

Features of Residencies and of the New Generation of Educators Initiative (NGEI)

October 5, 2018



Find webinar resources at www.calstate.edu/teachered (Resources)

Welcome and California Context

Marquita Grenot-Scheyer
**Assistant Vice Chancellor for Educator Preparation
and Public School Programs**

California State University Office of the Chancellor
mgrenot-scheyer@calstate.edu

Residencies and State Funding

- \$75 million in 2018 State Budget for teacher residencies
- \$50 million for residencies in special education; \$25 million for residencies in bilingual education and STEM
- To be offered by LEAs (districts and county offices of Education) in partnership with accredited teacher preparation programs
- All CSU campuses are encouraged to explore potential residencies with LEAs

Some Required Attributes of a Teacher Residency Program

- Resident must spend a minimum of one year in the school setting, at least half time across the year participating in all aspects of the teacher role
- Preparation coursework is completed during the year as a resident
- Each resident works with an experienced Mentor Teacher
- Mentor Teacher has at least 3 years of teaching experience and a clear credential in Special Education, STEM, or Bilingual Education
- Candidates are grouped in a cohort for collaboration

In-progress and Forthcoming RFPs

- **Teacher Residency Grant – Round 1:** for currently operating teacher residency programs (due Nov. 15);
- **Teacher Residency Capacity Grant – Round 2:** RFP released Oct. 1, due Nov. 5)
- **Teacher Residency Grant – Round 2:** to begin a new or expand an existing teacher residency program (RFP anticipated Oct. 15)
- **Teacher Residency Grant Program webpage:**
www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program

Introducing Guest Presenters on Residencies

Macy Parker
Senior Program Officer
S. D. Bechtel, Jr. Foundation
mparker@sdbjrfoundation.org

Introducing Guest Presenters on Residencies

- Presenters in this webinar include experts on and experienced providers of residencies:
 - National Center for Teacher Residencies
 - Prepared to Teach, Bank Street College
 - California State University, Bakersfield
 - Bakersfield City School District
 - California State University, Fresno
- A welcome and thanks to all of them and our additional presenters

National Network of High Performing Residency Programs

Anissa Listak, President

National Center for Teacher Residencies Team

alistak@nctresidencies.org

www.nctresidencies.org



NATIONAL CENTER FOR
**TEACHER
RESIDENCIES**

NCTR, CA and the Teacher Residency Movement



Strategic Consulting

Building new teacher residencies / clinical preparation models



Next Generation Network

Scaling existing high quality programs



Practice to Policy

Advancing a movement to transform prep



Research & Evaluation

Getting to proof point

- Launched and support the scale and sustainability of 34 residencies in 8 years
- Developed the only set of Standards for Effective Residencies, which operate as a standard-bearer of quality nationwide
- Operate network of programs that acts as thought leaders and peers to drive quality in the residency movement
- Evaluate and research the model more than any other organization
- Develop and implement policy strategies to reduce barriers to residency program development
- Credible and ongoing relationships with major national funders to accelerate the residency movement

RESIDENCIES ARE PRODUCING RESULTS

Residents Identifying as **People of Color**



Residents that are **Career Changers**



Percent of Graduates Teaching in **Title I Schools**



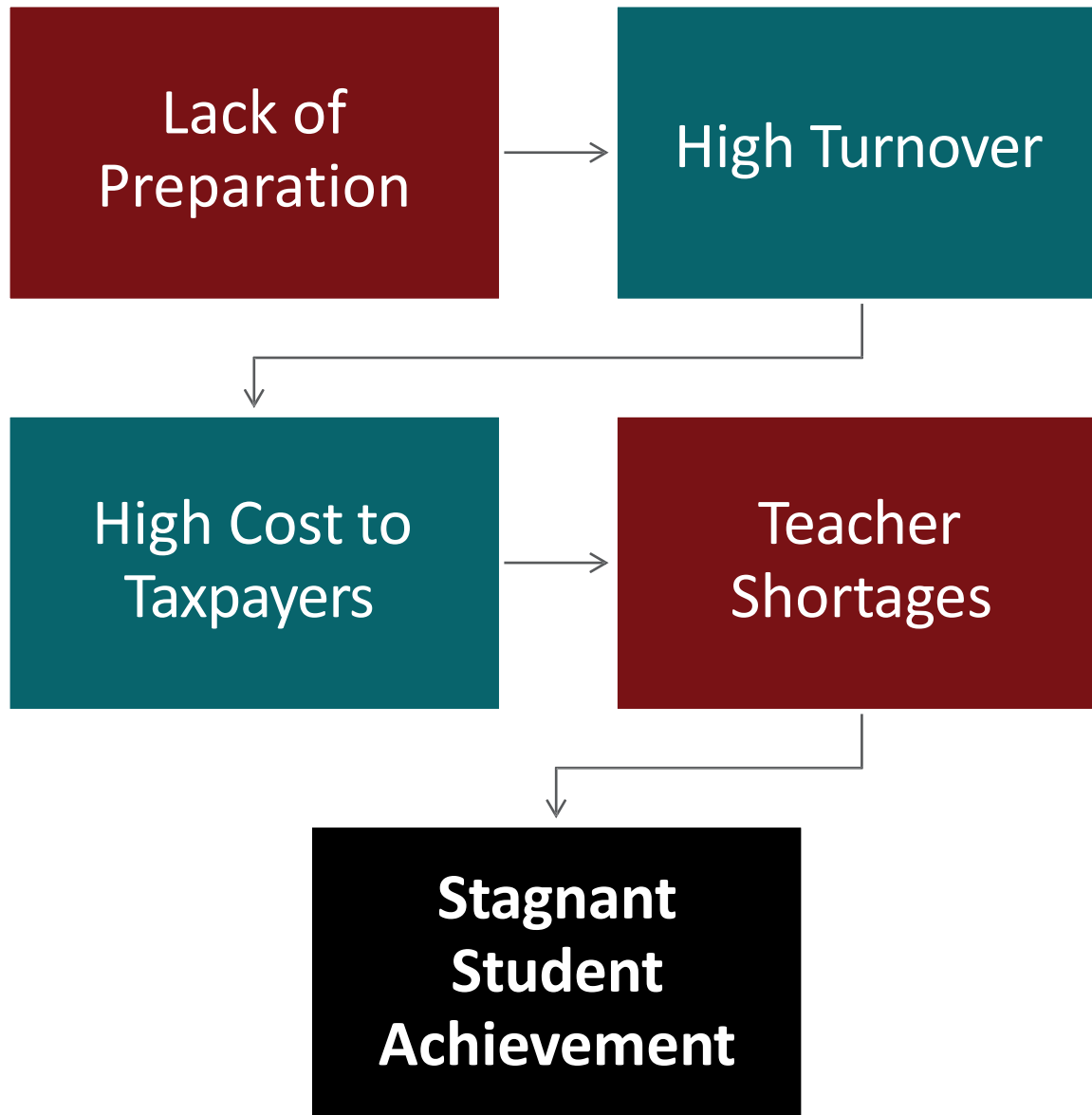
Percent of Graduates Teaching **STEM Subjects**



