436.39	\$0	\$7,105.26
Material and Supplies (6000)	\$244.77	\$0	\$0	\$244.77
Total Program Budget	\$389,415.37	\$331,597.03	\$94,643.39	\$815,655.79

COMMENTS AND DOCUMENTS

The ODU Teacher in Residency program hired a new director in July 2019. She had the opportunity to start the program at the exit of Cohort IV and the start of Cohort V. Her knowledge, skills, and experience, as well as her work to expand the mentorship at the leadership level, have been an asset to the residents. She has enhanced and expanded the teacher residency program in substantial ways, and her work continues to place Virginia and ODU in the forefront of residency work.

UNIVERSITY OF VIRGINIA

PROGRAM YEAR: July 1, 2019 – June 30, 2020 [FY2020]

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

DETAILED PROGRAM DESCRIPTION:

The purpose of this project was 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 aimed to:

- Create a teacher pipeline to recruit diverse teacher candidates representative of the CCS student population
- Provide high-quality teacher preparation through a one-year Master of Teaching program
- Increase teacher retention through the implementation of a comprehensive teacher induction program
- Create 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

UVA and CCS selected two fellows. Because CCS is a relatively small urban school division, the small number of fellows was to ensure the residency program is scalable if continued.

Each selected fellow received a full tuition package and a one-year living stipend (see below for a detailed budget report) during the teacher preparation year. Upon receiving this fellowship, fellows signed an agreement that:

- The fellow would successfully complete UVA's Master of Teaching program – including all VDOE licensure requirements – prior to beginning the required service;
- The fellow would 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 received ongoing coaching through a web-based coaching model (described below). This coaching may be extended into the induction years in an effort to provide more systematic coaching and support for novice teachers.

PROGRAM OBJECTIVES:

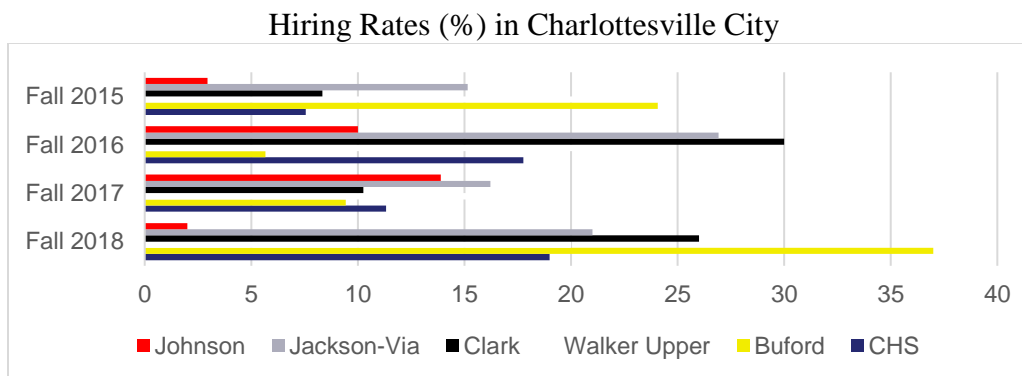
This residency program – a partnership between the University of Virginia (UVA) and Charlottesville City Schools (CCS) – aims to support the training and retention of high-quality teachers in one urban school division. CCS serves 4,549 students in nine schools: six preK-4 elementary schools, one upper elementary school (grades 5-6), one middle school (grades 7-8), and one high school (grades 9-12) (UVA)

12). CCS is the only urban school division in the larger Charlottesville metropolitan region, serving a socioeconomically, linguistically, and racially diverse student population.

CCS Student Population:

43.7% identified as economically disadvantaged;
41.7% identify as white, 30.8% as Black, 12.6% as Hispanic/Latino, 6.2% as Asian, and 8.8% as other or multiracial;
13.9% of students receive special education services and 14.3% receive limited English proficiency services; and
46 languages are spoken among students.¹

Like many urban school divisions, CCS also experiences 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.² A summary of teacher turnover rates in CCS is shown in the figure below.



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

¹ VDOE School Quality Profile: Charlottesville City Schools (accessed June 26, 2020)

² [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)

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UVA and CCS selected two fellows. Because CCS is a relatively small urban school division, the small number of fellows was to ensure the residency program is scalable if continued.

Each selected fellow received a full tuition package and a one-year living stipend (see below for a detailed budget report) during the teacher preparation year. Upon receiving this fellowship, fellows signed an agreement that:

- The fellow would successfully complete UVA's Master of Teaching program – including all VDOE licensure requirements – prior to beginning the required service;
- The fellow would 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 received ongoing coaching through a web-based coaching model (described below). This coaching may be extended into the induction years in an effort to provide more systematic coaching and support for novice teachers.

This coaching may 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 of Education (Curry) established the Consultative Resource Center for School Desegregation, 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 criteria³ and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*⁴ to develop these criteria. An emphasis has been placed on:

- 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 worked with school principals and assistant principals to identify highly effective teachers that meet these criteria and who are interested in growing as teacher-leaders. Ongoing program evaluation has been used to identify supports and barriers to successful mentoring and coaching relationships. These data will be used to inform future planning around mentor and coach training and supports.

³ http://www.doe.virginia.gov/teaching/career_resources/mentor/program_creation_guidelines.pdf

⁴ http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_teachers.pdf

Collaboration with the Office of Graduate and Postdoctoral Studies

As part of this project, UVA and CCS leadership 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.⁵ 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.

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.

⁵ <https://www.aatf.org/>

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 cash 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. Data were 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.⁶ The living stipend reflects graduate cost of attendance calculated by UVA's Student Financial Services office.⁷ 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 completed coursework and clinical experiences as part of UVA's Master of Teaching program. This one-year, clinical-based program includes ongoing classroom observations and support from a CCS mentor teacher and a UVA coach.

⁶ Available at: <https://curry.virginia.edu/admissions/cost>

⁷ Calculated annually; figures for 2019-20 available at: <https://sfs.virginia.edu/financial-aid-new-applicants/financial-aid-basics/estimated-graduate-cost-attendance-2019-2020> (accessed June 26, 2020)

Incentives for Mentors and Coaches

Teachers without strong mentoring leave the profession at more than double the rate of teachers who do have mentoring support.⁸ 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. A central feature of this mentoring and coaching program is the use of MyTeachingPartner (MTP)TM, a web-based coaching model.⁹ 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 clip 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.^{10 11}

Observation notes and reflective discussions center on high-quality teaching practices identified in the Classroom Assessment Scoring System (CLASSTM).¹² The CLASSTM 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 CLASSTM can be used to reliably assess classroom quality for research and program evaluation and also provide a tool to help new and experienced teachers become more effective.

