November 1, 2024

The Honorable L. Louise Lucas   The Honorable Luke Torian
Chair, Senate Finance and Appropriations   Chair, House Appropriations
201 North 9th Street   201 North 9th Street
Room 1404   Room 123
Richmond, VA 23219   Richmond, VA 23219

Dear Chair Lucas and Chair Torian:

I am pleased to submit the enclosed Report on Teacher Residency Partnership Grants, 2023- 2024. Item 124 Q.2. (Chapter 2, Special Session I, 2024) 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 as well as hard-to-staff school divisions and public schools to help improve new teacher training and retention. The Virginia 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.

In addition to the summary of Teacher Residency Partnership Grants, the Virginia Department of Education has worked to provide additional pipeline development strategies including Grow Your Own grants, Registered Teacher Apprenticeship programs, and supporting alternative licensure programming. These opportunities have supported twenty-two school divisions and three university partners.

If you have any questions or require additional information, please do not hesitate to contact Rob Gilstrap, Assistant Superintendent for Teacher Education and Licensure at Rob.Gilstrap@doe.virginia.gov, or (804) 750-8190.

Sincerely,

Dr. Lisa Coons
Superintendent of Public InstructionLC/rg

REPORT ON TEACHER RESIDENCY PARTNERSHIP

November 1, 2024

Appropriation Act - Item 124 Q.2. (Special Session I, 2024)

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OVERVIEW AND AUTHORITY

The General Assembly appropriated state funding for a teacher residency partnership between university teacher preparation programs in Virginia and the Petersburg, Norfolk, and Richmond City school divisions as well as any other university teacher preparation programs and hard-to-staff school divisions and public schools to help improve new teacher training and retention. 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 grantmaking or procurement process.

The language from the Appropriation Act is as follows:

Item 124.O.

Q. Out of this appropriation, $2,850,000 the first year and $2,850,000 the second year from the general fund is provided for grants for teacher residency partnerships between university teacher preparation programs and the Petersburg, Norfolk, and Richmond City school divisions and any other university teacher preparation programs and hard-to-staff school divisions to help improve new teacher training and retention for hard-to-staff schools. The grants will support a site-specific residency model program for preparation, planning, development and implementation, including possible stipends in the program to attract qualified candidates and mentors. Applications must be submitted to the Department of Education by August 1 each year.

1. Of this amount, $1,100,000 the first year and $1,100,000 the second year is provided for Virginia Commonwealth University to continue and expand a program to support residents in partnership with the Richmond Teacher Residency program. Virginia Commonwealth University shall include this program in its annual report to the Department of Education, pursuant to paragraph Q.2. of this Item.

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

APPLICATION FOR TEACHER RESIDENCY PARTNERSHIP

The Virginia Department of Education (VDOE) staff emailed a call for proposals directly to the Deans and Education Department Directors at all institutions of higher education with approved educator preparation programs. Applications for the 2024 fiscal year were due September 11, 2023.

VDOE received four applications in response to the solicitation. Since this is a competitive grant opportunity, a panel was convened to review and score the applications. The panel contained a representative from a school division, a representative from a public institution of higher education, and a representative from a private institution of higher education. The panel met via zoom on November 18, 2023 to discuss the applications and then determine the awards. The panel meeting was facilitated by VDOE staff.

SUMMARY OF TEACHER RESIDENCY AWARDS

Three institutions of higher education were awarded teacher residency program grants for fiscal year 2024 totaling $2,250,000 in grant awards. The awards were as follows:
- Old Dominion University: $325,278
- Virginia Commonwealth University: $1,664,397
- Virginia State University: $260,325

The awards supported 45 teacher residents across 22 school divisions. All teacher residents who completed the program in the 2023-2024 school year accepted a full-time teaching position within the school division where they completed their residency. Throughout the last 12 years, there have been over 400 teacher candidates who went through the Teacher Residency Partnership program and have sustained employment within the school divisions in which they trained. Not only does this program add to the teacher but the teachers also that graduate from these programs meet 100% of their competency-based performance on mid- term and summative internship evaluations by mentors and school administrators.

The Teacher Residency Partnership program at Old Dominion University initially planned for a cohort of 18 students; however, due to the timing of the release of funds, they were only able to maintain 6 students this year. One strength of the Old Dominion program is their utilization of two elementary schools for their program sites. This concentration on two locations allowed for a whole school model to professional development and mentoring.

The program at Virginia Commonwealth University is the largest in both student enrollment and division partnerships. This program has grown from 30 teacher residents last year to 56 for the upcoming 2024-2025 cohort. In studying the effectiveness of the Virginia Commonwealth Richmond Teacher Residency (RTR) programs, the following strengths can be documented. RTR-trained teachers more closely reflect the student demographics of the Richmond Public

Schools than their non-RTR colleagues. RTR teachers are deemed more prepared to teach in high-needs RPS schools when they begin teaching than their traditionally prepared peers based on qualitative feedback. Given the level of preparation and skills of RTR-prepared teachers, personnel costs for the Richmond City Schools are reduced, given their high retention rates and spending less on retraining or upskilling of each RTR teacher. The cost to hire an RTR teacher is $8,020, which is less than half of a non-RTR teacher ($17,574), while the retention rate in the first two years is above 90% compared to the non-RTR where the first two years average retention ratio is roughly 70%. RTR third year retention is 82% whereas non-RTR is about 52%.

The program at Virginia State University partnered with Petersburg Public Schools and Richmond Public Schools. Though only in its third year, the program is modeled similar to the program at VCU. This year's cohort of 9 students was an increase of 7 from the previous year. The residents in the program show commitment, dedication, and integrity as they build relationships with students across the school as part of the teaching staff. They are gaining practical and authentic classroom experience, while being provided support as they work daily with a mentor. Students gain content knowledge and essential skills such as classroom management, navigating technology, writing Individualized Education Plans (IEPs), and pedagogy by learning in their courses and applying the knowledge in their mentor teacher's classrooms. This residency program directly addresses the teacher shortage by reducing barriers for students to get their knowledge, experience, and credentials within one year to become a teacher in their own classroom.

PIPELINE DEVELOPMENT UPDATE

In addition to the Teacher Residency Program, the VDOE in partnership with the General Assembly has implemented several other initiatives to grow the teacher pipeline. In a registered apprenticeship, an aspiring teacher spends an extended time in the classroom with a master teacher using an apprentice model. Under this program, there are currently 65 teacher candidates throughout 28 school divisions and working in the school community under the supervision of a highly qualified mentor teacher. These teacher candidates are expected to finish their program and be eligible for full licensure during the 2026-2027 school year.

In partnership with Virginia Works, VDOE was awarded $6 million in competitive funding from the U.S. Department of Labor to develop and expand Registered Teacher Apprenticeship pathways and pre-apprenticeship opportunities in Virginia. VDOE expects to expand the teacher apprenticeships to an additional 80 school divisions with the ability to support at least 170 teacher apprentices.

In addition to the two initiatives described above, the 2024 General Assembly passed multiple bipartisan legislative bills which directly impacted the teacher pipeline and were signed into law by Governor Glenn Youngkin. House Bill 269 required the Virginia Board of Education (VBOE) to update its regulations to allow individuals pursuing a Provisional (Career Switcher) License through an approved career switcher program to earn an endorsement in special education. Such career switchers must complete at least 60% of the endorsement requirements for special education as part of Level I preparation and meet remaining requirements as part of Level II and III preparation. Though this legislation is still very recent, the three universities in the Teacher

Residency Program and the Virginia Community College System have seen an increase in interest resulting from the addition of this licensure pathway.

Senate Bill 142 required VBOE to include provisions in teacher licensure regulations enabling school boards, with superintendent or board recommendation, to issue one-year, nonrenewable local eligibility licenses valid only within the issuing division. The bill established specific requirements, criteria, and conditions relating to a local eligibility license to help address local teacher shortage needs. Within the first month of this option being available to divisions, over 150 local eligibility licenses have been issued.

House Bill 632 and Senate Bill 352 established universal licensure by reciprocity for teachers holding valid out-of-state licenses with full credentials and at least three years of teaching experience in non-virtual classroom settings. The bill also allows division superintendents to issue provisional licenses for Career and Technical Education teachers. Additionally, it increased licensure transparency through mandating VDOE to compile and publicly post on its website data on teacher licensure standards from each state. The availability of clear licensure comparisons was received with great enthusiasm when presented at the Virginia CTE conference by VDOE staff.

FUTURE BUDGET LANGUAGE RECOMMENDATIONS

In fiscal year 2024, all recipients of the Teacher Residency Partnership funding opportunity requested to carry-over funding to fiscal year 2025. It is the recommendation of the VDOE that the budget language be updated to change the August 1 deadline for application submissions to July 1. This current late deadline prohibits institutions of higher education from recruiting ideal candidates and placing them during the award year. Since this is a competitive grant opportunity, the VDOE must convene a panel of objective stakeholders to review and score the applications. This process can take up to 4 weeks if modifications are necessary which means awards are not determined until early September at the earliest. Most institutions of higher education begin their Fall semester in August, so resident candidates need to be enrolled by mid-August at the latest and placed in their school placement in time for the start of the academic school year. It is important, however, that any change to an earlier deadline would account for any potential delay that may take place in the development of the budget.

Removing the prescribed deadline would enable VDOE to set an earlier application deadline and allow awards to be made in a timelier manner. This would also eliminate the need for a planning year for the recipients.

REPORT SUBMISSIONS

The VDOE has consolidated the report submissions from the participating university partners and school divisions. The following attachments are reports from each of the three institutions of higher education awarded Teacher Residency Partnership Grants in fiscal year 2024.

OLD DOMINION UNIVERSITY FINAL REPORT

Old Dominion University Teacher in Residence Program

End of Year Report Submitted to Virginia Department of Education 2023-24

This year-end report provides a summary of our Teacher in Residence program, including program design features, evaluation feedback, lessons learned, and financial reporting. ODU and its partners are grateful to the Virginia Department of Education and the General Assembly for its leadership and funding of our residency work.

Detailed Program Description

Changing Contexts
The Old Dominion University Teacher in Residence program is a longstanding teacher residency partnership committed to preparing exceptional teachers through rigorous coursework, high quality mentoring by effective teachers, and a year-long residency in high-need Virginia public schools. Our program began in 2009 funded by a federal Teacher Quality Partnership grant as a partnership between ODU, Norfolk, and Portsmouth public school divisions, and the Virginia Space Consortium to prepare AP and Dual Enrollment teachers for high-need schools. Since that time, our program has evolved to reflect the changing needs and critical staffing priorities of Virginia school divisions. We have continued to learn through our partnership about best practices in preparing highly qualified teachers to serve in our culturally rich urban schools. With the generous support of the Virginia Department of Education (VDOE), since 2015, ODU has continued to promote residency-based teacher preparation for high-need schools and critical teaching shortage areas throughout our school communities.

We have carried the lessons and insights from prior cohorts into the design and implementation as we continue to work closely with our school partners to find effective and sustainable approaches to responding to critical teacher shortages across Virginia. With increasing numbers of teachers hired provisionally, aspiring teachers have new pathways for becoming licensed while teaching. Although our fully funded teacher residency program has traditionally drawn a large pool of applicants, with division-funded stipends capped at about $20,000, many more aspiring teachers are choosing a pathway with more competitive compensation.

In response to this major shift in the landscape of teacher preparation, our partnership has adapted our model to better meet the current needs and priorities of our school divisions. We have developed a residency program for undergraduate elementary education PreK-6 students for their final year of study. This undergraduate model engages teacher candidates who have already completed most of their content and pedagogical course requirements as well as licensure tests, enabling a residency experience to more effectively leverage their prior knowledge and skill and integrate their learning with the applied practice of a mentored school-based residency. With more than 70% of undergraduate students in ODU's Darden College of Education and Professional Studies meeting eligibility requirements for federal Pell grants, the financial need of our undergraduate students is significant, often impeding their ability to complete their bachelors' degrees with licensure. Their financial need is compounded by the living expenses and licensure test fees that are often not considered by federal financial aid awards. Providing funding for tuition and licensure test fees reduce the financial burden on individuals pursuing teacher licensure. Paying stipends for participants' year-long residencies eliminates the financial barriers for those individuals who cannot afford to participate in an unfunded, traditional student teaching placement. The traditional model of having students complete unpaid student teaching internships presents a significant burden that disproportionately disadvantages first-generation students, students from diverse backgrounds, and students reliant on financial aid. Currently 40% of our undergraduate students work full-time while completing their degrees. Having to leave these paid positions (as a full-time student teaching internship requires) represents a significant financial cost, with living expenses and other costs accrued during an unpaid student teaching internship representing 30% of total undergraduate debt (Prepared to Teach, 2023). We are losing too many strong and committed teacher candidates

to other majors and to provisional licenses because many cannot afford unpaid student teaching. The 2023-24 academic year was our pilot of an undergraduate model, providing valuable lessons about how to scale up and sustain this undergraduate model.

Program Design

During this past year we piloted an undergraduate model that provided a funded residency experience for highly qualified elementary teacher candidates during their senior year. The intended design of the program for FY24 was a year-long residency placement in a high-need school in Norfolk Public Schools or Hampton City Public Schools. Using a gradual release of responsibility model, we anticipated that residents would start in schools in Fall 2023 where they would complete their school-based practicum and then transition to a full-time residency beginning in January that would extend through the end of the division school year in June. However, due to delays in the VDOE funding cycle, we were not notified of our grant award until January 2024. As a result, we were not able to start our cohort until funding was secured. Although we had anticipated a diverse cohort of 18 residents, because of the late start of the program we had only six residents participate in our FY24 residency. Other potential residents, particularly those with significant financial need, needed to make other arrangements for a paid student teaching placement, such as long-term substitute teaching.

Nonetheless, our small pilot enabled us to test out an undergraduate model for residencies, from rigorous selection to full-time mentored residency experiences, to final evaluation and selection for permanent employment by the host divisions.

Selection: The TIR program evaluated all rising seniors in elementary PreK-6 education in consideration of inclusion in the program. Candidates were selected, in consultation between ODU and the partnering divisions, based on the following criteria:
- Currently entering their final year of an undergraduate program in B.S. in elementary education PreK-6 with anticipated graduation date of May 2024.
- Cumulative GPA of 3.0 in the education major.
- Completion of Clearance Background Check process.
- Passed all licensure exams
- Certificate of completion in First Aid/AED/CPR, Dyslexia Awareness Training, Child Abuse and Neglect Recognition and Intervention Training, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools, and Cultural Competence Training.
- Recommendation by undergraduate program director.
- Recommendation by school-based practicum clinical faculty
- Commitment to serve in division where they complete residency for three years following completion of program.

We had initially identified 18 residents but moved forward with a final cohort of 6 residents.

Table 1: Resident Selection

Resident	GPA	Hometown	Race
Alexandra Williams	3.94	Virginia Beach, VA	White
Alexis Pugh	3.85	Virginia Beach, VA	White
Samantha Young	3.17	Norfolk, VA	White
Samantha Mola	3.82	Virginia Beach, VA	White
Mary Kathryn Siebels	3.16	Norfolk, VA	White
Sarah Oliver	3.73	Hampton, VA	White

Placements: Residents were all assigned to high-need schools, with cluster placements of multiple residents to a school where possible. Due to the reduced number of cohort members, we were able to have one cluster placement of five students in Norfolk Public Schools, but only one individual candidate in Hampton City Public Schools. Each resident was paired with a skilled teacher mentor (called Clinical Residency Coach Mentors).

Table 2: Resident Placements

School	Number of Residents	Race/Ethnicity	Disabilities	Economically Disadvantaged	English Language Learners
Camp Allen Elementary Norfolk Public Schools	5	45.9% Black 21.4% Hispanic 19.2% White 9.7% Multiple Races 2.5% Asian 0.7% American Indian	10.5% students with disabilities	44.9% economically disadvantaged	6.7% English Language Learners

		0.5% Native Hawaiian			
Andrews Elementary Hampton City Public Schools	1	65.9% Black 17.1% White 10.5% Multiple Races 5.1% Hispanic 1.2% Asian 0.2% Native Hawaiian	11.5% students with disabilities	54.1% economically disadvantaged	2.4% English Language Learners

This residency program built on the ODU curriculum by providing additional professional development and guided coaching on evidence-based early literacy instruction. Leveraging the expertise and national reputation of ODU's literacy faculty, TIR students completed coursework reflecting best practices in early literacy development. Additional professional development will be provided to residents' schools on early literacy, social-emotional learning, trauma-informed instruction, and other priority topics to build capacity not only of the resident, but the school as a whole. The program is built on the strong integration of theory and practice, grounded in teacher candidate's full-time residency.

Incentives and Supports: The TIR program provided residents with funding to complete their final licensure requirements. Residents received a stipend of $10,000 to cover living expenses such as rent and utilities, food, and transportation. In addition, residents received funding for their final 12 academic credits. Mentors received a stipend of
$1,250. In addition, they received $350 for participating in clinical faculty training using the University of Kansas instructional coaching model. Both the residents' and mentors' stipends were prorated to reflect the shortened residency placement.

