



COMMONWEALTH of VIRGINIA

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October 31, 2025

The Honorable L. Louise Lucas
Senate Finance and Appropriations Committee
201 North 9th Street, Room 1404
Richmond, VA 23219

The Honorable Luke Torian Chair,
Chair, House Appropriations Committee
01 North 9th Street, Room 123
Richmond, VA 23219

Dear Chair Lucas and Chair Torian:

I am pleased to submit the enclosed Report on Teacher Residency Partnership Grants. [Item 124 Q.2. \(Chapter 725, 2025 Acts of Assembly\)](#) directs the Virginia Department of Education (the Department) to issue grants for teacher residency partnerships between university teacher preparation programs and the Petersburg, Norfolk, and Richmond City school divisions and any other university teacher preparation programs and hard-to-staff school divisions to help improve new teacher training and retention for hard-to-staff schools. The Department 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 & Appropriations Committees.

During the 2024-2025 school year, 90 teacher residents across 30 school divisions were supported with the grant funding from three institutions of higher education. All teacher residents were employed upon program completion. This report provides an overview of application and award process, summary of awards, program recommendation and all final annual reports from the awardees.

If you have any questions or require additional information, please do not hesitate to contact Rob Gilstrap, Assistant Superintendent for the Office of Educator Preparation at Rob.Gilstrap@doe.virginia.gov, or (804) 750-8190.

Sincerely,

A handwritten signature in blue ink, appearing to read "Emily Anne Gullickson".

Emily Anne Gullickson, M.Ed., J.D.
Superintendent of Public Instruction

EAG/TBD/sl

c: The Honorable Aimee Rogstad Guidera
Virginia Secretary of Education

REPORT ON TEACHER RESIDENCY PARTNERSHIP

November 1, 2025

Item 124 Q.2. (Chapter 725, 2025 Acts of Assembly)



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EXECUTIVE SUMMARY

Item 124 Q.2. (Chapter 725, 2025 Acts of Assembly) directs the Virginia Department of Education (the Department) to issue grants for teacher residency partnerships between university teacher preparation programs and the Petersburg, Norfolk, and Richmond City school divisions, and any other university teacher preparation programs and hard-to-staff school divisions to help improve new teacher training and retention for hard-to-staff schools. The budget language also directs the Department to consolidate all annual reports and submit to the Chairs of the House Appropriations and Senate Finance and Appropriations Committees no later than November 1 each year.

Teacher residency programs are intensive experiences in which residents complete a year-long clinical placement under the supervision of a mentor-teacher in a partner school division while completing the required coursework needed to become licensed teachers. Old Dominion University, Virginia Commonwealth University, and Virginia State University partnered with 30 school divisions across the Commonwealth to prepare 90 teachers in identified critical shortage teaching endorsements who were subsequently hired in a hard-to-staff school division.

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, and many other university teacher preparation programs and hard-to-staff school divisions to help improve new teacher training and retention for hard-to-staff schools. Virginia public institutions of higher education with teacher preparation programs may apply for the grant funds. A public institution of higher education may partner with a teacher preparation program in a private institution of higher education, following necessary grant-making or procurement process.

The language from the Appropriation Act is as follows:

Item 124.Q.

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

The Department called for proposals via the Virginia Education Update Newsletter. Applications for the 2025 fiscal year were due August 1, 2024.

The Department 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 virtually on August 19, 2024, to review applications and recommend awards. The panel meeting was facilitated by the Department staff. The panelists determined that three of the four submitted applications met the requirements outlined in grant requirements and recommended funding those three applications.

SUMMARY OF AWARDS

Three institutions of higher education were awarded grants for fiscal year 2025. The awards were as follows:

- Old Dominion University: \$339,845
- Virginia Commonwealth University: \$1,739,000
- Virginia State University: \$271,980
- TOTAL: \$2,850,000

The awards supported 90 teacher residents across 30 school divisions. All teacher residents who completed the program accepted a teaching position within the school division they completed their residency.

BUDGET OVERVIEW

Below is an overview of the budget broken down by the institutions of higher education who were awarded.

Educator Preparation Provider	Funding Requested	Funding Awarded	Amount Spent During Fiscal Year 2025	Amount Carried Over to Fiscal Year 2026
Old Dominion University	\$339,845	\$339,845	\$0*	\$339,845
Virginia Commonwealth University	\$1,739,000	\$1,739,000	\$0*	\$1,739,000
Virginia State University	\$271,979.50	\$271,980	\$271,980	\$0

*Received a no-cost extension for fiscal year 2024 funding. All funds expended were from funding awarded in fiscal year 2024.

FUTURE PROGRAM RECOMMENDATIONS

In FY 2025, two of the awarded institutions of higher education, Old Dominion University and Virginia Commonwealth University, requested to carry-over all of their awarded funding to FY 2026, citing an inability to spend down the funding due to the timing of the grant award. It has become the practice of awardees to request no-cost extensions that allow them to use previous fiscal year funds.

The budget language specifies that applications be due on August 1. This late deadline prohibits institutions of higher education from recruiting candidates and placing them during the award year. Since this is a competitive grant opportunity, the Department must panel a group 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. Awardees have recommended removing the prescribed deadline. This would enable the Department to set an earlier application deadline and allow awards to be made in a timelier manner.

REPORT SUBMISSIONS

The Department 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 2025.

OLD DOMINION UNIVERSITY

End of Year Report Submitted to Virginia Department of Education

2024-25

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 \$12,500, 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 2023-2024 academic year was our pilot of an undergraduate model in elementary education, providing valuable lessons about how to scale up and sustain this undergraduate model. The 2024-2025 academic year has allowed us to pilot the addition of Special Education, both general curriculum and adapted curriculum.

Program Design

During this past year we launched an undergraduate model that provided a funded residency experience for highly qualified elementary teacher candidates during their senior year and piloted the addition of special education. The design of the program for FY25 was a year-long residency placement in a high-need school in Norfolk Public Schools, Hampton City Public Schools, or Newport News Public Schools. Using a gradual release of responsibility model, residents started in schools in Fall 2024 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. We also began a second cohort in Spring 2025, which will complete residency in December 2025. Some challenges in recruitment, namely the commitment to teach for three years after completing residency in the same school division, reduced the number of residents who were willing to participate with what they termed "such a large commitment" to the school division. We had anticipated a diverse cohort of 18 residents, but instead, we had only four residents to complete our FY24 residency, with another nine students who are expected to complete their residency in December. Now that we have completed two cohorts of residents, and our residents are sharing the amount of support they have received, along with early placement and highly-trained mentors, we have seen a spike in the interest of our TIR program, with over 70 students indicating interest in the last round of recruitment. While only one-third were qualified to continue with the application process, we are encouraged by the pipeline that is now established, as recruitment and timing of funding have been our largest hurdles to date.

Nonetheless, our small pilot enabled us to test out an undergraduate model for residencies, in both elementary and special education, 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 and

special 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 or special education with anticipated graduation date of December 2024 or May 2025.
- Cumulative GPA of 3.0 in the education major.
- Completion of Clearance Background Check process.
- Attempted and/or passed at least two elementary education licensure assessments.
- 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 4 residents to complete by May 2025, and 9 residents to complete in December 2025.

Table 1: Resident Selection

Resident	GPA	Placement	Race
Jaya Crews	3.35	Newport News Public Schools	Black
Julatte Hillman	3.67	Newport News Public Schools	Black
Lauren Forchas	3.30	Norfolk Public Schools	White
Jasmine Simons	3.98	Hampton City Schools	White
Jaylynn Bradshaw	3.16	Hampton City Schools	Black
Alessia Klepper	3.21	Norfolk Public Schools	Hispanic
Ashlyn Hodge	3.34	Newport News Public Schools	Black
Nikiaha Peet-Hall	3.12	Hampton City Schools	Black
Kassidy Becker	3.24	Norfolk Public Schools	White
Sarah Chapman	3.37	Norfolk Public Schools	White
Jayleyah Rowland	3.48	Norfolk Public Schools	Black
Alexis Bing	3.20	Hampton City Schools	Black
Naja McFarland	3.42	Hampton City Schools	Black

Placements: Residents were all assigned to high-need schools, with cluster placements of multiple residents to a school where possible. We were able to have cluster placements in each school division this year. 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	45.20% Black 21.20% Hispanic 23.70% White 6.20% Multiple Races 2.20% Asian 0.70% American Indian 0.70% Native Hawaiian	13.10% students with disabilities	41.70% economically disadvantaged	5.90% English Language Learners
Phenix Elementary Hampton City Public Schools	4	57.00% Black 19.70% White 11.80% Multiple Races 7.90% Hispanic 2.90% Asian .60% Native Hawaiian	13.40% students with disabilities	44.80% economically disadvantaged	3.60% English Language Learners
Mary Jackson Elementary Hampton City Public Schools	1	57.40% Black 20.40% White 13.10% Multiple Races 7.00% Hispanic 2.00% Asian .60% Native Hawaiian	17.80% students with disabilities	40.50% economically disadvantaged	1.20% English Language Learners
Achievable Dream Newport News Public Schools	3	82.10% Black 2.50% White 6.20% Multiple Races 8.70% Hispanic	8.7% students with disabilities	79.90% economically disadvantaged	2.20% English Language Learners

This residency program was 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 the 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 \$12,500 to cover living expenses such as rent and utilities, food, and transportation for the entire residency. In addition, residents received funding for their final 12 academic credits. Mentors received a stipend of \$1500 or \$2000 depending on how many students they host in the first half of residency, one or two. In addition, they received \$500 for participating in clinical faculty training using the University of Kansas instructional coaching model.

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, to further build capacity in the school personnel and be able to support future residents. 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

Goal 1: Develop and refine sustainable and scalable teacher preparation residency program

- **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 four residents who completed 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. The nine students who have completed the first half of residency are ready to step into a larger role co-teaching in the classroom in which they are placed.

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 registered teacher apprenticeship grant and were awarded \$483,000 to stand up a regional apprenticeship to support paraprofessionals/teaching assistants in completing their bachelor's degrees with licensure and currently have 30 apprentices who will be moving into residency next year. The FY25 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. Currently our residency partnerships include Norfolk Public Schools, Newport News Public Schools and Hampton City Public Schools, which our Apprenticeship partners include Chesapeake Public Schools, Isle of Wight County Public Schools, Hampton City Public Schools, Newport News Public Schools, Northampton County Public Schools, Suffolk Public Schools and Virginia Beach City Public Schools. We are currently in discussions with several school systems to expand both our residency and apprenticeship programs offerings to meet the needs of our school communities.

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, Special Education - general curriculum, and Special Education - adapted curriculum teachers to serve in high-need schools in partner school divisions.

As reported in Table 3, all 4 of our residents satisfactorily completed their residencies and have signed teaching contracts for 2025-2026. Two of the residents placed at Achievable Dream Academy have accepted teaching jobs there. One student was placed at Camp Allen Elementary School for their residency and has accepted a teaching job there. The remaining resident has accepted a teaching job within elementary schools in their host division. Nine residents who are halfway through their residency are placed in our partner schools listed below.

Table 3: Resident Teaching Positions and Placements 2025-26

Resident	Division	School	Grade
Lauren Forchas	Norfolk Public Schools	Camp Allen Elementary School	3
Jaya Crews	Newport News Public Schools	Achievable Dream Academy	3
Julatte Hillman	Newport News Public Schools	Achievable Dream Academy	4
Jasmine Simons	Hampton Public Schools	Langley Elementary	SPED
Resident (½ way)	Division	School	Grade
Ashlynn Hodge	Newport News Public Schools	Achievable Dream Academy	3
Jaylynn Bradshaw	Hampton City Public Schools	Phenix Elementary	1
Nikiaha Peet-Hall	Hampton City Public Schools	Phenix Elementary	4
Allesia Klepper	Norfolk Public Schools	Camp Allen Elementary	K
Alexis Bing	Hampton City Public Schools	Phenix Elementary	1
Naja McFarland	Hampton City Public Schools	Phenix Elementary	SPED
Kassidy Becker	Norfolk Public Schools	Camp Allen Elementary	1
Sarah Chapman	Norfolk Public Schools	Camp Allen Elementary	3
Jayleyah Rowland	Norfolk Public Schools	Camp Allen Elementary	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	By summative evaluation 100% of candidates will score at “meets” or “exceeds” performance	100% of residents scored at target level

Metric	Description	Outcome
summative professional dispositions evaluation by mentor	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.	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 AY25-26 in their host divisions.
Retention in division after 1 year	95% of candidates remain in division after 1 year of successful teaching.	100% of candidates remained after 1 year of successful teaching from the 2023-2024 cohort.
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 a sense of being valued and affirmed (4.0) as the strongest motivation for selecting TIR, followed by the program’s mission - serving in high-need schools (3.50) and clinical opportunities (3.50).

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

Item	TIR	NCTR Mean
Attracted by clinical experience opportunity	3.50	3.41
Attracted by program's mission	3.50	3.33
Program made me feel valued and affirmed	4.00	3.43

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 ability to engage in an array of professional responsibilities (3.83) and experiences at the clinical placement site matches what the program said to expect (3.83). The school communities in which residents are placed are committed to the success of students from historically marginalized communities (3.83), support implementing practices that value and affirm all students (3.83), and made our residents feel valued and affirmed as well (3.83).

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	3.83	3.50
Experience at clinical placement site matches what program said to expect	3.83	3.31
Program and clinical placement site share same vision and expectations	3.67	3.34
School community has had positive influence on learning and growth as a teacher	3.67	3.43
School community has provided sufficient opportunities to collaborate with others	3.50	3.35
School community is committed to success of students from historically marginalized communities	3.83	3.46
School community makes me feel valued and affirmed	3.83	3.37
School community supports implementing practices that value and affirm all students, especially those from historically marginalized communities	3.83	3.46

Overall, in Table 7, residents reported a generally high level of preparedness to step into their teacher of record role next academic year (3.17), but it was lower than the NCTR benchmark (3.27). Further investigation revealed that due to our “wrap-around” model, producing one full year-long residency cohort and starting another cohort in Spring that will not complete until December, some of the residents who responded were only in the first half of residency, not the end, like most completing the survey. Resident open-ended feedback on the survey supports this:

- “My program has given me the opportunity to learn from many experienced teachers throughout the course of a year which is longer than most student teacher internships. I

appreciate this because I've gathered more knowledge and experience than I would have if I had not accepted this residency.”

