



COMMONWEALTH of VIRGINIA

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October 20, 2022

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

The Honorable Barry Knight
Chairman, House Appropriations Committee
Virginia General Assembly
1852 Mill Landing Road
Virginia Beach, Virginia 23457

The Honorable George Barker
Co-Chair, Senate Finance Committee
Virginia General Assembly
P. O. Box 2608
Reston, Virginia 20195-0608

Dear Senator Howell, Senator Barker, and Delegate Knight:

I am pleased to submit the enclosed Annual Report on Teacher Residency Partnership Evaluations.

Item 144, Q., of the 2021 Appropriation Act (Chapter 854) directs the Department of Education to issue grants for teacher residency partnerships between university teacher preparation programs and the Petersburg, Norfolk, and Richmond City school divisions and any other university teacher preparation programs and hard-to-staff school divisions to help improve new teacher training and retention for hard-to-staff schools. The Department of Education consolidates all reports from the participating university partners and school divisions and submits an annual report to the Chairs of the House Appropriations and Senate Finance Committees.

If you have any questions or require additional information, please do not hesitate to contact Dr. Joan B. Johnson, Assistant Superintendent, Department of Teacher Education and Licensure, at Joan.Johnson@doe.virginia.gov or (804) 371-2522.

Sincerely,

Dicky Shanor for Jillian Balow

JB/JJ

Enclosure

c: The Honorable Aimee Rogstad Guidera
The Honorable L. Louise Lucas
The Honorable Roslyn C. Tyler

REPORT ON TEACHER RESIDENCY PARTNERSHIP

GRANTS 2021-2022

October 20, 2022

OVERVIEW:

The General Assembly appropriated fiscal year 2021 state funding for a teacher residency partnership between university teacher preparation programs in Virginia and the Petersburg, Norfolk, and Richmond City school divisions and any other university teacher preparation programs and hard-to-staff school divisions to help improve new teacher training and retention for hard-to-staff schools. Virginia public institutions of higher education with teacher preparation programs may apply for the grant funds. A public institution of higher education may partner with a teacher preparation program in a private institution of higher education, following necessary grant-making or procurement processes.

The language from the 2021 Appropriation Act, Item 144 is as follows:

Teacher Residency

Chapter 56, Item 144, Q., of the Appropriation Act states:

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

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

Through a competitive grant opportunity, two institutions of higher education were awarded grants for fiscal year 2022 as follows:

Old Dominion University:	\$ 600,000
Virginia Commonwealth University:	<u>\$1,150,000</u>
TOTAL	\$1,750,000

The Department of Education has consolidated the report submissions from the participating university partners and school divisions. Attached are reports from each of the two institutions of higher education awarded Teacher Residency Partnership Grants in fiscal year 2022.

Attachments



**ANNUAL REPORT
TEACHER RESIDENCY
PARTNERSHIP GRANTS
EVALUATIONS, FY22**

October 20, 2022

Disclaimer: The content included in the report is solely that of the university partners and/or participating school divisions and does not necessarily reflect the priorities or opinions of the Virginia Department of Education.

REPORT – TEACHER RESIDENCY GRANT

PROGRAM YEAR: July 1, 2021 – June 30, 2022 [FY2022]

Due June 30, 2022

AUTHORITY:

The language from the 2020 Appropriation Act, Item 144 is as follows:

Teacher Residency

Chapter 1289, Item 144, Q., of the Appropriation Act states:

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

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

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

PLEASE COMPLETE:

Name of Public Virginia Higher Education Institution: Virginia Commonwealth University
Partners: Robins Foundation, Cameron Foundation, The Community Foundation, R.E.B. Foundation
Participating School Division(s): Richmond Public Schools, Petersburg City Public Schools, Henrico County Public Schools, and Chesterfield County Public Schools
Name of Grant Director: Kimberly McKnight, PhD
Title: Director, Center for Teacher Leadership @ 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: <u>804-512-6298 (c)</u>
Email Address: mcknightkw@vcu.edu

DETAILED PROGRAM DESCRIPTION:

Provide a detailed description of the teacher residency program.

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

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

- **Targeted recruitment and selection of residents aligned with school division needs:** Candidates are accepted into RTR based on an academic major, a 3.0 GPA, a written application, satisfaction of all Virginia teacher licensure exams for their content area (this includes the VCLA and Praxis II as well as the GRE and MAT), and the completion of a rigorous selection process that includes (1) teaching a mini-lessons; (2) a personal interview conducted by both VCU and school division professionals; and (3) an on-demand writing sample that assesses both their writing skills and their coachability by asking them to describe how they would redesign and reteach their mini-lesson.
- **An intensive medical-style residency in which residents co-teach alongside a master teacher for an entire year.** The residency year begins on the first day that teachers report to work and ends on the last day of school, allowing residents to scaffold their learning through an extended period of well-supervised clinical practice guided by both university faculty and master teachers (referred to as Clinical Resident Coaches, or CRCs). This year-long integration of theory and practice is distinct from traditional programs in which classroom-based practicums typically start halfway into the program.
- **A rigorous selection process and training for mentor teachers** that includes unannounced classroom observations, 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 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 who are committed to social justice and the disruption of educational inequities for systemically underserved students. 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 (formerly Richmond Teacher Residency) began as a partnership between Virginia Commonwealth University (VCU) and Richmond Public Schools (RPS) to recruit, prepare, support, and retain highly effective teachers and teacher leaders who are committed to the students of RPS for the long-term. Originally funded in 2010 through a \$5.8 million Teacher Quality Partnership (TQP) grant from the U.S. Department of Education, RTR has since expanded to other divisions in the Richmond-metro area. In 2017-2018, 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. In addition to RPS and CCPS, we are now serving Petersburg City Public Schools (PCPS) and high-needs schools Henrico County Public Schools (HCPS).

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 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. For example, as the question of substitute teaching by residents arose, the Working Subgroup was able to develop and implement a plan addressing the needs of the residents.

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:

- CRC 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 CRC as our other residents do; the remaining three hours they perform their normal IA responsibilities. By August, 2022 the 34 Cohort 11 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 313**. To support these residents as they learn to teach, **RTR has also provided professional development to more than 200 in-service teachers serving as CRCs**. Throughout 2021-22, RTR has successfully laid the groundwork with current and new school division partners to develop a rural special education path, an early childhood path, and a school leader path. With the addition of these new pathways, the number of RTR-prepared, high-quality educators will continue to grow.

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 12 was 56 residents (25 for RPS, 15 for PCPS, 10 for CCPS, and 6 for HCPS). Over the three selection days, more than 20 school division professionals and 20 VCU professionals participated in vetting and assessing candidates. From the three selection days combined, we accepted 40 candidates, however, as of June 2022, our enrollment for Cohort 12 is 30 residents. Three additional candidates accepted their offer of admission but deferred enrollment in the program until Cohort 13 (2023-24 school

year). One was accepted into the Elementary Graduate Certificate program, the second into the Special Education Master of Education program, and the third into the Secondary Social Studies Master of Teaching program. Another accepted candidate has deferred until the RTR's Early Childhood program is underway. Six additional candidates were accepted, two of whom accepted the offer; the six ultimately decided to not join the program, opting instead to accept positions as provisionally licensed teachers.

We have identified several reasons why this is the case and continue to pursue avenues to boost enrollment in the new cohort. In addition to the nationwide trend of a declining interest in the field of teaching in the wake of the pandemic, RTR experienced internal challenges. In August, 2021, RTR's recruiter resigned, creating a vacancy that will not be filled with a full time staff member until July 1, 2022. The new recruiter joining the staff is an RTR graduate and has been teaching in one of our partner school divisions for the past four years. Because RTR did not have a recruiter on staff for the majority of the 2021-22 school year, a time when in-person events became possible once again, the program missed out on opportunities to attend recruitment events and job fairs. This likely impacted not only the overall recruitment efforts, but specifically recruitment of diverse candidates. The new recruiter has begun working on recruitment efforts on a part time basis as she completed her teaching contract and has started developing plans to recruit from the communities RTR serves and nearby historically Black colleges and universities. Her efforts to share information on social media channels about our program have also been well received. In addition to promoting the program through flyers and informational posts, the recruiter has begun to develop and share videos of current and former residents detailing how their experiences in the program provided them with the preparation they needed to be successful teachers in high-needs schools.

Another challenge for recruitment we have identified is the summer start date. Many people who began the application process or met with staff members to learn more about RTR shared that they were unable to begin the program in the summer due to job and school commitments. We have worked with VCU's School of Education Department of Teaching and Learning to provide pathways for residents to begin the program in the fall. While we are still in the process of getting fall start dates approved for many of our pathways, we have been successful in developing a fall start for an Elementary Education Master of Education in Curriculum and Instruction program, a Special Education Adaptive Curriculum Master of Education program, and a Graduate Certificate in General Special Education program. We have worked closely with our school division partners to hold recruitment events to share information about these pathways. We have met with several potential applicants and believe this new fall start option will lead to greater enrollment in the future. Additionally, the new pathway for adaptive special education can allow us to meet a dire need of our partner school divisions to provide them with highly qualified teachers who have the specialized training required to be fully licensed in adaptive special education.

The following tables present program data for the new cohort of residents (Cohort 12). Table 1 shares the number of residents that have enrolled in the program by curricular track and school division in which they will be placed for their residency year. The school division placements are still tentative, as we are working to ensure that every resident is paired with a qualified clinical resident coach. Table 2 presents data on the race of residents by curricular track.

Table 1: Cohort 12 Enrollment by Curricular Track

Division	Secondary Math Education	Secondary Science Education	Secondary English Education	Secondary Social Studies Education	Elementary Education	Special Education M.Ed.	Special Education Graduate Certificate	Total
CCPS	0	1	0	0	3	1	0	5
HCPS	0	0	1	0	0	2	0	3
PCPS	0	1	0	0	2	0	0	3
RPS	0	3	3	2	6	1	4	19
TOTAL	0	5	4	2	11	4	4	30

Table 2: Cohort 12 Resident Diversity by Curricular Track

	Secondary Math Education	Secondary Science Education	Secondary English Education	Secondary Social Studies Education	Elementary Education	Special Education M.Ed.	Special Education Graduate Certificate	Overall Diversity
Asian & White	0	0	0	0	0	1 (3%)	0	1 (3%)
Black	0	0	1 (3%)	0	6	2 (7%)	1 (3%)	10 (33%)
Hispanic	0	0	0	0	1 (3%)	0	0	1 (3%)
White	0	5 (17%)	3 (10%)	2 (7%)	4 (13%)	1 (3%)	3 (10%)	18 (60%)
TOTAL	0	5	4	2	11	4	4	30

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 2021 residency proposal a \$24,142.50 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 and Admissions Administrator serves as an ombudsman helping residents navigate the complicated application process with both RTR and VCU and any issues that arise with the Office of Financial Aid and Student Accounting once residents are accepted into the program.

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

- serve as the advisor to the residents 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, CRCs, or the principal at the school site regarding VCU coursework or expectations.

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

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

- serve as a liaison between school sites and the Center for Teacher Leadership to monitor the implementation of the RTR Program;
- Conduct monthly coaching sessions with the CRC to . . .

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

This careful monitoring of a resident's performance and the program's effectiveness enables RTR to be responsive to the needs of both the residents and our school division partners in a timely and ongoing 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 CRCs, providing strong, consistent continuity of support from the residency year through the first two critical years of teaching. This ongoing process of data collection and analysis informs both the CRC'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 CRCs and career coaches is conducted by the VCU Center for Teacher Leadership, one of only two organizations in the country licensed by NTC to conduct their training. In addition, the monthly mentor forums that both CRCs and career coaches attend are conducted by the residency coordinators who are employed by VCU. 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 CRC stipends and the cost of career coaches.

New Efforts to Build Capacity, Improve Retention and Respond to School Division's Needs

The teacher shortage has reached a crisis point. Universities across the country and within Virginia are experiencing historically low enrollment rates in teacher preparation programs, with over one-third fewer students enrolled than the previous decade. Simultaneously, teacher turnover rates are at their highest (Partelow, 2019). Virginia school divisions began the 2021-2022 academic year with 5,000 unfilled positions (*Virginia Teacher Shortages*, December 2021). It is in this context that RTR is strategically working to build capacity in both our recruitment and retention efforts.

As previously discussed, RTR did not have a recruiter for several months. In an attempt to fill this recruitment gap, RTR provided financial incentives to current residents and alums to recruit and refer candidates: \$200 honorarium per candidate referral and \$400 per candidate accepted into the program. Additionally, we relied on our school division partners to share recruitment information with specific employee groups, such as instructional assistants and substitute teachers.

RTR has also launched programs to address specific personnel needs of our partner divisions. In response to the severe shortage of adaptive special educators, with over 70% leaving within the first two years, RTR and VCU's SOE have developed a residency pathway to prepare adaptive special educators. In July, 2022 RTR will be onboarding VCU SOE faculty member Dr. Meera Mehtaji to spearhead this effort. Recruitment for this pathway is currently underway, with the goal of enrolling the program's first students to begin in fall, 2022. We have also piloted a School Leader Residency (SLR) program to prepare four RPS employees to become leaders in their schools and in the division. The high rates of teacher attrition and student learning loss in the wake of the pandemic have created an increasingly difficult job for school building administrators. Providing leadership training to these four individuals through SOE's post-master's certificate in educational leadership, paid for with ESSER funds RTR received from VDOE, will help increase leadership capacity in RPS. The skills these individuals learn during the SLR program can be used to help develop other RPS teachers and ease the burden felt by current RPS leaders; this increased leadership capacity in RPS may improve the high-needs school climate, leading to greater teacher retention and improved student outcomes. Similar to the RTR resident application process, applicants to the SLR program had to submit an application containing several reflective questions, a resume highlighting their work experience, three letters of recommendation, including one from their supervisor, and had to participate in a panel interview with RTR, VCU, and RPS representatives.

Diversity, Equity, and Justice

RTR's efforts to recruit, train, and support teachers for high-needs and hard-to-staff schools has distinguished the program as the preeminent preparation program for educators committed to social justice and positive, radical change for historically marginalized communities. RTR embraces diversity, equity, and justice (DEJ) as guiding principles and recognizes that it has a responsibility to operationalize DEJ both internally and externally. In 2020, the RTR staff began a program-wide analysis of DEJ-matters, starting internally with operations and culture. During the fall of 2021, RTR shifted its attention to its residents, CRCs, and other external stakeholders and began integrating DEJ into educator preparation materials and other activities; one way was through facilitating professional learning opportunities to build DEJ capacity among the RTR constituency.

In the fall of 2021, Dr. Kendra Johnson was appointed to the position of Diversity, Equity, and Justice specialist for RTR. In this role she works across stakeholder groups to advance DEJ work, analyzes existing programs through an equity lens, aids in the improvement of recruitment and retention practices to promote a diverse educator workforce, and oversees new programs and strategies focused on eradicating disparities in communities served. The impact of the programs have been evidenced in both middle and end-of-year survey data, one resident noted: *Our goal is to teach for change. Our DEJ sessions pulled big social issues and challenges to the very front of the discussions. I think the sessions will make us better able to take care of our students holistically.*

RTR will continue to expand its DEJ programming into fall 2022 through the expansion of its existing programs and the launch of new pathways.

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, a veteran RTR and SOE faculty member, will move into the role of Director of Teacher Retention. In that role she will support several programmatic initiatives designed to provide additional support for our Alumni.

Dr. Sober has recruited a corps of veteran RTR Alums who will facilitate two days of professional development in August, titled: *Navigating the Life of a Real Teacher* where these Alums will share their success tips and strategies with RTR's beginning first year teachers. At the end of that training, the new teachers will each be paired with an Alum who will help them "navigate" their first year. This program, titled the "Navigating Pairs Initiative" will pair current first year teachers with veteran RTR Alums for weekly support of 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. At present, thirty Alums have signed up to be Navigators for our thirty 2022 RTR Graduates during their first year of teaching in 2022-23.

These Navigators will meet up in August 2022 in order to strategically launch their new teachers/navigatees into the school year. The commitment and responsibilities of the Navigator are, a minimum total commitment of 12-15 hours:

- 2 hour initial training with RTR Staff to prep
- Attend the *Navigating the Life of a Real Teacher* training for 1 hour in August to meet their Navigatee
- Minimum 30 minutes per week of connection with Navigatee outside of contract hours
- 30 minutes to complete mid-year survey
- 30 minutes to complete end-of-year survey
- 1 hour end of year meeting via Zoom with RTR Staff

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 will be introduced to residents during their residency program and will continue being offered to Alumni free of charge as one more lever for retention. 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).

Finally, the two additional forms of support that RTR will initiate and coordinate are intentional, targeted, monthly *Spaces for Teacher Remoralization* and an infrastructure for curriculum sharing among our Alumni. Both of these initiatives are responsive to the needs expressed by our Alumni. New teachers frequently request resources specific for their grade and content area and space to come together for moral support. Furthermore, 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. Over time the RTR Alumni that have stepped up to lead the *Navigating the Life of a Real Teacher* workshops for new Alums will take on additional, compensated leadership roles in hosting these *Spaces*, thus providing avenues for these Veteran Alums to use their leadership skills without leaving the classroom, as Alums who leave have frequently noted the dearth of leadership pathways that allow them to use their leadership skills without having to leave the classroom.

PARTICIPANTS:

Please complete the following chart for program participants:

Chart A: The chart below represents Cohort 11 residents who completed RTR in the 2021-2022 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.)
- Elementary Master of Teaching (M.T.)
- Master of Education (M.Ed.) in Curriculum and Instruction for Elementary or Secondary Teaching
- Middle School Master of Education (M.Ed.) in Math or Science
- Secondary Master of Teaching (M.T.) in English, Science, Math, or Social Studies
- Special Education Graduate Certificate (G.C.) (also referred to as the RTR Instructional Assistant Pathway)
- Special Education Master of Education (M.Ed.)

Name of the Resident	Area(s) of Teaching Seeking Endorsements	School Division (for residency)	Number of Hours of Graduate Credit Completed	Did the individual complete the first year of the TRP Program? (yes or no)	If the resident has accepted employment, please indicate the employer.	Area of Teaching Assigned
Tiara Banks	Secondary English M.T.	RPS	M.T.	Y	Wythe High	English
Elinor Boyton	Secondary Social Studies M.T.	PCPS	M.T.	Y	Petersburg High	Social Studies
Suzette Braun	Special Education M.Ed.	HCPS	M.Ed.	Y	Brookland Middle	Math SPED
Kristin Bunns	Special Education M.Ed.	RPS	M.Ed.	Y	Armstrong High	Math SPED
Emily Carey	Secondary Chemistry M.T.	PCPS	M.T.	Y	TBD	TBD
Courtney Cislo	Secondary Math M.T.	RPS	M.T.	Y	Jefferson High	Math
Kristen Fountaine	Elementary M.T.	RPS	M.T.	Y	Marsh Elementary	Elementary
Maceo Freeman	Special Education G.C.	RPS	20 credits	N	N/A	N/A
Shaquarius Godley	Elementary G.C.	PCPS	G.C.	Y	Lakemont Elementary	Elementary
Patrick Gordon	Elementary G.C.	CCPS	G.C.	Y	Curtis Elementary	Elementary
Chloe Grant	Secondary English M.T.	RPS	M.T.	Y	Binford Middle	English
Ashley Helton	Elementary M.T.	CCPS	M.T.	Y	Curtis Elementary	Elementary
Michael Holzwarth	Elementary G.C.	RPS	G.C.	Y	Cardinal Elementary	Elementary
Meagan Ibarra	Secondary English M.T.	RPS	M.T.	Y	Wythe High	English
Samantha Jaffe	Elementary M.T.	RPS	M.T.	Y	Reid Elementary	Elementary
Banetra Lawrence	Elementary M.T.	RPS	M.T.	Y	Jones Elementary	Elementary
Cor De' Lewis	Elementary G.C.	CCPS	G.C.	Y	Ettrick Elementary	Elementary
Jarae Lewis	Secondary Biology M.T.	PCPS	M.T.	Y	TBD	TBD
William Livengood	Secondary English M.T.	RPS	29 credits	N	N/A	N/A
Cierra Mason	Special Education G.C.	RPS	G.C.	Y	Brown Middle	Math SPED
Emily McLaughlin	Middle School Math M.Ed.	RPS	M.Ed.	Y	Brown Middle	Math
Kristi Medley	Elementary G.C.	PCPS	G.C.	Y	Pleasants Lane Elementary	Elementary
Timothy Mikkola	Secondary Math M.T.	PCPS	M.T.	Y	Johns Middle	Math

Name of the Resident	Area(s) of Teaching Seeking Endorsements	School Division (for residency)	Number of Hours of Graduate Credit Completed	Did the individual complete the first year of the TRP Program? (yes or no)	If the resident has accepted employment, please indicate the employer.	Area of Teaching Assigned
Alexis Mitchell	Elementary M.T.	RPS	M.T.	Y	Marsh Elementary	Elementary
Glenda Mojica	Special Education G.C.	CCPS	G.C.	Y	Manchester Middle	SPED
Angela Moore	Special Education G.C.	RPS	G.C.	Y	TBD	TBD
Katrina Nelson	Elementary M.T.	CCPS	M.T.	Y	Ettrick Elementary	Elementary
Oliver Perry	Secondary English M.T.	RPS	M.T.	Y	Armstrong High	English
Ebony Pittman	Special Education G.C.	RPS	G.C.	Y	Boushall Middle	SPED
Kayla Reid	Elementary G.C.	RPS	G.C.	Y	Southampton Elementary	Elementary
Jessica Sims	Secondary English M.T.	PCPS	M.T.	Y	TBD	TBD
Kailyn Small	Special Education M.Ed.	RPS	M.Ed.	Y	Fairfield Court Elementary	SPED
Courtney Smith*	Elementary M.Ed.	RPS	M.Ed.	Y	Redd Elementary	Elementary
Taylor Wharton*	Elementary M.Ed.	RPS	M.Ed.	Y	Marsh Elementary	Elementary
Maurice White*	Secondary Science M.Ed.	PCPS	M.Ed.	Y	Johns Middle	Science
Breah Wood	Special Education M.Ed.	CCPS	M.Ed.	Y	Petersburg High	SPED

NOTE: The three residents with asterisks by their names began in the Master of Teaching program for their school level (elementary or secondary). Due to challenges associated with passing the state required licensure tests, the residents moved to the Master of Education in Curriculum and Instruction program and still completed their residency experience. The M.Ed. in Curriculum and Instruction is 33 graduate credit hours; the M.Ed. in Special Education is 37 graduate credit hours; the M.T. is 33-34 hours; the M.Ed. in Curriculum and Instruction for secondary middle school STEM residents is 36 hours; and the Graduate Certificate in Elementary Teaching is 30 hours. The Graduate Certificate in K-12 Special Education is 27 hours plus a 3 credit prerequisite course. One secondary resident withdrew during the winter, and one Special Education Graduate Certificate resident left RTR as well as his position as an IA during the spring. The total number of credits completed by the two residents who withdrew is included above in the appropriate column.

Chart B: The chart below represents Cohort 12 residents who were recruited in 2021-2022 and began their VCU coursework in May 2022. They will not complete their residency year until June 2023. School assignments for the residency year are listed for those who have been placed. However, we have not determined all placements yet because we are still matching our residents with their CRCs for the 2022-2023 school year. This chart will be updated once all school assignments are completed.

Name of the Resident	Area(s) of Teaching Seeking Endorsements	School Division (for residency)	Number of Hours of Graduate Credit Completed	Did the individual complete the first year of the TRP Program? (yes or no)	Placement for the residency year	Area of Teaching Assigned
Sylvia Barley	Elementary G.C.	RPS	N/A	N/A	Francis Elementary	Elementary
Daisah Boyd	Secondary English M.T.	RPS	N/A	N/A	Marshall High	English
Amari Carter	Special Education M.Ed.	RPS	N/A	N/A	Broad Rock Elementary	Special Education
Corey Curtis	Special Education G.C.	RPS	N/A	N/A	Boushall Middle	Special Education
Grace Darradji	Elementary M.T.	RPS	N/A	N/A	Redd Elementary	Elementary
Bridget DeLany	Secondary English M.T.	HCPS	N/A	N/A	Varina High	English
Graciela Espana	Elementary M.T.	CCPS	N/A	N/A	Curtis Elementary	Elementary
Diamond Foster	Special Education G.C.	RPS	N/A	N/A	Boushall Middle	Special Education
Tanya Francis	Special Education M.Ed.	CCPS	N/A	N/A	Meadowbrook High	Special Education
Victor Green	Elementary G.C.	RPS	N/A	N/A	Chimborazo Elementary	Elementary
Thurman Haynes	Secondary Science M.T.	RPS	N/A	N/A	Franklin Military	Science
Corinne Hornberger	Secondary Science M.T.	CCPS	N/A	N/A	Meadowbrook High	Science
Ryan Johnson	Secondary Social Studies M.T.	RPS	N/A	N/A	Binford Middle	Social Studies

Name of the Resident	Area(s) of Teaching Seeking Endorsements	School Division (for residency)	Number of Hours of Graduate Credit Completed	Did the individual complete the first year of the TRP Program? (yes or no)	Placement for the residency year	Area of Teaching Assigned
Kerry Johnson	Special Education G.C.	RPS	N/A	N/A	Broad Rock Elementary	Special Education
Kharisa Jones	Elementary G.C.	RPS	N/A	N/A	Obama Elementary	Elementary
Jennifer Jordan	Elementary G.C.	RPS	N/A	N/A	Francis Elementary	Elementary
Steven Knight	Secondary English M.T.	RPS	N/A	N/A	Binford Middle	English
Tara Lacy	Special Education M.Ed.	HCPS	N/A	N/A	Ratcliffe Elementary	Special Education
Tyler Logan	Elementary G.C.	CCPS	N/A	N/A	Ettrick Elementary	Elementary
Amanda Lopez	Secondary English M.T.	RPS	N/A	N/A	Wythe High	English
Krystal Ricks	Elementary G.C.	CCPS	N/A	N/A	Curtis Elementary	Elementary
Rebecca Rinke	Special Education M.Ed.	HCPS	N/A	N/A	Seven Pines Elementary	Special Education
Christopher Risch	Secondary Science M.T.	PCPS	N/A	N/A	Johns Middle	Science
Kayla Schroeder	Special Education G.C.	RPS	N/A	N/A	Francis Elementary	Special Education
Samantha Sherman	Elementary G.C.	RPS	N/A	N/A	Westover Hills Elementary	Elementary
Chloe Tremper	Middle School Science M.Ed.	RPS	N/A	N/A	Boushall Middle	Science
Hannah Valence	Secondary Science M.T.	RPS	N/A	N/A	Franklin Military	Science
Greysi Vasquez	Secondary Social Studies M.T.	RPS	N/A	N/A	Huguenot High	Social Studies

Name of the Resident	Area(s) of Teaching Seeking Endorsements	School Division (for residency)	Number of Hours of Graduate Credit Completed	Did the individual complete the first year of the TRP Program? (yes or no)	Placement for the residency year	Area of Teaching Assigned
Marvin Williams	Elementary G.C.	PCPS	N/A	N/A	Lakemont Elementary	Elementary
Bethany Willis	Elementary G.C.	PCPS	N/A	N/A	Cools Spring Elementary	Elementary

PROGRAM EVALUATION:

Please attach the 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 improvement.

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 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 CRCs 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 most recent NCTR program evaluation data (school year 2021-22) showed that RTR has high ratings by program participants; ratings exceed the national average for residencies included in NCTR data collection in almost every area. Qualitative responses to survey items provided positive feedback as well as action items for areas in which the program can make improvements. The NCTR End-of-Year RTR program evaluation data presentation is attached after the expenditures.

COMMENTS AND DOCUMENTS

Please provide any additional comments regarding the program. Also, attach any documentation (articles, brochures) highlighting the program and its achievements.

This past school year has been challenging for RTR, as it has been for teacher preparation programs and school systems across the nation. While we experienced setbacks in recruiting new residents, we have used these challenges as opportunities for growth within the program. We have developed new pathways, such as the adaptive special education and school leader programs, to help meet the needs of our partner school divisions and continue to prepare educators to work in high-needs schools.

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. We have presented at the NCTR and AACTE national conferences. RTR has a track record of successful replication and expansion of our residency model. In 2011-2012, we started with 9 residents preparing to become secondary math, science, social studies, and English teachers in Richmond Public Schools. Today we are in four school districts that represent very different contexts—and we now prepare secondary, special education, and elementary residents. We have implemented two new graduate certificates programs using federal funds and negotiated with our partner LEAs to create a residency pathway for instructional assistants that allows them to remain employed while learning to teach.