Mentor Training: The TIR program provided rigorous mentor training emphasizing an instructional coaching approach. The training used a 3-pronged approach: first, an empirically-tested training program- The *Jim Knight Intensive Instructional Coaching Institute for Mentors and Clinical Faculty*, second, a differentiated online module designed specifically for clinical faculty of ODU residents, and third, a regularly scheduled webinar space to study instructional coaching practice deeper, share common experiences and collectively problem solve any issues that clinical faculty are encountering. The *Jim Knight Intensive Instructional Coaching Institute for Mentors and Clinical Faculty* was used to prepare Clinical Faculty for their work with residents during their residency experience. Training was delivered flexibly in an online web conferencing format to support varying district and school schedules. The *Jim Knight Intensive Instructional Coaching Institute for Mentors and Clinical Faculty* was chosen based on feedback from Clinical Faculty and division administrators with whom we partner.

Clinical Faculty Training was conducted over the course of 6 weeks, on Monday evening for 3 hours each, the night chosen by our participants. The first 2 sessions were comprised of building "Better Conversations" with the adult learners in our classrooms, aka TIRs. The next 2 sessions focused on Instructional Coaching and a variety of coaching strategies and models that could be employed. The next two sessions were following up and encouraging discourse through a problem posing / problem solving protocol whereby participants assist the speaker in finding additional paths to conflict resolution, communication issues, or varied approaches to a coaching issue they were experiencing in their classroom. In addition, we engage in a book study of Jim Knight's Instructional Coaching book and share the progress and celebrate successes that TIRs are making in our "Tell Us What's Good" segment. This training was provided not only to the clinical residency coaches mentoring our residents, but also to other teachers at the host schools.
Every participant in the training reported at the end that they were willing and able to take a practicum pair, or

a TIR resident in the upcoming school year. They felt prepared and were willing to mentor a resident.

Outcomes Toward Goals

<u>Goal 1: Develop and refine sustainable and scalable teacher preparation residency program</u>
- **Subgoal A:** Leverage existing partnership models (such as practicum or student teaching) to create affordable and sustainable system for preparing high-quality teachers

- **Subgoal B:** Support evaluation efforts to better understand the ways in which the TIR program influences teacher preparation and retention and to inform the ongoing improvement of the resident program design

The ODU TIR program has successfully tested an undergraduate program model that will continue to inform the expansion of ODU's paid pathways to teacher preparation. Although the delayed start did significantly reduce our pilot undergraduate cohort, the six residents demonstrated their readiness to step into their role as aspiring teachers. The division partners appreciated having as residents those individuals who had already successfully completed all of their required licensure assessments and nearly all of their professional education courses.

As part of the residency program, ODU has spent the last year building cross-division relationships throughout the Region 2 (Tidewater and Eastern Shore) community to promote an undergraduate model for both residencies and apprenticeships. We have submitted a $1.33 million congressional appropriations request to stand up a regional apprenticeship consortium to support paraprofessionals/teaching assistants in completing their bachelor's degrees with licensure. The FY24 TIR pilot has enabled us to test out the concept of a year-long undergraduate residency in our partner schools. Moving forward, we will be able to significantly scale this up across the region.

Goal 2: Recruit, prepare, and retain a diverse cadre of highly skilled teachers for high-need schools
- **Subgoal A:** Prepare a cohort of up to 18 highly skilled elementary education PreK-6 teachers to serve in high-need schools in partner school divisions.

As reported in Table 3, all 6 of our residents satisfactorily completed their residencies and have signed teaching contracts for 2024-24. Four of the residents placed at Camp Allen Elementary School for their residency have accepted teaching jobs there. The remaining 2 residents have accepted teaching jobs within elementary schools in their host division.

Table 3: Resident Teaching Positions 2024-25

Resident	Division	School	Grade
Alexandra Williams	Norfolk Public Schools	Camp Allen Elementary School	4
Alexis Pugh	Norfolk Public Schools	Camp Allen Elementary School	1
Samantha Young	Norfolk Public Schools	Camp Allen Elementary School	2
Samantha Mola	Norfolk Public Schools	WH Taylor Elementary	2
Mary Kathryn Siebels	Norfolk Public Schools	Camp Allen Elementary School	K
Sarah Oliver	Hampton City Public Schools	Bassette Elementary School	4

As noted in Table 4, all residents performed at high levels, demonstrating proficiency across all rated areas in their summative assessments, including ratings by school administrators. Together with the graduates from prior grant cycles, we will continue to evaluate the long-term impact of the program in terms of teacher retention.

Table 4: Resident Performance-Based Outcomes

Metric	Description	Outcome
Competency-based performance on mid-term and summative internship evaluation by mentor and school administrator	By summative evaluation 100% of candidates will score at "meets" or "exceeds" performance standards on all rubric items, which address content knowledge, pedagogical skills, classroom management capacity, lesson plan development, and professionalism	100% of residents scored at target level across project assessments.
Competency-based performance on summative professional dispositions evaluation by mentor	By summative evaluation 100% of candidates will score at "meets" or "exceeds" performance standards on all rubric items, which address dispositions, including, open to constructive feedback, professional behaviors (prompt, appropriately attired), communication, and respect for self/students/colleagues/families	100% of residents scored at target level across project assessments.
Competency-based performance on summative impact on K12 student learning evaluation by mentor	By summative evaluation 100% of candidates will score at "meets" or "exceeds" performance standards on all rubric items, which address capacity to use pre-test data to inform development of differentiated lesson, delivery of lesson, post-test assessment of learning, and analysis of instruction.	100% of residents scored at target level across project assessments.
Successful attainment of teacher-of-record position at conclusion of program	100% of candidates will be offered teaching contracts at conclusion of program	100% of residents were offered and are under contract as teachers for AY24-25 in their host divisions.
Retention in division after 1 year	95% of candidates remain in division after 1 year of successful teaching	Will monitor.
Retention in division after 3 years	80% of candidates remain in division after 3 years of successful teaching	Will monitor.

National Center for Teacher Residencies Survey Results

ODU's partnership with the National Center for Teacher Residencies has enabled us to gain additional insights about our program impact and outcomes. The survey results, which include benchmark comparisons with all other NCTR partner programs, help identify areas of strength and improvement for our TIR program.

As noted below in Table 5, TIR residents identified the program's mission (serving in high-need schools) as the strongest motivation for selecting TRI, followed by clinical opportunities (3.06) and sense of being valued and affirmed (2.88).
Interestingly, as noted later in Table 6, although TIR residents rated relatively low the sense of being valued and affirmed as a motivation for selecting the program, they did rate high (3.50) the sense of being valued and affirmed by the school community in which they served their residencies.

Table 5: Resident Motivations for Selecting TIR (Note: highest rating level is 4)

Item	TIR	NCTR Mean
Attracted by clinical experience opportunity	3.06	3.38
Attracted by program's mission	3.38	3.28
Program made me feel valued and affirmed	2.88	3.41

Across all items in Table 6, TIR residents reported high levels of satisfaction with their placement experience. Their ratings met or exceeded the average ratings by NCTR programs as a whole. TIR residents rated most highly their sense of the school community positively influencing their learning and growth as a teacher (3.5), providing sufficient opportunities for collaboration (3.50), demonstrating a commitment to student success for those from historically marginalized communities (3.50), and implementation of practices that value and affirm all students (3.50).

Table 6: Resident Satisfaction with Placement (Note: highest rating level is 4)

Item	TIR	NCTR Mean
I have been able to engage in an array of professional responsibilities at clinical placement site	3.44	3.45
Experience at clinical placement site matches what program said to expect	3.25	3.21
Program and clinical placement site share same vision and expectations	3.31	3.27
School community has had positive influence on learning and growth as a teacher	3.50	3.39
School community has provided sufficient opportunities to collaborate with others	3.50	3.31
School community is committed to success of students from historically marginalized communities	3.50	3.32
School community makes me feel valued and affirmed	3.50	3.32
School community supports implementing practices that value and affirm all students, especially those from historically marginalized communities	3.50	3.32

Overall, residents reported a generally high level of preparedness to step into their teacher of record role next academic year (3.25), higher than the NCTR benchmark (3.16). Resident open-ended feedback on the survey supports this:

- "Clinical experience was outstanding! I have learned many methods to help me be a well-developed educator."
- "My clinical faculty and my university supervisor have been my rock when it comes to support. They both have given me advise on in and out of the classroom duties as the teacher and helped me through struggles I have faced thus far in the experience. I feel valued and supported by them and they believe in my strengths and challenge me when needed."
- "My program has supported me and prepared me well for being a teacher in that my program director, university supervisor, and mentor teacher make sure they are always available for questions and give me detailed feedback so that I can keep doing what works and work on what I need to improve. Being the main teacher of the classroom with all the responsibilities for many weeks is exactly what I needed to build my confidence as a teacher and learn so much more than I did in my practicum experiences."
- "My program has supported me in my journey to become a teacher by providing constant emotional support and resources to expand my knowledge."

Table 7: Resident Satisfaction with Preparation Experience

Item	TIR	NCTR Mean
Preparedness to teach as the teacher of record (at end of residency program)	3.25	3.16

The NCTR survey also solicited feedback from TIR host principals. They rated high levels of satisfaction across most areas and at higher levels than the NCTR benchmark rating. They gave particularly high ratings to the positive impact program

graduates have had on school culture (3.83) and provision of relevant professional development opportunities (3.82). They also rated highly the supports that the program has provided to residents that differentiate them from supports received by other new teachers, such as residents sharing practices and strategies with other staff (3.67) and access to TIR program staff as needed (3.67). Principal open-ended feedback on the survey supports this:

- "The program equips and sets clear expectations for future special educators"
- "Mentor teachers have an opportunity to receive training and practical application related to coaching. School has an opportunity to be a real-time training ground for future colleagues and teammates. School community gains perspective and input from younger voices entering the classroom. School community has an opportunity to mold new educators."
- "The residency program develops graduates who are career ready. They are effective communicators and collaborators and hold themselves to high expectations for instruction."

Table 8: Principal Satisfaction with TIR Program (Note: highest rating level is 4)

Item	TIR	NCTR Mean
Participation in program has positively impacted school culture	3.00	3.38
Participation in program improves student learning and achievement at school	3.00	3.33
Program graduates positively impacted school culture	3.83	3.50
Access program staff to support graduates when necessary	3.67	3.05
Formally assess graduate practices with program staff	3.60	2.82
Graduates share practices and strategies with other staff through continued participation in program	3.67	3.25
Informally assess graduate practices with program staff	3.00	2.98
Program provides a level of support to graduates that other new teachers in my building do not receive	3.50	3.33
Program provides graduates with relevant professional development opportunities	3.82	3.42

As noted in Table 9, mentors provided comparatively lower ratings than did their NCTR counterparts. We have reached out to mentors to conduct interviews to gain additional information about how we can continue to grow and support the critical work of our mentors.

Table 9: Mentor Satisfaction with TIR Program (Note: highest rating level is 4)

Item	TIR	NCTR Mean
Effectiveness of program at supporting to mentor	2.80	3.22
Feel supported by residency program	3.20	3.38
Program provides feedback that improves practice as mentor	3.00	3.11
Provide sufficient time to serve as mentor	3.07	3.16

Program Lessons for Continuous Improvement
Reflecting on our past year's residency experience, we have identified a number of key lessons to guide our ongoing improvement.

Continuum of Development:
Our focus on building school capacity by engaging all teachers within a school in clinical faculty training

reflects a commitment to building a continuum of teacher preparation and development from resident aspiring teachers to mid-career teacher mentors. Our latest cohort of residents reflected this idea, expressing their desire to serve as clinical faculty mentors after they complete their first three years of teaching. They indicated that they saw the hue opportunities they were given and wanted to "pay it forward" to others.

As we continue to develop our teacher residencies and residency-style apprenticeship programs, we will deepen our investment in teacher leadership development among the teacher mentors and their peers. This will support our goal of further investing in the school capacity as a whole.

Financial Sustainability:
Across our 15 years with the TIR program, we have continued to seek opportunities to remove systemic financial barriers that disproportionately disadvantage first generation teacher candidates, candidates of color, and candidates with significant financial need. The funding from the VDOE grant has been instrumental in reducing these barriers, as has ODU's reduction in tuition. However, recognizing the growing cost of living and rise of alternative pathways, we continue to find avenues for paid residencies that better help support residents, especially those with family obligations. We will continue to advocate for all division partners to employ our residents, providing both a stipend and benefits. We are also promoting a stipend that exceeds the poverty level in the Hampton Roads Region: $26,500. We have had a number of residents in FY24 and prior cohorts express their challenge to make ends meet while meeting the significant work and learning obligations of the program. We are considering the possibility of a half-day away from school to permit cohort time to work on coursework.

We are also working to diversify our sources of funding. We have recently secured a grant from the National Center for Teacher Residencies Black Educators' Initiative, which provides supplemental resources for residents of color, including emergency funds (childcare, transportation, etc.), stipends, and other financial resources. As noted previously, we have submitted a $1.33 million congressional appropriations proposal to support a regional undergraduate residency-style apprenticeship program. This has been submitted by Senators Kaine and Warner to the U.S. Senate Appropriations Committee for inclusion in the AY25 budget. We have also submitted a $750,000 grant proposal for the federal Teacher Quality Partnership grant to support the development of a mentoring and induction program for all teacher education pathways at ODU, including residencies and apprenticeships. We are looking to secure multiple sources of funding to help establish the program infrastructure, increase staffing, and enable us to scale up our programs significantly to include much larger cohorts across critical teaching shortage areas.

Division Relationships:
Our relationship with divisions is central to our work. ODU is successful only to the extent that we are preparing highly skilled teachers ready to meet the needs of our partner school communities. This includes our being responsive to division needs, priorities, and differences. Our relationships with our founding partners: Norfolk and Newport News have been particularly strong. School-level leadership has been responsive to ongoing conversations about professional development, grant implementation, or other aspects of our partnership. In addition, we are open to feedback and requests by divisions to ensure we understand and respond to their pressing needs.

Candidate Diversity:
Our FY24 cohort is comprised of all white women. It is the first year in our 15 years that we have not had a racially/ethnically diverse cohort. We attribute that to the delayed start of our program, as our students of color and students with greater financial need had to pursue more certain opportunities to complete their internship requirement. With a no-cost extension of FY24 funds and our recent award from the National Center for Teacher Residencies, we are in the process of recruiting and selecting our next cohort of undergraduate residents. We have identified a larger cohort of elementary education candidates, with a significant number (22) identifying as individuals of color. It is part of the TIR program's core mission to recruit, prepare, retain, and sustain talented teachers who more closely reflect the diversity of Virginia's K-12 students, and we are confident our next cohort for AY25 will reflect those values.

Implications for Traditional Program Pathways:
As we work to expand our undergraduate residency pathways, we recognize that our traditional programs will need to adapt as well. If funded by the federal TQP funds, we will invest in clinical faculty training for all clinical educators – not

just those participating in the TIR program. In addition, we will stand up a 2-year induction program, in collaboration with our partner divisions, to better ensure our graduates thrive as teachers and remain in their schools or districts.

Promoting High-Need Communities:
Given the breadth and diversity of schools across Region 2, we recognize that we need to invest time and resources in building bridges across our divisions. We have found, for example, that some on-campus students have been reluctant to travel to the Peninsula to work in Hampton or Newport News. With Accomack and Northampton Counties interested in

joining our residency work, we recognize that we need to be more proactive in introducing our partner schools to our teacher candidates. We are planning visits to divisions to provide our teacher candidates with the opportunity to learn more about the exciting and challenging work happening in our partner divisions and to dispel any misconceptions about area divisions or schools. Some residents have provided feedback that they would like to experience more than one school placement. We have begun discussing how we might do a school "switch" during the residency year to broaden residents' understanding of school contexts, leadership, community engagement, and instructional practice focused on supporting learning for all students. When asked at the completion of the residency if they wanted to remain in their placement host schools, all residents replied affirmatively. This reflects the importance of collaborative work between ODU and divisions to determine criteria for effective placements. It also demonstrates the power of the mentor relationship in building a sense of belonging and identity within a particular school setting.

Communication:
We have identified communication as an important area of growth moving forward. Part of the communication challenges are attributed to changes in ODU's leadership of the TIR program. However, we recognize the importance of defining clinical faculty roles more clearly for all participants. With a return to our traditional year-long schedule, we can return to providing clinical faculty training prior to the start of the academic year, which will reduce any confusion we experienced starting our program in January. Finally, we recognize that working with undergraduate students brings a new range of concerns requiring strong and consistent communication. Because the residency stipend and tuition grants impacts financial aid eligibility, we are working with our financial aid office to ensure clear communication with students well in advance of the start of the academic year to ensure that residents can make well-informed decisions about grants, scholarships, and other forms of aid.

Scheduling/Residency Design:
Several residents recommended providing more clarity on how they should be progressing over the course of the residency. We are working on that, focusing on demonstrating how the gradual release of responsibility will occur over the term of the residency with a clear phase-in schedule.

Budget
Due to the late start of the cohort (January 2024) relative to the start of the grant cycle (July 1, 2023), we recruited a much smaller cohort and spent less on the half-year residency program. Nearly 80% of funds went to support residents and mentors to cover mentor stipends, resident stipends, and resident tuition.