- “This program has supported my journey to becoming a teacher as I had the financial freedom to fully immerse myself into the student teaching experience and learn to take risks in teaching.”
- “This program was a game changer for me, opening many doors that I could not have achieved alone. The networking opportunities alone make this program worth it, along with the many other benefits of immersing yourself into student teaching fully.”

Table 7: Resident Satisfaction with Preparation Experience

Item	TIR	NCTR Mean
Preparedness to teach as the teacher of record (at end of residency program)	3.17	3.27

The NCTR survey also solicited feedback from TIR host principals. In general, the “n” is too low small to draw conclusions, but we are monitoring the data trends to identify opportunities for improvement. As principals are key stakeholders in this partnership, we decided to include the data, even with a low participation rate. They rated high levels of satisfaction across most areas and at higher levels than the NCTR benchmark rating. They gave particularly high ratings to how prepared residents are compared to “typical” new teachers on demonstrating professionalism and collaboration (4.0) and differentiating instruction (4.0), a skill where even veteran teachers often struggle. Principals also indicated they would host residents again (4.0) and hire them as full-time teachers (4.0). Principal open-ended feedback on the survey supports this:

- “Hiring graduates of the residency program has given us the valuable opportunity to bring on educators who are already familiar with our school’s structures, processes, and behavioral and academic expectations for students. These candidates enter the classroom with a strong foundational understanding of the importance of differentiating instruction to meet the diverse needs of learners, as well as the effective use of student data to inform planning and instruction. Their preparation through the residency has made for a smoother transition into the role and a more immediate impact on student learning.”
- “Our participation in the residency program has provided numerous benefits to our school community. It has allowed us to support aspiring educators in developing the practical, real-world skills needed to meet the social and emotional needs of today’s students. The program also offers administrators valuable, real-time insights into improving professional development and mentoring practices for new and novice teachers. Additionally, it enhances our teacher hiring pipeline and gives veteran educators meaningful opportunities to reflect on and strengthen their support for new colleagues. We greatly appreciate the continued partnership and impact of the residency program.”

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	3.50
Participation in program improves student learning and achievement at school	3.00	3.44
Would host residents in my schools next year	4.00	3.67
How prepared residents are compared to a “typical” new teacher in demonstrating professionalism and collaborating with other teachers	4.00	3.36
I would hire residents as full-time teachers	4.00	3.56
Residents in our school are integrated in the school community	4.00	3.70
How prepared are residents compared to a "typical" new teacher in differentiating instruction to meet the needs of different kinds of learners	4.00	3.18
The residency program selects mentors who are effective teachers	4.00	3.54

As noted in Table 9, mentors provided comparatively higher ratings than their NCTR counterparts. This demonstrates an area of considerable growth over last year’s results, with the effectiveness of the program at supporting the mentors jumping from 2.8 to 3.5. This support was further echoed in the feedback given by mentor teachers:

“The program supported my role as a mentor by having group Zoom meetings with other teachers, where we had the opportunity to discuss various topics, scenarios, and we viewed short videos accordingly. We were provided two books, Instructional Coaching and Better Conversations written by Jim Knight, that we discussed and used as a guide for exploring our discussions and providing valuable feedback.”

“Honestly, I think the program is doing a great job. This was my first time mentoring, and I thoroughly enjoyed it. It truly has enriched my knowledge and ability to be a leader and even improve upon my teaching capacity.”

“Mentoring has provided me the opportunity to help future educators experience teaching in a safe environment where they are free to experiment with teaching strategies as well as management strategies. Additionally, it has given me the opportunity to model, support, and encourage others while building relationships.”

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

Item	TIR	NCTR Mean
Effectiveness of program at supporting to mentor	3.50	3.21
Feel supported by residency program	3.50	3.37
Program provides feedback that improves practice as mentor	3.17	3.12
Provide sufficient time to serve as mentor	3.33	3.21

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 huge 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 FY25 and prior cohorts express their challenge to make ends meet while meeting the significant work and learning obligations of the program.

We are also working to diversify our sources of funding. We have recently secured a grant from the National Center for Teacher Residencies Boundless Educators' Initiative, which provides supplemental resources for residents from marginalized communities, including emergency funds (childcare, transportation, etc.), stipends, and other financial resources. We have also secured a Registered Teacher Apprenticeship Grant to expand pathways to licensure for instructional assistants working in community schools. 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. Hampton City Schools is also developing nicely as a repeat school partner. 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, and our FY25 was 50% white and 50% black, which is an improvement, but we would love to expand even more. The residents who are halfway through with their residency are even more diverse with 67% Black, 11% Hispanic, and 22% White. With a no-cost extension of FY25 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 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 AY26 will continue to reflect those values. Timing of funding is critical to securing our most diverse candidates.

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 Clinical Faculty grant, 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 impact 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.

Recruitment:

The shift from graduate residency to undergraduate residency has exposed some challenges in recruitment. Our undergraduates have been very hesitant to enter residency once they understand there is a school division commitment, where they must remain in the school division for a certain number of years after graduation. Now that we have successful completers of the undergraduate program and they have been able to share their experiences in our recruitment sessions, the number of interested students has increased exponentially. We have 8 students ready to begin in Fall, and 9 who will complete their residency in Fall. Additionally, we have over 60 diverse students in the pipeline, who are at varying readiness levels for residency. We will continue to communicate with these students and refine our recruitment process to continue to build and sustain the pipeline.

Some of our students have a preference for the school division in which they would like to work, so we have begun partnership meetings with 3 additional school divisions to determine if the residency might be a good fit for some of their hard-to-staff schools. This should also facilitate the expansion of the TIR program.

Budget

The shift to undergraduate residents has presented some unanticipated issue in recruitment. 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. Those funds were carried over in a No Cost Extension to allow us to support this year's residents.

Table 10: Final Expenditures Report (AY25, with FY24 monies from No-Cost Extension)

Personnel Services (1000): Clinical faculty, TIR Director	\$26,200.28
Employee Benefits (2000): Clinical faculty, TIR Director	\$2,205.57
Purchased/Contractual Services (3000): Mentor stipends, resident stipends; resident tuition	\$100,686.06

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 were able to launch a new undergraduate cohort this past Spring for a full-year residency through Fall 2025. We are dependent on the no-cost extension of FY25 funding in order to complete this cycle of residency and begin the next Fall cohort that will complete in Summer 2026.

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 and providing clinical faculty training for any interested teacher in host schools, 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)	\$768.10
TOTAL	\$ 129,860.01
FY24 Grant Award (This year, we spent only from the NCE of AY24 grant)	\$ 325,278.00

VIRGINIA STATE UNIVERSITY

VDOE Teacher Residency Grant

Cohort #4 - Program Year: May 30, 2024 – July 30, 2025

Cohort #5 - Program Year: January 20 - June 30, 2025 with completion December 2025

End-of-Term Report June 2025 – Cohort #4 & Cohort #5 I Too Teach Program

Name of Public Virginia Higher Education Institution: Virginia State University

Participating School Divisions: Petersburg City, Richmond City, & Virginia Beach City Public

Schools

Name of Grant Directors/PIs: Dr. Willis Walter, Dean of the College of Education &

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

Name of Coordinator: Dr. Shalini Upadhyaya, VSU College of Education University

Supervisor

Mailing Address: PO Box 9088, 1 Hayden Dr.

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

Telephone Number: Willis Walter (804) 524-6869

Email Address: wwalter@vsu.edu

DETAILED PROGRAM DESCRIPTION:

- **Targeted recruitment and selection of residents aligned with school division needs:** The school divisions hired their instructional aides and paraprofessionals who met their needs. Then, VSU Teacher Residency Program called, “I Too Teach” Cohort #4 & Cohort #5. 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, first.
 1. The “**I Too Teach**” cohort structure enables residents to learn through collaboration and co-teaching with highly-qualified, experienced, mentor teachers from partnering school divisions based on their needs.
 2. One goal is to establish multiple placements at the same school or school cluster

(elementary, middle, and high schools) so collaboration is ongoing and facilitated by physical proximity. *However, the needs of each school will determine the specific number of placements.*

3. Systematic cohort collaboration will occur via professional learning communities dedicated to the collaborative analysis of teaching, learning, and assessment practices in the service of increased student achievement.
4. The communities will also provide support for the successful induction and retention of new teachers. Through this model, residents and mentors will work together to reflect on their own practice, their students' work, and their beliefs about teaching and learning as a mechanism to develop professionally and to use their human and material resources effectively.
5. Through the cohort content and structure, the residents have opportunities to share their successes, concerns, and questions with peers and mentor teachers to ensure that each course is efficient and effective to guarantee all residents are successful upon program completion.
6. The **"I Too Teach"** Program provides effective preservice preparation through innovative and comprehensive structures. Each residency program, grounded in research and required content and pedagogical courses, infuses the differentiation of instruction into professional development practices such as ELL strategies, technology, and literacy across the content areas.
7. The VSU coursework will support and complement the residents' teaching and experiential learning. The content focus of the teacher residency program will be **Elementary Education (P-12) and Special Education (Gen Educ. K-12)**, the most critical shortage areas for all school divisions involved with this grant proposal. Several courses will offer site-based instruction, co-instruction by P-12 educators, and co-instruction with faculty. Residents will benefit from authentic learning with educators who are experienced in Elementary content-area instruction (PK-6) and Special Education (Gen Educ. K-12).
8. Courses will emphasize pedagogical approaches grounded in research, embedded with ELL strategies, and supported by inquiry and formative assessment. All Teacher Residents will complete assessments and other licensure requirements during the yearlong experience. Evaluation of the residents' teaching proficiency determines the university and divisions' effectiveness. The teacher residency program, designed for residents to convene weekly, provides for specialized seminars to support their development.

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 they 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.

The central component of the **“I Too Teach” Teacher Residency** Program is to allow teacher candidates to develop as teachers during a full year in a supportive and collaborative cohort. Throughout the full academic year, residents progress through rigorous, research-based, and fully VDOE state-approved coursework to enrich their learning. They also benefit from the complementary levels of mentoring and instruction to fully engage with content.

The **“I Too Teach”** Program will improve recruitment of culturally and linguistically diverse and male teachers to help alleviate the shortages in high-need subject areas and schools. We will recruit additional applicants to our field-based programs from relevant occupations, former military personnel, and under-represented populations. The proposed **“I Too Teach”** framework integrates co-teaching and a strong cohort structure. The residency program culminates in an initial teaching certification.

Mentor Incentives: Stipend and professional development Support

- Mentors receive a stipend of \$1000 per semester to oversee and support their teacher residents.
- Mentor professional development is held with a mentoring specialist a minimum of three times per semester.
- Weekly reflections and discussions with the teacher resident are major components of the mentor training and the teacher residents’ growth.
- Mentors are provided support from the coordinator of the “I TOO Teach” program and the division HR enrollment manager.

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).

Research suggests that the mentor teacher serves as an especially influential person in the professional development of the residency candidate. Selected mentors from partnering school divisions will portray professional experiences and successes as a teacher. Candidates look to

mentors as role models, and the mentor plays an essential part in the induction of the candidate into the teaching profession. Each Teacher Resident, paired with a mentor teacher serves as the resident and teaches in the mentor's classroom for a full school year. We will use the new *2021 Guides for Mentor Teacher Programs for Beginning and Experienced Teachers*: https://www.doe.virginia.gov/teaching/career_resources/mentor/mentorteacherguidelinesweb2021.pdf

In the selection process, each mentor will be required to:

- (a) Hold a valid, renewable teaching certificate,
- (b) Have at least 3-years of successful experience in his or her subject area,
- (c) Have content knowledge of the current curriculum and related assessment measures,
- (d) Demonstrate outstanding instructional skills and technology use,
- (e) Model effective interpersonal and communication skills with colleagues and families,
- (f) Demonstrate effective classroom management practices in inclusive settings, and
- (g) Collect and use data for instructional decision-making.

The Mentor Teacher has the following responsibilities:

- Supports and guides the resident in the classroom
- Collaborates with the resident regarding curriculum, instruction, and assessment
- Actively models best practices in instruction
- Supports the resident by completing formal observations
- Reviews resident lesson plans weekly
- Examines and reflects on own classroom practice and student achievement with the resident
- Participates in ongoing mentor professional development
- Works with the resident during summer to plan for the fall and orient resident to school
- Plays multiple roles in the position as a mentor: teacher, coach, advocate, collaborator, facilitator, learner, and assessor

Mentors are required to complete **The Mentoring Virginia Modules at**

<https://www.mentoringvirginia.com/> which were created by the Virginia Department of Education and Associates.

VSU Mentors met monthly, virtually, or at a local partner school site, on a rotating basis.

“I Too Teach” faculty, division/state affiliates, or recognized leaders with relevant expertise in the field facilitated these sessions. Sample session topics were instruction using evidence-based practices (EBPs), inclusive practices with an emphasis on universal design for learning (UDL), differentiated instruction, culturally responsive pedagogy, coaching instruction, and models of co-teaching. Mentoring and coaching materials provided by the grant will assist mentors in working with “I TOO TEACH” candidates.

- **A master's degree or graduate certificate and weekly seminars**

- The Teacher Residents in the “I Too Teach” Cohort #4 & Cohort #5 are 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.

- Through this program, structures developed are used by the mentor and university supervisor to coach candidates across an academic year as they work with children and earn their teaching certification. Through connections with the divisions and with principals, we hope to create capacity and diversification of the teaching force in the community by recruiting, supporting, developing, and certifying individuals who are culturally and linguistically more representative of the learners in their schools. Further, with the grant funds, we will subsidize their educational endeavors, provide additional structures of support for their pedagogy, and promote sustainability in the teaching and learning community. They will leave the program with a **Master's Degree in either Elementary (PK-6) or Special Education (Gen Educ. K-12)**. The end goal will be for them to remain in their current school division for a minimum of 3 additional years after they receive their diploma and licensure.
- We provide weekly seminars that highlight opportunities for the teacher residents and mentors to build skills and experiences needed to effectively serve diverse learners in PreK-12 including students with disabilities, English learners, and students with low literacy levels. Based on the Virginia Literacy Act, our Reading Courses will focus on: early foundational skills, a content-based approach to build language comprehension skills, providing direct instruction in bridging skills, and explicitly teaching self-regulation to help teachers increase student literacy in the classroom.
- The grant also provides study programs for required licensure assessments, hands-on Project Based Learning (PBL), Co-teaching, content, differentiation of instruction, culturally responsive teaching practices, etc. Using culturally responsive pedagogy, we develop teachers to be more culturally responsive in their teaching practices. The coordinator will help provide high-quality professional development and share their knowledge, experience, and insight of the Teacher Residency Program with the VSU College of Education Master's level teacher residents as well as teachers in the school divisions partnering with us on the grant. Professional Development on Trending Topics in the field of Education to include a 11 - day Culturally- Responsive Teaching Practices Academy.