Percent of Graduates Teaching **English Language Learners**



THE HEADLINES – WHAT ARE WE TRYING TO SOLVE FOR?



High-need districts and IHEs build relationships to develop a consistent and reliable pipeline of effective teachers who are prepared to serve PK-12 students, and are retained.



Strategic Recruitment & Rigorous Selection of residents and mentors, targeted to meet resident *and* district needs



Innovative coursework and program development that focuses on the PK-12 student and his/her learning, as well as the teacher candidates



Strategic placement of graduates in Title I schools



Ongoing and aligned induction and assessments

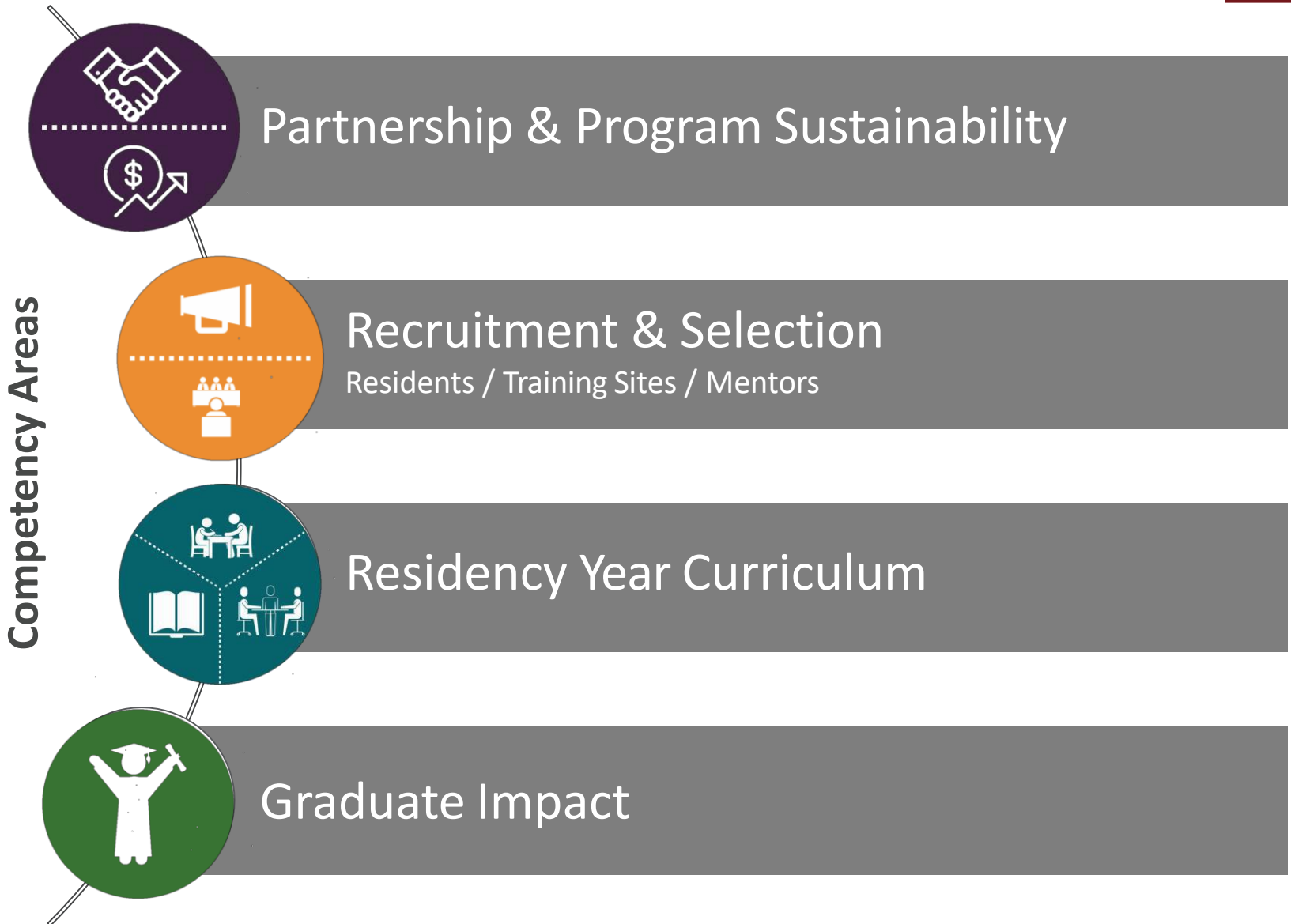
- Universities innovate coursework, building upon existing programming, to be wrapped around clinical experience
- Residencies support the whole life-cycle of the teacher: job-embedded preparation with robust mentoring support through placement and induction
- Districts and principals vet for quality before hiring candidates
- Residencies recruit and select candidates who may not typically select into teaching

NCTR offers context-driven consulting and thought partnership; curriculum, exemplars, and strategies to **build a highly-effective teacher residency program**

- Clearly articulated program vision and plan for building and sustaining key partnerships, in service to the district
- Plan for assessment and evaluation of resident graduates
- Strategy to scale and sustain program financially
- Strategies for recruitment and selection of residents, mentors, and training sites
- Fully developed residency year curriculum, aligned to district needs
- Plan for placement/employment of program graduates

In CA, NCTR offered programming to the following cities/regions:

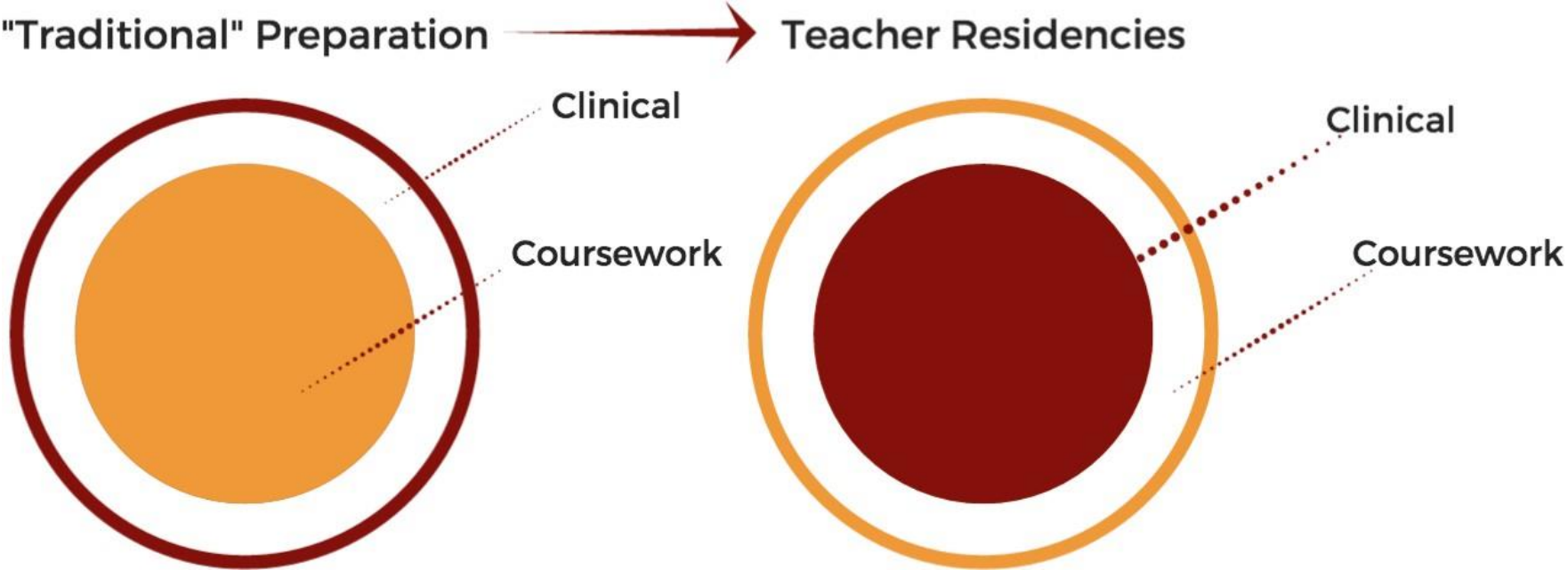






- Shared vision, goals, and accountability for a program that develops teachers in service to school district(s) needs
- Consistent and authentic collaboration that strengthens the potential of the partnership
- Commitment to building a shared plan for excellence and jointly monitoring and taking action on data about candidate performance
- Commitment to leveraging shared resources and building a plan for financial sustainability

- Residents are selected based on the competencies of effective teachers and to meet an identified district need
- Effective mentor teachers are selected for impact on student learning and ability to coach an adult learner
- Training sites are selected to promote a culture of learning, achievement, and growth






- Position teacher candidates as co-teachers
- Emphasize candidate performance and accountability through competency-based assessments and the use of district or state-aligned evaluation tools
- Increase mentor selectivity and development
- Devise new, clinically based roles of faculty to accommodate programmatic changes

Reimagining coursework, pedagogies, and pathways to program entry, including:

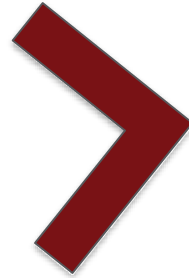
- tightening theory-to-practice integration
- using simulations and rehearsals
- designing unique routes to program entry that attract individuals into the profession who otherwise might not consider teaching as a career possibility

- Residencies measure their impact on schools and communities; teacher professional growth, preparation and development; and, student achievement

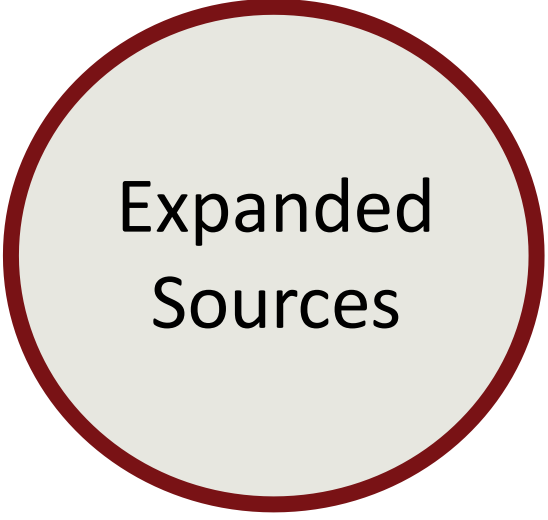
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Webinar</p> 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tool /Guidance</p> 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Consulting</p> 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Benchmarking</p> 
<ul style="list-style-type: none"> • Clearly define financial sustainability • Identify high-leverage options to improve financial sustainability • Identify hard truths 	<ul style="list-style-type: none"> • Excel tool to help you build a 5-year budget • Guidance document to help you think through key decisions around staffing, costs and funding 	<ul style="list-style-type: none"> • Phone consultations with NCTR team members and finance experts to help you troubleshoot financial planning decisions and address questions around program costs and funding 	<ul style="list-style-type: none"> • Collect, analyze and share benchmarking data collected through this process

A light gray circle with a dark red border containing the text "Existing Sources".

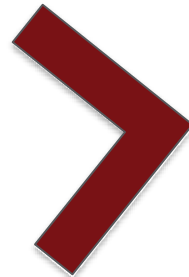
Existing
Sources



- TQP
- SEED
- AmeriCorps
- Scholarships
- Loan Forgiveness
- State Grant Programs
- Philanthropy
- Partner Districts
- IHEs

A light gray circle with a dark red border containing the text "Expanded Sources".

