



COLORADO
Department of Education

Teacher Residency Expansion Program: Annual Progress Report

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Table of Contents

Executive Summary	3
Introduction	5
Background on the Teacher Residency Expansion Program	5
Partnership Requirements and Fund Use	5
Grant Reporting Requirements	6
Grant Awards	6
Summary of Progress	7
Program Improvements and Insights	7
Resident Performance Outcomes	8
Mentor Teacher Supports	8
Stakeholder Satisfaction	8
Participation in Remote Rural Districts and Shortage Content Areas	9
First Year Placement and Retention	9
Grantee Recommendations	9
Year 2 Implementation Progress Details	10
Grantee 1: PEBC’s Early Childhood Education Pilot Program	10
Grantee 2: University of Colorado Denver’s NxtGEN Undergraduate Teacher Residency Expansion Pilot Program	16
Grantee 3: Western Colorado University’s Montrose and Delta School Districts Teaching Fellowship	27
Expenditure Report	34
Endnotes	34



Executive Summary

In response to 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.

Traditional and alternative teacher preparation programs that were already operating a successful teacher residency program that has been responsive to statewide needs in geographically diverse communities 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, staff defined success as demonstration of the preparation of effective teachers and their retention as teachers in Colorado. The Department awarded all three applicants meeting the minimum requirements: Public Education & Business Coalition (PEBC), University of Colorado Denver and Western Colorado University.

This report provides information regarding implementation of the Teacher Residency Expansion Program and includes grantee activities and results for the first cohort of residents and, where they exist, early results for the second cohort. The final annual report in January 2022, reflecting complete data from two cohorts of residents, will provide additional data to further support conclusions.

Statute specifies that grantees be solicited for recommendations for legislative or regulatory changes to facilitate the effective implementation of teacher residency programs to help shape future policy. In response, grantees expressed an overwhelming appreciation for the state's recognition of the importance of teacher residency programs and the financial support of this grant program. Providing a high-quality teacher for every child is a mission shared across grantees, and they appreciate the positive impact this grant has on their ability to support more preservice teachers in their residency programs. Related, grantees echoed the recommendations they offered in last year's report and provided some new insights. Specific recommendations include: (1) the state continue to provide financial support to teacher candidates in residency programs; (2) the state continue to provide financial support to mentor teachers working with residents; and (3) the state provide resources for ongoing support to new teachers who spent considerable residency training time in a virtual teaching and learning context.

In terms of best practices, effective strategies and critical components of residency programs funded through the Teacher Residency Expansion Program grant, several themes are emerging. Specifically, there are themes of improvements within these residency programs, high-quality preparation, mentor teacher supports, stakeholder satisfaction, engagement in geographical and content areas-of-need and high job placement rates. Each theme is briefly highlighted below and addressed more thoroughly in the report:

- Program improvements and insights: There are specific programmatic enhancements and insights that grantees highlighted, including differentiated support for early childhood residents, continuous program renewal activities in action, benefits of paraprofessional experiences and the amount of field exposure time afforded by an undergraduate program.



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- Positive indicators of resident performance outcomes during their preparation program: The residency programs are effectively training new teachers as demonstrated by resident performance on outcome measures administered during their preparation programs, although some could not be administered in spring 2020 due to COVID-19 disruptions.
 - Comprehensive mentor teacher supports: Grantees universally recognized that mentor teachers must be provided a variety of supports to equip them to mentor a novice teacher.
 - High levels of stakeholder satisfaction: Stakeholder satisfaction with the residency programs was extremely high.
 - Participation in remote rural districts and shortage content areas: All grantees have partnerships in remote rural school districts and have prioritized hard-to-fill content areas for this grant, although not all residents benefitting from it are in rural districts or shortage content areas due to recruitment challenges.
 - High levels of first year placement rates: Notably, all but one of the residents supported through this grant completed their residency in spring 2020, despite extraordinary circumstances due to the pandemic, and 95% (20 of 21) of residents completing in spring 2020 were hired into Colorado teaching positions for the 2020-2021 school year.



Introduction

Colorado is currently facing an educator shortage that impacts both content and geographical areas. Statewide shortages exist in mathematics, science, special education, early childhood education, business/marketing, drama theater arts and health education, and shortages in rural areas occur in the majority of 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](#) prepared annually by the Colorado Department of Education and the Colorado Department of Higher Education, the number of individuals completing educator training declined more than 24 percent from 2010 through 2016, and then reversed this trend with an increase of 7.5 percent from 2016 to 2019. 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.

In response to the teacher shortages, available research showing that effective residencies reduce teacher turnover and lead to better classroom outcomes and input from stakeholders, the Colorado Legislature passed House Bill 18-1189, the Teacher Residency Expansion Program. This program provided funding for existing effective teacher residency programs to expand their programs on a pilot basis with additional local education providers. 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.

These pilot programs are helping to 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. 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 successful teacher residency program that has been responsive to statewide needs in geographically diverse communities in partnership with a school district, charter school or board of cooperative educational services were qualified to

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.



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.

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 statutorily required to submit annual progress reports and a 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 traditional educator preparation programs operated by institutions of higher education (IHEs) and one from an alternative educator preparation program.

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

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. Funding for this grant was designed such that all funds were dispersed to grantees in year 1 to implement the grantees' 2-year program design and no additional funds were dispersed in year 2 of the grant.

TABLE 1: Grantee Residency Expansion Strategies and Awards

Grantee	Teacher Residency Expansion Strategy Description	Amount Awarded
PEBC	<ul style="list-style-type: none"> • Fourteen \$10,000 stipends awarded to early childhood education residents (urban and rural) and teachers of record (rural).¹ • Support for portions of programmatic staff salaries (0.2 FTE urban lead, 0.2 FTE rural lead, and two 0.1 FTE coaching & recruiting positions). 	\$264,400.00



University of Colorado Denver	<ul style="list-style-type: none"> • Scholarships to undergraduate para-educator interns (\$750/year) and residents (\$1,500/year). • 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). ○ Nine \$3,000 stipends to train high school teachers serving as Pathways2Teaching instructors at the new sites. ○ Two rural recruitment galas (\$2000/gala). 	\$205,000.00
Western Colorado University ²	<ul style="list-style-type: none"> • Full tuition scholarships for fifteen residents allocated as five students per year for three years (\$12,791/student). • 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 residents, among other activities. 	\$129,047.00
<i>Total</i>		\$ 598,447.00

Summary of Progress

In response to 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.

Results from the first year of the grant suggest several emerging themes related to best practices, effective strategies and critical components of residency programs. Specifically, there are themes of improvements within these residency programs, high-quality preparation, mentor teacher supports, stakeholder satisfaction, engagement in geographical and content areas-of-need and high job placement rates. Each theme is briefly discussed in the following paragraphs.

Program Improvements and Insights

There are specific programmatic enhancements and insights that grantees highlighted, including differentiated support for early childhood residents, continuous program renewal activities in action, benefits of paraprofessional experiences and the amount of field exposure time afforded by an undergraduate program. PEBC results indicate that increased focus on differentiation of support, both instructionally and in coaching, are critical to the success of an early childhood residency and identified the need to work in partnership with ECE centers to co-design curriculum and supports that are specific to the youngest learners, aged birth to three years old. The PEBC shift to develop program differentiation for ECE, based on prior year feedback from residents, mentors, school leaders and program staff, is evidence of continuous program renewal in action.