- **Post-residency support from an NTC-trained content-specific career coach**
 - We do not use the NTC from VCU or ODU. We hired a private coach who was trained as a trainer in the VCU 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 “I Too Teach” 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):

Cohort #4

Our partners for this grant are Petersburg City, Prince George County, and Surry Public Schools. We have had long term relationships with all of these school divisions. We have Partnership Affiliation Documents that serve as agreements with all 3 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 4 cohorts of the I Too Teach, students have been working in Petersburg and attending our “I Too Teach” Cohorts. With Cohort #4 Prince George and Surry add candidates

that serve in their schools as either teacher aides (instructional aides or paraprofessionals).

Petersburg

Prince George

Surry

Cohort #1: 1

Cohort #2: 1

Cohort #3: 3

Cohort #4: 2

Cohort #4: 3

Cohort #4: 1

Total for Cohort #4 is 6 candidates

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 had 5 that completed this program during the 2023-24 school year.**
 - ***We had 8 students who are going into classrooms for the 2024-25 school year.**
 - ***We have 5 students as Apprentices for the 2025-26 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 VSU Teach 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.**

Prince George & Surry:

- **Due to the proximity of Prince George and Surry County Public Schools to VSU, we place our field experience students and student teacher interns who live or work in the area in their public schools every semester.**

Cohort #5

Our partners for this grant are Petersburg City, Richmond City, and Virginia Beach City Public

Schools. We have had long term relationships with all of these school divisions. We have Partnership Affiliation Documents that serve as agreements with all 3 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 4 cohorts of the I Too Teach, students have been working in Petersburg and attending our “I Too Teach” Cohorts. With Cohort #5 Richmond and Virginia Beach add candidates that serve in their schools as either teacher aides (instructional aides or paraprofessionals).

<u>Petersburg</u>	<u>Richmond</u>	<u>Virginia Beach</u>
Cohort #1: 1		
Cohort #2: 1		
Cohort #3: 3		
Cohort #5: 2		
Cohort #5: 4 candidates	4 candidates	1 candidate
Total of 9 candidates in Cohort #5		

Petersburg: (same as stated for Cohort #4 above)

Richmond & Virginia Beach

- Due to the proximity of Richmond City & Virginia Beach City Public Schools to VSU, we place our field experience students and student teacher interns who live or work in those particular areas in their public schools when possible.

INCENTIVES AND SUPPORTS:

- 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 a **salary** for either an instructional aide (if going for the Elementary Endorsement) or paraprofessional (if going toward the Special Education Endorsement) **with benefits** from the school division.
- A tuition scholarship (\$12,500) where teacher residents will pay approximately 1/2 their tuition and fees for their Masters of Education Degree totaling (\$23,000)
- Our source of **Professional Assessment Support** comes from **240Tutoring**, Test Prep classes through A+ Tutoring, other materials, and a coach. Through the grant, we are able to provide a 3-month voucher for students to study for each of their assessments.

(Elementary and Special Education Endorsements requires that students take the Praxis Teaching Reading Assessment (5205) and in addition, the Elementary Endorsement also requires the Praxis II: Elementary Education Assessment.

- The grant also pays for candidates to take each of their assessments 1-time. If they do not pass, they have to paid for the additional assessments to be taken. A licensure assessment scholarship @ \$550 per person for 1- take of the Praxis Teaching Reading & ElemPraxis II.
- 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. They received both Mentorship and University Faculty support. Co-teaching experience with a master teacher in a classroom for the full school year ensures their comfort in the classroom and school once the year is completed.
- 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. (This is available to partnering school divisions as PD for all their teachers.)

Additional Wrap-Around Supports

The “**I Too Teach**” Program provides effective preservice preparation through innovative and comprehensive structures. Each residency program, grounded in research and required content and pedagogical courses, infuses the differentiation of instruction into professional development practices such as ELL strategies, technology, and literacy across the content areas. Key components of the “**I Too Teach.**” The Residency Programs are strong cohort structures, highly qualified mentors, yearlong teaching residents, and comprehensive induction. The residency will include required content and methodological coursework. Supervised classroom experiences by residents fulfilled via the residency component of the program will benefit from the cohort structure of the programs and through digital communication and collaboration, which will continue through induction.

The VSU coursework will support and complement the residents’ teaching and experiential learning. The content focus of the teacher residency program will be **Elementary Education (P-12) and Special Education (Gen Educ. K-12)**, the most critical shortage areas for all school divisions involved with this grant proposal. Several courses will offer site-based instruction, co-instruction by P-12 educators, and co- instruction with faculty. Residents will benefit from authentic learning with educators who are experienced in Elementary content-area instruction (PK-6) and Special Education (Gen Educ. K-12).

Courses will emphasize pedagogical approaches grounded in research, embedded with ELL strategies, and supported by inquiry and formative assessment. All Teacher Residents will complete assessments and other licensure requirements during the yearlong experience.

Evaluation of the residents' teaching proficiency determines the university and divisions' effectiveness. The teacher residency program, designed for residents to convene weekly, provides for specialized seminars to support their development.

Through a contract with VSU, the teacher residents will agree that they will complete 3-full years of teaching in the hard to staff school and/or school division where they completed their internship for the grant. The 3-year time frame begins during the semester that the student becomes licensed by Virginia as a Post-Graduate Professional. Graduates must work in a recognized Virginia "hard to staff" school or pay back their fellowship.

Teacher Retention

Teacher Residents are required to return to their school division for 3-years after graduation, unless:

The division does not want them back.

The Teacher Resident is dissatisfied with their experience, and HR allows them to 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.

PARTICIPANTS:

Cohort #4 – Chart A:

Number of cohort residents who are completing Cohort #4 during 2024-2025 school year.

The list has the school division in which the resident will teach and the name of the school.

Name of the Resident	Area of Teaching Endorsement	Residency School Division	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
Celeste Antoinette Scott	MEd in Special Education	Prince George CPS	On track to graduate in Aug 2025	JEJ Moore MS in Prince George CPS	Special Education
Ellenmarie McClain	MEd in Elementary Education	Surry CPS	On track to graduate in Aug 2025	Surry Elementary School	Elementary
John Carter	MEd in Elementary Education	Petersburg CPS	NOT on track to graduate in Aug 2025		
Symone Coleman	MEd in Elementary Education	Prince George CPS	On track to graduate in Aug 2025	Harrison Elem	Elementary

Name of the Resident	Area of Teaching Endorsement	Residency School Division	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
Mahari Marshall	MEd in Special Education	Prince George CPS	On track to graduate in May 2025	JEJ Moore MS	Special Education
Lisa Shipe	MEd in Special Education	Petersburg CPS	On track to graduate in Aug 2025	Cool Spring Elementary	Special Education K-2 Collaboration
Stacy Roberts	MEd in Elementary Education	Was not placed in the fall	No, she withdrew over the summer due to personal reasons & academic rigor	N/A	N/A

Cohort #5 – Chart A:

Number of cohort residents who are completing Cohort #5 during spring & fall 2025 school year. The list has the school division in which the resident will teach and the name of the school.

Name of the Resident	Area of Teaching Endorsement	Residency School Division	Name of the School
Eboni Allen	<i>Special Education</i>	Petersburg	Petersburg High School
Isabelle Dyan Figueroa	Elementary Education	VA Beach	Lynnhaven Elementary School
Morlon Fields	Elementary Education	Richmond/	Overby Shepherd Elementary
Ashley Y. Green	Elementary Education	Richmond	Overby Shepherd Elementary
Simone Pierre	Elementary Education	Richmond	Overby Shepherd Elementary

Name of the Resident	Endorsement Area Sought	Residency School Division	School Placement for the Residency Year
Ellenmarie McClain	MEd in Elementary Education	Surry CPS	Surry Elementary School
John Carter	MEd in Elementary Education	Petersburg CPS	Westview Early Childhood Education Center
Mahari Marshall	MEd in Special Education	Petersburg CPS	J.E.J MOORE MS
Symone Coleman	MEd in Elementary Education	Prince George CPS	Harrison Elem
Celeste Antoinette Scott	MEd in Special Education	Prince George CPS	Clements Junior High
Lisa Shipe	MEd in Special Education	Petersburg CPS	Cool Spring Elem; K-5 Collaboration
Jabril Scott	Elementary Education	Petersburg	Pleasant Lane Elementary
Myles Osborne	<i>Special Education</i>	Petersburg	Vernon Johns MS
Tiara Battle	Elementary Education	Richmond	Overby Shepherd Elementary
Jamaria Brown	Elementary Education	Petersburg	Walnut Hill Elem

Cohort #4 – Chart B:

The chart below represents Cohort #4 residents who were recruited during the Spring of 2024-2025 school year and began their coursework in Summer 2024. They will not complete their residency year until the end of Summer 2025. School assignments for the residency year are listed for those who have been placed.

Cohort #5 – Chart B:

The chart below represents Cohort #5 residents who were recruited during the Spring of 2025 school year and began their coursework in Spring 2025. They will not complete their residency year until December 2025. School assignments for the residency year are listed.

Name of the Resident	Area of Teaching Endorsement	Residency School Division	Did the individual complete their first semester of the TRP Program?	If the resident has accepted employment, please indicate the employer	Area of Teaching Assigned
Eboni Allen	<i>Special Education</i>	Petersburg	Yes, summer courses in progress	Will not be eligible for licensure until December 2025	N/A
Isabelle Dyan Figueroa	Elementary Education	VA Beach	Yes, summer courses in progress	Will not be eligible for licensure until December 2025	N/A
Morlon Fields	Elementary Education	Richmond/	Yes, summer courses in progress	Will not be eligible for licensure until December 2025	N/A
Ashley Y. Green	Elementary Education	Richmond	Yes, summer courses in progress	Will not be eligible for licensure until December 2025	N/A
Simone Pierre	Elementary Education	Richmond	Yes, summer courses in	Will not be eligible for	N/A

Name of the Resident	Area of Teaching Endorsement	Residency School Division	Did the individual complete their first semester of the TRP Program?	If the resident has accepted employment, please indicate the employer	Area of Teaching Assigned
			progress	licensure until December 2025	
Jabril Scott	Elementary Education	Petersburg	Yes, summer courses in progress	Will not be eligible for licensure until December 2025	N/A
Myles Osborne	<i>Special Education</i>	Petersburg	Yes, summer courses in progress	Will not be eligible for licensure until December 2025	N/A
Tiara Battle	Elementary Education	Richmond	Yes, summer courses in progress	Will not be eligible for licensure until December 2025	N/A
Jamaria Brown	Elementary Education	Petersburg	Yes, summer courses in progress	Will not be eligible for licensure until December 2025	N/A

PARTICIPANTS' PROGRAM EVALUATION:

PROJECT EVALUATION TEAM

VSU's Co-PIs have included an Assessment Committee in the I, Too, Teach project. The Cohort #5 Assessment Committee is comprised of:

- Ebony Davis, Petersburg City Public Schools, Recruitment Specialist
- Renita Bailey, Surry County Public Schools, HR/Food Service Coordinator
- Monika Haskins, Prince George County Public Schools, Director of HR
- Mr. Charles Spain, Principal of Overby-Shepherd Elementary School, Richmond City Public Schools
- Anne C. Glenn Zeljeznjak, Virginia Beach City Public Schools, Coordinator for Recruitment & Retention
- Willis Walter, VSU College of Education, Dean & Co-PI for the Grant
- Trina Spencer, VSU College of Education, Dept Chair for Teaching & Learning
- Adrienne Thomas, VSU College of Education, Coordinator of the I, Too, Teach Programs

- Shelly Bazemore, VSU College of Education, Co-PI for the Grant
- Shalini Upadhyaya, VSU College of Education, University Supervisor
- John Travis, VSU College of Education, Administrator and Data Analysis Technician
- Tracy Walker, External Evaluator

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, 2025, and requesting any additional data needed by the project.
- A password-protected shared drive created to facilitate data collection for the project allows for access granted to each member of the Assessment Committee.
- Identified members from each participating LEA will utilize indicators in the evaluation plan to provide timely, de-identified data. Data to evaluate program effectiveness shall include mentor teacher credentials, SOL scores (or other readily available student learning outcome data) for students in experimental and comparison classrooms, hiring trend data, employment data, retention data, new teacher evaluation data.
- Mentor Teacher Resumes provide their credentials and they are initially selected by use of the Virginia Guidelines for Mentor Teachers
- 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

Evaluation Plan Measures & Collected Information:

Evaluation Measures:

- **Weekly Assessment of Student Teacher Evaluations** – On a scale of one to four or not observed, students are rated from the beginning to the end of their teacher residency program. A baseline is achieved during the first week of the program. This survey tool incorporates the evaluation of culturally responsive dispositions in the classroom.
- A Final Student Teacher Evaluation will be completed by the mentor teacher at the end of each semester. The teacher resident will be evaluated using a summative survey of performance. This survey tool incorporates the evaluation of culturally responsive dispositions in the classroom.
- Teacher residents will create an **ePortfolio of Artifacts** based on their ongoing experiences in their courses and field /clinical placements. Each artifact must relate to the InTASC standards and must be explained accordingly. This survey tool allows the teacher resident to evaluate their own level of culturally responsive disposition in their classroom.
- Teacher residents will create an **Exit Assessment** to show their ongoing growth in the classroom during their internship. This survey tool allows the teacher resident to evaluate their own level of culturally responsive disposition in their classroom.
- Professional development will be offered to both the teacher resident and mentor in the areas of culturally responsive classroom practices, trauma informed classroom practices and classroom management. Pre and post surveys will be given to participants to ensure their growth based on the professional development offered.
- Teacher residents are required to pass all Professional Education Assessments based on their respective majors- (Elementary /Special Education). These assessments include the Praxis: Teaching Reading and Praxis II: Elementary Education.
- Teacher residents are required to complete all Virginia Department of Education Licensure documents.
- Ninety percent of the students will complete the “**I Too Teach**” program and gain Virginia teacher licensure.