⁸ Podolsky, A., & Sutchter, L. (2016). California teacher shortages: A persistent problem. *Learning Policy Institute*, 30.

⁹ <https://curry.virginia.edu/myteachingpartner>

¹⁰ 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.

¹¹ 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.

¹² <https://curry.virginia.edu/classroom-assessment-scoring-system>

PARTICIPANTS:

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 – General Curriculum (K-12); Elementary (prek-6)	Charlottesville City Schools	69	Yes	Charlottesville City Schools	Special Education – General Curriculum (K-12)
English as a Second Language (prek-12)	Charlottesville City Schools	54	Yes	Charlottesville City Schools	English as a Second Language (prek-12)

PROGRAM EVALUATION:

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 • 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 June
The effectiveness of the partnership	<ul style="list-style-type: none"> • Recruitment and admissions data • Annual retention data • Participant surveys • Notes from joint stakeholder meetings 	Annually each June

Item(s) Assessed	Measures	Data Collection Timeline
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) • Notes from joint stakeholder meetings 	Ongoing throughout the year

Evaluation data will be captured through the following sources.¹³

- **Program Completion Rates:** Candidates’ performance in the Master of Teaching program was monitored to identify areas of strength and weakness. Successful, on-time completion of the program is a requisite for the fellowship, and completion rates were 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 included applicant demographics, GPA and test data, interview data, and applicant yields.
- **Participant Surveys:** Participants were surveyed and invited to share their perspectives about which aspects of the program were more or less supportive.
- **Notes from Joint Stakeholder Meetings:** Meeting notes were 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*.¹⁴

¹³ As a result of school closures due to COVID-19, some data are unavailable for the 2019-20 academic year. Several data sources will not be available until the residents become the instructor of record in the 2020-21 academic year.

¹⁴ 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.

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.¹⁵ 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 provide 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 Manuals¹⁶. The practices captured by the CLASSTM observation tool have been linked to students' learning and development¹⁷. 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.¹⁸ 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.¹⁹

¹⁵ For an overview of the CLASSTM tool, see <https://curry.virginia.edu/classroom-assessment-scoring-system>.

¹⁶ Pianta, R. C., Hamre, B. K., & Mintz, S. (2012). *Classroom Assessment Scoring System: Secondary manual*. Charlottesville, Virginia.

¹⁷ 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.

¹⁸ 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.

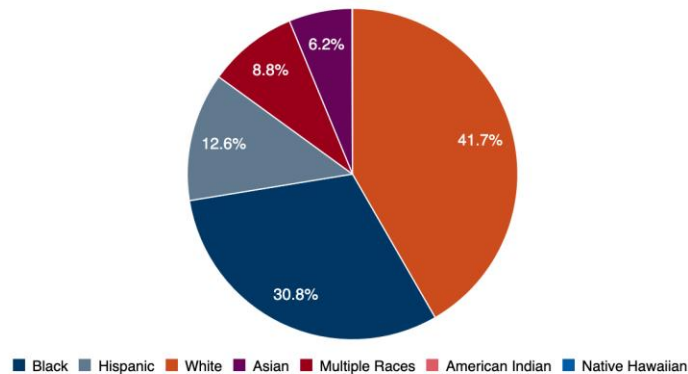
¹⁹ Kane, T. J., & Steiger, D. O. (2012). Feedback for teaching: Combining high-quality observations with student surveys and achievement gains. *Bill and Melinda Gates Foundation*. Retrieved from: <https://files.eric.ed.gov/fulltext/ED540960.pdf>.

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.²⁰

2019 Fall Membership By Subgroup: Racial and Ethnic Groups



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.

²⁰ VDOE School Quality Profile: Charlottesville City Schools (accessed June 26, 2020)

Plans for ongoing recruitment:

- 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.

Last fall, UVA launched three undergraduate Bachelor of Science in Education (BSED) programs in Early Childhood Education, Elementary Education, and Special Education. 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 the development of a local Grow Your Own 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 #6).²¹ 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 also will 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 completing 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 have revised program curriculum to ensure its alignment with nationally recognized standards,

²¹ <https://www.usnews.com/best-graduate-schools/top-education-schools/university-of-virginia-main-campus-06212>

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. Last summer, representatives from Region 10 hosted a workshop for teacher candidates – including CCS fellows – as part of Virginia’s Adverse Childhood Experiences Initiative.²² Trainings like this one will continue into the next academic year.

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.

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)
- Special Education – General Curriculum (K-12)

²² <http://www.virginiapreventionworks.org/family-wellness/>

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 future partnership activities.

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 have 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.

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 Desegregation, 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 website²³ 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.

²³ <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).

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. Plans for ongoing recruitment:

- 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.

Last fall, UVA launched three undergraduate Bachelor of Science in Education (BSED) programs in Early Childhood Education, Elementary Education, and Special Education. 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 the development of a local Grow Your Own program.

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 compared 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. It is also important to note that end-of-program scores were collected during school closures due to COVID-19.

End of Program Candidate Feedback Survey

Program Strengths

- “The professors. They are excellent mentors and work to help their students step by step. Curry also does a great job teaching us how to be more reflective and demonstrates it in their own instruction.”
- “The faculty & staff are knowledgeable and caring. They truly care about the success of each student. The program got us interacting with students immediately which gave us hands on experience if we hadn't worked with adolescents previously.”

Opportunities for Improvement

- “An actual class on cultural pedagogy. Not just a lesson here or there, but a class. Taught by a professor who understands cultural relevance. That will put Curry on the map. This is what schools want, and there wasn't enough of it at Curry.”
- “Rearranging when classes are taken, if possible. There were a few classes that would have been helpful to take over the summer before going into schools. However, it was nice to make connections and apply strategies immediately.”

PROGRAM DISCONTINUED

The University of Virginia and its partner discontinued the Teacher Residency Program during the 2019-2020 year.