Below are examples of media attention we have received

- WTVR-CBS 6 News ran a feature story by Shelby Brown on July 20, 2020.
- **‘Lifting a city up from inside the classroom’: 10 years of VCU’s teacher residency program**
RTR, a program at the School of Education, has helped train more than 200 new teachers over the past decade, providing qualified educators for the schools that need them most.
https://news.vcu.edu/article/Lifting_a_city_up_from_inside_the_classroom_10_years_of_VCUs
- Virginia Public Radio <https://www.wvtf.org/post/vcu-offers-model-teacher-training-program#stream/0>

We also were thrilled to learn that Ashley Bland, a math resident in Cohort 5, was named the RPS Teacher of the Year and will be in the inaugural School Leader Residency cohort for RTR. Here is the spotlight article on Ashley Bland, SOE/RTR alum and RPS 2021 Teacher of the Year: <https://soe.vcu.edu/news/recent-articles/ashley-bland-2021-rps-teacher-of-the-year.html>

In addition to preparing highly-effective teachers who are heavily recruited by principals in our partner districts, resulting in a 100% placement record, our biggest success has been in diversifying the teaching force for our school districts. This success is the result of several things. Starting with Cohort 4, we began to recruit intensively within our local communities. In addition, each time we have opened a new pathway for individuals to become teachers we have seen our diversity numbers increase. Our first three cohorts were only secondary residents. Candidates had to not only have a major in the content area, but also specific courses within the major to

qualify for VCU's Master of Teaching program. With those restrictions our early cohorts were only about 20% non-white. In Cohort 4 we introduced a special education track that only required a bachelor's degree in any area. That increased our diversity to over 40%.

We have consistently messaged through our website and social media that we are a program committed to social justice and leveling the playing field for students from low-income and minority communities. With federal funds we hired a graduate of an HBCU to assist us in recruiting candidates of color, and she has tried innovative approaches to reach out to minority communities including a highly successful Black radio ad campaign. In June 2020, the RTR Advisory Board approved the new mission and vision statement below.

RTR Mission Statement

RTR recruits, prepares, and supports the retention of extraordinary, inspiring teachers and teacher leaders who are committed to social justice and the disruption of educational inequities for systemically underserved students. RTR and its community partners are committed to strong collaborations that result in positive contributions to the collective culture and success of the public schools we serve.

RTR Vision Statement

Our vision is that every historically marginalized student is taught by culturally responsive teacher leaders who stand against systemic inequities and empower students to reach their full potential.

Recruiting heavily within the communities we serve, adding additional RTR pathways, implementing new innovative recruitment strategies targeting candidates of color, and revising RTR's mission and vision statements, have resulted in attracting minority candidates who want to give back to their communities. In addition, our evaluation results and the November 2020 [Benefit-Cost Analysis of Richmond Teacher Residency \(RTR\) Program](#) by the Center for Regional and Urban Analysis (CURA) in the L. Douglas Wilder School of Government and Public Affairs 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%.

RTR was fortunate to get a Black Educator Initiative (BEI) grant from the National Center for Teacher Residencies in April 2020. With this funding we were successful in enrolling and graduating 34 Black residents for Cohort 10 (18 in the regular RTR program and 16 in the IA Pathway) and establishing the Minority Educator Recruitment, Retention, and Equity Center (MERREC). Directed by

MERREC provides a safe space for minority educators in our area—not just RTR residents--to receive the support, mentoring, advising, and resources they need to be successful. MERREC serves as a place to understand these educators' experiences, and track the patterns and mobility through their preparation programs and careers so that we can improve the racial diversity of the teacher workforce. The establishment of MERREC is evidence of RTR's impact on the entire School of Education (SOE), our region, and state.

Please submit your report by June 30, 2022, to:

Dr. Joan Johnson
Assistant Superintendent - Teacher Education and Licensure

joan.johnson@doe.virginia.gov

Please complete the following charts reporting total expenditures:

Period of Award: **July 1, 2021 – June 30, 2022**

Public Institution of Higher Education: VDOE 2021 RTR

Personal Services 1000					Source of Funds			Totals
Job titles of individuals whose salaries were charged to this program	Description	% FTE	Salary	Total charged to grant for this individual	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
RTR Executive Director	Oversees all aspects of RTR	96.50%	125,000	\$120,625	\$0	\$0	\$120,625	\$120,625
Director of RTR Partnerships	Works to develop new RTR partnerships with a particular focus on PCPS	100%	\$80,000	\$24,667	\$0	\$0	\$24,667	\$24,667
Recruitment Coordinator	Oversees Recruitment/admissions to RTR & VCU Grad School & Designs/Implements recruitment strategies.	100%	\$60,175	\$13,145	\$0	\$0	\$13,145	\$13,145
Fiscal and Grants Specialist	Processes all fiscal documents; manages budget, contracts, payments, stipends.	70%	\$56,000	\$38,136	\$0	\$0	\$38,136	\$38,136
Finance Manager	Oversees all the financial aspects	20%	\$70,984	\$14,220	\$0	\$0	\$14,220	\$14,220
SPED Curriculum Coordinator	Advises and teaches SPED residents	50%	\$75,681	\$51,575	\$0	\$0	\$51,575	\$51,575
SPED Residency Coordinator	Supports SPED resident/CRC partnerships	100%	\$68,000	\$68,000	\$0	\$0	\$68,000	\$68,000
Lead Elementary Residency Coordinator	Supports resident/CRC elementary partnerships in Richmond Public Schools and supports the Petersburg Residency Coordinator	80%	\$68,250	\$50,820	\$0	\$0	\$50,820	\$50,820
Elementary Undergraduate Residency Coord.	Responsible for the design and implementation of the new undergraduate elementary residency model	100%	\$75,000	\$23,125	\$0	\$0	\$23,125	\$23,125
Retention Specialist	Liaison for RTR with secondary faculty; advises and monitors academic performance of all secondary residents, schedules secondary coursework; and coordinates the RTR Alumni Network	99% & 22%	\$85,000	\$85,077	\$0	\$0	\$85,077	\$85,077
Lead Secondary Residency Coordinator	Supports secondary resident/CRC partnerships and oversees other part-time secondary residency coordinators	100%	\$71,500	\$71,747	\$0	\$0	\$71,747	\$71,747
Rural Sp. Ed. Proj. Coord/Retention Specialist	Responsible for working with rural school districts to identify provisionally licensed special education teachers to complete the Graduate Certificate in K-12 Special Education Teaching to become fully licensed.	100%	\$71,500	\$22,046	\$0	\$0	\$22,046	\$22,046

Administrative Assistant	Supports all RTR staff with logistics on trainings, travel reimbursements, supply orders, and other administrative needs	90%	\$41,318	\$35,756	\$0	\$0	\$35,756	\$35,756	24
Director of Special Projects / Tutoring Instructor	VCLA tutoring support, special projects and events	72.50%	\$39,350	\$31,709	\$0	\$0	\$31,709	\$31,709	
Early Childhood Residency Coordinator	Design and implementation of the new undergraduate elementary residency model	100%	\$72,000	\$61,365	\$0	\$0	\$61,365	\$61,365	
DE Specialist	Serve as the ATLL Specialist to lead and coordinate Diversity, Equity, and Inclusion (DEI) initiatives in all research, teaching, and learning endeavors	100%	\$70,000	\$42,000	\$0	\$0	\$42,000	\$42,000	
Admission Data Specialist	Design and implement admissions	20%	50,000	\$9,692	\$0	\$0	\$9,692	\$9,692	
STEM Career Coach	Supports resident/CRC STEM partnerships in Petersburg City Public Schools and serves as a career coach for provisional teachers in PCPS	100%	\$52,500.00	\$56,327	\$0	\$0	\$56,327	\$56,327	
Total Personal Services 1000				\$820,032	\$0	\$0	\$820,032	\$820,032	
Employee Benefits 2000					Source of Funds			Total	
Job titles of individuals whose benefits were charged to this program		% Benefits	Salary	Total	State	School	In-Kind		
RTR Executive Director		40.3%	\$120,625	\$48,612	\$0	\$0	\$48,612	\$48,612	
Director of RTR Partnerships		40.3%	\$24,667	\$9,941	\$0	\$0	\$9,941	\$9,941	
Recruitment Coordinator		40.30 & 8.30% summer	\$13,145	\$4,672	\$0	\$0	\$4,672	\$4,672	
Fiscal and Grants Specialist		40.3%	\$38,136	\$15,369	\$0	\$0	\$15,369	\$15,369	
Finance Manager		40.3%	\$14,220	\$5,731	\$0	\$0	\$5,731	\$5,731	
SPED Curriculum Coordinator		40.3% & 8.30%	\$51,575	\$15,973	\$0	\$0	\$15,973	\$15,973	
SPED Residency Coordinator		40.3%	\$68,000	\$27,404	\$0	\$0	\$27,404	\$27,404	
Lead Elementary Residency Coordinator		40.3%	\$50,820	\$20,480	\$0	\$0	\$20,480	\$20,480	
Elementary Undergraduate Residency Coord.		40.3%	\$23,125	\$9,319	\$0	\$0	\$9,319	\$9,319	
Retention Specialist		40.3% & 8.3% Summer	\$85,077	\$28,465	\$0	\$0	\$28,465	\$28,465	
Lead Secondary Residency Coordinator		40.3%	\$71,747	\$28,914	\$0	\$0	\$28,914	\$28,914	
Rural Sp. Ed. Proj. Coord/Retention Specialist		40.3%	\$22,046	\$8,885	\$0	\$0	\$8,885	\$8,885	
Administrative Assistant		40.3%	\$35,756	\$14,410	\$0	\$0	\$14,410	\$14,410	
Director of Special Projects / Tutoring Instructor		8.3%	\$31,709	\$26,312	\$0	\$0	\$26,312	\$26,312	
Early Childhood Residency Coordinator		40.3% & 8.3% Summer	\$61,365	\$11,990	\$0	\$0	\$11,990	\$11,990	
DE Specialist		40.3%	\$42,000	\$16,926	\$0	\$0	\$16,926	\$16,926	
Admission Data Specialist		19.8%	\$9,692	\$1,919	\$0	\$0	\$1,919	\$1,919	
STEM Career Coach		40.3%	\$56,327	\$22,700	\$0	\$0	\$22,700	\$22,700	
Total Employee Benefits 2000					\$0	\$0	\$318,022	\$318,022	
Purchased/Contractual Services 3000					Source of Funds			Totals	
Description (Please provide detailed cost calculations.)				State Grant	School Division	In-Kind			
National Center for Teacher Residencies Membership Fees				\$0	\$0	\$13,000	\$13,000		
Slate				\$0	\$0	\$30,302	\$30,302		
Total Purchased Contractual Services 3000				\$0	\$0	\$43,302	\$43,302		
Internal Services 4000					Source of Funds				

Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	Totals		
RTR Evaluation	\$0	\$0	\$158,522	\$158,522		
				\$0		
				\$0		
				\$0		
				\$0		
Total Internal Services 4000	\$0	\$0	\$158,522	\$158,522		
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			
Fall and Spring Stipends (cohort 11) and summer stipends (cohort 12) for RPS, PCPS, CCPS, HCPS residents recruited in 2021-2022. (Remaining balance will placed in a pool account to be spent by September 1, 2022 to go towards planning grant incentives for new school divisions across Virginia.	\$827,144	\$0	\$0	\$827,144		
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	\$289,810	\$423,611	\$713,421		
Special RTR Tuition Rate Savings for Residents (Cohort 11 Fall & Spring savings \$155,323 & Summer 2022 \$174,680.50. Saving range per semester from \$1261.50 per 9 credits to \$8,972.50 20 credits.	\$0	\$0	\$330,304	\$330,304		
Total Other Charges 5000	\$827,144	\$289,810	\$753,915	\$1,870,869		
6000						
Materials and Supplies 6000	Source of Funds			Totals		
Description (Please provide detailed cost calculations.)	State Grant	School Division	In-Kind			
Project Supplies	\$0	\$0	\$19,249	\$19,249		
Media Services	\$0	\$0	\$20,955	\$20,955		
Printing/Publication Costs	\$0	\$0	\$2,250	\$2,250		
				\$0		
				\$0		
Total Materials and Supplies 6000	\$0	\$0	\$42,454	\$42,454		
Total Expenditures for the Teacher Residency Grant						
	Source of Funds			Total Expenditures		
	State Grant Funds	School Division Cash	In-Kind			
Personal Services (1000)	\$0	\$0	\$820,032	\$820,032		
Employee Benefits (2000)	\$0	\$0	\$318,022	\$318,022		
Purchased/Contractual Services (3000)	\$0	\$0	\$43,302	\$43,302		
Internal Services (4000)	\$0	\$0	\$158,522	\$158,522		
Other Charges (5000)	\$827,144	\$289,810	\$753,915	\$1,870,869		
Material and Supplies (6000)	\$0	\$0	\$42,454	\$42,454		
Totals	\$827,144	\$289,810	\$2,136,247	\$3,253,201		

NATIONAL CENTER FOR

**TEACHER
RESIDENCIES**

RTR EY Data Review

Kelly Riling

June 15, 2022



DATA COLLECTION TOOLS

What data does NCTR Collect?

Annual data survey (program design and impact data)

Mid-year stakeholder surveys (residents and mentors)

End-year stakeholder survey (residents, mentors, principals, and graduates)

Network Products and Services survey

RDA Products and Services survey

Post-event surveys





FOR YOUR REFERENCE

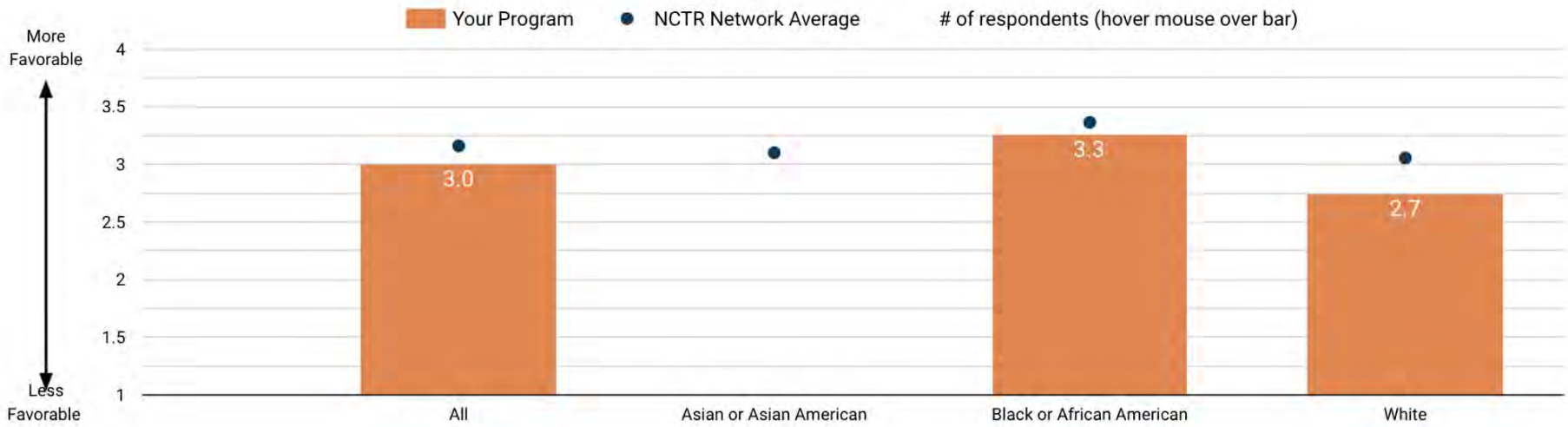
End-year Stakeholder Survey Data Review

- In total, **19 residents** (56%), **23 mentors** (68%), **33 graduates** (27%), and **16 principals** (30%) participated.
- For reference, you may click the following links to see full copies of [resident](#), [mentor](#), [graduate](#), and [principal](#) surveys.
- Access Qualitative data [at link](#).



GRADUATE SUPPORT

Average Response by Race and Ethnicity



Partnering & Designing for Equity

Sustain diverse organizational partnerships with community stakeholders. Design for equity from a shared mission and vision.

Resident Recruitment & Selection

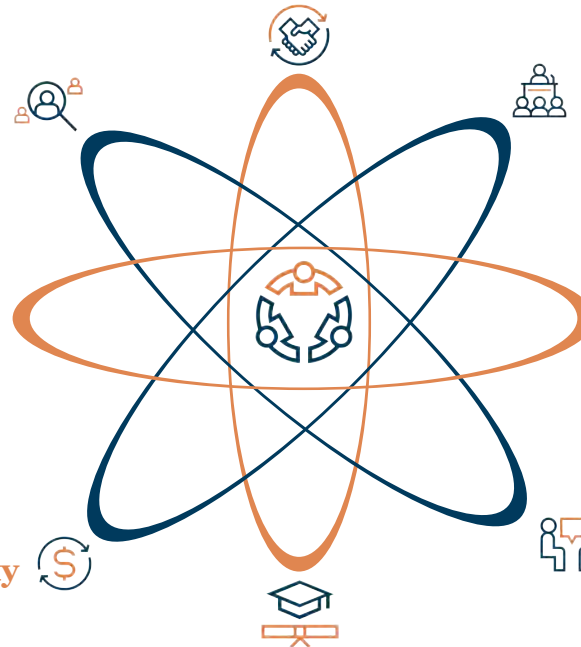
Recruit a cohort of residents who reflect the diverse identities of the students in the community.

Residency Year Experience

Teach and assess culturally sustaining high-priority resident practices to engage all students, utilizing a graduate release model of resident responsibility.

Financial Sustainability

Develop a financial model to ensure programmatic sustainability, with an enticing value proposition to residents.



Residency Leadership

Make clear decisions, collaborate with stakeholders, advocate for residencies, elevate the voices of the marginalized, and disrupt inequities in education.

Training Site Recruitment, Selection, & Support

Provide ongoing support to values-aligned training sites to link clinical experience to academic curriculum.

Mentor Recruitment, Selection, & Support

Recruit mentors who reflect the diverse identities of residents and the community. Support mentors to advance as teacher leaders.

Graduate Support

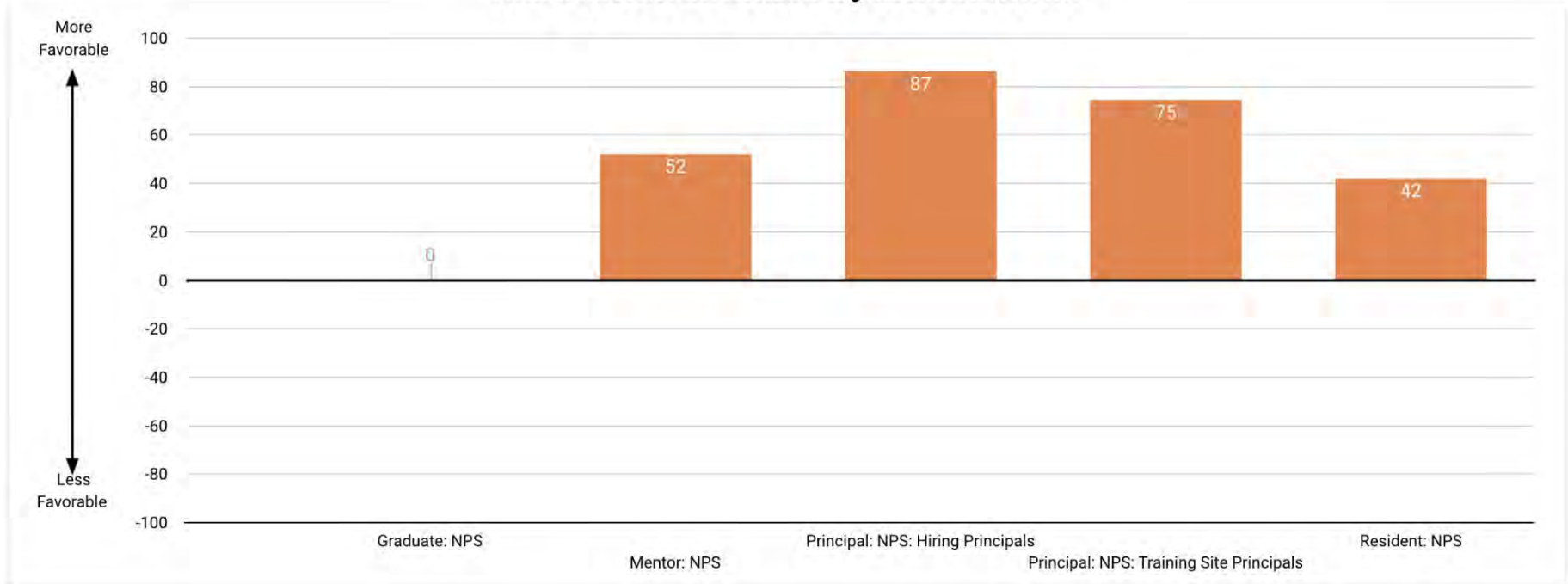
Coach graduates to ensure they work in safe, supportive environments and continue to improve their practice.



END YEAR DATA RTR

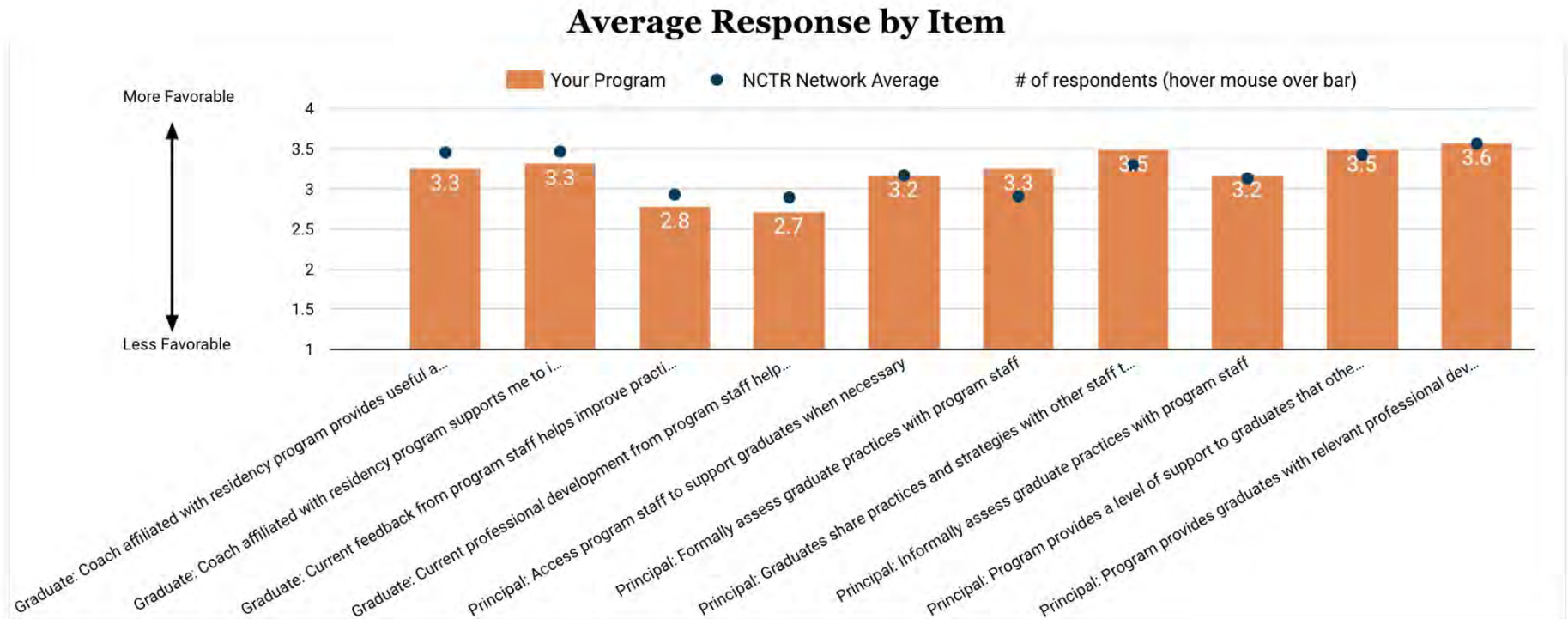
RTR OVERALL NPS

Net Promoter Score by Stakeholder



GRADUATE SUPPORT

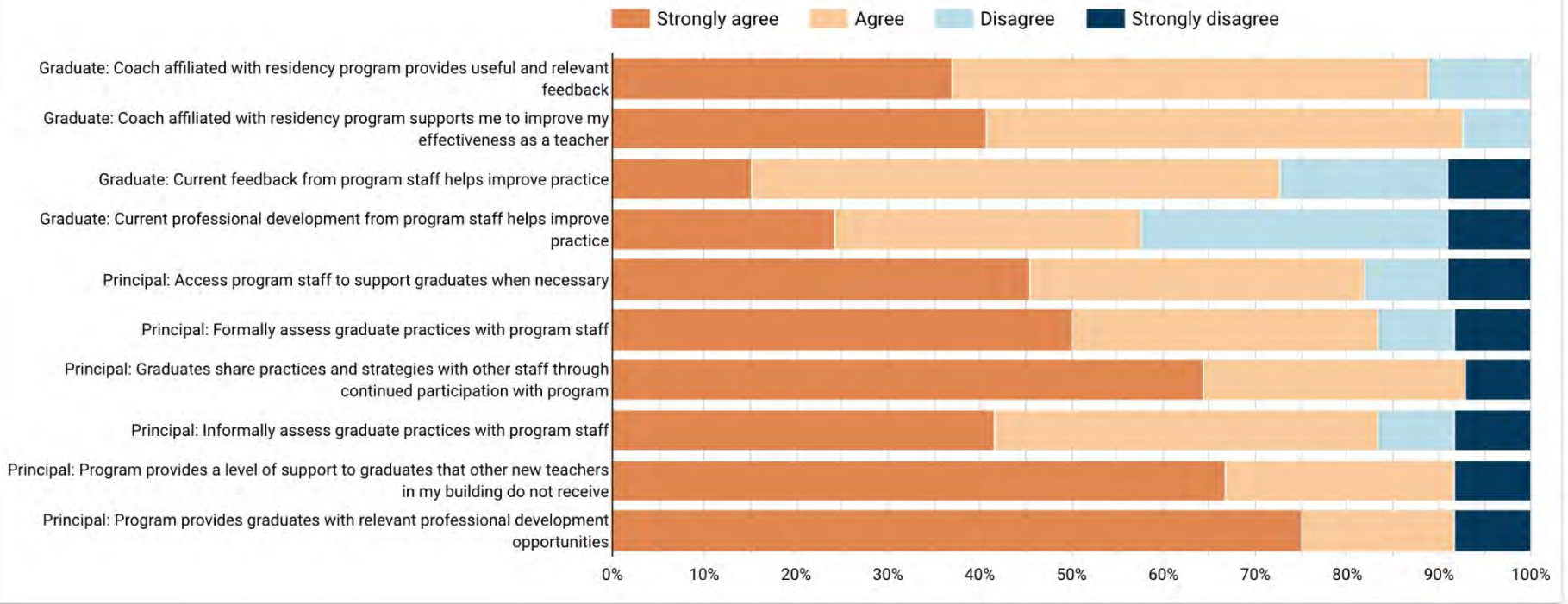
- Effectiveness of graduate support





GRADUATE SUPPORT

Distribution of Responses by Item





RTR RESIDENTS

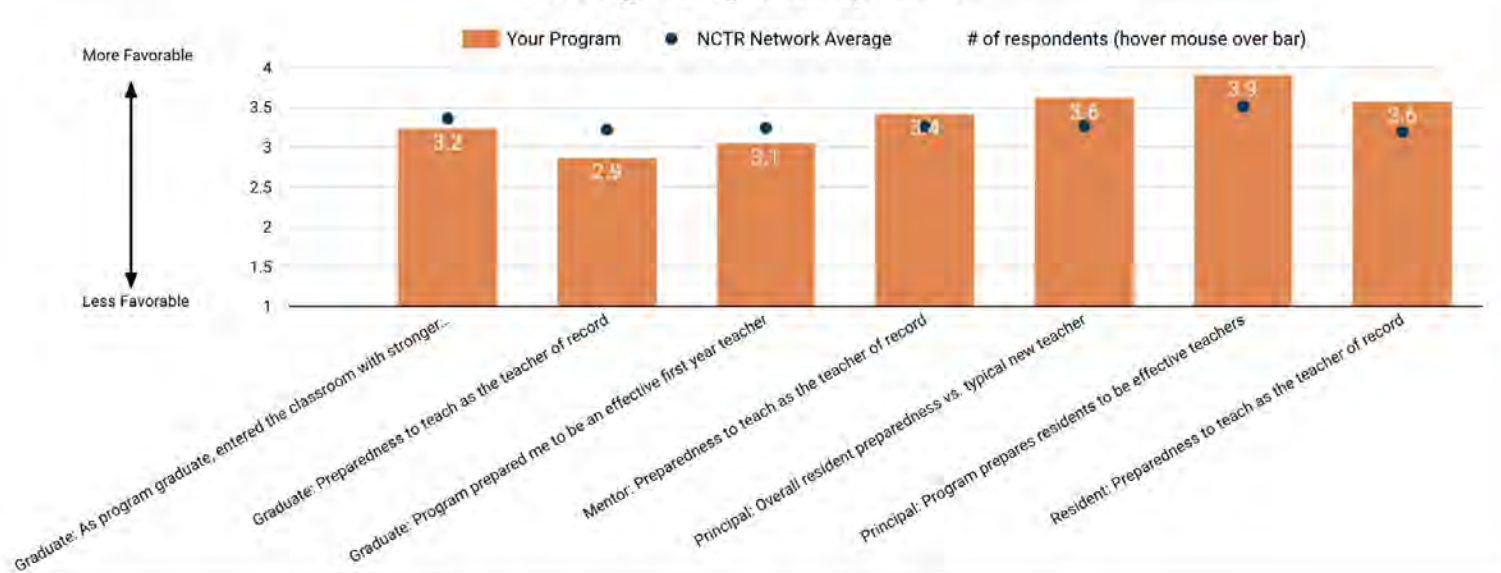


Residency Year Experience

On this page, you can select and visualize data related to the following subcategories of survey items:

- Alignment of clinical & coursework experiences
- Effectiveness of resident onboarding process
- Overall resident preparedness
- Cultural responsiveness of residency year experience
- Graduate effectiveness & skills
- Resident preparedness & skills in high priority practices
- Effectiveness of assessment system
- Overall effectiveness of residency year experience
- Stakeholder satisfaction

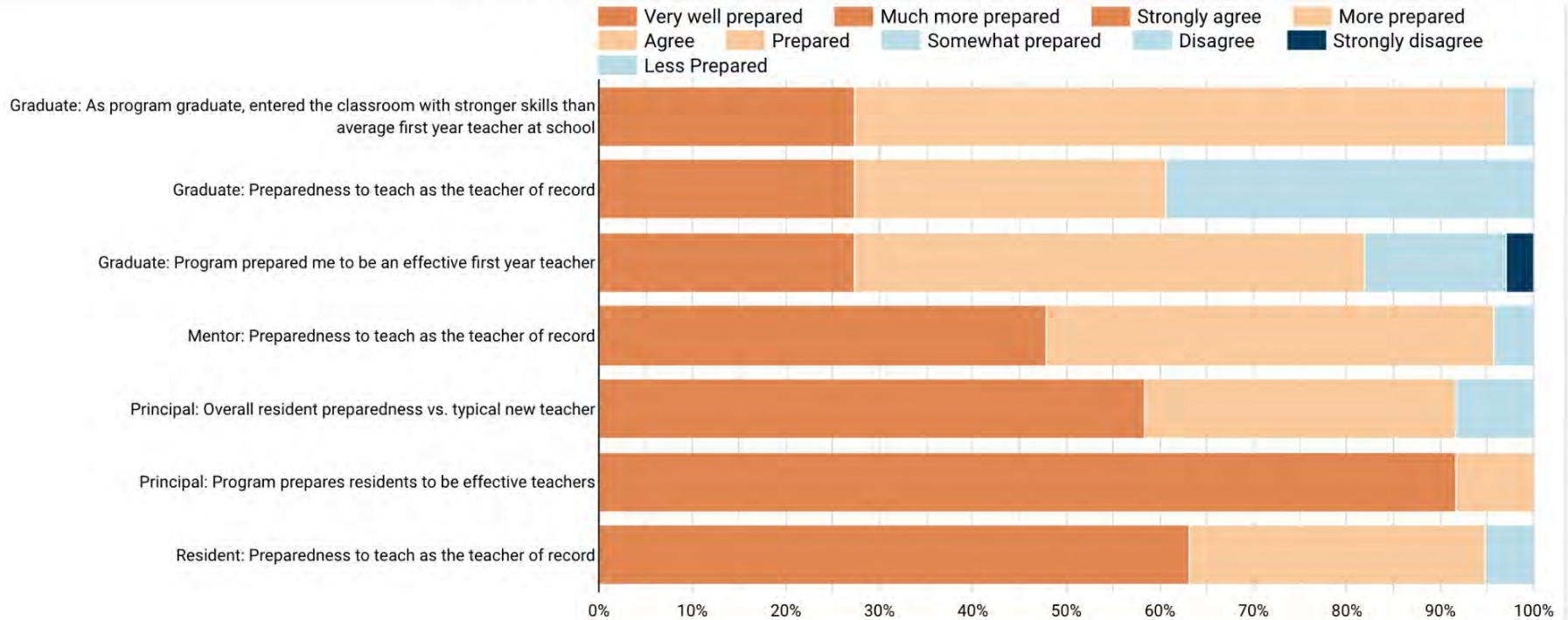
Average Response by Item





RESIDENCY YEAR EXPERIENCE

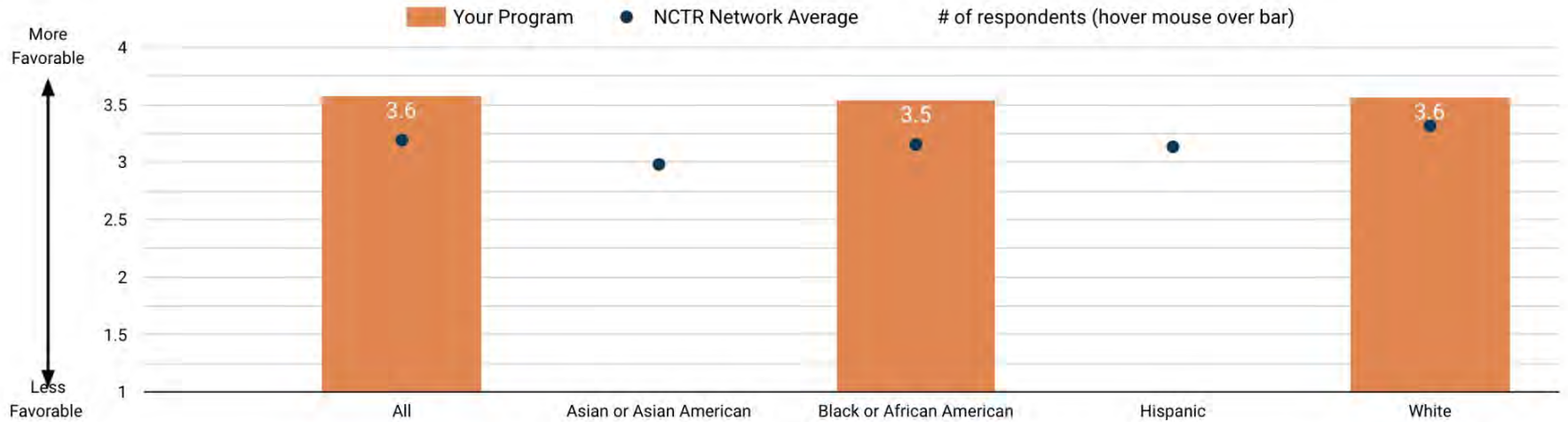
Distribution of Responses by Item





RESIDENCY YEAR EXPERIENCE

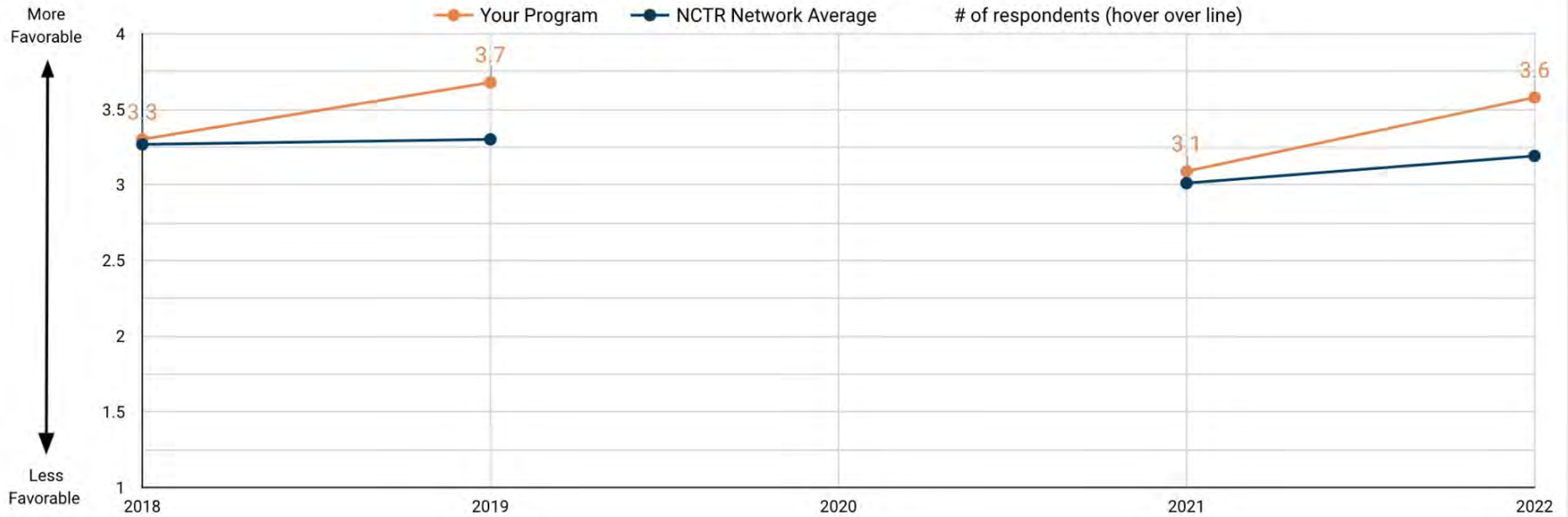
Average Response by Race and Ethnicity





RESIDENCY YEAR EXPERIENCE

Average Response by School Year

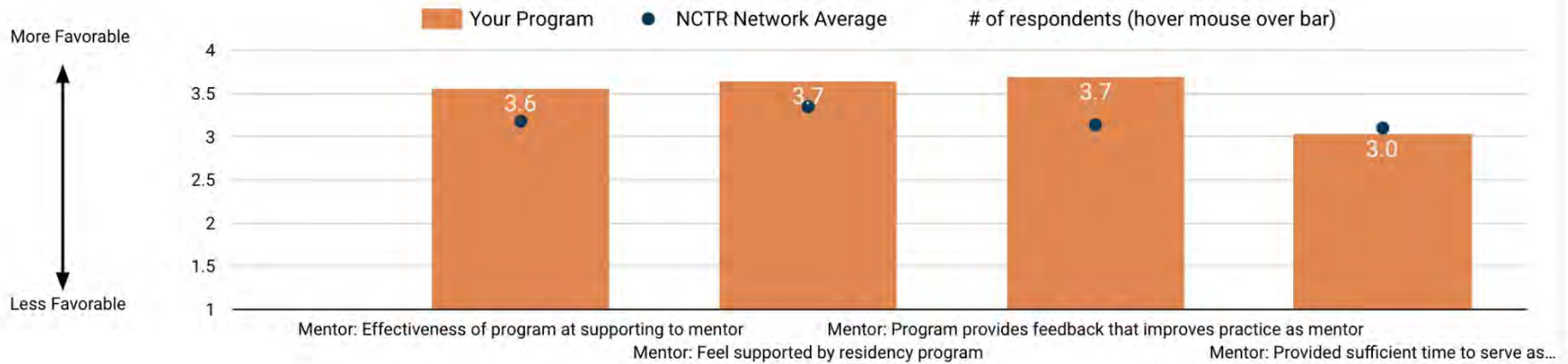




MENTOR SUPPORT

Subcategory: Overall effectiveness of Mentor support

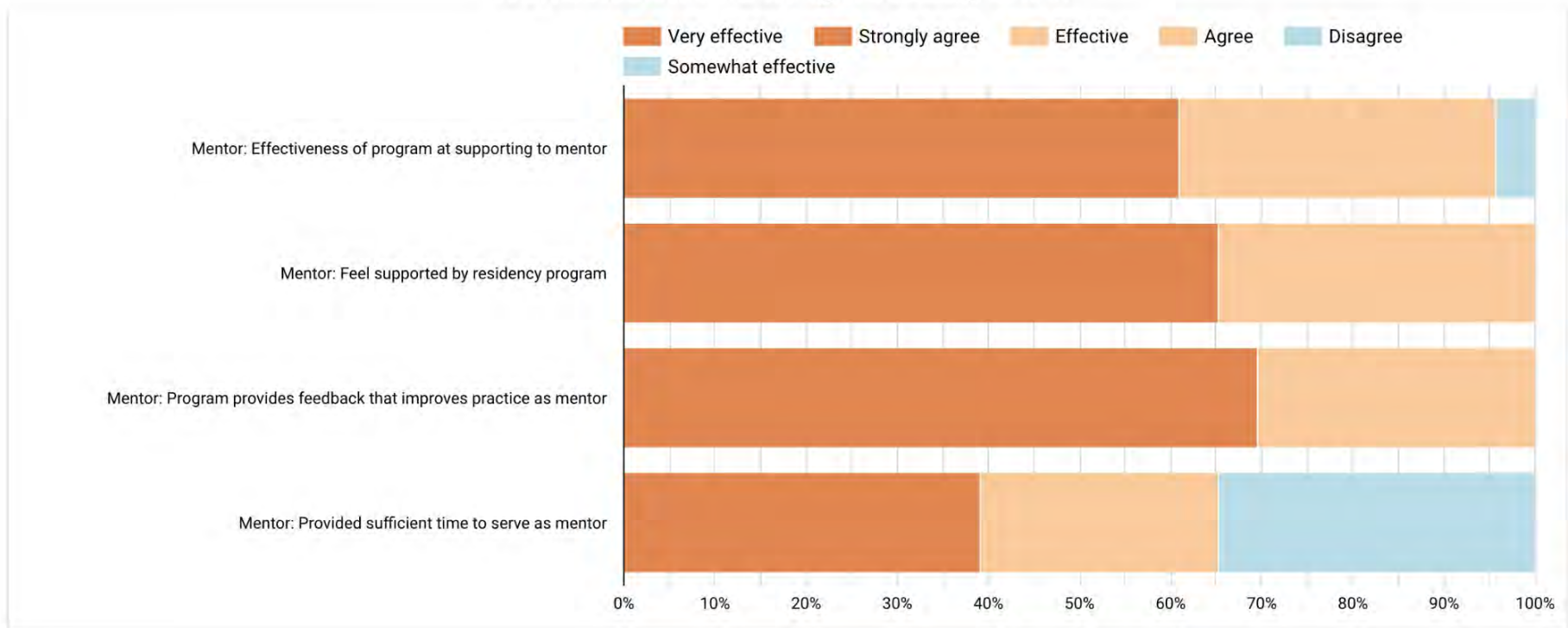
Average Response by Item



MENTOR SUPPORT

Subcategory: Overall effectiveness of Mentor support

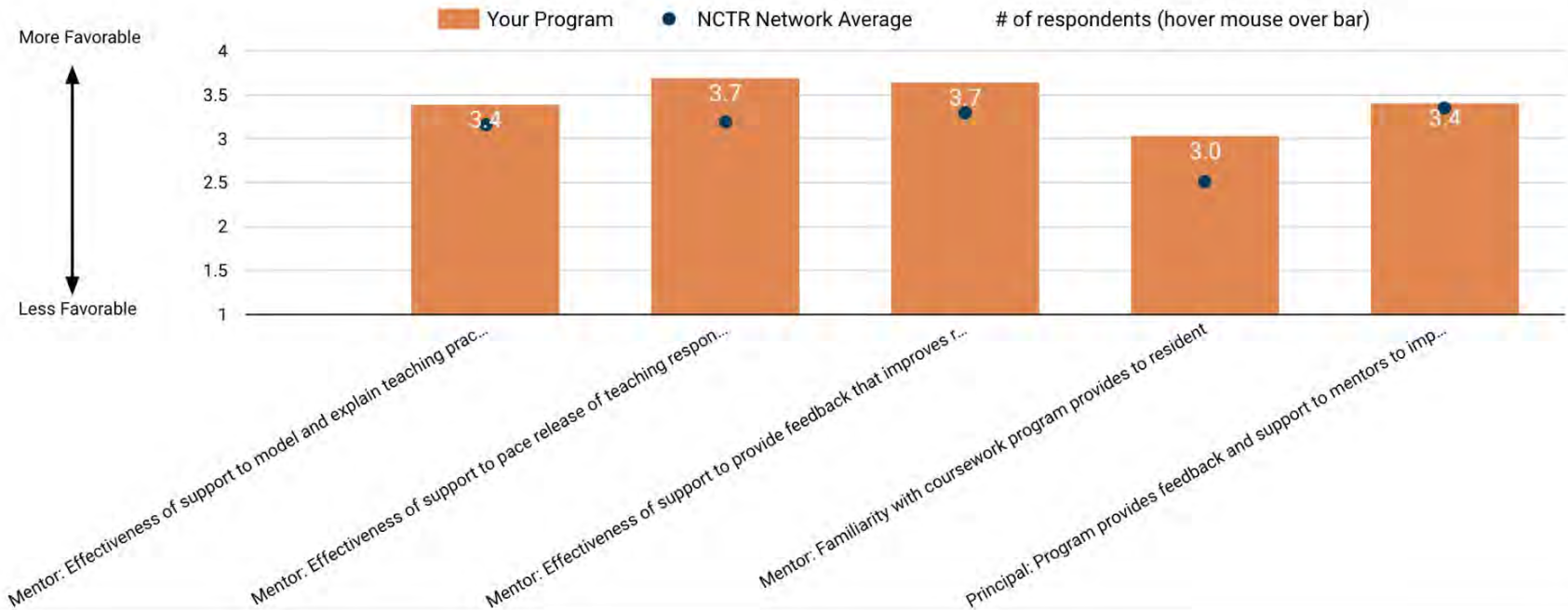
Distribution of Responses by Item



MENTOR SUPPORT

Subcategory: Effectiveness of support for effective mentoring

Average Response by Item

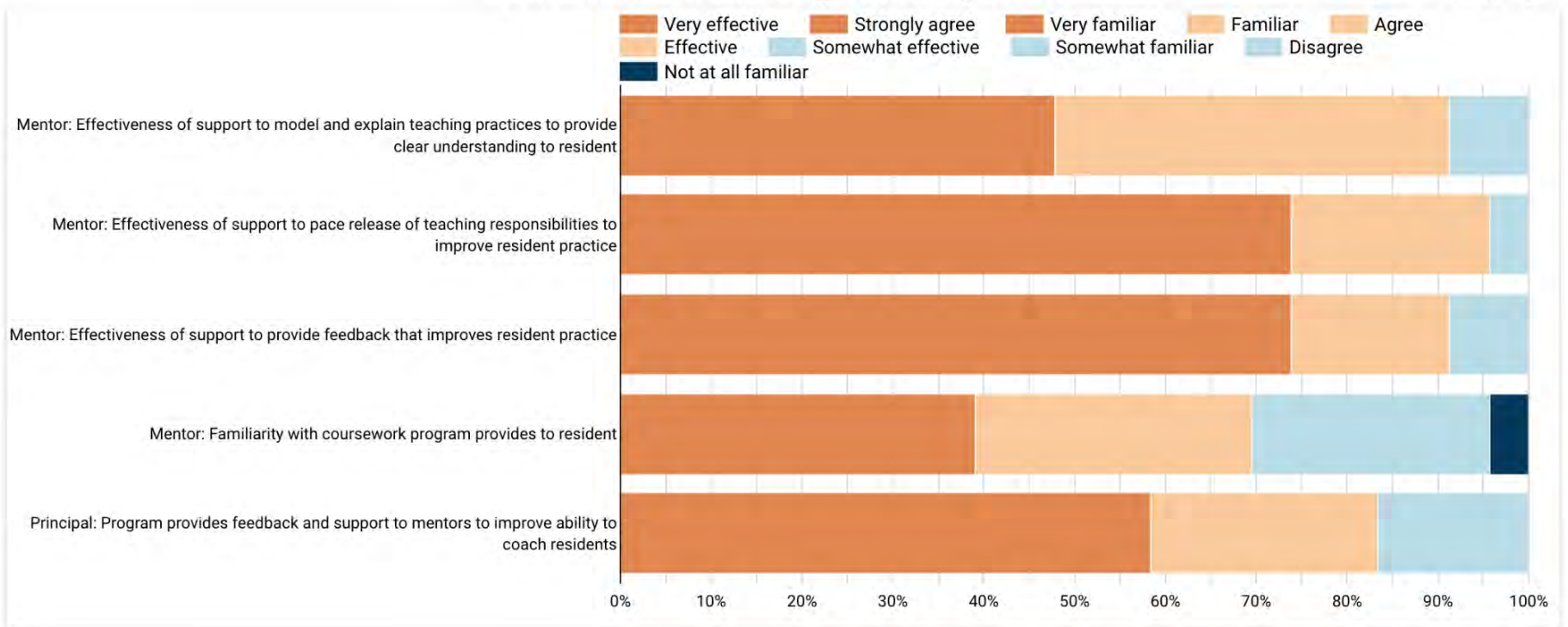




MENTOR SUPPORT

Subcategory: Effectiveness of support for effective mentoring

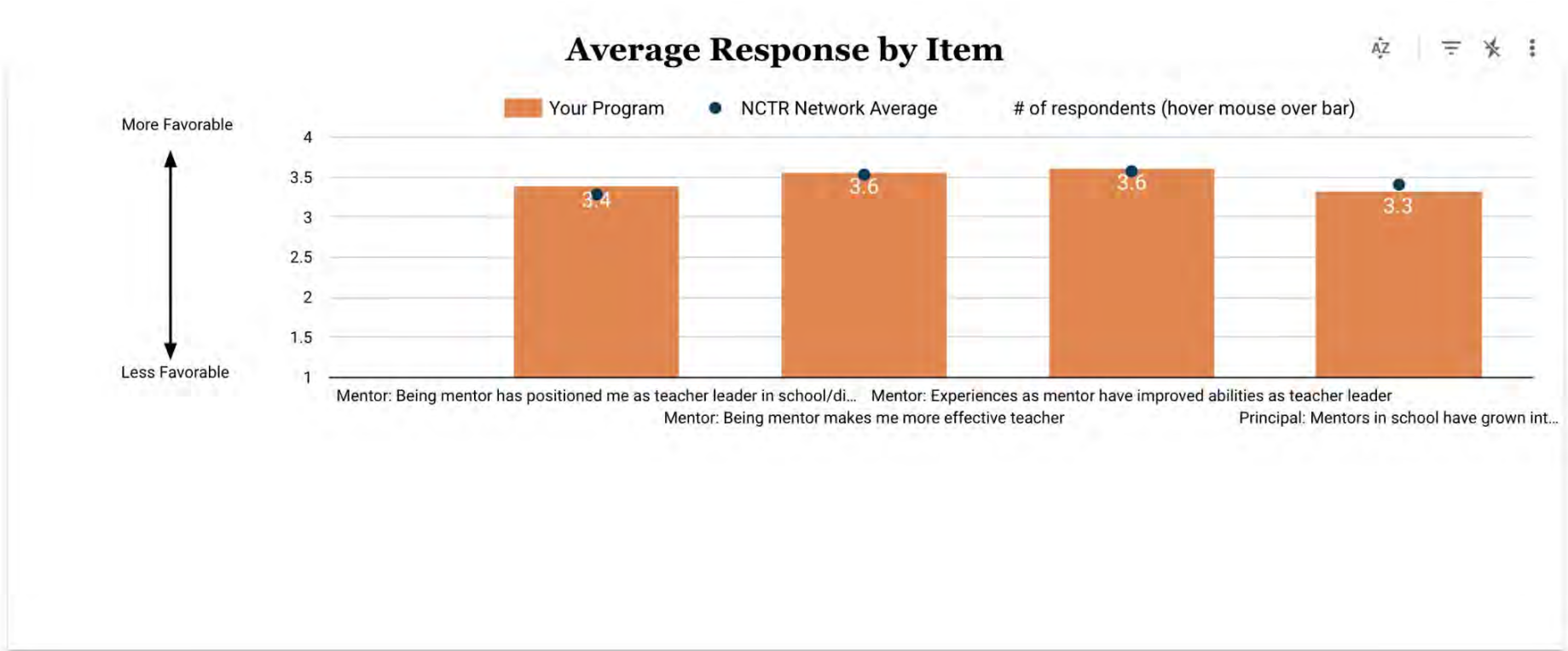
Distribution of Responses by Item





MENTOR SUPPORT

Subcategory: Effectiveness of support for mentor leadership

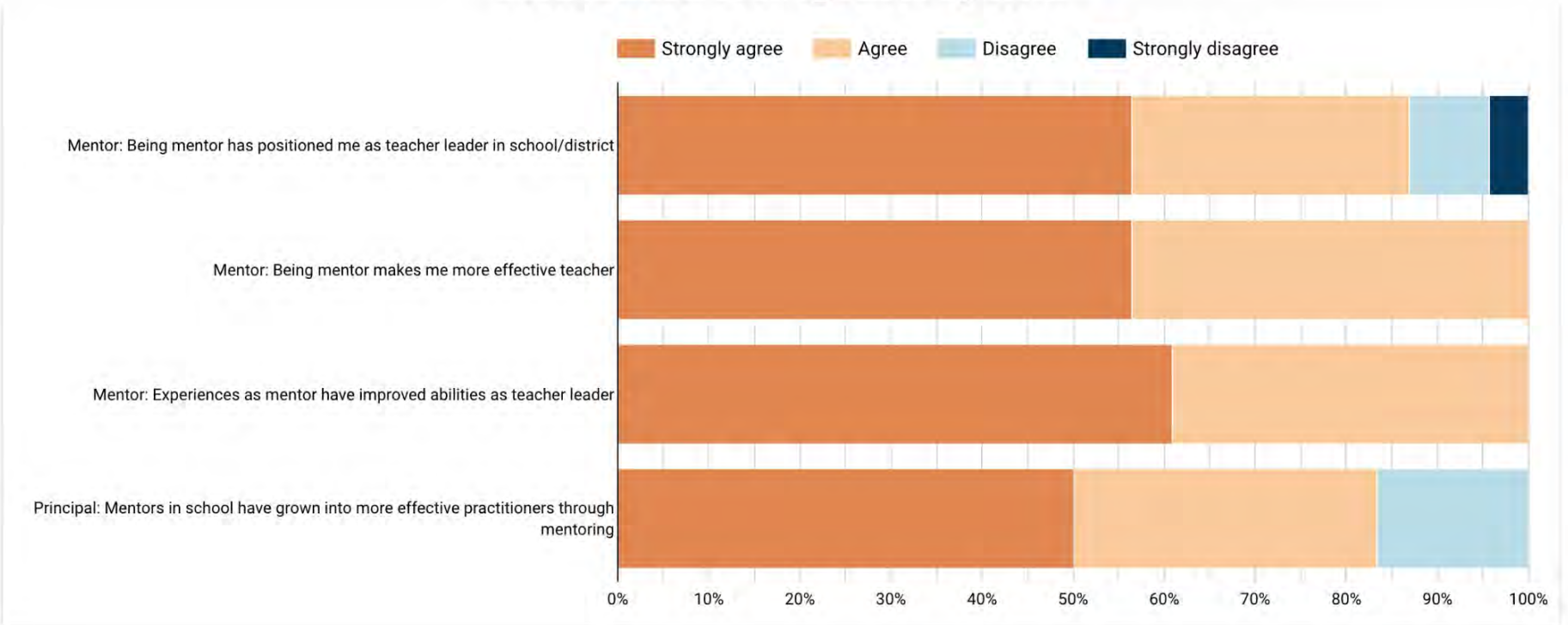




MENTOR SUPPORT

Subcategory: Effectiveness of support for mentor leadership

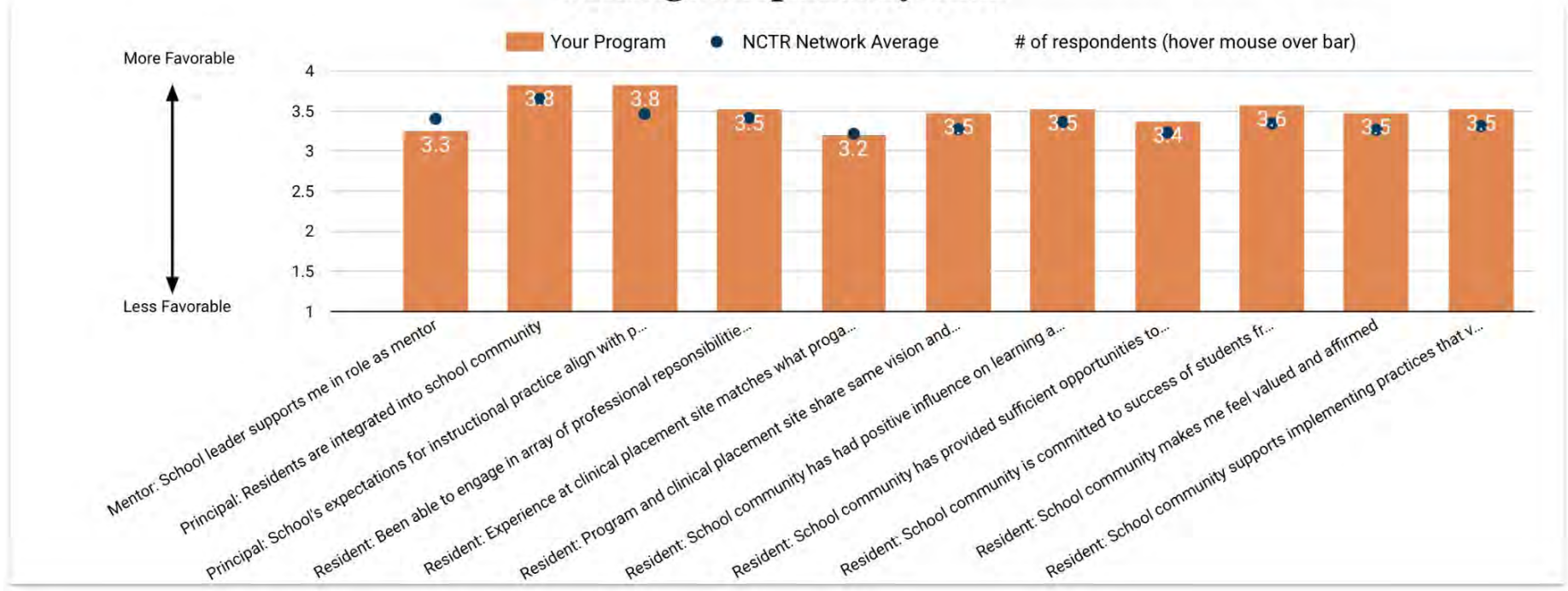
Distribution of Responses by Item





TRAINING SITES

Average Response by Item

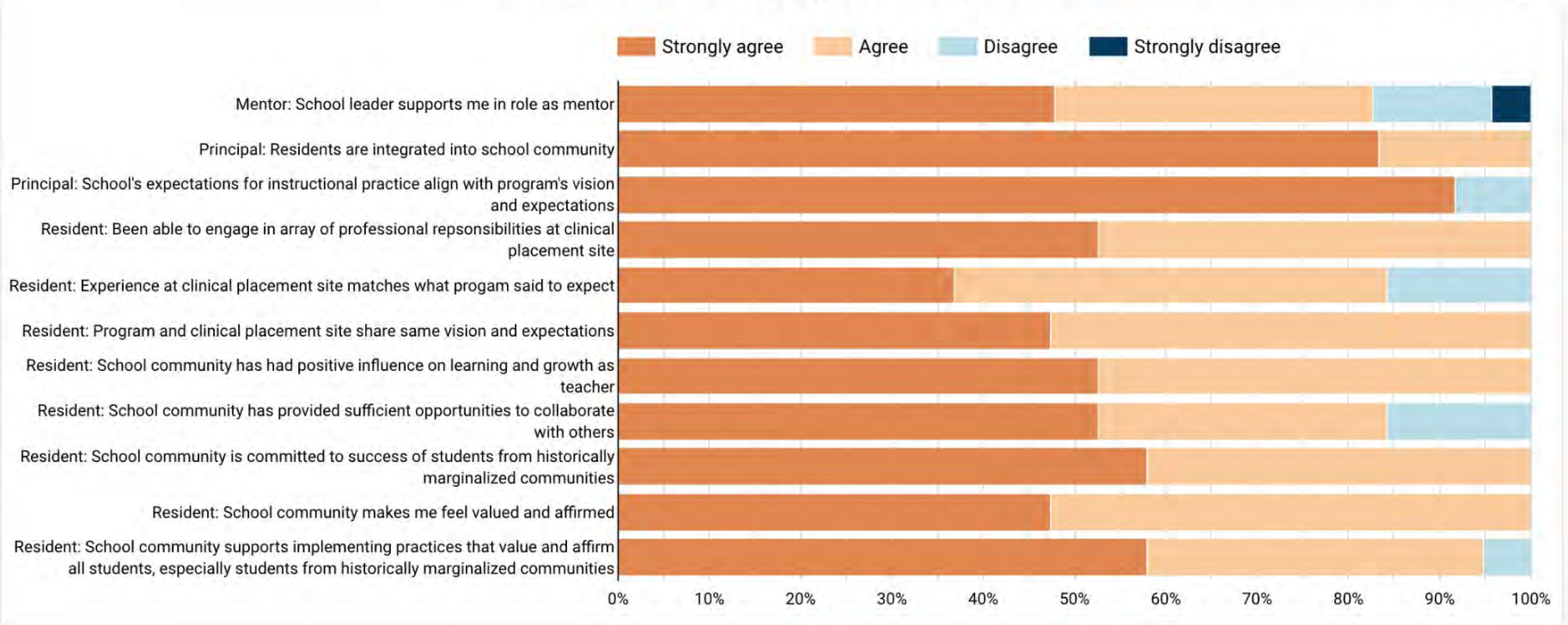




TRAINING SITES

Distribution of Responses by Item

AZ [Menu] [Filter] [Close] [More]