Developing Skills - supporting the development of assessment, licensure, and employment competencies. VSU student participants in “**I Too Teach**” will engage in hands-on, inquiry-based experiences designed to prepare them with the requisite licensure and employment requirements and competencies required by the VDOE.

- **Weekly Student Teacher Evaluations** – On a scale of one to four or Not Observed, students are rated from the beginning to the end of their teacher residency program. A baseline is achieved during the first week of the program.
 - Ninety percent of our teacher residents will receive a rating of two or more on their baseline assessment.

- Ninety percent of our teacher residents will receive a rating of four in all areas by the end of their program.
- The specific measures are as listed below on a scale of one to four or not observed.
 - 1- Unsatisfactory
 - 2-Basic
 - 3-Proficient
 - 4-Exceptional
 - Not Observed
- The areas evaluated include
 - COMPETENT: The teacher candidate knows the facts and principles of the subject matter and represents content accurately.
 - COMPETENT: The teacher candidate assists students in the mastery of content.
 - COMPETENT: The teacher candidate utilizes effective strategies/techniques, including the use of technology.
 - CULTURALLY RESPONSIVE: The teacher candidate understands how learners think and reason about the subject content.
 - CULTURALLY RESPONSIVE: The teacher candidate helps learners develop complex and sophisticated cognitive structures.
 - CULTURALLY RESPONSIVE: The teacher candidate adapts knowledge to learners' levels of understanding and ways of thinking.
 - CULTURALLY RESPONSIVE: The teacher candidate fosters a collaborative learning environment.
 - CULTURALLY RESPONSIVE: The teacher candidate facilitates solutions to problems.
 - CULTURALLY RESPONSIVE: The teacher candidate demonstrates a commitment to life-long learning.
 - CULTURALLY RESPONSIVE: The teacher candidate demonstrates a commitment to high ethical and professional values.
 - CARING: The teacher candidate shows respect for and sensitivity to all learners.
 - CARING: The teacher candidate promotes a learning climate of caring and trust.
 - CARING: The teacher candidate encourages student efforts while challenging students to do their best.
 - CARING: The teacher candidate helps students set achievable goals.
 - CARING: Considers individual growth or progress in assessing learning.

- At the end of each semester, the teacher resident will be evaluated using a summative survey of their classroom performance.
- Teacher residents will create an e portfolio of artifacts based on their experiences in their courses and field/clinical placements. Each artifact must relate to the InTASC standards and must be explained accordingly. These artifacts are collected throughout their teacher residency.
- Teacher residents will create an exit assessment to show their overall growth in the classroom during their internship.

Please detail the following for Cohort #4:

1. The effectiveness of the program in meeting the stated goals and objectives.

One candidate dropped out of the program in the summer of 2024 when the cohort began. She stated that she did not realize the rigor that was required for the program. Five of the six teacher resident candidates will complete the program this summer. We did not meet our goal of 90% of the students meeting the requirements of the Program, but 83.3% of our students will complete the program, graduate, and gain licensure by August 2025.

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

We did have difficulty finding candidates quickly. We found out that we had the grant in April 2024 and began the cohort in May Term of 2024. We were able to get 7 well-qualified candidates but not the number that we had hoped to gain at 15. However, one candidate dropped out right away leaving 6 well-qualified candidates.

3. The effectiveness of the partnership(s); and

Petersburg has had candidates in each of our cohorts 1-5. They only had 2 candidates in this cohort, but they remain a valid partner. Of those two candidates, one will finish this summer and the other fell by the wayside during the spring semester. He wife has health issues; he failed to communicate with the faculty and coordinator and failed all courses for the semester. **Surry** was able to get one candidate for us who was working in their division. That student will finish this summer.

There were 3 candidates that were hired by **Prince George** to complete the program. Each of these students will complete the program this summer.

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

All 3 divisions have worked closely with us to assist the teacher residents throughout the program. Although the one male candidate had to put his courses aside, success will be had by the other teacher residents and the partners hope to hire them as licensed individuals by Fall 2025.

Please detail the following for Cohort #5

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

Nine qualified teacher resident candidates were recruited in January 2025 for the Spring Semester cohort to begin. They will not complete the program until December 2025. We do not know how many students will meet the requirements of the Program by

December, but the goal is for all 9 resident candidates will complete the program and graduate by December 2025.

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

We did have difficulty finding candidates quickly. We found out that we had the grant in Jan. 2025 and began the cohort in January of 2025. We were able to get 9 well-qualified candidates but not the number that we had hoped to gain at 15.

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

Petersburg has had candidates in each of our cohorts 1-5. They had 4 candidates in this cohort.

Virginia Beach was able to get one candidate for us who was working in their division.

There were 4 candidates hired by **Richmond City** to complete the program.

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

All 3 divisions have worked closely with us to assist the teacher residents throughout the program. In is the hope of all involved that the teacher residents will complete their courses, pass all assessments, and graduate in December 2025 so that they can gain licensure and be hired in January 2026.

Culturally-Responsive Teaching Practices Academy for Cohort #4

The Culturally-Responsive Teaching Practices Academies (Fall 2024) provided candidates with the knowledge, skills and depositions needed to effectively teach diverse student populations. The following Academies were held:

August 29, 2024: Culturally Responsive Academy presents: “7 Culturally Responsive Teaching Strategies and Instructional Practices,” by Dr. Adrienne 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.

September 26, 2024: 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.

October 31, 2024: 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 embedded into the classroom immediately to differentiate instruction and meet all students where they are for success.

Culturally-Responsive Teaching Practices Academy for Cohort #5

The Culturally-Responsive Teaching Practices Academies (Summer 2025) provided candidates with the knowledge, skills and depositions needed to effectively teach diverse student populations. The following Academies were held:

June 14, 2025: Culturally Responsive Academy presents: “7 Culturally Responsive Teaching Strategies and Instructional Practices,” by Dr. Adrienne 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.

July 12, 2025: Culturally Responsive Academy presents: “An Introduction to Adverse Childhood Experiences by Dr. Adrienne 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.

August 9, 2025: 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 embedded into the classroom immediately to differentiate instruction and meet all students where they are for success.

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.

- **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.
- **e-Portfolio** – This qualitative assessment is completed by the teacher residents at the end of student teaching to prove they have met the InTASC Teaching standards before gaining their licensure.

Program Improvements

Mentor Training

As Cohort #3 progressed, the majority of the mentors asked that they be given a break from attending those training sessions because they already had enough on their plate. For Cohort #5, we decided 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 5 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. This group has been the best suited for the program thus far as a whole.

Reported by: Dr. Tracy Walker

VIRGINIA COMMONWEALTH UNIVERSITY

VDOE Teacher Residency Grant
Program Year: July 1, 2024 - June 30, 2025 (FY2025)
Final Report due June 30, 2025

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: Kim McKnight, PhD

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

Mailing Address: VCU Center for Teacher Leadership, School of Education, Box 842020, Richmond, VA 23284-2020

City, State, Zip Code: Richmond, VA 23284

Telephone Number: 804-512-6298 (c)

Email Address: mcknightkw@vcu.edu

DETAILED PROGRAM DESCRIPTION:

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 monthly 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 across the state. In 2017-18, RTR expanded beyond RPS, conducting a small foundation-funded pilot at Ettrick Elementary School in Chesterfield County Public Schools, which then expanded to include other high-needs schools in Chesterfield. From there, the program expanded to Petersburg City Public Schools and high-needs schools in Henrico County Public Schools. During the 2022-23 school year, we piloted a partnership with Prince William County Public Schools. 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 Prince William 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 2025-26 school year, we are continuing our partnership with numerous school divisions: Richmond City, Chesterfield County, Henrico County, Petersburg City, Prince William County, Arlington County, Brunswick County, Caroline County, Charles City County, Dinwiddie County, Essex County, Fairfax County, Hopewell City, Norfolk City, Prince George County, Roanoke City, Southampton County, Stafford County, Surry County, Sussex County, Waynesboro City, and Washington County.

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 Petersburg City, contingent on continued state and Petersburg 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. This pilot has evolved to divisions creating paid Teacher Resident positions; whereas IAs had to complete their job duties half of each day and residency tasks the other half, those employed as Teacher Residents are able to spend the full day with their mentor, gradually taking on more teaching responsibility while continuing to earn a salary. By August 2025 the Cohort 14 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 403. To support these residents as they learn to teach, **RTR has also provided professional development to more than 300 in-service teachers serving as mentors.**

INCENTIVES AND SUPPORTS:

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 FY25 residency proposal a \$22,435.89 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 coaching 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 the School of Education. 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 School of Education 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.

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:

Chart A: The chart below represents Cohort 14 residents who enrolled in RTR in the 2024-2025 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
Saby Arrieta-Lowe	Elementary	Prince William	Elementary G.C.	Yes	TBD	Elementary
Peter Behrend	Secondary English	Fairfax	Secondary M.Ed.	Yes	TBD	English

Tesi Campbell	Elementary	Essex	Elementary G.C.	Yes	Tappahannock Elementary School	Elementary
Jamea Carter	Special Education	Henrico	SPED M.Ed.	Yes	Hermitage High School	SPED
Ivy Cobb	Elementary	Roanoke	Elementary G.C.	Yes	Westside Elementary School	Elementary
Tamara Dotson	Special Education	Henrico	SPED M.Ed.	Yes	Seven Pines Elementary School	SPED
Tashantae Gee	Elementary	Petersburg	Elementary G.C.	Yes	TBD	Elementary
Gracie George	Special Education	Henrico	SPED M.Ed.	Yes	Glen Lea Elementary School	SPED
Grace Hamilton	Secondary English	Chesterfield	Secondary M.Ed.	Yes	Manchester Middle School	English
Vanessa Jensen	SPED	Prince William	SPED M.Ed.	Yes	Rippon Middle School	SPED
Elizabeth Keicer	Elementary	Prince William	Elementary G.C.	Yes	McAuliffe Elementary School	Elementary
Sharleen Marquez Diaz	Social Studies	Prince William	Secondary M.Ed.	Yes	TBD	Social Studies

Cooper Mason	Special Education	Richmond	SPED M.Ed.	Yes	Frances McClenney Elementary School	Special Education
Jennifer Mojadidi	Elementary	Prince William	Elementary G.C.	Yes	TBD	Elementary
Faizah Mosavel-Lo	Elementary	Richmond	Elementary G.C.	Yes	Cardinal Elementary School	Elementary
Jenny Pak	Secondary English	Richmond	Secondary M.T.	Yes	TBD	English
Brian Quach	Elementary	Richmond	Elementary G.C.	Yes	J.L. Francis Elementary School	Elementary
Elizabeth Shaffer	Elementary	Chesterfield	Elementary B.S. Ed.	Yes	Hening Elementary School	Elementary
Madelene Rodriguez Torres	Secondary Social Studies	Prince William	Secondary M.T.	Yes	TBD	Social Studies
Muhammed Tayyab	Secondary Social Studies	Prince William	Secondary M. Ed.	Yes	Beville Middle School	Social Studies
Karalynn Thomas	Special Education	Prince William	SPED M.Ed.	Yes	Kilby Elementary School	Special Education
Kimberly Triglia	Elementary	Prince William	Elementary G.C.	Yes	Ellis Elementary School	Elementary

Kasey Ulery	Special Education	Fairfax	SPED M.Ed.	Yes	Bucknell Elementary School	Special Education
Angelic White	Secondary Science	Prince William	Secondary M.Ed.	Yes	Unity Braxton Middle School	Science
India Williams	Secondary English	Richmond	Secondary M.Ed.	Yes	TBD	English
Amaya Wright	Elementary	Prince William	Elementary G.C.	Yes	TBD	Elementary
Yong Yu Zheng	Secondary English	Richmond	Secondary M.Ed.	Yes	TBD	English

NOTE: Six additional residents enrolled in the program in May 2024 but did not graduate. One left the program after the summer semester, prior to beginning the residency experience, after deciding that the program was not the right fit for him. Two decided to leave the program early in the fall 2024 semester, one of whom decided to continue with the traditional teacher preparation program through VCU. Three residents were dismissed from the program due to attendance issues and/or academic underperformance. Support was provided in each of these instances; however, the residents did not show improvement.

Chart B: The chart below represents Cohort 15 residents, some of whom are graduate students, and some of whom are undergraduate students continuing the program from last year. New residents were recruited during the 2024-2025 school year and began their VCU coursework in May 2025. Residents will complete the program in June 2026.