Table 10: FY24 Final Expenditures Report

Personnel Services (1000): Clinical faculty, TIR Director	$ 21,412.65
Employee Benefits (2000): Clinical faculty, TIR Director	$ 1,934.51
Purchased/Contractual Services (3000): Mentor stipends, resident stipends; resident tuition	$ 85,798.00

With the final semester of an undergraduate teacher education program often accruing up to 1/3 of total costs of the undergraduate degree due to living expenses and reduced earnings during traditional student teaching, these funds have been critical to enabling our residents to complete a rigorous clinical experience with strong mentoring and without the added financial stressors. With the generous support of VDOE for a no-cost extension of FY24 funds through June 2025, we will be able to launch a new undergraduate cohort this summer for a full-year residency through FY25.

The grant funds also enabled us to invest in the host schools – not just supporting our residents and their mentors but also investing more deeply in the school as a whole. By using a cluster placement model (for Norfolk) and providing clinical faculty training for any interested teacher in both host schools (Norfolk and Hampton), we were able to build the capacity of the school to more fully support new and mid-career teachers. This is a program design feature that we will be carrying forward into our future resident cohorts.

Internal Services (4000)	$ -
Other Charges (5000)	$ -
Material and Supplies (6000)	$ -
TOTAL	**$ 109,145.16**
FY24 Grant Award	**$ 325,278.00**
Balance (approved for no-cost extension)	**$ 216,132.84**

VIRGINIA COMMONWEALTH UNIVERSITY FINAL REPORT
VDOE Teacher Residency Grant
Program Year: July 1, 2023 - June 30, 2024 (FY2024)
Final Report due June 30, 2024

Name of Public Virginia Higher Education Institution: Virginia Commonwealth University

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

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

Name of Grant Director: Kimberly McKnight, PhD

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

Mailing Address: VCU School of Education, Oliver Hall Room 3096a, 1015 W. Main Street, Box 842020

City, State, Zip Code: Richmond, VA 23284

Telephone Number: 804-512-6298 (c)

Email Address: mcknightkw@vcu.edu

DETAILED PROGRAM DESCRIPTION:
Provide a detailed description of the teacher residency program.

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

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

- **Targeted recruitment and selection of residents aligned with school division needs**: Candidates are accepted into RTR based on a rigorous selection process that includes:
  - (1) a review of academic transcripts to ensure an appropriate academic major/prerequisite courses and a 3.0 GPA;
  - (2) submission of an application with open-ended reflection questions;
  - (3) three recommendations, including a supervisor/building administrator and colleagues;
  - (4) a statement of intent detailing how the RTR Teacher Residency program will help the applicant achieve their personal and career aspirations;
  - (5) an interview conducted by VCU / RTR members and school division professionals; and
  - (6) teaching a 5-minute lesson during the interview.
- **An intensive medical-style residency in which residents co-teach alongside a mentor teacher for an entire year**. The residency year begins on the first day that teachers report to work and ends on the last day of school, allowing residents to scaffold their learning through an extended period of well-supervised clinical practice guided by both university faculty and

master mentor teachers. This year-long integration of theory and practice is distinct from traditional programs in which classroom-based practicums typically start halfway into the program.

- **A rigorous selection process and training for mentor teachers** that includes submission of an application containing multiple reflection questions, submission of a teaching video, participation in an interview, four full days of NTC mentor teacher training, and monthly mentor forums to enhance their coaching skills.
- **A degree from VCU's School of Education (master's degree, graduate certificate, or bachelor's degree) 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, or six semesters of undergraduate-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 new teacher coach** who works with residents at least one hour per week for the first two years of their teaching career.

PROGRAM OBJECTIVES:
Describe the goals and objectives of the teacher residency program.

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

- Recruits talented, passionate teacher candidates who are committed to becoming career teachers in high-needs settings to address the most critical staffing needs of our most challenged schools and school divisions.
- Prepares teacher candidates in a research-based preparation program based on the NCTR Seven Principles of Teacher Residencies.
- Supports teacher candidates and graduates in the research-based NTC mentoring model that has been proven effective in improving student achievement for those teachers supported through this data-driven approach to mentoring.
- Retains highly effective teachers and teacher leaders through providing high-quality preparation, professional development, and differentiated career roles.

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

RTR began as a partnership between Virginia Commonwealth University (VCU) and Richmond Public Schools (RPS) to recruit, prepare, support, and retain highly effective teachers and 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 2017-18, RTR expanded beyond RPS, conducting a small foundation-funded pilot at Ettrick Elementary School in Chesterfield County Public Schools (CCPS), which then expanded to include other high-needs schools in CCPS. From there, the program expanded to Petersburg City Public Schools (PCPS) and high-needs schools in Henrico County Public Schools (HCPS). During the 2022-23 school year, we piloted a partnership with Prince William County Public Schools (PWCS). This allowed us to see how the model could be implemented through a primarily virtual environment. The success of the pilot year led to further expansion of the PWCS partnership for the 2023-24 school year as well as the development of new partnerships with additional school divisions across the state. As we look toward the upcoming 2024-25 school year, we are continuing our partnership with RPS, CCPS, HCPS, PCPS, and PWCS and are continuing to develop relationships with our new partner divisions, including: Arlington County Public Schools, Brunswick County Public Schools, Charles City County Public Schools, Dinwiddie County Public Schools, Essex County Public Schools, Fairfax County Public Schools, Hopewell City Public Schools, Prince George County Public Schools, Roanoke City Public Schools, Southampton County Public Schools, Stafford County Public Schools, Surry County Public Schools, Sussex County Public Schools, and Waynesboro Public Schools.

One important component of our partnerships is the regular meetings we hold. Two such partnership meetings are the Advisory Board and Working Subgroup meetings. RTR Advisory Board meetings occur once per semester and include representatives from each partner school division as well as VCU. Representatives are individuals who hold decision-making power (e.g., school division superintendents, the School of Education dean); the purpose of the meetings varies, but often includes activities such as:
- Reviewing and revising the mission and purpose of RTR;
- Reviewing and revising RTR goals and objectives;
- Ensuring effective planning, monitoring, and strengthening of RTR;
- Setting program priorities;
- Providing K-12 educator and community input;
- Assisting in securing funding;
- Contributing to improvement plans; and
- Disseminating information to various stakeholder groups after the meetings.

The RTR Working Subgroup, composed of RTR staff members and school division representatives (e.g., human resources and professional learning representatives), meets bi-monthly. These meetings are to follow through on the plans set forth

by the Advisory Council as well as maintain an ongoing discussion of current events in the residency program. Through these bi-monthly meetings, decisions impacting the experience of the current cohort of residents are made. Every other month, individual meetings are held with school divisions to address topics specific to the division and provide updates on residents and graduates in the division.

In addition to meeting regularly to plan and implement RTR programmatic changes, partner divisions have agreed to provide RTR access to data for research and evaluation activities and have committed significant funding to sustain the program. Each partner division has agreed to pay the costs of:
- Mentor stipends
- NTC training and the monthly mentor forums
- New Teacher 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 increase social media presence;
- Venture Richmond funding free hotel rooms for out-of-town candidates who attend in-person events;
- 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 additional support for RTR in PCPS, contingent on continued state and PCPS investments.

These strong partnerships have allowed RTR to grow over the years, enabling us to prepare more teachers to work in high-needs schools. Starting with 9 residents preparing to be English, math, science, and social studies teachers, we expanded to special education in 2014 and elementary education in 2017. In 2019, we piloted a Graduate Certificate in elementary education for those who did not qualify for the Master of Teaching (M.T.) program in elementary education but did have enough content courses to be licensed to teach elementary education. In 2020-2021 RTR successfully worked with our division partners to create an RTR track just for Instructional Assistants (IAs) that allows them to remain on the payroll in their school division and still complete the program within four semesters. Three hours a day they learn to teach alongside their mentor as our other residents do; the remaining three hours they perform their normal IA responsibilities. By August 2024 the Cohort 13 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 373**. To support these residents as they learn to teach, **RTR has also provided professional development to more than 250 in-service teachers serving as mentors**.

Our school division partners determine RTR recruitment goals each year and partner with us to assess candidates on interview days. Our original target for Cohort 13 was 74 residents (25 for RPS, 5 for PCPS, 5 for CCPS, 5 for HCPS, and 34 for PWCS). As our partnerships expanded, we added to our recruitment goal at least two residents in each of the additional partner divisions. Finding qualified candidates for the graduate-level pathways has been a challenge in recent years; many individuals holding a bachelor's degree who wish to become a teacher do so through provisional licensure rather than participating in a teacher preparation program. Creating a pathway for undergraduate-level residents has proven to be very successful in recruiting qualified candidates for the program. As of June 2024, our enrollment for Cohort 13 is 56 residents (34 at the graduate level and 22 at the undergraduate level).

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 graduate-level residents co-teach full-time in our partner school divisions Monday through Thursday for an entire school year and are enrolled as full-time students in VCU graduate coursework. Undergraduate-level residents co-teach full-time in our partner school divisions Tuesday through Thursday throughout the first year and Monday through Thursday throughout the second year and are enrolled as full-time students in VCU's undergraduate coursework. 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 2023 residency proposal a $22,491.80 stipend per resident to help offset the cost of living while they participate in the program.

Additionally, the VCU School of Education offers a special RTR tuition rate that is 80% of in-state tuition for all residents.

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

Each RTR resident receives the support of an academic advisor. The academic advisor meets with residents, SOE faculty, and RTR staff regularly to ensure that everyone is kept informed of residents' academic progress. The academic advisor:
- Ensures residents meet all VCU graduation requirements;
- Monitors the residents' attendance and performance in VCU coursework; and
- Addresses any concerns raised by residents regarding VCU coursework or expectations.

The most critical support RTR provides residents is the mentors who support them throughout the residency year. Mentors are selected through a careful screening process that includes: (1) a written application with recommendations from administrators; (2) evidence of student learning gains and collaboration with colleagues to improve instruction; (3) strong content knowledge and pedagogical skills; (4) submission of a 30-minute teaching video; and (5) an interview to determine the extent to which the teacher is a reflective practitioner.

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

This careful monitoring of a resident's performance and the program's effectiveness enables RTR to be responsive to the needs of both the residents and our school division partners in a timely and ongoing manner. Lead residency coordinators also collaborate with SOE faculty to develop coursework and assignments that address the unique challenges of teaching in high-needs schools and align with the residency experience.

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 new teacher coach who has been carefully selected and trained to observe instruction and student learning, to collect observation data, and to assist in the delivery of instruction. This strong induction support is a critical component of RTR because research shows that the most effective teachers leave urban school systems within the first two years (Barnes, Crowe & Schaefer, 2007; Darling-Hammond & Sykes, 2003; National Commission on Teaching and America's Future, 2007). The career coach focuses on formative assessment using the same NTC mentoring model and tools that are used by the mentors, providing strong, consistent continuity of support from the residency year through the first two critical years of teaching. This ongoing process of data collection and analysis informs both the mentor's and the beginning teacher's next steps. Issues of content pedagogy, subject matter knowledge, the alignment of instruction with student content and grade level standards, student assessments, and school division curriculum initiatives drive the coach's work in response to the beginning teacher's developmental needs and instructional context. Virginia Professional Teaching Standards are used to provide a clearly articulated, well-validated vision of best practice and a framework within which coaches can focus their work with beginning teachers. The language of the standards helps coaches and beginning teachers carry on instruction- and learning-focused conversations and assists beginning teachers in setting professional goals.

The cost of the staff described above that support RTR residents and graduates is shared. The academic advisor splits his time between supporting RTR residents and supporting students enrolled in traditional programs through SOE. NTC training for mentors and career coaches is conducted by the VCU Center for Teacher Leadership, one of only two organizations in the country licensed by NTC to conduct their training. In addition, the monthly mentor forums that both mentors and career coaches attend are conducted by the residency coordinators who are employed by VCU. The salary and fringe for RTR staff have been supported primarily by federal grants; recent cost share agreements between RTR and SOE have supplemented staffing costs. While CTL conducts the training, the cost of the training and monthly mentor forums is covered by the school divisions for their teacher leaders. In addition, the school divisions pay the mentor stipends and the cost of new teacher coaches.

Additional Wrap-Around Supports
VCU RTR was awarded the Hawkins F. Hawkins Centers of Excellence grant, which was implemented in fiscal year 2023. This grant allows RTR to provide additional support to residents and program graduates. The creation of the Hawkins Center for Excellence enables us to have a resource hub and connector to services and opportunities throughout the university. The center is a one-stop-shop for residents when they need information on health services, financial aid, mental health care, and more. Through the center, we have begun offering affinity groups and professional networking experiences to help residents and graduates increase their collegial

relationships with fellow teachers. The center also provides all residents with the opportunity to receive their ESOL endorsement to further meet the needs of the diverse student population in the schools they serve.

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

RTR has historically spent the majority of resources on recruitment and preparation, apart from our two-years of instructional support by new teacher coaches for all RTR grads. Based on feedback from program graduates regarding the challenges they faced as they began their teaching career, we now provide targeted support to address the challenges our program graduates face. Graduating residents attend a professional development day titled *Navigating the Life of a Real Teacher*. During this event, RTR alumni ambassadors, mentors, and other education professionals provide panel discussions and professional learning opportunities to the residents that will help them as they transition to having their own classroom. Program graduates are also paired with an alum who will help them navigate their first year through weekly 30-minute check-in meetings, moral support, and guidance. This additional non-evaluative provides an extra resource for graduates to find answers to questions, seek guidance when challenges arise, and share things they are learning in their new role as the teacher of record.

PARTICIPANTS:
Please complete the following chart for program participants.

Chart A: The chart below represents Cohort 13 residents who enrolled in RTR in the 2023-2024 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.) - 27 credit hours

- Secondary Master of Teaching (M.T.) in English, Science, Math, or Social Studies - 41 credit hours
- Special Education Graduate Certificate (G.C.) (also referred to as the RTR Instructional Assistant Pathway) - 31 credit hours
- Special Education Master of Education (M.Ed.) - 40 credit hours
- Elementary Bachelor of Science (E. B.S. Ed.) - 90 credit hours
- Special Education Bachelor of Science (SPED B.S. Ed.) - 75 credit hours

Name of the Resident	Area(s) of Teaching Endorsement Sought	Residency School Division	Degree Program Completed	Did the individual complete the first year of the TRP Program?	If the resident has accepted employment, please indicate the employer.	Area of Teaching Assigned
Wendy Almonte	Elementary	PWCS	Elementary G.C.	Yes	Triangle Elementary School	Elementary
Astrid Alvarez Gomez	Special Education	Arlington	SPED G.C.	Yes	Innovation Elementary School	SPED
Erica Anderson	Elementary	Roanoke	Elementary G.C.	Yes	Westside Elementary School	Elementary
Sadia Chatha	Special Education	Fairfax	SPED M.Ed.	Yes	Hollin Meadows Elementary School	SPED
Andrea Chavez	Secondary Social Studies	RPS	Secondary M.T.	Yes	Boushall Middle School	Social Studies
Andrea Cornett	Special	Surry	SPED M.Ed.	Yes	Surry	SPED

	Education				Elementary School	
Gabriel Dudek	Secondary English	RPS	Secondary M.T.	Yes	Thomas Jefferson High School	English
Leilani Dunlap	Elementary	Brunswick	Elementary G.C.	Yes	Meherrin Powellton Elementary School	Elementary
Sonya Epps-Crawford	Special Education	RPS	SPED M.Ed.	Yes	John Marshall High School	SPED
Ryan Getz	Elementary	PWCS	Elementary G.C.	Yes	Occoquan Elementary School	Elementary
Morgan Goode	Secondary English	RPS	Secondary M.T.	Yes	Armstrong High School	English
Owen Hall	Secondary Social Studies	HCPS	Secondary M.T.	Yes	John Rolfe Middle School	Social Studies
Renee Harris	Special Education	CCPS	N/A	No	N/A	N/A
Ashika Hossain	Special Education	PWCS	N/A	No	N/A	N/A
David Hudson	Elementary	Hopewell	Elementary G.C.	Yes	TBD	Elementary
Jonahlyn Husar	Special	Arlington	SPED G.C.	Yes	Charles Drew	SPED

	Education				Elementary School	
Miranda Janeway	Elementary	Prince George	Elementary G.C.	Yes	Harrison Elementary School	Elementary
Walky Laureano	Special Education	PWCS	SPED M.Ed.	Yes	Kilby Elementary School	SPED
Darie Lee	Elementary	RPS	Elementary G.C.	Yes	Westover Hills Elementary School	Elementary
Michelle Marquez	Secondary English	HCPS	Secondary M.T.	Yes	Varina High School	English
Catherine Miller	Elementary	HCPS	Elementary G.C.	Yes	Glen Lea Elementary School	Elementary
Gislaine Moore	Special Education	Prince George	SPED G.C.	Yes	Harrison Elementary School	SPED
Devin Pilkington	Elementary	CCPS	Elementary G.C.	Yes	Falling Creek Elementary School	Elementary
Ariana Quiroga	Elementary	Fairfax	N/A	No	N/A	N/A
Jamila Smith	Special Education	HCPS	SPED M.Ed.	Yes	Jackson Davis Elementary	SPED

					School	
Jared Smith	Elementary	CCPS	N/A	No	N/A	N/A
Velona Smith	Special Education	Brunswick	SPED M.Ed.	Yes	Meherrin Powellton Elementary School	SPED
Frances Stewart	Special Education	PWCS	SPED M.Ed.	Yes	Swans Creek Elementary School	SPED
Beth Tappen	Secondary English	PWCS	Secondary M.T.	Yes	Unity Braxton Middle School	English
Renee' Williams	Elementary	Surry	Elementary G.C.	Yes	TBD	Elementary

NOTE: Four residents did not complete the program during the 2023-2024 school year. Two decided to leave the program early in the fall 2023 semester, one of whom decided to continue with the traditional teacher preparation program through VCU. Two residents did not complete the residency experience; one of these was unable to graduate from VCU due to a low GPA in the final semester of the program, and the other graduated from VCU but did not complete the residency experience.