Lever	Subcategory	Stakeholder	Survey Item	Response
Partnering & designing for equity	Program impact on students & school community	Principal	Benefits of participating in the residency program for school	Pipeline to candidates for open positions. Opportunity to train and retain talent within the division.
Partnering & designing for equity	Program impact on students & school community	Principal	Benefits of participating in the residency program for school	- Talented new teachers who can be potential hires for the upcoming school year who are knowledgeable of the school and district, generally better prepared than the current pool and have established relationships within the school community.
Partnering & designing for equity	Program impact on students & school community	Principal	Benefits of participating in the residency program for school	An immediate benefit is the potential for a resident to become a full-time member of the faculty the following year! These candidates have the best potential to fill the role as they served our school for an entire year. Another tangible benefit is directly related to our coaches and how they are afforded a unique opportunity to continue their growth as reflective practioners while positively promoting the profession.
Partnering & designing for equity	Program impact on students & school community	Principal	Benefits of participating in the residency program for school	This programs gives residents to work and apply skills throughout an entire school year. RTRs are able to establish relationships with both students and teachers.
Partnering & designing for equity	Program impact on students & school community	Principal	Benefits of participating in the residency program for school	recruitment
Partnering & designing for equity	Program impact on students & school community	Principal	Benefits of participating in the residency program for school	Teachers from the program are well prepared to teach
Partnering & designing for equity	Program impact on students & school community	Principal	Benefits of participating in the residency program for school	The resident teachers are knowledgeable in content, so their learning curve is focused just on acclimating to the school and it's culture. That acclimation comes quickly, so they are able to dive right into teaching students; thus becoming actual partners with the mentor teacher.
Partnering & designing for equity	Program impact on students & school community	Principal	Benefits of participating in the residency program for school	RTR participates experience the practical side of teaching which enables them to be better equipped when hired at our school or other schools.
Partnering & designing for equity	Program impact on students & school community	Principal	Benefits of participating in the residency program for school	The benefit has been providing students with the additional resources the TR has provided through lessons and building relationships. The TR has also shared and contributed during committee meetings in a manner that brought new ideas or expanded on current practices.

Partnering & designing for equity	Program impact on students & school community	Principal	Benefits of participating in the residency program for school	They learn the real life day to day challenges of being a teacher in a Title One school. They assimilate into our school culture in a natural, organic manner.
Partnering & designing for equity	Program impact on students & school community	Principal	How residency program graduates differ from other new teachers	Graduates are better prepared to enter the field of education as professionals. They are able to think critically, self-reflect, and problem solve more effectively than most veteran teachers.
Partnering & designing for equity	Program impact on students & school community	Principal	How residency program graduates differ from other new teachers	The full-year experiences allows residents the opportunity to see how to effectively establish routines and expectations at the start of the school year, which can be difficult in a Title 1 school. They are also familiar with the culture of the school, so they can use that to help them be successful. Finally, they understand where our building-level resources are and how to access them before they start in their own classroom.
Partnering & designing for equity	Program impact on students & school community	Principal	How residency program graduates differ from other new teachers	The teachers take pride in making sure students are learning. Professionalism is evident.
Partnering & designing for equity	Program impact on students & school community	Principal	How residency program graduates differ from other new teachers	RTRs have more classroom experience as a result of a year of residency.
Partnering & designing for equity	Program impact on students & school community	Principal	How residency program graduates differ from other new teachers	they are already a part of the fabric of our culture.
Partnering & designing for equity	Program impact on students & school community	Principal	How residency program graduates differ from other new teachers	See previous response
Partnering & designing for equity	Program impact on students & school community	Principal	How residency program graduates differ from other new teachers	They are already part of our school family/team in advance of being hired. They are already comfortable with their team/grade/staff.
Partnering & designing for equity	Program impact on students & school community	Principal	How residency program graduates differ from other new teachers	Residency program graduates are committed to the field of teaching, improving instructional practice, and contributing positively to the culture and climate of the school.

Partnering & designing for equity	Program impact on students & school community	Principal	How residency program graduates differ from other new teachers	All of the teachers that were hired from the teacher residency program are doing an excellent job on all levels.
Partnering & designing for equity	Program impact on students & school community	Principal	How residency program graduates differ from other new teachers	Students are confident. Students have an additional support system in place for them to be successful.
Partnering & designing for equity	Program impact on students & school community	Principal	How residency program graduates differ from other new teachers	Graduates are better prepared to meet the challenges and expectations of day to day instructional, managerial, and strategic operations.
Residency year experience	Overall program experience & satisfaction	Principal	How can residency program improve	NA
Residency year experience	Overall program experience & satisfaction	Principal	How can residency program improve	None at this time
Residency year experience	Overall program experience & satisfaction	Principal	How can residency program improve	I would like more opportunities to have my teachers trained as CRCs.
Residency year experience	Overall program experience & satisfaction	Principal	How can residency program improve	Allow the possibility of program participants being hired full-time prior to graduation.
Residency year experience	Overall program experience & satisfaction	Principal	How can residency program improve	Train more candidates in hard to staff areas - math, science, special education Include virtual option for option PD on topics that are needed areas on support or interest by the resident or coach Have a principal panel for residents
Residency year experience	Overall program experience & satisfaction	Principal	How can residency program improve	Establish planning session for the candidate, mentor, principal and university sponsor. Host an exit interview with principal. Host quarterly meetings with all involved.
Residency year experience	Overall program experience & satisfaction	Principal	How can residency program improve	Communicate at least quarterly with building administrators to gather more insights on the TR and/or to provided the administrator an opportunity to ask questions and gather more information about students' progress and experiences needed.
Residency year experience	Overall program experience & satisfaction	Principal	How can residency program improve	A curriculum shift or addition into the social-emotional development and support for students in a general education classroom would be extremely beneficial.
Residency year experience	Overall program experience & satisfaction	Principal	How can residency program improve	None- everything has been wonderful. They are well prepared and eager!

Residency year experience	Overall program experience & satisfaction	Principal	How can residency program improve	Explore areas of cultural competency and interpersonal communication skills.
Residency year experience	Overall program experience & satisfaction	Principal	How can residency program improve	More frequent and unannounced observations of the residents.

Period of Award: **July 1, 2021 – June 30, 2022**

Public Institution of Higher Education: Exemplary Residency Incentives - VCU

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				
RTR Executive Director	Oversees all aspects of RTR	1.00%	125,000	\$1,250	\$1,250	\$0	\$0	\$1,250
Curriculum Coordinator	Curriculum redesign of the Post Masters Certificate for the School Leader Residency	12.10%	\$25,564	\$9,281	\$9,281	\$0	\$0	\$9,281
Total Personal Services 1000				\$10,531	\$10,531	\$0	\$0	\$10,531

Employee Benefits 2000					Source of Funds			Total
Job titles of individuals whose benefits were charged to this program	% Benefits	Salary	Total	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind		
RTR Executive Director	40.3%	\$125,000	\$1,250	\$504	\$0	\$0	\$504	
Curriculum Coordinator	40.3%	\$25,564	\$9,281	\$3,740	\$0	\$0	\$3,740	
Total Employee Benefits 2000				\$4,244	\$0	\$0	\$4,244	

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

Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	Totals
Indirect Cost	\$6667	\$0	\$0	\$6,667
				\$0
Total Internal Services 4000	\$0	\$0	\$0	\$6,667

Description (Please provide detailed cost calculations.)	Source of Funds			Totals
	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
Stipends 4@17,139.50	\$68,558	\$0	\$0	\$68,558
Total Other Charges 5000	\$68,558	\$0	\$0	\$68,558

6000

Description (Please provide detailed cost calculations.)	Source of Funds			Totals
	State	School	In-Kind	
	\$0	\$0	\$0	\$0
Total Materials and Supplies 6000	\$0	\$0	\$0	\$0

Total Expenditures for the Teacher Residency Grant

	Source of Funds			Total Expenditures
	State Grant Funds	School Division Cash	In-Kind	
Personal Services (1000)	\$10,531	\$0	\$0	\$10,531
Employee Benefits (2000)	\$4,244	\$0	\$0	\$4,244
Purchased/Contractual Services (3000)	\$0	\$0	\$0	\$0
Internal Services (4000)	\$6,667	\$0	\$0	\$6,667
Other Charges (5000)	\$68,558	\$0	\$0	\$68,558
Material and Supplies (6000)	\$0	\$0	\$0	\$0
Totals	\$90,000	\$0	\$0	\$90,000

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 candidates to work in an urban school environment.
- c. the effectiveness of the partnership(s); and
- d. the perceptions of the program success by participants and partners.

TIR Cohort VII Program Evaluation

Effectiveness of program in meeting the stated goals and objectives

The overarching goal of the Teacher in Residence grant, TIR Cohort VII was to prepare highly qualified teachers through a partnership between Old Dominion University, 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 six 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, and VBCPS schools

TIR Cohort VII represents the fourth year of expansion in the program. The fourth year of partnering with Newport News Public Schools, the fourth year of special education added to the program as a critical shortage area, the fourth year of a full school year immersion experience, and the second year of adding Virginia Beach City Public Schools as a partner. Over the course of a year with the pandemic, the teacher candidates have had to be very flexible and resilient; with numerous teacher absences the residents had to sometimes sub in classes and had 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 candidates are ready to be effective teachers, in their own classrooms, on their first day.

Rigorous recruitment and selection conducted jointly by ODU faculty, NPS, NNPS, and VBCPS administrators selected 29 teacher candidates for admission into TIR Cohort VII (six of which did not successfully finish the first semester of coursework). Five candidates are pursuing the master's in education in secondary education (science) and 18 pursuing the master's in education in special education (general curriculum).

All 23 candidates 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 23 teacher candidates are on track to successfully complete their programs by the end of Summer 2022 or Fall 2022. To date, 18 of the 23 students have been offered employment for the 2022-23 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 candidates 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 five times and another student who has taken the exams four times. This is not uncommon, and the students have participated and received study supports. 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 candidates 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 VII, 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 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)			
COURSE	#	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 supports and functional behavioral assessment will be emphasized. Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

SPED 613 – Human Growth and Development: Designed to give a through 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)			
COURSE	#	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 supports and functional behavioral assessment will be emphasized. Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500.

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 candidates 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 candidates

The TIR program was established to recruit and prepare a diverse cadre of effective teachers able to meet the instructional needs of all students in high-need schools. One metric of success is the program’s success in preparing a racially diverse cohort of teacher candidates. As noted in the report from the Task Force on Diversifying Virginia’s Educator Pipeline (August, 2017), 49% of PreK-12 students identify as students of color, while only 21% of Virginia teachers identify as people of color. Since the first TIR cohort in 2015-16, the cohorts have become progressively more racially diverse. As shown in the table below, the racial diversity of the cohorts grew from 31% in Cohort I to 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 2015-16	Cohort II 2016-17	Cohort III 2017-18	Cohort IV 2018-19	Cohort V 2019-20	Cohort VI 2020-21	Cohort VII 2021-22
White	69%	40%	50%	13%	41%	29%	40%
Black	31%	53%	50%	73%	59%	47%	37%
2 or more races	0%	6%	0%	13%	0%	0%	28%
Total % Individuals of Color	31%	46%	50%	86%	59%	71%	65.52%

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

- Distributing TIR program information to advisors and program leaders at area universities to recruit recent graduates with relevant content majors
- Asking 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 candidates, we continue to explore how to expand our recruitment efforts. While we know that residency programs are among the most effective ways of preparing strong teacher candidates who remain in the teaching profession, potential teacher candidates may not be aware of the different routes to teacher preparation. We are continuing to explore how to use social media, social and professional networks, and other digital platforms to reach and attract new potential candidates that may not know about the benefits of a residency program.

Effectiveness of the partnership

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 candidates: 4 secondary science and 7 special education (general curriculum). The TIR collaboration bridges the expertise and resources of ODU and NPS to provide teacher candidates with an intensive preparation experience that bridges theory to practice through a full-year residency. ODU and NPS have worked closely together to identify and recruit teacher candidates and clinical residency coaches. In accordance with the VDOE funding parameters, in the 2018-19 Cohort IV program, NPS has contributed \$150,000 to support a third of program costs. Drawing on the no cost extension 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. As of now, 18 of the 23 residents have been offered a position for the 2022-23 SY.

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 eight residents will be graduating that were supported by NNPS.

Drawing on the model that Newport News uses, Virginia Beach contributes one third of the support of the program for their residents by hiring them as instructional assistants while they complete their coursework and residencies and Chesapeake Public School will be using this model as well this upcoming 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 candidates and their mentors.** This initiative has deepened our understanding of the strengths and opportunities for growth by comparing our TIR participant responses to those of a national pool. The surveys were fielded at the program's mid-point in November 2019, 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.

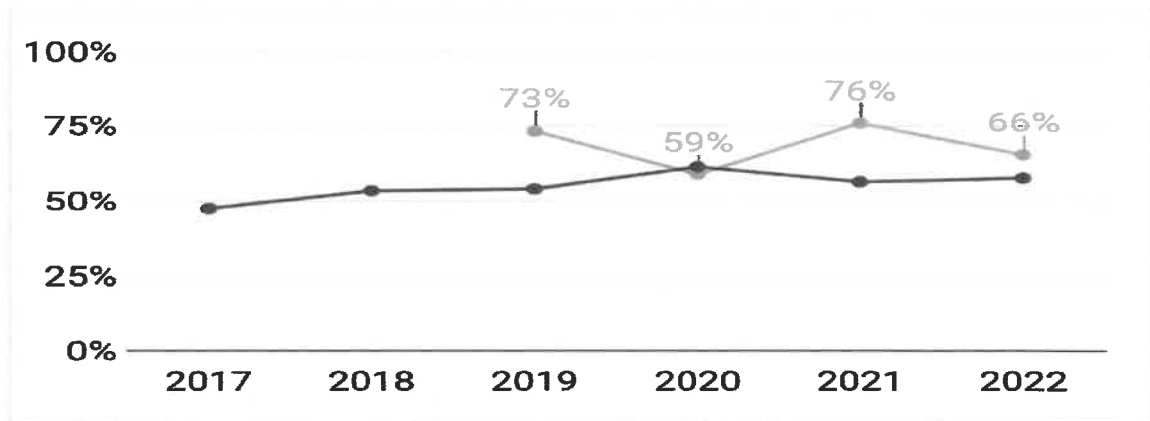
The last year mid-point and summative surveys indicate that teacher candidates/residents are generally satisfied with their preparation program. Teacher candidates rated most aspects of their preparation above a 3.0 on a 4-point scale, particularly the support they received by mentors to be effective learners/practitioners (3.6 at midpoint), the effectiveness of the matching process for clinical resident coaches and teaching candidates (3.5 at midpoint), the learning environment (3.2 at midpoint), and professionalism and leadership (3.3 at midpoint). Overall, teacher candidates rated highly their preparation to be an effective teacher (3.0 at midpoint).

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 candidates 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. This year's data points and visualizations are below and act as a comparison against other residency programs across the country.

Quantitative Data

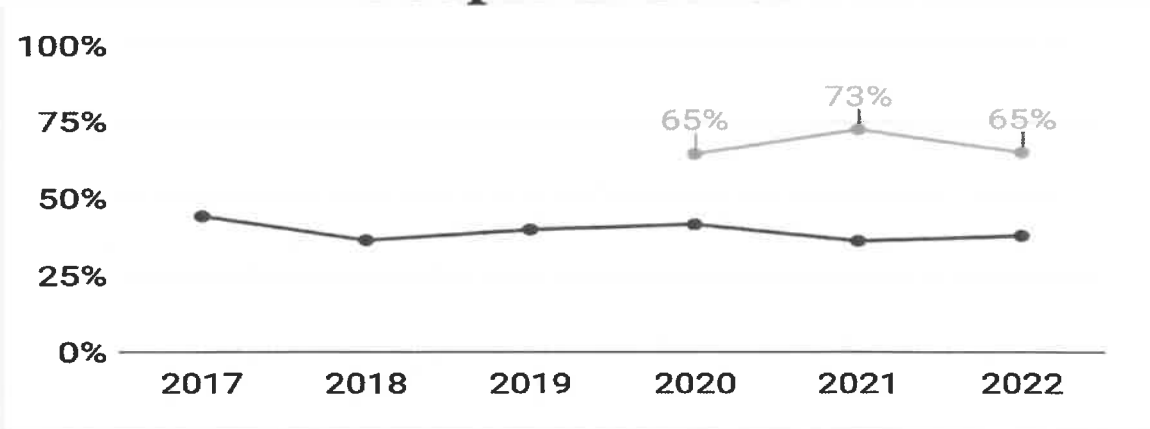
Percentage of Residents Identifying as People of Color



2022

- Your Program: **65.52%**
- NCTR Network average: **57.71%**

Percentage of Mentors Identifying as People of Color



2022

- Your Program: **65.22%**
- NCTR Network average: **37.98%**

Report-Level Filters

Select your program and/or constituent programs. Your selections will apply to all of the graphs and tables on every page of this report.

Program Constituent Program

Select a survey period (mid or end of year). Your selections will apply to all of the graphs and tables on every page of this report.

Survey Period: End (1)

Overall Program Experience & Satisfaction

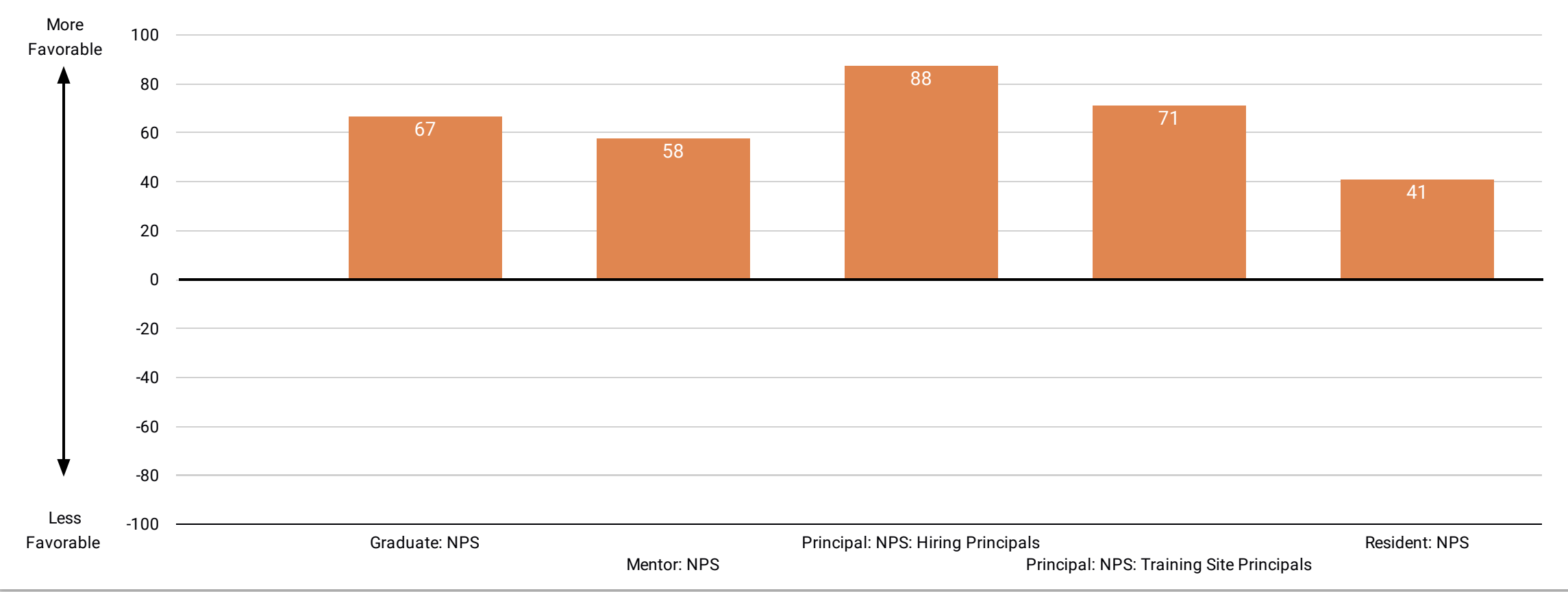
On this page, you can select and visualize Net Promoter Scores (NPS) from your stakeholders. NPS is widely used in market research to measure individuals' overall experience or perception of a variety of experiences, and to predict organizational growth, success, and loyalty. NPS are calculated based on stakeholders' responses to how likely they are to recommend your program to someone like them on a scale of 0-10 (0= not at all likely; 10= extremely likely). The NPS equals the percentage of 'detractors' (response = 0 to 6) subtracted from the percentage of 'promoters' (response = 9 to 10), and can range anywhere from -100 (100% detractors) to 100 (100% promoters). A positive and higher NPS means that more people have had a positive experience and to promote your program than those who have or would not.

Stakeholder-Level Analysis

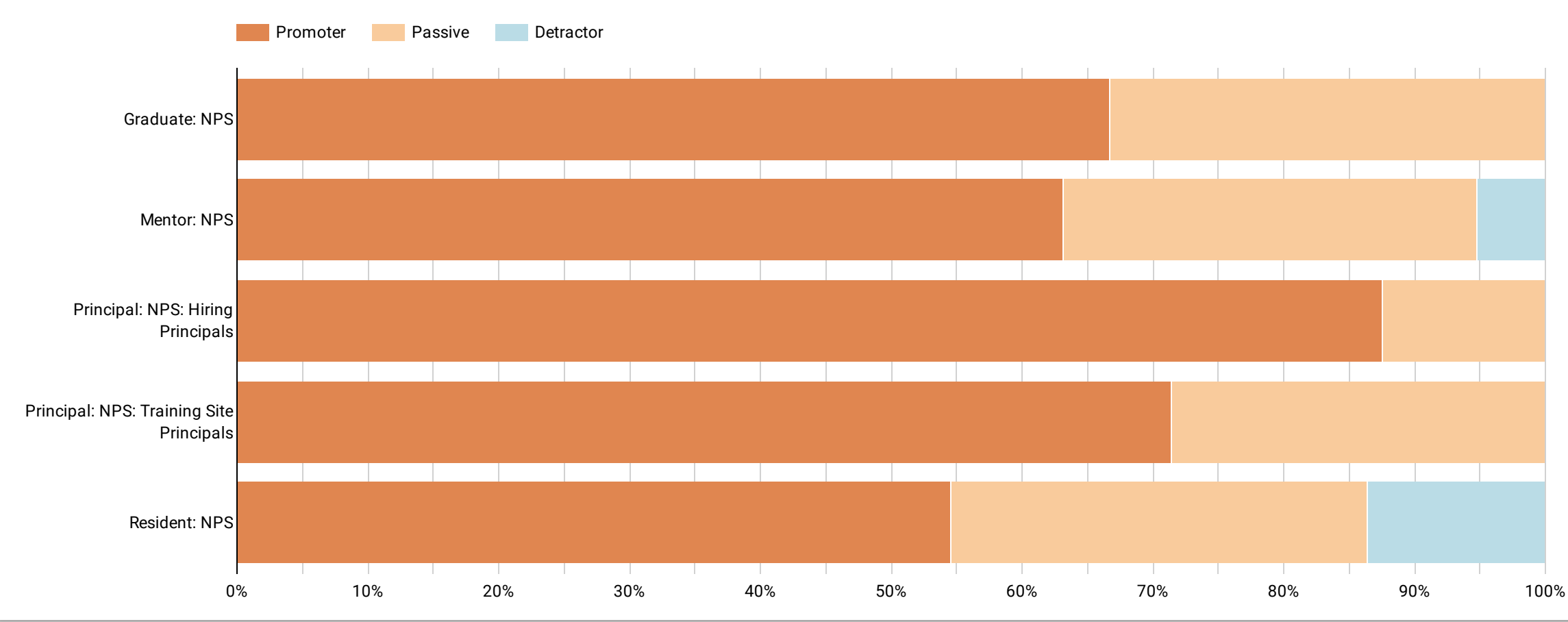
View, sort, and compare Net Promoter Scores, and the percentage of 'Promoters', 'Detractors', and 'Passives' by stakeholder group.

School Year: 2022 (1) Stakeholders/NPS

Net Promoter Score by Stakeholder



Percentage of Promoters, Detractors, and Passives by Stakeholder



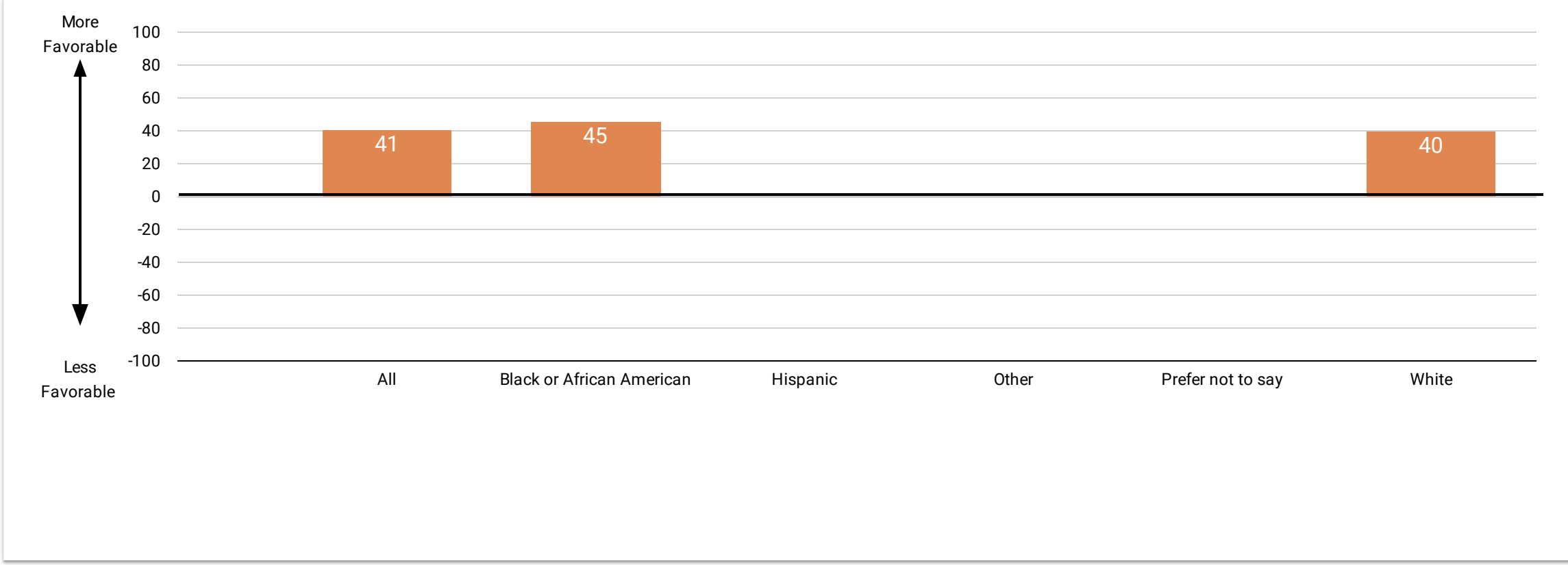
Racial & Ethnic Equity Analysis

View, sort, and compare average responses by race and ethnicity.