Name of the Resident	Area(s) of Teaching Endorsement Sought	Residency School Division	School Placement for the Residency Year
Takeisha Abimbola	Elementary	Prince William	Occoquan Elementary School
Cassia Block	Secondary Science	Richmond	Boushall Middle School
Vonda Braswell	Elementary	Petersburg	Walnut Hill Elementary School
Linda Brown	Secondary Social Studies	Prince William	Gainesville High School
Lindsey Counts	Secondary English	Washington County	Glade Spring Middle School
Cassandra Dallas	Secondary English	Prince William	Unity Braxton Middle School
Laurel Dent	Secondary English	Richmond	Boushall Middle School
Taylor Ford	Secondary Social Studies	Petersburg	Petersburg High School
Diana Gomez-Lopez	Elementary	Prince William	Neabsco Elementary School
Trendolyn Hopkins	Secondary English	Richmond	Boushall Middle School
Tyne Hudson	Special Education	Fairfax	Justice High School
Hajir Jameel	Secondary Math	Prince William	Benton Middle School
Maya Joyner	Early Childhood	Richmond	Henry Marsh Elementary School
Amanda King	Special Education	Washington County	Glade Spring Middle School
Jason Klopp	Secondary Social Studies	Fairfax	Bryant High School

Name of the Resident	Area(s) of Teaching Endorsement Sought	Residency School Division	School Placement for the Residency Year
Caroline Lancaster	Elementary	Waynesboro	Westwood Hills Elementary School
Yeleni Lopez	Special Education	Fairfax	Justice High School
Jasmine Marshall	Elementary	Prince William	Swans Creek Elementary School
Gregory Owens	Secondary Social Studies	Stafford	Stafford High School
Ingrid Palma	Special Education	Fairfax	Braddock Elementary School
Jessica Pierce	Secondary Science	Surry	Luther Porter Jackson Middle School
Sarah Rengifo	Elementary	Prince William	Belmont Elementary School
Camelle Samuels	Special Education	Prince William	Potomac Shores Middle School
Emily Thomas	Elementary	Petersburg	Walnut Hill Elementary School
Jamea Thompson	Elementary	Richmond	Henry Marsh Elementary School
Ray Williams	Special Education	Petersburg	Petersburg High School
Ronald Zapien	Special Education	Prince William	Montclair Elementary School
Zyon Banks*	Elementary	Prince William	Potomac View Elementary School
Bonne Benton*	Elementary	Prince William	Enterprise Elementary School
Sarah Rengifo	Elementary	Prince William	Belmont Elementary School
Camelle Samuels	Special Education	Prince William	Potomac Shores Middle School
Bernice Boateng*	Special Education	Prince William	Vaughn Elementary School

Name of the Resident	Area(s) of Teaching Endorsement Sought	Residency School Division	School Placement for the Residency Year
Jocelyn Bonilla-Cruz*	Elementary	Prince William	Minnieville Elementary School
Vikki Brown*	Special Education	Prince William	Leesylvania Elementary School
Kayla Burgess*	Elementary	Prince William	Dale City Elementary School
Taelor Carter*	Elementary	Prince William	Occoquan Elementary School
Heidi Dallman*	Special Education	Prince William	Glenkirk Elementary School
Claudann DeFilippis-Pedraza*	Elementary	Dinwiddie	Sutherland Elementary School
Addison Dobbartin*	Elementary	Henrico	Montrose Elementary School
Jennifer Dowell*	Special Education	Prince William	Alvey Elementary School
Edithe Drummer*	Special Education	Prince William	Pace West
Lauren Dufault*	Special Education	Prince William	Gainesville Middle School
Emma Ellington*	Special Education	Prince William	Beville Middle School
Catherine Fisher*	Elementary	Chesterfield	Ettrick Elementary School
Miguel Flores*	Elementary	Prince William	Occoquan Elementary School
Elizabeth Ford*	Special Education	Chesterfield	Hening Elementary School
ShaRauncie Gardner*	Elementary	Henrico	Glen Lea Elementary School
Jameela Haq*	Special Education	Prince William	Leesylvania Elementary School
Jenora Kelly*	Elementary	Prince William	Mountain View Elementary School

Name of the Resident	Area(s) of Teaching Endorsement Sought	Residency School Division	School Placement for the Residency Year
Alondra Marroquín-Sorto*	Elementary	Prince William	Leesylvania Elementary School
Lillian Moody*	Elementary	Prince George	L.L. Beazley Elementary School
Candice Ossman*	Elementary	Prince William	Bennett Elementary School
Carrie Pritchard*	Elementary	Prince William	Triangle Elementary School
Nancy Ramos*	Elementary	Prince William	Loch Lomond Elementary School
Isabella Salguero*	Elementary	Prince William	Dumfries Elementary School
Kelly Snyder*	Elementary	Prince William	Yorkshire Elementary School
Kaitlynn Stephenson*	Special Education	Chesterfield	Ettrick Elementary School
Janita Tompkins*	Elementary	Essex	Tappahannock Elementary School
Damaris Vicente-Martinez*	Special Education	Prince William	Minnieville Elementary School
Alma Villatoro Almendarez*	Elementary	Prince William	Penn Elementary School
Myasia Wilkerson*	Elementary	Petersburg	Walnut Hill Elementary School
Yanderier Zeta Cerda*	Special Education	Prince William	Loch Lomond Elementary School
Amina Zidi*	Special Education	Henrico	Hermitage High School

NOTE: The asterisk identifies continuing residents in the undergraduate pathway.

As of June 2025, the current cohort has a total of 62 individuals; resident demographics are:
49 Females (79%)

5 Males (8%)
5 Non-Binary (8%)
3 Did not disclose gender (5%)
19 Black/African American (31%)
6 Hispanic (9%)
5 Two or More Races (8%)
27 White (44%)
5 Did not disclose race (8%)

PROGRAM EVALUATION:

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 residents and program graduates felt prepared to be the teacher of record, 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.

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 expressed that they like how thorough the selection process is; the teaching demonstration during the interview was well received, and human resources personnel from partner divisions have asked if they can utilize some of our interview questions for their interviews of teacher candidates. 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:

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 16 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 delve into topics from the Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals, 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 fourth cohort began the program in May.

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 in RTR's undergraduate pathway.

We have also received a Boundless Educator Initiative (BEI) grant from the National Center for Teacher Residencies. This grant provides additional support for residents 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.

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 2025-2026 school year, we have already begun conversations with our partner divisions to devise strategies to recruit a strong pool of candidates for the 2026-2027 school year.

	Please complete the following charts reporting total expenditures:		
	Period of Award:	July 1, 2024 – June 30, 2025	
	Public Institution of Higher Education: VDOE 2024 RTR		

Personal Services 1000						Source of Funds			Totals
	Job titles of individuals whose salaries were charged to this program	Program Role	% FTE	Salary	Total charged to grant for this individual	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
Kim Allen	Director of RTR Partnerships	Works to develop new RTR partnerships with a particular focus on PCPS	100%	\$83,200	\$83,200	\$0.00		\$83,200	\$83,200
Kim McKnight	RTR Executive Director	Oversees all aspects of RTR	90.00%	\$151,656	\$136,490	\$0.00		\$136,490	\$136,490
Sam Hope	RTR Admissions and Data Spec	Admission Specialist will design and implement admissions policies to attract high-quality candidates from diverse backgrounds to RTR; work on quantitative and qualitative data collection to inform future work.	100%	\$86,510	\$86,510	\$0.00		\$86,510	\$86,510
Carla Dannouf	Finance Manager	Oversees all the financial aspects	30%	\$95,850	\$28,755			\$28,755	\$28,755
Dottie	Financial Analyst 2	Processes all fiscal documents; manages budget	100%	\$66,465	\$66,465	\$0.00		\$66,465	\$66,465
Sabrina Evans	RTR Recruitment Coordinator	The Recruitment Coordinator will design and implement recruitment strategies and materials that attract high-quality candidates from diverse backgrounds to RTR	100%	\$58,025	\$58,025	\$0.00		\$58,025	\$58,025
Meera Mehtaji	SPED Curriculum Coordinator	Advises and teaches SPED residents	50.00%	\$87,302	\$43,651	\$0.00		\$43,651	\$43,651
Suhani	RTR Lead Spec Ed Res C	Supports SPED resident/CRC partnerships	100%	\$85,327	\$85,327	\$0.00		\$85,327	\$85,327
Jodi Larson	Elementary Residency Coordinator	Supports elementary resident/CRC partnerships	100%	\$75,960	\$75,960	\$0.00		\$75,960	\$75,960
Bridget	Elementary Undergraduate Residency Coord	Supports undergraduate elementary residency & CRC partnerships	100%	\$89,125	\$89,125	\$0.00		\$89,125	\$89,125
Tami Sober	Senior Administrator of Teacher Leadership and Retention	Advises and teaches secondary residents and supports alumni	100%	\$115,817	\$115,817	\$0.00		\$115,817	\$115,817
Wenda	Secondary Residency Coordinator	Supports secondary resident/CRC partnerships	100.00%	\$89,204	\$89,204	\$0.00		\$89,204	\$89,204
Natasha	Administrative Assistant	Supports all RTR staff with logistics on trainings, travel reimbursements, supply orders, and other administrative needs	90%	\$44,690	\$40,221	\$0.00		\$40,221	\$40,221
Melinda	PCPS STEM Career Coach	Supports resident/CRC STEM partnerships in Petersburg City Public Schools	90%	\$83,603	\$75,243	\$0.00		\$75,243	\$75,243
Sharrie Merritte	Program Coordinator	Support special projects and events	100%	72,800	\$72,800	\$0.00		\$72,800	\$72,800
Christine Powell	Rural Sp. Ed. Proj. Coord/Retention Specialist	The rural special education project coordinator and retention specialist will be responsible for working with rural school districts.	100%	75,433	\$75,433	\$0.00		\$75,433	\$75,433
Donte Sharpe	Academic Advisor	Advising and student support	50%	52,500	\$26,250	\$0.00		\$26,250	\$26,250
Megan Vaughn	RTR Instructional Coach	Career Coaching and mentor support	100%	57,200	\$57,200	\$0.00		\$57,200	\$57,200
					0				
Total Personal Services 1000						\$0		\$1,305,676	\$1,305,676

Employee Benefits 2000					Source of Funds			Total
	Job titles of individuals whose benefits were charged to this program	% Benefits	Salary	Total	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
Kim Allen	Director of RTR Partnerships	39.70%	\$83,200	\$33,030	\$0.00		\$33,030	\$33,030
Kim McKnight	RTR Executive Director	39.70%	\$136,490	\$54,187	\$0.00		\$54,187	\$54,187
Sam Hope	RTR Admissions and Data Spec	39.70%	\$86,510	\$34,344	\$0.00		\$34,344	\$34,344
Finance Manager	Oversees all the financial aspects	39.70%	\$28,755	\$11,416	\$0.00		\$11,416	\$11,416
Dottie	Financial Analyst 2	39.70%	\$66,465	\$26,387	\$0.00		\$26,387	\$26,387
Sabrina Evans	RTR Recruitment Coordinator	39.70%	\$58,025	\$23,036	\$0.00		\$23,036	\$23,036
Meera Mehtaji	SPED Curriculum Coordinator	39.70%	\$43,651	\$17,329	\$0.00		\$17,329	\$17,329
Suhani	RTR Lead Spec Ed Res Coord	39.70%	\$85,327	\$33,875	\$0.00		\$33,875	\$33,875
Jodi Larson	Elementary Residency Coordinator	39.70%	75,960	\$30,156	\$0.00		\$30,156	\$30,156
Bridget	Elementary Undergraduate Residency Coord	39.70%	\$89,125	\$35,383	\$0.00		\$35,383	\$35,383
Tami Sober	Senior Administrator of Teacher Leadership and Retention	39.70%	\$115,817	\$45,979	\$0.00		\$45,979	\$45,979
Wenda	Secondary Residency Coordinator	39.70%	\$89,204	\$35,414	\$0.00		\$35,414	\$35,414
Natasha	Administrative Assistant	39.70%	\$40,221	\$15,968	\$0.00		\$15,968	\$15,968
Melinda	PCPS STEM Career Coach	39.70%	\$75,243	\$29,871	\$0.00		\$29,871	\$29,871
Sharrie Merritte	Program Coordinator	39.70%	\$72,800	\$28,902	\$0.00		\$28,902	\$28,902
Christine Powel	Rural Sp. Ed. Proj. Coord/Retention Specialist	39.70%	\$75,433	\$29,947	\$0.00		\$29,947	\$29,947
Donte Sharpe	Academic Advisor	39.70%	\$26,250	\$10,421	\$0.00		\$10,421	\$10,421
Megan Vaugh	RTR Instructional Coach	39.70%	\$57,200	\$22,708	\$0.00		\$22,708	\$22,708
Total Employee Benefits 2000							\$518,353	\$518,353

Purchased/Contractual Services 3000					Source of Funds			Totals
	Description (Please provide detailed cost calculations.)				State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
	National Center for Teacher Residencies Membership Fees - half of \$25,000 for 2 year discount				\$0	\$0	\$12,500	\$12,500
	Slate				\$0	\$0	\$19,922	\$19,922
Total Purchased Contractual Services 3000					\$0	\$0	\$32,422	\$32,422

Internal Services 4000					Source of Funds			Totals
	Description (Please provide detailed cost calculations.)				State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
	RTR Evaluation				\$0	\$0	\$239,775	\$239,775
								\$0
								\$0
								\$0

Total Internal Services 4000	\$0	\$0	\$239,775	\$239,775
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Other Charges 5000		Source of Funds			Totals
	Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
	Stipends for RPS, PCPS, CCPS, HCPS, PWPS residents (74*\$22,491.85)	\$1,664,397	\$0	\$0	\$1,664,397
	Cash Match from divisions that includes mentor stipends, training, and the cost of career coaches	\$0	\$549,251	\$0	\$549,251
	Recruitment and Selection Day Costs	\$0	\$0	\$3,000	\$3,000
	Travel to NCTR and NTC conference/trainings	\$0	\$0	\$6,075	\$6,075
	Special RTR Tuition Rate Savings for Residents (at least \$2,059*74 residents)	\$0	\$0	\$152,366	\$152,366
Total Other Charges 5000		\$1,664,397	\$549,251	\$161,441	\$2,375,089

Materials and Supplies 6000		Source of Funds			Totals
	Description (Please provide detailed cost calculations.)	State Grant Funds	School Division Cash Funds (At least 1/3 of the dollar cost of the program)	In-Kind	
	Project Supplies	\$0	\$0	\$19,249	\$19,249
	Media Services	\$0	\$0	\$20,995	\$20,995
	Printing/Publication Costs	\$0	\$0	\$2,632	\$2,632
Total Materials and Supplies 6000		\$0	\$0	\$42,876	\$42,876

Total Expenditures for the Teacher Residency Grant					
		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	Totals
	Personal Services (1000)	\$0	\$0	\$1,305,676	\$1,305,676
	Employee Benefits (2000)	\$0	\$0	\$518,353	\$518,353
	Purchased/Contractual Services (3000)	\$0	\$0	\$32,422	\$32,422
	Internal Services (4000)	\$0	\$0	\$239,775	\$239,775
	Other Charges (5000)	\$1,664,397	\$549,251	\$161,441	\$2,375,089
	Material and Supplies (6000)	\$0	\$0	\$42,876	\$42,876
Totals		\$1,664,397	\$549,251	\$2,300,543	\$4,514,191

National Center for Teacher Residencies 2024-2025 End-of-Year Program Data-RTR Teacher Residency Program-

Survey Participants

Surveys were sent to 65 program residents, 66 mentors, and 78 principals. Of the principals surveyed, 32 were hiring principals, 33 were residency principals, and 13 had both residents and program graduates in their building. Surveys were also sent to 89 program graduates from the past three years. Of these 298 surveys, the following were completed: 30 Residents 60 Mentors 24 Graduates 23 Principals. 83% of residents reported being prepared or very well-prepared; 83% of graduates reported being prepared or very well-prepared; 63% of mentors reported their resident is prepared or very well-prepared; 100% of principals reported residents are more prepared than a typical new teacher; and 100% of principals reported residency graduates are more effective than a typical new teacher