EXPENDITURES:

Period of Award: July 1, 2019 – June 30, 2020								
Public Institution of Higher Education								
Personal Services 1000								Totals
	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 salaries were charged to this program	Program Role	% FTE	Salary	Total charged to grant for this individual				
Director	PI	2%	\$83,308	\$1,666	\$1,666			\$1,666
Coordinator	Co-PI	2%	\$9,390	\$188	\$188			\$188
Associate Professor	Co-PI	2%	\$70,100	\$1,402	\$1,402			\$1,402
Director		2%	\$57,212	\$1,144	\$1,144			\$1,144
Total Personal Services 1000				\$4,401	\$4,401			\$4,401

Employee Benefits 2000				Source of Funds			Totals
Job titles of individuals whose benefits were 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	
Director	39.60%	\$1,666	\$654	\$654			\$654
Coordinator	39.60%	\$188	\$74	\$74			\$74
Associate Professor	28.90%	\$1,402	\$405	\$405			\$405
Director	39.60% (FT) / 28.90% (PT)	\$1,144	\$413	\$413			\$413
Total Employee Benefits 2000				\$1547			\$1547

Purchased/Contractual Services 3000	Source of Funds			Totals
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
Total Purchased Contractual Services 3000				

Internal Services 4000	Source of Funds			Totals
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
Total Internal Services 4000				

Other Charges 5000	Source of Funds			Totals
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	
Tuition and fees for 2 fellows	\$33,586			\$33,586
Health insurance for 2 fellows	\$5,628			\$5,628
Living stipend for 2 fellows		\$33,265		\$0
				\$0
Total Other Charges 5000	\$39,214	\$33,265		\$72,479

Materials and Supplies 6000	Source of Funds			Totals
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
Total Materials and Supplies 6000				

Total Expenditures for the Teacher Residency Grant				
	Source of Funds			Total Expenditures
	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program) [1/3 of state funds requested]	In-Kind	
Personal Services (1000)	\$4,401	\$0	\$0	\$4,401
Employee Benefits (2000)	\$1,547	\$0	\$0	\$1,547
Purchased/Contractual Services (3000)	\$0	\$0	\$0	\$0
Internal Services (4000)	\$0	\$0	\$0	\$0
Other Charges (5000)	\$39,214	\$33,265	\$0	\$72,479
Material and Supplies (6000)	\$0	\$0	\$0	\$0
Totals	\$45,162	\$33,265	\$0	\$78,426

VIRGINIA COMMONWEALTH UNIVERSITY

PROGRAM YEAR: July 1, 2019 – June 30, 2020 [FY2020]

Name of Public Virginia Higher Education Institution	Virginia Commonwealth University
Partners	Robins Foundation, Cameron Foundation, and The Community Foundation
Name: Participating School Division(s)	Richmond Public Schools, Petersburg City Public Schools, Chesterfield County Public Schools, and Henrico County Public Schools
Name: Grant Director	Therese A. Dozier
Title:	Executive Director
Mailing Address:	3600 West Broad Street, Suite 300
City/Zip	Richmond, Virginia 23230

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 divisions, schools, communities, universities, and unions; (5) serve school divisions; (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 yearlong 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, eight full days of NTC mentor-teacher training, and monthly mentor forums to enhance their coaching skills.
- **A master's degree or graduate certificate 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, and supporting the retention of 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). We are now serving Petersburg City Public Schools and high-needs schools in Chesterfield County and Henrico County Public Schools. RTR has completed recruitment for Cohort 10 -- our largest and most diverse to date -- who began their VCU coursework in May 2020. In addition to a new Graduate Certificate for Elementary Teaching, this year we also added a new Instructional Assistant (IA) Pathway.

Last year we had hoped to recruit heavily from instructional assistants who would be more likely to remain in their school divisions after the required three years of service. However, we quickly learned that this was problematic because most have families and cannot forgo a salary and medical benefits. We are happy to report that we have successfully worked with our division partners to create an RTR track just for IAs that allows them to remain on the payroll in their school division and still complete the program within four semesters, rather than three, so the program is less daunting to older residents. These residents will earn a Graduate

Certificate in K-12 Special Education that satisfies the state requirements for full licensure. Three hours a day, they will be learning to teach alongside a Clinical Resident Coach (CRC) as our other residents do; the remaining three hours they will perform their normal IA responsibilities. With Covid-19, all summer courses were virtual for all tracks.

Recruitment is increasingly difficult with all of the negative news regarding high stakes testing, working conditions, and poor salaries. However, with the addition of the IA Pathway and a Black Educator Grant from the National Center for Teacher Residencies that provides additional funding for Black residents, we have recruited our largest and most diverse cohort to date. See Tables 1 and 2 below.

Table 1: Cohort 10 Numbers by Curricular Track

Division	Math	Science	English	Soc. St.	SPED	Elem.	Traditional Residents	IA Pathway	Total
HCPS	1	1	1	0	2	0	5	1	6
CCPS	1	0	0	0	2	0	3	5	8
PCPS	0	0	1	1	2	9	13	0	13
RPS	1	0	6	2	5	8	22	16	38
							43	22	65

Table 2: Cohort 10 Diversity Statistics

Diversity	Elementary	MT in Elem. Education	Elem. Grad. Certificate	Secondary	SPED M.Ed.	SPED IA Pathway
Black	5 (29%)	2 (20%)	3 (42%)	4 (27%)	8 (73%)	19 (86%)
Hispanic	1 (6%)	1 (10)	0 ---	2 (13%)	0 ---	0 ---
Asian	2 (12%)	1 (10%)	1 (14%)	2 (13%)	0 ---	1 (5%)
White	9 (53%)	6 (60%)	3 (42%)	7 (47%)	3 (27%)	2 (9%)
Total	17			15	11	22

C10 Overall Diversity: 55% Black; 4% Hispanic; 7% Asia; 34% White

C10 Traditional Tracks: 40% Black; 7% Hispanic; 9% Asian; 44% White

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 4 (VCU)

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 division 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. With the recent Black Lives Matter protests, we are adding a mandatory forum one Saturday morning a month from 9:00-12:00 to address with our residents how to better serve our students of color by becoming an antiracist educator.

RTR Advisory Board includes representatives from each partner school division and VCU that have decision-making authority and a direct reporting line to their respective superintendent (or dean in the case of VCU). They include individuals such as the school divisions' 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, as needed.
- Review RTR goals and objectives and make revisions, as 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.