Chart B: The chart below represents Cohort 14 residents who were recruited during the 2023-2024 school year and began their VCU coursework in May 2024. This is the first year that we have a combination of undergraduate- and graduate-level residents. The graduate-level residents will not complete their residency program until June 2024, and the undergraduate-level residents will not complete the residency program until June 2025. School assignments for the residency year are listed for those who have been placed. Not all placements have been made yet, as we are still matching our residents with their Mentor Teachers for the 2024-2025 school year. This chart will be updated once all school assignments are completed.

Name of the Resident	Area(s) of Teaching	Residency School Division	School Placement for the

	Endorsement Sought		**Residency Year**
Saby Arrieta-Lowe	Elementary	PWCS	Swans Creek Elementary School
Peter Behrend	Secondary English	Fairfax	Bryant High School
Tesi Campbell	Elementary	Essex	Tappahannock Elementary School
Jamea Carter	Special Education	HCPS	Hermitage High School
Ivy Cobb	Elementary	Roanoke	Westside Elementary School
Tamara Dotson	Special Education	Henrico	Seven Pines Elementary School
Tashantae Gee	Elementary	PCPS	Lakemont Elementary School
Gracie George	Special Education	HCPS	Jackson Davis Elementary School
Grace Hamilton	Secondary English	RPS	TBD
Vanessa Jensen	Special Education	PWCS	Leesylvania Elementary School
Elizabeth Keicer	Elementary	PWCS	McAuliffe Elementary School
Jason Klopp	Secondary Social Studies	Fairfax	Bryant High School
Sharleen Marquez Diaz	Secondary Social Studies	PWCS	Unity Reed High School
Cooper Mason	Special Education	RPS	Boushall Middle School

Jakayla Meekins	Elementary	Surry	TBD
Jennifer Mojadidi	Elementary	PWCS	Occoquan Elementary School
Faizah Mosavel-Lo	Elementary	RPS	J. L. Francis Elementary School
Isaac Norris	Special Education	RPS	Henry Marsh Elementary School
Elina Ortiz Rivera	Secondary Science	RPS	TBD
Jenny Pak	Secondary English	RPS	Armstrong High School
Brian Quach	Elementary	RPS	J. L. Francis Elementary School
Danielle Radcliffe	Special Education	PCPS	TBD
Madelene Rodriguez Torres	Secondary Social Studies	PWCS	Fred Lynn Middle School
Maryam Sayed	Special Education	PWCS	Beville Middle School
Pary Shuaib	Secondary English	PWCS	Unity Braxton Middle School
Muhammad Tayyab	Secondary Social Studies	PWCS	Unity Braxton Middle School
Karalynn Thomas	Special Education	PWCS	Montclair Elementary School
Kimberly Triglia	Elementary	PWCS	Dale City Elementary School
Kasey Ulery	Special Education	Fairfax	Bucknell Elementary School
Angelic White	Secondary Science	PWCS	Unity Braxton Middle School
India Williams	Secondary English	RPS	Armstrong High School

Amaya Wright	Elementary	PWCS	Occoquan Elementary School
Ronald Zapien	Special Education	PWCS	Beville Middle School
Yong Yu Zheng	Secondary English	RPS	Boushall Middle School
Zyon Banks*	Elementary	PWCS	Potomac View Elementary School
Jocelyn Bonilla-Cruz*	Elementary	PWCS	Minnieville Elementary School
Ever Cardenas Izaguirre*	Elementary	PWCS	Occoquan Elementary School
Taelor Carter*	Elementary	PWCS	Occoquan Elementary School
Claudann DeFilippis-Pedraza*	Elementary	Dinwiddie	Sutherland Elementary School
Addison Dobbertin*	Elementary	HCPS	Montrose Elementary School
Edithe Drummer*	Special Education	PWCS	Pace West
Lauren Dufault*	Special Education	PWCS	Gainsville Middle School
Catherine Fisher*	Elementary	CCPS	Ettrick Elementary School
Elizabeth Ford*	Special Education	CCPS	Salem Church Middle School
ShaRauncie Gardner*	Elementary	HCPS	Glen Lea Elementary School
Bethanne Harris*	Special Education	Waynesboro	TBD
Lillian Moody*	Elementary	Prince George	TBD
Candice Ossman*	Elementary	PWCS	Bennett Elementary School
Stacie Pickral*	Special Education	CCPS	Meadowbrook High School

Carrie Pritchard*	Elementary	PWCS	Triangle Elementary School
Kaitlynn Stephenson*	Special Education	CCPS	Ettrick Elementary School
Janita Tompkins*	Elementary	Essex	Tappahannock Elementary School
Fatima Ventura*	Elementary	PWCS	Potomac View Elementary School
Myasia Wilkerson*	Elementary	PCPS	Lakemont Elementary School
Yanderier Zeta Cerda*	Special Education	PWCS	Loch Lomond Elementary School
Amina Zidi*	Special Education	HCPS	Hermitage High School

NOTE: The asterisk identifies residents in the undergraduate pathway.

As of June 2024, the current cohort has a total of 56 individuals; resident demographics are:

47 Females (84%)

8 Males (14%)

1 Non-Binary (2%)

4 Asian (7%)

16 Black/African American (29%)

3 Hispanic (5%)

8 Two or More Races (14%)

22 White (39%)

3 Did not disclose race (5%)

PROGRAM EVALUATION:

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

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

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

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

The data show areas in which the RTR Teacher Residency Program is performing well and areas in which we can make improvements. The data indicate that program graduates feel supported by their coaches, and program graduates are seen as being more effective than traditionally prepared teachers. The mentor recruitment and selection process are also viewed favorably by survey participants. The NCTR End-of-Year RTR program evaluation data is attached after the expenditures. Response rates were not very high this year; we have collaborated with the NCTR team to brainstorm ways to increase participation. These solutions will be put in place during the upcoming school year.

Additionally, RTR collects formative data throughout the year as well as information on program graduate retention and career accomplishments. Feedback on our partnerships was provided by school division representatives,

particularly regarding our selection process. Division representatives noted specific changes they would like to make to the interview questions as well as additional information that should be provided to candidates prior to the interview. Likewise, School of Education faculty and staff, as well as other university and school division partners, were asked to provide feedback on various aspects of the program from recruitment of residents through post-graduation support. The feedback we have received from partner divisions, faculty, staff, and program participants through the NCTR survey will be discussed over the summer as the RTR team engages in conversations regarding refinement of the program. Concerns and suggestions will be addressed, and stakeholders will have an opportunity to provide additional feedback on the changes we plan to implement.

COMMENTS AND DOCUMENTS:

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

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

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

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

RTR has been fortunate to receive additional funding to support the development of a school leader residency program. With funding from the R.E.B. Foundation, we launched the school leader residency program during the 2022-23 school

year. We have prepared 10 school leader residents to date, four of whom are RTR Teacher Residency graduates. School leader residency participants earn their post-master's certificate in educational leadership through VCU, attend monthly seminars to learn about culturally responsive and equitable school leadership as well as instructional leadership, and complete a full year in a residency experience during which they received mentoring from the school leader in their building. Throughout the residency year, they gradually take on more leadership responsibilities, satisfying the required clinical experience and developing skills and knowledge that they will be able to put into practice when they take on leadership roles. Our third cohort will begin the program in August. Six aspiring school leaders will begin the program in the Metro-Richmond region.

Additionally, we received congressional earmarks grant through the late Congressman Donald McEachin's office to begin an early childhood residency program. We prepared nine undergraduate residents in Richmond and Chesterfield using these funds between January 2022 and June 2024. The success of this program allowed us to move forward with the two-year undergraduate pathway for elementary and special education residents. Because those degree programs are able to be offered online, our school division partners across the state can now benefit from having residents enrolled RTR's undergraduate pathway.

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

RTR is recognized as a national model for recruiting, preparing, and supporting not only new teachers, but also veteran teachers who co-teach and mentor our residents. Members of our team presented on our mentor model at the Carnegie Foundation for the Advancement of Teaching's annual summit earlier this year. RTR has also hosted several visitors over the course of the year. We served as a site visit for representatives from universities in other states who are interested in developing teacher residency programs of their own. Additionally, we developed a partnership with the Department of Veterans Services (DVS) to collaborate in helping veterans and their families interested in becoming teachers achieve their dream. Members of our team met with DVS representatives' numerous times throughout the year. We provided a tour of Ettrick Elementary School and an opportunity to meet with program participants to hear their stories. The page on which RTR is highlighted in the Virginia Veterans Resource Guide is attached.

Over the last year, we have developed strong relationships with our new partner school divisions and have worked to strengthen our existing partner relationships. As we work with our partners to learn more about their specific division needs and the context in which the residents will be placed, we are able to develop recruitment strategies to target members of the community. We know that finding people with a vested interest in the community is key to finding individuals who will remain in the teaching profession. As we look toward the 2024-2025 school year, we have already begun conversations with our partner divisions to devise strategies to recruit a strong pool of candidates for the 2025-2026 school year.

Grant funds requested may not exceed $1,750,000.

Please complete the following charts reporting total expenditures:

Period of Award:	July 1, 2024 – June 30, 2025							

Public Institution of Higher Education: VDOE 2025 RTR

Personal Services 1000					Source of Funds			
	Description				**State Grant Funds**	**School Division Cash Funds (At least 1/3 of the dollar cost of the program)**		
Job titles of individuals whose salaries were charged to this program	Program Role	% FTE	Salary	Total charged to grant for this individual			In-Kind	Totals
RTR Executive Director	Oversees all aspects of RTR	90%	$159,642	$143,678	$0.00		$143,678	$143,678
Finance Manager	Oversees all the financial aspects	30%	$101,193	$30,358	$0.00		$30,358	$30,358
Sr Financial Analyst)	Processes all fiscal documents; manages budget and help with any processing of payments.	100%	$77,300	$77,300	$0.00		$77,300	$77,300
Education Specialist	Support the connection between research and practice for our K-12 partners and our teacher and leader residency program	100%	$75,000	$75,000	$0.00		$75,000	$75,000
Executive Assistant	Assisting with scheduling, organizing, prioritizing, maintaining records, and taking meeting notes. Monitor the RTR email and phone and will be the first to assist potential residents and community members when they have questions or need assistance.	100%	$55,000	$55,000	$0.00		$55,000	$55,000
RTR Recruitment Coordinator	The Recruitment Coordinator will design and implement recruitment strategies and materials that attract high-quality candidates from diverse backgrounds to RTR	100%	$60,962	$60,962	$0.00		$60,962	$60,962
RTR Admissions and Data Spec	Admission Specialist will design and implement admissions policies to attract high-quality candidates from diverse backgrounds to RTR; work on quantitative and qualitative data collection to inform future work.	100%	$90,887	$90,887	$0.00		$90,887	$90,887
Elementary Residency Coordinator	Supports elementary resident/CRC partnerships	100%	$79,803	$79,803	$0.00		$79,803	$79,803
SPED Curriculum Coordinator	Advises and teaches SPED residents	50%	$91,900	$45,950	$0.00		$45,950	$45,950
Program Coordinator	Support special projects and events	100%	76,296	$76,296	$0.00		$76,296	$76,296
Academic Advisor	Advising and supporting students.	50%	52,500	$26,250	$0.00		$26,250	$26,250
Assistant Director	Serve as the liaison for RTR to build and maintain collaborative relationships with school district partners, VCU, and private foundations, overseeing all aspects of the expansion of RTR, including the proposed Teacher and School Leader Residency project.	50%	$100,000	$50,000	$0.00		$50,000	$50,000
Lead Professional Learning Coordinator	Responsible for all training related to the New Teacher Center.	100%	$83,129	$83,129	$0.00		$83,129	$83,129
Lead Elementary & Secondary Residency Coordinator	Supports secondary resident/CRC partnerships	100%	$83,212	$83,212	$0.00		$83,212	$83,212
RTR Lead Special Ed. & School Leader Coordinator	Supports SPED resident/CRC partnerships	100%	$83,212	$83,212	$0.00		$83,212	$83,212
Secondary Teacher Resident Coordinator	Supports resident/CRC STEM partnerships in Petersburg City Public Schools	90%	$88,264	$79,438	$0.00		$79,438	$79,438
Special Ed. Residency Exp. Coordinator	Support the special education mentor-resident pairs.	100%	75,000	$75,000	$0.00		$75,000	$75,000

Job Title	Description	%	Salary	Total	State Grant Funds	School Division Cash Funds	In-Kind	Total
Minority Ed. Center Coordinator	Help attain the project objectives to increase the recruitment of a diverse workforce and promote inclusive pre-service and in-service support through ongoing culturally-centered mentoring and induction support to improve the success of minoritized educators	100%	$76,201	$76,201	$0.00		$76,201	$76,201
Financial Specialist	Responsible for all purchasing, travel arrangements and reimbursements, contracts, and other related activities for the project	90%	$51,500	$46,350	$0.00		$46,350	$46,350
Rural Sp. Ed. Proj. Coord/Retention Specialist	The rural special education project coordinator and retention specialist will be responsible for working with rural school districts.	100%	75,433	$75,433	$0.00		$75,433	$75,433
						0		
Total Personal Services 1000						$0	$1,413,458	$1,413,458

Employee Benefits 2000

				Source of Funds			
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	Total
RTR Executive Director	39.70%	$143,678	$57,040	$0.00		$33,030	$33,030
Finance Manager	39.70%	$30,358	$12,052	$0.00		$54,187	$54,187
Sr Financial Analyst)	39.70%	$77,300	$30,688	$0.00		$34,344	$34,344
Education Specialist	39.70%	$75,000	$29,775	$0.00		$11,416	$11,416
Executive Assistant	39.70%	$55,000	$21,835	$0.00		$26,387	$26,387
RTR Recruitment Coordinator	39.70%	$60,962	$24,202	$0.00		$23,036	$23,036
RTR Admissions and Data Spec	39.70%	$90,887	$36,082	$0.00		$17,329	$17,329
Elementary Residency Coordinator	39.70%	$79,803	$31,682	$0.00		$33,875	$33,875
SPED Curriculum Coordinator	39.70%	$45,950	$18,242	$0.00		$30,156	$30,156
Program Coordinator	39.70%	$76,296	$30,290	$0.00		$35,383	$35,383
Academic Advisor	39.70%	$26,250	$10,421	$0.00		$45,979	$45,979
Assistant Director	39.70%	$50,000	$19,850	$0.00		$35,414	$35,414
Lead Professional Learning Coordinator	39.70%	$83,129	$33,002	$0.00		$15,968	$15,968
Lead Elementary & Secondary Residency Coordinator	39.70%	$83,212	$33,035	$0.00		$29,871	$29,871
RTR Lead Special Ed. & School Leader Coordinator	39.70%	$83,212	$33,035	$0.00		$28,902	$28,902
Secondary Teacher Resident Coordinator	39.70%	$79,438	$31,537	$0.00		$28,902	$28,902
Special Ed. Residency Exp. Coordinator	39.70%	$75,000	$29,775	$0.00		$28,902	$28,902
Minority Ed. Center Coordinator	39.70%	$73,201	$29,061	$0.00		$28,902	$28,902
Financial Specialist	39.70%	$46,350	$18,401	$0.00		$29,947	$29,947
Rural Sp. Ed. Proj. Coord/Retention Specialist	39.70%	$75,433	$29,947	$0.00		$10,421	$10,421
	39.70%		$0	$0.00		$22,708	$22,708
Total Employee Benefits 2000						$605,058	$605,058

Purchased/Contractual Services 3000

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
National Center for Teacher Residencies Membership Fees	$0	$0	$15,750	$15,750
Slate	$0	$0	$30,000	$30,000
New Teacher Center	$0	$0	$47,000	$47,000

		$0		$0
Total Purchased Contractual Services 3000		$0	$0	$92,750	$92,750

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	$111,497	$111,497
				$0
				$0
Total Internal Services 4000	$0	$0	$111,497	$111,497

Other Charges 5000	**Source of Funds**			
Description (Please provide detailed cost calculations.)	**State Grant Funds**	**School Division Cash Funds (At least 1/3 of the dollar cost of the program)**	**In-Kind**	**Totals**
Stipends for RPS, PCPS, CCPS, HCPS,PWPS residents (78*$22,491.80)	$1,750,000.00	$0	$0	$1,750,000
Cash Match from divisions that includes mentor stipends, training, and the cost of career coaches (see detailed cash match chart for each school division on page 24 of the narrative)	$0	$583,333	$0	$583,333
Recruitment and Selection Day Costs	$0	$0	$3,000	$3,000
Travel to NCTR and NTC conference/trainings	$0	$0	$6,000	$6,000
Special RTR Tuition Rate Savings for Residents (at least $2,059*78 residents)	$0	$0	$160,602	$160,602
Total Other Charges 5000	$1,750,000	$583,333	$169,602	$2,502,935

Materials and Supplies 6000	**Source of Funds**			
Description (Please provide detailed cost calculations.)	**State Grant Funds**	**School Division Cash Funds (At least 1/3 of the dollar cost of the program)**	**In-Kind**	**Totals**
Project Supplies	$0	$0	$19,249	$19,249
Media Services	$0	$0	$15,000	$15,000
Printing/Publication Costs	$0	$0	$2,250	$2,250
Total Materials and Supplies 6000	$0	$0	$36,499	$36,499

Total Expenditures for the Teacher Residency Grant				
	Source of Funds			
	State Grant Funds	**School Division Cash Funds (At least 1/3 of the dollar cost of the program) [1/3 of state funds requested]**	**In-Kind**	**Total Expenditures**
Personal Services (1000)	$0.00	$0	$1,413,458	$1,413,458
Employee Benefits (2000)	$0	$0	$605,058	$605,058
Purchased/Contractual Services (3000)	$0	$0	$92,750	$92,750
Internal Services (4000)	$0	$0	$111,497	$111,497
Other Charges (5000)	$1,750,000	$583,333	$169,602	$2,502,935
Material and Supplies (6000)	$0	$0	$36,499	$36,499
Totals	**$1,750,000**	**$583,333**	**$2,428,865**	**$4,762,198**

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.

