



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

November 1, 2023

The Honorable Janet D. Howell
Co-Chair, Senate Finance and Appropriations
PO Box 2608
Reston, Virginia 20195

The Honorable Barry Knight
Chair, House Appropriations
1852 Mill Landing Road
Virginia Beach, Virginia 23457

The Honorable George Barker
Co-Chair, Senate Finance and Appropriations
PO Box 10527
Alexandria, VA 22310

Dear Senator Howell, Senator Barker and Delegate Knight:

I am pleased to submit the enclosed Report on Teacher Residency Partnership Grants, 2022-2023. In [Item 136, Paragraph Q.2](#) of the 2023 Appropriation Act, Special Session I (Chapter 1), 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 Rob Gilstrap, Assistant Superintendent for Teacher Education and Licensure at Rob.Gilstrap@doe.virginia.gov, or (804) 750-8190.

Sincerely,

Dr. Lisa Coons

Enclosure

c: The Honorable Aimee Rogstad Guidera, Secretary of Education



REPORT ON Teacher Residency Partnership

November 1, 2023

Appropriation Act - Item 136 Q.2. (Special Session I, 2023)

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OVERVIEW AND AUTHORITY

The General Assembly appropriated fiscal year 2023 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 process.

The language from the 2022 Appropriation Act, Item 136 is as follows:

Item 136. Paragraph Q.

Q. Out of this appropriation, \$2,250,000 the first year and \$2,250,000 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.

1. Of this amount, \$500,000 the first year and \$500,000 the second year is provided for Virginia Commonwealth University to establish a pilot program to support 20 special education residents and 20 elementary school residents in partnership with the Richmond Teacher Residency program. Virginia Commonwealth University shall include this pilot program in its annual report to the Department of Education, pursuant to paragraph Q.2. of this Item.

2. Partner school divisions shall provide at least one-third of the cost of each program and shall provide data requested by the university partner in order to evaluate program effectiveness by the mutually agreed upon timelines. Each university partner shall report annually, no later than June 30, to the Department of Education on available outcome measures, including student performance indicators, as well as additional data needs requested by the Department of Education. The Department of Education shall provide, directly to the university partners, relevant longitudinal data that may be shared. The Department of Education shall consolidate all submissions from the participating university partners and school divisions and submit such consolidated annual report to the Chairs of the House Appropriations and Senate Finance and Appropriations Committees no later than November 1 each year.

APPLICATION FOR TEACHER RESIDENCY PARTNERSHIP

Virginia Department of Education staff emailed a call for proposals directly to the Deans and Education Department Directors at all institutions of higher education with approved educator preparation programs. Applications were due August 1, 2022.

SUMMARY OF AWARDS

Through a competitive grant opportunity, three institutions of higher education were awarded grants for fiscal year 2023 as follows:

- Old Dominion University: \$620,596.64
- Virginia Commonwealth University: \$1,212,600
- Virginia State University: \$416,151.85

TOTAL: \$2,250,000

REPORT SUBMISSIONS

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 2023.

OLD DOMINION UNIVERSITY TEACHER RESIDENCY PROGRAM EVALUATION:

ODU partners with the National Center for Teacher Residencies (NCTR) to assist in tracking and measuring programming outcomes. NCTR assists ODU in collecting data twice a year from all stakeholders: residents, mentors, university supervisors, and principals.

Detailed in the following:

- a. The effectiveness of the program in meeting the stated goals and objectives.
- b. The success of identifying and recruiting well qualified, diverse residents to work in an urban school environment.
- c. The effectiveness of the partnership(s); and
- d. The perceptions of the program's success by participants and partners.

TIR Cohort VIII Program Evaluation

Effectiveness of program in meeting the stated goals and objectives

The overarching goal of the Teacher in Residence grant, TIR Cohort VIII was to prepare highly qualified teachers through a partnership between Old Dominion University, Chesapeake Public Schools, Norfolk Public Schools, Newport News Public Schools, and Virginia Beach City Public Schools with expertise both in their content and in best practices in culturally relevant pedagogy (CRP). The program was built on the highly successful program of study implemented in the first seven 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, NNPS, CPS and VBCPS schools

TIR Cohort VIII represents the fifth year of expansion in the program. The fifth year of partnering with Newport News Public Schools, the fifth year of special education added to the program as a critical shortage area, the fifth year of a full school year immersion experience, the fourth year of adding Virginia Beach City Public Schools as a partner and the third year having Chesapeake Public Schools as a partner. With increasing teacher shortages including absences and registrations, the teacher residents have had to be very flexible and resilient; having to sometimes sub in classes with no planning time with teachers. Our residents, with support, have been able to move from a collaborative co-teaching role to an increasingly demanding and more independent role of a lead teacher. Throughout this time, clinical resident coaches and university supervisors have provided targeted feedback and support designed to ensure that teacher residents are ready to be effective teachers, in their own classrooms, on their first day.

Rigorous recruitment and selection conducted jointly by ODU faculty, CPS, NPS, NNPS, and VBCPS administrators selected 26 teacher residents for admission into TIR Cohort VIII (six of which did not successfully finish the second semester of coursework). Two residents are

pursuing the master's in education in secondary education (science and math) and 24 pursuing the master's in education in special education (general curriculum).

All 25 residents were placed in schools with highly qualified clinical residency coaches identified by district human resource specialists and content leaders. In tandem with the clinical residency coaches, faculty from ODU conducted onsite visits, with mid-term and culminating evaluations. The 21 teacher residents are on track to successfully complete their programs by the end of Summer 2023 or Fall 2023. To date, 18 of the 21 students have been offered employment for the 2023-24 SY. The remaining five residents are expected to be placed in the next couple of weeks.

It is our hope that all teacher residents will successfully complete the program and graduate with licensure. We believe that the full-year residency placement provides a rigorous experience that helps ensure that graduates are qualified and ready to step into their teaching roles. One on-going obstacle we continue to struggle with are the licensure exam barriers that cause some residents to graduate a semester behind schedule. This is indeed a barrier because residents can get through the rigor of the graduate level coursework and the immersion experience, but struggle with passing the licensure exams. This past year we had one student take the exams four times and several other students who have taken the exam three times. This is not uncommon, and the students have participated and received study support through 240 Tutoring. The exams are just difficult and biased for our non-traditional students.

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 are prepared to meet the unique needs of the partnering divisions, urban school districts with diverse students.

The TIR residents participate in a university approved program of study where CRP competencies are woven throughout their immersion experience, allowing for organic connections to theory and practice. This marriage of content and immersion in the field creates a seamless approach to providing teacher residents with the knowledge and tools necessary to be successful in the public, diverse classroom. The close-knit partnerships between ODU faculty, school-based teachers, and administrators strengthen the on-going relationships and trust among all stakeholders. 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 a special education.

VDOE funding has been integral to the success of the TIR program, and as a program we have made gains to build a sustainable approach to supporting our residency. For TIR VIII, both NPS, NNPS, and VBCPS have contributed one third of the program's yearly programming budget. The program has also actively sought to promote the sustainability of the program through its collaboration with The National Center for Teacher Residencies. ODU's partnership with Chesapeake Public Schools, Newport News Public Schools and Virginia Beach City Public Schools demonstrates our effort to explore scalable models that could broaden school division

access to teacher residencies. For the newly accepted 2022-23 cohort 8, Chesapeake Public Schools have joined our residency program.

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

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

Master’s of Science in Education, Secondary Education (Science/Math)			
COURS E	#	TITLE	CREDITS
SPED	500	Foundations of Special Education	3
FOUN	641	Assessment and Evaluation of Student Learning	3
SPED	511	Classroom and Behavioral Management Techniques for Students with Diverse Needs	3
SPED	613	Human Growth & Development	3
TLED	552	Developmental Instructional Strategies	3
TLED	669	Internship/Student Teaching and Seminar	9
TLED	617	Digital Age Teaching and Learning	3
TLED	608	Foundations of Education & Assessment	3
TLED	583	Capstone Seminar	1
READ	680	Reading to Learn Across the Curriculum	3
SPED	517	Collaboration & Transitions	3
			37 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.

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 support and functional behavioral assessment will be emphasized. Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 613 – Human Growth and Development: Designed to give a thorough overview of human development from birth through adolescence and to develop an understanding of what impact physical, social, emotional, and intellectual development may have on the student, the learning environment, and instructional decisions. Provides an advanced overview of current research and theory in human growth and development and their applications to the classroom. Issues of diversity as it applies to economic, social, racial, ethnic, and religious will be explored as well as the developmental issues related to giftedness or disability and the impact of family.

TLED 552 – Developing Instructional Strategies for Teaching in the Middle/High School: 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.

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 district's TSIP exam.

TLED 608 – Foundations of Education and Instructional Assessment: Provides students with an understanding of historical, philosophical, economic, and sociological issues in American education, their effect on student achievement, and the impact of social change on existing institutions. Includes the development of instruction based on assessment data including the use, construction, interpretation, and analysis of valid assessments. A 30-hour observation/participation experience is required in an appropriate prek-6, 6-8, or 6-12 grade level. Prerequisites: graduate standing.

TLED 583 – Capstone Seminar: Explores issues, problems, concerns, and processes related to teaching and to entering the profession of teaching. Passing scores on Elementary Education

Multiple Subjects Assessment in licensure content area, passing scores on the Virginia Communication and Literacy Assessment (VCLA), and where appropriate passing scores on Reading for Virginia Educators are required to pass this course. Prerequisite: admitted to approved teacher education program.

READ 680 – Reading to Learn Across the Curriculum: This class has an emphasis on advanced techniques in reading for classroom teachers who are not reading specialists. Students develop an understanding of the process of reading to learn across the curriculum including a wide variety of comprehension strategies and an understanding of the complex nature of reading throughout the disciplines. Lecture, demonstrations, development of materials, and practice in the techniques of reading for elementary and secondary classroom teachers and library media specialists are provided.

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.

Master’s of Science in Education, Special Education (General Curriculum)			
COURS E	#	TITLE	CREDITS
SPED	500	Foundations of Special Education	3
SPED	502	Instructional Design 1: Learner Characteristics	3
SPED	511	Classroom Behavior	3
SPED	613	Human Growth & Development	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	1
SPED	518	Instructional Strategies: Math	3
TLED	568	Language Acquisition and Reading for Students with Diverse Learning Needs	3
READ	680	Reading to Learn Across the Curriculum	3
CDSE	697	Internship/Student Teaching	1
			35 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 support and functional behavioral assessment will be emphasized. Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 613 – Human Growth and Development: Designed to give a thorough overview of human development from birth through adolescence and to develop an understanding of what impact physical, social, emotional, and intellectual development may have on the student, the learning environment, and instructional decisions. Provides an advanced overview of current research and theory in human growth and development and their applications to the classroom. Issues of diversity as it applies to economic, social, racial, ethnic, and religious will be explored as well as the developmental issues related to giftedness or disability and the impact of family.

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.

SPED 518 – Instructional Strategies to Meet Diverse Learning Needs in Math: This course covers instructional strategies necessary to teach mathematics to students with diverse learning needs in elementary and secondary settings. Students will study and apply pedagogy-based research on how learning takes place and strategies for differentiating instruction for the unique needs of diverse learners. Students will address and apply effective research-based methodology and evaluation standards.

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.

READ 680 – Reading to Learn Across the Curriculum: This class has an emphasis on advanced techniques in reading for classroom teachers who are not reading specialists. Students develop an understanding of the process of reading to learn across the curriculum including a wide variety of comprehension strategies and an understanding of the complex nature of reading throughout the disciplines. Lecture, demonstrations, development of materials, and practice in

the techniques of reading for elementary and secondary classroom teachers and library media specialists are provided.

CDSE 697 – Internship/Student Teaching: Independent study of special topics in communication disorders and special education. Prerequisite: permission of the instructor.

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 the critical need areas in our partnering districts by recruiting and preparing a racially diverse and highly qualified pool of teacher residents in a rigorous residency program. TIR program directors have been evaluating the effectiveness of the program since its inception; however, our data collection measures have become more advanced and now include both quantitative and qualitative data thanks to our partnership with the National Center for Teacher Residencies. After next year, we will have enough data to effectively evaluate retention and have some longitudinal data to reflect upon.

Success of identifying and recruiting well-qualified residents

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 residents. 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 65.52% in Cohort VII. This upward trend mirrors the scholarship on teacher residencies that suggests that teacher residencies are more likely to be racially diverse than traditional teacher preparation programs because such programs remove the financial barriers to entry that disproportionately affect individuals of color. Guha & Kini (2016) found in their study of national residency programs that more than a third of residents were people of color, which is twice the national average of new teachers of color entering the field.

Race/ Ethnicity	Cohort I 2015- 2016	Cohort II 2016- 2017	Cohort III 2017- 2018	Cohort IV 2018- 2019	Cohort V 2019- 2020	Cohort VI 2020- 2021	Cohort VII 2021- 2022	Cohort VIII 2022 2023
White	69%	40%	50%	13%	41%	29%	40%	8%
Black	31%	53%	50%	73%	59%	47%	37%	88%
Asia	0	0	0	0	0	0	0	4%
2 or more races	0%	6%	0%	13%	0%	0%	28%	0%
Total % Individual s of Color	31%	59%	50%	86%	59%	71%	65.52%	92%

A rigorous process for recruitment, identification, and selection of teacher residents is a central component of the TIR program. ODU, CPS, NPS, NNPS, and VBCPS collaborated on recruiting a pool of prospective teacher residents. Building on insights from the prior iterations of the program, we broadened our recruitment efforts. ODU recruited residents 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 district teachers to recruit former students or other individuals they identify as having teacher potential
- Newspaper, social media, and other advertisements
- Referral incentives for former TIR graduates to recruit individuals they identify as having teacher potential
- Attendance at job and career fairs
- Direct messaging to all district employees through their communication department via email

Although the program has been successful in identifying and recruiting strong teacher residents, 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 residents who remain in the teaching profession, potential teacher residents 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 residents that may not know about the benefits of a residency program.

Effectiveness of the partnership

The TIR program has also been effective in building a collaborative partnership between the university and school division that is responsive to the needs of schools. The Teacher in Residence (TIR) program is built on a strong collaboration with Norfolk Public Schools (NPS) that extends back several years to the first TIR cohort in 2015-16. The partnership was first established to address a critical teaching shortage in NPS: math and science teachers. The first three TIR cohorts prepared 32 math and science teachers for secondary teaching positions, significantly reducing the critical shortage in this area. Because there were fewer science vacancies in Fall 2018 than in prior cohort years, we expanded the scope of the TIR program to other critical shortage areas in NPS. In the 2018-19 Cohort IV, we admitted eleven residents: 4 secondary science and 7 special education (general curriculum). The TIR collaboration bridges the expertise and resources of ODU and NPS to provide teacher residents 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 residents 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 each year, the program has been able to continue recruiting a new cohort each year. NPS contribution is now \$198,000 and their commitment and partnership is stronger than ever. The Virginia Association of Colleges and Teacher Educators awarded Blair Middle School and ODU the effective Partnership Award in 2021.

In addition to contributing to the diversity of our district's teacher pool, the TIR program has also helped reduce the division's critical shortage areas. As noted earlier, the program has prepared three cohorts of teachers licensed in secondary mathematics or science, which has helped significantly reduce the need for new teachers in these fields in NPS. The expansion of the TIR program with 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. In Spring of 2022, 18 of the 23 residents have been offered a position for the 2022-23 SY. As of Spring 2023, 20 residents from cohort 8 have been offered full-time classroom positions in our partnering districts.

The partnership with Newport News Public School has helped reduce their special education critical shortage area. With the first year of partnership in 2018, NNPS fully funded four residents for the special education licensure. Since then, NNPS have committed to providing support for up to ten residents each year. NNPS contributes financially one third of the programming support for their residents. This year 6 residents will be graduating that were supported by NNPS.

Drawing on the model that Newport News uses, Virginia Beach and Chesapeake Public School contribute one third of the support of the program for their residents by hiring them as instructional assistants while they complete their coursework and residencies during the 2022-23 school year.