Through this grant pilot program, Western adapted their teacher residency program so that paraprofessionals can keep their jobs while completing the residency. When it is time for the 5-week lead teaching experience, paraprofessionals have the flexibility to swap roles with their mentor. At CU Denver, the NXTGen Undergraduate Residency (UGR) program has highlighted the benefits of the additional time and experiences available in an undergraduate 4-year program in comparison to the traditional notion of post-baccalaureate/graduate teacher residency programs. Evidence from the NXTGen UGR demonstrates that the longer, extensive time in the field provides valuable experiences that help prepare students to acquire the skills and knowledge to become excellent teachers.

Resident Performance Outcomes

The residency programs are effectively training new teachers as demonstrated by resident performance on outcome measures administered during their preparation programs, although some could not be administered in spring 2020 due to COVID-19 disruptions. High priority teaching practices, reflective of the Colorado Teacher Quality Standards and cultural competency critical practices, are rated throughout the residency year at PEBC to allow for consistent feedback and to measure continuous growth. PEBC's residents were rated highly on these high priority practices by the end of the residency year. At CU Denver's NXTGen UGR program, teacher residents, who are in their final year of the undergraduate program, are evaluated on dispositional benchmarks, foundational teaching, learning, and inquiry practices, and social justice scale. NXTGen UGR residents met or exceeded dispositional benchmarks and reached expected levels of proficiency on the developmental continuum assessing foundational practices related to the teaching, learning and inquiry cycle, representing strong beginning teaching performance. Candidates in their first three years and residents in their final year averaged 4.1 and higher on a 5-point scale on the social justice scale components, reflecting strong understanding of structural inequalities built into schooling and interactions with one's own beliefs. Western uses key assignments to assess cultural competency. Western's residents demonstrated strong performance on these assignments, indicating their ability to navigate cross-cultural differences and capacity to identify and address opportunity gaps in schools.

Mentor Teacher Supports

Grantees universally recognized that mentor teachers must be provided a variety of supports to equip them to mentor a novice teacher. PEBC mentor teachers receive formal training on their responsibilities as mentors and on a collaborative approach to professional communication, focusing on supporting mentees' thinking regarding planning, reflecting and problem-solving. Western and its partner districts began co-constructing professional development for mentor teachers during the 2019-2020 school year and will continue to engage its partner districts for enhanced mentor training in the spring of 2021. Mentors for NXTGen residents are offered a series of introductory online mentoring modules that provide just-in-time information about mentor and mentee roles and responsibilities, appropriate co-teaching roles based on their mentees' developmental level in the program, gradual release of responsibility tools, and coaching feedback tools.

Stakeholder Satisfaction

Stakeholder satisfaction with the residency programs was extremely high. Results from CU Denver's broad range of stakeholders (including from residents, candidates in their first three years and program staff) reflected very high satisfaction with the NXTGen UGR model. In particular, the highest satisfaction ratings from candidates in their first three years of the program were for their early field experiences, and from residents in their final year were for curriculum, instruction and assessment design and adaptation. These areas reflect the benefit of the undergraduate model, which allows for early field experiences, and the overall quality of preparation in core competencies of curriculum, instruction and assessment. Similarly, Western residents indicated high satisfaction with their residency program, their mentor teacher and the clinical coaching program. At PEBC, residents



expressed high satisfaction with the program overall and with the programmatic changes to an ECE-specific curriculum.

Participation in Remote Rural Districts and Shortage Content Areas

All grantees have partnerships in remote rural school districts and have prioritized hard-to-fill content areas for this grant, although not all residents benefitting from it are in rural districts or shortage content areas due to recruitment challenges. To facilitate support to rural areas, grantees have implemented video coaching through online platforms, virtual training options and regional coordinators.

First Year Placement and Retention

Notably, all but one of the residents supported through this grant completed their residency in spring 2020, despite extraordinary circumstances due to the pandemic, and 95% (20 of 21) of residents completing in spring 2020 were hired into Colorado teaching positions for the 2020-2021 school year. This in-state placement rate is significantly higher than the statewide in-state placement rate of 65.8%³. The opportunity to work closely with an experienced teacher for a year serves as not only a comprehensive training function, but also as a lengthy job interview and opportunity to develop strong ties to the school and community. However, not all of those hired were hired by the district in which they completed their residency. There are many reasons why teachers may not be retained in their training district, including lack of an open position and teacher relocation. Regardless, the high in-state placement rate is an indication that the high level of support for residents is effectively training new teachers to be successful and remain in the field.

Grantee Recommendations

Statute specifies that CDE solicit recommendations from grantees for legislative or regulatory changes to facilitate the effective implementation of teacher residency programs to help shape future policy. The annual report template that CDE provides to the grantees designates a section for each grantee to provide a narrative description of their recommendations. The recommendations received are summarized below.

In general, the three grantees expressed overwhelming appreciation for the state's recognition of the importance of teacher residency programs and the financial support of this grant program. Providing a high-quality teacher for every child is a mission shared across grantees, and they appreciated the positive impact this grant has on their ability to support more preservice teachers in residency programs. Their specific recommendations are related and are as follow:

1. It is highly recommended that the state continues to provide financial support to teacher candidates in residency programs. Grantee data indicate that financial support provided to students is tremendously important during the extensive unpaid clinical residencies that prevent students from working other jobs and often mean they incur substantial debt that cannot be easily paid back on a teacher's salary. Early evidence indicates that increasing the resident stipend and specifically marketing that stipend has made a difference for residents and the ability to recruit teachers into the profession. Specifically, in the hard-to-fill area of early childhood education, where salaries are typically much lower than other teaching areas, the Teacher Residency Expansion Program pilot test of sizable stipends ranging from \$10,000 to over \$13,000 indicates that this additional funding relieves some of the financial stress felt during the unpaid residency year.
2. It is recommended that the state continues to provide financial support to mentor teachers working with residents. Financial support for mentor teachers is critical and 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. It is recommended that the state provide resources for ongoing support to new teachers who spent considerable residency training time in a virtual teaching and learning context. COVID-19 and the upheaval it has created in schools has had a significant impact on learners, teachers, and preservice teacher candidates. For some residents completing in spring 2020, fall 2020 and, perhaps, spring 2021, much of their residency experience has been in a remote teaching environment. Like learners in schools who will need intentional, targeted responses in order to make up for lost in-person learning opportunities, teacher residents prepared during this time will need induction tailored to their needs, and districts and preparation programs would benefit from resources to partner in providing these experiences.

The remainder of this report examines detailed results for the 2019-2020 cohort, and 2020-2021 cohort where available, in each of the three grant-supported residency programs. The final annual report in January 2022, reflecting complete data from both cohorts of residents, will support further conclusions and recommendations.

Year 2 Implementation Progress Details

Grant funding was awarded in December 2018. Grantees recruited and planned in spring 2019, admitted their first teacher residency cohorts in these expanded, grant-supported pilot programs for the 2019-2020 school year and completed the first cohort in spring 2020. Grantees’ annual progress report was due to the department in November 2020. Because most data are collected at the end of each semester, the grantees provided data for their first cohort and early fall data, where it exists, for their second cohort when they submitted their second progress report to the department. For these reasons, this report focuses on the pilot project’s key components and results available as of November 2020. The final grant evaluation report, which will be provided in January 2022, will contain complete results for the second cohort.

The statewide transition to remote teaching and remote learning due to the COVID-19 pandemic in spring 2020 impacted grantees’ ability to implement all planned activities and/or collect complete data from all teacher residents participating in this grant program. Specific effects are noted throughout the report.