🔧 See details

Instructions & Table of Contents

In this report, you can visualize and download your program's data from NCTR's Mid and End of Year Residency Experience Surveys. We encourage you to use these data and visualizations to better understand and enhance your program's impact; demonstrate the value and impact of your program to different audiences; and advance diversity, equity, and inclusion at your program. Please see below for instructions about how to use the report, and a Table of Contents to see the data you can visualize on each page.

Instructions

PLEASE NOTE: You must be logged into an email account that has been granted access by NCTR when using this report. If you have any questions or concerns about how to access or use this report, please contact your NCTR Coach or NCTR's Associate Director of Research and Evaluation, Kevin Levay, at klevay@nctresidencies.org.

1. If relevant, select a constituent program from the drop-down menu at the top of the page. Your selection will apply to all of the pages of the report.

2. Each page of this report allows you to visualize data related to one of NCTR's Levers for Equitable Teacher Residencies. Different data can be visualized on different pages. See the below Table of Contents to see which levers and data can be found on each page.

3. Use the drop down at the top of the page to select the specific subcategories of items you'd like to visualize. Your selection will apply to all of the visualizations and dropdown menus on the page.

    PLEASE NOTE: By default, a subcategory of items will be pre-selected. In addition, please note that on some pages there may only be one subcategory.

4. Use the drop-down menus next to the visualizations to display the data you'd like to see. Be aware that the order of your selection's matters (i.e., what you select in one drop down may affect what you can select in the others). Make selections from top to bottom or left to right. To see all available options in all of the drop downs for a given visualization, click each drop down and select the checkbox to select all.

    PLEASE NOTE: By default, all of the graphs will display data for the most recent school year and survey period (i.e., mid or end of year). In addition, by default, participant type (e.g., residents) will be pre-selected for visualizations of data by race and ethnicity,
    and school year, as well as open-ended questions (if there are any).

5. Visualizations will display the average (i.e., mean) response for your program and the NCTR Network as a whole (i.e., respondents from just your program vs. all respondents). The average for the NCTR Network average will always display as a dark blue dot (● = NCTR Network Average). Hover your mouse over the points or bars in the visualizations to see the full text of any axes, question text, average values, and/or the number of respondents from your program included in the data.

    PLEASE NOTE: In visualizations of data by race and ethnicity, data won't be displayed for your program when there are fewer than five

National Center for Teacher Residencies

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.
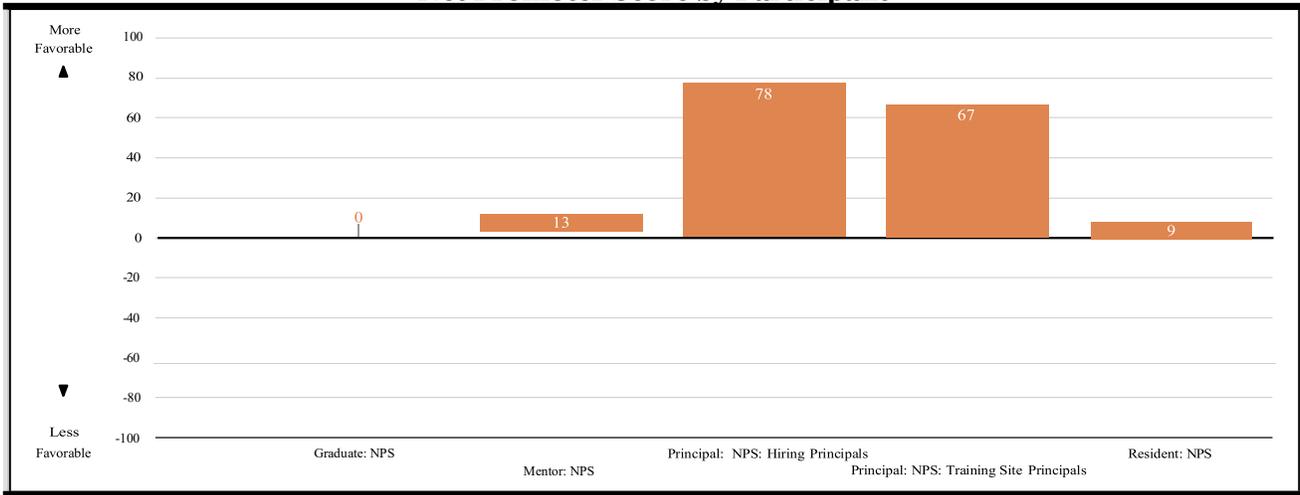
| Survey Period: End (1) ▾ |

Overall Program Experience & Satisfaction

On this page, you can select and visualize Net Promoter Scores (NPS) from your participants. 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.

Participant-Level Analysis

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

| School Year: 2024 (1) ▾ | Participants/NPS ▾ |

Net Promoter Score by Participant
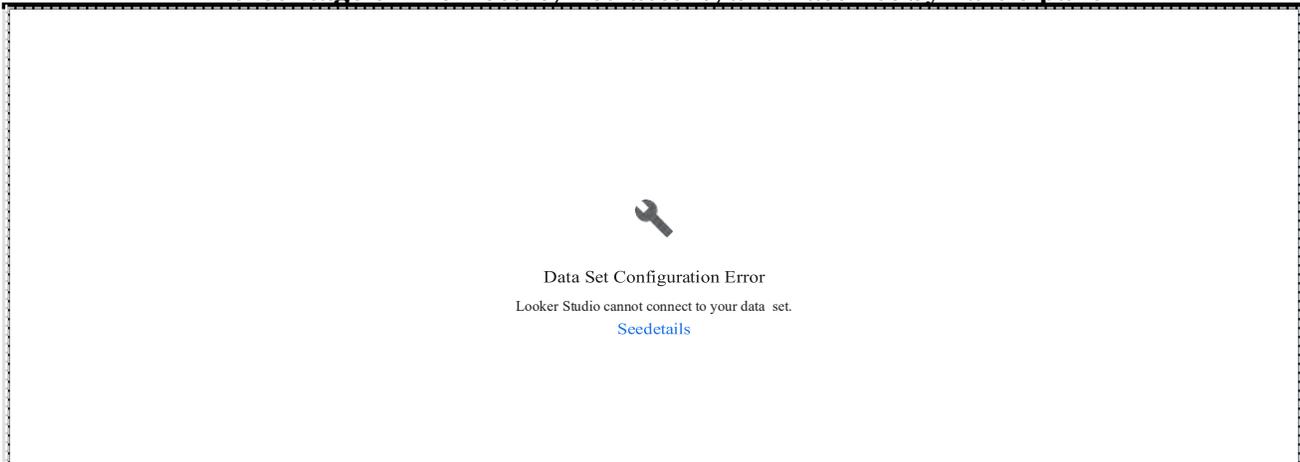
	Graduate: NPS	Mentor: NPS	Principal: NPS: Hiring Principals	Principal: NPS: Training Site Principals	Resident: NPS
Value	0	13	78	67	9

Percentage of Promoters, Detractors, and Passives by Participant

🔧

Data Set Configuration Error

Looker Studio cannot connect to your data set.

Seedetails

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

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

Program impact on students & school community

ect 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) ▾
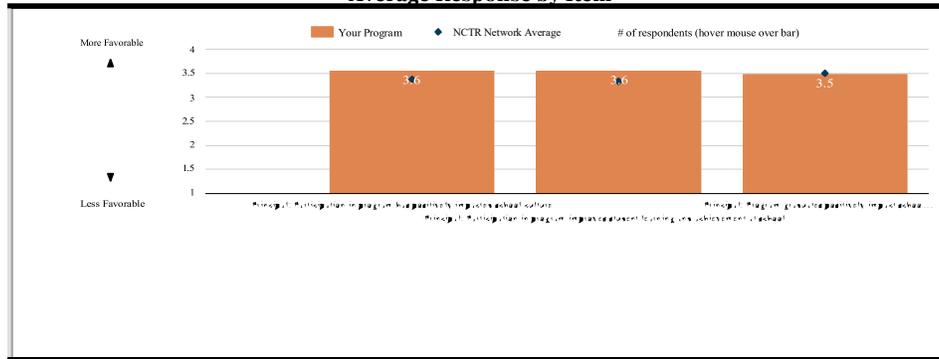
em-Level Analysis

w, sort, and compare average responses and distributions of responses for individual survey items.
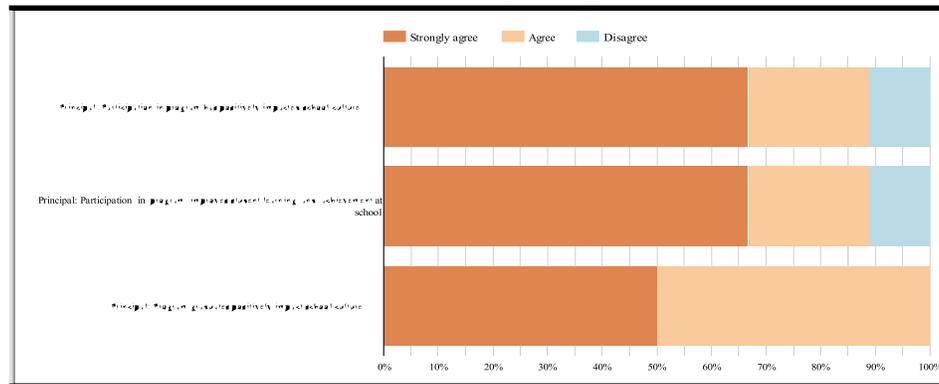
School Year: 2024   (1) ▾   Participants ▾

Survey Items ▾

Average Response by Item

■ Your Program   ◆ NCTR Network Average   # of respondents (hover mouse over bar)

More Favorable ▲

Less Favorable ▼

| | 3.6 | 3.6 | 3.5 |

Principal: Participation in program has positively impacted school culture

Principal: Participation in program improved student learning and achievement at school

Principal: Program graduates positively impact school ...

Distribution of Responses by Item

■ Strongly agree   ■ Agree   ■ Disagree

Principal: Participation in program has positively impacted school culture

Principal: Participation in program improved student learning and achievement at school

Principal: Program graduates positively impact school culture

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

acial & Ethnic Equity Analysis

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

School Year: 2024   (1) ▾   Participants ▾

Survey Items ▾

Race/Ethnicity ▾   Gender: All   (1) ▾

Average Response by Race and Ethnicity

■ Your Program   ◆ NCTR Network Average   # of respondents (hover mouse over bar)

More Favorable ▲

| 3.5 | 3.7 | 3.2 |

National Center for Teacher Residencies

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.

🔧 See details   🔧 See details

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

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

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

🔧 See details

em-Level Analysis

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

School Year: 2024   (1) ▾   🔧 See details

🔧 See details

Average Response by Item

More Favorable

▲

🔧

Data Set Configuration Error

Looker Studio cannot connect to your data set.

See details

▼

Less Favorable

Distribution of Responses by Item

acial & Ethnic Equity Analysis

w, sort, and compare average responses by race and ethnicity.
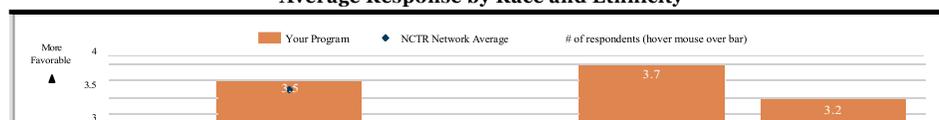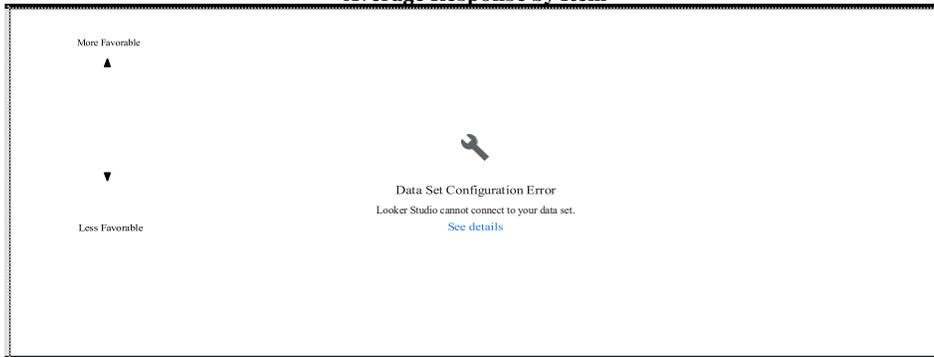
School Year: 2024   (1) ▾   Participants: Resident   (1) ▾

Survey Items   ▾

🔧 See details   Gender: All   (1) ▾

Average Response by Race and Ethnicity
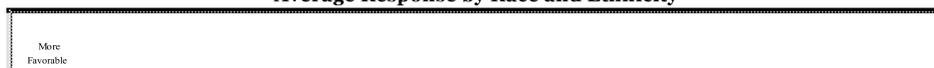
More
Favorable

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

In 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.

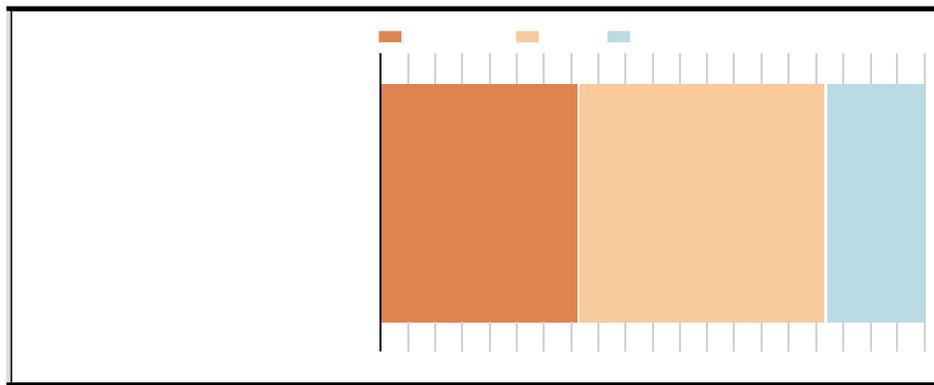| School Year: 2024 (1) ▾	Participants ▾

Survey Items ▾

Average Response by Item

More Favorable
▲

■ Your Program   ◆ NCTR Network Average   # of respondents (hover mouse over bar)

4
3.5
3
2.5   2.9
2
1.5
1

▼
Less Favorable

Resident Satisfied with financial package program provides

Distribution of Responses by Item

🔧

Data Set Configuration Error

Looker Studio cannot connect to your data set.
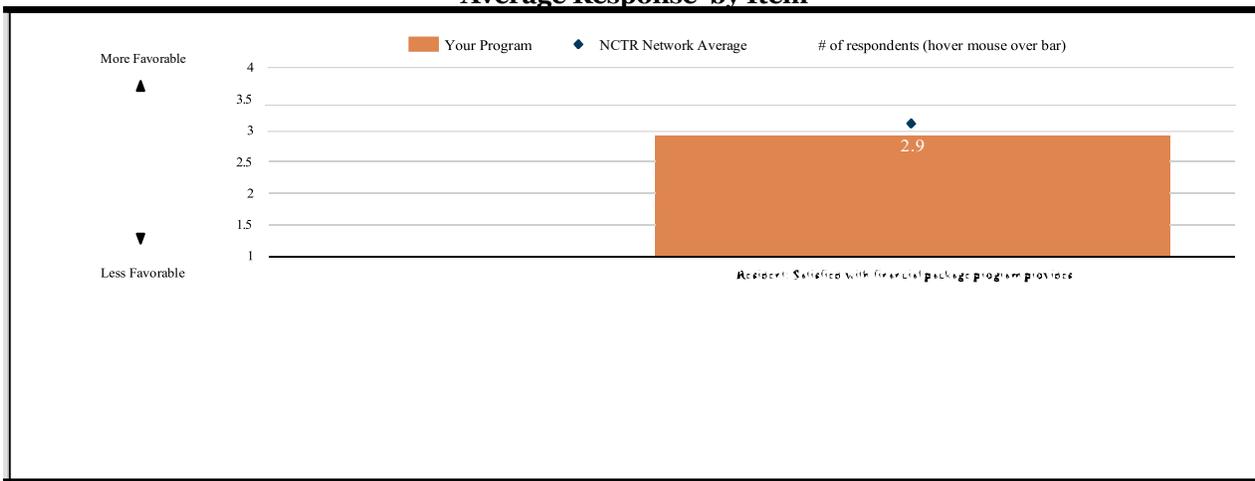
See details

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 ▾ | 🔧 See details |

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.