School Year: 2022 (1) Stakeholders/NPS: Resident: NPS (1)

Race/Ethnicity Gender: All (1)

Net Promoter Score for Selected Stakeholder by Race and Ethnicity

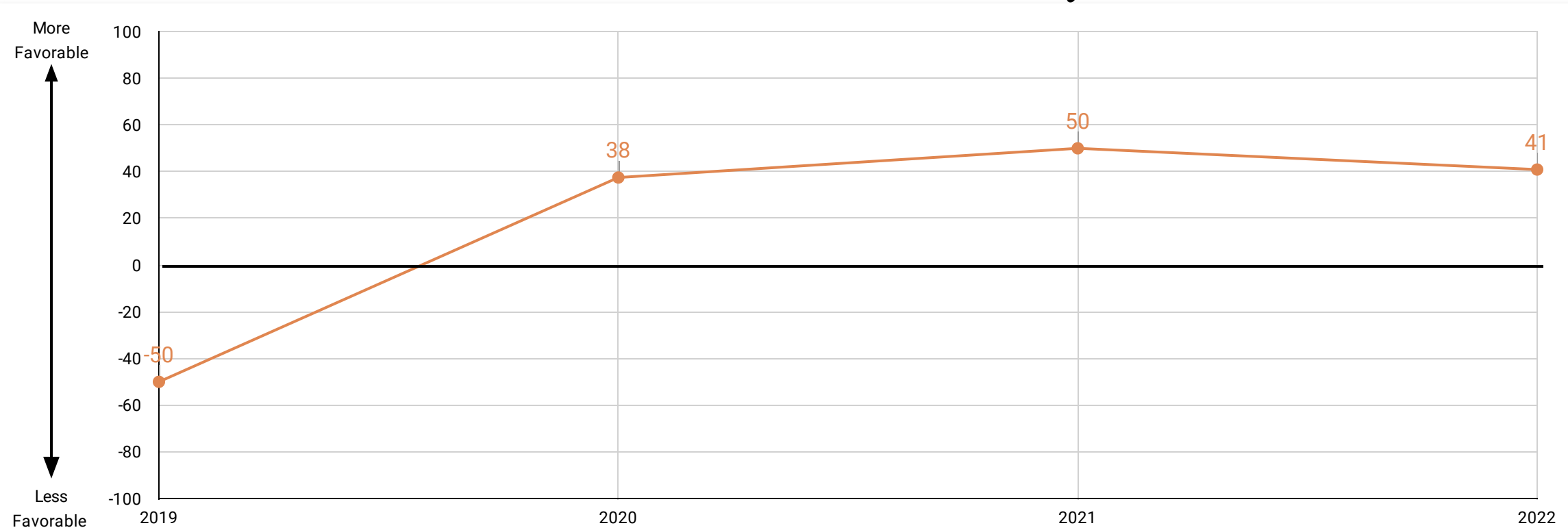


Longitudinal Analysis

View, sort, and compare Net Promoter Scores for different stakeholders across school years.

Stakeholders/NPS: Resident: NPS (1)

Net Promoter Score for Selected Stakeholder by School Year



Report-Level Filters

Select your program and/or constituent programs. Your selections will apply to all of the graphs and tables on every page of this report.

Program ▼ Constituent Program ▼

Select a survey period (mid or end of year). Your selections will apply to all of the graphs and tables on every page of this report.

Survey Period: End (1) ▼



Partnering & Designing for Equity

On this page, you can select and visualize data related to the following subcategories of survey items:

- *Program impact on students & school community

Select a subcategory of survey items. Your selections will apply to all of the graphs on this page.

Subcategory: Program impact on students & school community (1) ▼

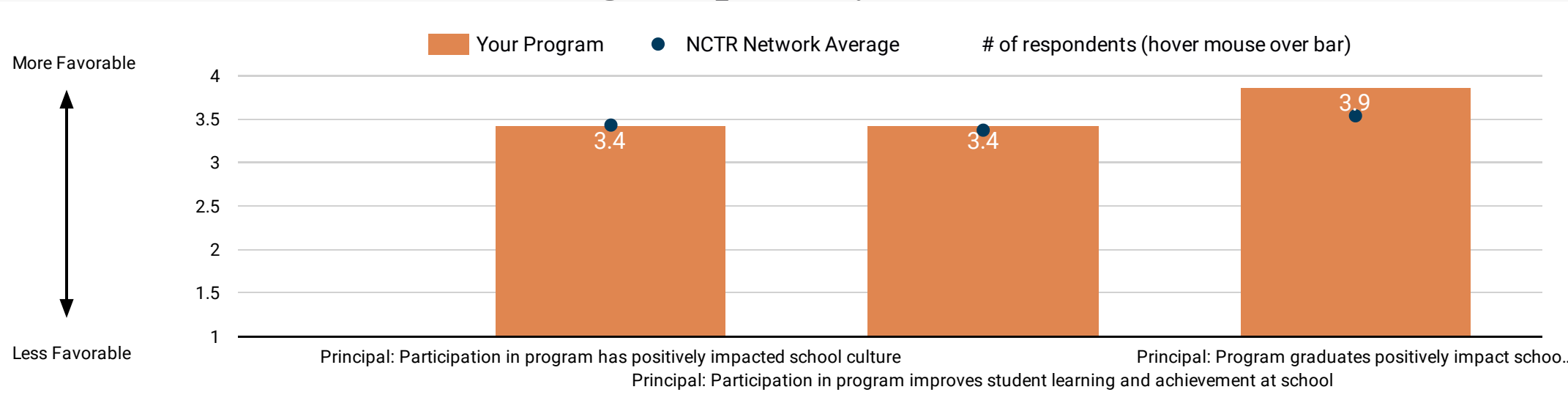
Item-Level Analysis

View, sort, and compare average responses and distributions of responses for individual survey items.

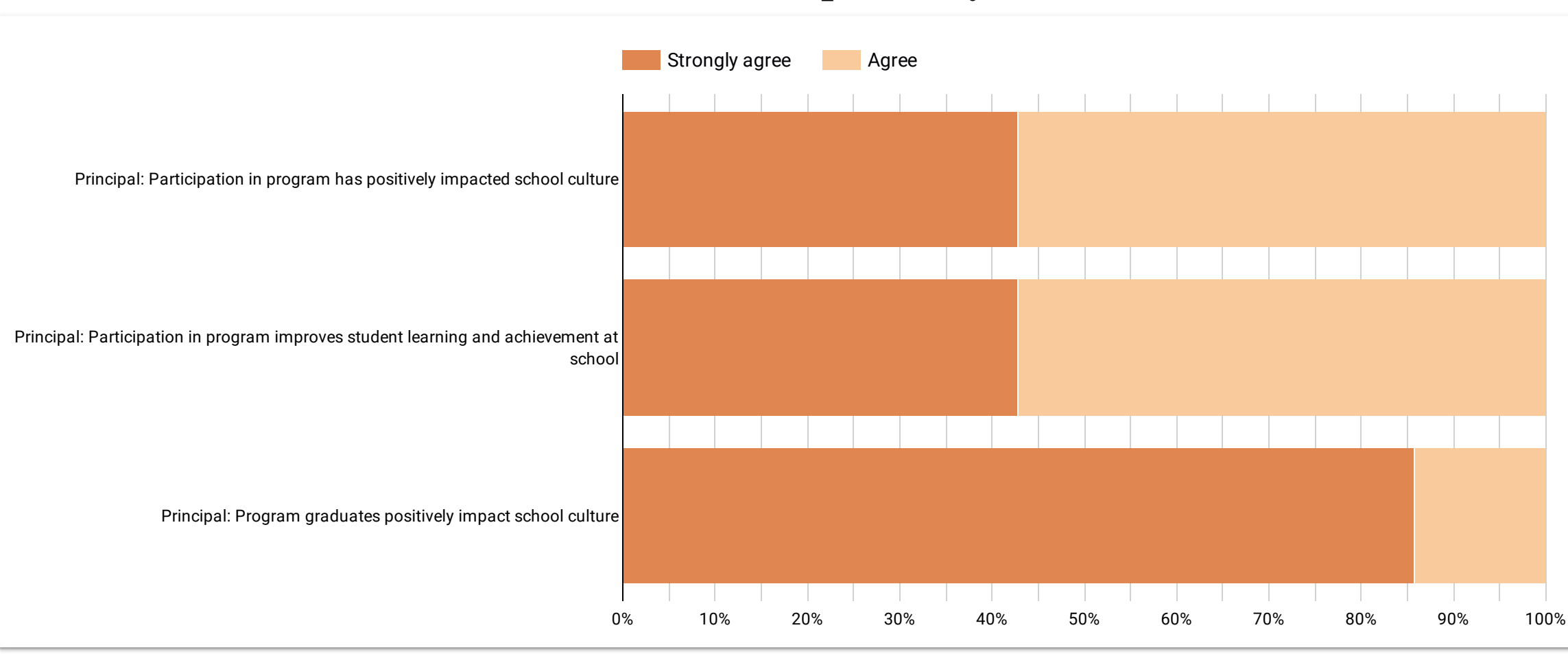
School Year: 2022 (1) ▼ Stakeholders ▼

Survey Items ▼

Average Response by Item



Distribution of Responses by Item



Racial & Ethnic Equity Analysis

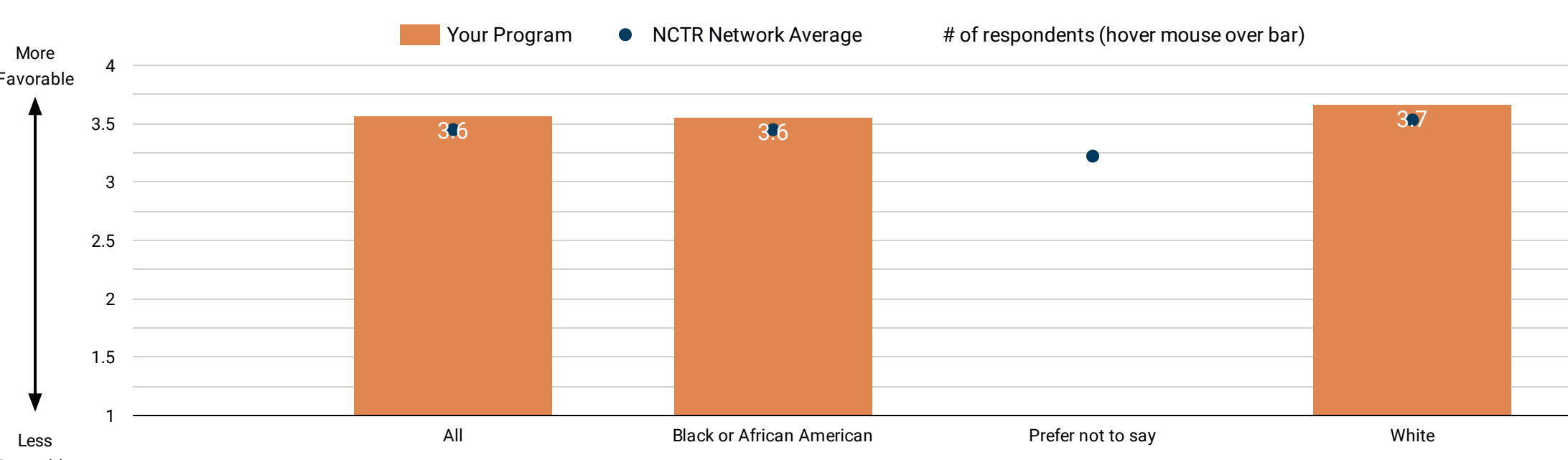
View, sort, and compare average responses by race and ethnicity.

School Year: 2022 (1) ▼ Stakeholders: Principal (1) ▼

Survey Items ▼

Race/Ethnicity ▼ Gender: All (1) ▼

Average Response by Race and Ethnicity



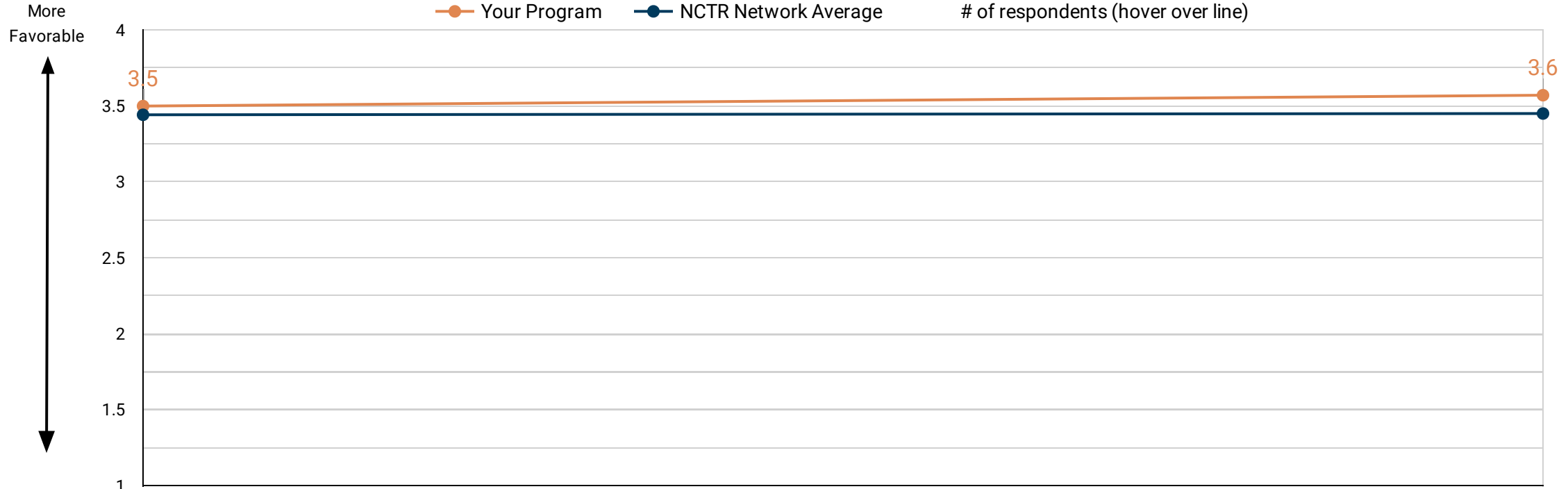
Longitudinal Analysis

View, sort, and compare average responses across school years.

Stakeholders: Principal (1) ▼

Survey Items ▼

Average Response by School Year



Open-Ended Responses

View and sort responses to open-ended questions about partnering and designing for equity. Please note that your subcategory selections from the dropdown menu at the top of the page will apply to the below. To see all possible open-ended survey items in the survey items dropdown menu below, select all subcategories from the dropdown menu at the top of the page.

School Year: 2022 (1) ▼ Stakeholders: Principal (1) ▼

Survey Items ▼

Stakeholder	Survey Item	Response
1. Principal	Benefits of participating in the residency program for school	Getting the opportunity to have the TIR deep in the work for an excellent experience.
2. Principal	Benefits of participating in the residency program for school	I have hired our Teacher in Residence for an open staffing position.
3. Principal	Benefits of participating in the residency program for school	rich experience for both TIR and mentors
4. Principal	Benefits of participating in the residency program for school	Experience for the new teacher
5. Principal	Benefits of participating in the residency program for school	Collaboration with the University
6. Principal	Benefits of participating in the residency program for school	Ability to recruit teachers, teachers are able to work directly with students, staff enjoy mentoring TIRs
7. Principal	Benefits of participating in the residency program for school	It's a realistic view of public schools
8. Principal	How residency program graduates differ from other new teachers	staff entering the field with genuine experience
9. Principal	How residency program graduates differ from other new teachers	Hands On ExperienceHave an entire school year to learn and build relationships with staff in the building
10. Principal	How residency program graduates differ from other new teachers	They already know the DSA and NNPS way!
11. Principal	How residency program graduates differ from other new teachers	Again, collaboration with the University Mentors
12. Principal	How residency program graduates differ from other new teachers	There are multiple benefits: real world experience, intensive coaching, and the opportunity to make informed decisions about their chosen career path. They simply have a leg up on any other preparation model. People learn best by doing. TIR's do the teaching. They are almost always stronger teachers than traditional preparation programs provide.
13. Principal	How residency program graduates differ from other new teachers	Familiar with school district. Sometimes, a principal does not know that applicant is a Teacher in Residence.
14. Principal	How residency program	Teacher recruitment, TIRs receiving on the job training, Teachers like working and mentoring TIRs.

Report-Level Filters

Select your program and/or constituent programs. Your selections will apply to all of the graphs and tables on every page of this report.

Program ▼ Constituent Program ▼

Select a survey period (mid or end of year). Your selections will apply to all of the graphs and tables on every page of this report.

Survey Period: End (1) ▼



Residency Year Experience

On this page, you can select and visualize data related to the following subcategories of survey items:

- Alignment of clinical & coursework experiences
- Cultural responsiveness of residency year experience
- Effectiveness of assessment system
- Effectiveness of resident onboarding process
- Graduate effectiveness & skills
- Overall effectiveness of residency year experience
- Overall resident preparedness
- Resident preparedness & skills in high priority practices
- Stakeholder satisfaction

Select a subcategory of survey items. Your selections will apply to all of the graphs on this page.

Subcategory: Exclude Effectiveness of assessment system, Effectiveness of resident onbo... (3) ▼

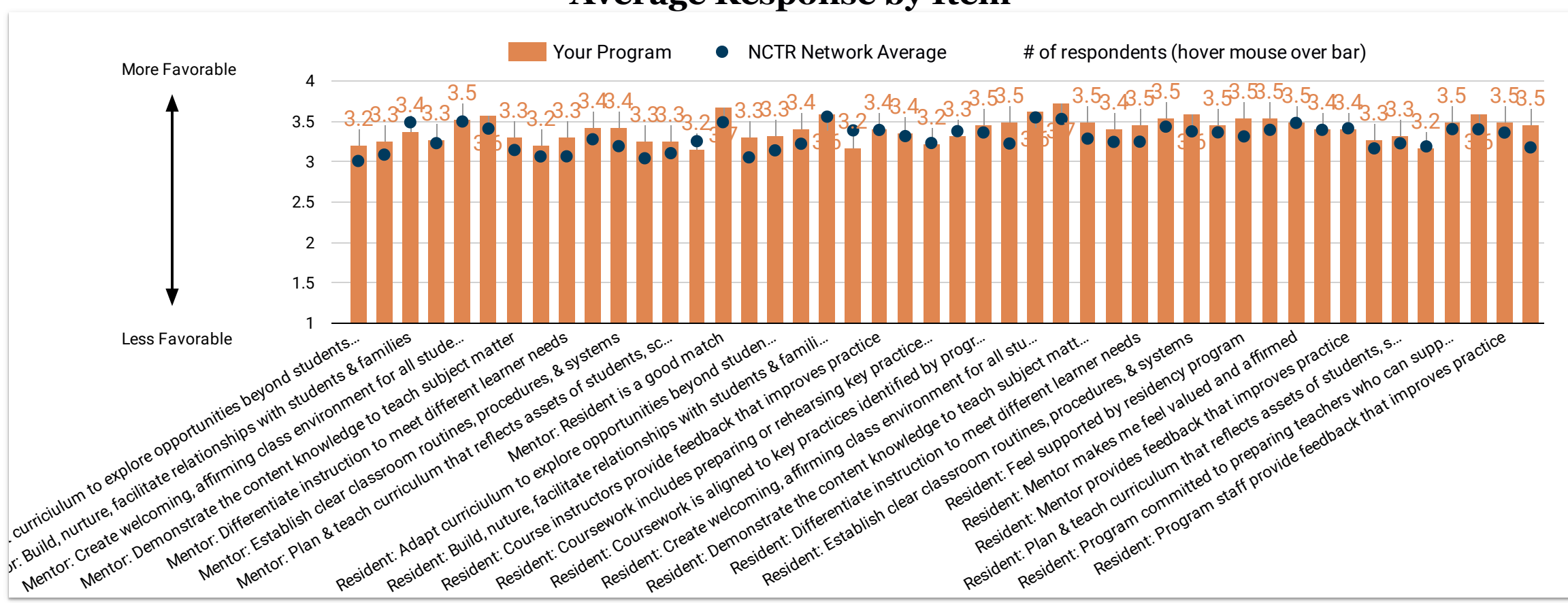
Item-Level Analysis

View, sort, and compare average responses and distributions of responses for individual survey items.

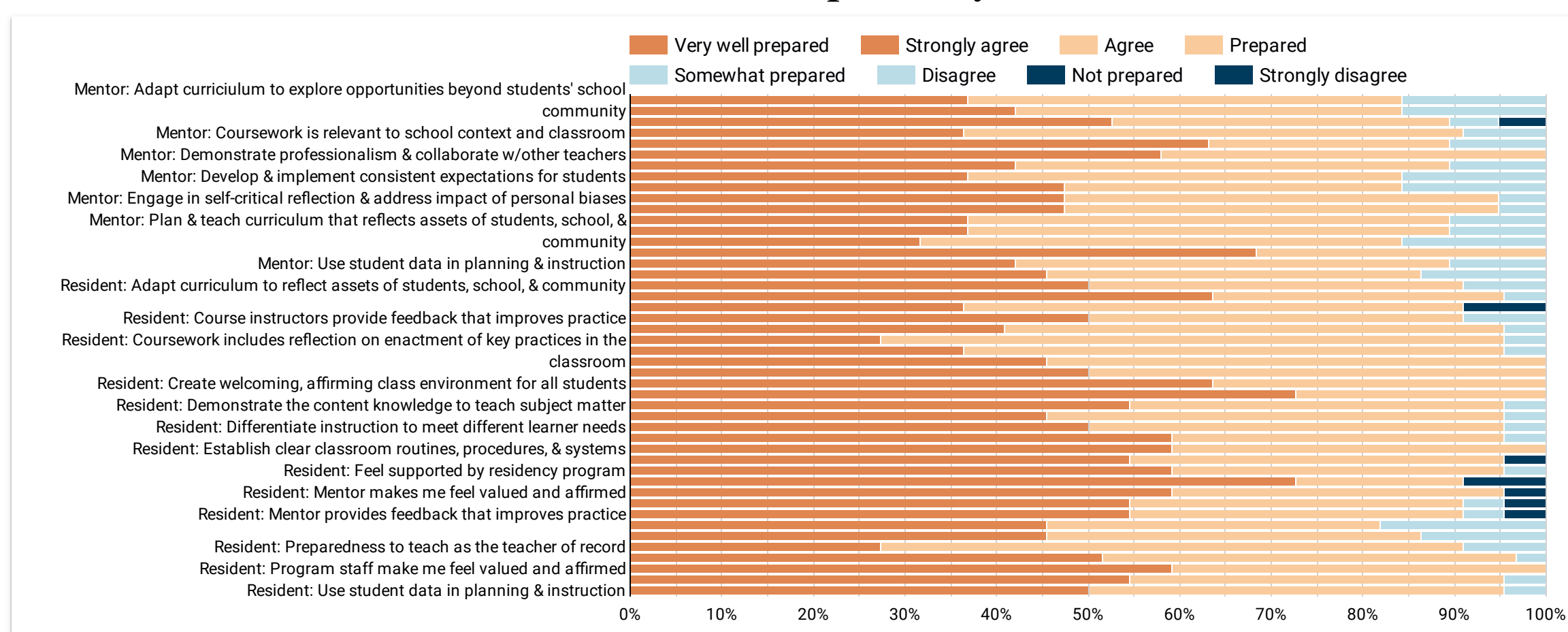
School Year: 2022 (1) ▼ Stakeholders: Mentor, Re... (2) ▼

Survey Items ▼

Average Response by Item



Distribution of Responses by Item



Racial & Ethnic Equity Analysis

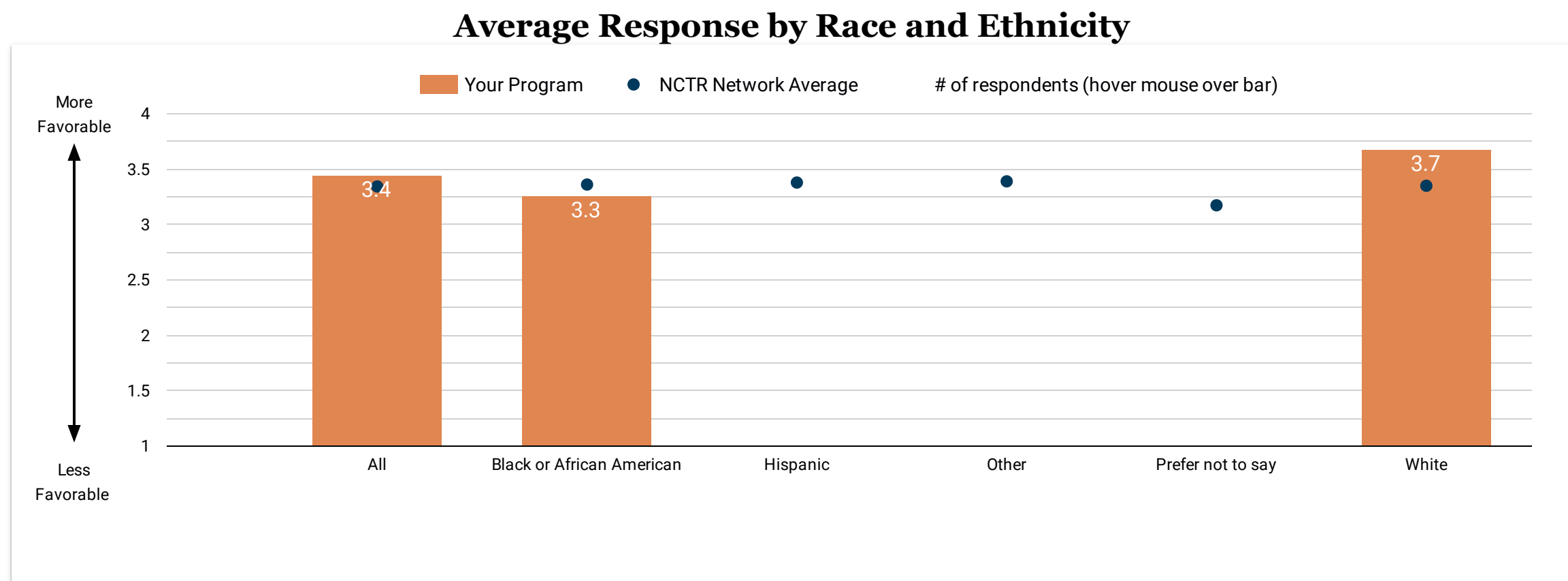
View, sort, and compare average responses by race and ethnicity.