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: PEBC’s Early Childhood Education Pilot Program

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

Program Components	
Tuition Model	Traditional residents in the PEBC Teacher Residency are responsible for paying a program fee of \$3,500, which includes a \$500 non-refundable deposit. All residents receive a \$5,000 scholarship which offsets the program fee and results in a \$1,500 scholarship for each resident. Teachers of Record in the PEBC Teacher Residency program are required to pay a program fee of \$3,500 for those working in rural areas and \$8,500 for those working



	<p>in urban areas.</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 stipend. In the 2019-2020 school year, ECE residents were awarded \$10,000 stipends. Because PEBC recruited fewer ECE residents for the 2020-2021 school year than anticipated, the program modified its original budget to increase this stipend to \$13,333 for 2020-2021. 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 the 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 runs through one seminar course and is divided into the following three categories:</p> <ul style="list-style-type: none"> • Pedagogy and Practice (approximately 350 hours): This content provides the foundational understanding for the residency 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): Although the primary Culturally and Linguistically Diverse Learners (CLDL) content is delivered from summer to fall, CLDL content is integrated into all aspects of coursework throughout the year. The coursework is aligned to all Colorado Department of Education standards for Culturally and Linguistically Diverse approved pathway providers. • Elementary Literacy/Secondary Disciplinary Literacy (approximately 70 hours): This content is delivered in the fall, and it prepares residents to plan and teach literacy at any grade level and within any content area. Residents also gain literacy experience in their classroom setting during many assignments and intentional collaboration with their mentor teachers. Additionally, the residents seeking licenses in elementary and early childhood education receive literacy content aligned with state expectations. <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 between residents and mentors at the beginning of each school year to help norm the mentor/resident relationship and



	<p>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 2-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 Effective Mentoring and Coaching Institute, 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. • \$1,500 stipend: All PEBC mentors receive a \$1,500 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 pilot program does not include a paraprofessional development component.</p>
<p>Staffing Models</p>	<p>Coaching Support: Residents in the PEBC Teacher Residency are supported throughout the year by Managers of Resident Development (urban) and Field Managers (rural) who serve as field coaches. 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 (in a typical year) 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 Edthena, an online 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 rural communities. In the 2020-2021 school year, PEBC has continued</p>



and expanded its use of the Edthena platform and virtual coaching. In response to the COVID-19 pandemic, all formal classroom observations are now virtual either through Edthena or by video conference calls. The program is also using a learning management system, Canvas, to deliver content to PEBC's urban and rural residents in order to provide them with further learning experiences.

Instructional Support: Managers of Resident Development and Field Managers thoughtfully design coursework that is aligned to the Colorado Teacher Quality Standards, standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC), and Critical Practices for Anti-bias Education⁴. Residents attend weekly virtual seminars and engage in online coursework through Canvas. The content for seminar and online coursework is developed by the statewide residency team. This content supports 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 (Managers of Resident Development, Field Managers, 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 selection day.

Directors: Managers of Resident Development and Field Managers 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 Clinical Experiences, Director of Curriculum and Instruction, Director of Admissions and Alumni Engagement and Senior Director of Residency. This team meets weekly to review data related to the resident experience and performance, plan for continuous improvement and envision the future of the program.

Developmental Progress of Teacher Residents

Over the past three 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. 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.



Throughout the year, residents receive scores (on a 4-point scale) on the specific practices within each of the four domains. 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 field coaches (Managers of Resident Development and Field Managers) 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, field coaches 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.

In order to provide a synthesized view of resident performance, the scores for specific practices, used for mentoring and coaching, have been aggregated for each of the four domains of HPRP. The table below displays average scores for residents at the beginning of the residency year (before), at the mid-point of the residency year (during) and at the end of the residency year (after).

	Domain 1			Domain 2*			Domain 3**			Domain 4		
	Before	During	After	Before	During	After	Before	During	After	Before	During	After
Average Score	3.1	3.2	3.3	N/A	3.0	3.3	3.0	2.8	3.0	2.8	2.8	3.0

*For Domain 2, the before average score is unavailable because the specific practices within this domain include creating a consistent learning environment, maintaining positive relationships, and understanding their students’ development, which take time to establish and thus cannot be assessed at the beginning of a year.

**It is not uncommon to see a slight dip during residency as the residents assume more responsibility and expectations increase, but scores increase as the residency progresses.

Levels of Satisfaction

PEBC administered a satisfaction survey in fall 2020 to residents, mentors, school leaders and program staff participating in the pilot during the 2020-2021 school year. The survey contained Likert-type scale and open-ended items. An overview of the results from this year as well as a comparison to last year’s results are presented below.

Resident Survey

Overall, data from the resident survey indicate a high level of satisfaction with the program support and highlight the importance of providing additional financial support to residents. Additionally, ECE residents indicated a high level of satisfaction with the ECE specific instruction this year. This is important to note because this was not the case last year, and likely reflects a positive reaction to the newly developed, tailored ECE curriculum PEBC created to better support these residents in their teaching practice. A more detailed accounting of resident survey results is included below.

- **Program Satisfaction:** Consistent with results from the prior year’s survey, 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 supported by their coaches and that the curriculum is meeting their needs. This is an improvement from the prior year’s survey results in which residents indicated that they needed more support and differentiated coursework to meet the specific needs of ECE teachers.
- **Coaching Support:** On average, residents rated their feeling of satisfaction with the coaching supports a 4.6 on a 5-point scale. This represents a slight increase from the prior year where the average rating for satisfaction with coaching supports was a 4 on the 5-point scale. Comments from both years of survey administration revealed coaching is supportive.
- **Instructional Support:** Regarding instructional support, 80 percent of residents felt satisfied and reported a level 5 on a 5-point scale compared to 60 percent of residents in the prior year who felt



satisfied and reported a level 4 or 5 on a 5-point scale. As with the questions regarding program satisfaction, comments indicated that the instruction is meeting their needs, in contrast to prior year comments that indicated a need for differentiated instruction for the early childhood ages.

- **Stipend:** Directly relevant to the purpose of this pilot, 100 percent of residents in both years of survey administration reported that the stipend has made a great impact on their ability to participate in the program. Comments from the most recent survey included the following:
 - *“I am super excited for this opportunity. I will be able to pay off the PEBC program and the cost that has come with it (license, technology, books, etc.). Thank you all so much!”*
 - *“When I receive the stipend, it will help me tremendously by taking off some of the pressure and worry about my financial situation to cover the cost of this program, and it will help me to focus more greatly on my studies.”*
 - *“It has helped me be able to get by while not being able to do another job during this busy time in my life!”*

Mentors and School Leaders Survey

One hundred percent of the mentors and school leaders who responded to this survey indicated satisfaction with PEBC’s program, the support PEBC provides to its residents, and the support PEBC provides to its mentors and partner districts. Notably, last year mentors and school leaders reflected on the need for more differentiation from the program in terms of early childhood education. Similar to the resident feedback, the feedback from mentors and school leaders this year did not indicate that need.

EPP Staff Survey

PEBC Residency staff involved in this pilot reported high satisfaction with the pilot and echoed the positive reflection on the improved ECE curriculum shared by residents, mentors, and school leaders.

Conclusions and Next Steps:

It is clear from these data that the residents, mentors, school leaders and PEBC Teacher Residency staff are satisfied with the program and the support it provides. The implementation of a revised ECE-specific curriculum this year appears to have made a great impact on the feelings of support for this cohort of teachers.

