



COLORADO
Department of Education

Teacher Residency Expansion Program: Annual Progress Report

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Colorado State Board of Education
Colorado Commission on Higher Education
Executive Director of the Colorado Department of Higher Education
Colorado Governor Jared Polis
Colorado House Education Committee
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Executive Summary

This report details initial implementation of the Teacher Residency Expansion Program pursuant to House Bill 18-1189 (C.R.S. 22-60.3-101, et. seq.) and includes information concerning the grant awards and grantee activities during the first year of grant implementation. The Teacher Residency Expansion Program awards up to three institutions of higher education and up to three alternative teacher preparation programs, each of which currently operates an effective teacher residency program with a local education provider, to participate in a district-based collaborative teacher residency program. This first-year report is limited to the projects receiving the awards and their initial stages of implementation and reflects a partial first year of grant implementation. All future evaluation reports will reflect analysis of complete data sets from grantees and will provide deeper analysis of best practices, effective strategies, and critical components of effective teacher residency programs.



Introduction

Colorado is currently facing a teacher shortage that impacts both content and geographical areas. Statewide shortages exist in mathematics, science, special education, early childhood education, art/music/drama, and business/marketing, and shortages in rural areas occur in additional content areas. This severe shortage affects students in all communities across the state and is a growing problem that must be addressed through a proactive, collaborative approach that can be scaled to keep up with the needs of Colorado’s students and schools.

According to Legislative educator preparation reports, the number of individuals completing teacher training declined more than 24 percent from 2010 through 2016, and then reversed this trend with an increase of more than 12 percent from 2016 to 2018. This may reflect the successful impact of recent educator recruitment and retention efforts. However, even with the more recent influx of higher numbers of new teachers, this still leaves Colorado schools — especially those in rural areas — at a severe disadvantage as they work to keep pace with the demands of Colorado’s students and economy.

Research shows that effective residencies reduce teacher turnover and lead to better classroom outcomes. This pilot program will develop partnerships in rural and urban sites and build on other examples of residency in Colorado that support increasing student outcomes and decreasing teacher turnover.

In response to the teacher shortages, available research and input from stakeholders, the Colorado Legislature passed House Bill 18-1189, the Teacher Residency Expansion Program. The purpose was to expand proven components of the teacher residency model including teacher recruitment, selection, and preparation that promote the long-term success and retention of highly effective teachers and to identify:

- Best practices,
- Effective strategies, and
- Critical components of effective teacher residency programs.

Knowledge gained from this pilot program will be made available for K-12 districts, higher education institutions and alternative preparation programs to develop and strengthen effective residency programs moving forward.

Background on the Teacher Residency Expansion Program

Partnership Requirements and Fund Use

Traditional and alternative teacher preparation programs that were already operating a proven and successful teacher residency program in partnership with a school district, charter school or Board of Cooperative Educational Services were qualified to apply for grant awards. In the context of this grant, success was interpreted to mean demonstration of the preparation of effective teachers and their retention. Priority was given to teacher preparation programs that were responsive to statewide needs in geographically diverse communities in scaling their existing residency program as a grant initiative.

Teacher Residency Program Definition (C.R.S. 22-60.3-102(13))

“Teacher Residency Program” means a type of teacher preparation program that, at a minimum, includes a full year of classroom apprenticeship that integrates theory and practice.



Qualified applicants were required to document one hundred percent matching funds for the amount distributed to the program. Allowable uses of the funds include 1) to compensate pre-service and in-service residency teachers; 2) to compensate individuals for professional learning and development for residency program educators; and 3) to offset a portion of the direct costs incurred in implementing the pilot programs.

Grant Reporting Requirements

Funded partnerships are required statutorily to submit an annual progress report and final evaluation of initiatives, including:

- Documentation of the tuition model, course scope, mentoring supports, models for paraprofessional development, and staffing models;
- Developmental progress, including levels of cultural competence, of the teacher residents participating in the pilot program before, during, and after participation in the pilot program;
- Levels of satisfaction with the pilot program expressed by the teacher residents, local education providers, and educator preparation program (EPP) staff involved in this initiative;
- Comparison of the participating local education provider's retention rates prior to the pilot program, during the pilot program and after participating in the pilot program; and
- Recommendations, if any, for legislative or regulatory changes to facilitate the effective implementation of the pilot programs.

Grant Awards

Applications for the Teacher Residency Expansion Program were due on November 16, 2018. The Department received five applications, including four from institutions of higher education and one from a designated agency authorized to provide alternative licensure preparation.

Applications were then reviewed by volunteer review teams comprised of educator preparation experts. Based on reviews, three applicants met the minimum requirements for funding. However, due to funding limitations, not all applicants who met the minimum requirements could be fully funded. The three grantees are the Public Education & Business Coalition, University of Colorado Denver, and Western Colorado University.

Table 1 provides a description of the initiatives pursued by each funded grantee as well as the amount of the funding awarded. In total, grantees have been awarded \$598,447.