RTR 24-25 Resident Survey Data

Survey Item	Very Well Prepared Strongly Agree (4)	Prepared Agree (3)	Somewhat Prepared Disagree (2)	Not Prepared Strongly Disagree (1)	RTR Average	NCTR Network Average
At this point in the year, how prepared are you to teach next year as a teacher of record?	17%	67%	17%	0%	3	3.3
How prepared do you feel to adapt a curriculum to explore opportunities for students beyond their school community?	30%	53%	17%	0%	3.1	3.3
How prepared do you feel to adapt a curriculum to reflect the assets of your students, school, and the surrounding community?	43%	47%	10%	0%	3.3	3.4
How prepared do you feel to build, nurture, and facilitate caring, humanizing relationships with students and families?	53%	47%	0%	0%	3.5	3.6
How prepared do you feel to create a welcoming and affirming classroom environment for all students?	63%	33%	3%	0%	3.4	3.6
How prepared do you feel to demonstrate professionalism and collaborate with other teachers?	50%	43%	7%	0%	3.4	3.6
How prepared do you feel to demonstrate the content knowledge to teach subject matter?	33%	60%	7%	0%	3.3	3.4
How prepared do you feel to develop and implement consistent behavioral and academic expectations for students?	50%	40%	10%	0%	3.4	3.4

How prepared do you feel to differentiate instruction to meet the needs of different kinds of learners?	50%	37%	13%	0%		3.4	3.4	
Survey Item	Very Well Prepared Strongly Agree (4)	Prepared Agree (3)	Somewhat Prepared Disagree (2)	Not Prepared Strongly Disagree (1)		RTR Average	NCTR Network Average	
How prepared do you feel to engage in ongoing self-critical reflection to address personal biases and their impact on students and families?	50%	47%	3%	0%		3.5	3.6	
How prepared do you feel to establish clear classroom routines, procedures, and systems?	53%	43%	3%	0%		3.5	3.5	
How prepared do you feel to plan and teach a curriculum that explores opportunities for students beyond their school community?	27%	57%	17%	0%		3.1	3.3	
How prepared do you feel to plan and teach a curriculum that reflects the assets of your students, school, and the surrounding community?	33%	67%	0%	0%		3.3	3.4	
How prepared do you feel to use student data in planning and instruction?	23%	57%	20%	0%		3	3.3	
Before I started my clinical placement with my mentor teacher, my program gave me a clear understanding of my mentor's roles and responsibilities.	33%	43%	10%	13%		3	3.2	
Before I started my clinical placement with my mentor teacher, my program gave me a clear understanding of my roles and responsibilities as a resident.	37%	47%	7%	10%		3.1	3.3	

During the process of applying and/or being selected into my program, the program made me feel valued and affirmed as an individual.	37%	57%	0%	7%		3.2	3.4
I feel supported. by program overall to succeed as a resident.	37%	43%	10%	10%		3.1	3.4
Survey Item	Very Well Prepared Strongly Agree (4)	Prepared Agree (3)	Somewhat Prepared Disagree (2)	Not Prepared Strongly Disagree (1)		RTR Average	NCTR Network Average
I was attracted to apply to my program by the clinical experience of the residency model.	40%	50%	7%	3%		3.3	3.4
I was attracted to apply to my program by the program's mission.	40%	47%	10%	3%		3.2	3.3
I've been able to engage in an array of professional responsibilities beyond classroom instruction at the school where I'm completing my residency.	50%	43%	7%	0%		3.4	3.5
I'm satisfied with the financial package my program provides me.	60%	37%	3%	0%		3.6	3.2
My clinical experience includes sufficient opportunities to practice and apply what I learn in my coursework.	57%	40%	0%	3%		3.5	3.5
My course instructors make me feel valued and affirmed as an individual.	37%	57%	7%	0%		3.3	3.5
My course instructors provide me feedback that improves my practice.	37%	53%	10%	0%		3.3	3.4

My coursework includes learning experiences that improve my practice.	40%	60%	0%	0%		3.4	3.4
My coursework includes opportunities to prepare and/or rehearse key practices before I apply them in my classroom.	30%	57%	13%	0%		3.2	3.3
Survey Item	Very Well Prepared Strongly Agree (4)	Prepared Agree (3)	Somewhat Prepared Disagree (2)	Not Prepared Strongly Disagree (1)		RTR Average	NCTR Network Average
My coursework includes opportunities to reflect on how I have enacted key practices in the classroom.	33%	60%	7%	0%		3.3	3.4
My coursework is aligned to key instructional practices identified by my program.	40%	57%	3%	0%		3.4	3.4
My coursework is relevant to my school context and classroom.	40%	53%	7%	0%		3.3	3.3
My current or most recent classroom mentor is committed to providing an environment where students from historically marginalized communities can thrive and succeed.	73%	27%	0%	0%		3.7	3.6
My current or most recent classroom mentor is a good match for me.	68%	29%	4%	0%		3.6	3.5
My current or most recent classroom mentor makes me feel valued and affirmed as an individual.	60%	40%	0%	0%		3.6	3.6

My current or most recent classroom mentor models and explains their teaching practices in a way that gives me a clear understanding of how I can enact those practices.	67%	27%	3%	3%		3.6	3.5
My current or most recent classroom mentor paces the release of teaching responsibilities in a way that improves my practice.	57%	40%	0%	3%		3.5	3.5
My current or most recent classroom mentor provides me feedback that improves my practice.	63%	30%	3%	3%		3.5	3.5
Survey Item	Very Well Prepared Strongly Agree (4)	Prepared Agree (3)	Somewhat Prepared Disagree (2)	Not Prepared Strongly Disagree (1)		RTR Average	NCTR Network Average
My experience at the school where I'm completing my clinical placement matches what my program told me I could expect.	43%	50%	7%	0%		3.4	3.3
My experience in my program matches what my program told me I could expect.	30%	40%	17%	13%		2.9	3.2
My program accurately assesses my performance.	40%	43%	10%	7%		3.2	3.3
My program and the school where I'm completing my clinical placement share the same vision and expectations of effective teaching.	47%	43%	7%	3%		3.3	3.3
My program is clear about what I need to do in order to be successful in the program.	47%	43%	3%	7%		3.3	3.4

My program is clear about when and how it assesses my performance.	47%	30%	13%	10%		3.1	3.4	
My program overall is committed to ensuring residents of all backgrounds and identities can thrive and succeed as educators.	47%	47%	0%	7%		3.3	3.5	
My program overall is committed to preparing teachers who can support students from historically marginalized communities to thrive and succeed.	50%	47%	0%	3%		3.4	3.5	
My program's assessments of my performance help me to improve my practice.	37%	47%	10%	7%		3.1	3.4	
Survey Item	Very Well Prepared Strongly Agree (4)	Prepared Agree (3)	Somewhat Prepared Disagree (2)	Not Prepared Strongly Disagree (1)		RTR Average	NCTR Network Average	
Program staff associated with my residency make me feel valued and affirmed as an individual.	47%	37%	7%	10%		3.2	3.4	
Program staff associated with my residency program provide me feedback that improves my practice.	43%	43%	7%	7%		3.2	3.4	
The feedback I receive from my current or most recent classroom mentor, course instructors, and program staff is aligned.	40%	47%	3%	10%		3.2	3.4	
The school community where I am completing my clinical placement has had a positive influence on my learning and growth as a teacher.	50%	47%	3%	0%		3.5	3.4	

The school community where I am completing my clinical placement has provided me with sufficient opportunities to collaborate with other teachers and staff.	47%	43%	10%	0%		3.4	3.3	
The school community where I am completing my clinical placement is committed to providing an environment where students from historically marginalized communities can thrive and succeed.	50%	43%	3%	3%		3.4	3.5	
The school community where I am completing my clinical placement makes me feel valued and affirmed as an individual.	43%	53%	3%	0%		3.4	3.4	
The school community where I am completing my clinical placement supports me to implement practices that value and affirm all students, particularly students from historically marginalized communities.	50%	43%	3%	3%		3.4	3.4	

Survey	Question	Response
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	It allowed me an education and experience.
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	The program supported or prepared me for being a teacher by checking in to see where I need help and were able to answer any questions I had.
ResidentResident	How or in what ways has your program supported or prepared you well for being a teacher? How or in what ways has your program supported or prepared you well for being a teacher?	The RTR program has provided the means for me to pursue the rest of my degree, without it I would not have been able to afford my Bachelors and I would have remained a TA or left education for a better paying job. The RTR Program has reviewed and addressed multiple aspects of being a teacher, from instruction, planning, collaborating, and giving and receiving feedback.
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	The program offers monthly seminars that help clear up any confusion and provides guidance. My advisor also provides academic advising, which has been helpful in making sure I stay on track.

Resident	How or in what ways has your program supported or prepared you well for being a teacher?	My teacher preparation program has provided invaluable support in shaping me into an educator. The classes I have taken have been instrumental in equipping me with the knowledge and skills needed for the classroom, and the professors have been truly exceptional—offering insightful guidance and expertise that have enriched my learning experience. One of the most impactful aspects of my preparation has been the ability to select my own mentor. I chose a highly seasoned teacher, and her mentorship has been the most significant influence on my development. Her experience, wisdom, and practical advice have provided me with guidance beyond what coursework alone could offer. She has helped me navigate challenges, refine my teaching approach, and build confidence in my ability to support my future students. While the RTR program has given me a wealth of tools and opportunities, it is this mentorship that has truly made the biggest difference in my journey. The combination of structured learning and real-world guidance has thoroughly prepared me to step into the classroom as a capable and confident teacher.
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	Having two years in a classroom to observe and learn about the technology and processes will benefit my first year of teaching. Understanding the administrative aspects of teaching, such as managing the gradebook, will help reduce the stress of what is likely to be a challenging first year.
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	The in-class experience was the best for me. I appreciated the hands-on learning. I also liked how many of the courses I took aligned with what I was doing in the classroom.
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	The clinical portion in the classroom has been a tremendous aid in preparing for being a teacher. There are a lot of things that teachers are required to do and consider which may not be covered in some classes.

Resident	How or in what ways has your program supported or prepared you well for being a teacher?	They matched me with an excellent mentor teacher.
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	It has given my firsthand experiences that has made me better and prepared
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	It was a comprehensive program which taught me all aspects of being a good teacher.
ResidentResident	How or in what ways has your program supported or prepared you well for being a teacher?How or in what ways has your program supported or prepared you well for being a teacher?	The course work for the program has been the most beneficial, also just being in a classroom all day.It has given me the opportunity to act in my classroom and practice what I am learning. We have learned the different types of teaching models and discussed how to use them on our own.
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	The first semester was wasted, and I felt very taken advantage of. However, since that time, the program has taken time to reflect on itself and has been terrific. My school that I work in is extremely supportive.
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	I appreciate all the support and the RTR meetings were incredible.
ResidentResident	How or in what ways has your program supported or prepared you well for being a teacher?How or in what ways has your program supported or prepared you well for being a teacher?	matched me with a perfect mentor to help me learn my own teaching styleI had actual practice teaching and planning.
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	Hands on experience
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	Accurately plans classes to what my current educational needs are in the classroom.
Resident	How or in what ways has your program supported or prepared you well for being a teacher?	I have had much practice with different forms and concepts in the classroom.

Resident	How or in what ways has your program supported or prepared you well for being a teacher?	Providing guidance, and accessibility to the right coursework.
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RTR 24-25 Mentor Survey Data

Survey Item	Very Well Prepared Strongly Agree Very Effective/ Familiar(4)	Prepared Agree Effective/ Familiar(3)	Somewhat Prepared Disagree Somewhat Effective/ Familiar(2)	Not Prepared Strongly Disagree Not Effective/ Familiar(1)	RTR Average	NCTR Network Average
At this point in the year, how prepared is your resident to teach next year as the teacher of record?	32%	30%	35%	3%	2.9	3.2
How prepared is your resident to adapt a curriculum to explore opportunities for students beyond their school community?	23%	33%	38%	5%	2.8	2.9
How prepared is your resident to adapt a curriculum to reflect the assets of your students, school, and the surrounding community?	25%	43%	27%	5%	2.9	3
How prepared is your resident to build, nurture, and facilitate caring, humanizing relationships with students and families?	55%	30%	15%	0%	3.4	3.5
How prepared is your resident to create a welcoming and affirming classroom environment for all students?	60%	27%	13%	0%	3.5	3.5
How prepared is your resident to demonstrate professionalism and collaborate with other teachers?	52%	25%	20%	3%	3.3	3.4
How prepared is your resident to demonstrate the content knowledge to teach subject matter?	25%	37%	35%	3%	2.8	3.1
How prepared is your resident to develop and implement consistent behavioral and academic expectations for students?	40%	28%	23%	8%	3	3

Survey Item	Very Well Prepared Strongly Agree Very Effective/ Familiar(4)	Prepared Agree Effective/ Familiar(3)	Somewhat Prepared Disagree Somewhat Effective/ Familiar(2)	Not Prepared Strongly Disagree Not Effective/ Familiar(1)	RTR Average	NCTR Network Average
How prepared is your resident to differentiate instruction to meet the needs of different kinds of learners?	33%	35%	30%	2%	3	3
How prepared is your resident to engage in ongoing self-critical reflection to address personal biases and their impact on students and families?	40%	33%	20%	7%	3.1	3.2
How prepared is your resident to establish clear classroom routines, procedures, and systems?	40%	35%	23%	2%	3.1	3.2
How prepared is your resident to plan and teach a curriculum that explores opportunities for students beyond their school community?	23%	35%	32%	10%	2.7	2.9
How prepared is your resident to plan and teach a curriculum that reflects the assets of your students, school, and the surrounding community?	23%	45%	27%	5%	2.9	3
How prepared is your resident to use student data in planning and instruction?	23%	47%	25%	5%	2.9	2.9
Agreement						
Before I started hosting a resident in my classroom, the program gave me a clear understanding of my resident's roles and responsibilities.	43%	38%	13%	5%	3.2	3.3
Before I started hosting a resident in my classroom, the program gave me a clear understanding of my roles and responsibilities as a mentor.	47%	38%	10%	5%	3.3	3.3