PEBC will continue to collect data throughout the year to continually improve the ECE-specific work. The program is also working in partnership with two ECE centers to co-design curriculum and supports that are specific to the earliest learners (0-3 years old). This revised curriculum will be rolled out in the 2021-2022 school year.

School Districts’ Retention Rates

Teacher Retention Rate Before Participating in Pilot Program	<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. In 2019-2020 and 2020-2021, PEBC placed ECE residents in their partner districts. ECE candidates placed in 2019-2020 have completed their residency year, and those placed in 2020-2021 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 the changing needs of partner districts, PEBC expanded their partnerships to include Denver Public Schools and Mancos RE-6 School District in the 2019-2020 school year. Similarly, due to the needs of their partner districts,</p>
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PEBC expanded their partnerships for the 2020-2021 school year to include Jefferson County Public Schools and Centennial School District R-1. As a result, the residents participating in this pilot were placed in Aurora Public Schools, Denver Public Schools, Dolores RE-4 School District, and Mancos RE-6 School District for the 2019-2020 school year. For the 2020-2021 school year, residents were placed in Denver Public Schools, Montezuma-Cortez Public Schools, Jefferson County Public Schools, and Centennial School District R-1.

Prior to the implementation of this pilot, the PEBC Teacher Residency had a placement partnerships with each district participating in this pilot, although may not have placed teachers in each district each year. The retention rates of PEBC teacher residents during their residency year for the year *before this pilot* and employment data for those residents in their partner districts after completion are provided below for comparison purposes.

Retention Rates					
District	2018-2019 Residents (Pre-Grant)*		2019-2020 Residents		
	During Residency	Hired in Residency District	During Residency	Hired in Residency District	Hired in any CO District
Aurora Public School	100%	25%	100%	50%	100%
Dolores RE-4	100%	50%	N/A	N/A	N/A
Denver Public Schools	93%	30%	100%	100%	100%
Mancos School District	100%	100%	100%	0%	100%
Montezuma-Cortez School District RE-1	100%	0%	100%	0%	100%

*Prior to this grant, a placement rate for residents placed in Colorado districts other than their residency district was not reported and thus comparative data are not provided for those hired in any Colorado district.

Grantee comments related to retention rate data:

The retention rates for PEBC Teacher Residents in all of their partner districts are lower this year than in the prior year. Interestingly, the overall retention rate of residents in the teaching field is 100%. This indicates that the teachers may not have been retained in the district in which they did their residency, but were retained in the profession overall. There are many reasons why teachers may not be retained in their training district, including lack of an open position, teacher relocation and, currently, possible impacts of the COVID-19 pandemic. PEBC also does not require residents to stay in the district where they trained after their residency year. This is something that PEBC is considering including in their Service Agreement in the future but will depend on conversations with their partner districts to determine if that is feasible given district turnover rates and hiring policies.

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

The University of Colorado (CU) Denver NxtGEN Undergraduate Residency (UGR) is a 4-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 partnerships with Otero and Trinidad



State junior colleges opens up pathways in multiple rural districts, including East Otero R1, Manzanola, Rocky Ford, Crowley County, Las Animas, Swink, Trinidad and Alamosa RE-11J. The residency includes the following components:

- Targeted recruitment in metro and rural areas to attract diverse students who are more likely to stay and teach in their own communities;
- A summer bridge program that helps students navigate the college systems and prepares them to be hired as paraeducator interns with districts;
- Paid half-time para-educator intern (PEI) roles with metro and rural school districts that provide deep clinical experiences and mitigate the cost of their preparation; and
- Final, full year, professional year residency (PYR) in a gradual release model that carefully scaffolds students’ abilities to take on full responsibility and teach toward deeper learning.

Program Components	
Tuition Model	<p>Students in the NxtGEN UGR 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"> • PEIs in the first 3 years of the 4-year program – \$750/year • PYR in final full year residency - \$1,500 for the final year
Course Scope	<p>There are three licensure pathways in the NxtGEN UGR: ECE, special education and elementary education. NxtGEN UGR is delivered through a 126-credit hour undergraduate 4-year degree program. Each of the three licensure pathways has a specific course scope and sequence tailored to professional needs and licensure requirements for the endorsement area.</p>
Mentoring Supports	<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, Denver Public Schools also provides specific professional learning for mentors as the role is seen as an explicit pathway for teacher leadership within the district.
Models for Paraprofessional Development	<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. PEIs 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



	<p>prepared for mentoring through the professional development offered by CU Denver.</p> <p>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> <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 PEIs.</p>
Staffing Models	<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 UGR 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 UGR are brought together throughout the year to analyze student data and refine curricula.

Developmental Progress of Teacher Residents

NxtGEN UGR is an existing residency program at the CU Denver and this grant benefits all NxtGEN UGR students enrolled during the period of the grant by providing student support center resources and yearly stipends to partially off-set costs. Developmental progress data are collected for all NxtGEN UGR students, who are at various stages in their program. Developmental data regarding the PEIs and PYRs are collected using the assessments and according to the timelines detailed in the tables below. Descriptions of each assessment and PEIs'/PYRs' results are summarized in the narrative following the assessment administration tables.

PEI Assessment Administration		
Skill or Behavior	Assessment	Timeline of Administration
Plan, Deliver and Assess Instruction for Student Learning	Early Field Experience Assessment - This assessment captures the development of students' ability to plan and deliver instruction and assess for student	Each semester - data available end of semester. <i>(Fall 2019 data included in this year's report and fall 2020 data will be included in</i>



Professional Dispositions	learning.	<i>next year's annual report.)</i>
Cultural Competence	The Social Justice Scale captures the attitudes, behavioral efficacy and contextual support for developing as a culturally competent educator.	Mid-fall semester each year
PYR Assessment Administration		
Skill or Behavior	Assessment	Timeline of Administration
Plan, Deliver and Assess Instruction for Student Learning	<p>The Quality Responsive Classroom Observation Assessment - This observational tool focuses on culturally and linguistically responsive teaching practices 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 during final semester of the professional residency year</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 are included in this year's annual report. Data collected fall 2020 through spring 2021 will be included in next year's annual report.)</i></p>
Professional Dispositions	The Professional Dispositions Assessment - Evaluates candidates' developing professional behaviors and dispositions consistent with high quality teaching in diverse settings.	<p>Three times across the professional residency year (at the completion of each residency internship)</p> <p><i>(Data for the 2019-2020 PYR cohort are included in this year's annual report. Data for the 2020-2021 PYR cohort will be included in next year's annual report.)</i></p>
Cultural Competence	The Social Justice Scale captures the attitudes, behavioral efficacy and contextual support for developing as a	Spring of residency (final) year



culturally competent educator.

Early Field Experiences Assessment Results – PEIs Fall 2019

The Early Field Experiences Assessment is administered each semester to PEIs and is the only assessment used in the grant that is administered exclusively to PEIs. This assessment captures the development of the PEIs’ ability to plan and deliver instruction and assess for student learning as well as the development of their professional dispositions as they engage in early field experiences. The assessment is organized on a 4-point scale with anchors of: 1=Unable to demonstrate; 2=Sometimes, but far less consistently; 3=Often, but not always consistently; 4=Almost always with consistency. Results were reported for 26 PEIs for fall 2019. As noted above, data for fall 2020 will be provided in next year’s report because the Early Field Experiences Assessment is administered in late fall and the 2020 data were not available at the time the grantee submitted their annual report.