TABLE 1: Grantee Residency Expansion Strategies and Awards

Grantee	Teacher Residency Expansion Strategy Description	Amount Awarded
Public Education & Business Coalition	<ul style="list-style-type: none"> • Provision of 14 \$10,000 stipends awarded to early childhood education residents (urban and rural) and teachers of record (rural). • Support for portions of programmatic staff salaries (0.2 FTE urban lead, 0.1 FTE urban recruiter, 0.2 FTE rural lead, 0.1 FTE rural recruiter). 	\$264,400.00



University of Colorado Denver	<ul style="list-style-type: none"> • Support for development and extension of targeted recruitment strategies including: <ul style="list-style-type: none"> ○ Support to three high schools to develop a Pathways2Teaching program at their site (\$2,500/year). ○ Provision of nine \$3,000 stipends to train high school teachers serving as Pathways2Teaching instructors at the new sites. ○ Hosting two rural recruitment galas (\$2000/gala). • Provision of student scholarships to undergraduate para-educator interns (\$750/year) and residents (\$1,500/year) 	\$205,000.00
Western Colorado University ⁱ	<ul style="list-style-type: none"> • Provision of full tuition scholarships for fifteen residents allocated as five students per year for three years (\$12,791/student, 50 percent of which is grant-supported and 50 percent of which is applicant-supported). • Support for portions of programmatic staff salaries (0.1 FTE preparation program director, 0.2 FTE lead professional developer) who will deliver professional development to mentor teachers and candidates, among other activities. 	\$129,047.00
<i>Total</i>		\$ 598,447.00

Year 1 Implementation Progress

Grant funding was awarded in December 2018. Grantees recruited and planned in spring 2019 and admitted their first teacher residency cohorts in these expanded, grant-supported pilot programs for the 2019-2020 school year. Grantees’ first annual progress report was due to the department on December 1, 2019. Because most data are collected at the end of each semester, the grantees had not yet collected all of their first round of data when they submitted their first progress report to the department. For these reasons, this first report focuses on the pilot project’s key components and data collection plans, although early results are included where they were available from the grantees. We anticipate that next year’s annual report will contain much more substantive data regarding the outcomes of the pilot programs.

In the pages that follow, descriptions of each grantee’s program components are presented in tabular format for ease of reference and location of specific information.

Grantee 1: Public Education & Business Coalition’s Early Childhood Education Pilot Project

The Public Education & Business Coalition (PEBC), in partnership with urban and rural school districts, seeks to recruit, prepare and retain high quality early childhood educators (ECE) serving the needs of young children and collaboratively create infrastructure for long-term sustainability of an ECE pipeline in these districts. Primary activities include \$10,000 stipends to ECE residents, expanded mentor supports, and a distributed approach to recruitment.



<p>Tuition Model</p>	<p>As a standard practice for all PEBC teacher residents, each resident is responsible for paying a program fee of \$3,500. All residents receive a \$5,000 scholarship which offsets the program fee and results in a \$1,500 scholarship for each resident.</p> <p>In addition, as part of this pilot through the Teacher Residency Expansion Program grant, residents who have chosen to pursue a teaching career in early childhood education (ECE) receive an additional \$10,000 stipend. ECE is a historically underpaid sector of the education field and, as a result, it is a challenge to recruit and retain high quality candidates. This pilot is designed to begin to understand the impact of a larger stipend on our ability to attract and retain ECE teachers.</p>
<p>Course Scope</p>	<p>Beginning with a summer institute in July and concluding with the last seminar day in May, residents work to build a learning community, engage in authentic learning activities, study educational theory and research on best practices, and rehearse effective instructional techniques to be implemented in their own classrooms. The year-long coursework is divided into the following sections/courses:</p> <ul style="list-style-type: none"> • The Practice of Teaching and Learning (approximately 350 hours): This course provides the foundational content for the residency year and licensure content. It runs the duration of the year and includes topics such as classroom management, feedback, conferring, lesson planning, standards, backwards design, data analysis, science methods, STEM identity, and math methods. • Culturally and Linguistically Diverse Learners (approximately 110 hours): This course takes place from summer to fall. The course is aligned to meet all Colorado Department of Education standards for Culturally and Linguistically Diverse approved pathway providers. • Elementary Literacy/Secondary Disciplinary Literacy (approximately 35 hours): This course takes place in the fall and prepares residents to plan and teach literacy at any grade level and within any content area. Residents also gain additional literacy experience in their classroom setting during many assignments and intentional collaboration with their mentor teachers. <p>PEBC has partnered with IHEs across the state to align this coursework and ensure that upon successful completion of this program residents are eligible to receive graduate credits or scholarship to any of seven partner universities for work completed during the residency year.</p>
<p>Mentoring Supports</p>	<p>Mentors in the PEBC Teacher Residency receive a variety of supports throughout the year to grow their capacity to better support PEBC Residents. These supports include:</p> <ul style="list-style-type: none"> • One on one coaching and support from an assigned program Field Coach: Each mentor/resident pair is assigned a field coach from the program. In addition to observing residents and providing feedback and support for resident growth, the field coach also coaches the mentor in his or her practice of mentoring a novice teacher. The field coach facilitates initial meetings