School Year: 2022 (1) ▼ Stakeholders: Resident (1) ▼

Survey Items ▼

Race/Ethnicity ▼ Gender: All (1) ▼

Average Response by Race and Ethnicity



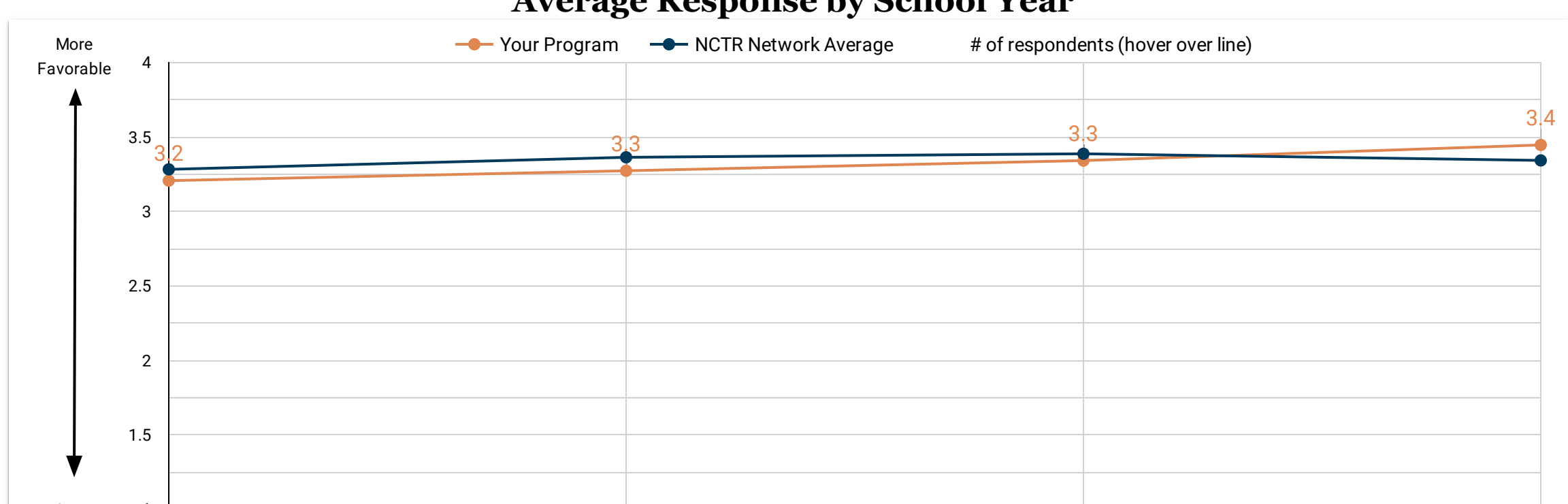
Longitudinal Analysis

View, sort, and compare average responses across school years.

Stakeholders: Resident (1) ▼

Survey Items ▼

Average Response by School Year



Open-Ended Responses

View and sort responses to open-ended questions about the residency year experience. Please note that your subcategory selections from the dropdown menu at the top of the below. To see all possible open-ended survey items in the survey items dropdown menu below, select all subcategories of the page from the dropdown menu to the top of the page.

School Year: 2022 (1) ▼ Stakeholders: Resident (1) ▼

Survey Items ▼

Stakeholder	Survey Item	Response
1. Resident	Additional thoughts on program	Already. Major improvements are needed. I surly hope some things get fixed for the next group that comes in.
2. Resident	Additional thoughts on program	Setting a 24 hour time frame for supervisors to respond to emails/calls and texts would be great. Knowing all details at the beginning of the program such as projects and deadlines would be help. Having summer readings for the affinity groups instead of throughout the school year would be beneficial. That way, we will have the book knowledge before starting to teach and can have better discussions throughout the year, instead of only focusing on a few chapters at a time during certain periods. Also, knowing when our supervisor is coming to observe would be nice so that we can plan accordingly. Especially if they come in on testing/quiz days or during IEP/SEC or other meetings and TIRs are being pulled from these scenarios to demonstrate some sort of teaching for the supervisor.
3. Resident	Additional thoughts on program	The Tir program is very beneficial yet most of the students arent respected yet tolerated. The coaches are very rude and biased some are not even really interested in coaching. To speak of the things that you may see like i.e racism, mistreatment of the children , how seeing something saying something can really target you. when indeed the overall goal is to offer better education and cultural acceptance to the kids.
4. Resident	Additional thoughts on program	I found out I was pregnant a couple months into the program and was very worried about how my experience would be. Looking back, I'm so thankful for the amount of accommodations and support I receive as being a first-time mom, studying for her masters while student teaching. There's so much that goes on in this program, and there were times I felt overwhelmed, but the program admin was there for me every step of the way and I never felt alone. So blessed for this opportunity and thankful to all those who've had a hand in my success here.
5. Resident	Additional thoughts on program	This program is great and for anybody looking to break into the education field with the added incentive of earning a masters degree.
6. Resident	Additional thoughts on program	I am very much appreciative of this program.
7. Resident	Additional thoughts on program	NA
8. Resident	Additional thoughts on program	I'm also appreciative of the opportunity to take part in the affinity group in collaboration with the cohort. The safe space to ask questions, express myself and gain insight from others in the group was a great added layer of knowledge.
9. Resident	Additional thoughts on program	there are too many communication through emails
10. Resident	Additional thoughts on program	I am very satisfied with the program, and grateful for the opportunity to be a part of it.
11. Resident	Additional thoughts on program	Residents should only have to work at school for three days a week, the other days should be allotted for classwork. If Residents have to work each day as teachers, the stipend amount should be more. Similar to teacher's pay.
12. Resident	Additional thoughts on program	My mentor is the best! I really learned a lot from her training and guiding me into the right path. I am truly grateful for this opportunity!!
13. Resident	Additional thoughts on program	The program is wonderful and I am thankful and appreciative of the opportunity. I hope they do a doctorate program too!

Report-Level Filters

Select your program and/or constituent programs. Your selections will apply to all of the graphs and tables on every page of this report.

Program Constituent Program

Select a survey period (mid or end of year). Your selections will apply to all of the graphs and tables on every page of this report.

Survey Period: End (1)

Financial Sustainability

On this page, you can select and visualize data related to the following subcategories of survey items:

- Mentor satisfaction with financial support
- Resident satisfaction with financial support

Select a subcategory of survey items. Your selections will apply to all of the graphs on this page.

Subcategory: Resident satisfaction with financial support (1)

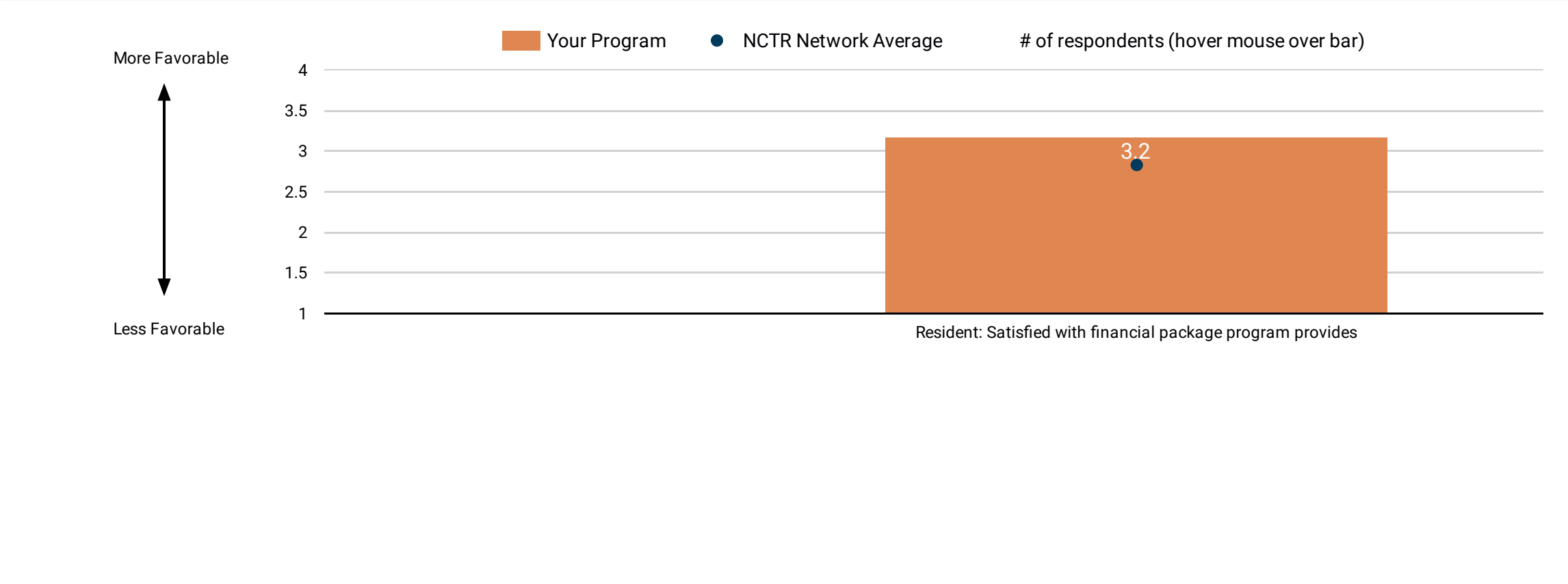
Item-Level Analysis

View, sort, and compare average responses and distributions of responses for individual survey items.

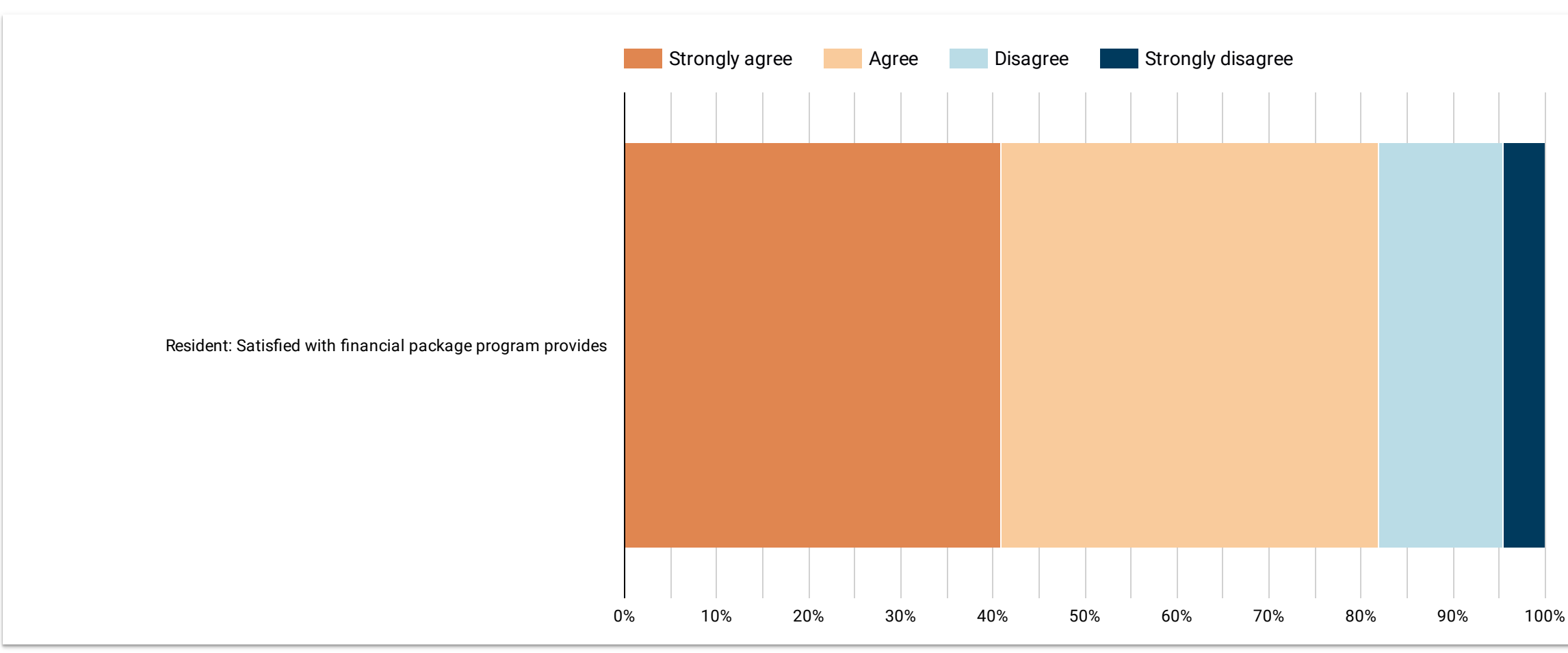
School Year: 2022 (1) Stakeholders

Survey Items

Average Response by Item



Distribution of Responses by Item



Racial & Ethnic Equity Analysis

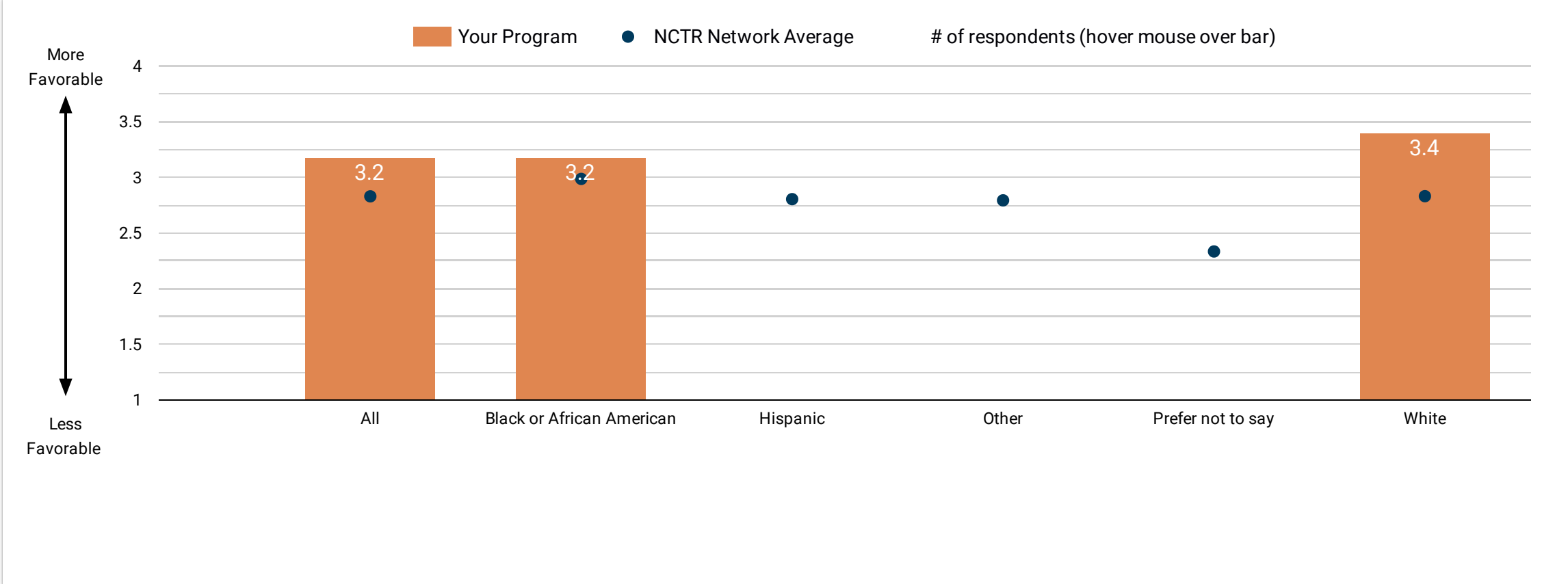
View, sort, and compare average responses by race and ethnicity.

School Year: 2022 (1) Stakeholders: Resident (1)

Survey Items

Race/Ethnicity Gender: All (1)

Average Response by Race and Ethnicity



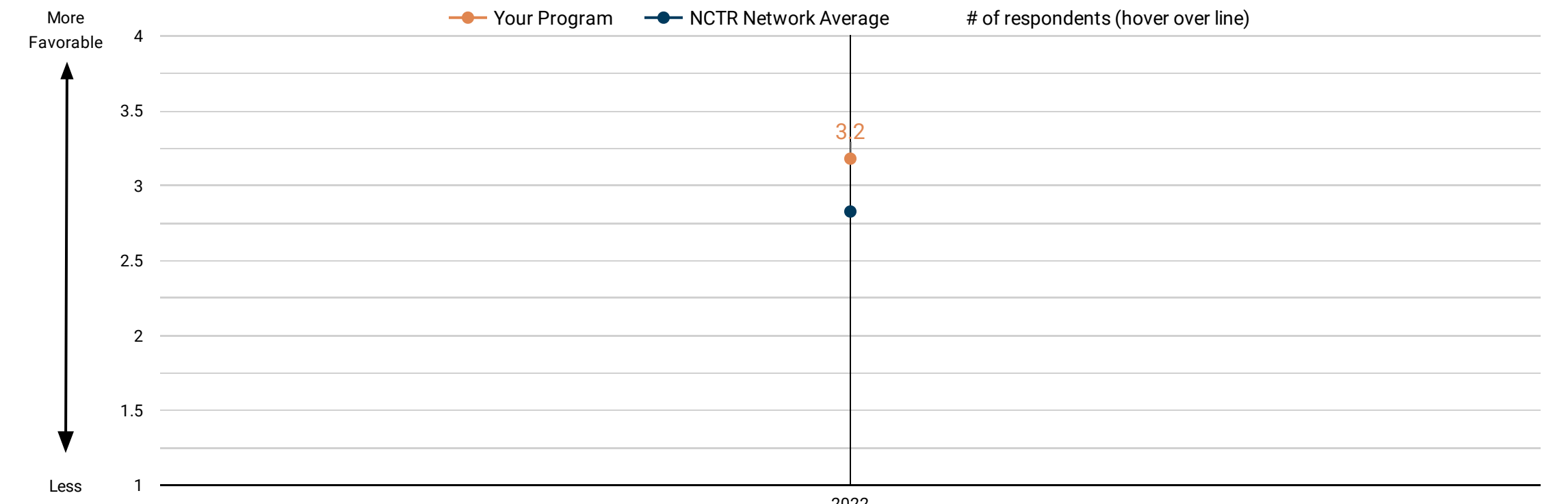
Longitudinal Analysis

View, sort, and compare average responses across school years.

Stakeholders: Resident (1)

Survey Items

Average Response by School Year



Report-Level Filters

Select your program and/or constituent programs. Your selections will apply to all of the graphs and tables on every page of this report.

Program ▼ Constituent Program ▼

Select a survey period (mid or end of year). Your selections will apply to all of the graphs and tables on every page of this report.

Survey Period: End (1) ▼



Mentor Recruitment, Selection, & Support

On this page, you can select and visualize data related to the following subcategories of survey items:

- Effectiveness of mentor recruitment & selection processes
- Effectiveness of mentor onboarding process
- Mentor effectiveness
- Overall effectiveness of mentor support
- Effectiveness of support for effective mentoring
- Effectiveness of support for mentor leadership

Select a subcategory of survey items. Your selections will apply to all of the graphs on this page.

Subcategory: Overall effectiveness of mentor support (1) ▼

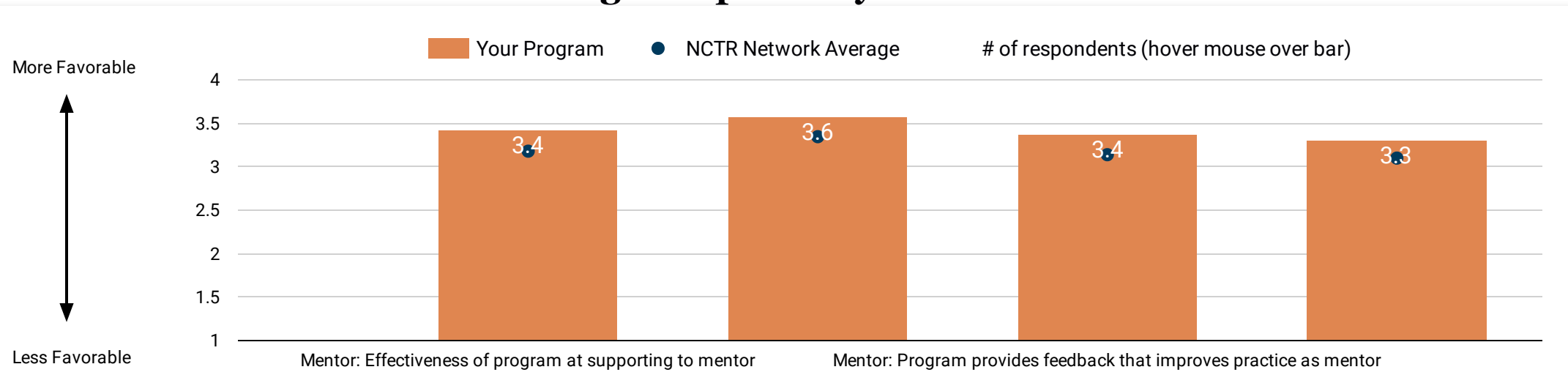
Item-Level Analysis

View, sort, and compare average responses and distributions of responses for individual survey items.

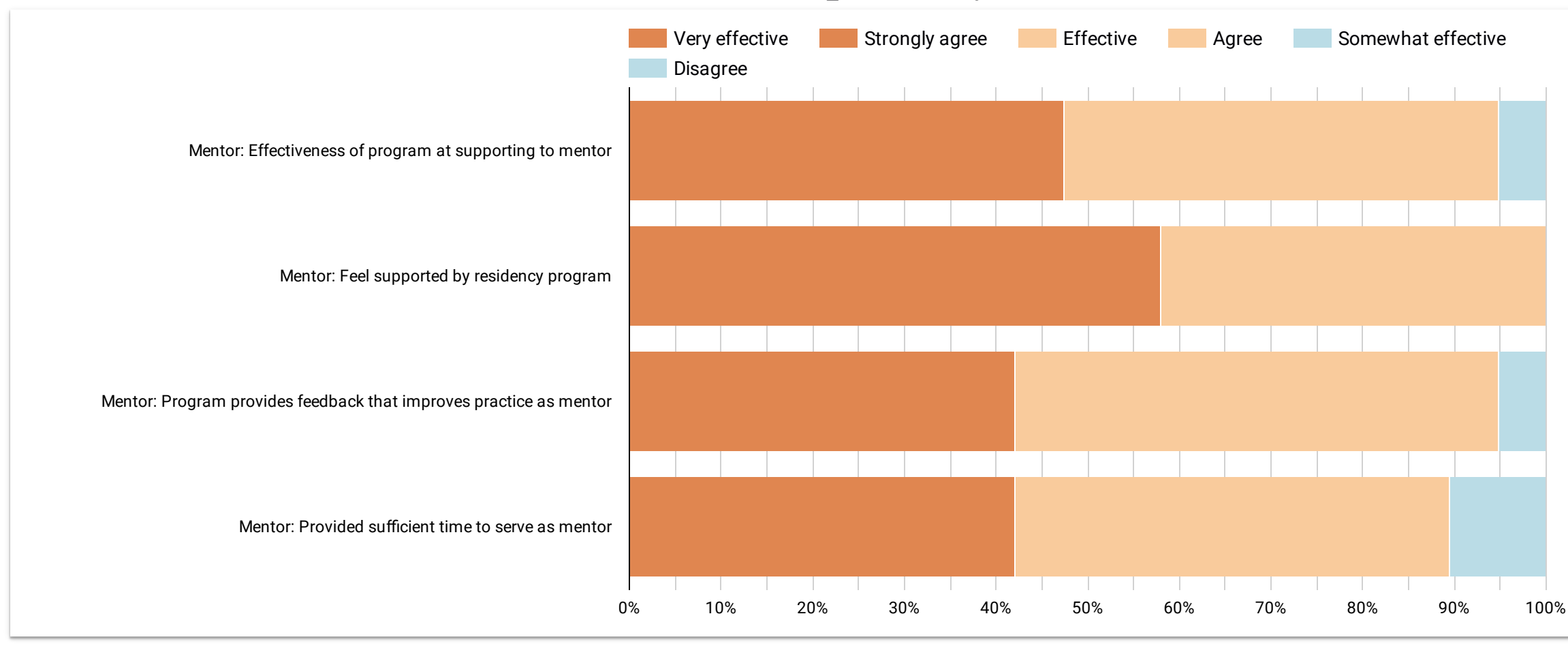
School Year: 2022 (1) ▼ Stakeholders ▼

Survey Items ▼

Average Response by Item



Distribution of Responses by Item



Racial & Ethnic Equity Analysis

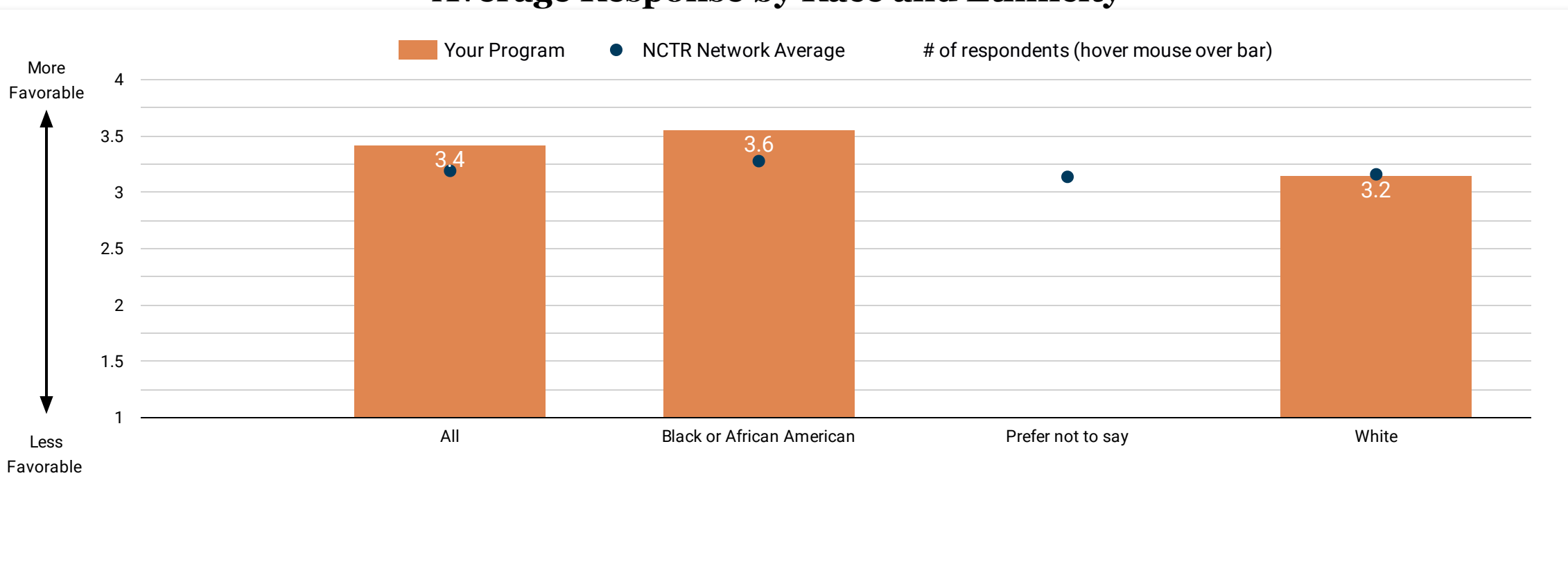
View, sort, and compare average responses by race and ethnicity.

School Year: 2022 (1) ▼ Stakeholders: Mentor (1) ▼

Survey Items ▼

Race/Ethnicity ▼ Gender: All (1) ▼

Average Response by Race and Ethnicity



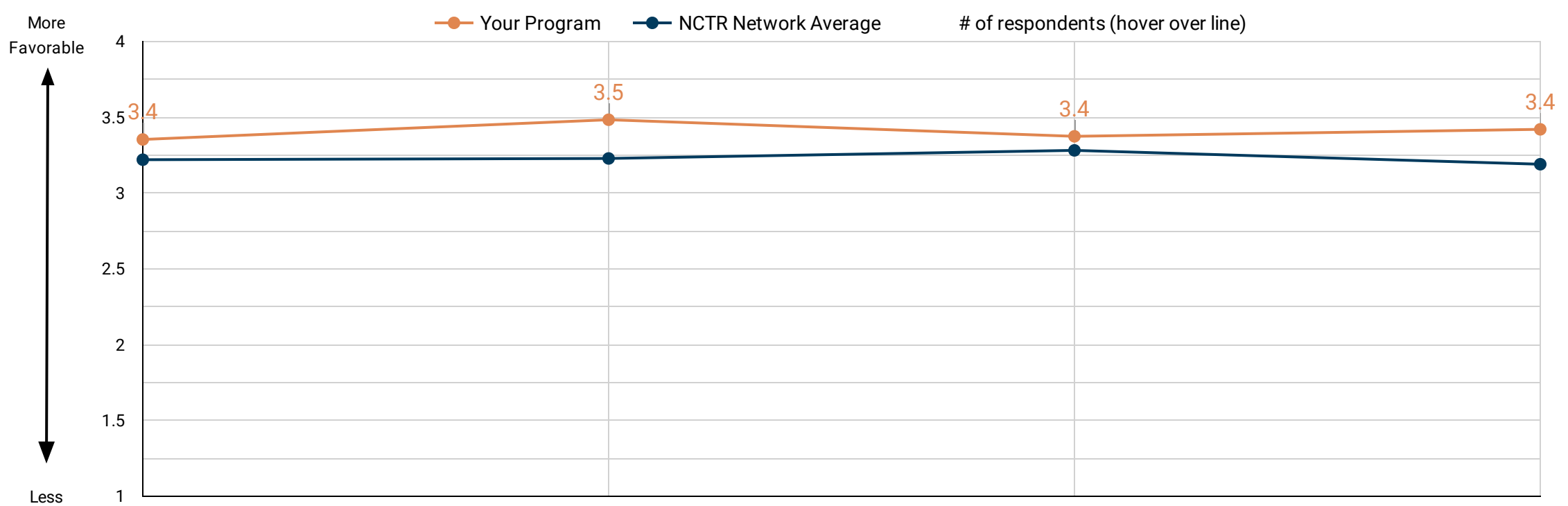
Longitudinal Analysis

View, sort, and compare average responses across school years.

Survey Period: End (1) ▼ Stakeholders: Mentor (1) ▼

Survey Items ▼

Average Response by School Year



Open-Ended Responses

View and sort responses to open-ended questions about mentor recruitment, selection, and support. Please note that your subcategory selections dropdown from the dropdown menu at the top of the page will apply to the below. To see all program open-ended survey items in the survey items dropdown menu below, select all subcategories from the dropdown menu at the top of the page.