Expanded
Sources



Title II of ESSA provides support for teacher and school leader residency programs

- Reach out with any questions or needs
 - Sarah Cohen: scohen@nctresidencies.org
- Refer to NCTR's resources in the development of your proposal:
 - <https://nctresidencies.org/nctr-resources/>
- CTC hosting and posting a series of webinars

QUESTIONS?



/NationalCenterForTeacherResidencies



/company/national-center-for-teacher-residencies



@nctresidencies



@nctresidencies

Planning for Quality Residencies with Sustainable Funding in Mind

Bank Street College of Education
Prepared to Teach

www.bankstreet.edu

Planning for Quality Residencies with Sustainable Funding in Mind

Karen DeMoss, Director, Prepared to Teach

Doug Knecht, Executive Director, Bank Street Education Center



SUSTAINABLE FUNDING FOR QUALITY TEACHER PREPARATION

**Imagine an education
system that works for
everyone.**



Design with the End in Mind

A P-12/Teacher Preparation Ecosystem that...

...is complex, interconnected, and mutually beneficial

...supports candidates needs

Parallel processes:

↓ immediate needs

→ long-term vision

Advisory Board

- ◆ Brings cohesion, vision, and planning
- ◆ Is inclusive



Strategic Priorities



Strategic Priorities

SCHOOL IMPROVEMENT



Site selection



Align with district priorities



Identify strong & stable culture within building

Labor market match

Recruitment

Strategic Priorities

SCHOOL IMPROVEMENT

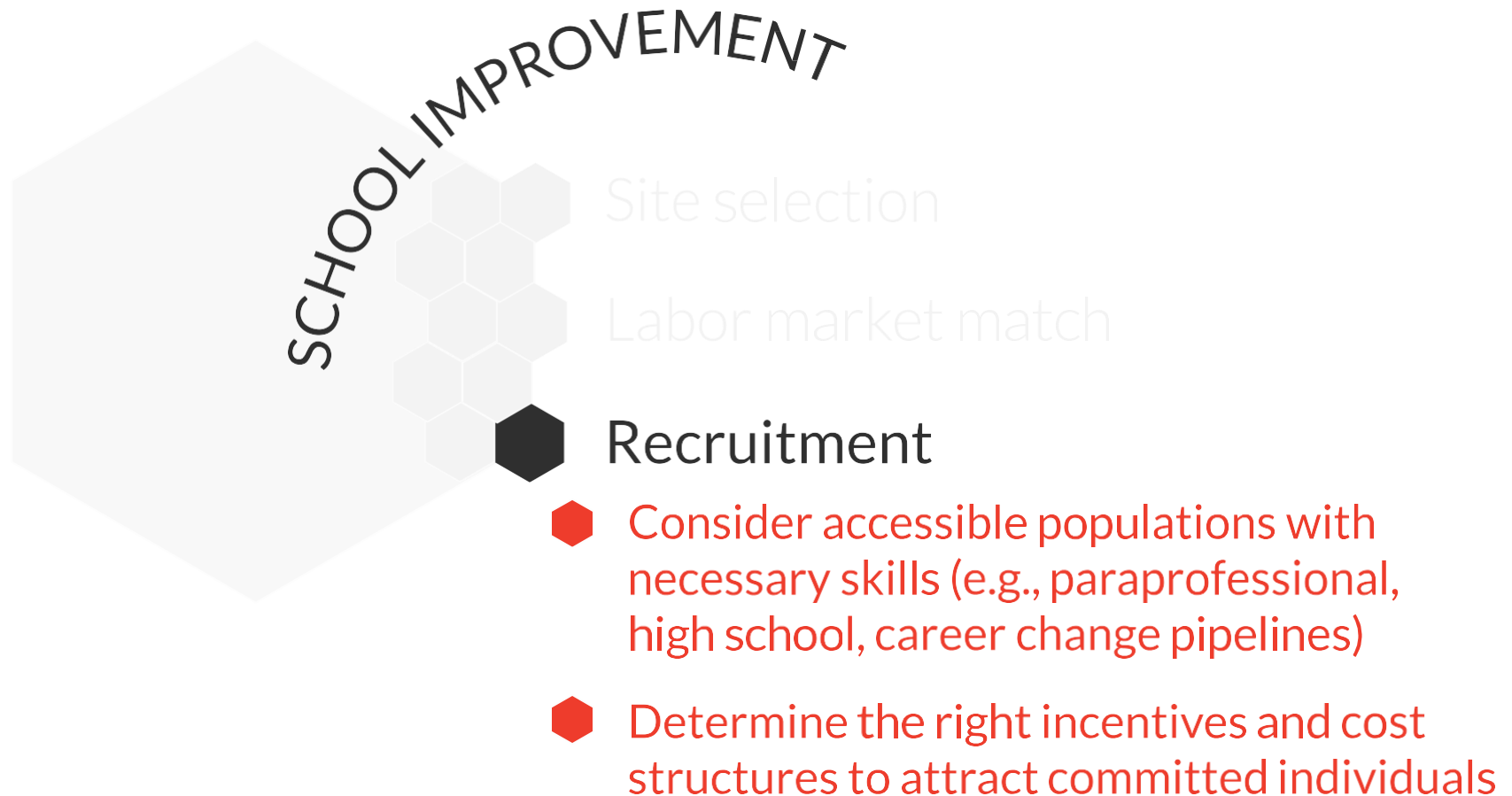


Site selection

Labor market match

- Prioritize developing programs in high-needs subject areas & grade levels
- Align recruitment, enrollment, and curriculum with current/future school needs and population