While the Advisory Board meets once a semester, we have established an RTR Working Subgroup that meets on the third Wednesday of each month from 2:00 p.m.-4:00 p.m. These individuals are tasked with carrying out the decisions of the Advisory Board and monitoring the implementation of RTR.

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 also has 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 other 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 a welcoming reception at the beginning of the year.

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 2020 residency proposal a \$23,000 living stipend to defray a significant part of the cost of residents' living expenses, tuition, books, fees, etc. (While we had to reduce this stipend slightly when asked to reduce our budget, we were able to cover the reduction through some carryover funds in our Teacher Quality Partnership grant that ends this year. 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 ombudsman 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 that 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 9 residents who completed RTR in 2019-2020.

RTR School Division Partners:

- CCPS=Chesterfield County Public Schools
- HCPS=Henrico County Public Schools
- PCPS=Petersburg City Public Schools
- RPS=Richmond Public Schools

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 M.T.	RPS	M.T.	yes	Carver ES, RPS	Elementary
Elementary M.T.	PCPS	M.T.	yes	Cool Spring ES, PCPS	Elementary
Elementary Grad. Cert.	RPS	Grad. Cert.	yes	Cardinal ES, RPS	Elementary

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 Grad. Cert.	RPS	Grad. Cert.	yes	Blackwell ES, RPS	Elementary
Elementary M.T.	PCPS	M.T.	yes	Walnut Hill ES, PCPS	Elementary
Elementary Grad. Cert.	RPS	Grad. Cert.	yes	Chimborazo ES, RPS	Elementary
Elementary Grad. Cert.	PCPS	Grad. Cert.	yes	Cool Spring ES, PCPS	Elementary
Elementary Grad. Cert.	PCPS	Grad. Cert.	yes	Cool Spring ES, PCPS	Elementary
Elementary M.T.	RPS	M.T.	yes	J.L. Francis ES, RPS	Elementary
Elementary M.T.	PCPS	M.T.	yes	Cool Spring ES, PCPS	Elementary
Elementary M.T.	RPS	M.T.	yes	George Mason ES, RPS	Elementary
Elementary Grad. Cert.	PCPS	Grad. Cert.	yes	Pleasants Lane ES, PCPS	Elementary
Elementary M.T.	RPS	M.T.	yes	Southampton ES, RPS	Elementary
Elementary M.T.	RPS	M.T.	yes	J.L. Francis ES, RPS	Elementary
Elementary Grad. Cert.	PCPS	Grad. Cert.	yes	Cool Spring ES, PCPS	Elementary
Elementary Grad. Cert.	RPS	Grad. Cert.	yes	J.L. Francis ES, RPS	Elementary
Elementary Grad. Cert.	RPS	Grad. Cert.	yes	Cardinal ES, RPS	Elementary
Elementary M.T.	RPS	M.T.	yes	Obama ES, RPS	Elementary

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 M.T.	PCPS	M.T.	yes	Pleasants Lane ES, PCPS	Elementary
English	RPS	M.T.	yes	Open High, RPS	English
Math	RPS	M.T.	yes	River City Middle, RPS	Math
Math	RPS	M.T.	yes	Huguenot HS, RPS	Math
Social Studies	RPS	M.T.	yes	River City MS, RPS	Social Studies
English	RPS	M.T.	yes	Franklin Military, RPS	English
English	RPS	M.T.	yes	Lucille Brown Middle, RPS	English
Science	PCPS	M.T.	yes	Petersburg HS, PCPS	Science
English	RPS	M.T.	yes	John Marshall HS/ Thomas Jefferson HS, RPS	English
Social Studies	RPS	M.T.	yes	Richmond Technical Center, RPS	Social Studies
Social Studies	RPS	M.T.	yes	George Wythe High, RPS	Social Studies
English	RPS	M.T.	yes	Boushall MS, RPS	English
English	RPS	M.T.	yes	Binford MS, RPS	English
English	RPS	M.T.	yes	Huguenot HS, RPS	English

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
Social Studies	RPS	M.T.	yes	River City Middle, RPS	English
Social Studies	RPS	M.T.	yes	Open High, RPS	Social Studies
Science	RPS	M.T.	yes	Albert Hill MS, RPS	Science
Special Education M.Ed.	RPS	M.Ed.	yes	Redd ES, RPS	Special Education
Special Education M.Ed.	RPS	M.Ed.	yes	Overby-Sheppard ES, RPS	Special Education
Special Education M.Ed.	RPS	M.Ed.	yes	Blackwell ES, CCPS	Special Education
Special Education M.Ed.	CCPS	M.Ed.	yes	Carver ES, CCPS	Special Education
Special Education M.Ed.	CCPS	M.Ed.	yes	Meadowbrook HS, CCPS	Special Education
Special Education M.Ed.	HCPS	M.Ed.	yes	Ratcliffe ES, HCPS	Special Education
Special Education M.Ed.	HCPS	M.Ed.	yes	Jackson Davis ES, HCPS	Special Education
Special Education M.Ed.	HCPS	M.Ed.	yes	Fair Oaks ES, HCPS	Special Education
Special Education M.Ed.	HCPS	M.Ed.	yes	Fairfield MS, HCPS	Special Education

NOTE: The M.Ed. in Special Education is 37 graduate credit hours; the M.T. is 33-34 hours; the M.Ed. in Curriculum and Instruction for secondary Middle School STEM residents is 36 hours; and the Graduate Certificate in Elementary Teaching is 30 hours. Five candidates either withdrew or were dismissed during the fall semester.

Chart B: This chart represents Cohort 10 residents who were recruited in 2019-2020 and began their VCU coursework in May 2020. They will not complete their residency year until June 2021. School assignments for the residency year are listed for those who have been placed. However, we have not determined most placements yet because we are still matching our residents with their CRCs for the 2020-2021 school year. This chart will be updated once all school assignments are completed.