	<p>between residents and mentors at the beginning of each school year to help norm the mentor/resident relationship and ensure that each learning partnership begins with a strong foundation of trust.</p> <ul style="list-style-type: none"> • Mentor orientation: At the start of each school year, the program facilitates a mentor orientation session for all program mentors. The purpose of the Mentor Orientation is to celebrate mentors’ commitment to serving as mentors for the program, allow mentors to start building relationships with one another, and provide mentors with important logistical information about the program and their responsibilities as mentors throughout the school year (such as required paperwork, key program structures, etc.). • Two-day effective mentoring training: All PEBC mentors are eligible to take PEBC’s Effective Mentoring and Coaching Institute free of charge. This is offered in the summer and fall. In this institute, mentors learn a collaborative and inquiry-based approach to professional communication which focuses on supporting colleagues’ thinking around planning, reflecting, and problem-solving. Mentors learn how to refine their language to support novice to experienced teachers using coaching, collaborating, and consulting that best fits any given situation. The knowledge and skills acquired during this training serve as the foundational content for mentor professional development throughout the rest of the school year. Upon completion of this two-day institute, each mentor receives a certificate of completion which is equal to 16 hours of professional development. • Monthly mentor seminar professional development sessions: In addition to the optional Effective Mentoring, starting in October, mentors are required to attend monthly mentor seminar meetings for their continued professional development. These meetings allow mentors to build a network of support with other mentors working in their region of the state and give them valuable practice around coaching and feedback for novice teachers. Additionally, important program information and updates are shared at these meetings. • \$1500 stipend: All PEBC mentors receive a \$1500 stipend for the school year as compensation for the time and effort invested in mentoring and supporting the program’s new teachers.
<p>Models for Paraprofessional Development</p>	<p>The PEBC grant project does not include a paraprofessional development component.</p>
<p>Staffing Models</p>	<p>Field coaches: Residents in the PEBC Teacher Residency are supported throughout the year by field coaches and clinical instructors. In August, prior to beginning in the classroom, residents are matched with a dedicated field coach who supports them with personalized one-on-one coaching during the school year. Field coaches provide support and feedback on classroom management, lesson planning and implementation, and transfer of coursework to practice through in-person and virtual coaching. Field coaches also support residents in setting growth goals and tracking their progress throughout the year by facilitating several cycles of resident-led conferences.</p> <p>During the 2018-2019 school year, the program implemented Edthema, an online</p>



coaching tool. Edthena allows teachers to upload teaching videos and to receive feedback from their peers and from PEBC’s expert coaching staff. This use of technology allowed PEBC to create more touchpoints with resident teachers regardless of the geographic limitations that often impact our rural communities. This year, the program is also piloting a learning management system, Canvas, to deliver content to our urban and rural residents in order to provide them with further learning experiences.

Clinical instructors: Clinical instructors thoughtfully design coursework that is aligned to the Colorado Teacher Quality Standards, standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC), and Clinical Practices for Anti-Bias education. Residents attend seminars in-person and engage in online coursework through Canvas. The content for seminar and online coursework is developed by the instructional team. Clinical instructors support residents in building their knowledge around best teaching practices as well as critical practices for building awareness of the issues of equity and access in education.

Recruitment: The PEBC Residency recently shifted from a team of dedicated recruiters to a distributed recruitment strategy. Led by the Director of Admissions and Alumni Engagement, the entire residency team (coaches, instructors and directors) plays a role in recruitment. Because they know the work best and can speak to the experience of the program, coaches and instructors staff information sessions, career fairs and meet and greets with prospective residents. Prospective residents then have phone interviews with a member of the residency leadership team before being recommended for a final, in-person interview.

Directors: Clinical instructors and field coaches are supported by a team of directors who are responsible for ensuring programmatic excellence and consistency across the state. The PEBC Residency leadership team consists of the following: Director of Urban Residency, Director of Rural Residency, Director of Curriculum and Instruction, Director of Admissions and Alumni Engagement and Senior Director of Residency. This team meets biweekly to review data related to the resident experience and performance, plan for continuous improvement and to envision the future of the program.

Developmental Progress of Teacher Residents

During the past two years, PEBC has developed and refined a consistent measurement tool that is used from the earliest days of recruitment through the residency year; this tool is also used in post residency support. The High Priority Resident Practices (HPRP) tool is reviewed annually to ensure that it continues to be well-aligned and effective in its ability to support optimal resident growth through clear language and high expectations.

In HPRP, practices are categorized into four domains and each domain contains multiple specific practices and detailed teacher outcomes. The four domains of HPRPs are (1) cultivating teacher identity and agency, (2) supporting students across their social, emotional, and academic needs, (3) designing and implementing high-quality lessons aligned to standards relevant to district, school, and content needs, and (4) designing and implementing appropriate measures of student growth.



Throughout the year, residents receive scores on these priority practices. Coaches and mentors use this tool to provide residents with feedback and quantitative data on their teaching practice. For example, after a coach observes a lesson and reviews the supporting planning documents, the coach will provide the residents with a score indicating proficiency with the HPRP. Additionally, the instructors provide HPRP scores on all assignments throughout the year. This triangulation of scores helps provide robust, clear and actionable feedback, thus resulting in greater growth. In order to model best practices for the residents, coaches and instructors use standards-based grading and grade replacement when assigning scores. This allows for a focus on continuous growth rather than disconnected mastery and isolated skill development.

The HPRPs have been cross-referenced to a variety of preparation standards such as the Colorado Teacher Quality Standards and InTASC Standards. In order to ensure it incorporates cultural competency, the tool has been cross-referenced also to the Southern Poverty Law Center's Critical Practices for Anti-Bias Education.

Levels of Satisfaction

PEBC administered a satisfaction survey at the mid-point of this year to residents, mentors, school leaders and program staff participating in the pilot. The survey contained Likert-type scale and open-ended items. An overview of the results from this initial pilot year are presented below.