Perceptions of the program success by participants and partners

In previous cohorts, the program surveyed participants about their satisfaction with their preparation experience. Beginning with Cohort IV in 2018-19, the program has partnered with the National Center for Teacher Residencies to survey teacher residents 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, again in July 2020, April 2021, and most recently May 2022. 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 and optional focus group sessions with residents across the country in other residency programs.

The 2021-2022 school year mid-point and summative surveys indicate that teacher residents/residents are generally satisfied with their preparation program. Teacher residents 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 residents (3.5 at midpoint), the learning environment (3.2 at midpoint), and professionalism and leadership (3.3 at midpoint). Overall, teacher residents highly rated the program's preparation of them to be an effective teacher (3.0 at midpoint).

The 2022-2023 school year mid-point and summative surveys indicate that teacher residents/residents are generally satisfied with their preparation program. Teacher residents 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 (3.1 at midpoint), the effectiveness of the matching process for clinical resident coaches and teaching residents (3.2 at midpoint), the learning environment (3.2 at midpoint), and professionalism and leadership (3.3 at midpoint). Overall, teacher residents highly rated the program's preparation of them to be an effective teacher (3.1 at midpoint).

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 that is collected and open-ended suggestions to guide the continued refinement of the program model to support our teacher residents most effectively 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.

VDOE Teacher Residency Grant
Program Year: July 1, 2022 - June 30, 2023 (FY2023)
Final Report due June 30, 2023

Name of Public Virginia Higher Education Institution: Virginia Commonwealth University

Partners: Robins Foundation, Cameron Foundation, The Community Foundation, R.E.B. Foundation, National Center for Teacher Residencies

Participating School Divisions: Richmond Public Schools (RPS), Petersburg City Public Schools (PCPS), Henrico County Public Schools (HCPS), Chesterfield County Public Schools (CCPS), Prince William County Public Schools (PWCS), Arlington County Public Schools, Brunswick County Public Schools, Dinwiddie County Public Schools, Essex County Public Schools, Fairfax County Public Schools, Hopewell City Public Schools, Prince George County Public Schools, Roanoke City Public Schools, Southampton County Public Schools, Stafford County Public Schools, and Surry County Public Schools

Name of Grant Director: Kimberly McKnight, PhD

Title: Director, Center for Teacher Leadership at the VCU School of Education & RTR Executive Director

Mailing Address: 3600 West Broad Street, Suite 300

City, State, Zip Code: Richmond, VA 23230

Telephone Number: 804-512-6298 (c)

Email Address: mcknightkw@vcu.edu

DETAILED PROGRAM DESCRIPTION:

Provide a detailed description of the teacher residency program.

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

RTR combines the best of traditional and alternative 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 into RTR based on a rigorous selection process that includes:
 - (1) a review of academic transcripts to ensure an appropriate academic major/prerequisite courses and a 3.0 GPA;
 - (2) submission of an application with open-ended reflection questions;
 - (3) three recommendations, including a supervisor/building administrator and colleagues;
 - (4) a statement of intent detailing how the RTR Teacher Residency program will help the applicant achieve their personal and career aspirations;
 - (5) teaching a 5-minute lesson on an SOL topic based on their desired teaching endorsement; and (6) an interview conducted by VCU / RTR members and school division professionals.
- **An intensive medical-style residency in which residents co-teach alongside a mentor 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 mentor teachers. This year-long integration of theory and practice is distinct from traditional programs in which classroom-based practicums typically start halfway into the program.

- **A rigorous selection process and training for mentor teachers** that includes submission of an application containing multiple reflection questions, submission of a teaching video, participation in an interview, four 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 high-needs classrooms. VCU faculty provide three semesters of graduate-level coursework designed to address challenges specific to high-needs schools, using evidence-based practices as part of our teacher preparation program.
- **Post-residency support from an NTC-trained content-specific career coach** who works with residents at least one hour per week for the first two years of their teaching career.

PROGRAM OBJECTIVES:

Describe the goals and objectives of the teacher residency program.

The overarching goal of RTR is to improve student achievement in low-performing schools by recruiting, preparing, and supporting the retention of extraordinary, inspiring teachers and teacher leaders. Our expected outcomes are well-prepared and highly effective teachers who remain in high-needs schools and contribute positively to student achievement. In order to achieve our goals and objectives, RTR:

- Recruits 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.
- Prepares teacher candidates in a research-based preparation program based on the NCTR Seven Principles of Teacher Residencies.
- Supports teacher candidates and graduates in the research-based NTC mentoring model that has been proven effective in improving student achievement for those teachers supported through this data-driven approach to mentoring.
- Retains highly effective teachers and teacher leaders through providing high-quality preparation, professional development, and differentiated career roles.

PARTNERSHIP(S):

Describe the partnership(s) with the public schools. Include any other program partnerships or stakeholder involvement and collaborations.

RTR began as a partnership between Virginia Commonwealth University (VCU) and Richmond Public Schools (RPS) to recruit, prepare, support, and retain highly effective teachers and teachers 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 has since expanded to other divisions in the Richmond-metro area. In 2017-18, RTR expanded beyond RPS, conducting a small foundation-funded pilot at Ettrick Elementary School in Chesterfield County Public Schools (CCPS), which then expanded to include other high-needs schools in CCPS. From there, the program expanded to Petersburg City Public Schools (PCPS) and high-needs schools in Henrico County Public Schools (HCPS). During the 2022-23 school year, we piloted a partnership with Prince William County Public Schools (PWCS). This allowed us to see how the model could be implemented through a primarily virtual environment. The success of the pilot year has led to an expanded partnership with PWCS for the upcoming 2023-24 school year and new partnerships with school divisions across the state. We are continuing our partnership with RPS, CCPS, HCPS, PCPS, and PWCS and are now in partnership with 11 additional school divisions: Arlington County Public Schools, Brunswick County Public Schools, Dinwiddie County Public Schools, Essex County Public Schools, Fairfax County Public Schools, Hopewell City Public Schools, Prince George County Public Schools, Roanoke City Public Schools, Southampton County Public Schools, and Stafford County Public Schools, and Surry County Public Schools. For the upcoming school year, we are also piloting a partnership with CodeRVA Regional High School.

One important component of our partnerships is the regular meetings we hold. Two such partnership meetings are the Advisory Board and Working Subgroup meetings. RTR Advisory Board meetings occur once per semester and include representatives from each partner school division as well as VCU. Representatives are individuals who hold decision-making power (e.g., school division superintendents, the School of Education dean); the purpose of the meetings varies, but often includes activities such as:

- Reviewing and revising the mission and purpose of RTR;
- Reviewing and revising RTR goals and objectives;
- Ensuring effective planning, monitoring, and strengthening of RTR;
- Setting program priorities;
- Providing K-12 educator and community input;
- Assisting in securing funding;
- Contributing to improvement plans; and
- Disseminating information to various stakeholder groups after the meetings.

The RTR Working Subgroup, composed of RTR staff members and school division representatives (e.g., human resources and professional learning representatives), meets bi-monthly. These meetings are to follow through on the plans set forth by the Advisory Council as well as maintain an ongoing discussion of current events in the residency program. Through

these monthly meetings, decisions impacting the experience of the current cohort of residents are made. Every other month, individual meetings are held with school divisions to address topics specific to the division.

In addition to meeting regularly to plan and implement RTR programmatic changes, partner divisions have agreed to provide RTR access to data for research and evaluation activities and have committed significant funding to sustain the program. Each partner division has agreed to pay the costs of:

- Mentor stipends
- NTC training and the monthly mentor forums
- Career Coaches

In addition to the strong partnerships with the local school divisions, RTR benefits from the support of various community stakeholders. Support from these community partners includes:

- The Greater Richmond Chamber Foundation funding to update the RTR website and increase social media presence;
- Venture Richmond funding free hotel rooms for out-of-town candidates who attend selection days;
- Main Street Realty funding a fully-equipped seminar room for classes and events; and
- The Valentine Museum hosts a yearly RTR reception.

Additionally, 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 in PCPS, contingent on continued state and PCPS investments.

These strong partnerships have allowed RTR to grow over the years, enabling us to prepare more teachers to work in high-needs schools. Starting with 9 residents preparing to be English, math, science, and social studies teachers, we expanded to special education in 2014 and elementary education in 2017. In 2019, we piloted a Graduate Certificate in elementary education for those who did not qualify for the Master of Teaching (M.T.) program in elementary education but did have enough content courses to be licensed to teach elementary education. In 2020-2021 RTR successfully worked with our division partners to create an RTR track just for Instructional Assistants (IAs) that allows them to remain on the payroll in their school division and still complete the program within four semesters. Three hours a day they learn to teach alongside their mentor as our other residents do; the remaining three hours they perform their normal IA responsibilities. By August 2023 the Cohort 12 program graduates will be successfully hired by their school divisions, bringing **the total number of residents RTR has prepared to work in high-needs schools to 340**. To support these

residents as they learn to teach, **RTR has also provided professional development to more than 200 in-service teachers serving as mentors.**

Our school division partners determine RTR recruitment goals each year and partner with us to assess candidates on selection days. Our original target for Cohort 13 was 60 residents (25 for RPS, 15 for PCPS, 10 for CCPS, and 10 for HCPS). As our partnerships expanded throughout the 2022-23 school year, we added to our recruitment goal at least two residents in each of the additional 12 divisions. More than 200 people began the RTR application process, however not all converted to submitted applications. Over the three selection days, school division professionals from all 16 partner divisions joined VCU faculty and staff in vetting and assessing candidates. From the three selection days combined, we accepted 47 candidates, however, as of June 2023, our enrollment for Cohort 12 is 34 residents. One elementary graduate certificate pathway acceptance declined the offer due to financial concerns. Another elementary graduate certificate acceptance declined the offer because she took a job as a provisionally licensed teacher. One secondary science acceptance began summer coursework but withdrew due to the intense pace. Ten additional candidates accepted their offer of admission but deferred enrollment in the program until Cohort 14 so they can take prerequisite courses and/or save money for the residency year. Of these ten deferrals, two were accepted into the secondary social studies master of teaching program, two were accepted into the special education master of education pathway, and six were accepted into the elementary graduate certificate pathway. We are continuing to recruit elementary and special education candidates to begin the program in the spring semester (January 2024) to meet our goals for each of our partner school divisions. Additionally, we are streamlining the application process to make it more accessible to all applicants while still maintaining the rigor of the selection process.

INCENTIVES AND SUPPORTS:

Describe the incentives and supports, such as tuition, fees paid for the training, stipends, mentoring, etc., provided to the teacher residents. Include training or support provided to the partner school division educators involved in the program.

Structure of the Program

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 2022 residency proposal a \$23,500 incentive per resident for tuition and living expenses. The VCU School of Education offers a special RTR tuition rate that is 80% 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 Recruitment Coordinator and Admissions Specialist serve as ombudsmen helping residents navigate the complicated application process with both RTR and VCU and any issues that arise with the Office of Financial Aid and Student Accounting once residents are accepted into the program.

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

- Serve as the advisor to the residents to ensure they meet all VCU graduation requirements;
- Plan and conduct the weekly RTR seminar designed to blend theory with practice 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, mentors, or the principal at the school site regarding VCU coursework or expectations.

The most critical support RTR provides residents is the mentors who support them throughout the residency year. Mentors 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; (4) submission of a 30-minute teaching video; and (5) an interview to determine the extent to which the teacher is a reflective practitioner.

In addition to the mentors, RTR provides a residency coordinator for each curriculum track who supports the mentor/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 mentor to . . .
 - support the use of the NTC formative assessment tools;
 - assist the mentor in meeting the developmental needs of the resident; and
 - address challenges that may arise between the mentor/resident partnership.
- Conduct regular observations and/or formal/informal site visits at least once a month (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/mentor partnership.
- Conduct monthly mentor forums to enhance the coaching skills of the mentors;
- Address any concerns raised by residents, mentors, 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 manner.

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, and 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 NTC mentoring model and tools that are used by the mentors, 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 analysis informs both the mentor'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. NTC training for mentors 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 mentors and career coaches attend are conducted by the residency coordinators who are employed by VCU. To date, the salary and fringe for RTR staff have been supported by federal grants. 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 mentor stipends and the cost of career coaches.

Additional Wrap-Around Supports

VCU RTR was awarded the Hawkins F. Hawkins Centers of Excellence grant, which will be implemented in fiscal year 2023. This grant will allow RTR to provide additional support to residents and program graduates. Throughout the grant period, we will create a Hawkins Center for Excellence to serve as a resource hub and connector to services and opportunities throughout the university. The center will be a one-stop-shop for residents when they need information on health services, financial aid, mental health care, and more. Through the center, residents and program graduates will participate in affinity groups and professional networking experiences to help them increase their collegial relationships with fellow teachers. The center will also provide all residents with the opportunity to receive their ESOL endorsement to further meet the needs of the diverse student population in the schools they serve.

In addition, RTR has partnered with the Greater Richmond Stop Child Abuse Now (GR-SCAN) to draw on their expertise to develop and deliver curriculum specifically designed for adults who experience secondary trauma as they attempt to meet the needs of their students. This social emotional support for teachers is incorporated in the seminars for residents during their residency program and continues being offered to Alumni free of charge. Our evaluation data and nationwide research on teacher burnout continues to point toward the need for RTR to do more to prepare residents and support Alums with tools, skills, and resources when they find themselves experiencing secondary trauma (Jennings, 2020).

Teacher Retention

RTR has historically spent the majority of resources on recruitment and preparation, apart from our two-years of instructional support by career coaches for all RTR grads. In light of recent data on teacher attrition, we are now intentionally and strategically increasing our support for our Alums. In the fall of 2022 Dr. Tamara Sober's role became focused solely on retention of alums. She has begun several programmatic initiatives designed to provide additional support for our Alumni.

Dr. Sober has recruited a corps of veteran RTR Alums who facilitated two days of professional development titled: *Navigating the Life of a Real Teacher* where the Alums shared their success tips and strategies with RTR's beginning first year teachers. The new teachers (RTR Cohort 12 graduates) have been paired with an Alum who will help them "navigate" their first year. Through this program, titled the "Navigating Pairs Initiative," the pairs meet weekly for approximately 30 minute "check-ins" to provide moral support and guidance. Our exit interviews have provided feedback that often teachers who leave have felt isolated and alone and would have benefited from having someone in a non-evaluative role to respond to their questions.

Additionally, Dr. Sober developed a monthly program for program alums called *Spaces for Teacher Remoralization*. Alums join together monthly to discuss challenges they are facing in their schools and work collectively to develop solutions. This space has served to not only help RTR alums feel a renewed sense of commitment to the teaching profession but also to develop a professional network to tackle problems of practice and share instructional ideas. Research on teacher burnout and teacher turnover supports the need for these resources and spaces (Santoro, 2021; Santoro & Hazel, 2022). Recognizing this research, supported in our own evaluation data, RTR is proud to be the first teacher residency in the country to respond to this need proactively with a dedicated faculty member centered on alumni support and retention.

PARTICIPANTS:

Please complete the following chart for program participants.

Chart A: The chart below represents Cohort 12 residents who completed RTR in the 2022-2023 school year. We have listed the school division in which the resident will teach and if known, the name of the school. TBD indicates that these individuals have not yet been hired. The chart will be updated once hiring is completed for all of our graduates.