🔧 See details

Resident Recruitment & Selection

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

• Effectiveness of resident recruitment & selection processes

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

Subcategory *Effectiveness of resident recruitment & selection processes* (1) ▾

tem-Level Analysis

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

| 🔧 See details | 🔧 See details |

🔧 See details
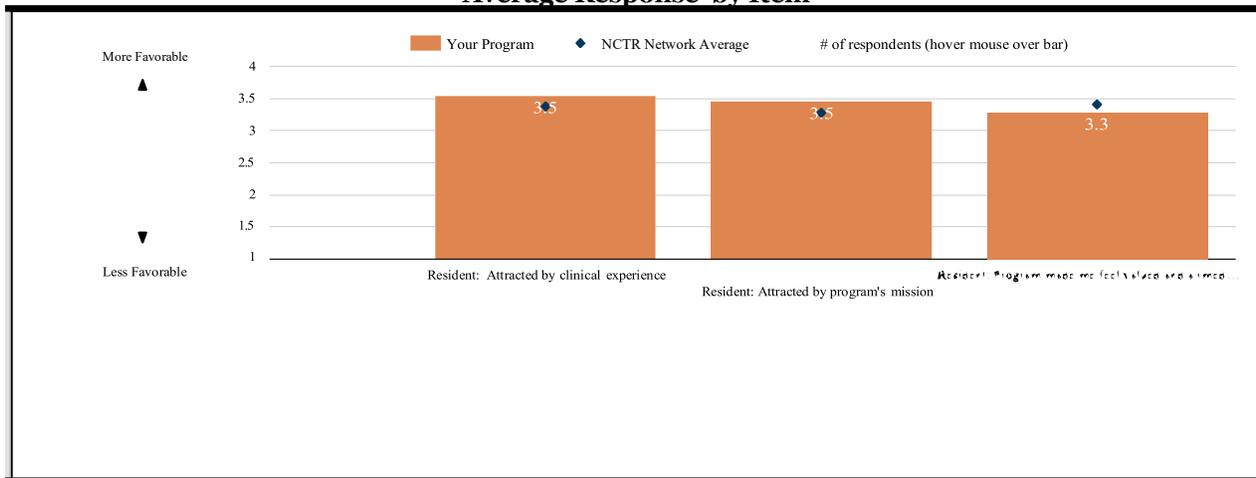
Average Response by Item

More Favorable ▲

Less Favorable ▼

■ Your Program   ◆ NCTR Network Average   # of respondents (hover mouse over bar)

| | 3.5 | 3.5 | 3.3 |

Resident: Attracted by clinical experience   Resident: Attracted by program's mission   Resident: Program made me feel valued and valued...

Distribution of Responses by Item

🔧

Data Set Configuration Error

Looker Studio cannot connect to your data set.

See details

NATIONAL CENTER FOR
**TEACHER
RESIDENCIES**

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

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

- ffectiveness of mentor recruitment & selection rocesses
- ffectiveness of mentor onboarding process
- Mentor effectiveness

· Overall effectiveness of mentor support
· Effectiveness of support for effective mentoring
· Effectiveness of support for mentor leadership

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

| Subcategory: Overall effectiveness of mentor support (1) ▾ |

em-Level Analysis

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

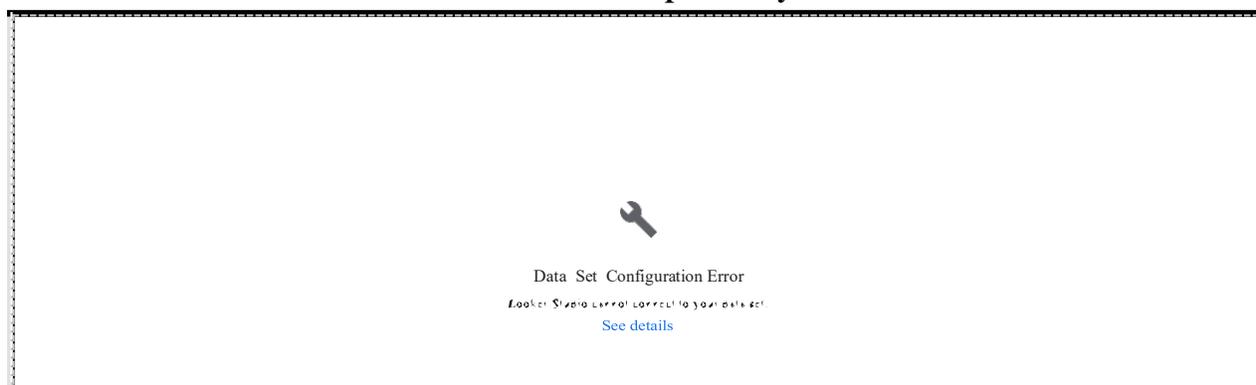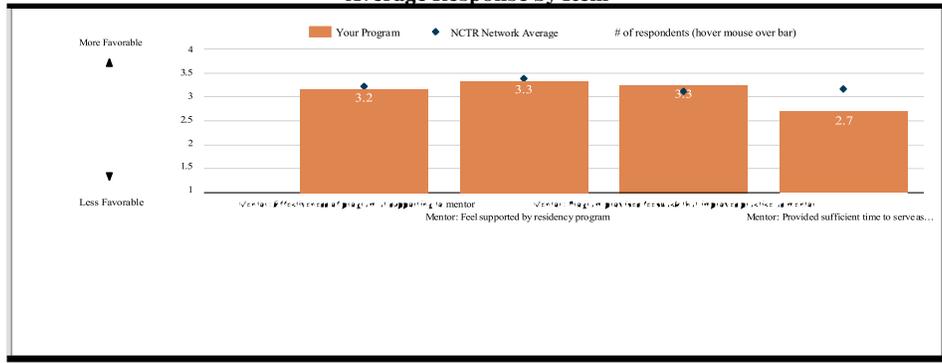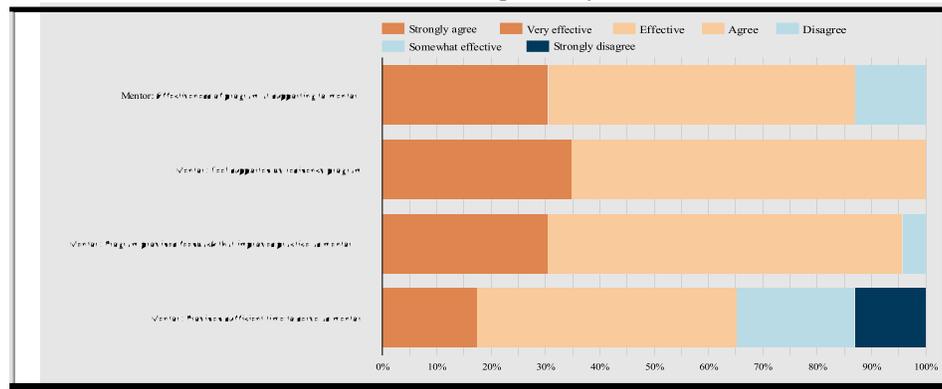| School Year: 2024 (1) ▾ | 🔧 See details |

| 🔧 See details |

Average Response by Item

■ Your Program   ◆ NCTR Network Average   # of respondents (hover mouse over bar)

More Favorable ▲

3.2	3.3	3.3	2.7

▼ Less Favorable

Mentor: Effectiveness of program at supporting the mentor
Mentor: Feel supported by residency program
Mentor: Program provided feedback that improved practice as mentor
Mentor: Provided sufficient time to serve as...

Distribution of Responses by Item

■ Strongly agree   ■ Very effective   □ Effective   □ Agree   □ Disagree
□ Somewhat effective   ■ Strongly disagree

Mentor: Effectiveness of program at supporting the mentor
Mentor: Feel supported by residency program
Mentor: Program provided feedback that improved practice as mentor
Mentor: Provided sufficient time to serve as mentor

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

acial & Ethnic Equity Analysis

:w, sort, and compare average responses by race and ethnicity.

| School Year: 2024 (1) ▾ | 🔧 See details |

| Survey Items ▾ |

| Race/Ethnicity ▾ | Gender: All (1) ▾ |

Average Response by Race and Ethnicity

More

Residency Experience
Survey Data Visualizations

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

In 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.

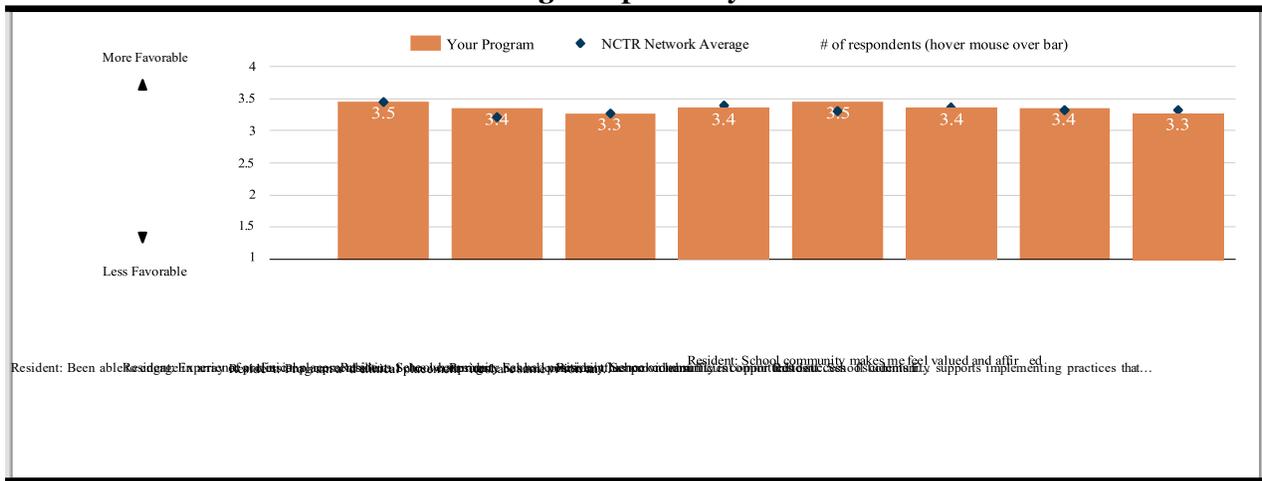Subcategory *Effectiveness of training site recruitment & selection*   (1) ▾

Item-Level Analysis

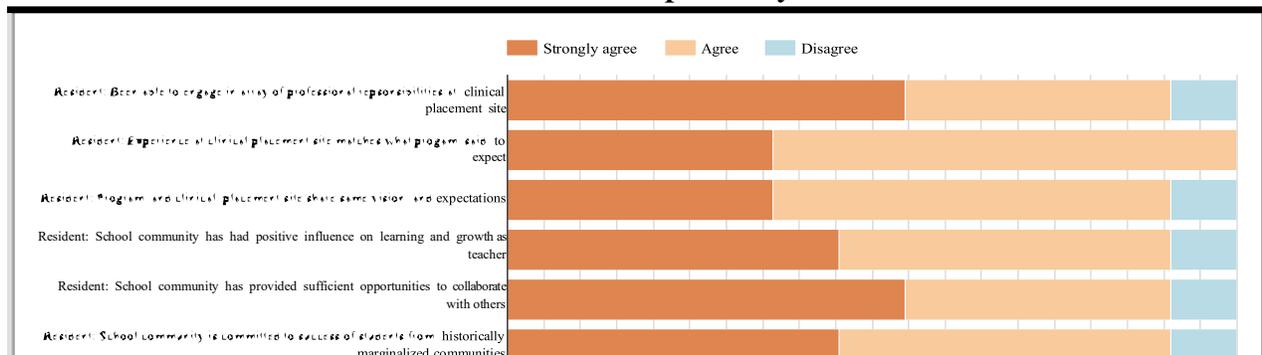View, sort, and compare average responses and distributions of responses for individual survey items.

School Year: 2024   (1) ▾   Participants: Resident   (1) ▾

Survey Items   ▾

Average Response by Item

■ Your Program   ◆ NCTR Network Average   # of respondents (hover mouse over bar)

More Favorable
▲

Less Favorable
▼

3.5 3.4 3.3 3.4 3.5 3.4 3.4 3.3

Resident: Been able... Resident: Experience... Resident: Program... Resident: School... Resident: School community makes me feel valued and affirmed... supports implementing practices that...

Distribution of Responses by Item

■ Strongly agree   ■ Agree   ■ Disagree

Resident: Been able to engage in array of professional responsibilities at clinical placement site

Resident: Experience at clinical placement site matches what program said to expect

Resident: Program and clinical placement site share same vision and expectations

Resident: School community has had positive influence on learning and growth as teacher

Resident: School community has provided sufficient opportunities to collaborate with others

Resident: School community is committed to success of students from historically marginalized communities

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**

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

ffectiveness of graduate support

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

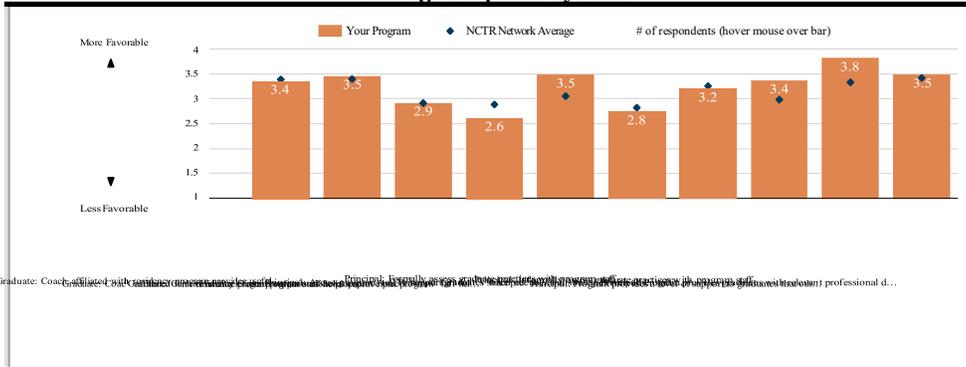Subcategory: Effectiveness of graduate support   (1) ▾

em-Level Analysis

:w, sort, and compare average responses and distributions of responses for individual survey items.
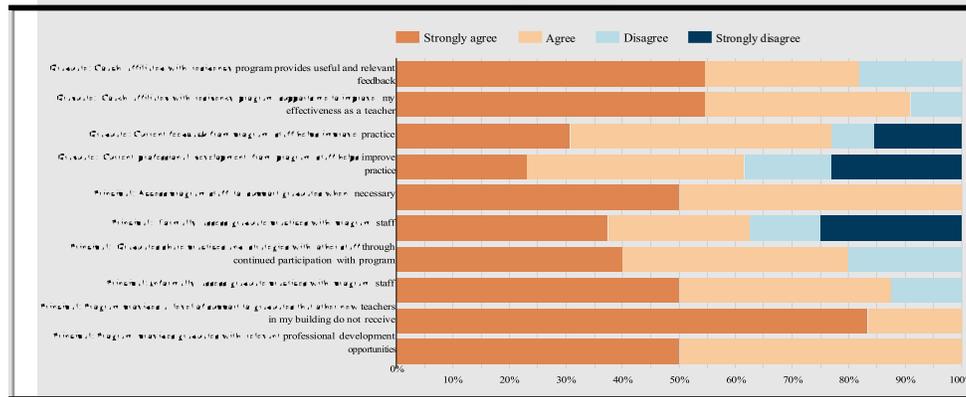
School Year: 2024   (1) ▾   Participants   ▾

Survey Items   ▾

Average Response by Item

More Favorable ▲

■ Your Program   ◆ NCTR Network Average   # of respondents (hover mouse over bar)

4
3.5
3
2.5
2
1.5
1

3.4 3.5 2.9 2.6 3.5 2.8 3.2 3.4 3.8 3.5

▼
Less Favorable

Distribution of Responses by Item

■ Strongly agree   ■ Agree   ■ Disagree   ■ Strongly disagree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

acial & Ethnic Equity Analysis

:w, sort, and compare average responses by race and ethnicity.