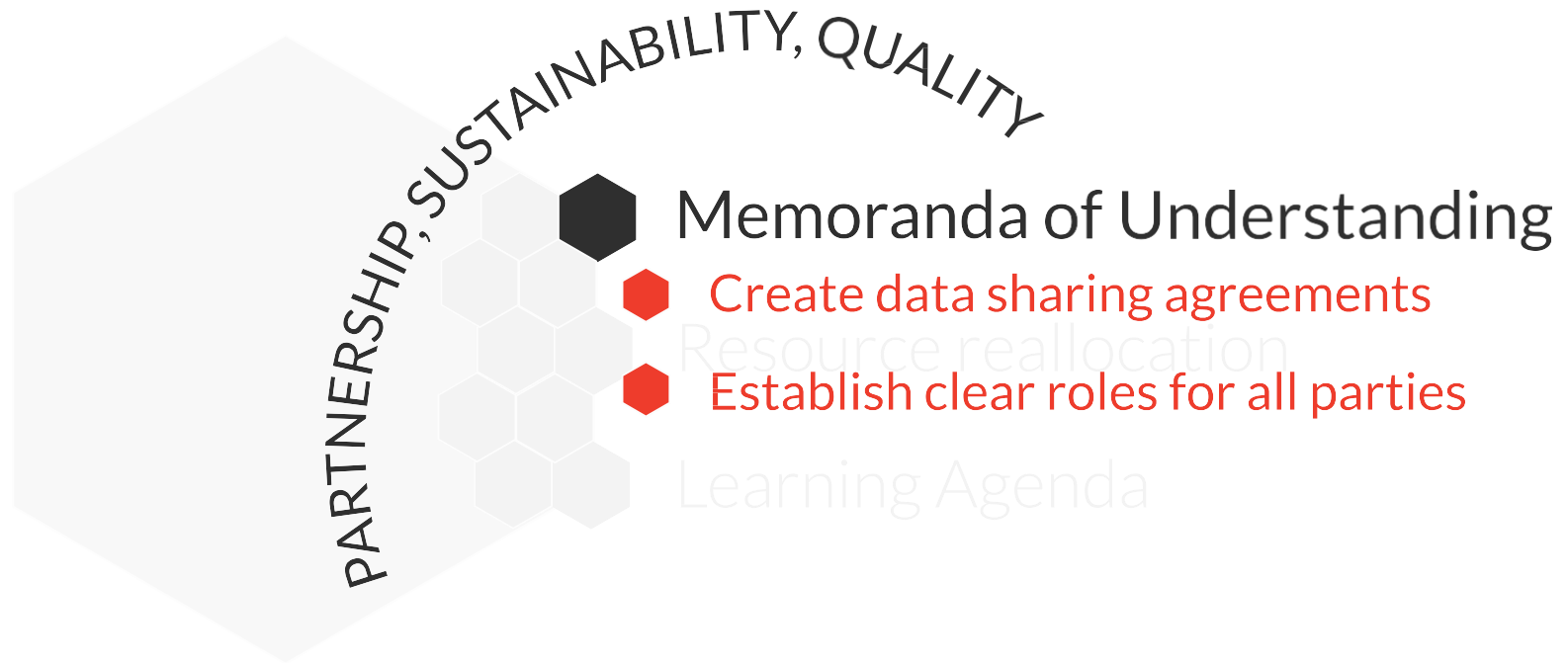
Strategic Priorities



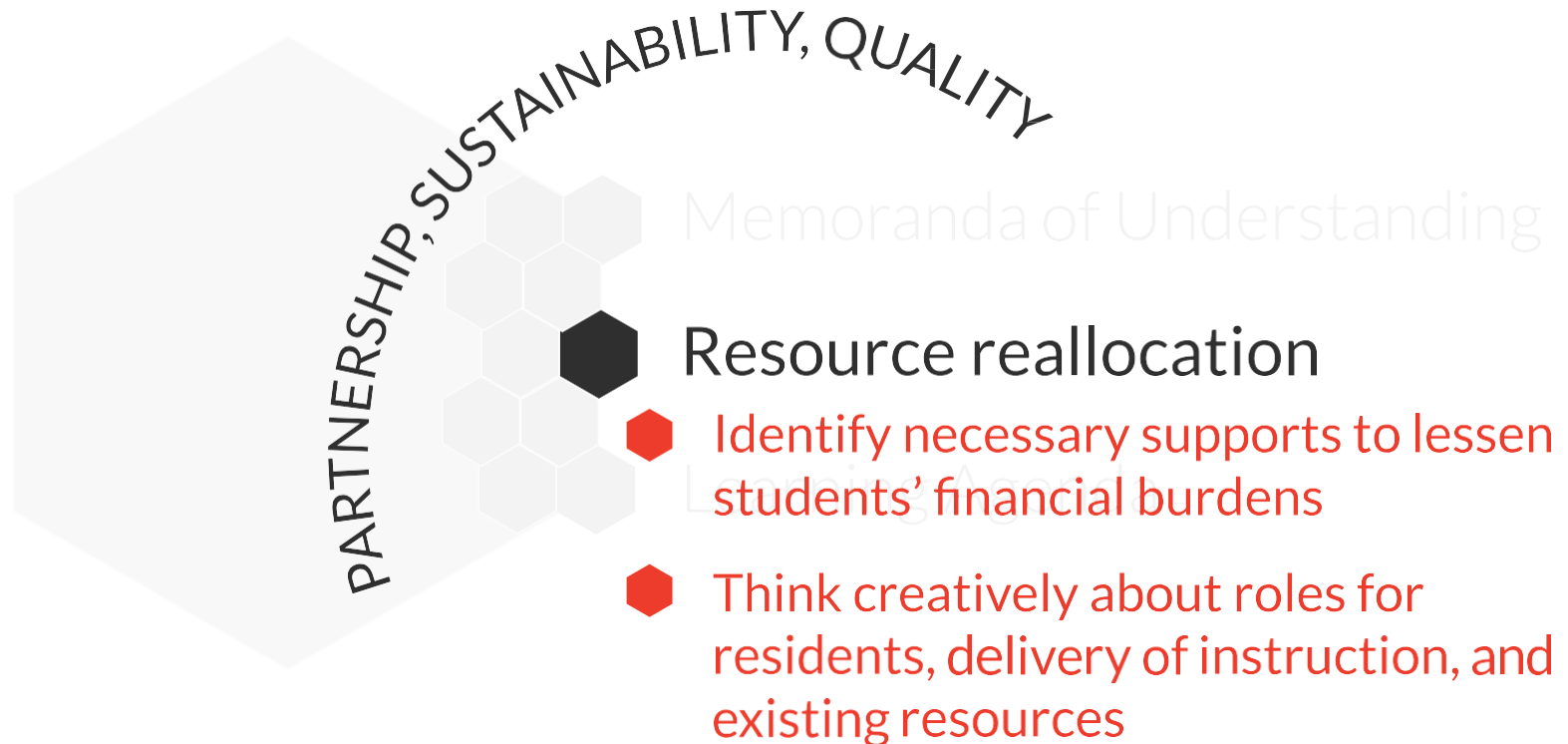
Strategic Priorities



Strategic Priorities



Strategic Priorities



Strategic Priorities

SCHOOL

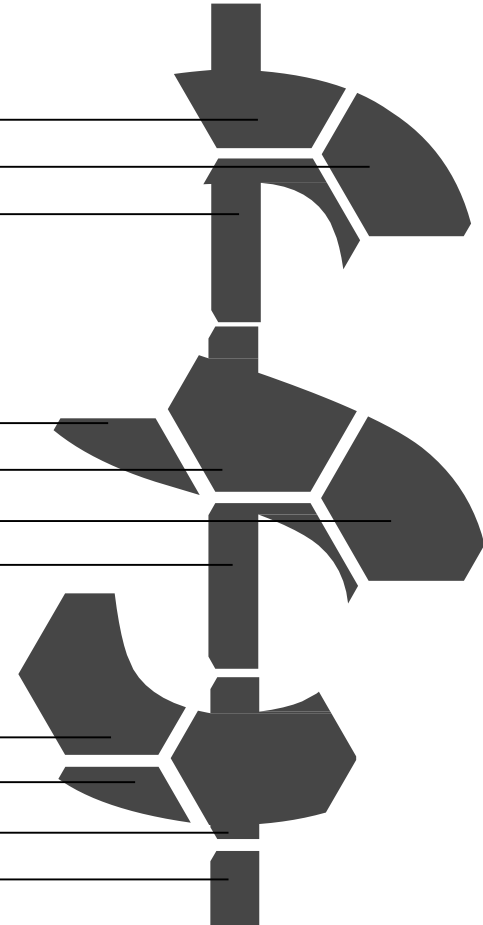
- Staffing lines
- Supplemental instruction
- Professional development

DISTRICT