Resident Survey

- **Program Satisfaction:** Overall, 80 percent of residents reported that they are satisfied with the program by rating it 4 or 5 on a 5-point scale. Comments indicated that residents feel overwhelmed with the amount of work required and would benefit from a more specific focus on early childhood curriculum.
- **Coaching Support:** Regarding coaching support, 100 percent of residents generally felt satisfied and reported a level of 4 or 5 on a 5-point scale. Comments revealed coaching is supportive.
- **Instructional Support:** Regarding instructional support, 60 percent of residents felt satisfied and reports a level 4 or 5 on a 5-point scale. Comments indicated a need for differentiated instruction for the early childhood ages.
- **Stipend:** Directly relevant to the purpose of this pilot, 100 percent of residents reported that the \$10,000 stipend has made a great impact on their ability to participate in the program. Comments included the following:
 - *"The stipends that I have received through the PEBC Residency Program have had a great, positive impact on my experience in the program because the stipends make my work as a non-paid PEBC resident doable financially. I am extremely grateful for the support that I have received from the PEBC Denver office and the PEBC SW Team. Thank you!!! I truly cannot imagine a better way for me to earn my alternative teaching license"*
 - *"The ECE stipend I received made a huge impact. I was able to quit my part time job so I could focus on the program."*
 - *"This has saved me. I don't know how I would do it otherwise."*

Mentors and School Leaders Survey

Overall, 80 percent of school leaders and mentors are satisfied with the PEBC Residency program. School leaders and mentors report that they appreciate the level of support their residents are provided through the grant program and feel that they are also well supported by the program. Mentors and school leaders reflected on the need for more differentiation from the program in terms



of ECE.

EPP Staff Survey

One hundred percent PEBC Residency staff involved in this pilot reported high satisfaction with the pilot and echoed the school staff’s request for more intentional design and differentiation for early childhood educators.

Conclusions and Next Steps:

It is clear from these data that while the residents, mentors, school leaders and PEBC Teacher Residency staff are satisfied with the support provided by the program and highlight the importance of providing additional financial support to residents, there is a need for more intentional differentiation for ECE candidates. To address this, the PEBC Teacher Residency has developed both a rural and an urban early childhood advisory board. The purpose of the board is to collaborate with the residency team to inform shifts to program design, support structures and differentiated curriculum that will better support early childhood educators. Both advisory boards are launching mid-year in 2019-2020 and progress will be included next year’s annual report.

School Districts’ Retention Rates

<p>Teacher Retention Rate Before Participating in Pilot Program</p>	<p>This pilot was launched in January 2019 and work in the first year included identifying partner districts and recruiting early childhood candidates into the residency program. The ECE candidates began their residency year in July 2019 and are currently about halfway through their residency year.</p> <p>In the initial grant application for the Teacher Residency Expansion Program, PEBC indicated that they would partner with Aurora Public Schools, Dolores RE-4 and Montezuma-Cortez Public Schools. Due to limited availability of residency placements and qualified mentors for fall 2019 in the intended partner districts, partnerships were expanded to include Denver Public Schools and Mancos RE-6 School District. As a result, the residents participating in this pilot are placed in Aurora Public Schools, Denver Public Schools, Dolores RE-4 School District, and Mancos RE-6 School District. No residents were placed in Montezuma-Cortez Public Schools.</p> <p>Prior to the implementation of this pilot, the PEBC Teacher Residency placed teachers in all of the districts that are participating in this pilot. The retention rates of PEBC teacher residents during their residency year <i>before this pilot</i> and employment data for our residents in their partner districts after completion are provided below:</p> <ul style="list-style-type: none"> • Aurora Public Schools: 100% teacher residency candidates retained during the 2018-2019 residency year. 25% hired in the district in 2019-2020. • Dolores RE-4: 100% teacher residency candidates retained during the 2018-2019 residency year. 50% hired in the district in 2019-2020. • Denver Public Schools: 93% teacher residency candidates retained during the 2018-2019 residency year. 30% hired in the district in 2019-2020. • Mancos School District: 100% teacher residency candidate retained during the 2018-2019 residency year. 100% hired in the district in 2019-2020.
<p>Teacher Retention Rate During</p>	<p>As of December 2019, 100% of PEBC’s teacher residency candidates participating in this pilot have been retained in their residency placements this year.</p>



Participation in Pilot Program	
Teacher Retention Rate After Participating in Pilot Program	<i>N/A at this time.</i>
<p><i>Grantee comments related to retention rate data:</i></p> <p>Retention rates of the PEBC teacher residents are the same this year as they were last year for Aurora Public Schools, Dolores RE-4, and Mancos School District. This is likely due to the amount of support the residents receive from PEBC’s coaches and instructors. Denver Public School’s retention rate so far this year is 100%. Last year, it was 93%. The difference in these retention numbers could be due to the stipend offered to residents which necessitates completion of the program to be awarded the full sum of \$10,000. An important note relative to these data is that attrition more often occurs during the second half of the residency year, therefore these numbers may fluctuate later in the year.</p>	

Grantee 2: University of Colorado Denver’s NxtGEN Undergraduate Teacher Residency Expansion Project

The University of Colorado Denver NxtGEN Undergraduate Residency (UGR) is a four-year residency with partners in Denver Public Schools, Jefferson County Public Schools, Aurora Public Schools, Otero Junior College in La Junta, and Trinidad State Junior College in Trinidad and Alamosa. The residency includes targeted recruitment incorporating the Pathways 2 Teaching program in both urban and rural areas, a summer high school-to-university bridge program, paid half-time paraeducator intern roles, and final full-year residency.