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)	Placement for the residency year.	Area of Teaching Assigned
Elementary Grad. Cert.	PCPS	N/A	N/A	Cool Spring ES	Elementary
Elementary Grad. Cert.	RPS	N/A	N/A	J.L. Francis ES	Elementary
Elementary Grad. Cert.	PCPS	N/A	N/A	Cool Spring ES	Elementary
Elementary Grad. Cert.	PCPS	N/A	N/A	Cool Spring ES	Elementary
Elementary Grad. Cert.	PCPS	N/A	N/A	Cool Spring ES	Elementary
Elementary Grad. Cert.	RPS	N/A	N/A	E.D. Redd ES	Elementary
Elementary Grad. Cert.	RPS	N/A	N/A	Broad Rock ES	Elementary
Elementary M.T.	RPS	N/A	N/A	Barack Obama	Elementary
Elementary M.T.	PCPS	N/A	N/A	Walnut Hill ES	Elementary
Elementary M.T.	PCPS	N/A	N/A	Cool Spring ES	Elementary
Elementary M.T.	PCPS	N/A	N/A	Walnut Hill ES	Elementary
Elementary M.T.	RPS	N/A	N/A	Miles Jones ES	Elementary

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)	Placement for the residency year.	Area of Teaching Assigned
Elementary M.T.	RPS	N/A	N/A	Barack Obama	Elementary
Elementary M.T.	PCPS	N/A	N/A	Cool Spring ES	Elementary
Elementary M.T.	PCPS	N/A	N/A	Walnut Hill ES	Elementary
Elementary M.T.	RPS	N/A	N/A	J.L. Francis ES	Elementary
Elementary M.T.	RPS	N/A	N/A	Barack Obama	Elementary
English M.T.	RPS	N/A	N/A	River City Middle	English
English M.T.	PCPS	N/A	N/A	Petersburg HS	English
English M.T.	HCPS	N/A	N/A	Henrico HS	English
English M.T.	RPS	N/A	N/A	Huguenot HS	English
English M.T.	RPS	N/A	N/A	Richmond Community	English
English M.T.	RPS	N/A	N/A	John Marshall HS	English
English M.T.	RPS	N/A	N/A	Binford Middle School	English
English M.T.	RPS	N/A	N/A	Boushall Middle	English
Math M.T.	RPS	N/A	N/A	Franklin Military	Math
Math M.T.	HCPS	N/A	N/A	Hermitage HS	Math

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)	Placement for the residency year.	Area of Teaching Assigned
Math M.T.	CCPS	N/A	N/A	Matoaca Middle	Math
Science/Chemistry M.T.	HCPS	N/A	N/A	Hermitage HS	Science/Chemistry
Social Studies M.T.	RPS	N/A	N/A	Franklin Military	Social Studies
Social Studies M.T.	PCPS	N/A	N/A	Petersburg HS	Social Studies
Social Studies M.T.	RPS	N/A	N/A	John Marshall HS	Social Studies
Special Education M.Ed.	RPS	N/A	N/A	Boushall Middle	Special Education
Special Education M.Ed.	RPS	N/A	N/A	Boushall Middle	Special Education
Special Education M.Ed.	PCPS	N/A	N/A	Boushall Middle	Special Education
Special Education M.Ed.	RPS	N/A	N/A	Huguenot HS	Special Education
Special Education M.Ed.	CCPS	N/A	N/A	Ettrick ES	Special Education
Special Education M.Ed.	CCPS	N/A	N/A	C.E. Curtis ES	Special Education
Special Education M.Ed.	HCPS	N/A	N/A	Hermitage HS	Special Education
Special Education M.Ed.	RPS	N/A	N/A	Woodville ES	Special Education
Special Education M.Ed.	PCPS	N/A	N/A	John Rolfe Middle	Special Education
Special Education M.Ed.	RPS	N/A	N/A	Southampton ES	Special Education

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)	Placement for the residency year.	Area of Teaching Assigned
Special Education M.Ed.	HCPS	N/A	N/A	Fairfield MS	Special Education
Special Ed. Grad. Cert.	HCPS	N/A	N/A	John Rolfe Middle	Special Education
Special Ed. Grad. Cert.	CCPS	N/A	N/A	Davis Middle	Special Education
Special Ed. Grad. Cert.	CCPS	N/A	N/A	Davis Middle	Special Education
Special Ed. Grad. Cert.	CCPS	N/A	N/A	Curtis ES	Special Education
Special Ed. Grad. Cert.	CCPS	N/A	N/A	Meadowbrook HS	Special Education
Special Ed. Grad. Cert.	RPS	N/A	N/A	Ginter Park ES	Special Education
Special Ed. Grad. Cert.	RPS	N/A	N/A	MLK Middle	Special Education
Special Ed. Grad. Cert.	RPS	N/A	N/A	Franklin Military	Special Education
Special Ed. Grad. Cert.	RPS	N/A	N/A	Carver ES	Special Education
Special Ed. Grad. Cert.	RPS	N/A	N/A	Linwood Holton ES	Special Education
Special Ed. Grad. Cert.	RPS	N/A	N/A	Westover Hills ES	Special Education
Special Ed. Grad. Cert.	RPS	N/A	N/A	G.H. Reid	Special Education
Special Ed. Grad. Cert.	RPS	N/A	N/A	Ginter Park ES	Special Education
Special Ed. Grad. Cert.	RPS	N/A	N/A	Henry Marsh ES	Special Education

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)	Placement for the residency year.	Area of Teaching Assigned
Special Ed. Grad. Cert.	RPS	N/A	N/A	J.L. Francis	Special Education
Special Ed. Grad. Cert.	RPS	N/A	N/A	J.B. Fisher ES	Special Education
Special Ed. Grad. Cert.	RPS	N/A	N/A	River City Middle	Special Education
Special Ed. Grad. Cert.	RPS	N/A	N/A	Henderson MS	Special Education

One resident withdrew early in summer 2020 and will be deferred to Cohort 11.

NOTE: All of the residents seeking the Graduate Certificate in Special Education are instructional aides in their school divisions. They are the first cohort for the new IA Pathway.

PROGRAM EVALUATION:

As members of the National Center for Teacher Residencies, RTR collects 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 also are required to report our retention data for all graduates for the first five years of their teaching careers. 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 division 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 weeklong 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 detail 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 2019-2020, RTR recruited 70 candidates who initially accepted our offer to join RTR. Five of the candidates withdrew for various reasons, including three who deferred to Cohort 11.

Therefore, Cohort 10 is comprised of 65 residents--our largest ever. Candidates are accepted into RTR based on an academic major, a 3.0 GPA, a written application, 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.

In addition, candidates are typically required to pass all Virginia teacher licensure exams for their content area (this includes the Core Praxis, VCLA, Praxis II as well as the GRE and MAT). However, due to the Covid-19 disruption of testing, we have accepted residents in Cohort 10 who have not yet satisfied these requirements.