Component	PEI Average Scores
	Fall 2019 (n=26)
Professionalism	3.82
Engagement with Children/Youth	3.82
Reflection & Collaboration	3.80
Community Based	3.78
Beginning Planning & Instruction	3.62

Social Justice Scale – PEI Fall 2019 and Fall 2020 and PYR Spring 2020

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. This is a 28-item instrument that measures four domains: Attitudes Toward Social Justice, Perceived Behavioral Controls, Subjective Norms and Behavioral Intentions. Each of the 28 items is rated along a 5-point Likert scale ranging from 1=Strongly Disagree to 5=Strongly Agree. Higher scores reflect greater awareness of and perceived self-efficacy toward social injustices. PEIs respond to the Social Justice Scale each year in mid-fall. In fall 2019, 27 PEIs completed this scale and in fall 2020, 33 PEIs completed it.

Domain	PEI Average Scores	
	Fall 2019 (n=27)	Fall 2020 (n=33)
Attitudes Toward Social Justice	4.65	4.92
Perceived Behavioral Controls	4.68	4.74
Subjective Norms	4.29	4.29
Behavioral Intentions	4.69	4.82

PYRs respond to the scale only in the spring of their residency year. In spring 2020, 10 PYRs completed the scale.

Domain	PYR Average Scores
	Spring 2020 (n=10)
Attitudes Toward Social Justice	4.81
Perceived Behavioral Controls	4.70
Subjective Norms	4.06
Behavioral Intentions	4.74



As the tables illustrate, all mean scores were relatively high (i.e., above 4.0) on the 5-point scale.

Professional Dispositions Assessment – PYR 2019-20 Cohort

This tool evaluates PYR’s developing professional behaviors and dispositions along general professionalism, communication, asset-based mindset, collaboration, coachability and continuous improvement. These dispositions are consistent with high quality teaching in diverse settings and are measured using the following 4-point scale: 1=Not Meeting, 2=Approaching, 3=Meeting, 4=Exceeding. Each of the 27 indicators on the instrument is scored separately. This report presents PYR performance on a sample of the indicators.

PYR completing residency in spring 2020 performed well on their final Professional Dispositions Assessment and demonstrated growth between their first and third internship. Below is a summary of dispositional assessment of the 10 spring 2020 PYR completers on the sample of indicators.

Professional Dispositions Assessment – PYR 2019-20					
Sample Indicators:		Not Meeting	Approaching	Meeting	Exceeding
Effectively manages multiple demands.	Internship 1			70%	30%
	Internship 2		10%	70%	20%
	Internship 3			30%	70%
Maintains a growth mindset and continuous learning, carefully considering and acting on constructive feedback.	Internship 1			50%	50%
	Internship 2			50%	50%
	Internship 3			20%	80%
Initiates reflective practice by inquiring and asking thoughtful questions.	Internship 1		10%	50%	40%
	Internship 2			60%	40%
	Internship 3			10%	90%
Assumes responsibility for the learning of his/her students and continually reflects to make changes in practice to persist in meeting the needs of all students.	Internship 1		10%	50%	40%
	Internship 2		10%	70%	20%
	Internship 3			10%	90%

It is not uncommon to see a slight dip in Internship 2 as PYRs assume more responsibility and expectations increase, but this reverses in Internship 3 where the majority of the residents exceed expectations.

The Teaching, Learning, Inquiry Cycle (TLIC) Assessment – PYR 2019-20 Cohort

The TLIC captures 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. This assessment tool is developmental and administered across the sequence of residency internships. The following describe the developmental expectations for each internship: Internship 1: Mostly Awareness and moving into Emerging Practice; Internship 2: Moving in between Emerging and Basic Practice; and Internship 3: Primarily at Proficient Practice. A candidate is required to demonstrate proficiency on a minimum of 80% of the practices articulated in the TLIC in order to be recommended for licensure.

Typically, the TLIC is completed 3 times. Due to COVID-19 and the pivot to remote teaching in March, it was



only possible to collect TLIC data twice for the 2019-20 cohort. As an alternate final measure for spring 2020, CU Denver reframed the TLIC for use during the remote period as a self-assessment and reflection tool. Using the reframed tool, CU Denver collected alternate data on all 10 residents, targeting indicators most aligned with the context in which residents were operating.

Results for the TLIC for the first two observations of the PYR 2019-20 Cohort are presented in anticipation of having comparative TLIC data for the PYR 2020-21 Cohort in spring 2021 and due to the unusual circumstances in which the reframed tool was used.

All PYRs are rated on 23 indicators for Planning to Teach, 7 indicators for Monitoring & Adjusting and 10 indicators for Reflecting & Developing Next Steps. Each of the 40 indicators on the instrument is scored separately. This report presents PYR performance on a sample of the indicators within each component during Internship 1, at which time the expectation is functioning at Awareness, and Internship 2, at which time the expectation is for PYRs to begin the transition from Emerging Practice to Basic Practice.

TLIC – PYR 2019-20*						
<i>Component 1: Planning to Teach sample indicators</i>						
		Awareness	Emerging Practice	Basic Practice	Proficient Practice	Advanced Practice
Resident develops a complete understanding of student backgrounds through multiple means recognizing this diversity as an asset and utilizes knowledge to plan instruction	Internship 1	20%	40%	40%		
	Internship 2		20%	70%	10%	
Resident uses district curriculum as tool for planning instruction while carefully considering students' needs	Internship 1	30%	60%	10%		
	Internship 2		40%	60%		
Resident plans differentiated learning opportunities to meet students' diverse needs	Internship 1	50%	40%	10%		
	Internship 2		40%	60%		
<i>Component 2: Teaching -- The Teaching component is assessed with the QRC Observation Assessment, which is presented separately following the TLIC discussion.</i>						
<i>Component 3: Monitoring & Adjusting sample indicators</i>						
		Awareness	Emerging Practice	Basic Practice	Proficient Practice	Advanced Practice
Resident engages in progress monitoring to collect data using multiple formative assessment strategies to record and track student progress	Internship 1	20%	70%			
	Internship 2	10%	30%	40%		
Resident provides feedback to	Internship 1	10%	70%	20%		



students both during and after learning experience	Internship 2	10%	10%	60%	10%	
<i>Component 4: Reflecting and Planning Next Steps sample indicators</i>						
		Awareness	Emerging Practice	Basic Practice	Proficient Practice	Advanced Practice
Resident individually and collaboratively analyzes and interprets student data and identifies next steps for instruction	Internship 1	20%	70%			
	Internship 2		40%	50%		
Resident reflects on own teaching in order to identify next steps for professional growth	Internship 1	10%	60%	30%		
	Internship 2		10%	80%		

*Due to COVID-19 and the sudden switch to remote teaching, not all indicators were able to be assessed and/or collected for all residents, resulting in missing data and not being able to account for all residents on some indicators.

The development of the PYRs trends toward emerging and basic on the TLIC by Internship 2, which is consistent with the program’s expectations of PYRs’ growth. As stated earlier, the expectation is that PYRs perform primarily at the proficient level by the end of Internship 3.