Program Components	
Tuition Model	<p>Students in the NxtGEN Undergraduate Residency pay regular CU Denver tuition and fees. The tuition is offset by half-time, paid paraprofessional positions with local school districts. In some of the rural partner districts, CU Denver has leveraged work-study dollars to help the district pay for the paraprofessional positions; CU Denver is working to establish this with all partner districts. The grant pays the following stipend to residents:</p> <ul style="list-style-type: none"> • Paraeducator interns (PEIs) in the first 3 years of the 4-year program – \$750/year • Professional Year Residents (PYR) in final full year residency - \$1500 for the final year
Course Scope	<p>There are three licensure pathways in the NxtGEN UGR. ECE, special education and elementary education. NxtGEN is delivered through a 126-credit hour undergraduate degree program.</p>



<p>Mentoring Supports</p>	<p>Mentor teachers are provided the following supports:</p> <ol style="list-style-type: none"> 1. A series of introductory online mentoring modules that provide just-in-time information about candidate roles/responsibilities, appropriate co-teaching roles based on their developmental level in the program, gradual release of responsibility tools, and coaching feedback tools. 2. Quarterly on-site meetings with the site professor and site coordinator. 3. In rural areas, semester face-to-face workshops for all mentor teachers. 4. As a support not provided by this grant but that contributes to its success, DPS also provides specific professional learning for mentors as the role is seen as an explicit pathway for teacher leadership within the district.
<p>Models for Paraprofessional Development</p>	<p>The NxtGEN UGR is a paraprofessional model. In the first 3 years of their 4-year program, students are employed as part-time paraeducator interns by partner districts and in partner schools. In the final professional year residency, students complete an entire year residency in one of these schools. The following supports are part of this paraeducator model:</p> <ol style="list-style-type: none"> 1. Paraeducator interns are placed in partnership schools where the school has agreed to partner in the preparation of teachers. 2. Each school engages a triad model of support. This includes: 1) a site professor from CU Denver who works specifically with that school and with the candidates in that school; 2) a site coordinator from the school who is given time to support the students and the partnership; and 3) a clinical/mentor teacher who is prepared for mentoring through the professional development offered by CU Denver. 3. Monthly cohort meetings with the Director of Undergraduate Student Success and intensive, targeted academic and socioemotional support are provided through the Student Success Center and the success coaches in the center. <p>In rural partner districts, CU Denver has created a system for leveraging federal work-study dollars to help off-set the cost to the district for hiring the part-time paraeducator interns.</p>
<p>Staffing Models</p>	<p>The NxtGEN UGR is built into the infrastructure of teacher education at CU Denver and benefits from multiple levels of teacher education staffing:</p> <ol style="list-style-type: none"> 1. Coordinators - There are three NxtGEN coordinators who provide high touch support for students in the Denver metro area, southeastern Colorado, and southern Colorado. 2. School of Education & Human Development Success Center -Staff includes the Director of Undergraduate Student Success and two success coaches. Students in the NxtGEN UGR are provided high touch academic and socioemotional support as well as support in navigating district and university systems. 3. Office of Partnerships -Staff includes the Director of Clinical Teacher Education and the office manager who supports the interface with the schools. 4. Site Teams - Each partner school that works with NxtGEN UGRs has a site team comprised of a site professor hired by CU Denver to work specifically with that school and a site coordinator who is given release time from the school to work with the partnership and with candidates.



5. Collaborative Structures - Two different collaborative structures bring together staff from the university and school: a whole group meeting of all partner school site teams across districts and district-specific meetings that allow for deep attention to specific district contexts and student needs.
6. The Teacher Education Leadership Team (TELT) - TELT meets weekly to support the many pathways in the School of Education and Human Development, including the NxtGEN UGR.
7. Teacher Education Faculty - Faculty who create and teach the courses in NxtGEN are brought together across the year to analyze student data and refine curricula.

Developmental Progress of Teacher Residents

NxtGEN UGR is an existing residency program at the University of Colorado Denver and this grant benefits all NxtGEN UGR students enrolled during the period of the grant. Developmental progress data are collected for all NxtGEN students, who are at various stages in their program. Developmental data regarding the paraeducator interns and professional year residents are collected using the assessments and according to the timelines below. At the time of this initial report, only Social Justice Scale data from the mid-fall assessment are available. They are summarized below the table.

ParaEducator Intern Assessments

Skill or Behavior	Assessment	Timeline of Administration
Cultural Competence	The Social Justice Scale captures the attitudes, behavioral efficacy and contextual support for developing as a culturally competent educator.	Mid-fall semester
Plan, Deliver and Assess Instruction for Student Learning	Early Field Experience Assessment - this assessment captures the development of our students' ability to plan and deliver instruction and assess for student learning.	Each semester - data available end of semester. <i>(Baseline data collected fall 2019 will be included in next year's annual report.)</i>
Professional Dispositions	Early Field Experience Assessment - this assessment also captures the development of students' professional dispositions as they engage with the field.	Each semester - data available end of semester. <i>(Baseline data collected fall 2019 will be included in next year's annual report.)</i>

Professional Year Residency Assessments

Cultural Competence	The Social Justice Scale	Mid-fall semester
Plan, Deliver and Assess Instruction for Student	The Quality Responsive Classroom Observation Assessment - This observational tool focuses on culturally and linguistically responsive teaching practices	Three times during final semester of the professional residency year