RTR's rigorous selection process ensures that its residents are outstanding, highly qualified individuals who have the dispositions necessary to be an effective urban teacher. 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.

In addition, 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. 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. The new Graduate Certificates in Elementary Teaching and K-12 Special Education Teaching are not approved programs. However, the coursework provides graduates with the required courses for state licensure. Therefore, those individuals will be licensed through the hiring school division.

- 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.** See attached results of the 2019 NCTR survey of residents and CRCs and the 2019 RTR survey of principals. In a 2019 survey of principals, 73% of RTR graduates were rated as more effective than other teachers with comparable experience and 81% of RTR graduates contributed positively to school culture according to their principals. Ninety eight percent (98%) of veteran teachers stated on a 2019 national survey that “being an RTR mentor has made me a more effective teacher.” Unfortunately, we will not be able to report on 2020 data because neither the 2020 NCTR survey nor the 2020 survey of principals was administered this spring due to the disruption of Covid-19 and concerns that with school closings the data would not be valid.

Report on available outcome measures, including student performance indicators. [Please include any available retention data.]

A 2019 evaluation of RTR found that students of RTR-prepared teachers outperform those of similar non-RTR teachers on English (18 points), math (15 points), and social studies (24 points) Standards of Learning End-of-Course tests.

Preliminary findings from an ongoing 2017-2018 study indicate that elementary students of RTR graduates are making faster gains in reading and mathematics compared to students of non-RTR teachers on curriculum-based measures, despite starting the school year at a lower achievement level. Unfortunately, the impact of Covid-19 disrupted this study this year, so we are unable to provide an update on findings.

For the first time we are able to provide valid retention data on non-RTR prepared first year teachers due to changes in the division 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. However, 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%).

Attached is the complete evaluation report that RTR submitted to the U.S. Department of Education in our May 2020 annual report.

EXPENDITURES:

Please complete the following charts reporting total expenditures:

Period of Award: July 1, 2019 – June 30, 2020								
Public Institution of Higher Education								
Personal Services 1000								Totals
	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 salaries were charged to this program	Program Role	% FTE	Salary	Total charged to grant for this individual				
RTR – Petersburg Director	Oversees all aspects of RTR- Petersburg	100%	\$78,225	\$78,225	\$0	\$14,783	\$63,442	\$78,225
RTR – Henrico/Chesterfield Residency Coordinator	Supports 6 SPED residents	100%	\$55,000	\$55,000	\$0	\$0	\$35,190	\$35,190
RTR Executive Director	Oversees all aspects of RTR	85%	\$124,272	\$105,631	\$0	\$0	\$105,631	\$105,631
Director of Admissions	Oversees recruitment/admissions to RTR & VCU Grad School	100%	\$69,952	\$69,952	\$0	\$0	\$69,952	\$69,952
Recruitment Specialist	Designs/Implements recruitment strategies	100%	\$51,500	\$51,500	\$0	\$0	\$51,500	\$51,500
Fiscal/Office Coordinator	Processes all fiscal documents; manages budget	100%	\$38,470	\$38,470	\$0	\$0	\$38,470	\$38,470
SPED Curriculum Coordinator	Advises and teaches SPED residents	44%	\$65,163	\$28,672	\$0	\$0	\$28,672	\$28,672
SPED Residency Coordinator	Supports SPED resident/CRC partnerships	72%	\$55,128	\$55,128	\$0	\$0	\$55,128	\$55,128

Elementary Residency Coordinator	Supports elementary resident/CRC partnerships	80%	\$65,000	\$52,000	\$0	\$0	\$52,000	\$52,000
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	100%	\$69,300	\$69,300	\$0	\$0	\$69,300	\$69,300
Secondary Residency Coordinator	Supports secondary resident/CRC partnerships	72%	\$45,413	\$45,413	\$0	\$0	\$45,413	\$45,413
Total Personal Services 1000				\$677,916	\$0	\$14,783	\$643,323	\$658,106

Employee Benefits 2000				Source of Funds			Totals
Job titles of individuals whose benefits were 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	40.1%	\$78,225	\$31,368	\$0	\$0	\$31,368	\$31,368
RTR – Henrico/Chesterfield Residency Coordinator	40.1%	\$55,000	\$22,055	\$0	\$0	\$14,111	\$14,111
RTR Executive Director	40.1%	\$105,631	\$42,358	\$0	\$0	\$42,358	\$42,358
Director of Admissions	40.1%	\$69,952	\$28,051	\$0	\$0	\$28,051	\$28,051
Recruitment Specialist	40.1%	\$51,500	\$20,652	\$0	\$0	\$20,652	\$20,652
Fiscal/Office Coordinator	40.1%	\$38,470	\$15,427	\$0	\$0	\$15,427	\$15,427
SPED Curriculum Coordinator	40.1%	\$28,672	\$11,497	\$0	\$0	\$11,497	\$11,497
SPED Residency Coordinator	8.6%	\$55,128	\$4,741	\$0	\$0	\$4,741	\$4,741
Elementary Residency Coordinator	40.1%	\$52,000	\$20,852	\$0	\$0	\$20,852	\$20,852
Elementary Curriculum Coordinator	40.1%	\$28,625	\$11,479	\$0	\$0	\$11,479	\$11,479
Secondary Curriculum and Alumni Network Coordinator	40.1%	\$69,300	\$27,789	\$0	\$0	\$27,789	\$27,789
Secondary Residency Coordinator	8.6%	\$45,413	\$3,905	\$0	\$0	\$3,905	\$3,905
Total Employee Benefits 2000				\$0	\$0	\$232,230	\$232,230

Purchased/Contractual Services 3000	Source of Funds			Totals
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	
National Center for Teacher Residencies Membership Fees	\$0	\$0	\$13,000	\$13,000
Total Purchased Contractual Services 3000	\$0	\$0	\$13,000	\$13,000