RTR/VCU degree programs are:

- Elementary Graduate Certificate (G.C.) - 32 credit hours
- Elementary Master of Teaching (M.T.) - 34 credit hours
- Master of Education (M.Ed.) in Curriculum and Instruction for Elementary or Secondary Teaching - 33 credit hours
- Secondary Master of Teaching (M.T.) in English, Science, Math, or Social Studies - 41 credit hours
- Special Education Graduate Certificate (G.C.) (also referred to as the RTR Instructional Assistant Pathway) - 31 credit hours
- Special Education Master of Education (M.Ed.) - 43 credit hours

Name of the Resident	Area(s) of Teaching Endorsement Sought	Residency School Division	Degree Program Completed	Did the individual complete the first year of the TRP Program?	If the resident has accepted employment, please indicate the employer.	Area of Teaching Assigned
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Sylvia Barley	Elementary	RPS	Elementary G.C.	Yes	RPS - J.L. Francis Elementary School	Elementary
Daisah Boyd	Secondary English	RPS	Secondary M.T.	Yes	RPS - Armstrong High School	English
Amari Carter	Special Education	RPS	SPED M.Ed.	Yes	RPS - Broad Rock Elementary School	SPED
Corey Curtis	Special Education	CCPS	SPED M.Ed.	Yes	CCPS - Meadowbrook High School	SPED
Grace Darradji	Elementary	RPS	Elementary M.T.	Yes	RPS - Southampton Elementary School	Elementary
Bridget DeLany	Secondary English	HCPS	Secondary M.T.	Yes	HCPS - Varina High School	English
Graciela Espana	Elementary	CCPS	Elementary M.T.	Yes	CCPS - Jacobs Road Elementary School	Elementary
Diamond Foster	Special Education	RPS	SPED G.C.	Yes	RPS - Overby-Sheppard Elementary	SPED

					School	
Tanya Francis	Special Education	CCPS	N/A	No	N/A	N/A
Victor Green	Elementary	RPS	Elementary G.C.	Yes	RPS - J.L. Francis Elementary School	Elementary
Kaylan Haley	Elementary	HCPS	Elementary M.Ed.	Yes	HCPS - Ratcliffe Elementary School	Elementary
Thurman Haynes	Secondary Science	RPS	Secondary M.T.	Yes	RPS - Armstrong High School	Science
Corinne Hornberger	Secondary Science	CCPS	Secondary M.T.	Yes	CCPS - Meadowbrook High School	Science
Kerry Johnson	Special Education	RPS	Elementary G.C.	Yes	TBD	TBD
Ryan Johnson	Secondary English	RPS	Secondary M.T.	Yes	RPS - Binford Middle School	English
Kharisa Jones	Elementary	RPS	Elementary G.C.	Yes	RPS - Overby-Sheppard Elementary School	Elementary

Jennifer Jordan	Elementary	RPS	Elementary G.C.	Yes	RPS - J.L. Francis Elementary School	Elementary
Steven Knight	Secondary English	RPS	Secondary M.T.	Yes	RPS - Binford Middle School	English
Tara Lacy	Special Education	HCPS	N/A	No	N/A	N/A
Tyler Logan	Elementary	CCPS	N/A	No	N/A	N/A
Amanda Lopez	Secondary English	RPS	N/A	No	N/A	N/A
Michelle Marrow	Special Education	HCPS	N/A	No	N/A	N/A
Krystal Ricks	Elementary	CCPS	Elementary G.C.	Yes	CCPS - Bellwood Elementary School	Elementary
Rebecca Rinke	Special Education	HCPS	SPED M.Ed.	Yes	HCPS - Jackson Davis Elementary School	SPED
Christopher Risch	Secondary Science	PCPS	Secondary M.Ed.	Yes	TBD	TBD
Kayla Schroeder	Special Education	RPS	SPED G.C.	Yes	RPS - J.L. Francis	SPED

					Elementary School	
Samantha Sherman	Elementary	RPS	Elementary G.C.	Yes	RPS - Westover Hills Elementary School	Elementary
Chloe Tremper	Secondary Science	RPS	Secondary M.Ed.	Yes	RPS - Boushall Middle School	Science
Hannah Valence	Secondary Science	RPS	Secondary M.T.	Yes	RPS - Martin Luther King, Jr. Middle School	Science
Greysi Vasquez	Secondary Social Studies	RPS	Secondary M.T.	Yes	RPS - Huguenot High School	Social Studies
Briana Villarreal-Charris	Elementary	PWCS	Elementary M.Ed.	Yes	PWCS - Occoquan Elementary School	Elementary
Cassandra Williams	Elementary	PCPS	N/A	No	N/A	N/A
Bethany Willis	Elementary	PCPS	N/A	No	N/A	N/A

NOTE: Seven residents did not complete the program during the 2022-2023 school year. One failed the courses over the summer prior to the start of the residency year. Three began the residency year but opted to resign from the program during October 2022 after determining that the teacher residency model and/or teaching in a high-needs setting was not the right fit for them. One switched to the traditional teacher preparation program at VCU after the end of the fall 2022 semester after a challenging situation with the mentor teacher and a lack of available mentors to be paired with. Two residents received failing grades in the spring 2023 semester and were not allowed to graduate from the program.

Chart B: The chart below represents Cohort 13 residents who were recruited during the 2022-2023 school year and began their VCU coursework in May 2023. They will not complete their residency year until June 2024. School assignments for the residency year are listed for those who have been placed. Not all placements have been made yet, as we are still matching our residents with their Mentor Teachers for the 2023-2024 school year. This chart will be updated once all school assignments are completed.

Name of the Resident	Area(s) of Teaching Endorsement Sought	Residency School Division	School Placement for the Residency Year
Wendy Almonte	Elementary	PWCS	Occoquan Elementary School
Astrid Alvarez Gomez	Special Education	Arlington County Public Schools	H-B Woodlawn Secondary Program
Erica Anderson	Elementary	Roanoke City Public Schools	Westside Elementary School
Sadia Chatha	Special Education	Fairfax County Public Schools	TBD
Andrea Chavez	Secondary Social Studies	RPS	TBD
Andrea Cornett	Special Education	Surry County Public Schools	Surry Elementary School
Gabriel Dudek	Secondary English	RPS	TBD
Leilani Dunlap	Elementary	Brunswick County Public Schools	Meherrin-Powelleton Elemtnary School
Sonya Epps-Crawford	Special Education	RPS	Boushall Middle School
Ryan Getz	Elementary	PWCS	Occoquan Elementary School
Morgan Goode	Secondary English	TBD	TBD
Owen Hall	Secondary Social Studies	HCPS	Brookland Middle School

Renee Harris	Special Education	RPS	Boushall Middle School
Ashika Hossain	Special Education	PWCS	Leesylvania Elementary School
David Hudson	Elementary	Hopewell City Public Schools	Dupont Elementary School
Jonahlyn Husar	Special Education	Arlington County Public Schools	Charles Drew Elementary School
Miranda Janeway	Elementary	Prince George County Public Schools	David Harrison Elementary School
Walky Laureano	Special Education	PWCS	Leesylvania Elementary School
Darie Lee	Elementary	RPS	Westover Hills Elementary School
Michelle Marquez	Secondary English	HCPS	Highland Springs High School
Catherine Miller	Elementary	HCPS	Glen Lea Elementary School
Gislaine Moore	Special Education	Prince George County Public Schools	David Harrison Elementary School
Nan Peña	Secondary English	N/A	CodeRVA Regional High School
Devin Pilkington	Elementary	CCPS	Ettrick Elementary School
Ariana Quiroga	Elementary	Fairfax County Public Schools	TBD
Jamila Smith	Special Education	HCPS	Jackson Davis Elementary School

Jared Smith	Elementary	CCPS	Ettrick Elementary School
Velona Smith	Special Education	Brunswick County Public Schools	Meherrin-Powelleton Elementary School
Frances Stewart	Special Education	PWCS	Swans Creek Elementary School
Beth Tappen	Secondary English	PWCS	TBD
Ryanne Welsh	Secondary Science	N/A	CodeRVA Regional High School
Marvin Williams*	Elementary	HCPS	Glen Lea Elementary School
Renee' Williams	Elementary	Surry County Public Schools	Surry Elementary School

NOTE: The asterisk identifies the resident who began with cohort 12 in the 2022-2023 school year but deferred prior to beginning the residency experience. He will be rejoining the program with the current cohort.

As of June 2023, the current cohort currently has a total of 34 individuals; resident demographics are:

26 Females (76%)

6 Males (18%)

2 Did not disclose (6%)

3 Asian (9%)

10 Black/African American (29%)

2 Hispanic (6%)

6 Two or More Races (18%)

13 White (38%)

We are continuing to recruit and enroll students to begin the program in January. We have several accepted applicants and others in the pipeline who needed to complete additional prerequisite coursework before joining RTR. Offering a January start will provide them with the time needed to complete the additional coursework.

PROGRAM EVALUATION:

Please attach a copy of the program evaluation.

Please include in the evaluation plan how the university and school division(s) collected information to organize meaningful data to inform the program of its effectiveness and how such information was used for program improvements.

Please detail the following:

- a. The effectiveness of the program in meeting the stated goals and objectives;*
- b. The success of identifying and recruiting well qualified, diverse candidates to work in an urban school environment;*
- c. The effectiveness of the partnership(s); and*
- d. The perceptions of the program's success by participants and partners.*

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

As part of the National Center for Teacher Residencies (NCTR), RTR is evaluated at two time points each year through NCTR's data collection program. Current residents and mentors as well as program graduates and building principals (both hosts of residents and those who have hired program graduates) are surveyed. RTR utilizes this information from the mid-year and final reports to inform program design and practice. As a team, RTR staff members meet with the NCTR data representative to learn of the evaluation findings. RTR team members then work with the data to determine areas in which program improvements can be made. Additionally, we share the program feedback with representatives from our partner school divisions in order to maintain program transparency and as a means to solicit feedback to help us make meaningful improvements. The data collected by NCTR includes quantitative responses to Likert-type items on various program components as well as qualitative feedback through which respondents can share any information they choose. Student outcome measures are not part of this evaluation data collection.

The data show areas in which the RTR Teacher Residency program is performing well and areas in which we can make improvements. The data indicate that residents and program graduates feel that the program prepared them for the work of being a teacher, and principals also note that program graduates are well prepared. We can improve our

communication with residents regarding how they are assessed. One area of concern in the data is the dissatisfaction with the financial compensation. Although residents receive a free graduate-level degree, it is challenging for them to work for free for the duration of the program. This highlights the importance of moving toward a salaried teacher resident position in partner school divisions. The NCTR End-of-Year RTR program evaluation data is attached after the expenditures.

COMMENTS AND DOCUMENTS:

Please provide any additional comments regarding the program. Also attach any documentation highlighting the program and its achievements.

RTR was created to recruit and prepare teachers in high-needs schools in Richmond Public Schools. Anecdotally over the years, the program was seen as valuable to RPS and other partner school divisions. In 2020, the Center for Regional and Urban Analysis (CURA) in the L. Douglas Wilder School of Government and Public Affairs conducted a [Benefit-Cost Analysis of Richmond Teacher Residency \(RTR\) Program](#). This report verifies what was discussed anecdotally for years and confirms the effectiveness of RTR. CURA findings include:

- **RTR-trained teachers more closely reflect the student demographics** of RPS than their non-RTR colleagues.
- **Student performance on standardized tests is generally better** in classes taught by RTR teachers compared to classes taught by non-RTR teachers in schools with similar student characteristics.
- **RTR teachers are deemed more prepared** to teach in high-needs RPS schools when they begin teaching than their traditionally prepared peers.
- **RTR teachers are less expensive to hire and cost less to replace than non-RTR teachers.** The hiring cost of an RTR teacher is \$8,020, which is less than half of a non-RTR teacher (\$17,574).
- **RTR retention rates are substantially higher in the first three years.** The ratio in the first two years is above 90%. Non-RTR first two years average retention ratio is about 70%. RTR third year retention is 82%, Non-RTR is about 52%.

The effectiveness of the RTR Teacher Residency program will benefit school divisions across Virginia as we increase our partnerships.

RTR has been fortunate to receive additional funding to support the development of both a school leader residency program and an early childhood undergraduate residency program. With funding from the R.E.B. Foundation, we launched the school leader residency program during the 2022-23 school year. Our first cohort of 6 students, three of whom are RTR Teacher Residency program graduates, earned their post-master's certificate in educational leadership through VCU, attended monthly seminars to learn about culturally responsive and equitable school leadership as well as

instructional leadership, and completed a full year in a residency experience during which they received mentoring from the school leader in their building. Throughout the residency year, they gradually took on more leadership responsibilities, satisfying the required clinical experience and developing skills and knowledge that they will be able to put into practice when they take on leadership roles.

We received a congressional earmarks grant through the late Congressman Donald McEachin's office to begin an early childhood residency program. Our first three undergraduate students are enrolled in the program, and six more will be joining during the 2023-24 school year. Because the undergraduate program offers options for students to graduate in either May or December, our first three students began the residency program in January 2023 and will complete their residency experience during the fall semester. The success of this mid-year start provided evidence that supported the decision to offer a January start date for the graduate-level program.

We have also received a Black Educator Initiative (BEI) grant from the National Center for Teacher Residencies as well as funds from NCTR's SEED grant. Both of these grants provide additional supports for residents of color in our program. Our residents have been able to utilize these funds to take additional courses required for teacher licensure, pay for their licensure exams, and receive emergency funding. These funds continue to help us recruit and prepare a diverse teacher workforce.

RTR is recognized as a national model for recruiting, preparing, and supporting not only new teachers, but also veteran teachers who co-teach and mentor our residents. Several staff members presented at the AACTE national conference during the 2022-23 school year. Additionally, RTR received several visitors over the course of the year. We served as a site visit for representatives from universities in other states who are interested in developing teacher residency programs of their own. NCTR directors and representatives from the United States Navy visited over the winter to learn about the program. During their time with us, we visited Ettrick Elementary School in Chesterfield County to learn more about the success of the RTR program in that school as they seek to develop a teacher workforce on the naval bases. The director of the National Science Foundation (NSF), along with Senator Tim Kaine and Representative Rob Wittman, visited RTR cohort 4 alum and current Richmond Public Schools teacher of the year, Christal Corey, and the RTR teacher resident she mentored during the 2022-23 school year, Jini Valence. The NSF news article about this visit is attached.

Over the last year, we have developed strong relationships with our new partner school divisions and have worked to strengthen our existing partner relationships. As we work with our partners to learn more about their specific division needs and the context in which the residents will be placed, we are able to develop recruitment strategies to target members of the community. We know that finding people with a vested interest in the community is key to finding

individuals who will remain in the teaching profession. We are continuing our recruitment efforts over the summer to enroll residents in the elementary and special education programs in January and are confident we will increase enrollment through these efforts. We are also working with our partner divisions to find ways to provide additional licensure requirements to candidates who are ineligible for RTR without them and develop a pathway for individuals with associate's degrees to transfer to VCU to complete their bachelor's degree and join RTR during the final year of their undergraduate work.

We have also had several success stories over the past year as our alums and mentors received awards and recognition in their schools and school divisions, several of which are included here. Katrina Nelson, a cohort 11 graduate and current elementary teacher at Ettrick Elementary School in CCPS was named the "beginning teacher of the year" for her school. This was featured in NCTR's newsletter and is included as an attachment. Another CCPS teacher and RTR alum, Hajnalka Woosley, led Meadowbrook High School's speech and debate teams during the 2022-23 school year while also serving as a mentor for cohort 12 special education resident Corey Curtis. The team attended the state forensics championship and won several awards. Kiara Thompson, a mentor in Richmond Public Schools, was named Virginia Teacher of the Year for Region 1. Kiara mentored a secondary science resident, Chloe Tremper, during the 2022-23 school year. Several of our program graduates have also moved into positions of leadership within their schools and divisions and many have become mentors for RTR, helping prepare the next generation of teachers.

