



COLORADO
Department of Education

Teacher Residency Expansion Program: Annual Progress Report

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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: (1) 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 (2) to identify best practices, effective strategies, and critical components of effective teacher residency programs.

Traditional and alternative teacher preparation programs that were already operating successful teacher residency programs that have been responsive to statewide needs in geographically diverse communities in partnership with school districts, charter schools or boards of cooperative educational services (BOCES) were qualified to apply for grant awards. In the context of this grant, the Department defined successful teacher residency programs as those serving teachers who later demonstrate successful student outcomes and who remain in Colorado. The Department awarded all three applicants meeting the minimum requirements: Public Education & Business Coalition (PEBC), University of Colorado Denver (CU Denver) and Western Colorado University (Western).

This report provides information regarding implementation of the two-year Teacher Residency Expansion Program and includes grantee activities and results for the second cohort of residents¹. Due to the COVID-19 pandemic and the ensuing uncertainty, grantees faced substantial challenges in implementing their expanded teacher residency programs. Although all grantees were able to implement and/or restructure and implement at least some of their expanded programming, two grantees (PEBC and Western) requested no-cost extensions to roll-over unexpended funds to the 2021-2022 fiscal year. PEBC's no-cost extension was less than 1% of their grant funding. As a result, this report is a final report for grant impact at CU Denver and PEBC; and Western will have one more year of significant implementation.

Statute specifies that grantees be solicited for recommendations for legislative or regulatory changes to facilitate the effective implementation of teacher residency programs and 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 the grantees appreciate the positive impact this grant has on their ability to support more preservice teachers in their residency programs. 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 adequate 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 virtual teaching and learning contexts due to the COVID-19 pandemic. Based on the evaluation of the data from grantees on resident outcomes, it is recommended that this grant program be continued with renewed emphasis on rural districts and hard-to-fill teaching subject areas. It is also recommended that teachers prepared through residency programs be tracked longitudinally to determine long-term retention rates and student success outcomes.

In terms of best practices, effective strategies and critical components of residency programs funded through the Teacher Residency Expansion Program grant, several themes emerged. Specifically, there is evidence of improvements being made within these residency programs in terms of: 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 improvement activities, benefits of leveraging paraprofessional experiences and the amount of field exposure time afforded by an undergraduate program.
- **Positive performance outcomes during the course of the programs:** The residency programs are effectively training residents as demonstrated by outcome measures administered during the course of the preparation programs.
- **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 grant funding are in rural districts or hard-to-fill content areas due to recruitment challenges.
- **High levels of first year placement rates:** Notably, all but one of the residents (95% of the residents) supported through this grant who completed their residency in spring 2020, were hired as teachers in Colorado public schools in fall 2020 despite extraordinary circumstances due to the onset of the COVID-19 pandemic. Further, 22 of 26 residents (85%) completing their residency in spring 2021 were hired into Colorado teaching positions for the 2021-2022 school year. These in-state placement rates are significantly higher than the statewide in-state placement rate of 64%².



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 this trend reversed with an increase of approximately 6.5 percent completing from 2016 to 2020, which is the most recent data available. 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 and available research showing that effective residencies reduce teacher turnover and lead to better classroom outcomes along with 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: (1) 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 (2) to identify best practices, effective strategies and critical components of effective teacher residency programs.

The pilot programs funded through this program have helped develop partnerships in rural and urban sites and built on other examples of residency in Colorado that support improving student outcomes and decreasing teacher turnover. Knowledge gained from this pilot program is available through this report for K-12 districts, traditional preparation programs and alternative preparation programs to develop and strengthen effective residency programs moving forward.

The remainder of this report is organized to provide overview and summary information before documenting detailed implementation processes and results for each grantee. This report provides background on the Teacher Residency Expansion Program grant, identifies primary contributions of the program toward grant purposes, summarizes recommendations for future residency program support and examines detailed results for the 2020-2021 cohort in each of the three grant-supported residency programs. This is the final report for grant activities at CU Denver and PEBC; the final report for Western will be provided in January 2023 due to the large (39.7% of total award) no-cost extension given to Western for activities during the 2021-22 school year.

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.



Background on the Teacher Residency Expansion Program

Partnership Requirements and Fund Use

Traditional and alternative teacher preparation programs that were already operating successful teacher residency programs and have been responsive to statewide needs in geographically diverse communities in partnership with school districts, charter schools or BOCES were qualified to apply for grant awards. In the context of this grant, success was defined as demonstration of the preparation of effective teachers and high teacher 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 preservice and in-service residency teachers; (2) to compensate training providers 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 the pilot program;
- 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 and supporting residency 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	Grantee Match
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)³ 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) 	\$264,000	\$264,000
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	\$205,000
Western Colorado University	<ul style="list-style-type: none"> Full tuition scholarships for fifteen residents allocated as five students per year for three years (\$12,791/student)⁴ 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	\$129,047
<i>Totals</i>		\$ 598,447.00	\$ 598,447.00

Due to the COVID-19 pandemic and the ensuing uncertainty, grantees faced substantial challenges in implementing their initiatives. Although all grantees were able to implement and/or restructure and implement at least some of their initiatives, two grantees (PEBC and Western) requested no-cost extensions to roll-over unexpended funds to the 2021-2022 fiscal year. In total, \$107,503 was carried over to the 2021-2022 fiscal year through a no-cost extension to PEBC for \$5,000 (0.9% of total award) and a no-cost extension to Western for \$102,503 (39.7% of total award).