Internal Services 4000	Source of Funds			Totals
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			Totals
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	
Summer 2020 Stipends for RPS, PCPS, CCPS, HCPS residents recruited in 2019-2020 (fall and spring stipends and Summer 2021 stipends for Cohort 11 will use up the remaining unspent funds)	\$51,826	\$0	\$0	\$51,826
Cash Match from divisions that includes mentor stipends, training, and the cost of career coaches to be paid after July 1 (see explanation at the end of the budget form)	\$0	\$360,785	\$108,080	\$468,865
Recruitment and Selection Day Costs (in-person fall selection & virtual spring selection due to Covid-19)	\$0	\$0	\$1,660	\$1,660
Travel to NCTR and NTC conference/trainings	\$0	\$0	\$6,173	\$6,173
Special RTR Tuition Rate Savings for Residents (Summer 2020 @ \$2,059*65)	\$0	\$0	\$133,835	\$133,835
Total Other Charges 5000	\$51,826	\$360,785	\$249,748	\$662,359

Materials and Supplies 6000	Source of Funds			Totals
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	\$9,152	\$9,152
Media Services	\$0	\$0	\$35,284	\$35,284
Printing/Publication Costs	\$0	\$0	\$491	\$491
Total Materials and Supplies 6000	\$0	\$0	\$44,927	\$44,927

Total Expenditures for the Teacher Residency Grant				
	Source of Funds			Total Expenditures
	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program) [1/3 of state funds requested]	In-Kind	
Personal Services (1000)	\$0	\$14,783	\$643,323	\$658,106
Employee Benefits (2000)	\$0	\$0	\$232,230	\$232,230
Purchased/Contractual Services (3000)	\$0	\$0	\$13,000	\$13,000
Internal Services (4000)	\$0	\$0	\$129,000	\$129,000
Other Charges (5000)	\$51,826	\$360,785	\$249,748	\$662,359
Material and Supplies (6000)	\$0	\$0	\$44,927	\$44,927
Totals	\$51,826	\$375,568	\$1,312,228	\$1,739,622

Budget Explanation: The lower expenditures in salary and fringe benefits for the Henrico/Chesterfield Residency Coordinator is the result of our original residency coordinator resigning in January. It took us two months to complete a search for her replacement. Many of the requested budget items in the Other Charges (5000) category will not be disbursed until after June 30. This will always be the case because our program calendar year does not align with the state fiscal calendar year. For example, the total summer stipend costs of \$538,944 for 65 Cohort 10 residents was mostly covered by the carryover from our 2019 VDOE residency grant (\$486,718 of the \$538,944). In addition, Cohort 10 residents will receive their fall and spring stipends in August 2020 and January 2021. 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 at least a \$22K stipend for Cohort 10.

The attached chart shows the cash match for Cohort 10 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 take place August 6-7 and October 6-7, 2020. CRC stipends are paid in December 2020 and June 2021. 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. We have included these commitments in the cash match column for this fiscal year to be able to show that the school divisions have met the required 33% match. The cash match for Cohort 9 that was paid during this fiscal year (but was the match for the FY19 Teacher Residency grant) came to \$641,041. This total includes not only the required 33% cash match of state funding, but also the agreement that the divisions have made to pay for the full costs of the CRC stipends, NTC training and mentor forums, and the career coaches.

COMMENTS AND DOCUMENTS

RTR was fortunate to get a Black Educator Initiative (BEI) grant from the National Center for Teacher Residencies. With this funding we were successful in enrolling 34 Black residents for Cohort 10 (18 in the regular RTR program and 16 in the IA Pathway) and establishing the Minority Educator Recruitment, Retention, and Equity Center (MERREC). MERREC will provide a safe space for minority educators to receive the support, mentoring, advising, and resources they need to be successful. The Center will serve as a place to understand these educators' experiences, and track the patterns and mobility through their preparation programs and careers so that we can improve the racial diversity of the teacher workforce. RTR also continues to be a national model for recruiting, preparing, and supporting not only new teachers, but also veteran teachers who co-teach and mentor our residents. Evidence of our effectiveness in this area is a newly published book: *The Teacher Residency Model: Core Components for High Impact on Student Achievement*. The book describes key components of successful residencies, sharing specific aspects of their programs from which others can learn. RTR was honored to author the chapter on "Identifying and Recruiting Quality Mentor Teachers" written by Dr. Tamara Sober. The chapter illustrates RTR's successful practices in recruiting, selecting, preparing, and supporting quality mentor teachers. It features the work of RTR Clinical Resident Coaches (CRCs). Interviews with CRCs provide specific examples of how their practice is strengthened by coaching and the important contributions veteran teachers can make to the profession by mentoring and coaching future teachers.

Attached is the 2018-2019 RTR Update that features many of our successful residents and graduates, along with impact statistics.



ATTACHMENT

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

INSTRUCTIONS: The executive summary should be a 3-5 page concise and focused overview of your SEED project. It must contain a narrative description of the activities and work completed from October 1, 2019- March 31, 2020. Grantees should highlight the most salient aspects of the project and remember to keep the narrative concise and focused. Please do not cut and paste long sections from the original application, rather please provide real time updates. You may include additional information that you feel is important about your project, however, PLEASE make sure you have included the information requested below first.

SEED Partners:

- List your SEED partners.
Has this partner list changed since the SEED grant was initially awarded?
What is your plan to keep your partners apprised of SEED grant activities?

SEED Grant Staff:

- Please submit an organization chart that includes all Key Personnel and their percent of FTE associated with the grant as well as a list of grant contractors. We have provided a template that you may use.
If your grant is not fully staffed explain why.

25% Nonfederal Match Requirement:

- Can you provide documentation that you have met the match requirement for the previous budget period(s) and documentation that you will meet match requirement for the upcoming year 3 (FY 18 Cohort) or year 2 (FY 19 Cohort) of your SEED grant? Answer the question here, but the documentation should be included as part of your nonfederal budget narrative.
If you are unable to meeting the match requirement for any budget period, please briefly discuss those challenges here so your ED program officer may schedule a conversation to try to help resolve the issue.

Project planning and/or implementation:

- Discuss your main project goals and your progress toward meeting them.
Describe your project requirements in order to participate in your SEED project.
Complete the chart below that outlines your recruitment Target and Actual participant numbers for each year of the grant. If you do not plan to start a cohort in any given year, please put N/A in that year.
Identify this year's recruitment strategies and identify how well or not so well those strategies have worked for you.

Table with 2 columns: Target Number, Actual Number. Rows for Year 1 (305/238) and Year 2 (337/TBD).