Please complete the following charts reporting total expenditures:

Period of Award: July 1, 2022 – June 30, 2023

Public Institution of Higher Education: VDOE 2022 RTR

Personal Services 1000						Source of Funds			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					
Kim Allen	Director of RTR Partnerships	Works to develop new RTR partnerships with a particular focus on PCPS	100%	\$80,000	\$72,987	\$0.00	\$72,987	\$72,987	
Kim McKnight	RTR Executive Director	Oversees all aspects of RTR	85.00%	\$143,750	\$102,076	\$0.00	\$102,076	\$102,076	
Sam Hope	RTR Admissions and Data Spec	Admission Specialist will design and implement admissions policies to attract high-quality candidates from diverse backgrounds to RTR; work on quantitative and qualitative data	100%	\$82,000	\$65,303	\$0.00	\$65,303	\$65,303	
Carla Dannouf	Finance Manager	Oversees all the financial aspects	30%	\$90,000	\$26,079		\$26,079	\$26,079	
Dottie	Financial Analyst 2	Processes all fiscal documents; manages budget	100%	\$63,000	\$43,800	\$0.00	\$43,800	\$43,800	
Sabrina Evans	RTR Recruitment Coordinator	The Recruitment Coordinator will design and implement recruitment strategies and materials that attract high-quality candidates from diverse backgrounds to RTR	100%	\$55,000	\$48,606	\$0.00	\$48,606	\$48,606	
Meera Mehtaji	SPED Curriculum Coordinator	Advises and teaches SPED residents	50.00%	\$82,750	\$37,960	\$0.00	\$37,960	\$37,960	
Suhani	RTR Lead Spec Ed Res Coord	Supports SPED resident/CRC partnerships	100%	\$71,400	\$73,256	\$0.00	\$73,256	\$73,256	
Jodi Larson	Elementary Residency Coordinator	Supports elementary resident/CRC partnerships	100%	\$72,000	\$22,500	\$0.00	\$22,500	\$22,500	
Bridget	Elementary Undergraduate Residency Coord	Supports undergraduate elementary residency & CRC partnerships	100%	\$75,000	\$64,927	\$0.00	\$64,927	\$64,927	
Tami Sober	Senior Administrator of Teacher Leadership and Retention	Advises and teaches secondary residents and supports alumni	100%	\$100,300	\$104,981	\$0.00	\$104,981	\$104,981	
Wenda	Secondary Residency Coordinator	Supports secondary resident/CRC partnerships	100.00%	\$75,075	\$80,777	\$0.00	\$80,777	\$80,777	

Natasha	Administrative Assistant	Supports all RTR staff with logistics on trainings, travel reimbursements, supply orders, and other administrative needs	90%	\$42,971	\$39,188	\$0.00	\$39,188	\$39,188
Melinda	PCPS STEM Career Coach	Supports resident/CRC STEM partnerships in Petersburg City Public Schools	90%	\$78,500	\$69,766	\$0.00	\$69,766	\$69,766
Sharrie Merritte	Program Coordinator	Support special projects and events	100%	70,000	\$34,078	\$0.00	\$34,078	\$34,078
Christine Powell	Rural Sp. Ed. Proj. Coord/Retention Specialist	The rural special education project coordinator and retention specialist will be responsible for working with rural school districts.	100%	71,500	\$68,075	\$0.00	\$68,075	\$68,075
Donte Sharpe	Academic Advisor	Advising and su	50%	50,000	\$21,049	\$0.00	\$21,049	\$21,049
Megan Vaugh	RTR Instructional Coach	Career Coaching and mentor	100%	55,000	\$27,500	\$0.00	\$27,500	\$27,500
Total Personal Services 1000					\$1,002,908		\$1,002,908	\$1,002,908

Employee Benefits 2000					So				
					ur				
	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		
Kim Allen	Director of RTR Partnerships	40.10%	\$72,987	\$29,997	\$0.00		\$29,997	\$29,997	
Kim McKnight	RTR Executive Director	40.10%	\$102,076	\$41,953	\$0.00		\$41,953	\$41,953	
Sam Hope	RTR Admissions and Data Spec	40.10%	\$65,303	\$26,840	\$0.00		\$26,840	\$26,840	
Finance Manager	Oversees all the financial aspects	40.10%	\$26,079	\$10,718	\$0.00		\$10,718	\$10,718	
Dottie	Financial Analyst 2	40.10%	\$43,800	\$18,002	\$0.00		\$18,002	\$18,002	
Sabrina Evans	RTR Recruitment Coordinator	40.10%	\$48,606	\$19,977	\$0.00		\$19,977	\$19,977	
Meera Mehtaji	SPED Curriculum Coordinator	40.10%	\$37,960	\$15,602	\$0.00		\$15,602	\$15,602	
Suhani	RTR Lead Spec Ed Res Coord	40.10%	\$73,256	\$30,108	\$0.00		\$30,108	\$30,108	
Jodi Larson	Elementary Residency Coordinator	40.10%	22,500	\$9,248	\$0.00		\$9,248	\$9,248	
Bridget	Elementary Undergraduate Residency Coord	40.10%	\$64,927	\$26,685	\$0.00		\$26,685	\$26,685	
Tami Sober	Senior Administrator of Teacher Leadership and Retention	40.10%	\$104,981	\$43,147	\$0.00		\$43,147	\$43,147	
Wenda	Secondary Residency Coordinator	40.10%	\$80,777	\$33,199	\$0.00		\$33,199	\$33,199	
Natasha	Administrative Assistant	40.10%	\$39,188	\$16,106	\$0.00		\$16,106	\$16,106	
Melinda	PCPS STEM Career Coach	40.10%	\$69,766	\$28,674	\$0.00		\$28,674	\$28,674	
Sharrie Merritte	Program Coordinator	40.10%	\$34,078	\$14,006	\$0.00		\$14,006	\$14,006	
Christine Powel	Rural Sp. Ed. Proj. Coord/Retention Specialist	40.10%	\$68,075	\$27,979	\$0.00		\$27,979	\$27,979	
Donte Sharpe	Academic Advisor	40.10%	\$21,049	\$8,651	\$0.00		\$8,651	\$8,651	
Megan Vaugh	RTR Instructional Coach	40.10%	\$27,500	\$11,303	\$0.00		\$11,303	\$11,303	
Total Employee Benefits 2000							\$412,195	\$412,195	

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 - 2 year with discount	\$0	\$0	\$25,000	\$25,000	
Slate	\$0	\$0	\$19,922	\$19,922	
Total Purchased Contractual Services 3000	\$0	\$0	\$44,922	\$44,922	
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	\$204,798	\$204,798	
				\$0	
				\$0	
				\$0	
				\$0	
Total Internal Services 4000	\$0	\$0	\$204,798	\$204,798	
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 2023 Stipends for RPS, PCPS, CCPS, HCPS residents recruited in 2022-2023 (fall 2022 and spring 2023 stipends). Cohort 13 will use up the remaining unspent funds from June 2023 stipends.	\$781,614	\$0	\$0	\$781,614	
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	\$257,933	\$423,611	\$681,544	
Special RTR Tuition Rate Savings for Residents (Summer 2023 @ \$22.36% cost saving per resident on the tuition rat) \$2059.00 x 46	\$0	\$0	\$94,714	\$94,714	
	\$781,614	\$257,933	\$518,325	\$1,557,872	
6000					
Materials and Supplies 6000		Source of Funds			

Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	Totals
Project Supplies	\$0	\$0	\$12,475	\$12,475
Media Services	\$0	\$0	\$10,000	\$10,000
Printing/Publication Costs	\$0	\$0	\$2,999	\$2,999
Total Materials and Supplies 6000	\$0	\$0	\$25,474	\$25,474

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	\$0	\$1,002,908	\$1,002,908
Employee Benefits (2000)	\$0	\$0	\$412,195	\$412,195
Purchased/Contractual Services (3000)	\$0	\$0	\$44,922	\$44,922
Internal Services (4000)	\$0	\$0	\$204,798	\$204,798
Other Charges (5000)	\$781,614	\$257,933	\$518,325	\$1,557,872
Material and Supplies (6000)	\$0	\$0	\$25,474	\$25,474
Totals	\$781,614	\$257,933	\$2,208,622	\$3,248,169

Lever	Subcategory	Participant	Survey Item	Response Scale	# of respondents	Your Program's Average
Financial sustainability	Mentor satisfaction with financial support	Mentor	The stipend and/or benefits package I receive for being a mentor is appropriate for my time and effort as a mentor.	Agreement	23	2.739130435
Financial sustainability	Resident satisfaction with financial support	Resident	I'm satisfied with the financial package my program provides me.	Agreement	18	1.888888889
Graduate support	Effectiveness of graduate support	Principal	I access residency program staff to support graduates when necessary.	Agreement	10	3.3
Graduate support	Effectiveness of graduate support	Principal	Induction support provided by the residency program provides a level of support to graduates that other new teachers in my building do not receive.	Agreement	10	3.5
Graduate support	Effectiveness of graduate support	Principal	The residency program provides graduates with relevant professional development opportunities.	Agreement	10	3.7
Graduate support	Effectiveness of graduate support	Principal	I informally assess graduate practices with residency program staff.	Agreement	10	3.222222222
Graduate support	Effectiveness of graduate support	Graduate	The coach affiliated with my residency program supports me to improve my effectiveness as a teacher.	Agreement	18	3.333333333
Graduate support	Effectiveness of graduate support	Graduate	The feedback I currently receive from residency program staff helps me improve my practice.	Agreement	23	2.782608696
Graduate support	Effectiveness of graduate support	Graduate	The professional development I currently receive from residency program staff helps me improve my practice.	Agreement	23	2.739130435
Graduate support	Effectiveness of graduate support	Principal	I formally assess graduate practices with residency program staff.	Agreement	10	3.333333333
Graduate support	Effectiveness of graduate support	Graduate	The coach affiliated with my residency program provides useful and relevant feedback.	Agreement	18	3.333333333
Graduate support	Effectiveness of graduate support	Principal	Graduates share innovative practices and strategies with other school staff as a result of continued participation with their residency program.	Agreement	10	3.4
Mentor recruitment, selection, & support	Effectiveness of mentor onboarding process	Mentor	Before I started hosting a resident in my classroom, the program gave me a clear understanding of my resident's roles and responsibilities.	Agreement	23	3.52173913
Mentor recruitment, selection, & support	Effectiveness of mentor onboarding process	Mentor	Before I started hosting a resident in my classroom, the program gave me a clear understanding of my roles and responsibilities as a mentor.	Agreement	23	3.608695652
Mentor recruitment, selection, & support	Effectiveness of mentor onboarding process	Mentor	Before I started hosting a resident in my classroom, the program gave me and my resident sufficient opportunities to build a relationship with one another.	Agreement	23	3.47826087
Mentor recruitment, selection, & support	Effectiveness of mentor onboarding process	Mentor	My experience as a mentor matches what the program told me I could expect.	Agreement	23	3.47826087

Mentor recruitment, selection, & support	Effectiveness of mentor recruitment & selection processes	Resident	My current or most recent classroom mentor is committed to providing an environment where students from historically marginalized communities can thrive and succeed.	Agreement	18	3.55555556
Mentor recruitment, selection, & support	Effectiveness of mentor recruitment & selection processes	Principal	The residency program selects mentors who are effective teachers.	Agreement	9	3.44444444
Mentor recruitment, selection, & support	Effectiveness of mentor recruitment & selection processes	Mentor	During the process of being recruited, applying, and/or being selected as a mentor, the program made me feel valued and affirmed as an individual.	Agreement	23	3.695652174
Mentor recruitment, selection, & support	Effectiveness of mentor recruitment & selection processes	Mentor	During the process of being recruited, applying, and/or being selected as a mentor, the program gave me a clear understanding of the value or benefits of being a mentor.	Agreement	23	3.695652174
Mentor recruitment, selection, & support	Effectiveness of mentor recruitment & selection processes	Mentor	During the process of being recruited, applying, and/or being selected as a mentor, the program gave me a clear understanding of how I would be compensated and supported.	Agreement	23	3.608695652
Mentor recruitment, selection, & support	Effectiveness of mentor recruitment & selection processes	Mentor	During the process of being recruited, applying, and/or being selected as a mentor, the program gave me a clear understanding of the program's mission.	Agreement	23	3.695652174
Mentor recruitment, selection, & support	Effectiveness of support for effective mentoring	Mentor	How effective has the program been at supporting you to provide your resident feedback that improves their practice?	Effectiveness	23	3.347826087
Mentor recruitment, selection, & support	Effectiveness of support for effective mentoring	Mentor	How familiar are you with the coursework that the program provides to your resident?	Familiarity	23	2.434782609
Mentor recruitment, selection, & support	Effectiveness of support for effective mentoring	Principal	The residency program provides feedback and support to mentors to improve their ability to coach residents.	Agreement	9	3.22222222
Mentor recruitment, selection, & support	Effectiveness of support for effective mentoring	Mentor	How effective has the program been at supporting you to model and explain your teaching practices to your resident so that they have a clear understanding of how they can enact those practices?	Effectiveness	23	3.260869565
Mentor recruitment, selection, & support	Effectiveness of support for effective mentoring	Mentor	How effective has the program been at supporting you to pace the release of teaching responsibilities in a way that improves your resident's practice?	Effectiveness	23	3.434782609
Mentor recruitment, selection, & support	Effectiveness of support for mentor leadership	Principal	The mentors in my school have grown into more effective practitioners through participation in the residency program.	Agreement	9	3.55555556

Mentor recruitment, selection, & support	Effectiveness of support for mentor leadership	Mentor	My experiences as a mentor have improved my abilities as a teacher leader.	Agreement	23	3.304347826
Mentor recruitment, selection, & support	Effectiveness of support for mentor leadership	Mentor	Being a residency program mentor has positioned me as a teacher leader in my school and/or district.	Agreement	23	3.086956522
Mentor recruitment, selection, & support	Effectiveness of support for mentor leadership	Mentor	Being a residency program mentor makes me a more effective teacher.	Agreement	23	3.347826087
Mentor recruitment, selection, & support	Mentor effectiveness	Resident	My current or most recent classroom mentor provides me feedback that improves my practice.	Agreement	18	3.166666667
Mentor recruitment, selection, & support	Mentor effectiveness	Resident	My current or most recent classroom mentor models and explains their teaching practices in a way that gives me a clear understanding of how I can enact those practices.	Agreement	18	3.333333333
Mentor recruitment, selection, & support	Mentor effectiveness	Resident	My current or most recent classroom mentor makes me feel valued and affirmed as an individual.	Agreement	18	3.555555556
Mentor recruitment, selection, & support	Mentor effectiveness	Principal	Mentors for the residency program use data to improve resident practice.	Agreement	9	3.333333333
Mentor recruitment, selection, & support	Mentor effectiveness	Resident	My current or most recent classroom mentor paces the release of teaching responsibilities in a way that improves my practice.	Agreement	18	3.277777778
Mentor recruitment, selection, & support	Overall effectiveness of mentor support	Mentor	I feel supported by my program overall to succeed as a mentor.	Agreement	23	3.391304348
Mentor recruitment, selection, & support	Overall effectiveness of mentor support	Mentor	Overall, how effective has the program been at supporting you to mentor your resident?	Effectiveness	23	3.47826087
Mentor recruitment, selection, & support	Overall effectiveness of mentor support	Mentor	The program provides me feedback that improves my practice as a mentor.	Agreement	23	3.391304348
Mentor recruitment, selection, & support	Overall effectiveness of mentor support	Mentor	I'm provided sufficient time to serve in my role as a mentor.	Agreement	23	2.913043478
Partnering & designing for equity	Program impact on students & school community	Principal	Participation in the residency program has positively impacted the culture of our school.	Agreement	9	3.333333333

Partnering & designing for equity	Program impact on students & school community	Principal	Participation in the residency program improves student learning and achievement at our school.	Agreement	9	3.22222222
Partnering & designing for equity	Program impact on students & school community	Principal	The residency program graduates in our building positively impact the culture of the school.	Agreement	10	3.7
Residency year experience	Alignment of clinical & coursework experiences	Resident	My coursework is relevant to my school context and classroom.	Agreement	18	2.83333333
Residency year experience	Alignment of clinical & coursework experiences	Resident	My coursework includes learning experiences that improve my practice.	Agreement	18	3.16666667
Residency year experience	Alignment of clinical & coursework experiences	Resident	My clinical experience includes sufficient opportunities to practice and apply what I learn in my coursework.	Agreement	18	3.27777778
Residency year experience	Alignment of clinical & coursework experiences	Principal	The residency program offers residents a good balance of theoretical and practical strategies to strengthen their effectiveness in the classroom.	Agreement	9	3.22222222
Residency year experience	Alignment of clinical & coursework experiences	Principal	The coursework provided to residents by the residency program is relevant to my school context and classroom.	Agreement	9	3.22222222
Residency year experience	Alignment of clinical & coursework experiences	Graduate	As a residency program graduate, I entered the classroom with a good balance of theoretical and practical strategies.	Agreement	23	3.130434783
Residency year experience	Alignment of clinical & coursework experiences	Resident	My coursework is aligned to key instructional practices identified by my program.	Agreement	18	3.16666667
Residency year experience	Alignment of clinical & coursework experiences	Graduate	My residency program coursework was relevant to my current school context and classroom.	Agreement	23	3.260869565
Residency year experience	Alignment of clinical & coursework experiences	Mentor	The coursework that the program provides to my resident is relevant to my school context and classroom.	Agreement	10	3
Residency year experience	Alignment of clinical & coursework experiences	Resident	My coursework includes opportunities to reflect on how I have enacted key practices in the classroom.	Agreement	18	3.16666667
Residency year experience	Alignment of clinical & coursework experiences	Resident	My coursework includes opportunities to prepare and/or rehearse key practices before I apply them in my classroom.	Agreement	18	3