School Year: 2022 (1) ▼ Stakeholders: Mentor (1) ▼

Survey Items ▼

Stakeholder	Survey Item	Response
1. Mentor	How program has supported or prepared well for role as mentor	Zoom check-ins, one-on-one meetings with the university supervisor
2. Mentor	How program has supported or prepared well for role as mentor	The program utilizes a train the trainer approach to model and support my role as a mentor.
3. Mentor	How program has supported or prepared well for role as mentor	Accessible for questions
4. Mentor	How program has supported or prepared well for role as mentor	Questions are answered if needed during coach meeting.
5. Mentor	How program has supported or prepared well for role as mentor	I took a communication class and ODU staff helped with how to address certain issues
6. Mentor	How program has supported or prepared well for role as mentor	I received training from the beginning of the school year. The staff members at ODU are always open and available. Various activities have been introduced to help me mentor as a coach.
7. Mentor	How program has supported or prepared well for role as mentor	The program training is very helpful in understanding the importance of mentorship, as well as, the ongoing feedback, meetings with university personnel
8. Mentor	How program has supported or prepared well for role as mentor	Provided additional training opportunities
9. Mentor	How program has supported or prepared well for role as mentor	I felt supported as mentor. I had a great experience working with the professors at ODU and the Newport News Public Schools administrative staff.
10. Mentor	How program has supported or prepared well for role as mentor	The program has provided training and support to work with the TIR program.
11. Mentor	How program has supported or prepared well for role as mentor	I have been a teacher mentor for many years prior to this experience. This program supported me by having the opportunity to work with the intern the entire school day. I was able to contact people to answer questions when the needed.
12. Mentor	How program has supported or prepared well for role as mentor	I was supported by the trainings provided and feedback from Ms. Parker after observations.
13. Mentor	How program has supported or prepared well for role as mentor	The frequent meetings helped provide the information and support that I needed to be effective as a mentor.
14. Mentor	How program has supported or prepared well for role as mentor	It allowed me to take a step back and really explain the why behind my lessons
15. Mentor	How program has supported or prepared well for role as mentor	They provided an abundance of trainings to guide in beneficial coaching and how to provide effective feedback.
16. Mentor	How program has supported or prepared well for role as mentor	They provide many opportunities for professional development as a mentor and have quarterly meetings to address progress and discuss next steps in the program. The leaders are always reachable by email for any questions I have.

Report-Level Filters

Select your program and/or constituent programs. Your selections will apply to all of the graphs and tables on every page of this report.

Program ▼ Constituent Program ▼

Select a survey period (mid or end of year). Your selections will apply to all of the graphs and tables on every page of this report.

Survey Period: End (1) ▼



Training Site, Recruitment, Selection, & Support

On this page, you can select and visualize data related to the following subcategories of survey items:

- Effectiveness of training site recruitment & selection processes
- Training site support

Select a subcategory of survey items. Your selections will apply to all of the graphs on this page.

Subcategory: Effectiveness of training site recruitment & selection (1) ▼

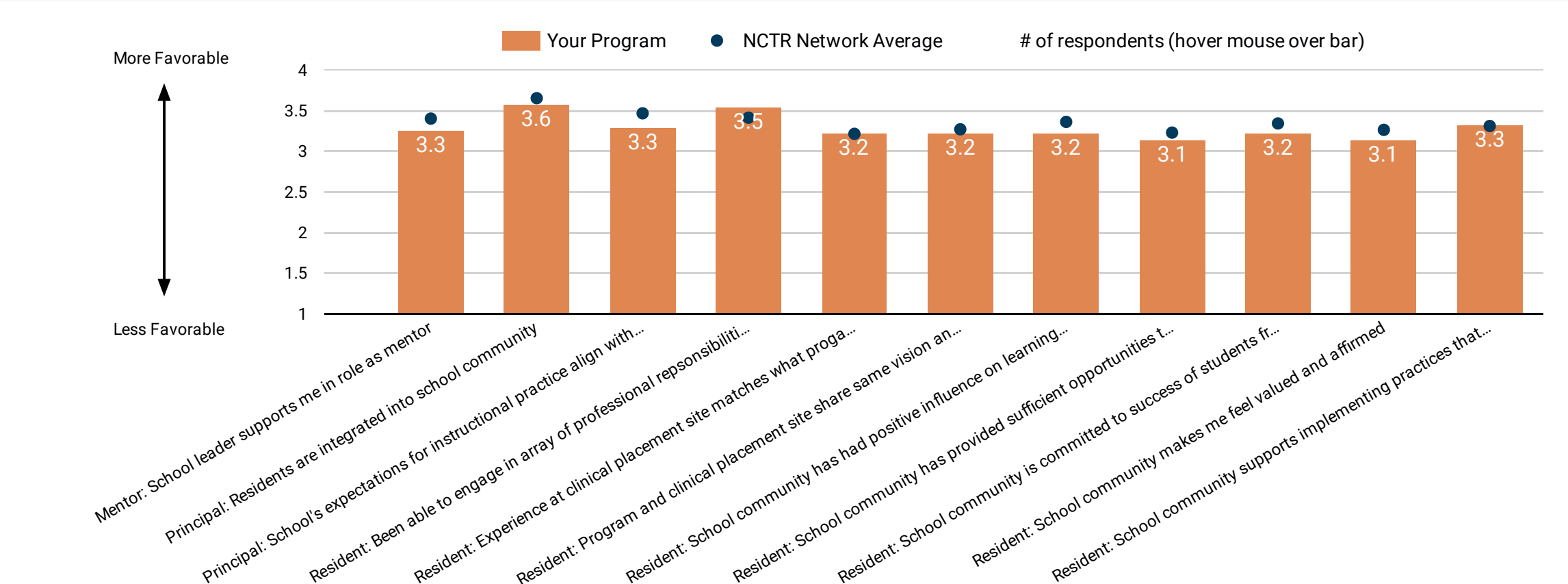
Item-Level Analysis

View, sort, and compare average responses and distributions of responses for individual survey items.

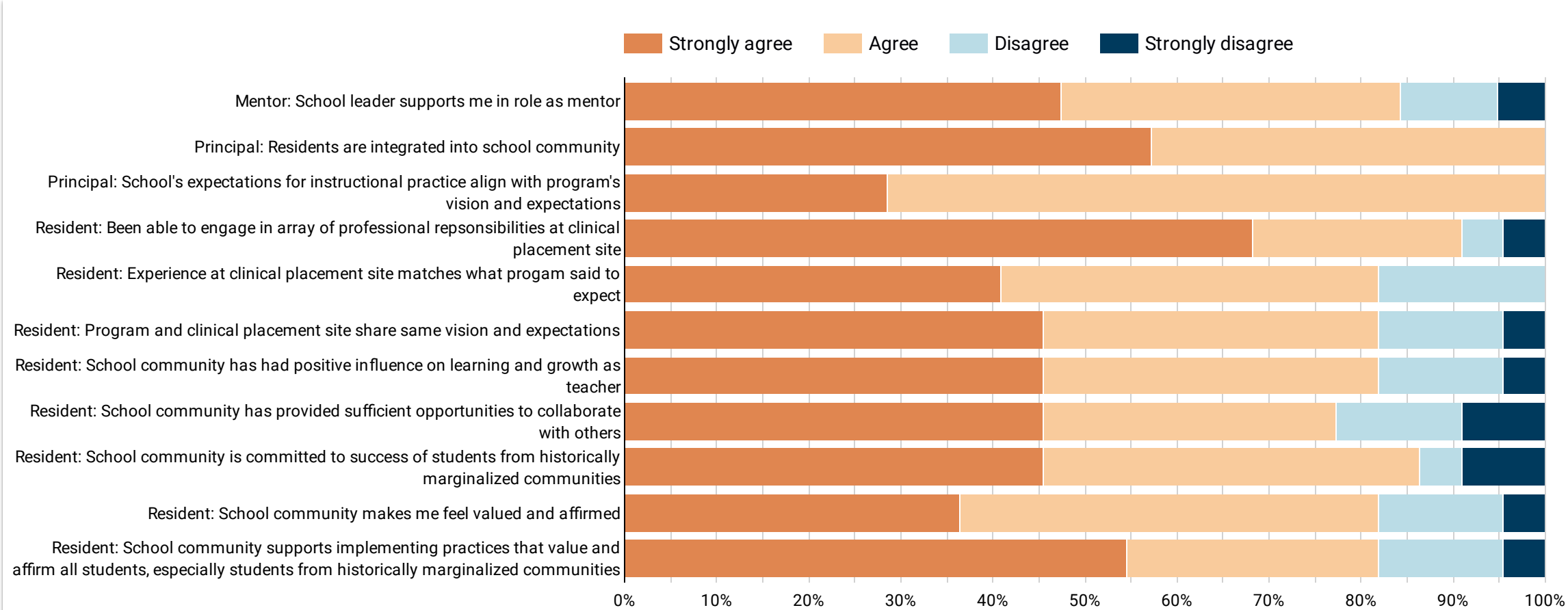
School Year: 2022 (1) ▼ Stakeholders ▼

Survey Items ▼

Average Response by Item



Distribution of Responses by Item



Racial & Ethnic Equity Analysis

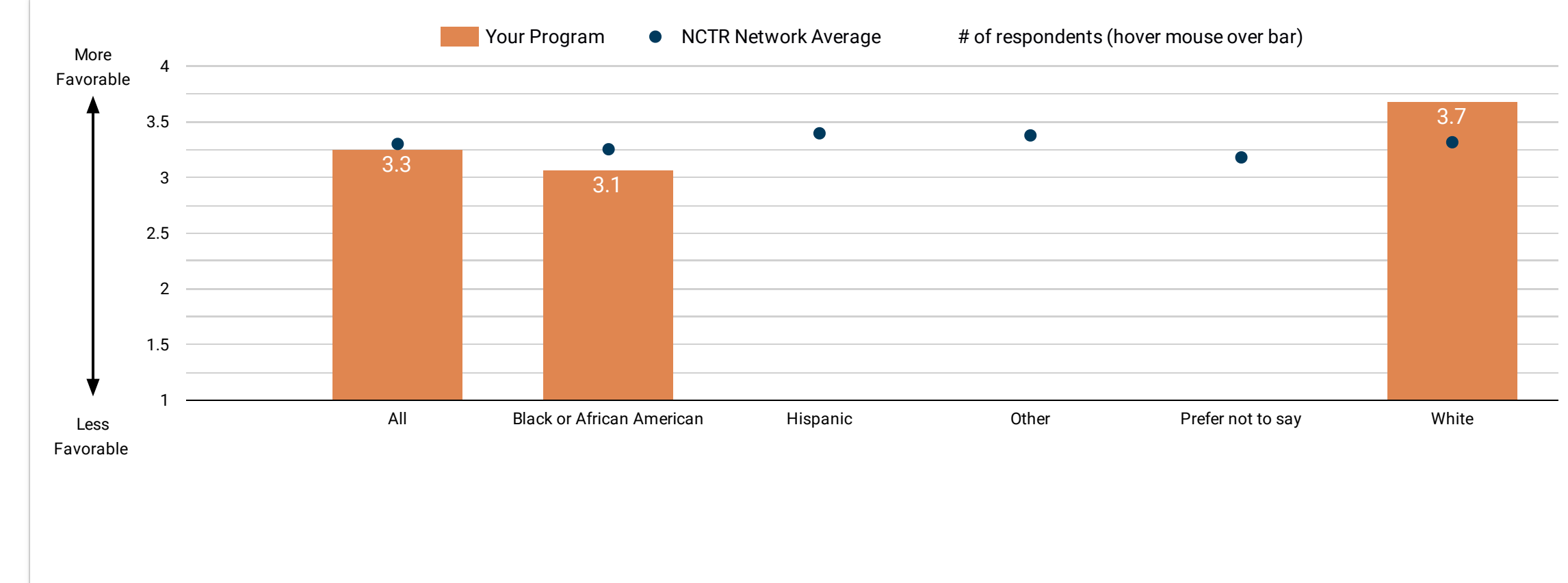
View, sort, and compare average responses by race and ethnicity.

School Year: 2022 (1) ▼ Stakeholders: Resident (1) ▼

Survey Items ▼

Race/Ethnicity ▼ Gender: All (1) ▼

Average Response by Race and Ethnicity



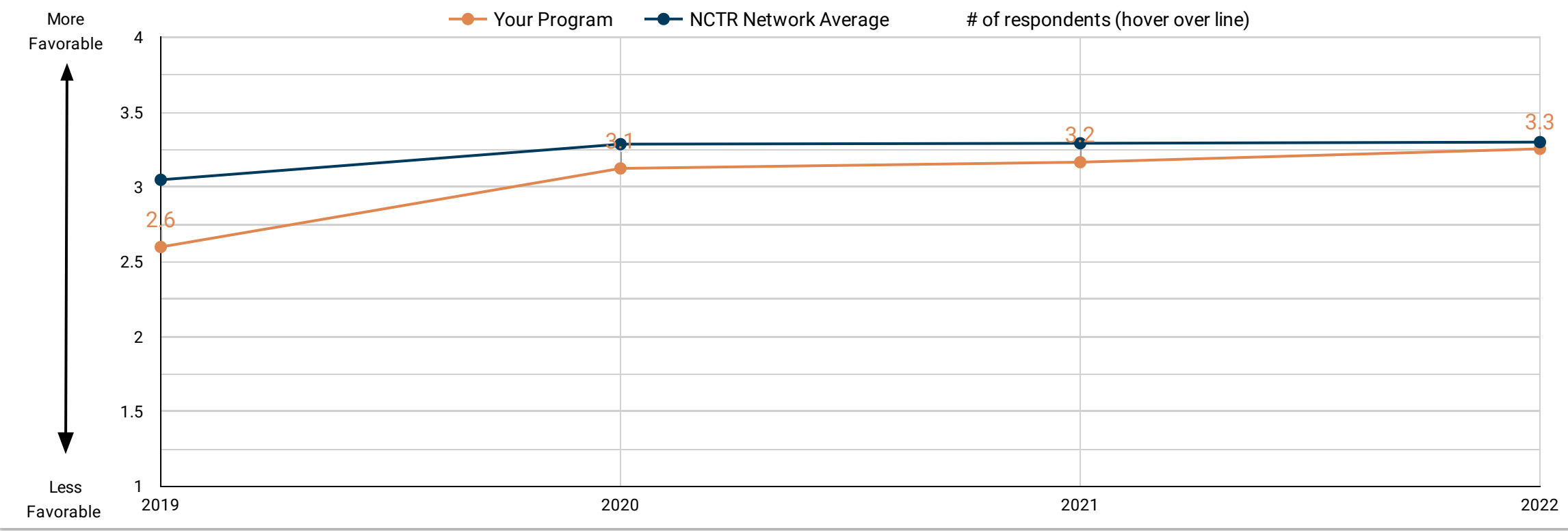
Longitudinal Analysis

View, sort, and compare average responses across school years.

Stakeholders: Resident (1) ▼

Survey Items ▼

Average Response by School Year



Report-Level Filters

Select your program and/or constituent programs. Your selections will apply to all of the graphs and tables on every page of this report.

Program ▼ Constituent Program ▼

Select a survey period (mid or end of year). Your selections will apply to all of the graphs and tables on every page of this report.

Survey Period: End (1) ▼



Graduate Support

On this page, you can select and visualize data related to the following subcategories of survey items:

- Effectiveness of graduate support

Select a subcategory of survey items. Your selections will apply to all of the graphs on this page.

Subcategory: Effectiveness of graduate support (1) ▼

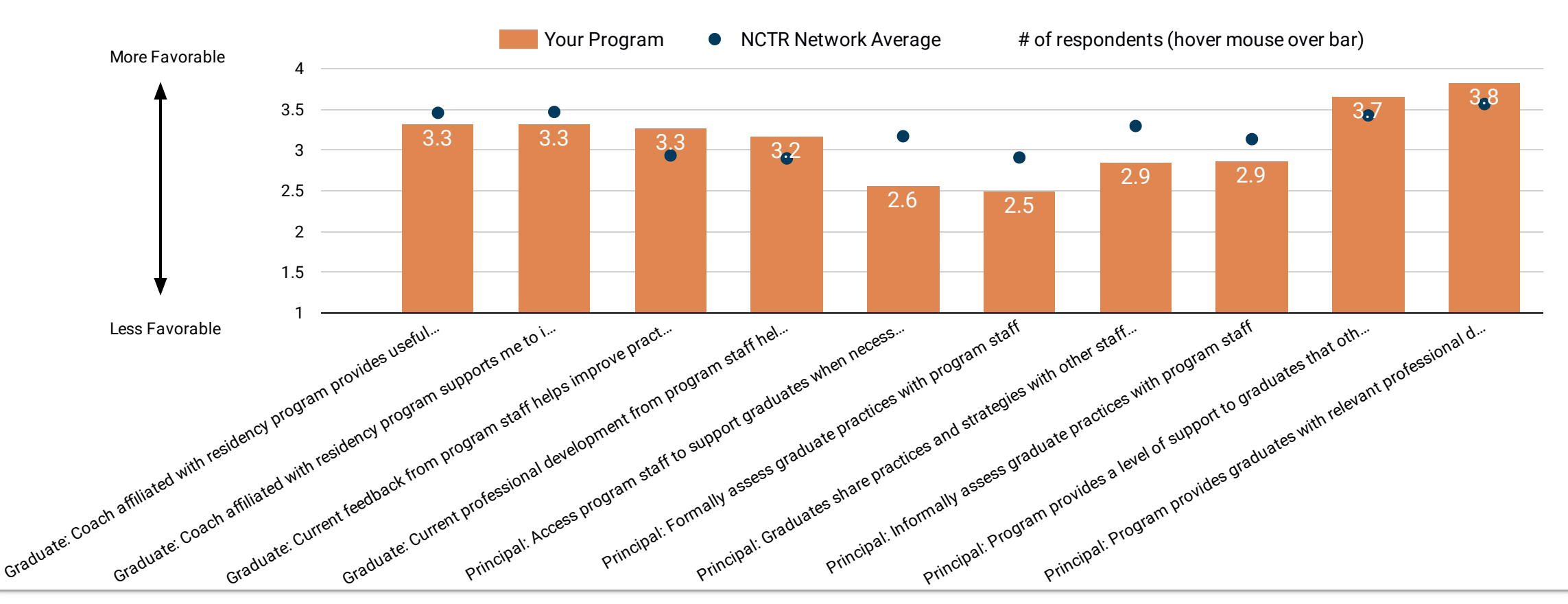
Item-Level Analysis

View, sort, and compare average responses and distributions of responses for individual survey items.

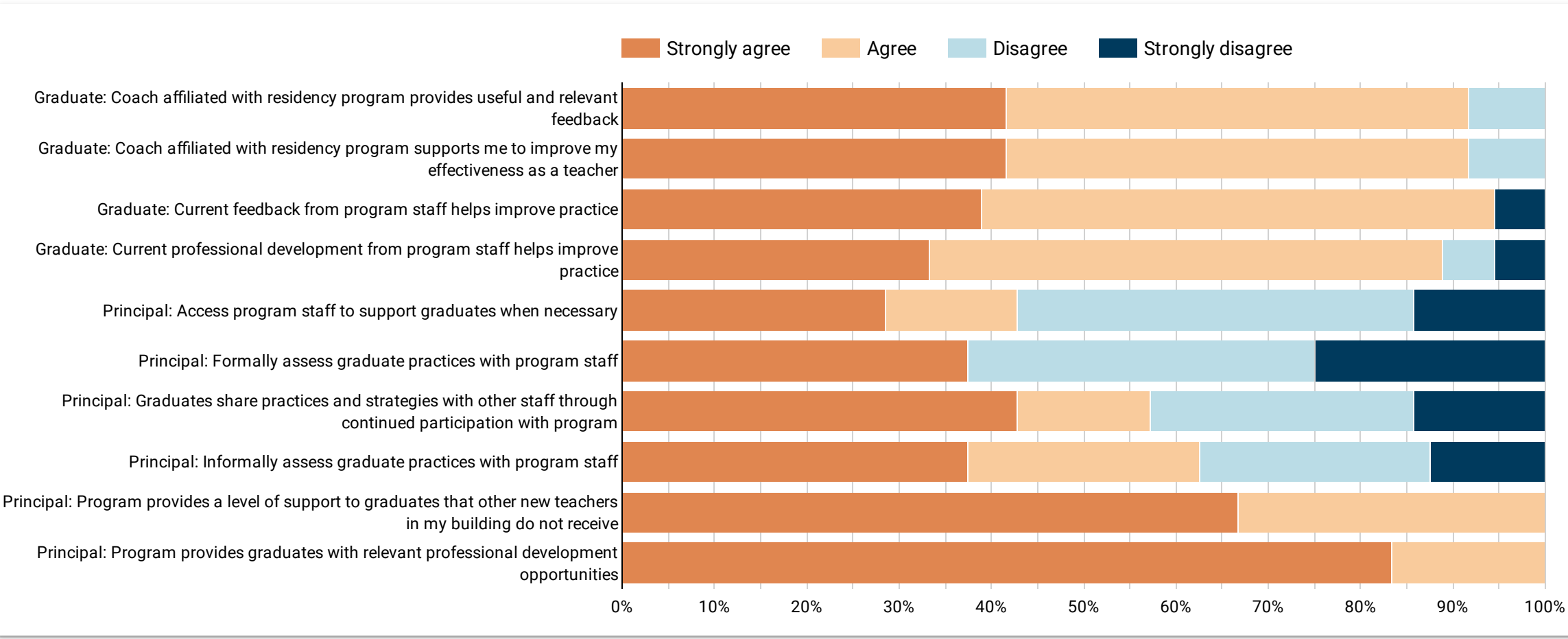
School Year: 2022 (1) ▼ Stakeholders ▼

Survey Items ▼

Average Response by Item



Distribution of Responses by Item



Racial & Ethnic Equity Analysis

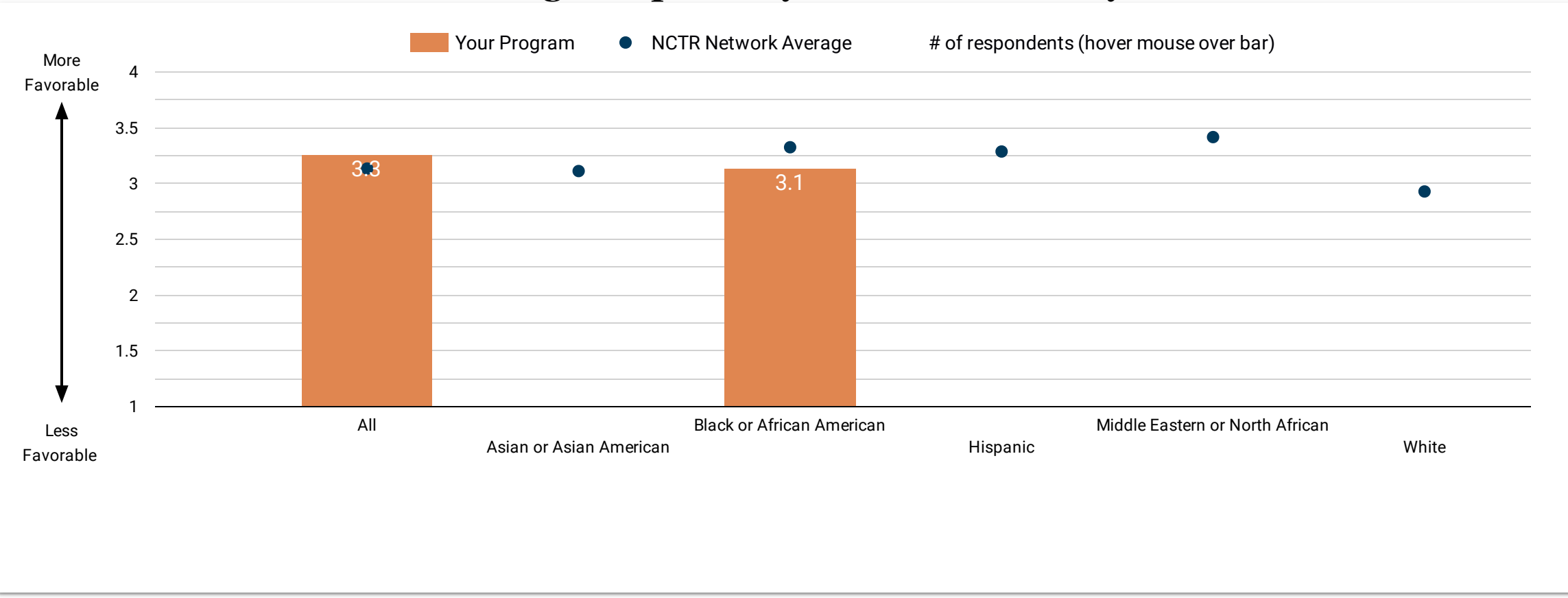
View, sort, and compare average responses by race and ethnicity.

School Year: 2022 (1) ▼ Stakeholders: Graduate (1) ▼

Survey Items ▼

Race/Ethnicity ▼ Gender: All (1) ▼

Average Response by Race and Ethnicity



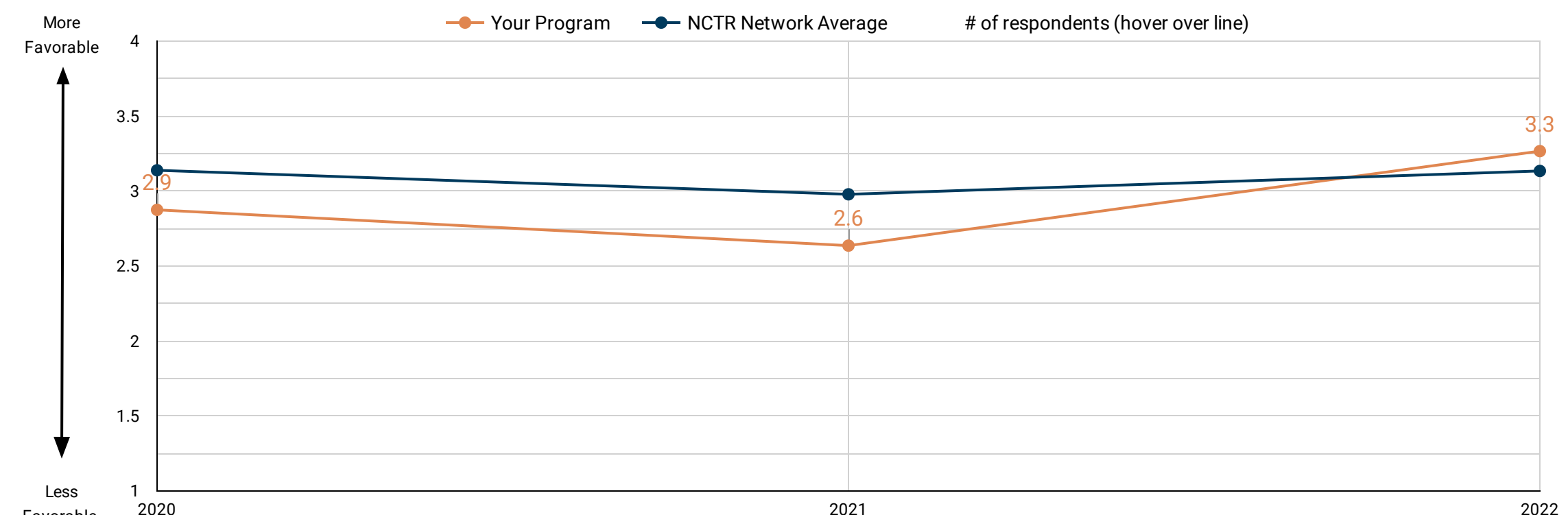
Longitudinal Analysis

View, sort, and compare average responses across school years.

Stakeholders: Graduate (1) ▼

Survey Items ▼

Average Response by School Year



Open-Ended Responses

View and sort responses to open-ended questions about graduate support. Please note that your subcategory selections from the dropdown menu at the top of the page will apply to the below. To see all possible open-ended survey items in the survey items dropdown menu below, select all subcategories from the dropdown menu at the top of the page.

School Year: 2022 (1) ▼ Stakeholders: Graduate (1) ▼

Survey Items ▼

Stakeholder	Survey Item	Response
1. Graduate	What program can do to improve the overall experience for graduates	It should be a 2 year program
2. Graduate	What program can do to improve the overall experience for graduates	Dig even deeper in cultural issues.
3. Graduate	What program can do to improve the overall experience for graduates	I think everything went well
4. Graduate	What program can do to improve the overall experience for graduates	The program could have provided more supports or resources for behavior management techniques.
5. Graduate	What program can do to improve the overall experience for graduates	The coaches could teach more of the IEP paperwork process, along with FBA's, MDR'S, and BIP's
6. Graduate	What program can do to improve the overall experience for graduates	Make us to a residency in various settings (elementary, middle, and high school)
7. Graduate	What program can do to improve the overall experience for graduates	My greatest challenge was feeling I was not meeting expectations. There was some ambiguity of co-teacher roles, lesson planning, and roles with teacher leads, assistant principal and coach. It was difficult when info. given was conflicted, or unclear. I think it would be good for the schools to have a resource section for new teachers, and teachers in general. (staff lounge/library) A printed handbook one could flip through with relevant information. We get so much info. and training, but trying to remember it all, and where to access it, can be overwhelming. Also, after visiting other classrooms, I realized how powerful the room layout, displays, ect, aid in the learning environment. It would be nice if there was a local teacher resource section/community room that you could visit that would help provide resources, printouts, visuals, and maybe second-hand classroom materials to use or check out.
8. Graduate	What program can do to improve the overall experience for graduates	Continue to connect the academic knowledge base with experiential learning.
9. Graduate	What program can do to improve the overall experience for graduates	Training and teaching strategies ELL and SPED students. Quarterly check-ins during the first year of teaching.
10. Graduate	What program can do to improve the overall experience for graduates	Provide clear expectations for requirements for graduation
11. Graduate	What program can do to improve the overall experience for graduates	None
12. Graduate	What program can do to improve the overall experience for graduates	Having an idea (at the beginning of the program) of where and what role a graduate will be placed in after completing the residency would be a lot more effective than being hired into a spot at randomization/ availability. This is especially true when dealing with different grade levels. Having a follow up program to discuss experience and/ or multiply skills could be very effective as well.