The Quality Responsive Classroom (QRC) Observation Assessment -- PYR 2019-20 Cohort

The QRC Observation Assessment is used to measure the Teaching component of the TLIC for PYRs. The QRC focuses on culturally and linguistically responsive teaching practices in diverse communities. The tool is organized around teacher focus, student focus and classroom community focus. The rating scale is a 5-point rubric with descriptive anchor criteria at the 1, 3 and 5 level. The minimum expectation is a 3. Typically, there would be 3 formal observations using the QRC, the first in the first 4 to 6 weeks, the second occurring mid-semester during implementation of Capstone Unit and the third during lead teaching toward the end of semester. Due to COVID-19 and the pivot to remote teaching in March, CU Denver was only able to conduct the first observation in the first 4 to 6 weeks. Growth could not be measured in spring 2020 because only one observation occurred. Additionally, data were entered for only 8 out of the 10 candidates given unexpected changes in mentor teachers due to the pandemic. As with the TLIC, CU Denver reframed the QRC for use during the remote period as a self-assessment and reflection tool as an alternate final measure for spring 2020. Using the reframed tool, CU Denver collected alternate data on all 10 residents, targeting indicators most aligned with the context in which residents were operating.

Results for the QRC Observation Assessment for the first observation of the PYR 2019-20 Cohort are presented in anticipation of having comparative data for the PYR 2020-21 Cohort in spring 2021 and because of the unusual circumstances in which the reframed tool was used. Following are QRC results on a sample of indicators representing the three domains (Teacher Focus, Student Focus and Classroom Learning Community) for the eight PYR from the 2019-20 Cohort for whom mentors entered results for the first observation (occurring in the first 4 to 6 weeks of the semester):

QRC – PYR 2019-20*					
<i>Teacher Focus (Sample Indicators)</i>					
	1	2	3	4	5



Teacher makes lesson content relevant to lives of students and shows regard for student experiences.	Observation 1	13%		38%	38%	13%
Scaffolds information/tasks to meet student needs.	Observation 1			38%	50%	13%
<i>Student Focus (Sample Indicators)</i>						
Students are productively, actively and cognitively engaged in learning activities.	Observation 1		25%	38%	25%	13%
Students use a variety of resources to support literacy and language learning needs.	Observation 1			63%	25%	13%
<i>Classroom Learning Community Focus (Sample Indicator)</i>						
Members of classroom community are sensitive, responsive, accepting and affirming of students' abilities and personal and cultural identities.	Observation 1			13%	38%	50%

*Total percentages do not sum to 100% because of rounding to the nearest whole percentage.

Capstone Assessment – PYR 2019-20 Cohort

This instrument evaluates candidates' ability to plan units of study and lessons and deliver and assess student learning across 3-5 sequential lessons. It includes four tasks: 1) Unit Planning; 2) Planning to Teach; 3) Teach, Monitor, Adjust and Reflect; and 4) Assessing Student Learning. The scoring rubrics use a 4-point scale with the expectation that 3 represents a strong beginning teacher and that a 4 represents teachers with experience. It is used during the PYRs' Lead Teaching (student teaching) experience.

Capstone Results:

All 10 PYRs completed the Capstone Assessment and earned a score of 3 on each of the four tasks, representing strong beginning teacher performance.

Levels of Satisfaction

CU Denver collects satisfaction data from each of the following stakeholders using the survey tool and according to the timeline indicated in the table below.

Tool	Audience	Timeline of Administration
Teacher Candidate Satisfaction Survey - This survey captures three important elements of satisfaction: 1. Academic and socioemotional support; 2. Impact of the 4- year clinical residency; and 3. Financial support.	PEIs	Mid-fall semester
School of Education and Human Development Exit Survey - The Exit Survey captures completers	PYRs	End of spring semester



perceptions on where (coursework or internship) and how well critical features of preparation were taught.		
Educator Preparation Program Stakeholder Survey - This survey captures LEP partners’ perceptions in 3 areas: 1. The organization of the NxtGEN UGR as it relates to the partners; 2. LEP partners perceptions of the quality of PYRs preparation; and 3. Perceptions of the development of professional dispositions.	Local Education Provider (LEP) Partners	<i>Not yet administered due to COVID-19 disruptions in spring 2020; intended for spring 2021 administration</i>
EPP Faculty Feedback Survey	EPP Faculty	End of spring semester

Teacher Candidate Satisfaction Survey Data, Mid-Fall 2020

The Teacher Candidate Satisfaction Survey is administered mid-fall to candidates in their first three years of the NxtGEN UGR. The purpose of the survey is to capture three important domains of satisfaction. Thirty-three candidates completed the survey in Fall 2020. Results reported were rated on a four-point scale where 1 represents very dissatisfied or strongly disagree and 4 represents very satisfied or strongly agree⁵.

Domain	Average Score
Academic and Socio-emotional Support	3.63
Clinical Experiences through Paid Paraprofessional Position	3.69
Financial Support	3.58

School of Education and Human Development Exit Survey – PYR Spring 2020

The Exit Survey is administered to PYRs during their final semester of residency. The purpose of the survey is to capture completers’ perceptions of how well the program prepared them on seven critical features of teaching. Items are rated on a 4-point scale ranging from 1=Not Well to 4=Very Well.

Theme	Average Score
Mastery of the content taught and pedagogical practices used in the content taught	3.50
Managing the classroom environment to facilitate learning for students	3.22
Developing a safe, inclusive, respectful environment for a diverse population of students	3.54
Designing and adapting assessments, curriculum and instruction	3.61
Engaging students in complex thinking and high expectations	3.51
Supporting academic language development	3.38
Reflection and personal growth	3.48
Technology	3.50
Supporting literacy and numeracy across the curriculum (<i>elementary endorsement candidates only</i>)	3.69
<i>Note: n=10 for the first eight themes; n=9 for elementary endorsement candidates only.</i>	

Educator Preparation Program Stakeholder Survey



The purpose of this survey is to collect stakeholders’ perceptions of: 1) the the value of the NxtGEN UGR teacher preparation program; 2) the value of school/university partnerships for the purpose of teacher preparation; and 3) factors that strengthen/limit schools in their ability to serve as clinical sites. Intended to be administered near the end of the spring semester, this survey was not administered in spring 2020 due to the emergence of COVID-19. CU Denver anticipates collecting these data in spring 2021, assuming school partners are able to participate.

EPP Faculty Feedback Survey, Spring 2020

The EPP Faculty Feedback Survey is administered to those faculty directly involved in teacher preparation for NxtGEN UGR candidates. The purpose is to capture faculty perceptions of the effectiveness of the program in preparing teachers across seven domains, one of which is applicable to elementary education faculty only. Items are rated on a 4-point scale ranging from 1=Not Well to 4=Very Well.

Domain	Average Score
Mastery of Content and Pedagogical Practices	3.62
Classroom Management	3.54
Safe, Inclusive, and Respectful Learning Environment	3.60
Designing and Adapting Assessments, Curriculum, and Instruction	3.57
High Expectations and Complex Thinking	3.53
Academic Language Development	3.57
Reflection and Personal Growth	3.69
Supporting Literacy and Numeracy (<i>elementary education faculty only</i>)	3.50
<i>Note: n=7 for the first seven domains; n=5 for elementary education faculty only</i>	

School Districts’ Retention Rates

Teacher Retention Rate Before Participating in Pilot Program

The larger undergraduate degree with teacher licensure program retention rate was used as baseline data. Of the 2016-17 graduates, CU Denver was able to track 83% into first year positions. For some graduates, the program has been unable to stay connected to know whether they are teaching. The program plans to strengthen processes for following up with candidates who graduate from this program.

2016-17 Graduating Cohort (Pre-grant)	2017-18 1 st Year Teaching*		2018-19 2 nd Year Teaching**	
N=30	Overall N=25	Overall Placement Rate= 83%	Overall N=23	Overall 2 Year Retention Rate= 77%

*This represents the placement rate for students who CU Denver was able to track. It is unknown whether the five individuals they cannot track are teaching in another city or state.