Residency year experience	Cultural responsiveness of residency year experience	Resident	My program overall is committed to ensuring residents of all backgrounds and identities can thrive and succeed as educators.	Agreement	18	2.944444444
Residency year experience	Cultural responsiveness of residency year experience	Resident	My course instructors make me feel valued and affirmed as an individual.	Agreement	18	3.111111111
Residency year experience	Cultural responsiveness of residency year experience	Resident	Program staff associated with my residency program provide me feedback that improves my practice.	Agreement	18	2.555555556
Residency year experience	Cultural responsiveness of residency year experience	Graduate	My residency program experience enabled me to develop relationships with teachers to whom I turn for classroom-based guidance and support.	Agreement	23	3.260869565
Residency year experience	Cultural responsiveness of residency year experience	Resident	My course instructors provide me feedback that improves my practice.	Agreement	18	2.944444444
Residency year experience	Cultural responsiveness of residency year experience	Resident	Program staff associated with my residency program make me feel valued and affirmed as an individual.	Agreement	18	2.777777778
Residency year experience	Cultural responsiveness of residency year experience	Resident	My program overall is committed to preparing teachers who can support students from historically marginalized communities to thrive and succeed.	Agreement	18	3.055555556
Residency year experience	Effectiveness of assessment system	Resident	My program's assessments of my performance help me to improve my practice.	Agreement	18	2.722222222
Residency year experience	Effectiveness of assessment system	Resident	My program accurately assesses my performance.	Agreement	18	2.722222222
Residency year experience	Effectiveness of assessment system	Resident	My program is clear about what I need to do in order to be successful in the program.	Agreement	18	2.722222222
Residency year experience	Effectiveness of assessment system	Resident	My program is clear about when and how it assesses my performance.	Agreement	18	2.5
Residency year experience	Effectiveness of resident onboarding process	Resident	Before I started my clinical placement with my mentor teacher, my program gave me a clear understanding of my mentor's roles and responsibilities.	Agreement	18	2.777777778
Residency year experience	Effectiveness of resident onboarding process	Resident	My experience in my program matches what my program told me I could expect.	Agreement	18	2.777777778
Residency year experience	Effectiveness of resident onboarding process	Resident	Before I started my clinical placement with my mentor teacher, my program gave me a clear understanding of my roles and responsibilities as a resident.	Agreement	18	2.888888889

Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in planning and teaching a curriculum that reflects the assets of your students, school, and the surrounding community?	Relative effectiveness	10	3.2
Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in engaging in ongoing critical self-reflection to address personal biases and their impact on students and families?	Relative effectiveness	10	3.1
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in adapting a curriculum to reflect the assets of your students, school, and the surrounding community?	Effectiveness	23	2.782608696
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in demonstrating professionalism and collaborating with other teachers?	Effectiveness	23	3.391304348
Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in differentiating instruction to meet the needs of different kinds of learners?	Relative effectiveness	10	2.9
Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in building, nurturing, and facilitating caring, humanizing relationships with students and families?	Relative effectiveness	10	3.2
Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in using student data in planning and instruction?	Relative effectiveness	10	3.2
Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in adapting a curriculum to reflect the assets of your students, school, and the surrounding community?	Relative effectiveness	10	3
Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in demonstrating professionalism and collaborating with other teachers?	Relative effectiveness	10	3.3
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in planning and teaching a curriculum that reflects the assets of your students, school, and the surrounding community?	Effectiveness	23	2.739130435
Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in developing and implementing consistent behavioral and academic expectations for students?	Relative effectiveness	10	2.9

Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in establishing clear classroom routines, procedures, and systems?	Relative effectiveness	10	2.9
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in establishing clear classroom routines, procedures, and systems?	Effectiveness	23	3.217391304
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in building, nurturing, and facilitating caring, humanizing relationships with students and families?	Effectiveness	23	3.391304348
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in planning and teaching a curriculum that explores opportunities for students beyond their school community?	Effectiveness	23	2.695652174
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in demonstrating the content knowledge to teach subject matter?	Effectiveness	23	3.260869565
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in developing and implementing consistent behavioral and academic expectations for students?	Effectiveness	23	3.260869565
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in creating a welcoming and affirming classroom environment for all students?	Effectiveness	23	3.565217391
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in engaging in ongoing critical self-reflection to address personal biases and their impact on students and families?	Effectiveness	23	3.304347826
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in adapting a curriculum to explore opportunities for students beyond their school community?	Effectiveness	23	2.695652174
Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in creating a welcoming and affirming classroom environment for all students?	Relative effectiveness	10	3.1
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in using student data in planning and instruction?	Effectiveness	23	3.086956522
Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in adapting a curriculum to explore opportunities for students beyond their school community?	Relative effectiveness	10	3

Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in planning and teaching a curriculum that explores opportunities for students beyond their school community?	Relative effectiveness	10	3.3
Residency year experience	Graduate effectiveness in high priority practices	Graduate	What is your current level of effectiveness in differentiating instruction to meet the needs of different kinds of learners?	Effectiveness	23	3.130434783
Residency year experience	Graduate effectiveness in high priority practices	Principal	How effective are the residency program graduates working in your school compared to that of a “typical” new teacher in demonstrating the content knowledge to teach subject matter?	Relative effectiveness	10	3.2
Residency year experience	Overall effectiveness of residency year experience	Resident	My current or most recent classroom mentor is a good match for me.	Agreement	18	3.5
Residency year experience	Overall effectiveness of residency year experience	Mentor	My resident is a good match for me.	Agreement	23	3.434782609
Residency year experience	Overall effectiveness of residency year experience	Resident	The feedback I receive from my current or most recent classroom mentor, course instructors, and program staff (e.g., other coaches, supervisors, and coordinators associated with the program) is aligned.	Agreement	18	2.888888889
Residency year experience	Overall effectiveness of residency year experience	Resident	I feel supported by my program overall to succeed as a resident.	Agreement	18	2.833333333
Residency year experience	Overall graduate effectiveness	Principal	Graduates of the residency program demonstrate proficiency on the teacher effectiveness framework used at my school.	Agreement	10	3.7
Residency year experience	Overall graduate effectiveness	Principal	How effective overall are the residency program graduates working in your school compared to that of a “typical” new teacher (in comparable areas and grade levels)?	Relative effectiveness	10	3.4
Residency year experience	Overall program experience & satisfaction	Graduate	How likely is it that you would recommend this residency program to a friend or colleague looking to become a teacher?	Likelihood to recommend	23	8.52173913
Residency year experience	Overall program experience & satisfaction	Principal	How likely is it that you would recommend becoming a resident training site to fellow principals?	Likelihood to recommend	9	8.444444444
Residency year experience	Overall program experience & satisfaction	Principal	I would hire residency program graduates again next year.	Agreement	10	3.6
Residency year experience	Overall program experience & satisfaction	Principal	I would host residents in my school again next year.	Agreement	9	3.666666667
Residency year experience	Overall program experience & satisfaction	Mentor	How likely is it that you would recommend becoming a mentor teacher for this residency program to another teacher or colleague?	Likelihood to recommend	23	8.217391304

Residency year experience	Overall program experience & satisfaction	Principal	How likely is it that you would recommend hiring residency program graduates to your fellow principals?	Likelihood to recommend	10	8.6
Residency year experience	Overall program experience & satisfaction	Principal	I would hire resident(s) as full time teacher(s).	Agreement	9	3.444444444
Residency year experience	Overall program experience & satisfaction	Resident	How likely is it that you would recommend this residency program to a friend or colleague looking to become a teacher?	Likelihood to recommend	18	6.111111111
Residency year experience	Overall resident preparedness	Resident	At this point in the year, how prepared are you to teach next year as the teacher of record?	Preparedness	18	3.277777778
Residency year experience	Overall resident preparedness	Principal	How prepared overall are residents compared to a "typical" new teacher (in comparable areas and grade levels)?	Relative preparedness	9	3.5
Residency year experience	Overall resident preparedness	Mentor	At this point in the year, how prepared is your resident to teach next year as the teacher of record?	Preparedness	23	3.260869565
Residency year experience	Overall resident preparedness	Graduate	As a residency program graduate, I entered the classroom with stronger skills than the average first year teacher at my school.	Agreement	23	3.391304348
Residency year experience	Overall resident preparedness	Principal	The residency program is preparing residents to be effective teachers.	Agreement	9	3.444444444
Residency year experience	Overall resident preparedness	Graduate	Overall, how prepared are you to teach as the teacher of record?	Preparedness	23	3.260869565
Residency year experience	Overall resident preparedness	Graduate	My residency program prepared me to be an effective first year teacher.	Agreement	23	3.304347826
Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to plan and teach a curriculum that reflects the assets of your students, school, and the surrounding community?	Preparedness	18	3.222222222
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to plan and teach a curriculum that explores opportunities for students beyond their school community?	Preparedness	23	2.913043478
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to differentiate instruction to meet the needs of different kinds of learners?	Preparedness	23	3.086956522
Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to differentiate instruction to meet the needs of different kinds of learners?	Preparedness	18	3.444444444
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to use student data in planning and instruction?	Preparedness	23	3.173913043
Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to demonstrate professionalism and collaborate with other teachers?	Preparedness	18	3.555555556
Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to adapt a curriculum to reflect the assets of your students, school, and the surrounding community?	Preparedness	18	3.388888889

Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in engaging in ongoing critical self-reflection to address personal biases and their impact on students and families?	Relative preparedness	9	3.22222222
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to develop and implement consistent behavioral and academic expectations for students?	Preparedness	23	3.260869565
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to create a welcoming and affirming classroom environment for all students?	Preparedness	23	3.52173913
Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to plan and teach a curriculum that explores opportunities for students beyond their school community?	Preparedness	18	3.11111111
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to demonstrate professionalism and collaborate with other teachers?	Preparedness	23	3.47826087
Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in establishing clear classroom routines, procedures, and systems?	Relative preparedness	9	3.22222222
Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in using student data in planning and instruction?	Relative preparedness	9	3.33333333
Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in planning and teaching a curriculum that explores opportunities for students beyond their school community?	Relative preparedness	9	3.33333333
Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to build, nurture, and facilitate caring, humanizing relationships with students and families?	Preparedness	18	3.55555556
Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in differentiating instruction to meet the needs of different kinds of learners?	Relative preparedness	9	3
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to demonstrate the content knowledge to teach subject matter?	Preparedness	23	3.173913043
Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to demonstrate the content knowledge to teach subject matter?	Preparedness	18	3.38888889
Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in demonstrating professionalism and collaborating with other teachers?	Relative preparedness	9	3.33333333

Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to develop and implement consistent behavioral and academic expectations for students?	Preparedness	18	2.88888889
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to build, nurture, and facilitate caring, humanizing relationships with students and families?	Preparedness	23	3.52173913
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to engage in ongoing critical self-reflection to address personal biases and their impact on students and families?	Preparedness	23	3.260869565
Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to engage in ongoing self-critical reflection to address personal biases and their impact on students and families?	Preparedness	18	3.5
Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in demonstrating the content knowledge to teach subject matter?	Relative preparedness	9	3.22222222
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to adapt a curriculum to explore opportunities for students beyond their school community?	Preparedness	23	2.869565217
Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in creating a welcoming and affirming classroom environment for all students?	Relative preparedness	9	3.22222222
Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to adapt a curriculum to explore opportunities for students beyond their school community?	Preparedness	18	3.11111111
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to plan and teach a curriculum that reflects the assets of their students, school, and the surrounding community?	Preparedness	23	2.956521739
Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in building, nurturing, and facilitating caring, humanizing relationships with students and families?	Relative preparedness	9	3.33333333
Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in adapting a curriculum to explore opportunities for students beyond their school community?	Relative preparedness	9	3.22222222
Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in planning and teaching a curriculum that reflects the assets of your students, school, and the surrounding community?	Relative preparedness	9	3.22222222
Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in adapting a curriculum to reflect the assets of your students, school, and the surrounding community?	Relative preparedness	9	3.33333333

Residency year experience	Resident preparedness in high priority practices	Principal	How prepared are residents compared to a "typical" new teacher in developing and implementing consistent behavioral and academic expectations for students?	Relative preparedness	9	3.111111111
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to adapt a curriculum to reflect the assets of their students, school, and surrounding community?	Preparedness	23	2.956521739
Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to create a welcoming and affirming classroom environment for all students?	Preparedness	18	3.666666667
Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to use student data in planning and instruction?	Preparedness	18	3.388888889
Residency year experience	Resident preparedness in high priority practices	Resident	How prepared do you feel to establish clear classroom routines, procedures, and systems?	Preparedness	18	3
Residency year experience	Resident preparedness in high priority practices	Mentor	How prepared is your resident to establish clear classroom routines, procedures, and systems?	Preparedness	23	3.173913043
Residency year experience	Resident preparedness in student, family, & community engagement	Graduate	My residency program prepared me to meet the academic needs of students identified as English language learners.	Agreement	23	2.565217391
Residency year experience	Resident preparedness in student, family, & community engagement	Graduate	My residency program prepared me to meet the academic needs of students receiving special education services.	Agreement	23	3
Resident recruitment & selection	Effectiveness of resident recruitment & selection processes	Resident	I was attracted to apply to my program by the program's mission.	Agreement	18	3.444444444
Resident recruitment & selection	Effectiveness of resident recruitment & selection processes	Resident	I was attracted to apply to my program by the clinical experience of the residency model.	Agreement	18	3.388888889
Resident recruitment & selection	Effectiveness of resident recruitment & selection processes	Resident	During the process of applying and/or being selected into my program, the program made me feel valued and affirmed as an individual.	Agreement	18	3.5
Training site recruitment, selection, & support	Effectiveness of training site recruitment & selection	Resident	The school community where I am completing my clinical placement supports me to implement practices that value and affirm all students, particularly students from historically marginalized communities.	Agreement	18	3.055555556

Training site recruitment, selection, & support	Effectiveness of training site recruitment & selection	Mentor	My school leader supports me in my role as a mentor.	Agreement	23	3.173913043
Training site recruitment, selection, & support	Effectiveness of training site recruitment & selection	Principal	My school's expectations for instructional practice align with the residency program's vision and expectations for effective teaching.	Agreement	9	3.22222222
Training site recruitment, selection, & support	Effectiveness of training site recruitment & selection	Resident	My experience at the school where I'm completing my clinical placement matches what my program told me I could expect.	Agreement	18	3
Training site recruitment, selection, & support	Effectiveness of training site recruitment & selection	Resident	The school community where I am completing my clinical placement is committed to providing an environment where students from historically marginalized communities can thrive and succeed.	Agreement	18	3.11111111
Training site recruitment, selection, & support	Effectiveness of training site recruitment & selection	Resident	I've been able to engage in an array of professional responsibilities beyond classroom instruction at the school where I'm completing my residency (e.g., lesson planning, providing and receiving professional evaluation and feedback, supervision duties during entry and close, engaging in professional development at the school site).	Agreement	18	3.27777778
Training site recruitment, selection, & support	Effectiveness of training site recruitment & selection	Resident	My program and the school where I'm completing my clinical placement share the same vision and expectations of effective teaching.	Agreement	18	2.94444444
Training site recruitment, selection, & support	Effectiveness of training site recruitment & selection	Resident	The school community where I am completing my clinical placement has provided me with sufficient opportunities to collaborate with other teachers and staff.	Agreement	18	3.05555556
Training site recruitment, selection, & support	Effectiveness of training site recruitment & selection	Principal	Residents in our school are integrated into the school community.	Agreement	9	3.55555556
Training site recruitment, selection, & support	Effectiveness of training site recruitment & selection	Resident	The school community where I am completing my clinical placement makes me feel valued and affirmed as an individual.	Agreement	18	3.11111111
Training site recruitment, selection, & support	Effectiveness of training site recruitment & selection	Resident	The school community where I am completing my clinical placement has had a positive influence on my learning and growth as a teacher.	Agreement	18	3.27777778
Training site recruitment, selection, & support	Effectiveness of training site support	Principal	I have a manageable number of responsibilities as a training site principal for the residency program.	Agreement	9	3.22222222
Training site recruitment, selection, & support	Effectiveness of training site support	Principal	The residency program supports me in meeting my responsibilities as a training site principal.	Agreement	9	3.22222222