Report-Level Filters

Select your program and/or constituent programs. Your selections will apply to all of the graphs and tables on every page of this report.

Program ▼ Constituent Program ▼

Select a survey period (mid or end of year). Your selections will apply to all of the graphs and tables on every page of this report.

Survey Period: End (1) ▼



Download Quantitative Data

On this page, you can view or download quantitative data for all survey items for your program.

Use the dropdown menus below to select the data you'd like to view or download. Right click on the table to export the data in the table as an Excel or Google Sheet.

School Year: 2022 (1) ▼

Lever ▼

Subcategory ▼

Stakeholders ▼

Survey Items ▼

Response Scale Key

- Agreement:** 1= Strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree
- Effectiveness:** 1= Not effective; 2= Somewhat effective; 3= Effective; 4= Very effective
- Relative effectiveness:** 1= Much less effective; 2= Less effective; 3= More effective; 4= Much more effective
- Familiarity:** 1= Not at all familiar; 2= Somewhat familiar; 3= Familiar; 4= Very familiar
- Likelihood to recommend:** 0 = Not at all likely; 10= Extremely likely
- Preparedness:** 1= Not prepared; 2= Somewhat prepared; 3= Prepared; 4= Very well prepared
- Relative preparedness:** 1= Much less prepared; 2= Less prepared; 3= More prepared; 4= Much more prepared

Lever	Subcategory	Stakeholder	Survey Item	Response Scale	School Year	# of respondents	Your Program's Average	Your Program's Standard Deviation	NCTR Network Average	Difference (Program minus NCTR Avg.)
1.	Financial sustainability	Mentor	Mentor satisfaction with financial support	Agreement	2022	19	3.2	0.8	2.9	0.28
2.	Financial sustainability	Resident	Resident satisfaction with financial support	Agreement	2022	22	3.2	0.9	2.8	0.35
3.	Graduate support	Graduate	Effectiveness of graduate support	Agreement	2022	18	3.2	0.8	2.9	0.27
4.	Graduate support	Principal	Effectiveness of graduate support	Agreement	2022	8	3.8	0.4	3.6	0.27
5.	Graduate support	Principal	Effectiveness of graduate support	Agreement	2022	8	2.6	1.1	3.2	-0.6
6.	Graduate support	Principal	Effectiveness of graduate support	Agreement	2022	8	2.9	1.2	3.3	-0.44
7.	Graduate support	Principal	Effectiveness of graduate support	Agreement	2022	8	2.5	1.3	2.9	-0.41
8.	Graduate support	Principal	Effectiveness of graduate support	Agreement	2022	8	2.9	1.1	3.1	-0.26
9.	Graduate support	Principal	Effectiveness of graduate support	Agreement	2022	8	3.7	0.5	3.4	0.24
10.	Graduate support	Graduate	Effectiveness of graduate support	Agreement	2022	12	3.3	0.7	3.5	-0.13
11.	Graduate support	Graduate	Effectiveness of graduate support	Agreement	2022	12	3.3	0.7	3.5	-0.12
12.	Graduate support	Graduate	Effectiveness of graduate support	Agreement	2022	18	3.3	0.8	2.9	0.34
13.	Mentor recruitment, selection, & support	Mentor	Effectiveness of mentor onboarding process	Agreement	2022	19	3.4	0.7	3.3	0.02
14.	Mentor recruitment, selection, & support	Principal	Effectiveness of mentor recruitment & selection processes	Agreement	2022	7	3.4	0.5	3.5	-0.06
15.	Mentor recruitment, selection, & support	Resident	Effectiveness of mentor recruitment & selection processes	Agreement	2022	22	3.6	0.7	3.5	0.08
16.	Mentor recruitment, selection, & support	Principal	Effectiveness of support for effective mentoring	Agreement	2022	7	3.4	0.5	3.4	0.08
17.	Mentor recruitment, selection, & support	Mentor	Effectiveness of support for effective mentoring	Familiarity	2022	19	2.7	0.9	2.5	0.23
18.	Mentor recruitment, selection, & support	Mentor	Effectiveness of support for effective mentoring	Effectiveness	2022	19	3.6	0.5	3.3	0.28
19.	Mentor recruitment, selection, & support	Mentor	Effectiveness of support for effective mentoring	Effectiveness	2022	19	3.4	0.5	3.2	0.26
20.	Mentor recruitment, selection, & support	Mentor	Effectiveness of support for effective mentoring	Effectiveness	2022	19	3.4	0.6	3.2	0.18
21.	Mentor recruitment, selection, & support	Mentor	Effectiveness of support for mentor leadership	Agreement	2022	19	3.4	0.5	3.5	-0.11
22.	Mentor recruitment, selection, & support	Mentor	Effectiveness of support for mentor leadership	Agreement	2022	19	3.5	0.5	3.6	-0.1
23.	Mentor recruitment, selection, & support	Mentor	Effectiveness of support for mentor leadership	Agreement	2022	19	3.2	0.8	3.3	-0.13
24.	Mentor recruitment, selection, & support	Principal	Effectiveness of support for mentor leadership	Agreement	2022	7	3.4	0.5	3.4	0.02
25.	Mentor recruitment, selection, & support	Resident	Mentor effectiveness	Agreement	2022	22	3.5	0.7	3.5	0.02
26.	Mentor recruitment, selection, & support	Resident	Mentor effectiveness	Agreement	2022	22	3.4	0.8	3.4	0.01
27.	Mentor recruitment, selection, & support	Resident	Mentor effectiveness	Agreement	2022	22	3.4	0.8	3.4	-0.01
28.	Mentor recruitment, selection, & support	Resident	Mentor effectiveness	Agreement	2022	22	3.4	0.8	3.4	-0
29.	Mentor recruitment, selection, & support	Principal	Mentor effectiveness	Agreement	2022	7	3.4	0.5	3.4	0.07
30.	Mentor recruitment, selection, & support	Mentor	Overall effectiveness of mentor support	Agreement	2022	19	3.6	0.5	3.3	0.23
31.	Mentor recruitment, selection, & support	Mentor	Overall effectiveness of mentor support	Effectiveness	2022	19	3.4	0.6	3.2	0.24
32.	Mentor recruitment, selection, & support	Mentor	Overall effectiveness of mentor support	Agreement	2022	19	3.4	0.6	3.1	0.23
33.	Mentor recruitment, selection, & support	Mentor	Overall effectiveness of mentor support	Agreement	2022	19	3.3	0.7	3.1	0.22
34.	Partnering & designing for equity	Principal	Program impact on students & school community	Agreement	2022	8	3.9	0.4	3.5	0.32
35.	Partnering &	Principal	Program impact	Agreement	2022	7	3.4	0.5	3.4	-0

Report-Level Filters

Select your program and/or constituent programs. Your selections will apply to all of the graphs and tables on every page of this report.

Program ▼

Constituent Program ▼

Select a survey period (mid or end of year). Your selections will apply to all of the graphs and tables on every page of this report.

Survey Period: End (1) ▼



Download Quantitative Data by Race and Ethnicity

On this page, you can view or download quantitative data for all survey items for your program by race and ethnicity. You will not be able to view or download data when there are fewer than five responses.

Use the dropdown menus below to select the data you'd like to view or download. Right click on the table to export the data in the table as an Excel or Google Sheet.

School Year: 2022 (1) ▼

Survey Period: End (1) ▼

Lever ▼

Subcategory ▼

Stakeholders ▼

Survey Items ▼

Race/Ethnicity ▼

Response Scale Key

- Agreement:** 1= Strongly disagree; 2= Disagree; 3=Agree; 4= Strongly agree
- Effectiveness:** 1= Not effective; 2= Somewhat effective; 3= Effective; 4= Very effective
- Relative effectiveness:** 1= Much less effective; 2= Less effective; 3= More effective; 4= Much more effective
- Familiarity:** 1= Not at all familiar; 2= Somewhat familiar; 3= Familiar; 4= Very familiar
- Likelihood to recommend:** 0 = Not at all likely; 10= Extremely likely
- Preparedness:** 1= Not prepared; 2= Somewhat prepared; 3= Prepared; 4= Very well prepared
- Relative preparedness:** 1= Much less prepared; 2= Less prepared; 3= More prepared; 4= Much more prepared

Lever	Subcategory	Stakeholder	Survey Item	Response Scale	Race and Ethnicity	School year	# of respondents	Your Program's Average	Your Program's Standard Deviation	NCTR Network Average	Difference (Program minus NCTR Avg.)	
1.	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	White	2022	5	3.0	0.7	2.9	0.09
2.	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	Prefer not to say	2022				2.7	0.33
3.	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	All	2022	19	3.2	0.8	2.9	0.28
4.	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	Black or African American	2022	13	3.2	0.8	2.9	0.3
5.	Financial sustainability	Resident satisfaction with financial support	Resident	I'm satisfied with the financial package my program provides me.	Agreement	Black or African American	2022	11	3.2	0.8	3.0	0.2
6.	Financial sustainability	Resident satisfaction with financial support	Resident	I'm satisfied with the financial package my program provides me.	Agreement	All	2022	22	3.2	0.9	2.8	0.35
7.	Financial sustainability	Resident satisfaction with financial support	Resident	I'm satisfied with the financial package my program provides me.	Agreement	Other	2022				2.8	-0.79
8.	Financial sustainability	Resident satisfaction with financial support	Resident	I'm satisfied with the financial package my program provides me.	Agreement	White	2022	5	3.4	0.5	2.8	0.57
9.	Financial sustainability	Resident satisfaction with financial support	Resident	I'm satisfied with the financial package my program provides me.	Agreement	Prefer not to say	2022		0.6		2.3	1.33
10.	Financial sustainability	Resident satisfaction with financial support	Resident	I'm satisfied with the financial package my program provides me.	Agreement	Hispanic	2022				2.8	1.2
11.	Graduate support	Effectiveness of graduate support	Graduate	The feedback I currently receive from residency program staff helps me improve my practice.	Agreement	Asian or Asian American	2022		0.7		3.0	0.46
12.	Graduate support	Effectiveness of graduate support	Graduate	The feedback I currently receive from residency program staff helps me improve my practice.	Agreement	White	2022		0.6		2.8	0.89
13.	Graduate support	Effectiveness of graduate support	Principal	The residency program provides graduates with relevant professional development opportunities.	Agreement	White	2022	4	4.0	0.0	3.7	0.34
14.	Graduate support	Effectiveness of graduate support	Principal	The residency program provides graduates with relevant professional development opportunities.	Agreement	Black or African American	2022		0.6		3.6	0.09
15.	Graduate support	Effectiveness of graduate support	Principal	The residency program provides graduates with relevant professional development opportunities.	Agreement	All	2022	8	3.8	0.4	3.6	0.27
16.	Graduate support	Effectiveness of graduate support	Principal	The residency program provides graduates with relevant professional development opportunities.	Agreement	Prefer not to say	2022				3.5	
17.	Graduate support	Effectiveness of graduate support	Principal	I access residency program staff to support graduates when necessary.	Agreement	Prefer not to say	2022				3.2	-1.2
18.	Graduate support	Effectiveness of graduate support	Principal	I access residency program staff to support graduates when necessary.	Agreement	White	2022	4	1.7	0.6	3.1	-1.42
19.	Graduate support	Effectiveness of graduate support	Principal	I access residency program staff to support graduates when necessary.	Agreement	Black or African American	2022		0.6		3.3	0.33
20.	Graduate support	Effectiveness of graduate support	Principal	I access residency program staff to support graduates when necessary.	Agreement	All	2022	8	2.6	1.1	3.2	-0.6
21.	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	All	2022	8	3.7	0.5	3.4	0.24
22.	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	Black or African American	2022		0.6		3.4	-0.11
23.	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	Prefer not to say	2022				3.3	
24.	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	White	2022	4	4.0	0.0	3.5	0.47
25.	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	White	2022	4	2.0	1.0	3.3	-1.3
26.	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	Black or African American	2022		1.2		3.4	-0.07
27.	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	All	2022	8	2.9	1.2	3.3	-0.44
28.	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	Prefer not to say	2022				3.2	0.8
29.	Graduate support	Effectiveness of graduate support	Graduate	The coach affiliated with my residency program supports me to improve my effectiveness as a teacher.	Agreement	All	2022	12	3.3	0.7	3.5	-0.13
30.	Graduate support	Effectiveness of graduate support	Graduate	The coach affiliated with my residency program supports me to improve my effectiveness as a teacher.	Agreement	Asian or Asian American	2022		0.0		3.2	-0.17
31.	Graduate support	Effectiveness of graduate support	Principal	I informally assess graduate practices with residency program staff.	Agreement	Black or African American	2022		0.6		3.3	0.39
32.	Graduate support	Effectiveness of graduate support	Principal	I informally assess graduate practices with residency program staff.	Agreement	White	2022	4	2.5	1.3	3.2	-0.65
33.	Graduate support	Effectiveness of graduate support	Principal	I informally assess graduate practices with residency program staff.	Agreement	All	2022	8	2.9	1.1	3.1	-0.26
34.	Graduate support	Effectiveness of graduate support	Principal	I informally assess graduate practices with residency program staff.	Agreement	Prefer not to say	2022				2.9	-0.9
35.	Graduate support	Effectiveness of graduate support	Graduate	The coach affiliated with my residency program supports me to improve my effectiveness as a teacher.	Agreement	White	2022				3.4	0.55
36.	Graduate support	Effectiveness of graduate support	Graduate	The coach affiliated with my residency program supports me to improve my effectiveness as a teacher.	Agreement	Hispanic	2022				3.6	-0.56
37.	Graduate support	Effectiveness of graduate support	Graduate	The coach affiliated with my residency program supports me to improve my effectiveness as a teacher.	Agreement	Middle Eastern or North African	2022				4.0	0
38.	Graduate support	Effectiveness of graduate support	Graduate	The coach affiliated with my residency program supports me to improve my effectiveness as a teacher.	Agreement	Black or African American	2022	7	3.3	0.8	3.6	-0.3
39.	Graduate support	Effectiveness of graduate support	Graduate	The professional development I currently receive from residency program staff helps me improve my practice.	Agreement	Hispanic	2022				3.0	-0.02
40.	Graduate support	Effectiveness of graduate support	Graduate	The professional development I currently receive from residency program staff helps me improve my practice.	Agreement	All	2022	18	3.2	0.8	2.9	0.27
41.	Graduate support	Effectiveness of graduate support	Graduate	The professional development I currently receive from residency program staff helps me improve my practice.	Agreement	White	2022		0.6		2.7	0.92
42.	Graduate support	Effectiveness of graduate support	Graduate	The professional development I currently receive from residency program staff helps me improve my practice.	Agreement	Middle Eastern or North African	2022				2.7	0.33
43.	Graduate support	Effectiveness of graduate support	Graduate	The professional development I currently receive from residency program staff helps me improve my practice.	Agreement	Black or African American	2022	11	3.0	0.9	3.1	-0.12

Report-Level Filters

Select your program and/or constituent programs. Your selections will apply to all of the graphs and tables on every page of this report.

Program ▼ Constituent Program ▼

Select a survey period (mid or end of year). Your selections will apply to all of the graphs and tables on every page of this report.

Survey Period: End (1) ▼

Download Qualitative Data

On this page, you can view or download qualitative data for your program.

Use the dropdown menus below to select the data you'd like to view or download. Right click on the table to export the data in the table as an Excel or Google Sheet.

School Year: 2022 (1) ▼

Lever ▼

Subcategory ▼

Stakeholder: Resident (1) ▼

Survey Items ▼

Lever	Subcategory	Stakeholder	Survey Item	Response
1. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	Already have. Major improvements are needed. I surly hope some things get fixed for the next group that comes in.
2. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	Setting a 24 hour time frame for supervisors to respond to emails/calls and texts would be great. Knowing all details at the beginning of the program such as projects and deadlines would be help. Having summer readings for the affinity groups instead of throughout the school year would be beneficial. That way, we will have the book knowledge before starting to teach and can have better discussions throughout the year, instead of only focusing on a few chapters at a time during certain periods. Also, knowing when our supervisor is coming to observe would be nice so that we can plan accordingly. Especially if they come in on testing/quiz days or during IEP/SEC or other meetings and TIRs are being pulled from these scenarios to demonstrate some sort of teaching for the supervisor.
3. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	The Tir program is very beneficial yet most of the students arent respected yet tolerated. The coaches are very rude and biased some are not even really interested in coaching. To speak of the things that you may see like i.e racism, mistreatment of the children , how seeing something saying something can really target you. when indeed the overall goal is to offer better education and cultural acceptance to the kids.
4. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	I found out I was pregnant a couple months into the program and was very worried about how my experience would be. Looking back, I'm so thankful for the amount of accommodations and support I receive as being a first-time mom, studying for her masters while student teaching. There's so much that goes on in this program, and there were times I felt overwhelmed, but the program admin was there for me every step of the way and I never felt alone. So blessed for this opportunity and thankful to all those who've had a hand in my success here.
5. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	This program is great and for anybody looking to break into the education field with the added incentive of earning a masters degree.
6. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	I am very much appreciative of this program.
7. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	there are too many communication through emails
8. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	NA
9. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	I'm also appreciative of the opportunity to take part in the affinity group in collaboration with the cohort. The safe space to ask questions, express myself and gain insight from others in the group was a great added layer of knowledge.
10. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	My mentor is the best! I really learned a lot from her training and guiding me into the right path. I am truly grateful for this opportunity!!
11. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	I am very satisfied with the program, and grateful for the opportunity to be a part of it.
12. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	Residents should only have to work at school for three days a week, the other days should be allotted for classwork. If Residents have to work each day as teachers, the stipend amount should be more. Similar to teacher's pay.
13. Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	The program is wonderful and I am thankful and appreciative of the opportunity. I hope they do a doctorate program too!
14. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	The best way of being prepared was being assigned to a coach and my coach ensure that I have all the things I need.
15. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	Wonderful support system.
16. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	My program has given me the most support to continue with this program. I am very thankful for my supervisor, who made it their mission to ensure I am on track to graduate and get the proper training I need to succeed.
17. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	The program has given a few tools to succeed in the classroom.
18. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	I have a supportive cohort group and staff that listen and respect my needs and concerns, not to mention a great coach that helps me to track my progress in the field.
19. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	My mentor and supervisor have been instrumental to my success in the program.
20. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	Checking in with me regularly and giving me the opportunity to address any concerns
21. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	Making sure that other resources were in place for me to refer to; as well as the support they gave.
22. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	My program did a great job of matching me with a mentor that is extremely knowledgeable about the curriculum and special education.
23. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	putting me in situations where I can gain experience with everything to goes along with running your own classroom
24. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	The program has given me invaluable experience that I would not have received going a traditional route. The classroom experience alone is enough to make me feel much more confident as the lead teacher on my own.
25. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	By the rigor of the program, I had to go through. It is a very tuff program.
26. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	The cohort as a whole has prepared me. The coursework, collaboration and extended field work collectively.
27. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	This program has prepared me with the knowledge and experience that it provided.
28. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	My program has provided me sufficient information for prepare me for the classroom
29. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	I was assigned with a great mentor who has helped to support/push me throughout this process. My mentor has pushed me to be involved in multiple areas to get a full understanding of what it is like to be a teacher in different areas of SPED. She is wonderful and I feel grateful that she is my mentor.
30. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	This program gave me the confidence needed to teach high school students in an urban community. This is something that I had not experienced before and was a bit apprehensive about, but after completing my practicum I feel better equipped.
31. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	Pracice in the environment I will be teaching in.
32. Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	I believe the first year immersion provided me with ample experience from start to end of the school year to where I was able to see everything from establishing classroom routines, to preparing for SOL testing. My clinical coach has been a tremendous advocate for my achievements throughout the year, and supportive every step of the way professionally and personally. I really enjoyed how I was able to find my way and teaching voice, without feeling overwhelmed because I always had backup in the room, and someone who would offer suggestions for improvement. My university supervisor also was amazing at providing suggestions for improvement during observations and never made it feel as if I did something wrong.
33. Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	Better communication.
34. Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	Something that would be beneficial for upcoming residents would the inclusion of a break focused solely on the residents. So that they can recover and regroup from balancing a graduate course load as well as all of the responsibilities a new teacher may have.
35. Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	Fewer asynchronous classes would be more effective.
36. Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	Continuing to follow the mentors schedule is the best way to get a realistic perspective on what a teaching life is like in a certain district.
37. Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	The residents should take a closer look at the schools the program are placed at and possibly have more than one resident in the same building. I also feel that administration and the program directors should hold meetings to get clarification and understanding of how the program works and the roles and responsibilities of the resident and the schools responsibilities to ensure the success of the resident.
38. Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	It is difficult to pinpoint areas that can be improved. I believe it did very well in the areas of communication and ensuring that we had what we needed to succeed.
39. Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	Make sure the residents know the school population beforehand and make sure the school placements are welcoming the resident.
40. Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	Just focus more on the IEP stuff because each district has different ways of doing IEP
41. Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	The work would tell to heavy. The pay in the program is way to low. I would list anyone who looking to do this to think deeply about it. I would not recommend it to anyone. There were people in the program that quit, because of the pressure and work load. The pay and workload needs big time improvement, big time!! Just was not a good experience for me. Although my director of the program was awesome. She ran a good program. A lot of things were out of her control. Just improve the pay and the workload and everything will be so much better. This was one of the most difficult things I ever had to do. By far the most difficult degree I have earned . It should not have been this way. It seems a steep burn out feeling.

EXPENDITURES:

Please complete the following charts reporting total expenditures

TIR COHORT 7

Public Institution of Higher Education: Old Dominion University

Personal Services 1000					Source of Funds			Totals
Description		% FTE	Salary	Total charged to grant for	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							
ODU Faculty Admin KBC	TIR Director	34.15%	\$ 81,375.00	\$ 27,787.99	\$ 27,787.99	\$ -	\$ -	\$ 27,787.99
ODU Faculty Admin MG	Faculty Contributor	22.31%	\$ 67,238.00	\$ 14,999.97	\$ 14,999.97	\$ -	\$ -	\$ 14,999.97
ODU Faculty Admin KG	Faculty Contributor	7.09%	\$ 52,000.00	\$ 3,687.50	\$ 3,687.50	\$ -	\$ -	\$ 3,687.50
ODU Faculty Admin RK	Faculty Contributor	8.22%	\$ 52,000.00	\$ 4,275.00	\$ 4,275.00	\$ -	\$ -	\$ 4,275.00
ODU Faculty Admin LS	Faculty Contributor	5.70%	\$ 61,800.00	\$ 3,522.71	\$ 3,522.71	\$ -	\$ -	\$ 3,522.71
ODU Faculty Admin JB	Faculty Contributor	9.03%	\$ 72,015.00	\$ 6,500.05	\$ 6,500.05	\$ -	\$ -	\$ 6,500.05
Total Personal Services 1000				\$ 60,773.22	\$ 60,773.22	\$ -	\$ -	\$ 60,773.22

Employee Benefits 2000				Source of Funds			Totals
Job titles of individuals whose benefits were charged to this program	% Benefits	Salary	Total	State Grant Funds	School Division Cash Funds	In-Kind	
ODU Faculty Admin KBC	31.81%	\$ 27,787.99	\$ 8,838.10	\$ 8,838.10	\$ -	\$ -	\$ 8,838.10
ODU Faculty Admin MG	9.09%	\$ 14,999.97	\$ 1,362.75	\$ 1,362.75	\$ -	\$ -	\$ 1,362.75
ODU Faculty Admin KG	9.09%	\$ 3,687.50	\$ 335.00	\$ 335.00	\$ -	\$ -	\$ 335.00
ODU Faculty Admin RK	9.09%	\$ 4,275.00	\$ 388.37	\$ 388.37	\$ -	\$ -	\$ 388.37
ODU Faculty Admin LS	9.09%	\$ 3,522.71	\$ 320.04	\$ 320.04	\$ -	\$ -	\$ 320.04
ODU Faculty Admin JB	8.88%	\$ 6,500.05	\$ 577.31	\$ 577.31	\$ -	\$ -	\$ 577.31
Total Employee Benefits 2000				\$ 11,821.57	\$ -	\$ -	\$ 11,821.57

Description (Please provide detailed cost calculations.)	Source of Funds			Totals
	State Grant Funds	School Division Cash Funds (At least 1/3 of the)	In-Kind	
CRC Mentor/Coach Honoaria	\$ 43,000.00	\$ 0.00	\$ 0.00	\$ 43,000.00
NPS Participant Stipends	\$ 93,862.00	\$ 74,306.00	\$ 0.00	\$ 168,168.00
NNPS Participant Stipends	\$ 0.00	\$ 140,000.00	\$ 0.00	\$ 140,000.00
VB Participant Stipends	\$ 0.00	\$ 80,000.00	\$ 0.00	\$ 80,000.00
NPS Participant Summer 2021 Tuition Payments (300478-030)	\$ 0.00	\$ 34,785.52	\$ 0.00	\$ 34,785.52
NNPS Participant Summer 2021 Tuition Payments	\$ 8,000.50	\$ 0.00	\$ 0.00	\$ 8,000.50
VB Participant Summer 2021 Tuition Payments	\$ 3,910.25	\$ 0.00	\$ 0.00	\$ 3,910.25
NPS Participant Fall 2021 Tuition Payments	\$ 57,676.75	\$ 0.00	\$ 0.00	\$ 57,676.75
NNPS Participant Fall 2021 Tuition Payments	\$ 29,151.50	\$ 0.00	\$ 0.00	\$ 29,151.50
VB Participant Fall 2021 Tuition Payments	\$ 17,654.00	\$ 0.00	\$ 0.00	\$ 17,654.00
NPS Participant Spring 2022 Tuition Payments	\$ 25,631.25	\$ 0.00	\$ 0.00	\$ 25,631.25
NNPS Participant Spring 2022 Tuition Payments	\$ 7,717.25	\$ 0.00	\$ 0.00	\$ 7,717.25
VB Participant Spring 2022 Tuition Payments	\$ 7,387.01	\$ 0.00	\$ 0.00	\$ 7,387.01
NPS Participant Summer 2022 Tuition Payments	\$ 34,967.25	\$ 0.00	\$ 0.00	\$ 34,967.25
NNPS Participant Summer 2022 Tuition Payments	\$ 20,698.25	\$ 0.00	\$ 0.00	\$ 20,698.25
VB Participant Summer 2022 Tuition Payments	\$ 11,042.00	\$ 0.00	\$ 0.00	\$ 11,042.00
National Center for Teacher Residencies (NCTR) Membership	\$ 6,500.00	\$ 0.00	\$ 0.00	\$ 6,500.00
Total Purchased Contractual Services 3000	\$ 367,198.01	\$ 329,091.52	\$ -	\$ 696,289.53

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)	
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
Total Internal Services 4000	\$ -	\$ -	\$ -	\$ -

Other Charges 5000	Source of Funds			Totals
	Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	
Participant Other Costs (licensure/exam reimbursements)	\$ 439.95	\$ 0.00	\$ 0.00	\$ 439.95
Participant Other Costs (travel)	\$ 5,672.58	\$ 0.00	\$ 0.00	\$ 5,672.58
Participant Other Costs (prof memberships)	\$ 3,009.00	\$ 0.00	\$ 0.00	\$ 3,009.00
Total Other Charges 5000	\$ 9,121.53	\$ -	\$ -	\$ 9,121.53

Materials and Supplies 6000	Source of Funds			Totals
	Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	
Participant Supplies and Books	\$ 6,405.54	\$ -	\$ -	\$ 6,405.54
Total Materials and Supplies 6000	\$ 6,405.54	\$ -	\$ -	\$ 6,405.54

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)	In-Kind	
Personal Services (1000)	\$ 60,773.22	\$ -	\$ -	\$ 60,773.22
Employee Benefits (2000)	\$ 11,821.57	\$ -	\$ -	\$ 11,821.57
Purchased/Contractual Services (3000)	\$ 367,198.01	\$ 329,091.52	\$ -	\$ 696,289.53
Internal Services (4000)	\$ -	\$ -	\$ -	\$ -
Other Charges (5000)	\$ 9,121.53	\$ -	\$ -	\$ 9,121.53
Material and Supplies (6000)	\$ 6,405.54	\$ -	\$ -	\$ 6,405.54
Totals	\$ 455,319.87	\$ 329,091.52	\$ -	\$ 784,411.39