**This represents the retention rate for those who CU Denver was able to track in their 1st year.

Teacher Retention Rate During Participation in Pilot Program

2020 Spring graduates represent the first cohort of graduates funded by the Expanding Effective Teacher Residency Grant. There were 10 spring 2020 PYR graduates. All 10 were employed in either Denver Public Schools, Jefferson County



	or Mapleton in fall of 2020.
Teacher Retention Rate After Participating in Pilot Program	<i>N/A at this time.</i>

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) sought to improve the pipeline of high-quality teachers to these two rural Colorado districts and increase training and support to mentor teachers. Activities under the grant 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 2-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. 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 x 27 + \$1,883).</p> <p>The Montrose and Delta County School Fellowship, the pilot program funded through this grant, fully covers tuition for five residents per year for three years. Recipients must complete their residency in schools within Montrose and Delta County School Districts, and then serve for two additional years in the partner districts as a teacher of record. If residents do not meet the additional teaching commitment, then they are required to pay back the cost of tuition. <i>(Note: Although one resident did not complete the additional 2-year teaching commitment, Western elected to waive the pay-back requirement due to the current economic climate resulting from the pandemic and the candidate’s continued participation in Western’s graduate degree program.)</i></p>
Course Scope	<p>Initial licensure is delivered through a 27-credit hour graduate degree program. It represents the first year of a 2-year graduate degree, the M.A. in Education. The teacher residency program is a pathway in the initial licensure program.</p> <p>The required courses for elementary residents cover the reading acquisition process, scientifically based methods of teaching reading comprehension, vocabulary, and fluency, building a classroom environment that supports learning, standards-based curriculum and assessment, research-based methods for teaching writing and mathematics, and strategies for working with students who are English learners and come from culturally diverse backgrounds. For secondary and K-12 residents, required courses cover concepts,</p>



	<p>methods, and practices for teaching in content areas, building a learning environment that supports learning, standards-based curriculum and assessment, strategies for teaching reading and writing, enhancing student learning with digital technology, differentiation, and strategies for working with students who are English learners and come from culturally diverse backgrounds. Residents pursuing licensure in special education take required courses on providing accommodations, modifications, and adaptive technologies, individualized education plans (IEPs), strategies to ensure inclusivity of various stakeholders, differentiation of standards-based curriculum, differential literacy assessment, scientifically based methods of teaching reading comprehension, vocabulary, and fluency, and relevant state and federal legislation.</p>
<p>Mentoring Supports</p>	<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 the 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) with 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>Western and its partner districts began co-constructing professional development for mentor teachers during the 2019-2020 school year. However, due to the onset of the pandemic and the continued need for social distancing, these efforts were paused. Western intends to resume planning with its partner districts for enhanced mentor training in the spring of 2021.</p> <p>Support Roles:</p> <ul style="list-style-type: none"> • Director of Educator Preparation: 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 Edthena 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). 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 Western’s residents. • 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.



	<p>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>
<p>Models for Paraprofessional Development</p>	<p>The Western Teacher Residency Expansion Grant Program originally was not designed to include a paraprofessional development component. However, Western has adapted their teacher residency to meet paraprofessionals’ needs while pursuing licensure. With administrator approval, paraprofessionals can keep their jobs while completing the residency. They are required to complete all licensure coursework and must spend at least twenty hours per week in their mentor’s classroom teaching academic content. Additionally, the paraprofessionals spend at least four hours per week collaborating with their mentor. When it is time for the 5-week lead teaching experience, paraprofessionals either swap roles with their mentor or resign from their position to focus on teaching full time. Before beginning their residency, paraprofessionals conference with the Director of Educator Preparation, their clinical coach, mentor and appropriate district personnel to ensure their successful completion of the program. Western’s residency program supports seven to ten paraprofessionals per year (5-10% of the annual cohort) in attaining a 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 was based on 77 total licensure candidates comprised of 66 traditional residents and 11 alternative residents. For the 2020-2021 academic year, Western’s staffing model is based on 80 total licensure candidates comprised of 63 traditional residents and 17 alternative residents. The 2020-2021 staffing model for the residency is as follows:</p> <ul style="list-style-type: none"> • 1 Director of Educator Preparation (full-time Western employee) • 5 Clinical Coaches (full-time Western Faculty with designated 0.1 FTE for clinical coaching) • 17 Regional Coordinators (Paid through stipends for their work) • 100 Mentor Teachers (Paid through stipends 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. The 2020-2021 staffing model is as follows:</p> <ul style="list-style-type: none"> • 1 Director of Educator Preparation (full-time Western Employee with designated 0.1 FTE for grant activities) • 2 Clinical Coaches • 2 Regional Coordinators • 5 Mentor Teachers
<p>Developmental Progress of Teacher Residents</p>	



Evidence of Developing Cultural Competence

Western's teacher residency has made significant strides over the past two years to explicitly address the development of teacher residents' cultural competence. In 2018, the curriculum of Western's Learning Environments course was overhauled and in 2020, two new courses were added, one for elementary residents and one for secondary and K-12 residents, to better meet the state's new English Learner and Culturally Linguistically Diverse standards and the following four competencies:

1. Demonstrate awareness of one's own cultural worldview;
2. Show a responsive attitude towards cultural differences that sustains students' unique cultural knowledge;
3. Proactively seek out and leverage knowledge of different cultural practices and worldviews to develop meaningful and equitable learning opportunities; and
4. Show ability to skillfully navigate cross-cultural differences to develop students' cultural awareness and sense of mutual concern for others.

Residents' development of cultural competence is addressed across the program through a range of coursework and assignments. All assignments in Western's course on learning environments address one or more of the competencies, but the following assignments are the bellwethers of progress. Collectively, the tasks have residents critically examine their views of race and privilege and how those views will impact students' opportunities to learn. The assignments draw directly from readings in Richard Milner's (2015) seminal text, *Start Where You are, But Don't Stay There*, and Ayers and Alexander-Tanner's (2010) *To Teach: The Journey in Comics* to engage residents in this examination.

- **Comparing Teaching Ideals and Realities Discussion (formative)** Residents compare their culturally informed ideals of teaching and how this affects the "realities" they are constructing for students through their practice by drawing, sharing, and discussing pictures.
- **Diversity in my Instructional Setting (formative):** Residents research and document the demographic and cultural makeup of their classroom. They then discuss this information with their mentor teacher and consider how cultural differences are addressed (or not) in practice, and what improvements can be made to ensure cultural responsiveness.
- **Understanding and Addressing Opportunity Gaps (summative):** Residents consider the biases they must personally overcome to ensure learning opportunities for all students. They define "opportunity gaps" and the factors that sustain such gaps, then choose the factor that resonates as a personal challenge and delve more deeply into that factor and its mind-sets. Finally, they develop reflective questions to revisit periodically in the course and beyond.

In addition to the coursework for the Learning Environments course, Western's courses on pedagogies for and inclusion of English learners also address the cultural competencies listed above. The following course assignments are used to measure residents' progress on cultural competency as well as on state standards for Culturally and Linguistically Diverse Education (CLDE) and English Learners (EL).

- **Creative Name Artifact (formative) and Cultural and Linguistic Introspective Piece (summative):** Residents critically examine the concepts of name, language, standard language, discourse, and culture.
- **Culturally Responsive Teaching and Learning Observation Analysis (summative):** Residents deepen their understanding of cultural differences and explore how to apply culturally responsive teaching in content and language classrooms.
- **Reading/Viewing Analyses and Responses on Current Literature of Language and Culture (formative):** Residents improve their knowledge of different cultural practices and worldviews by



reading, reflecting, and discussing literature on language and culture.