School Year: 2024   (1) ▾   Participants: Graduate   (1) ▾

Survey Items   ▾

Race/Ethnicity   ▾   Gender: All   (1) ▾

Average Response by Race and Ethnicity

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: 2024 (1) ▾

| Lever ▾ | Subcategory ▾ |

Participants ▾

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

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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	2024	23	2.8	0.8	3.0	-0.18
2. Financial sustainability	Resident satisfaction with financial support	Resident	I'm satisfied with the financial package my program provides me.	Agreement	2024	11	2.9	0.9	3.1	-0.22
3. Graduate support	Effectiveness of graduate support	Principal	Induction support provided by the residency program provides a level of support to graduates that other new teachers in my building do not receive.	Agreement	2024	9	3.8	0.4	3.3	0.5
4. Graduate support	Effectiveness of graduate support	Principal	I access residency program staff to support graduates when necessary.	Agreement	2024	9	3.5	0.5	3.1	0.45
5. Graduate support	Effectiveness of graduate support	Graduate	The coach affiliated with my residency program supports me to improve my effectiveness as a teacher.	Agreement	2024	11	3.5	0.7	3.4	0.06
6. Graduate support	Effectiveness of graduate support	Principal	The residency program provides graduates with relevant professional development opportunities.	Agreement	2024	9	3.5	0.5	3.4	0.08
7. 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	2024	9	3.2	0.8	3.3	-0.05
8. Graduate support	Effectiveness of graduate support	Principal	I formally assess graduate practices with residency program staff.	Agreement	2024	9	2.8	1.3	2.8	-0.07
9. Graduate support	Effectiveness of graduate support	Graduate	The feedback I currently receive from residency program staff helps me improve my practice.	Agreement	2024	13	2.9	1.0	2.9	0.01
10. Graduate support	Effectiveness of graduate support	Principal	I informally assess graduate practices with residency program staff.	Agreement	2024	9	3.4	0.7	3.0	0.39
11. Graduate support	Effectiveness of graduate support	Graduate	The professional development I currently receive from residency program staff helps me improve my practice.	Agreement	2024	13	2.6	1.1	2.9	-0.27
12. Graduate support	Effectiveness of graduate support	Graduate	The coach affiliated with my	Agreement	2024	11	3.4	0.8	3.4	-0.02

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: 2024 (1) ▾ | Survey Period: End (1) ▾ |

| Lever ▾ | Subcategory ▾ |

| Participants ▾ |

| 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

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Lever	Subcategory	Participant	Survey Item	Response Scale	Race and Ethnicity	School year	# of respondents	Your Program's Average	Program's Standard Deviation	NCTR Network Average	(Program minus NCTR Avg.)
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	2024	5	3.0	1.0	3.0	-0.02
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	Hispanic or Latinx	2024				3.0	0.01
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	2024	23	2.8	0.8	3.0	-0.18
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	American Indian or Alaska Native	2024				3.0	1.04
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	2024				2.7	0.27
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	2024	14	2.6	0.7	3.0	-0.33
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	Other	2024				3.1	-0.08
Financial sustainability	Resident satisfaction with financial support	Resident	I'm satisfied with the financial package my program provides me.	Agreement	Other	2024				3.2	-0.23
Financial sustainability	Resident satisfaction with the	Resident	I'm satisfied with the	Agreement	Prefer not	2024				3.0	-2.04

			useful and relevant feedback.		American						
33.	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	2024	4	3.7	0.6	3.3	0.37
34.	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	Asian or Asian American	2024				3.0	
35.	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	2024	9	3.8	0.4	3.3	0.5
36.	Graduate support	Effectiveness of graduate support	Graduate	The professional development I currently receive from residency program staff helps me improve my practice.	Agreement	White	2024	6	1.7	0.8	2.7	-1.02
37.	Graduate support	Effectiveness of graduate support	Graduate	The coach a liated with my residency program supports me to improve my effectiveness as a teacher.	Agreement	Prefer not to say	2024				3.4	-0.36
38.	Graduate support	Effectiveness of graduate support	Graduate	The feedback I currently receive from residency program staff helps me improve my practice.	Agreement	All	2024	13	2.9	1.0	2.9	0.01
39.	Graduate support	Effectiveness of graduate support	Graduate	The professional development I currently receive from residency program staff helps me improve my practice.	Agreement	Asian or Asian American	2024				2.7	0.26
40.	Graduate support	Effectiveness of graduate support	Graduate	The coach a liated with my residency program supports me to improve my effectiveness as a teacher.	Agreement	All	2024	11	3.5	0.7	3.4	0.06
41.	Graduate support	Effectiveness of graduate support	Principal	I informally assess graduate practices with residency program staff.	Agreement	All	2024	9	3.4	0.7	3.0	0.39
42.	Graduate support	Effectiveness of graduate support	Graduate	The coach a liated with my residency program supports me to improve my effectiveness as a teacher.	Agreement	Black or African American	2024	4	3.8	0.5	3.5	0.3
43.	Graduate support	Effectiveness of graduate support	Principal	I access residency program staff to support graduates when necessary.	Agreement	Black or African American	2024	4	3.8	0.5	3.2	0.6
44.	Graduate support	Effectiveness of graduate support	Principal	Induction support provided by the residency program provides a level of support to	Agreement	Black or African American	2024	4	4.0	0.0	3.3	0.66

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

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

se 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 oogle Sheet.

School Year: 2024 (1) ▾

Lever ▾	Subcategory ▾

Participants: Resident (1) ▾

Survey Items ▾

	Lever ▲	Subcategory	Participant	Survey Item ▲	Response
1.	Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	I love this program but was not treated fairly by my mentor and I have heard multiple other residents say the same. I hope in the future mentors are held accountable for their behavior towards residents, and are given clear expectations of how they are supposed to help us. For example, I have to constantly ask for feedback or I simply will not get it and I have rarely received any positive feedback. Never getting any positive feedback from your mentor makes it hard to feel confident in what you are doing.
2.	Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	N/A
3.	Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	I was able to learn a lot from my colleagues and mentor.
4.	Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	Although the program is wonderful, the low stipend made it a struggle to commute to school for 30 minutes every day without a job. It would have been great to attend some school events on Fridays.
5.	Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	Thank you RTR!
6.	Residency year experience	Overall program experience & satisfaction	Resident	Additional thoughts on program	Kiano has been di cult to find the time to do. Especially now with SOLs coming up.
7.	Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	My residency, the full year has prepared me the most to being a teacher. Living that life day in and out! The seminars once a month-no. The kiano tools and release calendar-no.
8.	Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	The program has given me the opportunity to see a school year from beginning to end which is so helpful.
9.	Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	Check-in's, monthly seminars, phone calls, mentor, professors, etc.
10.	Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	RTR has supported me by providing me with a variety of resources (classes, connection to mentor + high school) that gave me practical, technical, and socio-emotional tools to be the best teacher I can be --IN ALIGNMENT with all things SOL.
11.	Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	The program has taught me the daily routine and nuances that can only be learned through hands-on experience.
12.	Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	RTR has given me an array of teaching tools throughout this year including relevant and meaningful classes, a fantastic mentor, and lifelong support.
13.	Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	My program has given me well planned and organized information to follow and go back to if needed.
14.	Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	Being able to see the school year from start to finish has made me feel very confident in my teaching ability for next year.
15.	Residency year experience	Overall resident preparedness	Resident	How residency program prepares or supports residents well	It help me see more of the behind the scenes like iep meetings, staff meetings, parent-tesch conferences, etc
16.	Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	Grant students access to Windows on a functional computer. We also require more time in VA IEP to prepare for case management and paperwork.
17.	Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	Clearer communication about important events/dates and stipends we receive at the beginning of the program.
18.	Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	Prepare the mentors better with being nicer to their residents and be WILLING to let their classroom go. And they need to be able to let their residents do what they want to try without feeling judgement
19.	Residency year experience	Overall resident preparedness	Resident	What program can do to better prepare residents to be teachers	Use seminar time to actually discuss the day to day experiences in the residency
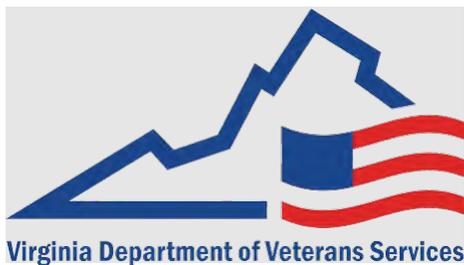
Virginia Department of Veterans Services

Virginia Veterans Resource Guide

www.dvs.virginia.gov

Veteran Hunting & Fishing Licenses

The Virginia Department of Wildlife Resources (DWR) offers a number of discounted licenses for Disabled Military Personnel & Veterans. Applications are available at any DWR field office or online.

For more information visit www.dwr.virginia.gov or call (804) 367-1000

Service-Disabled Veteran-Owned Small-Business (SDVOSB) Designation

As part of the Virginia **Small, Women-owned, and Minority Owned Business (SWaM) certification program**, qualifying service-disabled veterans who are small business owners may obtain a **Service Disabled Veteran-Owned Small Business (SDVOSB)** designation in the Virginia SWaM vendor database. This is not a separate SWaM certification, but rather a designation of those small businesses that are owned by Service Disabled Veterans. SDVOSB certification is provided by the Virginia Department of Small Business and Supplier Diversity in partnership with the Virginia Department of Veterans Services.

To learn more visit www.sbsd.virginia.gov or call (804) 786-6585

Extended State Tax Exemptions for Military Retirees

Virginia's veterans will now have an expanded state tax benefit effective January 1, 2024 with the removal of age restrictions for state tax-exemptions for military retirement pay.

VCU RTR Teacher Residency Partnership

Virginia Department of Veterans Services (DVS) and Virginia Commonwealth University (VCU) School of Education's RTR Teacher Residency Program began a new partnership under the Military Education and Workforce Initiative (MEWI) to promote RTR to veterans, spouses, and their adult dependents.

RTR Teacher Residency recruits, trains, and supports passionate, future teachers (residents) for hard-to-staff schools. Residents learn side-by-side with top district teachers (mentors) for an entire year while completing an undergraduate or graduate program at VCU. Successful residents receive a stipend and reduced tuition. Those interested in becoming a resident teacher or learning more about the program should visit **www.teachrtr.org**.

VIRGINIA STATE UNIVERSITY FINAL REPORT

VDOE Teacher Residency Grant
Program Year: July 1, 2023 - June 30, 2024 (FY2024)
Final Report due June 30, 2024

Name of Public Virginia Higher Education Institution: Virginia State University

Partners: VUU (although they did not have any students participate during the second year of the grant)

Participating School Divisions: Richmond & Petersburg City Public Schools

Name of Grant PI's: **Dr. Willis Walter, Dean of the College of Education &**

                             Dr. Shelly Bazemore, Coordinator of Field/Clinical Placements & Assistant Professor

Name of Coordinator: **Dr. C. Adrainne Thomas, Coordinator of Special Education & Associate Professor**

Mailing Address: **PO Box 9088, 1 Hayden Dr.**

City, State, Zip Code: **Virginia State University, VA 23806**

Telephone Number: **Willis Walter (804) 524-6869 & Shelly Bazemore (804) 908-2271**

Email Address: **wwalter@vsu.edu & sbazemore@vsu.edu**

FYI: *RTR is listed throughout this document. We are not RTR, but the Teacher Residency Program (TRP) of VSU Teacher Residency Grant - "I Too Teach" Cohort #3.

<u>**DETAILED PROGRAM DESCRIPTION**</u>:
Provide a detailed description of the teacher residency program.

- **Targeted recruitment and selection of residents aligned with school division needs**:
  - The divisions hired their instructional aides and paraprofessionals who met their needs. Then, VSU interviewed those individuals for the HBCU Collaborative Grant: "I Too Teach" Cohort #3. Those that met the qualifications for the grant and our Graduate Programs were accepted at VSU as candidates in the program. So obviously, divisions made the determination of who would meet their needs in the schools.

- **An intensive medical-style residency in which residents co-teach alongside a mentor teacher for an entire year**.
  - All "I Too Teach" Candidates worked in a classroom with a master teacher determined by the division HR and the school principals in their at-risk schools. Each candidate was placed in a collaborative setting where the teacher resident was able to learn from observing the teacher in the classroom and working directly with students on a daily basis. They were able to take the pedagogy their learned in their classes and apply it to their assigned classroom. Each week, the master teacher, serving as a mentor, evaluated the teacher resident giving them feedback and expectations for improvement in the week ahead. The teacher resident then evaluated themselves and described how they were going to put the mentor's suggestions into place for the week ahead. Since the teacher residents were required to take 4 to 5 classes each semester, and they were working in the classroom, this was an intensive, accelerated program to get their M. Ed. within a year.

- **A rigorous selection process and training for mentor teachers**.
  - Again, the HR and Principals made the selection of mentors for the program based on what they considered to be their master teachers – their best and brightest. Principals are the most equipped to determine who their best and most nurturing teachers are for their students and a teacher resident. Then, VSU hired a mentor trainer who worked with the mentors throughout the year to provide training and support to the mentors and also met with the teacher residents monthly to determine their needs as it relates to the mentors. Additional Professional Development was given to both the Mentors and Teacher Residents called the Culturally Responsive Academy sessions and covered the following topics: Trauma Informed Teaching, Culturally Responsive Teaching, and Classroom Management, and Adverse Childhood Experiences (ACEs).

- **A master's degree or graduate certificate and weekly seminars**
  - The teacher residents in cohort #3 were all VSU students working toward their M.Ed. rather than working toward a certificate. The residents were required to complete all courses and keep a 3.0 or higher GPA to stay in the program and graduate. Courses are held weekly either synchronously or asynchronously. They must also pass their required assessments. Both elementary and special education candidates for endorsement must pass the Praxis Teaching Reading Assessment. The elementary candidates also have to pass the 4 parts of the Praxis II Elementary Education Assessment. We provide vouchers for 240 Tutoring which is practice and practice assessments for both of the assessments listed above. We also provide the first voucher for both assessments based on when the candidate feels they are ready to take the assessments. If they do not pass their assessments, they are required to pay for their further assessments. Once all courses and assessments are completed, VSU confers the teacher residents and they receive their Masters in Education. We assist students with gaining their Virginia Department of Education Licensure.

- **Post-residency support from an NTC-trained content-specific career coach**
  - We do not use the NTC from VSU or ODU. We hired a private coach who was trained as a trainer in the VSU Program. The students are required to remain in the same school where they did their residency for another 3 years, pending open positions. If not, they are to be hired in another school or division where the school is considered to be at risk. Most residents are hired as teachers in their same schools. This allows them to continue to work with their mentor that they have built a relationship with over the last year. The Mentor Trainer has remained in communication with both the mentors and mentees to make sure they are still able to relate as they go into the new year.

PROGRAM OBJECTIVES:

The overarching goal of RTR is to improve student achievement in low-performing schools by recruiting, preparing, and supporting the retention of extraordinary, inspiring teachers and teacher leaders. Our expected outcomes are well-prepared and highly effective teachers who remain in high-needs schools and contribute positively to student achievement. In order to achieve our goals and objectives, RTR:
- Recruits talented, passionate teacher candidates who are committed to becoming career teachers in high-needs settings to address the most critical staffing needs of our most challenged schools and school divisions.
- Prepares teacher candidates in a research-based preparation program based on the NCTR Seven Principles of Teacher Residencies.
- Supports teacher candidates and graduates in the research-based NTC mentoring model that has been proven effective in improving student achievement for those teachers supported through this data-driven approach to mentoring.
- Retains highly effective teachers and teacher leaders through providing high-quality preparation, professional development, and

differentiated career roles.

- At VSU, we strive to get teacher residents of color, recruiting specifically for males, so that our diverse students can have an opportunity to have a teacher of color while in their K-12 Public Education

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

Our partners for this grant were Petersburg and Richmond City Public Schools. We have had long term relationships with both of these school divisions. We have Partnership Affiliation Documents that serve as agreements with both of these school divisions to provide field and clinical placements within their schools. Students are required to work in the division and/or school where they completed their internship if there is a placement available for 3 years.

Within our first 3 cohorts of the I Too Teach, students have been working in these schools as either teacher aides or fully licensed teachers.

Petersburg	Richmond	Total
Cohort #1: 1	Cohort #1: 8	9
Cohort #2: 1	Cohort #2: 1	2
Cohort #3: 3	Cohort #3: 6	9

*Bringing **20** new teachers in these divisions

Petersburg:
- **We currently have a "HERO Program" in Petersburg** as well, where they hire our students in their senior year as teachers in their own classrooms for a salary (without benefits). The students complete their coursework asynchronously for that year to earn their degree. The students agree to give 3-5 years to the school division following graduation.
  *We have 5 that completed this program as of June 2024*We have 6 students who are going into classrooms for the 2024-25 school year.
- **LEAAP Tutoring in Petersburg** - We also worked with the Urban League the last two years to provide tutoring in their schools for pay. Students who were interested completed an application and we placed in a school where they could best meet small groups of students' needs.
- **We have a VSUTeach Grant** that allows us to recruit and pay for courses for our VSU STEAM (Science, Technology, Engineering, Agriculture, and Math) students to take education classes. In case their career options change, they will have some of

the education courses allowing them to become teachers in their major content area. These students go into Petersburg classrooms on STEM Fridays and teach lessons to the K-12 students.

- **We place our field experience students and student teacher interns in Petersburg Schools every semester.**

Richmond:
- **Due to the proximity of Richmond Schools to VSU, we still place our field experience students and student teacher interns who live or work in Richmond City in their public schools every semester.**

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.

- Teacher Residents are given a **laptop computer** by their school division to use for both the school division's work and their VSU courses.
- As employees, they also receive either an instructional aide (if going for the Elementary Endorsement) or paraprofessional (if going toward the Special Education Endorsement) **salary with benefits** from the school division.
- If students take their courses on the schedule given, their **courses are paid for by the grant**. If they choose to drop a class during the semester, they will have to make that up at the end of the year, and it is paid out of their pocket.
- Our source of **Professional Assessment Support** comes from 240Tutoring. Through the grant, we are able to provide a 3-month voucher for students to study <u>for each</u> of their assessments. (Elementary and Special Education Endorsements requires that students take the Praxis Teaching Reading Assessment (5205) and the Elementary Endorsement also requires the Praxis II: Elementary Education Assessment.
- The grant also pays for them to take each of their assessments 1-time. If they do not pass, they have to paid for the additional assessments to be taken.
- The grant pays for them to have a mentor. They share a classroom with a mentor for the full year for observation and hands-on learning.
- The PI and Coordinator meet monthly with the teacher residents to stay abreast of any issues they are having at VSU or within their school divisions so that things can be resolved quickly. (Some issues arise in between meetings, but the residents feel comfortable enough to reach out to one of us because they have built a relationship with us.
- VSU holds additional professional development sessions called the Culturally Responsive Academy at various times throughout the

year to provide trending information in education that we feel would be beneficial to our students.