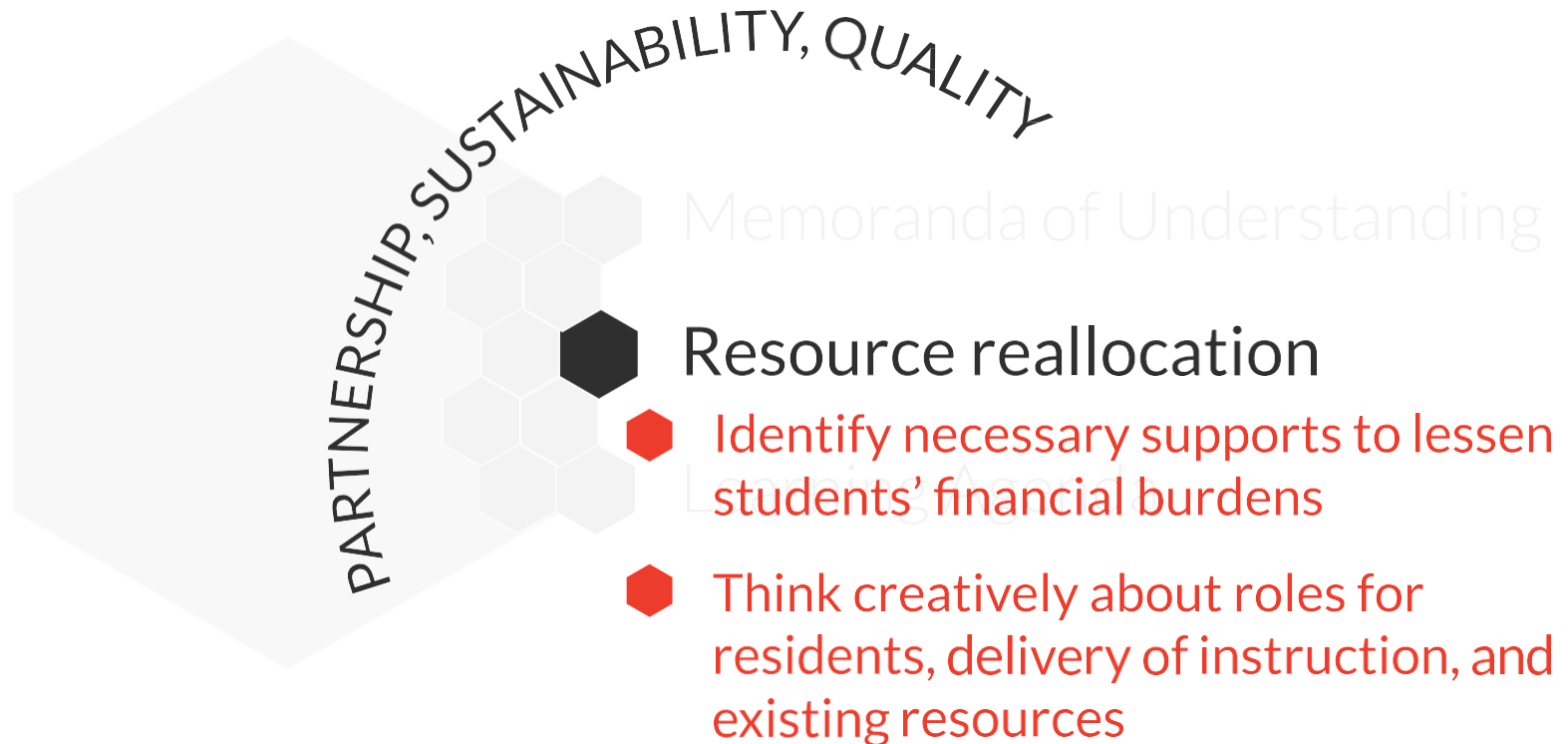
- Teacher recruitment funds
- Centrally managed PD funds
- Teacher career ladder
- Incentives for high-need schools and subjects

IHE

- Tuition reduction/targeted grants/scholarships
- Clinical supervision funds
- No cost PD for mentors/in-service teachers
- Research partnerships