Survey Item	Very Well Prepared Strongly Agree Very Effective/ Familiar(4)	Prepared Agree Effective/ Familiar(3)	Somewhat Prepared Disagree Somewhat Effective/ Familiar(2)	Not Prepared Strongly Disagree Not Effective/ Familiar(1)		RTR Average	NCTR Network Average	
Before I started hosting a resident in my classroom, the program gave me and my resident sufficient opportunities to build a relationship with one another.	50%	45%	5%	0%		3.5	3.3	
Being a residency program mentor has positioned me as a teacher leader in my school and/or district.	38%	40%	18%	3%		3.1	3.2	
Being a residency program mentor makes me a more effective teacher.	47%	47%	3%	2%		3.4	3.5	
During the process of being recruited, applying, and/or being selected as a mentor, the program gave me a clear understanding of how I would be compensated and supported.	42%	48%	7%	3%		3.3	3.3	
During the process of being recruited, applying, and/or being selected as a mentor, the program gave me a clear understanding of the program's mission.	59%	34%	7%	0%		3.5	3.5	
During the process of being recruited, applying, and/or being selected as a mentor, the program gave me a clear understanding of the value or benefits of being a mentor.	60%	32%	8%	0%		3.5	3.5	
During the process of being recruited, applying, and/or being selected as a mentor, the program made me feel valued and affirmed as an individual.	63%	32%	3%	2%		3.6	3.5	
I feel supported by my program overall to succeed as a mentor.	47%	46%	5%	2%		3.4	3.4	

Survey Item	Very Well Prepared Strongly Agree Very Effective/ Familiar(4)	Prepared Agree Effective/ Familiar(3)	Somewhat Prepared Disagree Somewhat Effective/ Familiar(2)	Not Prepared Strongly Disagree Not Effective/ Familiar(1)		RTR Average	NCTR Network Average	
I'm provided sufficient time to serve in my role as a mentor.	38%	47%	12%	3%		3.2	3.2	
My experience as a mentor matches what the program told me I could expect.	47%	38%	12%	3%		3.3	3.3	
My experiences as a mentor have improved my abilities as a teacher leader.	50%	43%	5%	2%		3.4	3.5	
My resident is a good match for me.	62%	23%	12%	3%		3.4	3.5	
My school leader supports me in my role as a mentor.	55%	35%	7%	3%		3.4	3.4	
The coursework that the program provides to my resident is relevant to my school context and classroom.	25%	60%	15%	0%		3.1	3.2	
The program provides me feedback that improves my practices as a mentor.	47%	42%	8%	3%		3.3	3.1	
The stipend and/or benefits package I receive for being a mentor is appropriate for my time and effort as a mentor.	42%	38%	17%	3%		3.2	3	

Effectiveness							
Survey Item	Very Well Prepared Strongly Agree Very Effective/ Familiar(4)	Prepared Agree Effective/ Familiar(3)	Somewhat Prepared Disagree Somewhat Effective/ Familiar(2)	Not Prepared Strongly Disagree Not Effective/ Familiar(1)		RTR Average	NCTR Network Average
How effective has the program been at supporting you to model and explain your teaching practices to your resident so that they have a clear understanding of how they can enact those practices?	45%	32%	20%	3%		3.2	3.2
How effective has the program been at supporting you to pace the release of teaching responsibilities in a way that improves your resident's practice?	40%	33%	18%	8%		3.1	3.1
How effective has the program been at supporting you to provide your resident feedback that improves their practice?	43%	35%	15%	7%		3.2	3.2
Familiarity							
How familiar are you with the coursework that the program provides to your resident?	13%	20%	40%	27%		2.2	2.4

Survey	Question	Response
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I was a better teacher this year for my students, they received a better education than students in the past. This experience pushed me to adapt and differentiate lessons throughout the year, with great results.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I learned coaching language which helps with students and colleagues.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I have forced myself to explain my thinking out loud to my resident.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I am a retired teacher
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	Improved communication and coaching skills
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	This mentoring experience has help me grow in my teaching practice as I have become more reflective on how I am teaching and modeling for my resident.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It has caused me to reflect on my own practices to ensure I am modeling good teaching practices for my mentee. It also put me in a position to constantly reevaluate how I am communicating to try and improve concensus and understanding.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It made my role much more difficult as it often took an extensive amount of time for me to look over assignments, look over the reflection sheets, interact with my mentee, and collaborate with program staff on top of my full-time job.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	Mentoring pushed me to reflect more deeply on my own teaching decisions. It strengthened my ability to give clear, constructive feedback and helped me grow as an instructional leader. It also benefited my students by bringing an extra layer of support and collaboration to the classroom.

Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It has given me the opportunity to learn new ways to teach and provided new lenses to see how I could make changes within my classroom.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I enjoy having another teacher in the classroom with me to bounce ideas off, collaborate with, and help with pulling students/their achievement.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I've become way more reflective, questioning myself and my teaching methods and WHY I do the things that I do. It has also caused me to take pause and slow down. Sometimes teaching is so fast paced, but being a mentor causes you to slow down and evaluate what is important and why it is.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It helped me reflect on my own practices.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It helped me learn how to teach adults in addition to students.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	Reflecting on my teaching practice brings the biggest impact to my students and I hope my resident feels we have had many meaningful conversations.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	Working as a mentor has really helped me stop and think about why I do something in my classroom. It allows me to opportunity to see how much I have grown in using efficient strategies and practices. I also have had the chance to reflect about my teaching practices. I think having to give over control of the classroom and instruction and observe my mentor puts many things into perspective. I also enjoy seeing how my residents have grown from the beginning of the year to the end of the year.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It made me remember why I became a teacher. It reenergized how I plan activities for my students and allowed my student to be more prepared.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	Understanding other perspectives and approaches. Structured reflection on the teaching practice.

Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	The students have bonded with my resident, but her instructional impact has been limited.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It has enlightened me about the experience of co-teaching. My students have benefitted from the extra attention and guidance
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	The PLC's have been very helpful.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	Mentoring gave me a reason to reflect on the why's as I was making decisions throughout the day. It helped me slow down, analyze situations using a different lens and made me more mindful of the importance of changing your approach depending on the circumstances.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	it was a great experience, students enjoyed working with the mentee, I stepped up my game with writing lesson plans so my mentee could see examples of good instruction
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	Mentoring has allowed me to see myself as a teacher leader and help my resident grow into a professional educator. My students have benefitted from having 2 special education teachers all year which has improved their learning outcomes.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I always learn something new during the PLC.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	Relationship building with students.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It has made me a better teacher and mentor.

Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	Our students have greatly benefited from the opportunity to have two teachers in the room. The relationships that have been built and the learning that has taken place has been an amazing opportunity for our scholars.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I was more purposed and mindful of my actions.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	My mentoring experience allows me to reflect on my own teaching practice and provides another adult to help my students succeed.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	My mentoring experience has been impacted in a positive way. I often reflect and it has helped me with coaching.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It has enabled me to reflect on my teaching practices and best practices. My mentee has provided extra support for students in the classroom.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	My students love her. They are always asking about her and keeping tabs on her. She has been very helpful.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It has made me more prepared, more organized and more thoughtful.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I've had time to talk over lessons I have done for years, and, in those conversations, found ways to update and upgrade them.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I am more aware of everything I do and say in the professional setting. I try to set the very best example of what professionalism could look like.

Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I've appreciated the opportunity to learn and grow with this community of educators.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I apply the ideas from those trainings directly to my work as a mentor here at school. As I mentioned before, the PLCs and training really highlighted professional reflection and goal setting. These have been incredibly helpful in how I mentor, coach, and lead within the school.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It has reminded me to slow down and celebrate the progress they have made.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It has become a second nature to ask if there are questions on what I've done and how I've done it. To break down and plan for others and trying to plan it differently and take time to get organized.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It has increased my expertise in teaching and planning.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I am more reflective than I have been in the past
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	I am more aware of how to give and receive feedback as well as how to guide without being overbearing.
Mentor	How has your mentoring experience impacted your teaching practice, mentoring and coaching skills, and/or your students?	It has helped me become more reflective and think more about what I am doing and why

RTR 24-25 Principal Survey Data

Survey Item	Strongly Agree Much More Effective More Prepared(4)	Agree More Effective More Prepared(3)	Disagree Less Effective Less Prepared (2)	Strongly Disagree Much Less Effective Much Less Prepared(1)	RTR Average	NCTR Network Average
Graduates of the residency program demonstrate proficiency on the teacher effectiveness framework used at my school.	50%	42%	0%	8%	3.3	3.4
Graduates share innovative practices and strategies with other school staff as a result of continued participation with their residency program.	58%	25%	8%	8%	3.3	3.2
I access residency program staff to support graduates when necessary.	50%	25%	17%	8%	3.2	3.2
I formally assess graduate practices with residency program staff.	50%	17%	17%	17%	3	2.9
I have a manageable number of responsibilities as a training site principal for the residency program.	47%	47%	0%	6%	3.4	3.5
I informally assess graduate practices with residency program staff.	42%	25%	25%	8%	3	3
I would hire residency program graduates again next year.	50%	42%	0%	8%	3.3	3.5
I would hire resident(s) as full time teacher(s).	59%	41%	0%	0%	3.6	3.6

Survey Item	Strongly AgreeMuch More EffectiveMuch More Prepared(4)	AgreeMore EffectiveMore Prepared (3)	DisagreeLess EffectiveLess Prepared (2)	Strongly DisagreeMuch Less EffectiveMuch Less Prepared(1)	RTR Average	NCTR Network Average
I would host residents in my school again next year.	76%	18%	6%	0%	3.7	3.7
Induction support provided by the residency program provides a level of support to graduates that other new teachers in my building do not receive.	58%	33%	0%	8%	3.4	3.4
Mentors for the residency program use data to improve resident practice.	53%	47%	0%	0%	3.5	3.4
My roles and responsibilities as a training site principal were clearly defined by the residency program.	65%	29%	6%	0%	3.6	3.4
My school's expectations for instructional practice align with the residency program's vision and expectations for effective teaching.	65%	35%	0%	0%	3.6	3.5
Participation in the residency program has positively impacted the culture of our school.	59%	41%	0%	0%	3.6	3.5
Participation in the residency program improves student learning and achievement at our school.	53%	47%	0%	0%	3.5	3.4
Residents in our school are integrated into the school community.	71%	29%	0%	0%	3.7	3.7

Survey Item	Strongly AgreeMuch More EffectiveMuch More Prepared(4)	AgreeMore EffectiveMore Prepared (3)	DisagreeLess EffectiveLess Prepared (2)	Strongly DisagreeMuch Less EffectiveMuch Less Prepared(1)		RTR Average	NCTR Network Average	
The coursework provided to residents by the residency program is relevant to my school context and classroom.	47%	53%	0%	0%		3.5	3.4	
The mentors in my school have grown into more effective practitioners through participation in the residency program.	53%	41%	6%	0%		3.5	3.5	
The residency program graduates in our building positively impact the culture of the school.	75%	17%	0%	8%		3.6	3.5	
The residency program is preparing residents to be effective teachers.	59%	41%	0%	0%		3.6	3.6	
The residency program offers residents a good balance of theoretical and practical strategies to strengthen their effectiveness in the classroom.	47%	53%	0%	0%		3.5	3.4	
The residency program provides feedback and support to mentors to improve their ability to coach residents.	59%	29%	12%	0%		3.5	3.5	
The residency program provides graduates with relevant professional development opportunities.	55%	36%	0%	9%		3.4	3.5	
The residency program selects mentors who are effective teachers.	59%	41%	0%	0%		3.6	3.5	

Survey Item	Strongly AgreeMuch More EffectiveMuch More Prepared(4)	AgreeMore EffectiveMore Prepared (3)	DisagreeLess EffectiveLess Prepared (2)	Strongly DisagreeMuch Less EffectiveMuch Less Prepared(1)		RTR Average	NCTR Network Average	
The residency program supports me in meeting my responsibilities as a training site principal.	47%	47%	6%	0%		3.4	3.4	
Effectiveness								
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in adopting a curriculum to explore opportunities for students beyond their school community?	33%	58%	8%	0%		3.3	3.2	
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in adopting a curriculum to reflect the assets of your students, school, and the surrounding community?	42%	58%	0%	0%		3.4	3.2	
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in building, nurturing, and facilitating caring, humanizing relationships with students and families?	33%	67%	0%	0%		3.3	3.3	
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in creating a welcoming and affirming classroom environment for all students?	33%	67%	0%	0%		3.3	3.3	
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in demonstrating professionalism and collaborating with other teachers?	42%	58%	0%	0%		3.4	3.3	

Survey Item	Strongly Agree Much More Effective More Prepared (4)	Agree More Effective More Prepared (3)	Disagree Less Effective Less Prepared (2)	Strongly Disagree Much Less Effective Much Less Prepared (1)		RTR Average	NCTR Network Average
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in demonstrating the content knowledge to teach subject matter?	33%	67%	0%	0%		3.3	3.2
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in developing and implementing consistent behavioral and academic expectations for students?	33%	67%	0%	0%		3.3	3.2
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in differentiating instruction to meet the needs of different kinds of learners?	33%	67%	0%	0%		3.3	3.2
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in engaging in ongoing critical self-reflection to address personal biases and their impact on students and families?	33%	67%	0%	0%		3.3	3.3
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in establishing clear classroom routines, procedures, and systems?	42%	58%	0%	0%		3.4	3.2
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in planning and teaching a curriculum that explores opportunities for students beyond their school community?	42%	50%	8%	0%		3.3	3.2

Survey Item	Strongly AgreeMuch More EffectiveMuch More Prepared(4)	AgreeMore EffectiveMore Prepared (3)	DisagreeLess EffectiveLess Prepared (2)	Strongly DisagreeMuch Less EffectiveMuch Less Prepared(1)		RTR Average	NCTR Network Average	
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in planning and teaching a curriculum that reflects the assets of your students, school, and the surrounding community?	50%	50%	0%	0%		3.5	3.2	
How effective are the residency program graduates working in your school compared to that of a "typical" new teacher in using student data in planning and instruction?	33%	67%	0%	0%		3.3	3.2	
How effective overall are the residency program graduates working in your school compared to that of a "typical" new teacher (in comparable areas and grade levels)?	33%	67%	0%	0%		3.3	3.2	
Preparation								
How prepared are residents compared to a "typical" new teacher in adapting a curriculum to explore opportunities for students beyond their school community?	25%	75%	0%	0%		3.3	3.2	
How prepared are residents compared to a "typical" new teacher in adapting a curriculum to reflect the assets of your students, school, and the surrounding community?	18%	82%	0%	0%		3.2	3.2	
How prepared are residents compared to a "typical" new teacher in building, nurturing, and facilitating caring, humanizing relationships with students and families?	35%	65%	0%	0%		3.4	3.4	