ATTACHMENT

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

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Year 3: 373	
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Progress toward meeting Competitive Preference Priorities (CPPs):

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

Evaluation:

- Identify your current SEED project evaluator.
- Describe your plan for working with the evaluator to ensure that all project objectives are measurable, and all project activities align with those objectives?
- What, if any, evaluation data are you currently able to report?
- What is your progress toward meeting GPRA Measure 5?

Challenges:

- What has been your biggest challenge(s) with program implementation thus far and how have you overcome the challenge(s)?
- What technical assistance from ED would be helpful in eliminating present and potential future challenges?

COVID-19 Updates:

- Provide a brief narrative explaining how COVID-19 has impacted the implementation of your SEED project from **March 1-31, 2020**.
- Include what steps, if any, your project is taking to continue to provide project services during this time.
- Include any financial implications that COVID-19 has caused for your grant in the last several weeks.
- What implications do you foresee in the next several months as a result of COVID-19?
- What information would be helpful for you to have from the SEED staff in order to assist in the continuation of your work during this time?

Additional COVID-19 Questions: If you have additional questions that the SEED team may not be able to answer, please send your questions to the Departments COVID-19 inbox at COVID-19@ed.gov

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 Project Status Chart

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U.S. Department of Education
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Project Status Chart

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

1. Program Objective – SEED GPRA Indicators

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

1.a. Performance Measure	Measure Type	Quantitative Data					
The percentage of participants who serve concentrations of high-need students.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		50	/		31	/	

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1.b. Performance Measure	Measure Type	Quantitative Data					
The percentage of participants who serve concentrations of high-need students and are highly effective. – N/A	GPR	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
 For 1.b. - We will not have highly effective ratings until Cohort 1 SEED Residents become teachers of record in SY 20-21

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 Grant Performance Report (ED 524B)
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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Program Objective – SEED GPRA Indicators

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

1.c. Performance Measure	Measure Type	Quantitative Data					
The percentage of participants who serve concentrations of high-need students and are highly effective for at least two years. – N/A	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

1.d. Performance Measure	Measure Type	Quantitative Data					
The cost per participant who serves concentrations of high-need students and is highly effective for at least two years. – N/A	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

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I.e. Performance Measure	Measure Type	Quantitative Data					
Number of planned evaluation studies that are likely to meet the What Works Clearinghouse Standards.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		4	/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The evaluation for this project contains multiple components, four of which will meet WWC standards. The evaluation components listed below use a quasi-experimental design to measure impact of the RTR program through a comparison of RTR versus a matched non-RTR group.

- 1- Differences in teachers' instructional practices
- 2- Differences in teachers' Pedagogical Content Knowledge and self-efficacy
- 3- Differences in student engagement/interest
- 4- Differences in student science and math outcomes

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

2. Project Objective – Impact on teacher pedagogical content knowledge
 Check if this is a status update for the previous budget period.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Percentage of teachers showing an increase in Pedagogical Content Knowledge in relation to non-RTR participants	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
				/			/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Teacher pedagogical content knowledge (PCK) will be measured on an annual basis for both RTR and the non-RTR comparison group. Due to the variation in grade level (i.e., elementary through secondary) and content area of the developing RTR programs, we will use multiple measures to assess the growth in PCK. For math we will use the Mathematical Knowledge for Teaching (MKT) instrument. For science we will use the ATLAST/AIMS instrument. For English and social studies we are in the process and identifying and adapting an instrument. Additional self-report data on changes to PCK will be collected through survey and ongoing qualitative interviewing and focus groups.

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

3. Project Objective - Impact on teacher practice

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

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Percentage of teachers demonstrating improved practice in relation to non-RTR participants	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
				/			/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Multiple measures will be used to assess the impact of RTR on the teacher practice. First, teacher practice will be measured using video observation with a subsample of teachers. Teachers will be trained by the research team to self-record videos of classroom practice and then upload videos to secure site for analysis using the [UTeach observation rubric](#). The research team members have trained on the protocols and achieved inter-rater reliability. Teachers will be asked to videotape 3-6 lessons over the course of the school year. The UTeach observation protocol also includes a post-interview with teacher, student work samples, and lesson summary and description. Teacher practice will also be measured using the Math/Science Instructional Practices Survey aligned with [UTeach observation tool](#).

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 Grant Performance Report (ED 524B)
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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective – Impact on student Achievement

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

4.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Percentage of students in classes of RTR prepared teachers demonstrating gains in academic achievement in comparison to the students of non-RTR prepared teachers.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Standardized achievement data for RTR and non-RTR prepared teachers will be accessed through the Virginia Department of Education under a data sharing agreement with partnering districts. Existing SOL scores (overall performance and by reporting categories) of reading/language arts (grades 3 to 8 and EOC Reading), science (in grades 5, 8, and Biology) and math (grades 3 to 8 and EOC math) will be obtained over the 4 years of the project, however, SOL scores will not be available for SY19-20 due to COVID-19. Baseline achievement scores will be assessed with performance on the standardized score from the most comparable course in the previous year. As part of these analyses, we will control

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Grant Performance Report (ED 524B)
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for students' prior achievement and background characteristics to isolate the impact of RTR/NTC model on student outcomes.

In addition, more proximal measures of student achievement will be collected based on standardized assessments administered by the partnering school districts at the various grades levels. This may include [NWEA MAP](#) scores and [iREADY](#).

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 (10/1/19-9/30/20).
- Actual expenditures for current reporting period (10/01/19-3/31/20).
- Expected expenditures for the remainder of the current reporting period (04/01/20-9/30/20).
- Carryover funds from (10/1/19-9/30/20).
- Budget request for (10/1/20-9/30/21).
- Total Budget Amount (carryover funds = 2019-2020 Budget request)

In addition to the ED 524 Budget Summary, grantees must also include a budget narrative for each of the budget areas listed above.

The SEED Team has provided a budget narrative template for budget narrative. The information in the ED 524 Budget Summary Form should match the information in your budget narratives.

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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, challenges and any additional updates that you believe are relevant for this report.:

- Challenges and/or changes in project scope, key personnel, project partners or project activities
- Challenges and/or changes in meeting program requirements
- Challenges and/or changes project evaluation
- Describe any types of technical assistance that would be helpful to you from your ED program contact
- **If Applicable:** We intend to request a No Cost Extension. (FY 2017 Only)
Yes No

Any information provided in this section should not be new. This information should have already been discussed and/or approved by your ED program officer. This section serves as reminder or summary of those changes and/or challenges.