<p>Learning</p>	<p>in diverse communities.</p> <p>The Teaching, Learning Inquiry Cycle (TLIC) Assessment - The TLIC evaluates the developmental performance of the candidates as they engage in the teaching cycle carried out in the professional year residency and includes four components: 1) Planning to Teach, 2) Teaching, 3) Monitoring & Adjusting, and 4) Reflecting & Developing Next Steps.</p> <p>Capstone Assessment - Evaluates candidates' ability to plan, deliver and assess student learning across 3-5 sequential lessons. Includes in-depth planning commentary and reflective analysis of student learning outcomes.</p>	<p>Three times across the professional residency year (at the completion of each residency internship)</p> <p>Once at the end of the final semester of the professional residency year</p> <p><i>(Data collected fall 2019 through spring 2020 will be included in next year's annual report.)</i></p>
<p>Professional Dispositions</p>	<p>The Professional Dispositions Assessment - Evaluates candidates' developing professional behaviors and dispositions consistent with high quality teaching in diverse settings</p>	<p>Three times across the professional residency year (at the completion of each residency internship)</p> <p><i>(Baseline data collected fall 2019 will be included in next year's annual report.)</i></p>

NxtGEN Developmental Progress on the Social Justice Scale – Mid-Fall 2019 Assessment

CU Denver uses the Social Justice Scale to document student development over time toward understanding structural inequalities built into schooling and the way in which one's own beliefs have been conditioned by existing social structures. In mid-fall 2019, 27 NxtGEN UGR students completed the Social Justice Scale.

Administered only once, these results represent point-in-time data from students at multiple points in their teacher preparation; they do not represent the development of a particular cohort over time. However, the trends in the mean data in this first round indicate that students report a higher level of efficacy around two constructs measured on the Social Justice Scale, behavior control and group norms, early in the program (means of 4.73 and 4.25, respectively, on a five-point scale) than students mid-way through the program (means of 4.54 and 4.18, respectively). However, students five to six semesters into the program, with more experience in the classroom and more time in coursework, report more efficacy in areas of behavior control and group norms (means of 4.92 and 4.57, respectively). This pattern may well reflect students' over-estimates of their ability prior to experience, then discovery of the real challenges, and then renewed confidence with more mediated,



well-scaffolded experiences. Students’ attitudes toward social justice show a slight, but steady, increase during the program, from 4.61 early in the program to 4.65 mid-way through the program to 4.68 later in the program. All mean scores were relatively high on the five-point scale.

Note that these results are based on small numbers of students and as more data are collected, trends will become more apparent and stable.

Levels of Satisfaction

NxtGEN UGR will collect satisfaction data from each of the following stakeholders using the survey tool and according to the timeline indicated in the table below. At the time of this report, paraeducator intern satisfaction data from the mid-fall administration are available and summarized beneath the table.

Audience	Tool	Timeline of Administration
NxtGEN Paraeducator Interns (Years 1 - 3)	NxtGEN Candidate Survey - This survey captures three important elements of satisfaction: 1. Academic and socioemotional support; 2. Impact of the four- year clinical residency; and 3. Financial support	Mid/end of fall semester <i>(Results are presented below.)</i>
NxtGEN Professional Year Residents	School of Education and Human Development Exit Survey - The Exit Survey captures completers perceptions on where (coursework or internship) and how well critical features of preparation were taught.	End of fall and spring semesters <i>(Results will be included in next year’s annual report.)</i>
Local Education Provider Partners	NxtGEN Key Educator Preparation Program Stakeholder Survey - This survey captures LEP partners’ perceptions in 3 areas: 1. The organization of the NxtGEN residency as it relates to the partners; 2. LEP partners perceptions of the quality of NxtGEN UGRs preparation; and 2. Perceptions of the development of professional dispositions.	End of fall semester <i>(Results will be included in next year’s annual report.)</i>
Educator Preparation Program Faculty	Ed Prep Faculty Survey	End of fall semester <i>(Results will be included in next year’s annual report.)</i>

NxtGEN Teacher Candidate Satisfaction Survey Data, Mid-Fall 2019

On the first administration of the teacher candidate satisfaction survey in mid-fall 2019, overall results indicate high levels of satisfaction with the program. Results for each of the three survey sections are shown below:

Academic and socioemotional support



- 92 percent of students indicated that they were satisfied or very satisfied with workshops offered through the School of Education and Human Development Student Success Center;
- 84 percent of students indicated that they were satisfied or very satisfied with Praxis prep support offered through the center;
- 96 percent of students indicated that they were satisfied or very satisfied with socioemotional support;
- 96 percent of students indicated that they were satisfied or very satisfied with one-on-one support offered through the center’s staff;

Four-year Clinical Experiences through Paid Para Positions

- 100 percent of students indicated that their para positions provided support to some extent or to a great deal in acquiring the skills to teach toward students’ strengths; and
- 95 percent of students indicated that these positions provided support to some extent or to a great deal in acquiring the skills in planning for whole group and small group learning.

Financial Support

- 100 percent of the 22 students indicated that paid internships were critical to their success in the program;
- 86.4 percent agreed or strongly agreed that paying for their education was a hardship; and
- 86.3 percent strongly agreed, agreed, or somewhat agreed that they were uncomfortable with the amount of loans they will need to repay.

Results from the remaining stakeholder surveys will be included in next year’s annual report.

School Districts’ Retention Rates

Teacher Retention Rate Before Participating in Pilot Program	Retention rates have been tracked for one residency cohort: 2016-17. Of the 30 residents completing their residency in the 2016-17 school year, NxtGEN was able to confirm that 25 (83 percent) were working as first year teachers in 2017-18 and 23 (77 percent) were still teaching the following year in 2018-19.
Teacher Retention Rate During Participation in Pilot Program	As of December 2019, all NxtGEN teacher residency candidates participating in this pilot have been retained in their residency placements this year.
Teacher Retention Rate After Participating in Pilot Program	<i>N/A at this time.</i>

Grantee comments related to retention rate data:

For those graduates not reported as beginning their first year of teaching or matriculating into their second year of teaching, the program does not have confirmation that they have left the field, but could not reach them to confirm if they might still be teaching. The program is designing processes to strengthen follow up practices with candidates who graduate from this grant.