Contributions of the Grant Program

In order to consider the contributions that the Teacher Residency Expansion Program has made in understanding best practices, effective strategies and critical components of residency programs, it is important to think about the context in which the grant was implemented. Due to the timeline associated with releasing the request for proposals, reviewing the proposals, and gaining state board approval of grantees and their awards, year one (2018-2019) funding for grantees was awarded in December 2018. As a result, grantees planned in spring 2019 and began to fully implement their residency initiatives in the 2019-2020 school year. Then, during the 2019-2020 school year, COVID-19 resulted in districts and schools moving to a remote learning environment. Grantees indicated that they made substantive changes to their implementation plan for 2019-



2020 and 2020-2021 due to the change in learning environment and uncertainties resulting from the unique circumstances created by COVID-19. It was also noted that the pandemic may have impacted resident participation and retention and residency partner participation, obscuring the impact of initiatives implemented by grantees.

Results from the two-year grant suggest several emerging themes related to best practices, effective strategies and critical components of residency programs. Specifically, there are trends of improvements being made 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 and detailed evidence is provided in the Residency Program Implementation Details section of 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 improvement 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 early childhood education (ECE) centers to co-design curriculum and supports that are specific to the youngest learners, aged birth to three years old. PEBC's 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. Another example of continuous program improvement is the increased effort to maintain contact with former residents at CU Denver to allow for longitudinal retention tracking. Through this grant pilot program, Western adapted their teacher residency program so that paraprofessionals can keep their jobs while completing the residency. Allowing participants to retain their paraprofessional positions provides the benefits of extensive time in the classroom, opportunities to practice, and an income during the residency year. 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 students 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 the course of the preparation programs, although some could not be administered in spring 2020 due to COVID-19 disruptions. Residents are rated on high priority teaching practices, reflective of the Colorado Teacher Quality Standards and cultural competency critical practices, throughout the residency year at PEBC to allow for consistent feedback and to measure continuous growth. PEBC's residents were rated highly (with averages ranging from 3.25 to 4.0 on a 4-point scale) on the four high priority practices domains 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 a social justice scale. NXTGen UGR residents met or exceeded dispositional benchmarks and reached or exceeded expected levels of proficiency on the developmental continuum assessing foundational practices related to the teaching, learning and inquiry cycle, representing strong beginning teaching performance. Residents in their final year averaged between 4.6 and 4.8 on a 5-point scale on social justice 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 very 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. Mentors for NXTGen residents are offered a series of introductory online mentoring modules that provide need-related training available when it is needed by the learner 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. Western and its partner districts began co-constructing professional development for mentor teachers during the 2019-2020 school year but were not able to implement mentor development activities in the 2020-2021 school year due to the pandemic. Western plans to focus their no-cost extension funding on enhanced mentor training during the 2021-2022 school year.

Stakeholder Satisfaction

Stakeholder satisfaction with the residency programs was extremely high. At PEBC, residents expressed high satisfaction with the program overall, coaching and instructional support (averaging 4.5 on a 5-point scale) and the programmatic changes to create an ECE-specific curriculum. 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 extensive early field experiences afforded by their paid paraprofessional positions. The highest satisfaction ratings from residents in their final year were for managing the classroom environment to facilitate learning for students⁵ and mastery of pedagogical practices used in the content taught. These areas reflect the benefit of the undergraduate model, which allows for early field experiences, and the overall quality of preparation in core competency of pedagogical content knowledge. Similarly, Western residents indicated high satisfaction with their residency program, their mentor teacher and the clinical coaching program.

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 the grant 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 (20 of 21 or 95%) of the residents supported through this grant who completed their residency in spring 2020 were hired as a teacher in Colorado public schools in fall 2020 despite extraordinary remote and hybrid teaching challenges due to the pandemic. Further, 22 of 26 residents (85%) completing their residency in spring 2021 were hired into Colorado teaching positions for the 2021-2022 school year. These in-state placement rates are significantly higher than the statewide in-state placement rate of 64%⁶. 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 open positions 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.

Recommendations for Legislative Changes

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. Grantee recommendations fell into two main categories: recommendations for continued teacher residency program support and recommendations for other educator preparation support due to disruptions caused by the pandemic. The recommendations received are summarized below.

Recommendations for Continued Teacher Residency Program Support

All 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 to the following themes:

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. One grantee reported having provided small stipends to residents prior to this grant, which proved insufficient for off-setting the financial burden of a year-long unpaid residency.

Further, outcomes from these pilot programs reveal high retention during the residency year and much higher in-state hiring rates for completers than the statewide in-state hiring rate, suggesting that residents are well-prepared to be new teachers in Colorado schools. Residents, mentors and school leaders indicated that the high level of support received through the residency is critical to the effective training of these new teachers and ultimately to their retention in the field. As such, it is critical that funding to support the expansion of effective teacher residencies continues.

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. Additionally, it would help to offset training required to be a mentor teacher and recognize the importance of mentors for residents.