Training site recruitment, selection, & support	Effectiveness of training site support	Principal	My roles and responsibilities as a training site principal were clearly defined by the residency program.	Agreement	9	3.22222222
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Resident Data
Additional thoughts on program
The stipend for living conditions, food, electric bill, and mileage needs to be more reasonable. Some of us are literally barely making it.
It's definitely a good program for someone who truly wants to jump right into the field of education and actually wants to work at a title 1 school.
If I had not had the great mentor that I had, this would have been a very different program. Having a well matched mentor was critical and my RTR experience was positive because of her and not the program itself. I felt somewhat prepared starting this program and I wish there'd been more opportunities to expand beyond the basics most of our classes covered.
I think they should have transparency in regard to our stipend. Since we are highly discourgae not to work and the course load is heavy. It feels unreasonable that there is not a lot of transparency and we are getting less than 5K with the cost of living
I have really enjoyed my experience throughout this program.
The stipends have not been adjusted for inflation and increasing demand for teachers none
I would have appreciated more thorough, critical and developmentally supportive feedback that would have given me a clear direction for adjustments in my practice.
The available assistance with financial related questions was severely lacking -- there was one financial counselor serving two entire schools of the university (Arts and Education). She was so overloaded that she was unable to respond to emails and a lot of important questions were left unanswered. This led to a lot of confusion and some unpleasant surprises (e.g. tax stuff). There should really be a dedicated financial counselor for RTR specifically because the financial situation is so specific and complicated.
How residency program prepares or supports residents well
They always ensure to provide feedback when they come and observe and allow me time to reflect deeply
They paired me with the best mentor teacher.
Culturally relevant pedagogy
The amount of practice teaching has been the most helpful in preparing me for next year
I have been set up with an excellent mentor who has provided invaluable assistance, feedback, and learning.
Continued exposure to a classroom and school provided me with an immersive learning experience in which I was able to try new ideas and reflect on them daily, constantly learning and growing.
I was lucky to be partnered with an incredible mentor and observing and working with her really prepared me for being a teacher. I felt constantly supported and she always had solutions to my issues. I really appreciated being in a school for the whole school year from start to finish to witness how everything runs.
The program prepared and supported me in ensuring a pathway that provided a gradual release model into the role as a solo teacher that felt natural and comfortable that I was able to assume responsibilities and challenge me in ways that a normal internship lacks.
being there the whole school year, one-on-one mentor relationships, exposure to students in the school district that we will be teaching in.
They prepared me well by providing me with a coach that is competent, experienced, and encouraging
On the job training and being in the classroom full time has definitely helped prepare me for the next year.
I feel that the program prepared me for seeing how a classroom is set up from the beginning to the end of the school year. Being in the parent-teacher conference. Seeing how testing works for the school as a whole school and grade level.
This program was able to make me feel supported throughout the entire process. The check-ins, and seminars are beneficial
What program can do to better prepare residents to be teachers
Ensure mentors are trained well - I got lucky but a lot of people in my program did not. Additionally, finding other feedback/observations tools because a lot of the time those tools felt like busy work rather than helpful reflections. Additionally, we had a bad professor for our classroom management class so the whole cohort felt really unprepared in that sense. Some additional focus on classroom management would be extremely helpful.
We had many seminars in which we would attend for a few hours on Fridays. We ended up having the same guest speakers again and again. While these guest speakers were great, I feel like they could have been a more varied. I know I'm bias, but I seminar on working with students with disabilities would have been great especially since that will be very common when serving marginalized communities.
Residents need to make a living stipend outside of the tuition in order to deliver real equity.
I wonder if more examples of applied practices would have further enriched my understanding of concepts. I felt that I was exposed to the generalized practices that are observed to be the most successful as of today, but lacked definitive examples or descriptions of what these would look like in the classroom.
They need to be clearer about expectations of roles and duties. They should disclose the dollar amount and timing of the stipends. they could provide further opportunities for residents to support themselves financially while in the program. The contents of the contract should be made clear before classes begin.
I think what can be done better is similar polls that the CRC do on residents, can be done vice versa. A poll for where residents can fill out that asks questions about how they are doing and how they are doing with their CRC. I think this can be beneficial before the mid-year evals
Make sure there is a mandatory meeting with admin and the resident teacher. Weekly meetings with everyone.

I wish things could have been a little more hands off. I think I learned the most from actual practice, but I was often distracted from teacher duties because of residency homework, etc.
More information or real life demos for class management
Demonstrate more effective lesson designs. More resources available for planning lessons. And observations that provide useful data and feedback. feedback was generally not very useful. The Kiano tools were a complete waste of time.
Better classroom management training.
Better screen the mentors. Every resident's experience is different depending on the mentor.
The process of matching residents to CRCs and supporting minority residents needs to be a top priority. It is important to align minority residents with CRCs that are culturally aware, or are open to being culturally aware. It is also important to listen and act when concerns are shared by residents.
What program can do to improve the clinical experience for residents
Stop using Kiano
As a sped teacher candidate, I will be qualified to work in K-12. I was placed in a secondary school and really loved it. However, a large portion of my university course work required me to work with young learners. Aside from 1 week in October, I did not have access to elementary age students and it was very difficult to be able to do many of the practical application assignments required. Also...I felt as though my program and the university were not always on the same page. There were many where I was doing double duty in order to fulfill requirements from each organization. This is specific to the Practicum and the Externship courses. These two courses are specific to the clinical placement, which is what my program covers. I would have thought the two would have overlapping goals, requirements, or at least be familiar with the contents of the other. This was especially annoying because the professor of the Practicums was a RTR alumni!
Possibly allowing for us to get to meet potential pairs before pairing us off
They can be more consistent with check-ins. Provide residents with the opportunity to provide feedback on all aspects of the program, not just coursework and seminars.
Having month check-in meetings with your coach and resident teacher together with the program. All coaches (CRC's and resident teachers)
Better vet mentors and provide more funding for school supplies. Additionally, providing clearer information, dates, directions, etc. on what's expected of residents, when things are due, etc. Often times we were told the day of or day before that we had to be somewhere to do something.
What the program can do to improve the clinical experience for residents is provide a more comfortable stipend. With most of the students doing this clinical residency without having a secondary job, let alone not being paid at the school they currently teach in, it's hard to make living ends without the appropriate support. They say teaching is not about money, but to live comfortably does require some more money.
While reflection of practice is hugely beneficial, I feel that I would have benefited more from observation opportunities in other classrooms with other teachers throughout the year, and perhaps more rigid guidelines on feedback. I enjoyed the opportunity to unpack my reflections/observations in Kiano, but the prompts were abstract and difficult to supply unique answers for.
I don't have any notes

Mentor Data
How mentoring experience has impacted instructional practice, mentoring and coaching skills, and/or students
I have made so many adjustments to my teaching practices. It has opened my eyes to making me more culturally aware.
Working with my resident has helped me grow as a teacher because I got collaborate and see things from a new perspective..
This experience has helped me to become for focused on the critical aspects of teaching that are beneficial to the students; evaluate whether I am using the indicators and adjust as necessary
I have seen the need for going slow to go fast and tackling one thing at a time. I also have learned to break goals down so that my RTR can see and feel the progress before being overwhelmed.
It has helped me reflect more on my own teaching practices. It has helped me students see various perspectives and teaching styles and have to adapt accordingly.
its makes me look at my teaching more deeply
I have been more reflective this year and have had to examine the reasons behind doing certain things with my students as my resident asks questions and learns. With her questioning and deepening of her knowledge she has challenged me to communicate the purpose behind certain choices while also pushing me to see strategies or students from different lenses.
it has made me become more reflective of my teaching and strategies
This was my first year so it helped me better my practice because I was setting an example for my resident.
I think it has been great for me in the sense that it has helped me be a reflective coach. My resident did struggle in a lot of areas, so this did have a negative impact on my students.
The mentoring experience gave me the opportunity to closely analyze my own teaching practice while engaging in observations, discussions and collaborative planning with my resident.
Not so much this year
It has helped me to reflect and change up some of my teaching practices
I'm not sure how my experience impacted my teaching. I believe my coaching skills slightly increased in a positive manner. The school year wouldn't have been the same without the dynamic we currently have in the class; I wouldn't change a thing.
The mentoring experience has shown me ways to expand on student learning.
It develops my patience and forsights as things change rapidly.
My mentoring experience always helps me to stop and think about why I am using a certain activity or behavior strategy.
Having 2 teachers in the classroom has made a huge difference in students showing end of year growth.
While mentoring, I am reflecting on my own experiences and practices.
It has stretched me to become a better educator and to branch out and try new things. It als keeps me up to date with best practices
I have been more willing to revise my practice and try new strategies, either coming from my resident or my own need to try new things to help him improve his effectiveness
How program has supported or prepared well for role as mentor
The support has been amazing, timely feedback, suggestions, modeling have all been instrumental
Check-ins provide avenue to ask question/obtain clarification on aspects of the program that may be confusing; program also checks in to see how we are doing mentally to alleviate stresses that may arise
I had intense training before starting to work with my resident which helped me understand my role as a mentor. We also have been meeting once a month to check in and discuss any questions or concerns I may have in my role as a mentor.
The trainings and monthly meeting have been extermely helpful in helping to be the best mentor I can be. The meetings with my CRC cordinator was also super helpful fillin in the gaps with anything i did not get from the meetings
Training and ongoing support has been affirming and resulted in adjustments that improved effectiveness in data collection of resident practice
I found the in-person new coaches' training very helpful. These sessions made me think deeper about my teaching style and actions as a educator.
I think the program lays out a good schedule for an overall goal. The people who supervise the program are very helpful and positive in how they contact and motivate both the RTR and the CRC.
I like the monthly classes and the one on one check ins.
Providing forums for peer interactions and feedback.
It has helped provide me with the coaching language to use. It has helped me focus on 1 or 2 areas during observations instead of doing a general and unspecific observation
it gave me many opportunities to practice and become familiar with the tools during the CRC meetings so that I can be prepared to use it with my resident
Last year's trainings felt more useful as a first year mentor. This year felt like I spent a lot of time explaining the process to new first years, rather than learning something new in regards to mentoring.

The program has given me strategies to communicate with the resident.
The feedback was supportive and constructive. Seminars focused on tools and processes that we were able to implement with our residents.
Whenever I have questions or need guidance to support my resident, the program has been very helpful.
It has provided me with several different tools to engage in conversations that allow me to mentor my resident in a positive manner.
It gave me opportunity to reflect on my own teaching practices and make changes , try new things.
extensive trainings and breakdowns of how to use each tool
The use of coaching language and help with use of tools to help my overall ability to mentor effectively.
Not so much this year
What program can do to improve the overall experience for mentors
n/a
come observe the residents more often
No more virtual meetings please.
Veteran mentors should be exempt from some forums. Or the trainings should be differentiated for newcoming and experienced mentors.
lessen the weekly/monthly requirements, some months it is very difficult to complete the Kiano tools in addition to the weekly logs. Balance the quality vs. quantity. Better compensation for the amount of time required to do everything
Make the meeting in person to avoid online meetings after a long day of work.
less kiano work
More time for coaches to share experiences and strategies
It needs to be more open to what tools the CRC feels are useful for their resident. Different residents need to use different tools and this year the rigidity of what tools use took away some of our flexibility and personal choice. I also think forum needs to allow for more time to connect with each other again in a less structured conversation.
I think that mentors should have a better understanding of what the RTRs are responsible in their course work. There are alot of things that we were unaware of and didn't know how to help or explain. The same with the goals of the CRCs. I feel there were quite a few times that my understanding and hers were very different.
Making the tools optional. It is hard to get them all in.
continue to allow us (CRCs) to get together and help each other to be better and work together to come up with solutions to our challenges
I think allowing the residents to have more time in the classroom. I think experience is the best teacher and when they are pulled out due to classes or seminar they are missing key opportunities for growth.
The program can help mentors by continuing to receive feedback on ways to improve Kiano
It can enhance your outlook as an educator
Offer more flexibility and genuine understanding for teachers who work in a building where things come up outside of our control
Pay on time, Value our time,
What program can do to better prepare residents to be teachers
Have residents spend more time at other schools in the district to gain additional experience and help them make career choices after their residency year
Be realistic about the assignments that VCU provides (i.e having sped teachers learn to do a Woodcock Johnson)
ELL training as the district is rapidly changing.
Unsure how this can be achieved from your standpoint.
not give the mentors so many tasks to complete or lessen their coursework while they are lead teaching
The expectations on the continuum were not geared towards my resident's track. Overall better communication regarding expectations, and continued support from the program.
Be mor understanding and higher compensation for residents and mentors
align coursework better and explore more topics/more useful assignments
Matching resident to relevant racial environment
This year in the fall the residents were not in the classrooms as much and it made an impact on them developing relationships and routines with the students.
Residents should try not to miss teaching in the classroom. I feel like they are out a lot for class. They have a huge work load. I feel bad for them.
I am unsure at this time. They are very supportive.

I think the program is set up very well.


More time in the classroom, ex. tutor group should be with their own students and not in a different school

It is an amazing program

Program Graduate Qualitative Data
What program can do to improve the overall experience for graduates
<p>The residency program can ensure that all residents acquire a variety experiences working with all types of learners (tier I, II, and III, exceptional education, and ESL (English Second Language)).</p> <p>Greater emphasis could have been placed on preparing us for work with ELL students, as Richmond's demographics have changed and continue to change. I now teach at a majority Latinx school, with students from Mexico, Guatemala, Honduras, and El Salvador, which is very different from the school I taught at during my residency year (which was super-majority Black). Yet based on my coursework at VCU and to some extent through my work and conversations with educators in RTR, one might have assumed or continue to assume that Richmond is a Black and white city. I've also encountered a great deal of anti-Latinx racism from educators in my school (white and Black alike). RTR should get ahead of this trend, and prepare educators to counteract the damaging effects of anti-Latinx racism in addition to anti-Black racism and other forms of bigotry, discrimination, and oppression.</p> <p>Put programs in place to support residents after residency year. Help residents to solve problems effectively in their schools when there is conflict.</p> <p>I was a member of the first Instructional Assistant residency program (Cohort). The members of the IA cohort were able to frequently give feedback. The feedback provided allowed the organizers of the program to make changes and improvement.</p>
<p>advocate for their graduates better when in chronically abusive relationships. The central office and some building administrators in Petersburg are incredibly difficult to work with, and RTR simply listens to the complaints without advocating for the needs of their graduates. We need some post-matriculation help!</p>
<p>Please provide health insurance. I was so worried about getting sick and not being able to go to the doctor.</p>
<p>More practical use knowledge, real-world situations that you would find yourself in in a city classroom, instead of the mostly theoretical or high-concept knowledge.</p>
<p>Keeping the Residency Coaches are a big help for new teachers during their first year.</p>
<p>More workshops</p>
<p>Keep the guidance up throughout the ENTIRE licensure process and THEN start to let us go.</p>
<p>Have professor to check and make sure that they understand what was being taught.</p>
<p>Empowering residents/lifting them up.</p>
<p>Teach graduates how to handle students with severe behavior/mental health issues.</p>
<p>Make sure the districts are providing all the supports they are supposed to in addition to the RTR supports.</p>
<p>Unknown</p>
<p>Continue to provide mental and physical support. Being available for questions and concerns, and to also be the on the front line leading by example.</p>
<p>Place residents in the level in which they plan to teach. I was placed in elementary and am teaching middle school. Special education as well as math instruction is very different at the secondary level so I was less able to hit the ground running on either working with my exceptional education caseload, planning specially designed small group and one on one instruction in the collaborative general education classroom or working collaboratively in a secondary collaborative content area. I also was assigned an elementary special education mentor so I have not had mentorship or coaching in my teaching area throughout the program.</p>
<p>Have more PD or sessions to collaborate ideas and goals.</p>
<p>As a special education teacher, I would have liked more guidance on how to direct and work with paraprofessionals. I found it difficult to manage those relationships during my first 2 years of teaching.</p>
<p>Provide residents with more opportunities to create curriculums, assignments, and experiences with English language learners.</p>
<p>How residency program prepares or supports residents well</p> <p>My CRC, Sean McFadden, did an incredible job preparing me for classroom management, lesson and unit planning, and handling the range of challenges that present themselves in a high-poverty urban public school. Tami Sober has provided ongoing support for RTR alumni through the RTR teacher re-moralization network, which I've found to be incredibly important as a tool for sustaining my teaching practice, particularly with regards to the development of a social justice praxis inside and outside my classroom. Through RTR, I've been empowered to build strong community relationships, to intentionally cultivate relationships with my colleagues, and to both give and receive constructive criticism.</p>
<p>The course work prepared me to enter the classroom with the knowledge needed to support the students I have been entrusted to teach. I was able to start my first year of teaching with many tools in my toolbelt and resources to help support myself and my students.</p>
<p>It has given me a support system of teachers across the city who can share their expertise.</p>
<p>They showed me multiple ways to relay information to my students and they encouraged me to start relationship building from Day 1 to help with classroom management. I never felt alone during my residency year, and even now I still see familiar faces around my building every now and then. It reminds me of my WHY!</p>
<p>Coursework, excellent coaching during my residency, professional development summer coursework in content areas. I have been prepared for relationship building with peers and coworkers. I was well prepared to work in a high needs, hard to staff school. I am not surprised by the challenges. I am prepared for the cultural and language diversity of my school environment. I am prepared to work to find connections and form relationships with my students, family, coworkers and surrounding community. I am well prepared for positive behavior support which is a needed skill set in the post covid environment and in a high needs community.</p>
<p>My residency gave me an insight into how school works as a teacher so I didn't have to learn those routines and procedures as I was also learning how to be an independent teacher</p>