Grantee 3: Western Colorado University’s Montrose and Delta School Districts Teaching Fellowship

In partnership with administrators in Montrose County and Delta County school districts, Western Colorado University (Western) seeks to improve the pipeline of high-quality teachers to these two rural Colorado districts



and increase training and support to mentor teachers. Activities include provision of full tuition scholarships for fifteen residents and expanded professional learning opportunities for and support to mentor teachers.

Program Components	
Tuition Model	<p>Western offers its initial licensure program as the first year of a two-year graduate degree, the M.A. in Education. Residents must complete 27 credits of coursework as part of the residency to earn their Colorado initial license.</p> <p>Licensure areas include Elementary, K-12 (Art, Foreign Language, Music, and Physical Education), Secondary (Business, English, Mathematics, Science, and Social Studies), and Special Education.</p> <p>All courses in the Western teacher residency program are \$404 per credit hour. Initial licensure consists of 27 credits plus a student teaching fee of \$1,883. The tuition total for initial licensure is \$12,791 ($=\\$404 \times 27 + \\$1,883$).</p>
Course Scope	<p>Initial licensure is delivered through a 27-credit hour graduate degree program. It represents the first year of a two-year graduate degree, the M.A. in Education. The teacher residency program is a pathway in the initial licensure program.</p>
Mentoring Supports	<p>Program Support Overview: All residents start the residency program by attending a multiday Summer Licensure Orientation program on campus in late July. The orientation provides residents with details on program structures and expectations along with an opportunity to learn instructional basics from a practitioner in their licensure area. Residents then spend the year co-teaching, eventually assuming more responsibility and leading class through the spring. Issues and challenges are identified early and, when necessary, a support plan is developed for residents who require additional supports (i.e., more frequent check-ins) and benchmarks for more immediate improvement. Residents’ professional growth is supported by a team that includes the Director, a clinical coach, a regional coordinator, and a mentor teacher, each of which are discussed below.</p> <p>Support Roles:</p> <ul style="list-style-type: none"> • Director of Educator Licensure: A full time administrative position. The director supports the Residency Team throughout the year and is the liaison with CDE to ensure all licensure requirements are being met. • Clinical Coach (CC): Coaches are full-time faculty in Western’s Education Department who oversee a group of 15-20 residents and anchor the support team. During the residency year, coaches guide student teaching course requirements and serve as a liaison between mentor, resident and regional coordinator. They also support lesson planning, provide feedback in Edthema on observed lessons, and review resident reflections to cultivate professional growth. • Regional Coordinator (RC): Regional coordinators are experienced current or former teachers who oversee a group of no more than five residents within a particular region in Colorado (or outside of the state).



	<p>RCs supervise the mentoring process through formal observations and consistent communication. They attend Summer Licensure Orientation for two days of training specific to their critical roles as supporters, evaluators and maintainers of academic rigor for our residents.</p> <ul style="list-style-type: none"> • Mentor Teachers: Mentor teachers work one-on-one with residents. They support, observe, evaluate, and conference with the resident throughout the year and report observations and notes to the Clinical Coach through online forms. Mentor teachers are required to complete an online orientation module. Evaluation data are used to assess mentor quality and future involvement in the program.
<p>Models for Paraprofessional Development</p>	<p>The Western Teacher Residency Expansion Program grant project does not include a paraprofessional development component. (However, Western is working with Summit County on a separate grant project to support paraprofessionals to earn their teaching license.)</p>
<p>Staffing Models</p>	<p>The Western teacher residency program is built into the infrastructure of teacher education at Western and benefits from faculty and administrative support across the department. More specifically, however, the staffing dedicated to Western’s teacher residency depends on total student enrollment. For the 2019-2020 academic year, the residency staffing model is based on 77 total licensure candidates comprised of 66 traditional residents and 11 alternative residents. The staffing model for the residency is as follows:</p> <ul style="list-style-type: none"> • 1 Director of Licensure (full-time Western Employee with designated 0.1 FTE for grant activities); • 5 Clinical Coaches (full-time Western Faculty with designated 0.1 FTE for clinical coaching) • 20 Regional Coordinators (Paid through stipend for their work) • 100 Mentor Teachers (Paid through stipend for their work) <p>The staffing model for the Montrose and Delta School Districts Teaching Fellowship created from this grant funding is based on five residents (two traditional, three alternative) who are receiving fellowships. That staffing model is as follows:</p> <ul style="list-style-type: none"> • 1 Director of Licensure (full-time Western Employee with designated 0.1 FTE for grant activities) • 1 Clinical Coach • 1 Regional Coordinator • 5 Mentor Teachers
<p>Developmental Progress of Teacher Residents</p>	
<p>At this point in the year (late fall, 2019), all five recipients of funding through the grant have shown progress in the classroom. Through mentoring activities and classroom observations, the clinical coaches and regional coordinators have provided each of the five residents with detailed and specific areas of commendation and focus areas for growth. These oversight and coaching activities allow each resident to receive individualized, frequent, and timely feedback. When a resident is struggling in an area, the clinical coach and/or regional coordinator makes additional classroom visits to co-teach and model appropriate strategies.</p>	



Residents' development of cultural competence is addressed across the program through a range of coursework and assignments. Issues of diversity, equity, and inclusion are interwoven throughout the entirety of the special education curriculum. Elementary and secondary/K-12 residents start their yearlong program with a series of foundational assignments in their Learning Environments course that build upon Richard Milner's (2015) seminal text, *Start Where You are, But Don't Stay There*. Residents critically examine their views of race and privilege and how those views will impact students' opportunities to learn. In subsequent tasks in the course and throughout the program, they are prompted to consider how their teaching is furthering or hindering students' learning opportunities.