Recommendations for Educator Preparation Support Due to COVID-19

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 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 spring 2021, much of their residency experience has been in a remote teaching environment. Like learners in schools who will need intentional, targeted responses 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. One potential resource is the Elementary and Secondary School Emergency Relief Fund (ESSER Fund).

Considerations for Next Steps

Based on the evaluation of data from grantees on pilot program outcomes, it is recommended that this grant program be continued with renewed emphasis on rural districts and hard-to-fill teaching subject areas. Resident outcomes, satisfaction and retention rates and partner school/district leader satisfaction indicate the success of the residency models used in these pilot programs. Although grantees sought to recruit in rural areas and hard-to-fill content areas, it was not always possible. This may be partly due to the uncertainties brought on by the pandemic. Placing residents in difficult-to-fill and/or rural positions should be a priority because Colorado continues to experience shortages in specific types of positions.

It is also recommended that teachers prepared through residency programs be tracked over time to determine long-term retention rates and teacher effectiveness outcomes, which will provide more information about the effectiveness of residency preparation.

Residency Program Implementation Details

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. The second cohort was admitted for the 2020-21 school year and completed their residencies in spring 2021.

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 for the 2019-20 cohort. Specific effects are noted throughout the program implementation details.

In the pages that follow, descriptions of each grantee's program components, resident outcomes, and partner satisfaction indicators 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 education (ECE) teachers 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	<p>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 Record¹ 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 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>
Course Scope	<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 categories:</p> <ul style="list-style-type: none"> • Pedagogy and the Practice of Teaching (approximately 135 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 & Diverse Populations (approximately 95 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. • Assessment & Using Data to Inform Instruction (approximately 35 hours): This content provides knowledge of formative and summative assessment, use of rubrics, feedback, conferring, student goal setting, learning objectives and data analysis. • Elementary Literacy/Secondary Disciplinary Literacy (approximately 60 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. • STEM Methods (approximately 30 hours): This content includes foundations of numeracy, inquiry and related STEM topics.

¹A Teacher of Record is an educator who has lead responsibility for student learning in their classroom or subject/course section.



	<ul style="list-style-type: none"> • Social and Emotional Learning (approximately 20 hours): This content focuses on teacher wellness, social and emotional learning in schools and related topics. <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>
Mentoring Supports	<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 ensure that each learning partnership begins with a strong foundation of trust. • 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.
Models for Paraprofessional Development	<p>The PEBC pilot program does not include a paraprofessional development component.</p>



Staffing Models

Managers of Resident Development (Urban)/Rural Field Managers: Residents in the PEBC Teacher Residency are supported throughout the year by Managers of Resident Development in urban areas and Field Managers in rural areas who serve as both instructional coaches and clinical instructors. In August, prior to beginning in the classroom, residents are matched with a dedicated PEBC coach (usually a Manager of Resident Development or Field Manager) who will support them with personalized one-on-one coaching during the school year. PEBC coaches provide support and feedback on classroom management, lesson planning and implementation, and transfer of coursework to practice through in-person and virtual coaching. PEBC coaches also support residents in setting growth goals and tracking their progress throughout the year by facilitating several cycles of resident-led conferences.

Managers of Resident Development also utilize Edthena, an online coaching tool. Edthena allows residents to upload teaching videos and to receive feedback from their peers and from PEBC’s expert coaching staff. This use of technology has allowed PEBC to create more touchpoints with resident teachers regardless of the geographic limitations that often impact rural communities. Edthena has also been instrumental in allowing PEBC coaches to stay connected to their residents throughout the many logistical challenges of the COVID-19 pandemic.

Managers of Resident Development and Field Managers also collaborate with one another and the Director of Curriculum and Instruction to thoughtfully design seminar coursework that is aligned to the Colorado Teacher Quality Standards, standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC), and Social Justice Standards from Learning for Justice and Critical Practices for Anti-bias Education⁷. Residents attend seminar sessions both in-person and/or synchronously online (depending on their cohort and the current COVID case rates of their area) and they also engage in online asynchronous coursework through Canvas. The PEBC team 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 employs a small team of dedicated recruiters (a director and one Recruitment Coordinator) in addition to a distributed recruitment strategy. Led by the Director of Admissions and Alumni Engagement, the entire residency team (managers and directors) play a role in recruitment. The recruitment team staffs 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” interview where they engage in several performance tasks along with a final one on one interview.

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 four years PEBC has worked to create a clear and consistent measurement tool to be used from the earliest days of recruitment through the residency year, and into post residency support. Each year they revisit this measurement tool, called the High Priority Resident Practices (HPRP), 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 also has been cross-referenced to the Southern Poverty Law Center’s Critical Practices for Anti-bias Education and Social Justice Standards from Learning for Justice.

Throughout the year, residents receive scores on individual HPRPs. 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 from 1-4, noting proficiency with the HPRP. Additionally, 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 resident growth. In order to model best practices for the residents, mentors and Managers of Resident Development/Field Managers 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.

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	2.25	3.0	3.5	N/A	3.0	4.0	2.25	3.0	3.5	2.25	3.0	3.25

*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.

Levels of Satisfaction

PEBC administered a satisfaction survey at the end of the 2020-21 school year to residents, mentors, school leaders and program staff participating in the pilot during the 2020-2021 school year. The survey contained Likert-type scale (ranging from 1=Strongly Disagree to 5=Strongly Agree) and open-ended items. An overview of the results from this year are presented below.