- **Needs Collection Tool Design (summative) and Student Profile Report (summative):** Residents gains more cross-cultural skills through understanding the sociocultural backgrounds of CLD student populations and exploring better ways to scaffold their learning.

The tables below detail the progress made on course assignments for both the 2019-2020 and 2020-2021 cohorts. Because the English learner courses were added to Western’s curriculum starting with the 2020-2021 school year, data on assignments from those courses are only available for the 2020-2021 cohort. Western’s teacher residency uses standards-based grading; formative assessments are scored on a 2-point scale, while summative assessments are scored on a 4-point scale.

Learning Environments

Average Scores	Assignment		
	Comparing Teaching Ideals and Realities	Diversity in my Instructional Setting	Understanding and Addressing Opportunity Gaps
2019-2020 Cohort, n=4*	100%	75%	100%
2020-2021 Cohort, n=5	100%	100%	100%

*Special Education residents take different courses and therefore complete different assignments to demonstrate their cultural competency. As a result, one resident is not included in the averages and, instead, successfully completed the relevant Special Education coursework.

Pedagogies for English Learners and Inclusion

Average Scores	Assignment			
	Creative Name Artifact & Cultural and Linguistic Introspective Piece	Culturally Responsive Teaching and Learning Observation Analysis	Reading/ Viewing Analyses & Responses on Current Literature of Lang. and Culture	Needs Collection Tool Design & Student Profile Report
2020-2021 Cohort, n=6*	95%	92%	100%	96%

*Includes one resident who was in the 2019-2020 cohort, but is re-taking the residency coursework this year, AY 2020-2021.

Levels of Satisfaction

The satisfaction of all residents and support staff is assessed annually through a program survey administered at the end of every academic year. Program survey data from the first cohort of grant-supported residents and their mentors indicated high levels of satisfaction with Western’s teacher residency program. Of the 2019-2020 cohort, data for two residents were either missing or incomplete due to COVID-19 challenges in the spring of 2020. Details from the Program Survey are presented below for the first cohort of grant-supported residents and are reported in total counts rather than percentages to caution against over-interpretation due to small group size:

- 3 of 3 residents strongly agreed that their mentor teacher relationship was positive and would recommend their mentor for future residents.
- 3 of 3 residents strongly agreed that their clinical coach relationship was positive and that coaches held them to high expectations and provided helpful feedback.
- 2 residents strongly agreed, and 1 resident agreed, that coursework prepared them well to teach.
- 1 resident strongly agreed, and 2 residents agreed, that they felt prepared to be effective as a first-year teacher.



- 3 of 3 residents indicated they would recommend Western’s program to others interested in teaching.

Because the survey is administered at the end of the school year, the survey results for the 2020-2021 cohort will be reported in next year’s annual progress report.

To assess satisfaction with the Montrose and Delta Teaching Fellowship, Western developed a satisfaction survey to be administered at the end of each semester to grant-supported residents, support staff for this grant, and district partners. However, to avoid further burdening the residents, faculty, staff and district partners as they wrestled with pandemic disruptions, Western decided against administering this separate survey this year. The university was particularly concerned that residents and support staff would find the survey redundant to the annual survey administered to all residents and staff and skip the latter or complete it poorly, which would disrupt the continuity of their data.

School Districts’ Retention Rates

Teacher Retention Rate Before Participating in Pilot Program	<ul style="list-style-type: none"> • 89 percent of all residents were retained in 2018-2019 • 88 percent of alternative residents were retained in 2018-2019 • 90 percent of traditional residents were retained in 2018-2019 • 100 percent of Montrose and Delta residents were retained in 2018-2019 (representing the teacher residents placed in these school districts prior to the pilot fellowship program)
Teacher Retention Rate During Participation in Pilot Program	<ul style="list-style-type: none"> • 100 percent of Montrose and Delta residents placed in 2019-2020, representing the first cohort receiving grant support, were retained during their yearlong residency in 2019-2020 • 100 percent of Montrose and Delta residents placed 2020-2021, representing the second cohort receiving grant support, have been retained in 2020-2021
Teacher Retention Rate After Participating in Pilot Program	80 percent (four of five) of Montrose and Delta residents placed in the first year of grant support have been retained in 2020-2021

Grantee comments related to retention rate data:

Western’s teacher residency program was developed over a decade ago in part because of the research showing high retention rates among residents and a high likelihood of employment upon program completion. The opportunity to work closely with an experienced teacher for a year serves as not only a comprehensive training function, but also a lengthy job interview. Annually, ninety percent of Western’s licensure candidates have been hired within a year of completing the program, with over sixty percent being hired by their host district. There is thus a strong incentive to complete the program.

Western is proud of the level of one-on-one support they provide to residents. In addition to working closely with a mentor teacher for an entire school year, they also have a Clinical Coach checking in with them regularly and a Regional Coordinator who visits them periodically. Program investment in each resident is high and no resident is left to struggle on their own.

Despite these retention numbers, some attrition occurs for various reasons. Occasionally, a resident experiences great challenges and, after repeated attempts at support, a decision is made to counsel the resident out of teaching. Other times, residents’ plans change. This fall, for example, one grant-funded resident from the 2019-2020 cohort decided to resign after the year-long residency for personal reasons.



Because there are five residents per cohort, this resident's departure explains the eighty percent retention rate for Montrose and Delta residents for this academic year.



Expenditure Report

The table below contains grantee expenditures from both state grant funds and matching funds through December 2020.

Category	CU Denver State Grant Funding	CU Denver Match	PEBC State Grant Funding	PEBC Match	Western State Grant Funding	Western Match
Student Stipends	\$105,625		\$88,333	\$45,466		
Tuition/Scholarship					\$127,910	\$65,913
Salaries	\$31,957	\$205,069	\$93,288	\$183,288		\$28,973
School Support	\$15,000					
Supplies						\$3,000
Travel						\$6,262
Meetings	\$1,047					
Other				\$14,533	\$1,317	
Total	\$153,629	\$205,069	\$181,621	\$243,287	\$129,227	\$104,148

Endnotes

¹ In year 2, PEBC modified the amount of stipend awards to early childhood education residents and teachers of record. PEBC anticipated awarding 8 stipends in year 2, which, in addition to the 6 stipends awarded in year 1, would total the 14 stipends of \$10,000 each. However, likely due to the COVID-19 pandemic, PEBC was only able to recruit 6 early childhood education residents in year 2. PEBC requested and received approval from the department to increase the stipend amount to distribute the \$80,000 equally among the 6 residents and provide a \$13,333 stipend per candidate in year 2.

²This applicant received full funding.

³ The statewide in-state placement rate is an average for all Colorado teacher preparation programs for completers in 2018-19 who were hired to teach in Colorado schools in 2019-20, which is the most recent data available.

⁴Scharf, A. (2018). *Critical Practices for Anti-bias Education*. Teaching Tolerance. <https://www.tolerance.org/sites/default/files/2019-04/TT-Critical-Practices-for-Anti-bias-Education.pdf>

⁵ Academic and Socio-emotional Support items were rated on a 5-point scale and have been rescaled to a 4-point scale, using a factor of 0.8, for purposes of this report. This has been done to provide an easier comparison to other survey data reported here by placing the Academic and Socio-emotional Support domain on the same scale as other domains.