I had a coach all year.
The program has prepared me for the curriculum and practical side of being a teacher, as well as giving me a glimpse of what can occur in a class.
During my residency year, I learned alot about classroom management by working with my CDC.
The year-long classroom experience was invaluable. Working with a successful veteran teacher allowed me to see what worked and appropriate classroom routines etc that I knew would work for me.
I have enjoyed having a mentor for two years. She had given me feedback and suggestions to help with my students' academics.
I had invaluable experience that you don't get in traditional programs.
The academic research-based strategies that I studied during the RTR program have provided effective results in and out of the classroom settings.
It has prepared me for teaching students of all backgrounds and education levels.
Getting a full year of teaching as the student teaching experience allowed me to understand the demands of a full year of teaching.
Having a Residency Coach gave me the support I needed to help prepare me for my role as a Special Education Teacher.
planning activities using UDL criteria; lesson planning; using assessment data
Coursework given and discussions while in the program where effective in preparing me to become a teacher. The weekly meetings with my coach to discuss various strategies to work with my students as well as hands on help with tools to use for each student really help. Having my coach observe and demonstrate instructional support really helped as well.
By planning and preparation for classroom experiences and what is expected
The most beneficial aspect of the residency program was the ability to co-teach/observe a classroom before being a teacher of record. I was able to see how the teacher taught procedures.
My instructors and CRC have done a great job with realistic situations and hands on problem solving skills to ensure my success in the classroom.

Principal Data
Benefits of participating in the residency program for school
Teachers are acclimated into the community and school as a whole prior to their first year of teaching.
The program provides me with the opportunity to observe a potential teacher for a year to determine if the candidate is suitable for our environment before hiring. Residents have an understanding of the culture and climate of the school. Residents also have a clear model on how to open and close for the school year. As a former CRC, I already knew the benefits of having new, engaged, and excited pre service teachers come on campus. They often are delighted to speak with not only their own CRc but others veteran teachers. They bring ideas from their classroom and build great relationships with everyone - staff and scholars alike.
Having the ability to coach student teachers in real-time, as well observe their growth for future opportunities.
The ability to hire prepared teachers for this profession and our school. Allowed to see the residents interact with students daily and to see if classroom management is a problem that can be solved and the knowledge of the content/instruction being taught.
How residency program graduates differ from other new teachers
Again, they are more fully acclimated to the school community and already a resource to our parents and students.
Residency graduates are self-reflective, comfortable with feedback, and have had experience leading instruction.
The RTRs learn about the culture/climate of the school and community while simultaneously becoming trained to be teachers with the best veteran staff. They become a ready pool of applicants because they have typically learned exactly what they want in a school so they are often hired by the school or one of my colleagues because I can provide them with a complete and honest reference for how they have been at my school.
Graduates of the residency program have a year long experience. They were able to demonstrate their flexibility when dealing with multiple situations that may arise on a daily basis. Graduates also have the ability to develop routines and procedures throughout the school year.
They are familiar with the academic needs of our student population and the expectation of the school to ensure that all students reach their full academic/social potential. The teachers from the residency program are well prepared for the classroom. The benefit recognized in hiring a graduate of the residency program, the candidate knows the procedures and expectation of the profession and school.
More prepared for this rigorous profession.
How can residency program improve
No improvements necessary All residents are not as strong as others when it comes to classrooms management and holding students accountable for their actions. I don't have any suggestions at this time.
Have more swag!
Intentional planned meetings with school administration for implementation and planning purposes.
Maybe a program to develop more mentor teachers to host a RTR. None at this time. Providing residents the opportunity to work in diverse environments to build instructional practices for a range of learners. Host sites for residencies are often in fully staffed, higher performing schools that do not provide residents some of the practices needed to be fully successful in environments with a variety of learner abilities and behavioral challenges.

 An official website of the United States government
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NSF News

This week with NSF Director Panchanathan

February 10, 2023

How do you converge excellence, equity and access to grow STEM opportunities across the nation? This week, NSF Director Sethuraman Panchanathan visited Virginia Commonwealth University, alongside Sen. Tim Kaine and Rep. Rob Wittman, to listen and learn about how the institution is working within its community to unlock and expand access to STEM opportunities.

The trip started with a classroom visit to Franklin Military Academy to meet two dedicated K-12 teachers shaping the next generation of #STEM leaders: 2023 Richmond Public Schools' Teacher of the Year Christal Corey and NSF Noyce Scholar and Richmond Teacher Resident Jini Valence.

Afterward, the director, media and congressional staff toured VCU's Nanomaterials Core Characterization Facility and Virginia Microelectronics Center to hear from NSF-supported researchers and students working side by side to unlock bold, transformative approaches to STEM education.

Other highlights of the day included meeting with faculty and researchers supported by the CAREER program and a roundtable discussion on engaging the missing millions from STEM and how VCU leadership, community partners, NSF-supported faculty and students are committed to driving these efforts — for the more diverse our workforce is, the more innovative and revolutionary our discoveries and research will be.



Research areas

Office of the Director (OD)

RTR Graduate in VA Named 'Beginning Teacher of the Year' by School



Katrina Nelson, a graduate of cohort 11 of NCTR Network member RTR/Virginia Commonwealth University's teacher residency program, was recognized by her residency school - Ettrick Elementary -- as "Beginning Teacher of the Year." Katrina has been described as "engaging, compassionate, positive, and intentional," with her colleagues at the school stating, "(She) stepped into her classroom as a first-year teacher, but it feels like she's been teaching forever!" **Congratulations, Katrina!**

VIRGINIA STATE UNIVERSITY
I, TOO, TEACH
TEACHER RESIDENCY EVALUATION – Cohort 2

PROJECT BACKGROUND

There is a nationwide teacher shortage. When the number of teachers of color is factored into the equation, the nation’s ability to provide highly qualified, culturally and linguistically diverse teachers in classrooms at that same rate as its student population is bleak.

Many dynamic individuals of color desire to become teachers. However, for a large percentage of these candidates, requisite licensure criteria become a barrier to attaining their dream career. To improve diversity in the teacher workforce, research needs to be conducted to fully understand the barriers that exist to meet full licensure requirements. Building on results, strategies that improve rates of candidates of color entering the teacher education workforce must be designed and disseminated. The proposed project was designed to deliver supplemental support to teacher candidates to address what potential teachers of color perceive as barriers to attain teacher licensure.

PROJECT SCOPE

I Too Teach partners include VSU and seven school division partners (Amelia, Chesterfield, Dinwiddie, Hopewell, Nottoway, Petersburg, & Richmond). The VSU College of Education has established and sustained successful and productive partnerships for many of these partners for more than 15 years. These ongoing relationships are a testament to the mutually beneficial work completed in an effort to support best practices in teaching and learning.

University involvement in the schools was designed to bridge the research to practice gap for professors and integrate work with P-12 candidates as part of courses through field-based, clinical opportunities. The partnering school divisions jointly assisted VSU in selecting the most qualified applicants for VSU’s co-teaching program and as an instructional assistant or paraprofessional.

During their residency, candidates worked with a district coordinator, who supported them as they completed the licensure assessments, participated in learning communities, and established effective learning environments upon successfully securing professional teaching assignments. These supports were available to all candidates placed in high-needs partnership schools. Formalized induction processes included monthly gatherings, both face-to-face and virtual, that addressed topics, such as selecting and implementing evidence-based practices, working with diverse student populations, collaborating with colleagues effectively, and developing sustainable resources for student achievement.

Partners who participate in facilitating the TIR process included district coordinators, who work with the university and the school districts. They worked with local school administrators to identify veteran teachers to support the candidates as mentors during their TIR year and as they transition into their first 3-years of teaching.

PROJECT GOALS

This project was designed for the purpose of improving interventions for prospective teachers using appropriate and systematic interventions. The project's overall goal was also to help candidates gain knowledge and skills to better prepare them for success on teacher licensure assessments and, more importantly, success in the classroom.

The following goals were established for the project:

Deepening Knowledge - enhancing post-baccalaureate teacher preparation programs in critical shortage fields through residencies.

- A basis for strong content knowledge for all teacher candidates to be highly qualified.
- Licensure course accessibility, addressed through the streamlined design of evening, weekend, and virtual offerings, including coursework in each preparation program, previously reviewed and approved by VDOE.
- A robust and positive partnership between the university partners and the arts and sciences divisions at their respective institutions to ensure that prospective participants in content fields receive high-quality preparation in their content areas.
- Participants and mentor teachers from both school divisions will participate in professional development opportunities.

Changing Values/Dispositions - diversifying the educator application pool and promoting culturally responsive educational practices.

- To increase the number of individuals from underrepresented groups in critical shortage fields of study.
- To support potential male and teacher of color candidates or professionals in critical shortage areas.

Developing Skills - supporting the development of assessment, licensure, and employment competencies.

- To engage in hands-on, inquiry-based experiences designed to prepare candidates with the requisite licensure and employment requirements and competencies required by the VDOE.

PARTICIPANTS

Provisionally licensed teachers of color enrolled in the teacher licensure program and/or hired in school districts served by Virginia State University were recruited to participate in the project. Below are the Teacher Resident demographics for Cohort 2:

Male	6	(-4)	Female	9	
Amelia	3	(-2)	Chesterfield	4	
Dinwiddie	2		Hopewell	3	(-1)
Richmond	1		Petersburg	2	(-1)
Nottoway	0		VSU	15	
ELEM	9		SPED	6	(-4)

*Four male students working toward the special education endorsement dropped out due to life issues resulting in non-passing grades in their spring 2023 courses. Prior to that incident, all four male students worked as paraprofessionals in Amelia, Hopewell, or Petersburg Public Schools while attending VSU for coursework toward an M.Ed. in Special Education. Only 11 of the 15 teacher residents remain in the program. These students should finish their courses in December 2023.

PROJECT EVALUATION TEAM

VSU's Co-PIs have included an Assessment Committee in the I Too Teach project. The Assessment Committee is comprised of:

- Dr. Heather Gentry, Amelia County Public Schools, Director of Human Resources
- Dr. Bernice Gregory, Chesterfield County Public Schools, Director of Benefits
- Emily Branch, Dinwiddie County Public Schools, Chief Human Resources Officer
- Dr. Stephanie Poe, Hopewell City Public Schools, Supervisor of New Teacher Support and Licensure
- Dr. Richard Gregor, Nottoway County Public Schools, Director of Human Resources & Community Relation
- Gwen Best, Petersburg City Public Schools, Recruitment Specialist
- Helen Mickens-Demena, Richmond City Public Schools, Senior HR Specialist
- Willis Walter, VSU College of Education, Dean & Co-PI for the Grant
- Trina Spencer, VSU College of Education, Dept Chair for Teaching & Learning
- Adrienne Thomas, VSU College of Education, Coordinator of the I Too Teach Programs
- Shelly Bazemore, VSU College of Education, Co-PI for the Grant
- John Blackwell, VSU College of Education, Administrator and Interviewer
- John Travis, VSU College of Education, Administrator and Data Analysis Technician who aggregated and analyzed the data for the committee
- Kimberly Gaiters-White, External Evaluator and Dean, Jacksonville State University College of Education

This Committee:

- Will be comprised of university faculty and P-12 partners (system-level individuals from each participating LEA with access to division-wide data)
- Shall select co-chairs representatives for each stakeholder group.
- Co-PIs shared the roles and responsibilities of these individuals and types of data needed to evaluate program effectiveness with the superintendents of each participating LEA upon securing the letter of support to be included in this project proposal.
- It will be the responsibility of the Assessment Committee to collect, aggregate, analyze, make decisions about the project, and create/submit timely reports to the co-PIs.

- Identified members from each participating LEA will utilize the assessment timeline to provide timely, de-identified data to evaluate program effectiveness.
- Templates and report formatting designed during the initial Assessment Committee Meeting will provide format implementation of the data.
- VSU’s co-PIs will hold the ultimate responsibility of reporting on student performance indicators to the Virginia Department of Education, no later than June 30, 2023, and requesting any additional data needed by the project.
- A password-protected shared drive created to facilitate data collection for the project allows for access granted to each member of the Assessment Committee.
- Identified members from each participating LEA will utilize indicators in the evaluation plan to provide timely, de-identified data. Data to evaluate program effectiveness shall include *mentor teacher credentials, SOL scores (or other readily available student learning outcome data) for students in experimental and comparison classrooms, hiring trend data, employment data, retention data, new teacher evaluation data.*
 - Mentor Teacher Resumes provide their credentials and they are initially selected by use of the Virginia Guidelines for Mentor Teachers (attached) *Do you need copies of the resumes?*
 - The Schools will not provide us with classroom SOL scores/data, however, each student’s action research project can provide the data showing our students are making a difference in their classrooms. (data available July 2023)
 - *We have requested hiring trend data, employment data, retention data, new teacher evaluation data from HR in both Richmond City and Petersburg City Public Schools.*
- VSU/VUU will request data for the TIR year of 2022-23 and the first 3-years of the teacher’s experience 2023-24, 2024-25, and 2025-26 school years.

PROJECT EVALUATION PLAN

The evaluation plan, designed to be thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project, uses objective performance measures directly related to the intended outcomes.

Qualitative Evaluation Plan. Qualitative research focuses on the accurate description, construction, and contextual factors concerning a situation, event, or lived experience. The following will constitute the major qualitative data sources for I Too Teach:

Observations of I Too Teach Classrooms

- Observations are provided of teacher residents within the I Too Teach classrooms regularly by qualitative research staff who will be associated with I Too Teach.

- An observation protocol developed will capture open-ended classroom pedagogical and ecological factors related to the goals of the I Too Teach partnership.
- Our major contribution will be to improve teacher preparation leading to higher-quality educational opportunities for all children.

Culturally-Responsive Teaching Practices Academy groups and their evaluations

The Academy was held on Tuesday, June 20, 2023 for Cohorts #1-3 via Zoom.