Resident Survey



Overall, data from the resident survey indicate a high level of satisfaction with the program’s support and highlight the importance of providing additional financial support to residents. Notably, ECE residents indicated a high level of satisfaction with the ECE specific instruction, which was not the case in the first year’s annual report. Presumably this is a reflection of the new, tailored ECE curriculum that 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 surveys, 100 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 all staff members, coaches and mentors were committed with a purpose of “fostering an environment for great future teachers to develop.”
- **Coaching and Instructional Support:** On average, residents rated their feeling of satisfaction with the coaching supports a 4.5 on a 5-point scale. This represents a slight increase from prior years where the average rating for satisfaction with coaching supports was a 4 on the 5-point scale. Regarding instructional support, 3 of 4 residents felt satisfied and reported a level 5 on a 5-point scale and one resident reported being somewhat dissatisfied with a score of 2 on a 5-point scale.
- **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:
 - *“It made it possible to get by while working and going to class full time! Without it I would have had to get another job on weekends and be miserable with no days off.”*
 - *“I was able to support my wife by bringing in unexpected money. We got ahead by a month on our bills and I didn’t have to work as many hours doing food delivery.”*

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, with ratings of 4.8 in each category on a 5-point satisfaction scale where 4 represents satisfied and 5 represents highly satisfied. Notably, two years ago feedback from mentors and school leaders indicated the need for more differentiation from the program in terms of early childhood education. Similar to the resident feedback, mentor and school leader feedback last year and this year indicates that PEBC’s response met that need.

Conclusions and Next Steps:

It is clear from these data that the residents, mentors and school leaders are satisfied with the program and the support it provides. The implementation of a revised ECE-specific curriculum for the past two years appears to have had a positive impact on program satisfaction. Over the past two years, PEBC Teacher Residency has developed both a rural and an urban early childhood advisory board. The purpose of the board is to collaborate with the residency team to inform shifts to program design, support structures and differentiated curriculum that will better support early childhood educators. PEBC has made changes to programming using feedback from these advisory boards (such as designing ECE-specific versions of their asynchronous Canvas coursework with differentiated assignments), and can conclude that those changes have worked, as no residents, mentors or school leaders left feedback that additional differentiation was needed in this survey.

School Districts’ Retention Rates	
Teacher Retention Rate Before	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



Participating in Pilot Program

candidates placed in 2019-2020 and 2020-2021 have completed their residency year.

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, 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, Mancos RE-6 School District and Montezuma-Cortez School District RE-1 for the 2019-2020 school year. Due to difficulties placing ECE residents in some partner districts again, for the 2020-2021 school year residents were placed in Denver Public Schools, Jefferson County Public Schools and Centennial School District R-1.

Prior to the implementation of this pilot, the PEBC Teacher Residency had 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	Pre-Grant ^{*,**}		2019-2020 Residents			2020-21 Residents		
	Participating in Residency	Hired in Residency District	Participating in Residency	Hired in Residency District	Hired in another CO District	Participating in Residency	Hired in Residency District	Hired in another CO District
Aurora Public School	4	1	2	1	1			
Centennial School District	NA	NA				1	1	
Dolores RE-4 School District	2	1						
Denver Public Schools	2	1	1	1		2		2
Jefferson County Public Schools	NA	NA				1	1	
Mancos School District	1	1	1		1			
Montezuma-Cortez School District RE-1	1	0	1		1	1	1	
Totals	10	4	5	2	3	5	3	2

*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 another Colorado district.

**Due to changes in district partnerships over the two year grant, the pre-grant year is 2018-19 for Aurora Public Schools, Denver Public Schools, Delores RE-4, Mancos RE-6 and Montezuma-Cortez and 2019-20 for Centennial and Jefferson County.



Grantee comments related to retention rate data:

The retention rates for PEBC Teacher Residents have remained very high for ECE teachers engaged in this pilot. PEBC attributes this success to the high levels of support new teachers receive from the program, including the robust, job-embedded, on-the-ground coaching all residents receive from their PEBC coaches during the residency program and in their first-year post-residency. While some PEBC teachers supported with this grant have not been retained in the district in which they did their residency, all are retained as teachers in Colorado public schools. 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 does not require residents to stay in the district where they trained after their residency year. PEBC is considering including this requirement in their Service Agreement, if conversations with their partner districts determine 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 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	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: <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	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.
Mentoring Supports	Mentor teachers are provided the following supports: <ol style="list-style-type: none"> 1. A series of introductory online mentoring modules that provide just-in-time