Beyond residents' success on these assignments, Western does not have specific measures of cultural competence, but is in the process of developing and/or adopting them. During the 2019-2020 school year, Western is revising the teacher preparation curriculum in response to state Culturally and Linguistically Diverse Education (CLDE)/English Language Learner (ELL) requirements and intends to build such measures into their new instructional observation protocols.

Levels of Satisfaction

At the end of each semester, a satisfaction survey will be administered to Western's Montrose and Delta Teaching Fellows.

To assess the satisfaction of the Montrose and Delta Teaching Fellows and support staff for this grant, Western has developed a satisfaction survey that will be administered at the end of each fall semester to only this group of teacher residents. Because results from fall 2019 were not available yet at the time of the submission of this annual report, results from fall 2019 will be included in next year's annual report.

In addition, all Western teacher residents and support staff are surveyed annually through a program survey administered at the end of every academic year. This annual survey asks participants to reflect upon their experience in the program to gauge the quality of the support they received and offer suggestions for program improvement. The Western Program Survey will be administered for the first time to participants in the Montrose and Delta Teaching Fellowship in late spring 2020 and results will be reported in next year's annual progress report.

School Districts' Retention Rates

<p>Teacher Retention Rate Before Participating in Pilot Program</p>	<ul style="list-style-type: none"> • 89 percent of all residents were retained in 2018 • 88 percent of alterative residents were retained in 2018 • 90 percent of traditional Residents were retained in 2018 • 100 percent of Montrose and Delta Residents were retained in 2018 (representing the teacher residents placed in these school districts prior to the grant support)
<p>Teacher Retention Rate During Participation in Pilot Program</p>	<ul style="list-style-type: none"> • 100 percent of Montrose and Delta Residents have been retained in 2019 (representing the Fellows placed in these school districts in the first year of the grant support)



Teacher Retention Rate After Participating in Pilot Program	<i>N/A at this time.</i>
<p><i>Grantee comments related to retention rate data:</i></p> <p>There has not been a change in the retention rate of residents in the Western Colorado University teacher residency program. In 2018 and 2019, the residents in Montrose and Delta Counties were heavily supported by the clinical Coaches at Western. In 2018, three of the six residents in Montrose County were placed on Improvement Plans and received additional support from their clinical coach and regional coordinator. Thus far, in 2019, two of the seven residents in Montrose and Delta Counties have been placed on Improvement Plans and are receiving additional supports from their clinical coach and Regional Coordinator.</p>	

Recommendations

Statute specifies that grantees be solicited for recommendations for legislative or regulatory changes to facilitate the effective implementation of teacher residency programs in an effort to help shape future policy. Although it is very early in the implementation of these grants, grantees offered the following comments:

1. Grantees are extremely appreciative of the state’s recognition of the importance of teacher residency programs. Financial support provided to students is tremendously important during the extensive clinical experiences/residencies that prevent students from working and often mean they incur substantial debt that cannot be easily paid back on a teacher’s salary. Specifically, in the hard-to-fill area of ECE, where salaries are typically much lower than other teaching areas, the Teacher Residency Expansion Program pilot test of a \$10,000 stipend indicates that this additional funding relieves some of the financial stress felt during the unpaid residency year. Early evidence indicates that increasing the resident stipend and specifically marketing that stipend has made a difference for residents and the ability to recruit ECE teachers into the profession. It is highly recommended that funding to support the expansion of effective teacher residencies continues to be included in the state’s budget.
2. Similarly, mentor teacher financial support is very appropriate in exchange for the mentors’ intensive work with the residents, including spending extra time on planning, providing coaching and feedback, and working closely with the preparation program staff.
3. The notion of teacher residency has traditionally been associated with a post-baccalaureate/graduate program, but also applies to undergraduate four-year programs. The longer, extensive time in the field is a great way to prepare students to acquire the skills and knowledge to become excellent teachers. Supporting undergraduate residency programs is another way to capture those people who have a strong commitment to teaching.

Conclusion

There was substantial interest in this grant program, but due to funding constraints, only one applicant was fully funded, with the other two partially funded. Applicants were most interested in using funding to enhance strategic recruitment into the teaching profession and provide tuition reimbursement and stipends to support residents during their non-paid residency year. Initiatives involving enhanced professional learning for mentor teachers and online professional learning opportunities to reach remote areas of the state are also important components of these pilots.



Future reports on the Teacher Residency Expansion Program will provide greater detail and insight into the impact of the program as grantees are able to collect more in-depth evidence of their success in achieving the goals of the initiative. Grantees admitted their first teacher residency cohorts in these expanded, grant-supported pilot programs for the 2019-2020 school year. Because most data are collected at the end of each semester, the grantees had not yet collected a full first round of data at the time of their first progress report to the department. For these reasons, this first report from the department contains a substantial amount of detail about the pilot project key components and data collection plans. We anticipate that future annual reports can contain more insightful information regarding the outcomes of the pilot programs.

Endnotes

¹This applicant received full funding.