Strategic Priorities



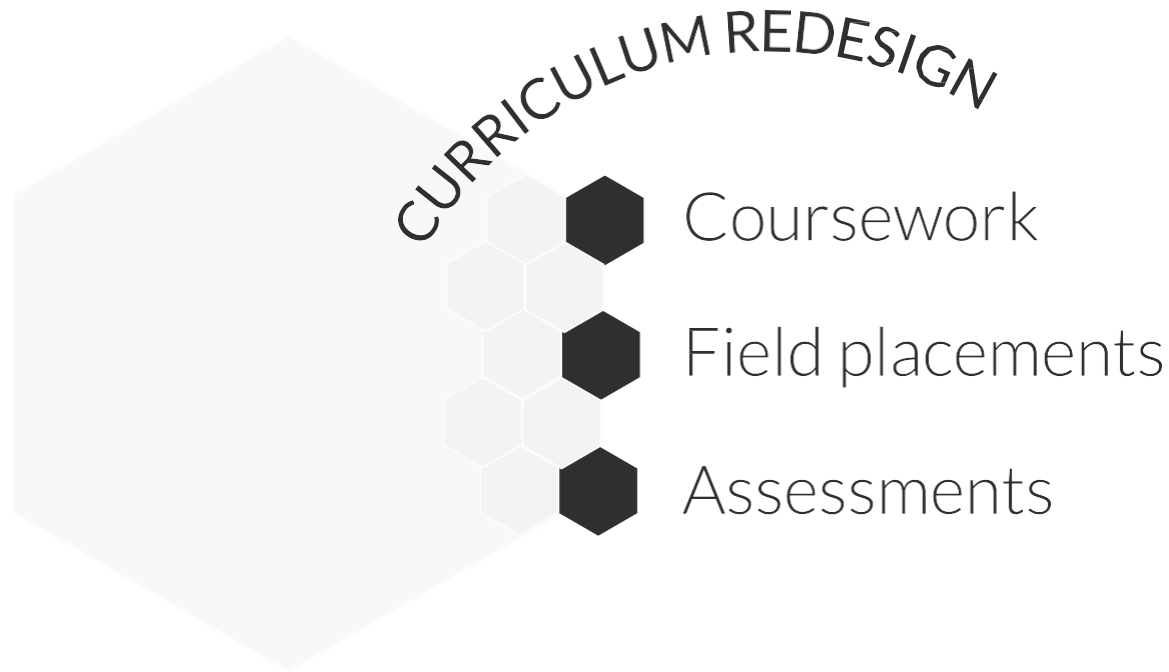
Strategic Priorities



Residency Development Priorities



Residency Development Priorities

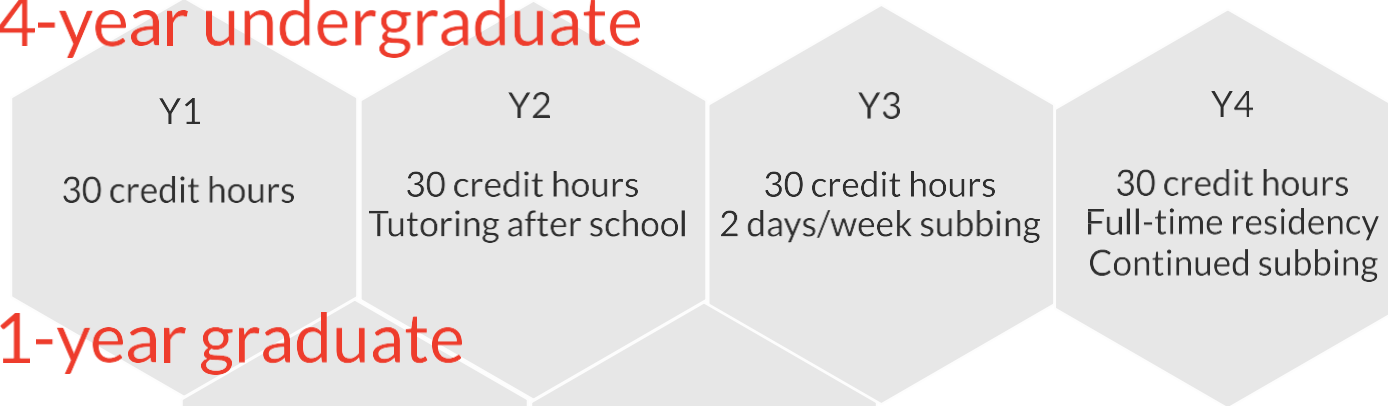


Structuring the Work

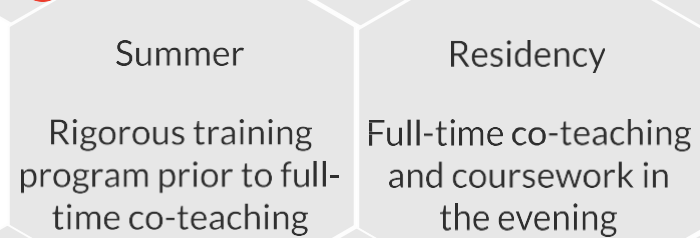


Models for Residency Programs

4-year undergraduate



1-year graduate



2-year graduate



Resources

Available here:

tiny.cc/CAresidencies

Password: PreparedToTeach

kdemoss@bankstreet.edu
(212) 961-3347



Key Transformation Elements from New Generation of Educators Initiative (NGEI)

Ruth Yopp-Edwards
California State University, Fullerton
ryopp@fullerton.edu

www.calstate.edu/ngei

Key Transformation Elements (1)

Programs within the Next Generation of Educators are guided by five key elements:

- Forming **Deep Partnerships** between campuses and K-12 district(s)
- Collaboratively defining **Prioritized Skills** of a well prepared new teacher
- Preparing candidate through **Practice-Based Clinical Preparation** at selected school sites

Key Transformation Elements (2)

- Providing **Formative Feedback** on Prioritized Skills to teacher candidates
- Using **Data for Continuous Improvement**
- The Key Transformational Elements align closely with the practices of teacher residencies

Examples of NGEI Partnerships (1)