	<p>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.</p> <ol style="list-style-type: none"> 2. Quarterly on-site meetings with the site professor and site coordinator. 3. As a support not provided by this grant but that contributes to its success, Denver Public Schools and St. Vrain Public Schools also provide specific professional learning for mentors as the role is seen as an explicit pathway for teacher leadership within the district. 4. CU Denver is an approved provider of the Colorado Mentor Teacher added endorsement and received a grant to support 45 mentor teachers during the 2021-22 academic year to engage in a 9-credit graduate certificate that leads to the endorsement. Several of the mentors involved in this first year roll-out are supporting NxtGEN candidates.
<p>Models for Paraprofessional Development</p>	<p>The NxtGEN UGR is a paraprofessional model. In the first 3 years of their 4-year program, students are employed as part-time paraeducator interns by partner districts and in partner schools. In the final professional year residency, students complete an entire year residency in one of these schools. The following supports are part of this paraeducator model:</p> <ol style="list-style-type: none"> 1. 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 prepared for mentoring through the professional development offered by CU Denver. 3. Monthly cohort meetings with the Director of Undergraduate Student Success and intensive, targeted academic and socioemotional support are provided through the Student Success Center and the success coaches in the center. <p>In rural partner districts, CU Denver has created a system for leveraging federal work-study dollars to help off-set the cost to the district for hiring the part-time PEIs.</p>
<p>Staffing Models</p>	<p>The NxtGEN UGR is built into the infrastructure of teacher education at CU Denver and benefits from multiple levels of teacher education staffing:</p> <ol style="list-style-type: none"> 1. Coordinators: There are three NxtGEN 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 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 learning, and their professional dispositions to teach.	Each semester - data available end of semester. <i>(Fall 2020 and spring 2021 data included in this year's report.)</i>
Professional Dispositions		
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 & Professional Dispositions	The PYR Internship Assessment Tool 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 ⁸ ; (3) Monitoring & Adjusting; and (4) Reflecting & Developing Next Steps. The PYR Internship Assessment also captures professional dispositions data. ⁹	Three times across the professional residency year (at the completion of each residency internship)
	Capstone Assessment - Evaluates candidates' ability to plan, deliver and assess student learning across 3-5 sequential lessons. Includes in-depth planning commentary and reflective	Once at the end of the final semester of the professional residency year <i>(Data collected fall 2020 through spring 2021 are included in this</i>



	analysis of student learning outcomes.	<i>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.	Spring of residency (final) year

Early Field Experiences Assessment Results – PEIs Fall 2020 and Spring 2021

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 are reported for 51 PEIs for fall 2020 and spring 2021.

Component	PEI Average Scores
	Fall 2020 & Spring 2021 (n=51)
Planning for Learning	3.82
Teaching/Learning	3.68
Monitor & Adjust	3.47
Reflect & Next Steps	3.71
Professional Dispositions	3.87

Social Justice Scale – PEI 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 2020, 33 PEIs completed this scale.

Domain	PEI Average Scores
	Fall 2020 (n=33)
Attitudes Toward Social Justice	4.83
Perceived Behavioral Controls	4.72
Subjective Norms	4.37
Behavioral Intentions	4.82

PYRs respond to the scale only in the spring of their residency year. In spring 2021, 9 PYRs completed the scale.

Domain	PYR Average Scores
	Spring 2021 (n=9)
Attitudes Toward Social Justice	4.77
Perceived Behavioral Controls	4.81



Subjective Norms	4.57
Behavioral Intentions	4.77

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

The Professional Year Residency Internship Assessment Tool (PY Assessment) – PYR 2020-21 Cohort

The PY Assessment is completed at the end of each of the three internships. The PY Assessment 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 of teaching: (1) Planning to Teach; (2) Teaching; (3) Monitoring & Adjusting; and (4) Reflecting & Developing Next Steps; it also includes a measure of disposition to teach. All PYRs are rated on 6 indicators for Planning for Learning, 10 indicators for Teaching & Learning, 2 indicators for Monitoring & Adjusting During Instruction, 2 indicators for Reflecting & Next Steps and 4 indicators for Professional Dispositions & Behaviors. Each of the 24 indicators on the instrument is scored separately.

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 score at the Proficient Practice level on a minimum of 80% of the practices articulated in the PY Assessment in order to be recommended for licensure. The PY Assessment also captures professional dispositions data.

PY Assessment 2020-21 Developmental Continuum*						
Component		Awareness	Emerging Practice	Basic Practice	Proficient Practice	Advanced Practice
Planning for Learning	Internship 1	8%	28%	51%	12%	1%
	Internship 2	0%	26%	54%	19%	1%
	Internship 3	0%	0%	14%	77%	8%
Teaching & Learning	Internship 1	1%	25%	52%	21%	1%
	Internship 2	0%	8%	61%	29%	2%
	Internship 3	0%	0%	7%	81%	11%
Monitoring & Adjusting During Instruction	Internship 1	4%	42%	46%	8%	0%
	Internship 2	0%	8%	77%	15%	0%
	Internship 3	0%	0%	4%	86%	11%
Reflecting & Next Steps	Internship 1	0%	42%	54%	4%	0%
	Internship 2	0%	23%	65%	12%	0%
	Internship 3	0%	0%	7%	86%	7%



Professional Dispositions & Behaviors	Internship 1	0%	17%	21%	52%	10%
	Internship 2	0%	0%	35%	58%	8%
	Internship 3	0%	0%	2%	57%	41%

*The highlighted cells indicate the achievement levels expected on the developmental continuum as residents progress through their training internships.

The development of the PYRs trends toward emerging and basic on the PY Assessment by Internship 2 and toward Proficient Practice by Internship 3, which is consistent with the program’s expectations of PYRs’ growth.

Capstone Assessment – PYR 2020-21 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 9 PYRs completed the Capstone Assessment and 8 of them earned a score of 3 or above on each of the four tasks, representing strong beginning teacher performance. Of the four tasks, the Planning to Teach and the Monitor, Adjust & Reflect tasks proved most challenging with the majority of PYRs scoring at Meeting Expectations, while on the other tasks the majority of the PYRs scored at Exceeding Expectations.