Additional Wrap-Around Supports

Teacher Retention
Teacher Residents are required to return to their school division for 3-years after graduation, unless:
1. The division does not want them back.
2. The Teacher Resident is dissatisfied with their experience, and HR allows them leave the division.
In either case, they have to find another division with an at-risk school willing to hire them for the 3-year period or they will have to pay their grant funds for tuition back to the Virginia Department of Education.

All teacher residents have remained in their school division from Cohort #3 with the exception of Henrico and Chesterfield.

<u>**PARTICIPANTS**</u>**:**
Please complete the following chart for program participants.

Chart A: Number of cohort residents who completed RTR during 2023-2024 school year. The list has 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.

Note: The students listed below with stars by their schools left the Petersburg or Richmond School Division after completion of their year of internship with the blessing of their initial school division. Both are working in at-risk schools beginning the fall of 2024.

Name of the Resident	Area of Teaching Endorsement	Residency School Division	Degree Program Completed	Did the individual complete the first year of the TRP Program?	If the resident has accepted employment, please indicate the employer	Area of Teaching Assigned
Angela Beverly	Special Education	Petersburg	Master of Education	Yes	*Yes, Chesterfield	Special Education
Keana Barclift	Elementary	Petersburg	Will complete in the fall of 2024	no	Yes, Petersburg; Westview Early Childhood Center	Elementary
Miya Usher	Elementary	Petersburg	Master of Education	yes	Yes, Petersburg; Westview Early Childhood Center	Elementary
Charity Alston	Elementary	Richmond	Master of Education	yes	Yes, Richmond; GH Reid Elementary	Elementary
Brittny Brooks	Elementary	Richmond	Will complete in the fall of 2024	no	Yes, Richmond; Oak Grove - Bellmeade Elem	Elementary
Neonna Ferebee	Special Education	Richmond	Master of Education	yes	Yes, Richmond; Broad Rock Elem	Special Education
Rynisha Speller	Elementary	Richmond	Master of Education	yes	*Yes, Henrico; Laburnum Elem	Elementary
Sharon Thomas	Elementary	Richmond	Will complete in the fall of 2024	no	Yes, Richmond; Bellevue Elem	Elementary
Shakira Gray-Williams	Special Education	Richmond	Master of Education	yes	Yes, Richmond; Henderson MS	Special Education

Chart B: The chart below represents Cohort #3 residents who were recruited during the 2023-2024 school year and began their coursework in May 2023. They will not complete their residency year until December 2024. School assignments for the residency year are listed for those who have been placed.

NOTE: All of these students have been hired by their respective school divisions even though they have not completed their program.

Name of the Resident	Area(s) of Teaching Endorsement Sought	Residency School Division	School Placement for the Residency Year
Keana Barclift	Elementary	Petersburg	Will complete in the fall of 2024
Brittny Brooks	Elementary	Richmond	Will complete in the fall of 2024
Sharon Thomas	Elementary	Richmond	Will complete in the fall of 2024
Keana Barclift	Elementary	Petersburg	Will complete in the fall of 2024

PROGRAM EVALUATION:

Please attach a copy of the program evaluation.

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

Please detail the following:

    a.   *The effectiveness of the program in meeting the stated goals and objectives;*

    b.   *The success of identifying and recruiting well qualified, diverse candidates to work in an urban school environment;*

    c.   *The effectiveness of the partnership(s); and*

    d.   *The perceptions of the program's success by participants and partners.*

COMMENTS AND DOCUMENTS:

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

**I, TOO, TEACH (HBCU Collaborative Residency Grant) TEACHER
RESIDENCY EVALUATION – Cohort 3 Final Report
Virginia State University partnership with the Virginia Department of Education**

PROJECT BACKGROUND

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

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

PROJECT SCOPE

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

University involvement in the schools was designed to bridge the research to practice gap for professors and integrate work with P-12 candidates as part of courses through field-based, clinical opportunities. Petersburg and Richmond City Public Schools jointly assisted VSU and VUU in selecting the most qualified applicants for this co-teaching program and as an instructional assistant.

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

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

PROJECT GOALS

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

The following goals were established for the project:

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

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

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

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

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

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

PARTCIPANTS

Provisionally licensed teachers of color enrolled in the teacher licensure program and/or hired in school districts served by Virginia State University and Virginia Union University were recruited to participate in the project. Below are the Teacher Resident demographics for Cohort 3:

Male	0	Female	9
VSU	9	VUU	0 (1 dropped out before classes started)
ELEM	6	SPED	3

Cohort 3 began with 10 teacher residents in either Petersburg or Richmond City Public Schools. One of the Teacher Residents was working at VUU at the Weekend College and working in

RCPS while the others wanted the M.Ed. Program from VSU. The VUU students decided that she was not going to complete the program before the fall semester began. Therefore, of the 9 students still in the program, they are all VSU M.Ed. teacher residents with 3 working in Petersburg City Public Schools and 6 working in Richmond City Public Schools.

PROJECT EVALUATION TEAM

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

- Gwen Best, Petersburg City Public Schools, Recruitment Specialist
- Pascal Barreau, Petersburg City Public Schools, Director of Human Resources
- Helen Mickens-Demena, Richmond City Public Schools, Senior HR Specialist
- Rodney Robinson, Richmond City Public Schools, Senior Policy Advisor
- Willis Walter, VSU College of Education, Dean & Co-PI for the Grant
- Trina Spencer, VSU College of Education, Dept Chair for Teaching & Learning
- Adrianne Thomas, VSU College of Education, Coordinator of the I, Too, Teach Programs
- Shelly Bazemore, VSU College of Education, Co-PI for the Grant
- John Blackwell, VSU College of Education, Administrator and Interviewer
- John Travis, VSU College of Education, Administrator and Data Analysis Technician
- Kimberly Gaiters-White, External Evaluator and Dean, Jacksonville State University College of Education

This Committee:

- Will be comprised of university faculty and P-12 partners (system-level individuals from each participating LEA with access to division-wide data)

- Shall select co-chairs representatives for each stakeholder group.

- Co-PIs shared the roles and responsibilities of these individuals and types of data needed to evaluate program effectiveness with the superintendents of each participating LEA upon securing the letter of support to be included in this project proposal.

- It will be the responsibility of the Assessment Committee to collect, aggregate, analyze, make decisions about the project, and create/submit timely reports to the co-PIs.

- Identified members from each participating LEA will utilize the assessment timeline to provide timely, de-identified data to evaluate program effectiveness.

- Templates and report formatting designed during the initial Assessment Committee Meeting will provide format implementation of the data.

- VSU's co-PIs will hold the ultimate responsibility of reporting on student performance indicators to the Virginia Department of Education, no later than June 30, 2023, and

requesting any additional data needed by the project.

- A password-protected shared drive created to facilitate data collection for the project allows for access granted to each member of the Assessment Committee.

- Identified members from each participating LEA will utilize indicators in the evaluation plan to provide timely, de-identified data. Data to evaluate program effectiveness shall include mentor teacher credentials, SOL scores (or other readily available student learning outcome data) for students in experimental and comparison classrooms, hiring trend data, employment data, retention data, new teacher evaluation data.

  o Mentor Teacher Resumes provide their credentials and they are initially selected by use of the Virginia Guidelines for Mentor Teachers

  o The Schools will not provide us with classroom SOL scores/data, however, each student's action research project can provide the data showing our students are making a difference in their classrooms.

PROJECT EVALUATION PLAN

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

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

Observations of I, Too, Teach Classrooms
- Electronic observations were provided in reference to the individual teacher residents within the I, Too, Teach classrooms regularly by qualitative research staff associated with I, Too, Teach (mentors, university supervisors, school administration).
- An observation protocol developed was used to capture open-ended classroom pedagogical and ecological factors related to the goals of the I, Too, Teach partnership.
- Our major contribution will be to improve teacher preparation leading to higher-quality educational opportunities for all children.

Culturally-Responsive Teaching Practices
Academy
The Culturally-Responsive Teaching Practices Academies provided candidates with the knowledge, skills and depositions needed to effectively teach diverse student populations. The following Academies were held:

- August 23, 2023
  Culturally Responsive Academy presents: "7 Culturally Responsive Teaching Strategies and Instructional Practices," by Dr. Adrianne Thomas and Dr. Shelly Bazemore. The 7 strategies were shared in detail and then discussion was held by all regarding how to implement them into their classrooms.
- October 30, 2023

Culturally Responsive Academy presents: "An Introduction to Adverse Childhood Experiences by Dr. Adrainne Thomas. The focus was on students' adverse experiences and how teachers must treat each student with the care and dignity they deserve when they experience a traumatic experience.

- November 13, 2023
Culturally Responsive Academy presents: "Classroom Management Strategies that Work," by Dr. Javon Jefferson. The focus of the presentation was providing teacher residents and mentors with strategies that could be imbedded into the classroom immediately to differentiate instruction and meet all students where they are for success.

I, Too, Teach Teacher Residency Interview
Questions
- Content Question – What is the most important content (specifically content) that you gained from the coursework you completed as part of the "I, Too, Teach" program? (open-ended) Prompts (strategies, classroom management, lesson planning, assessments, etc.)
- Skills Question – As a result of this project, how are you better equipped to implement teaching and learning strategies in the classroom? (open-ended)
- Strengths of the program – What do you feel are the strengths of the program?
- Weaknesses of the program - What do you feel are the weaknesses of the program?
- Is there anything else you want to share about the program?

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

Observations of I, Too, Teach Classrooms
- Electronic observations were provided in reference to the individual teacher residents within the I, Too, Teach classrooms regularly by qualitative research staff associated with I, Too, Teach (mentors, university supervisors, school administration).
- An observation protocol developed was used to capture open-ended classroom pedagogical and ecological factors related to the goals of the I, Too, Teach partnership.
- Our major contribution will be to improve teacher preparation leading to higher-quality educational opportunities for all children.

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

Program Faculty Instruments
- Assessment of Student Teaching - This qualitative instrument is completed by program faculty and is administered at the end of each semester. It measures strengths, weaknesses, and improvements of teacher residents.
- Final Evaluation of Second Placement - This qualitative and quantitative instrument is completed by program faculty and is administered at the end of each semester. It measures teacher resident performance, strengths, and growth needed. (Final Evaluation of First Placement data was shared in the December 2023 report.)

- Exit Assessment – This qualitative assessment is completed by program faculty and is administered at the end of the program. It measures nonverbal skills, vocal skills, and content knowledge of teacher residents.

DATA ANALYSIS

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

Instrument 1: Assessment of Student Teaching

Rating Scale: 1 - Needs improvement; 2 – Basic; 3 – Proficient; 4 – Exceptional

Indicators:

OUTCOME 1: COMPETENT

Summary Rating: 3.27

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

OUTCOME 2: CULTURALLY RESPONSIVE

Summary Rating: 3.38

- The teacher candidate understands how learners think and reason about the subject content.
- The teacher candidate Helps learners develop complex and sophisticated cognitive structures
- The teacher candidate adapts knowledge to learners' levels of understanding and ways of thinking.
- The teacher candidate fosters a collaborative learning environment.
- The teacher candidate facilitates solutions to problems.
- The teacher candidate demonstrates a commitment to life-long learning.
- The teacher candidate demonstrates a commitment to high ethical and professional values.

OUTCOME 3: CARING

Summary Rating: 3.38

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

Instrument 2: Final Evaluation of Second Placement

Rating Scale: 1 - Needs improvement; 2 – Basic; 3 – Proficient; 4 – Exceptional

Indicators:

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

Average: 2.72 (N=3)

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

Strengths:

- Strong communication skills
- Patience toward struggling learners
- Empathy
- Good organization
- Great relationships with students and families
- Supportive classroom environment
- Ability to receive constructive criticism and apply to later practice
- Able to meet individual needs of students

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

- Classroom management

Instrument 3: Exit Assessment

Teacher residents were evaluated on criteria across three domains:

Nonverbal Skills (Average = 2.46/3)

- Eye contact
- Presentation Technology

Vocal Skills (Average = 2.76/3)

- Content Engagement
- Syntax and Grammar

Content (Average = 2.63/3)

- Assessment
- Technology in Teaching
- Reflection
- Multiculturalism/Diversity
- Conceptual Framework
- Philosophy of Education
- Classroom Discipline
- Classroom Management and Routines
- Action Research

Overall Average = 2.62/3

Instrument 4: Teacher Residency Interview Responses

Three teacher residents participated in a focus group. Responses are aggregated below:

- Content Question
    - Characteristics of students with exceptionalities, Components of the IEP, Conducting action research, Lesson Planning, Technology integration
- Skills Question
    - Self-reflection, Classroom management techniques, Conducting an IEP meeting, Differentiation of Instruction, Building student and family relationships
- Strengths of the Program
    - No cost to student, Test Vouchers provided, Test preparation material provided, Assigned to mentor, Cohort model
- Weaknesses of the Program
    - Lack of clear communication, Heavy course load, Not all faculty on same page with program requirements, Issues with grading of assignments, Not all mentors invested in supporting candidates
- Open-Ended
    - Thankful for opportunity to participate, Hope program is allowed to continue

Themes – Strengths/Weaknesses. Describe strengths and weaknesses observed. Please provide recommendations for areas of growth.

- Themes from residents', mentors', and principals' interviews are as follows:
    - The residents in the program
        - show commitment, dedication, and integrity as they build relationships with students across the school as part of the teaching staff.
        - gain real world classroom experience while provided support financially and personally as they work daily with a mentor.
        - gain content knowledge and essential skills such as classroom management, navigating technology, writing IEPs, etc. by learning in their courses and applying the knowledge in their classrooms
        - were not eligible for provisional licenses and could only make instructional assistant or paraprofessional salary while working in the classroom all year.
    - This residency program
        - is a comprehensive, alternative, hands-on, immersive program for developing teacher practices.
        - directly addresses the teacher shortage by paying for students to get their knowledge and experience within one year and becoming a teacher in their own classroom. It is quicker than the "degree switcher programs" across Virginia.
        - allows full-time residents to take a full load of classes while they also have family. This may be biting off more than they can chew particularly when it is their first year in a classroom. It is just overwhelming.

o Mentor Training:
- Mentor meetings should be held in the first semester of working with the teacher residents. Mentees do not need to be part of those meetings.
- Mentor assignments were not assistive when it came to building a relationship with my mentee.
- Mentors need a handbook of guidelines.

Program Improvements

Mentor Training - When we started the "I, Too, Teach Cohorts," we used the VSU Leadership Training Model for our mentors which was incredibly expensive and somewhat frustrating for our mentors in Cohort #1 because VCU was training the teachers to use their system of evaluation and support. That was not aligned to that of the VSU program. When Cohort #2 started, we hired a trainer who had been through the leadership mentor training and was a trainer who could work with the VSU Coordinators to provide them with the knowledge and experience through the year to work with their mentees. There was more continuity, sustainability, and emotional support with using this trainer over both semesters of their teaching together.
Mentees were encouraged to attend the trainings as well. Mentors complained about having to complete assignments for their training but were told that was part of the stipend they would be receiving, so they stuck with it. Good feedback came out at the end of Cohort #2. So, we continued with the same trainer for cohort #3. However, as the year progressed, the majority of the mentors asked that the mentees be given a break from attending those sessions because they already had enough on their plate. For Cohort #4, we plan to use the VDOE online modules to see if that would be a better option for mentors where they can do them at their own pace and time, but still learn how to support their mentees.

Program Rigor and Intensity - We were explicit in each of the orientations and interview sessions with all 3 of the first cohorts. We explained that they would have to make a commitment to the program and that the program would be accelerated and intensive. They all signed contracts at the start of their program stating that they understood that, but complaints came from residents and students throughout all 3 programs because of the time commitment and intensity of the course workload while working as a full-time professional.

Reported by:

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Culturally Responsive Academy Outline of Professional Development Held for Cohort #3 Teacher Residents and Mentors of the I Too Teach – Teacher Residency through the Virginia Department of Education.

Cohort #2 & #3 were together in the following presentations for Fall 2023

August 23, 2023

Culturally Responsive Academy presents: **"7 Culturally Responsive Teaching Strategies and Instructional Practices,"** by Dr. Adrianne Thomas and Dr. Shelly Bazemore. The 7 strategies were shared in detail and then discussion was held by all regarding how to implement them into their classrooms.

October 30, 2023

Culturally Responsive Academy presents: "**An Introduction to Adverse Childhood Experiences** by Dr. Adrainne Thomas. The focus was on students' adverse experiences and how teachers must treat each student with the care and dignity they deserve when they experience a traumatic experience.

November 13, 2023

Culturally Responsive Academy presents: **"Classroom Management Strategies that Work,"** by Dr. Javon Jefferson. The focus of the presentation was providing teacher residents and mentors with strategies that could be imbedded into the classroom immediately to differentiate instruction and meet all students where they are for success.