- Material costs will be available for residents to conduct research and present during the Culturally-Responsive Teaching Practices Academy. All M. Ed. courses (coursework and assignments) have certain aspects of Culturally-Responsive Pedagogy incorporated in them. For example, in EDUC550, Reading Development and Achievement, student discuss linguistic differences between populations of students.
- A research team includes university faculty, residents, and mentor teachers who conduct site- based research focused on increasing academic achievement at the classroom level. The students have demonstrated academic growth through performance outcomes. They will also perform action research in their course (EDUC580) held in July 2023 that will prove that they increased academic achievement in the classroom through pre- and post-test data analysis.
- The goal is to demonstrate that residency teacher preparation produces effective or slightly more effective beginning teachers than teachers in comparison classrooms as shown by student achievement outcomes. Due to teacher shortages in all the partnering public school divisions, our teacher residents were used as substitute teachers on many occasions rather than serving as the instructional assistant or paraprofessional that they were hired to serve as in their mentor's classrooms. Therefore, our evidence is limited regarding the impact of our teacher residents on student achievement.
- The key, we believe, is focusing on more limited and manageable units or areas of instruction and then facilitating the dissemination and implementation of a successful instructional intervention.

Quantitative Evaluation Plan. Quantitative research focuses on numerical or measurable data. The following will constitute the major quantitative data sources for I Too Teach:

Observations of I Too Teach Classrooms.

- Observations are provided of teacher residents within the I Too Teach classrooms regularly by quantitative research staff who will be associated with IToo Teach.
- An observation rubric developed will capture numerical classroom pedagogical and ecological factors related to the goals of the I Too Teach partnership.
- Our major contribution will be to improve teacher preparation leading to higher-quality educational opportunities for all children.

Data Gathered for Evaluation Purposes. Quantitative research focuses on numerical data. The following will constitute the major quantitative data sources for I Too Teach:

Program Faculty Instruments

- Student Teaching Disposition Survey – This qualitative instrument is completed by program faculty and is administered at the end of each semester. It measures

satisfaction, strengths, and improvements needed.

- Assessment of Student Teaching - This qualitative instrument is completed by program faculty and is administered at the end of each semester. It measures strengths, weaknesses, and improvements of teacher residents.
- Final Evaluation of First Placement - This qualitative and quantitative instrument is completed by program faculty and is administered at the end of each semester. It measures teacher resident performance, strengths, and growth needed.

Teacher Resident Instruments

- Candidate Assessment of Student Teaching – This qualitative instrument is completed by teacher residents and is administered at the end of each semester. It measures classroom experience, performance, goals met, and the ability to implement recommendations.

DATA ANALYSIS

Data for Teacher Resident Cohort 1 has been gathered and analyzed each semester to determine any needed adjustments to make continued program improvements. Below is an analysis of data per semester:

Instrument 1: Student Teaching Disposition Survey

Rating Scale: 1-Always 2- Usually 3 - Rarely 4 – Never

Indicators:

- Professional Image
- Reliability, dependability and punctuality
- Ability to communicate effectively
- Ability to work collaboratively with professional colleagues.
- Willingness to accept feedback
- Ability to work collaboratively with families
- Knowledge of the subject matter
- Knowledge of Instruction
- Knowledge of the grade level and/or content
- Ability to assess student performance
- Ability to make appropriate adjustments to instruction
- Ability to effectively teach students who perform at different developmental levels
- Ability to effectively teach lessons that value & incorporate diversity
- Ability to effectively teach students with exceptionalities
- Ability to develop and implement lesson plans
- Knowledge of current educational issues and trends
- Ability to use educational instructional technology within lessons
- Ability to manage a classroom effectively

1.50 (N=8) – Spring 2023

Program Satisfaction. How satisfied were you with the VSU Teacher Preparation Program based on your student teacher's performance?

2.75 (N=6) – Spring 2023

Program Strengths. What would you identify as the strength(s) of the VSU Teacher Preparation Program?

- Student, parent, and staff engagement – Spring 2023
- Basic IEP development – Spring 2023
- Mentor teacher preparation – Spring 2023
- Content-based program that incorporates coaching – Spring 2023

Program Improvement. Are there additional things you feel should be done to improve the teacher preparation program at VSU?

- Better connections with university partners – Spring 2023
- Improve communication with program coordinators and mentors – Spring 2023
- Revise course scheduling – Spring 2023
- Coordinating the visits from the University – Spring 2023
- Include all stakeholders in the planning process – Spring 2023

Instrument 2: Assessment of Student Teaching

Rating Scale: 0 - Needs improvement 1- Basic 2 - Proficient 3 – Exceptional

Indicators:

OUTCOME 1: COMPETENT

Summary Rating: 2.88 – Spring 2023

- The teacher candidate knows the facts and principles of the subject matter and represents content accurately.
- The teacher candidate assists students in the mastery of content.
- The teacher candidate utilizes effective strategies/techniques, including the use of technology.

OUTCOME 2: CULTURALLY RESPONSIVE

Summary Rating: 2.94 – Spring 2023

- The teacher candidate understands how learners think and reason about the subject content.
- The teacher candidate Helps learners develop complex and sophisticated cognitive structures
- The teacher candidate adapts knowledge to learners' levels of understanding and ways of thinking.
- The teacher candidate fosters a collaborative learning environment.

- The teacher candidate facilitates solutions to problems.
- The teacher candidate demonstrates a commitment to life long learning.
- The teacher candidate demonstrates a commitment to high ethical and professional values.

OUTCOME 3: CARING

Summary Rating: 3.30 – Spring 2023

- The teacher candidate shows respect for and sensitivity to all learners.
- The teacher candidate promotes a learning climate of caring and trust.
- The teacher candidate encourages student efforts while challenging students to do their best.
- The teacher candidate helps students set achievable goals.
- The teacher candidate considers individual growth or progress in assessing learning.

Themes – Strengths/Weaknesses. Describe the teacher candidate’s strengths and weaknesses as observed during the week. What specific strategies/methods did they and/or should they have used? Please provide recommendations for areas of growth.

Areas of Strengths include:

- Collaborative support
- Encourage student to stay engaged and on task
- Support and assist in learning transitions
- Supporting general ed and special ed students during independent work
- Using notes, diagrams, graphic organizers and flow charts to assist students in understanding content
- Use of manipulatives to simulate real world content
- Use of technology (videos) to support learning
- Support of small group
- Leading Content instruction
- Creating a warm environment
- Eliciting responses from the students
- Setting clear expectations
- Using a variety of activities
- Pacing of self and students
- Positive redirection of student behaviors
- Ability to communicate in student’s language (Spanish)

Areas of Need include:

- Deeper content knowledge
- Time management
- Collaborative teaching/Appropriate support for SPED populations
- Allowing wait time for student responses

- Allowing students to use reference material (notes, diagram, manipulative) for reasoning and making conclusions
- Communication between VUU, VSU, and RPS
- Assessment

Themes – Candidate Improvements. Describe the teacher candidate's areas of improvement observed during this week. What specific strategies did he/she utilize? What specific strategies does he/she need to utilize? Provide recommendations for areas of improvement.

- Communicating needs and concerns
- Classroom management
- Modifying lessons to meet accommodations
- Assisting all students (general ed and Sped)
- Review standards, essential knowledge and skills to become familiar with learning targets
- Review content
- Encourage positive reinforcement to support negative student behavior
- Provide lesson modifications that support the pacing guide and needed essential knowledge and skill
- Creating Graphic organizer to support learning
- Redirecting negative student behavior
- Increase collaborative planning time
- Change proximity of student to improve teacher/student supports
- Lesson modification
- Set up resource for absent student to make up work, gain missed knowledge
- Increase content vocabulary usage; reinforce content vocabulary
- Content remediation- using exit tickets to capture students who do not master content
- Creating Snapshots to respond to student who do not master content
- Collaborating with other colleagues to share and obtain strategies for student success
- Direct instruction
- Contacting parents of absent students
- Prepare lessons and activities for EOC Remediation in preparation for SOL testing
- Using diagrams and manipulative to support learning
- Creating formative assessments to determine if students are learning

Instrument 3: Final Evaluation of First Placement

Rating Scale: 0 - Needs improvement 1- Basic 2 - Proficient 3 – Exceptional

Indicators:

- Student's demonstration of interpersonal skills with urban students.
- Student's demonstration of interpersonal skills with suburban students.
- Student's demonstration of interpersonal skills with rural students.

- Student's demonstration of interpersonal skills with students from diverse populations.
- Student's demonstration of interpersonal skills with other licensed staff.
- Student's demonstration of interpersonal skills with other support personnel.
- Student's demonstration of interpersonal skills with other site members.
- Student's demonstration of interpersonal skills with administrators.
- Student's demonstration of respect for professional skills and competencies of others.
- Student's level of dependability.
- Student's demonstration of use of suggestions and/or constructive criticism.
- Student's demonstration of promptness.
- Student's demonstration of ability to work independently.
- Student's demonstration of willingness to assume responsibility for impacting student learning.
- Student's demonstration of Initiative.
- Student's demonstration of enthusiasm.
- Student's demonstration of educational theory and research.
- Student's demonstration of legal and ethical standards.
- Student's demonstration of knowledge of specific intervention techniques.
- Student's demonstration of knowledge of developmental theory.
- Student's ability to implement instructional strategies and classroom management techniques.
- Student's ability to implement developmental activities that are instructionally appropriate for students in the class.
- Student's ability to create relationships with students and then helps them to build relationships with the other students in the class.
- Student's ability to convey instructional needs and training for support personnel to carry out instruction.
- Student's ability to collaborate with other site members on committees, in planning, etc. to meet the needs of the students and the school.
- Student's ability to work with school leadership in providing the best instruction, and behavior management within the policies and procedures of the school.
- Student's respect for the professional skills and competencies of others.

Average: 2.75 (N=8) - Spring 2023

Candidate Strengths. Describe the teacher candidate's strengths observed during this placement. What specific strategies did they utilize?

Strengths:

Spring 2023

- Good time management, with use of a visual timer
- Clear, concise expectations/directions
- Provided direct instruction/strategies and new skills modeled during the lessons

- Provided positive feedback to students
- Enthusiastic, confident and positive energy
- Kind, pleasant demeanor
- Voice and volume is clear and conducive to learning
- Continued to look for new ways to engage the students
- Ability to quickly adjust lesson plans to meet the needs of students
- Displays an understanding that different students have different needs
- Displays respect for the cultures of all people
- Consistently had materials prepared in advance (manipulatives, anchor charts, technology)
- Continued to look for new signals to implement to get students attention

Strategies:

Spring 2023

- Modeling
- Direct instruction
- Cooperative learning
- Differentiated instruction
- Good use of educational technology

Candidate Growth Needs. Describe the teacher candidate's areas of growth and improvement observed during this placement. Please provide recommendations for areas in need of continued development.

Areas of Growth and Improvement:

Spring 2023

- Time management for small group rotations
- Development and assignments for small groups
- Provide students with specific feedback about what they are doing well and how to improve or grow
- Address student behaviors as they occur so that they do not interfere with lessons
- Provide more wait time when asking questions so that more students had the opportunity to think about the question and raise their hand
- Work on showing equity of voice by calling on more students than just those consistently volunteering

Recommendations:

Spring 2023

- Embed timers into slides
- Rearrange small groups and meet daily to get comfortable with pacing

- Allow for more opportunities to assess student learning. Walk the room to monitor students and assess student learning and to see who is on task
- Practice new ways to engage students and to get their attention
- Read lesson plans thoroughly in advance to make sure you are modeling accurately and addressing the learning target
- Stop to regroup/refocus students when needed before moving ahead
- Provide more scaffolding

Instrument 4: Candidate Assessment of Student Teaching

Classroom Experience. Evaluate your classroom experiences for the past week. What worked well? What did not work well? Why?

Well

- All students signed on to the exceptional education curriculum and completed work independently – Spring 2023
- Co-teaching – Spring 2023
- Developing relationships with students in the class – Spring 2023
- Appropriate pacing of lesson – Spring 2023.

Not Well

- Correction of phonics error in front of the students – Spring 2023
- Keeping students engaged – Spring 2023
- Providing feedback during the lesson – Spring 2023

Performance. How would you rate your performance this week and why? (Excellent, Proficient, Basic, Unsatisfactory)

- Proficient - Being able to watch the students get acclimated to signing on and completing assigned work, and then being able to do checks for understanding – Spring 2023
- Excellent – Being able to provide services to students under challenging situations – Spring 2023
- Proficient - Balancing confident moments with class while also having some very challenging student behaviors and staff frustrations – Spring 2023
- Proficient-Accomplishing different things each week with assistance of the co-teacher – Spring 2023

Goals Met. Do you believe you met or exceeding your goals for this week?

- Exceeded – N=1 – Spring 2023
- Met – N=2 – Spring 2023

Goals Set. What are your primary goals for the following week?

- Continue pushing the students to complete assigned work and do checkpoints – Spring 2023
- Receive the needed support and training needed to fulfill the learning goals of students – Spring 2023
- Increase student positive behavior, increase reading levels of students and prevent any conflict or misunderstanding with staff – Spring 2023
- Keeping the students engaged, providing positive feedback, allow time for reteaching if necessary, and check homework folders more consistently throughout the week – Spring 2023

Implement Recommendations. Describe how you will implement your cooperating teacher’s recommendations for the coming week. What specific strategies/methods will you use?

- Continuing to care for and support students – Spring 2023
- Better implement lesson plans by reading over them thoroughly and speak with the co-teacher for better understanding – Spring 2023
- Remember to slow down and allow time for the students to think/respond before giving them the answer – Spring 2023
- Re-teach a lesson if a student is confused – Spring 2023
- Make time in the mornings to go over lessons to make sure I have all of my materials needed – Spring 2023

Budget Outcomes for Cohort #2 of the I Too Teach – Teacher Residency Grant

G310040 (Cohort #2) 6/30/2023, but asking for extension to 12/30/2023 for students to complete coursework.					
Expenses	Total Amount Allotted	Paid prior to July 1, 2023	Paid after July 1, 2023	Invoice/A21	Not Spent
Teresa Weiss, Administrative Assistant	\$2,000	\$1,000	\$1,000	A21	
Benefits	\$153	\$77	\$77		
Dr. Cynthia Thomas, Grant Coordinator	\$4,000	\$2,000	\$2,000	A21	
Benefits	\$306	\$153	\$153		
Dr. John Blackwell, Course Registration & Test Prep Coach	\$1,000	\$1,000	\$0	A21	

Benefits	\$77	\$0	\$0		
Dr. Kimberly Gaiters-White, External Evaluator	\$6,000	\$0	\$6,000	Invoice	
Teacher Residency Scholarships (11) to include student stipends for professional assessments	\$345,000	below	below		
Tuition		\$194,459	\$74,934	Committed to Al Cannon, Bursar	4 less scholarships due to dropouts; they are required to pay the grant back for their 1st semester scholarship.
Professional Assessments (VCLA, Teaching Reading, & Elementary Praxis II)		\$0	\$30,000	Purchased through the professional entities	stipends for professional assessments
Mentor Teacher Honorariums S2023/F2023	\$30,000	\$15,000	\$11,000	Honorariums	Paid all mentors 1st semester, but 3 less students created 3 less honorariums for mentors
1 University Supervisor for S2023 (Dr. Faye Bradley); 2 University Supervisors for F2023	\$10,000	\$2,500	\$6,000	A21	\$3500
Mentor & Professional Development Training <i>(Mentor Training paid through other grant funds)</i> <ul style="list-style-type: none"> \$2500 <i>Honorarium was paid to each: Dr. Zoe Spencer & Shelly Bazemore for providing the Culturally Responsive Leadership Academy for all cohort students.)</i> <ul style="list-style-type: none"> Teacher Induction Ceremony was held at the end of the program (Dec. 2023) 	\$20,000	\$5000 (\$2500 each)	\$6,000	A21 & Committed location on campus along with food by Thompson Hospitality	\$9,000

Promotional Items (I Too Teach sashes and medallions for graduation, I Too Teach pens, I Too Teach lapel pins)			\$4,000		
Totals	\$416,036	\$216,189	\$141,164	\$357,353	\$58,683 unspent/returned