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
NxtGEN 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 perceptions on where (coursework or internship) and how well critical features of preparation were taught.	PYRs	End of spring semester
Interviews with Leaders at Partner Schools ¹⁰ Individual school interviews captured partners’ perceptions in 3 areas: 1. Areas of program strength 2. Challenges faced 3. Perceptions of ways the university team could help	Partner School Leaders	Beginning of fall 2020 and spring 2021 semesters



the school team.		
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 agree.¹¹

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 2021

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	3.74
Managing the classroom environment to facilitate learning for students	3.80
Developing a safe, inclusive, respectful environment for a diverse population of students	3.71
Designing and adapting assessments, curriculum and instruction	3.64
Engaging students in complex thinking and high expectations	3.59
Supporting academic language development	3.67
Reflection and personal growth	3.60
Technology	3.73
Supporting literacy and numeracy across the curriculum (<i>elementary endorsement candidates only</i>)	3.49

Partner Schools Stakeholder Feedback

Due to COVID-19, despite multiple attempts, CU Denver was not able to obtain responses to the Educator Preparation Program Stakeholder survey from school partners in spring 2020 or spring 2021. As a result, they conducted individual meetings with each partner school’s leadership team (for example, the principal, university site professor and school-based site coordinator) to discuss strengths, areas for growth and how university and district leadership could lean in to provide support. Feedback from these meetings indicated these strengths and challenges:

Strengths

- The valuable support provided by the NxtGEN site professor and the strong communication that comes from having that person present regularly
- The match between mentors and residents was strong



- Clinical teachers appreciate what the residents bring to the classroom
- Residents have been very flexible and have stepped up to lots of responsibility
- Opportunities for co-planning and co-teaching

Challenges

- Scheduling is sometimes a problem, given that residents cannot be there every day all day
- Complications arise from the different evaluation systems that are used (for example, Denver Public Schools’ evaluation system and CU Denver measures)

EPP Faculty Feedback Survey, Spring 2021

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. In spring 2021, six faculty completed the survey.

Domain	Average Score
Mastery of Content and Pedagogical Practices	3.31
Classroom Management	2.74
Safe, Inclusive, and Respectful Learning Environment	3.23
Designing and Adapting Assessments, Curriculum, and Instruction	2.71
High Expectations and Complex Thinking	2.93
Academic Language Development	2.75
Reflection and Personal Growth	3.30
Supporting Literacy and Numeracy (<i>elementary education faculty only</i>)	3.69

The average score in the designing and adapting assessment, curriculum and instruction domain was lower this year (2.71 compared to 3.57 last year) and the grantee’s reflection on the drop is related to the extremely different context for students and instructors as they shifted to support remote teaching and learning. All responding faculty felt that program provided a strong understanding of different theories of learning and how these relate to effective teaching practices; 83% felt the program was attending well or very well to ways to provide appropriate social/emotional support to reach challenging and/or seemingly unmotivated students, adapt instruction to best accommodate students with disabilities and use information from informal assessments, such as classroom formative or project-based assessments, to guide decisions about instruction. However, only 50% felt the program was attending well or very well to using information from formal assessments, such as large-scale standardized assessments and district or school benchmark assessments, to guide decisions about instruction. The grantee noted there was less opportunity to engage in this practice and that schools were also struggling to use that information effectively.



Teacher Retention Rate Before, During and After 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% (n=25) into first year positions and was unable to reach the other five to know whether they were teaching. The program has since strengthened processes for following up with candidates who graduate from the program.

Spring 2020 graduates represent the first cohort of graduates funded by the Teacher Residency Expansion Program Grant. There were 10 spring 2020 PYR graduates. All 10 were employed in either Denver Public Schools, Jefferson County or Mapleton in the 2020-21 school year, their first year of teaching. In 2021-22, their second year of teaching, nine continue to teach and one is taking time off for personal reasons and intends to return to teach in the future.

Spring 2021 graduates represent the second cohort of graduates funded by this grant. Of the 16 spring 2021 PYR graduates, 13 (81%) were hired in a partner district and the other 3 decided not to teach this year for personal reasons though they intend to teach in the future.

Cohort	1 st Year Teaching	2 nd Year
2016-17 Cohort (N=30) Pre-grant	83% hired*	77% retained**
2019-20 Cohort (N=10) First grant-supported cohort	100% hired in partner districts	90% retained***
2020-21 Cohort (N=16) Second grant-supported cohort	81% hired in partner district***	

**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 Colorado.*

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

****All four teachers not teaching in 2020-21 (one from the 2019-20 Cohort and three from the 2020-21 Cohort) decided not to teach this year for personal reasons and intend to seek a teaching position in the future.*

Grantee comments related to retention rate data:

CU Denver NxtGEN leaders report an increase in the first-year teaching rates of NxtGEN residents when compared to the traditional (non-residency) undergraduate preparation program. They attribute it largely to the intense support and extended clinical experiences of the NxtGEN residents who, upon graduation, are well-prepared and committed to becoming teachers in high need schools.