Survey Item	Strongly AgreeMuch More EffectiveMuch More Prepared(4)	AgreeMore EffectiveMore Prepared (3)	DisagreeLess EffectiveLess Prepared (2)	Strongly DisagreeMuch Less EffectiveMuch Less Prepared(1)		RTR Average	NCTR Network Average	
How prepared are residents compared to a "typical" new teacher in creating a welcoming and affirming classroom environment for all students?	47%	53%	0%	0%		3.5	3.4	
How prepared are residents compared to a "typical" new teacher in demonstrating professionalism and collaborating with other teachers?	35%	65%	0%	0%		3.4	3.4	
How prepared are residents compared to a "typical" new teacher in demonstrating the content knowledge to teach subject matter?	24%	76%	0%	0%		3.2	3.3	
How prepared are residents compared to a "typical" new teacher in developing and implementing consistent behavioral and academic expectations for students?	29%	71%	0%	0%		3.3	3.3	
How prepared are residents compared to a "typical" new teacher in differentiating instruction to meet the needs of different kinds of learners?	24%	71%	6%	0%		3.2	3.2	
How prepared are residents compared to a "typical" new teacher in engaging in ongoing criticalself-reflection to address personal biases and their impact on students and families?	35%	65%	0%	0%		3.4	3.3	
How prepared are residents compared to a "typical" new teacher in establishing clear classroom routines, procedures, and systems?	29%	71%	0%	0%		3.3	3.3	

Survey Item	Strongly AgreeMuch More EffectiveMuch More Prepared(4)	AgreeMore EffectiveMore Prepared (3)	DisagreeLess EffectiveLess Prepared (2)	Strongly DisagreeMuch Less EffectiveMuch Less Prepared(1)		RTR Average	NCTR Network Average	
How prepared are residents compared to a "typical" new teacher in planning and teaching a curriculum that explores opportunities for students beyond their school community?	29%	71%	0%	0%		3.3	3.2	
How prepared are residents compared to a "typical" new teacher in planning and teaching a curriculum tat reflects the assets of your students, school, and the surrounding community?	24%	76%	0%	0%		3.2	3.2	
How prepared are residents compared to a "typical" new teacher in using student data in planning and instruction?	29%	71%	0%	0%		3.3	3.2	
How prepared overall are residents compared to a "typical" new teacher (in comparable areas and grade levels)?	24%	76%	0%	0%		3.2	3.3	

Survey	Question	Response
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	As a resident, I was exposed to more of the day-to-day routines of being a teacher. This helped me feel more prepared as I began teaching on my own.
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	Having a great coach and role model
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	It gave me extensive, hands-on classroom experience under the mentorship of an experienced teacher. This allowed me to gradually take on more responsibilities, practice classroom management, and refine my instructional strategies in a supportive environment. Second, the coursework was directly aligned with what I was seeing in the classroom, which helped me bridge theory and practice—particularly in areas like lesson planning, differentiated instruction, and culturally responsive teaching. Finally, the regular feedback and reflection built into the program helped me develop a growth mindset and the habit of continually evaluating and improving my teaching. Because of all this, I entered the classroom with a strong sense of confidence, purpose, and adaptability.
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	Having a full year in a real classroom really helped me to understand things beyond teaching lessons, like working with families and building relationships with students.
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	My residency program prepared me when it comes to planning and implementing my own materials/curriculum. Working with a qualified and experienced teacher was so helpful when it came to learning how to teach, what to expect from the school, and how to best prepare myself. Shout out to Jeanne Callahan!
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	I had an EXCELLENT coach who was critical to my success as an educator. She as an individual prepared me well to succeed far more than the RTR program itself did.
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	helped me feel prepare to teach. Supported me in growing my learning as a teacher

Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	The coursework for the program was beneficial for my role as a teacher.
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	It gave me a realistic expectation of my first year as a teacher and provided me with an opportunity to connect with others throughout the city going through the same process. The program helped prepare me for how busy my life would be post graduate and also fostered community within my cohort.
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	My coach has been great at listening to my frustrations of being confined to teach the district curriculum and not feel free to teach to the student needs.
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	My residency program prepared me for being a teacher as I was able to experience a whole year of teaching and watch the growth in my students from the beginning of the year to the end of the year. I was also able to see how strong routines and expectations were effective in classroom management. I was also able to build relationships with my colleagues and learn how to collaborate with them.
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	Just the whole year of student teaching prepared me. That was it. The amount of paperwork to show what we were doing in the classroom was UNNECESSARY! That was so much to complete on top of everything else that needed to be completed for RTR, Classes, and what our resident school needed from us. I only got 2 visits from RTR, and in that sense, I was not well supported. While my cohort got numerous visits from RTR. The lack of communication of how to apply for licensure was a hot mess! No one knew who to talk to, who to submit paperwork to or when licensure was even due!
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	hands on practice, guided opportunities for growth, expanded toolbox
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	Overall, being in the classroom before being a teacher of record adequately prepared me for the realities of teaching. Our classes did not necessarily always do so.

Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	Having a coach during my residency was incredibly important. It played a key role in helping me transition smoothly into my first year of teaching.
Graduate	How or in what ways has your residency program supported or prepared you well for your role as a teacher?	Helped me develop as a professional as well as provide meaningful lessons in a high needs setting

RTR 24-25 Graduate Survey Data

Survey Item	Very Well Prepared Strongly Agree Very Effective (4)	Prepared Agree Effective (3)	Somewhat Prepared Disagree Somewhat Effective (2)	Not Prepared Strongly Disagree Not Effective (1)		RTR Average	NCTR Network Average	
Overall, how prepared are you to teach as the teacher of record?	42%	42%	17%	0%		3.3	3.3	
Agreement								
As a residency program graduate, I entered the classroom with a good balance of theoretical and practical strategies.	38%	54%	8%	0%		3.3	3.3	
As a residency program graduate, I entered the classroom with stronger skills than the average first year teacher at my school.	50%	38%	13%	0%		3.4	3.4	
My residency program coursework was relevant to my current school context and classroom.	33%	50%	17%	0%		3.2	3.2	
My residency program experience enabled me to develop relationships with teachers to whom I turn for classroom-based guidance and support.	50%	38%	13%	0%		3.4	3.3	
My residency program prepared me to be an effective first year teacher.	39%	48%	13%	0%		3.3	3.3	
My residency program prepared me to meet the academic needs of students identified as English language learners.	29%	42%	29%	0%		3	3	

My residency program prepared me to meet the academic needs of students receiving special education services.	29%	33%	33%	4%		2.9	3.1	
Survey Item	Very Well Prepared Strongly Agree Very Effective (4)	Prepared Agree Effective (3)	Somewhat Prepared Disagree Somewhat Effective (2)	Not Prepared Strongly Disagree Not Effective (1)		RTR Average	NCTR Network Average	
The coach affiliated with my residency program provides useful and relevant feedback.	50%	27%	9%	14%		3.1	3	
The coach affiliated with my residency program supports me to improve my effectiveness as a teacher.	55%	23%	9%	14%		3.2	3	
The feedback I currently receive from residency program staff helps me improve my practice.	38%	21%	33%	8%		2.9	3	
The professional development I currently receive from residency program staff helps me improve my practice.	38%	21%	33%	8%		2.9	2.9	
Effectiveness								
What is your current level of effectiveness in adapting a curriculum to explore opportunities for students beyond their school community?	21%	63%	8%	8%		3	3	
What is your current level of effectiveness in adapting a curriculum to reflect the assets of your students, school, and the surrounding community?	25%	63%	8%	4%		3.1	3.2	

What is your current level of effectiveness in building, nurturing, and facilitating caring, humanizing relationships with students and families?	63%	29%	8%	0%		3.5	3.6
What is your current level of effectiveness in creating a welcoming and affirming classroom environment for all students?	63%	29%	4%	4%		3.5	3.6
Survey Item	Very Well Prepared Strongly Agree Very Effective (4)	Prepared Agree Effective (3)	Somewhat Prepared Disagree Somewhat Effective (2)	Not Prepared Strongly Disagree Not Effective (1)		RTR Average	NCTR Network Average
What is your current level of effectiveness in demonstrating professionalism and collaborating with other teachers?	67%	29%	4%	0%		3.6	3.6
What is your current level of effectiveness in demonstrating the content knowledge to teach subject matter?	50%	42%	8%	0%		3.4	3.4
What is your current level of effectiveness in developing and implementing consistent behavioral and academic expectations for students?	42%	38%	17%	4%		3.2	3.2
What is your current level of effectiveness in differentiating instruction to meet the needs of different kinds of learners?	33%	46%	17%	4%		3.1	3.3
What is your current level of effectiveness in engaging in ongoing critical self-reflection to address personal biases and their impact on students and families?	50%	46%	4%	0%		3.5	3.4
What is your current level of effectiveness in establishing clear classroom routines, procedures, and systems?	33%	46%	21%	0%		3.1	3.3

What is your current level of effectiveness in planning and teaching a curriculum that explores opportunities for students beyond their school community?	29%	54%	13%	4%		3.1	3.1
What is your current level of effectiveness in planning and teaching a curriculum that reflects the assets of your students, school, and the surrounding community?	29%	58%	8%	4%		3.1	3.1
Survey Item	Very Well Prepared Strongly Agree Very Effective (4)	Prepared Agree Effective (3)	Somewhat Prepared Disagree Somewhat Effective (2)	Not Prepared Strongly Disagree Not Effective (1)		RTR Average	NCTR Network Average
What is your current level of effectiveness in using student data in planning and instruction?	46%	33%	21%	0%		3.3	3.2

Survey	Question	Response
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	By participating in the residency program our mentor teachers and the school as a whole have had opportunities to reflect on our practices.
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	There is an investment from mentor teachers and residents in the school and its success.
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	I get a sneak peak at hiring good candidates.
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	Opportunity to work with Aspiring teachers and evaluate their ability and personality to make sure they are a good fit for available vacancies.
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	The overwhelmingly detailed network of support for the resident as well as for me, the principal.
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	Teachers who come to love Hening and learn the Hening way.
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	Two of our paraprofessionals became teachers in our school.
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	Participating in the residency program brings several meaningful benefits to our school: Pipeline of High-Quality Educators: The program allows us to help grow and develop future teachers who are already invested in our students and our community. By the time they transition into full-time roles, they're well-prepared and already a part of the school culture. Immediate Support in Classrooms: Residents provide valuable hands-on support for teachers and students throughout the year. Their presence helps with small group instruction, classroom management, and individualized attention for students who need it. Collaborative Professional Growth: Our current staff benefits from the opportunity to mentor and reflect on their own practice. Hosting a resident encourages collaboration, shared strategies, and fresh

Survey	Question	Response
		perspectives. Stronger Community Ties: Because many residents remain in our division, the program fosters a sense of continuity and long-term investment in the success of our school and students. Overall, the residency program supports both student achievement and staff development, while also helping us build a stronger, more stable team for the future.
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	N/A
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	Fresh Perspectives and Ideas: Residents bring new ideas and innovative approaches to teaching and learning, which invigorate our educational practices. Professional Development: Hosting residents enhances professional development opportunities for our staff as they mentor and collaborate with future educators. Increased Support for Students: The program allows for more individualized support and attention to students, benefiting their academic and personal growth. Building a Talent Pipeline: We view the residency program as a way to cultivate and retain talented educators who align with our school's mission and values. Strengthening Community Relationships: It fosters stronger ties with the community as residents engage with families and local stakeholders. Promoting Reflective Practice: Mentoring residents encourages reflective practice among our current staff, improving teaching efficacy and student outcomes.
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	We learn from our teacher resident. She brings a joy about her and a love of learning that is infectious!
Principal	What do you recognize as the benefits of hiring graduates of the residency program?	Everything! To have the time that they have to assimilate into a school community, learn curriculum, bond with stakeholders...etc. Is a huge winfor all.
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	preparing future teachers in a practical way. Sometimes classes are so theoretical that they don't prepare teachers how to teach, adapt, and differentiate instruction to meet the needs of students. Teacher residents will determine if teaching is truly their calling or not through the experience.
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	Real time training and being immersed in day to day life at school.

Survey	Question	Response
Principal	What do you recognize as benefits for your school of participating in the residency program at your school?	Growing new teachers to become highly effective educators for our school and school division.
Principal	What do you recognize as the benefits of hiring graduates of the residency program?	Long term work in the building and opportunities to build relationships with staff, students, and caregivers.
Principal	What do you recognize as the benefits of hiring graduates of the residency program?	Every RTR (Richmond Teacher Resident) that I have worked with is ready to have their own classroom. They are more prepared, more knowledgeable, and most importantly, more likely to stay in the profession due to the high levels of preparation.
Principal	What do you recognize as the benefits of hiring graduates of the residency program?	Keeping RTR teachers at Henning and them learning the Henning way!
Principal	What do you recognize as the benefits of hiring graduates of the residency program?	The hands-on experience in our building before starting on their own.
Principal	What do you recognize as the benefits of hiring graduates of the residency program?	They know what to expect from being at my school so they know if they can or can't hack it.
Principal	What do you recognize as the benefits of hiring graduates of the residency program?	They have been acclimated to a full year's process of teaching.

APPENDIX ITEM A: FINAL REPORT TEMPLATE

VDOE Teacher Residency Grant

Program Year: July 1, 2024 - June 30, 2025 (FY2025)

Final Report due June 30, 2025

Name of Public Virginia Higher Education Institution:

Partners:

Participating School Divisions:

Name of Grant Director:

Title:

Mailing Address:

City, State, Zip Code:

Telephone Number:

Email Address:

DETAILED PROGRAM DESCRIPTION:

Provide a detailed description of the teacher residency program. Targeted recruitment and selection of residents aligned with school division needs: An intensive medical-style residency in which residents co-teach alongside a mentor teacher for an entire year. A rigorous selection process and training for mentor teachers. A master's degree or graduate certificate and weekly seminars Post-residency support from an NTC-trained content-specific career coach

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.

PARTNERSHIP(S):

Describe the partnership(s) with the public schools. Include any other program partnerships or stakeholder involvement and collaborations. 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.*** Additional Wrap-Around Supports Teacher Retention PARTICIPANTS: ***Please complete the following chart for program participants.*** **Chart A:** Number of cohort residents who completed RTR during 2024-2025 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.

Name of the Resident	Area(s) of Teaching Endorsement Sought	Residency School Division	Degree Program Completed	Did the individual complete first year of the TRP Program	If the resident has accepted employment please indicate the employer	Area of Teaching Assigned

NOTE:

Chart B: The chart below represents Cohort ----- residents who were recruited during the 2024-2025 school year and began their coursework in ----
 ----. They will not complete their residency year until -----. School assignments for the residency year are listed for those who have been placed..

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