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 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 (2019-20, 2020-21 and 2021-22). 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.</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, methods, and practices for content area curriculum, assessment, and teaching, building a classroom 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>
Mentoring Supports	<p>Program Support Overview: All residents start the residency program by attending a multiday Summer Licensure Orientation program on campus in late July. The orientation provides residents with details on program structures and expectations along with an opportunity to learn instructional basics from a practitioner in their licensure area. Residents then spend the year co-teaching, eventually assuming more responsibility and leading the class through the spring. Issues and challenges are identified early and, when</p>



	<p>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 program 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 intended to begin enhanced mentor training in the spring of 2021 but was unable to complete this aspect of the grant in year two. Western is committed to providing mentor development training during the 2021-22 school year as part of the no-cost extension provided to Western due to the negative impact of the pandemic on its ability to fully carry out grant activities in years one and two.</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. Mentor teachers are required to complete an online orientation module. Evaluation data are used to assess mentor quality and future involvement in the program.
<p>Models for Paraprofessional Development</p>	<p>The Western Teacher Residency Expansion 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</p>



	<p>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 was based on 80 total licensure candidates comprised of 63 traditional residents and 17 alternative residents. The 2020-2021 staffing model for the residency was 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 per year (two traditional, three alternative) who are receiving fellowships. However, one alternative candidate from the 2019-2020 cohort finished the licensure coursework in 2020-2021. The resulting 2020-2021 staffing model was 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

Developmental Progress of Teacher Residents

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, per state requirements. 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 and 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 could 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 and English Learners.

- **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 gain more cross-cultural skills through understanding the sociocultural backgrounds of culturally and linguistically diverse 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.

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.

**One resident from the 2019-2020 cohort retook the course in 2020-2021 and improved their score. The average score using the resident's improved score is 100%.

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*	94%**	92%	100%	96%

*Includes one resident who was in the 2019-2020 cohort but retook the coursework in 2020-2021.

**In the prior year's report, this was incorrectly reported as 95% due to a rounding error.

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. 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. Western provided 2019-2020 and 2020-2021 program survey data for grant-supported residents and provided 2020-2021 program survey data for mentor teachers and district partners. Survey results are reported in total counts rather than percentages to caution against over-interpretation due to small group size.

A) Grant-Supported Residents

Program survey data from both cohorts of grant-supported residents indicated high levels of satisfaction with Western's teacher residency program, which is consistent with the survey results for all residents. Details from the program survey are presented below for the 2019-2020 and 2020-2021 cohorts of grant-supported residents.

Survey Item	2019-2020 Cohort*			2020-2021 Cohort**		
	Strongly Agree	Agree	Total	Strongly Agree	Agree	Total
My mentor and I had a positive relationship.	3	--	3	5	1	6
I recommend my mentor for future Western residents.	3	--	3	6	--	6
My clinical coach and I had a positive relationship.	3	--	3	5	1	6
My clinical coach consistently held me to high expectations and challenged me to	3	--	3	5	1	6



continuously improve.						
My coursework prepared me well for the many tasks I will need to perform as a teacher.	2	--	2	1	5	6

*Data for two 2019-2020 residents were either missing or incomplete due to COVID-19 challenges in the spring of 2020.

**The survey responses from the 2020-2021 cohort include one resident from the 2019-2020 cohort who continued in the program for a second year in 2020-2021.

Additionally, 3 of 3 2019-2020 residents and 5 of 6 2020-2021 residents indicated they would recommend Western’s program to others interested in teaching. Western noted that the one resident who indicated that they would not recommend Western’s program did not have a positive relationship with the regional coordinator and felt the coursework did not reflect the experience of working at an alternative school. This feedback was shared with the regional coordinator, and they were encouraged to create an improvement goal in response. Additionally, despite those issues, the resident expressed satisfaction with other program features, such as working with their mentor and clinical coach as well as feeling that the coursework prepared them for the classroom.

B) Mentor Teachers for Grant-Supported Residents

Due to staffing limitations, there were 5 total mentors for the 6 grant-supported residents in 2020-2021.

Satisfaction indicators for mentors of grant-supported residents for the reporting period were largely positive:

- Of the six mentor-mentee relationships, 5 mentors strongly agreed and 1 mentor agreed that they had a positive relationship with their resident. 3 strongly agreed and 3 agreed that their resident grew in their capacities to work with students over the course of the year.
- 3 of 5 mentors strongly agreed and 2 of 5 mentors agreed that they would recommend Western’s program for prospective teachers.
- 3 of 5 mentors rated their experience with Western’s residency program as excellent, and 2 of 5 mentors rated their experience as good.
- 5 of 5 mentors expressed interest in supporting future Western residents.

C) School Administrators of Grant-Supported Residents

Western received survey responses from 3 principals who hosted grant-supported residents for 2020-2021. All 3 principal respondents hosted alternative residents. Responses from these principals were largely positive, which mirrors the survey results for principals of all Western’s residents:

- 1 of 3 principals indicated their grant-supported resident had a strong positive impact on student learning, and 2 of 3 principals indicated their grant-supported resident had a positive impact on student learning.
- 1 of 3 principals strongly agreed and 2 of 3 principals agreed that Western’s program adequately prepared residents for the teaching profession.

In addition to the program survey data, Western shared that their education department faculty feel that this has been an extremely beneficial initiative both in terms of student outcomes and in the development of an ongoing partnership with Delta and Montrose schools. Western’s Education Department continues to build on these relationships through a mentor endorsement grant, which was received in August 2021, professional development opportunities, and needs-based partnering with both school districts.



<p>Teacher Retention Rate Before Participating in Pilot Program</p>	<ul style="list-style-type: none"> • 89 percent of all residents were retained in 2018-2019 <ul style="list-style-type: none"> ○ 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)
<p>Teacher Retention Rate During Participation in Pilot Program</p>	<ul style="list-style-type: none"> • 96% of all residents were retained in 2019-2020 <ul style="list-style-type: none"> ○ 92% of all alternative residents were retained in 2019-2020 ○ 97% of all traditional residents were retained in 2019-2020 • 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 • 87% of all residents were retained in 2020-2021 <ul style="list-style-type: none"> ○ 100% of all alternative residents were retained in 2020-2021 ○ 75% of all traditional residents were retained in 2020-2021 • 100 percent of Montrose and Delta residents placed in 2020-2021, representing the second cohort receiving grant support, were retained in 2020-2021
<p>Teacher Retention Rate After Participating in Pilot Program</p>	<p>Retention rates as of fall 2021:</p> <ul style="list-style-type: none"> • 3/5 (60%) of the 2019-2020 fellowship recipients remain at the school where they completed their residency. One resident transferred from Delta to Montrose schools and 1 resident is no longer a teacher. • 4/5 (80%) of the 2020-2021 fellowship recipients remain at the school where they completed their residency.

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, 90% 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. Despite these retention numbers, some attrition occurs. 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. For example, one grant-funded resident from the 2019-2020 cohort decided to resign after the year-long residency for personal reasons.

For 2020-2021, Western experienced lower retention of traditional candidates for a variety of reasons. Of the ten candidates who were not retained: 5 dropped due to personal issues beyond Western’s control, such as pregnancy or illness, 3 dropped due to academic issues, 1 was removed from the program due to issues related to professionalism, and 1 was hired and subsequently enrolled in a district sponsored alternative licensing program. Western believes that the individual challenges residents experience every year were compounded and exacerbated by the COVID-19 pandemic, which resulted in a larger percentage than usual leaving or deferring 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. Additionally, Western is encouraged that of the 10 fellowship recipients, 7 have remained in their original schools, and 1 of the 3 that were not retained simply moved to the other partnering district and did not leave the profession or the area.

Expenditure Report

The table below contains grantee expenditures from both state grant funds and matching funds through June 30, 2021. Although the grant period ended in Fiscal Year 2021, two grantees (PEBC and Western) requested a one year no-cost extension to allow them to complete grant activities that they were not able to complete due to the impact of the pandemic. The amount of the no-cost extension appears as the grant remainder in the table below.

Category	CU Denver State Grant Funding	CU Denver Match	PEBC State Grant Funding	PEBC Match	Western State Grant Funding	Western Match
Student Stipends			\$163,212	\$153,679		
Tuition/Scholarship	\$156,000				\$124,815	
Salaries	\$32,453	\$205,069	\$98,288	\$93,288		\$29,903
School Support	\$15,000					
Supplies	\$500					
Travel					\$873	
Meetings	\$1,047					
Other (e.g., evaluation costs)				\$14,533		
Total Expenditures	\$205,000	\$205,069	\$261,500	\$261,500	\$125,688	\$29,903
<i>Remainder*</i>	--	--	\$2,500	\$2,500	\$3,359	\$99,144

**Although the grant period ended in Fiscal Year 2021, no-cost extensions for school year 2021-22 were allowed for grantees with remaining funds. Due to the COVID-19 pandemic and the ensuing uncertainty, one grantee in particular, Western, faced substantial challenges in implementing their initiatives.*

Endnotes

¹ Information regarding the first cohort of residents is available in the 2021 Teacher Residency Expansion Program Report at <https://www.cde.state.co.us/cdedepcom/teacherresidencyprogramreport>.

² The statewide in-state placement rate is an average for all Colorado teacher preparation programs for completers in 2019-20 who were hired to teach in Colorado schools in 2020-21, which is the most recent data available.



³ 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.

⁴ Western's award covers three years due to the no-cost extension (representing 39.7% of Western's total award) for the 2021-22 school year.

⁵ Classroom management had not been rated this high in prior years, which perhaps is related to the pandemic's impact on the classroom necessitating management of fully remote and hybrid remote/in-person learning environments.

⁶ The statewide in-state placement rate is an average for all Colorado teacher preparation programs for completers in 2019-20 who were hired to teach in Colorado schools in 2020-21, which is the most recent data available.

⁷Scharf, 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>

⁸ The PYR Internship Assessment Tool measures teaching performance and the Teaching component of it replaces the Quality Responsive Classroom Observation Assessment that was used previously and mentioned in earlier reports.

⁹The PYR Internship Assessment Tool also measures professional dispositions and replaces the Professional Dispositions Assessment that was used previously and mentioned in earlier reports.

¹⁰ Due to the pandemic, CU Denver was not able to obtain survey data from partner schools in either spring 2020 or spring 2021, as they had in previous years using the Educator Preparation Program Stakeholder Survey mentioned in earlier reports. These interviews were used to gather partner school feedback in lieu of the survey in spring 2021.

¹¹ 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.