- CSU Bakersfield with Bakersfield City School District
- CSU Channel Islands with University Preparation Charter School and Ocean View School District
- CSU Chico with Chico Unified School District
- CSU Dominguez Hills with LAUSD Local District South
- Fresno State with Fresno Unified School District, Sanger Unified School District, and Central Unified School District
- CSU Fullerton with Anaheim Union High School District, Orange Unified School District, and Placentia-Yorba Linda Unified School District

Examples of NGEI Partnerships (2)

- CSU Long Beach with Long Beach Unified School District
- CSU Monterey Bay with Monterey Peninsula Unified School District
- Sacramento State with Sacramento City Unified School District
- Cal Poly San Luis Obispo with Lucia Mar Unified School District
- Stanislaus State with Ceres Unified School District and Turlock Unified School District

Kern Urban Teacher Residency: An NGEI Project with a Primary District Partner

**CSU Bakersfield and
Bakersfield City School District**

www.bcsd.com

www.csub.edu/sse/teacher_education/

www.kernurbanteacherresidency.org/

Kristina LaGue, CSU Bakersfield, klague@csub.edu

Brandon Ware, Bakersfield City School District, bwareb@bcsd.com

Joint Selection of Mentors



1. Mentor Application and Educational Philosophy
2. Observation
3. Principal Recommendation
4. Handbook created to reflect vision and mission of the program

Joint Selection of Residents



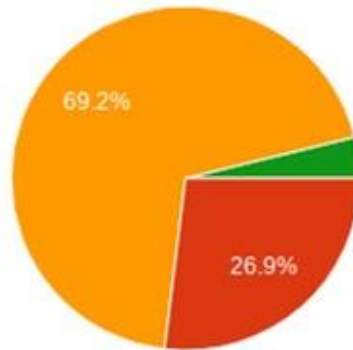
1. District Administrator(s) participate in initial interviewing of credential program applicants.
2. Residents' roles, expectations, and responsibilities are jointly created based on district needs.

Monthly Meetings: Data Analysis



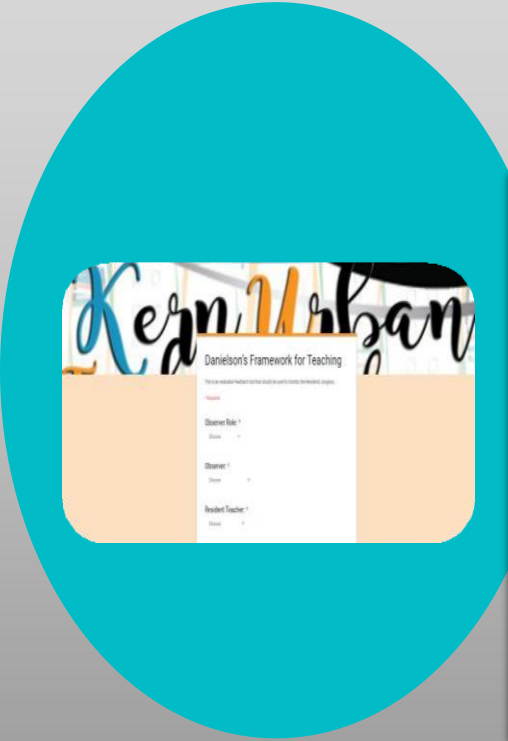
3b: Using Questioning and Discussion Techniques

26 responses

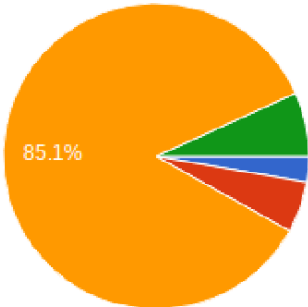


- Unsatisfactory: Teacher's questions are low-level or inappropriate. Questions elicit limited student part...
- Basic: Some of the teacher's questions elicit a thoughtful response, but most are low-level, p...
- Proficient: Most of the teacher's questions elicit a thoughtful respon...
- Distinguished: Questions reflect high expectations and are development...

Monthly Meetings: Data Analysis



2a: Creating an environment of respect and rapport



- Unsatisfactory: Classroom interactions, between the teacher and students and among students,...
- Basic: The teacher and students are sensitive to cultural and developmental differences. There...
- Proficient: Classroom interactions, between the teacher and students...
- Distinguished: Classroom interactions, between the teacher a...

Credential Coursework

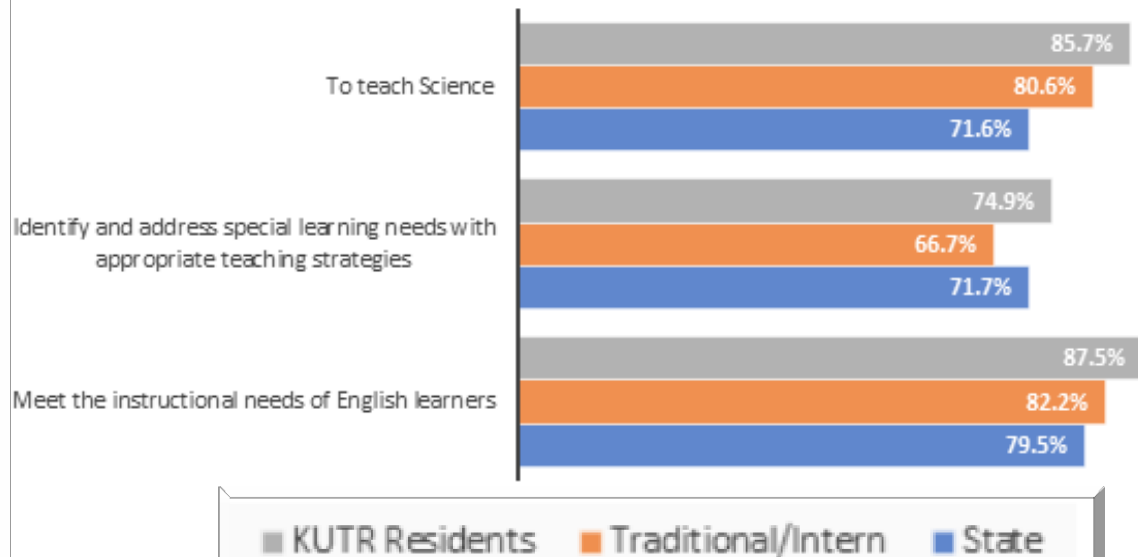
1. Dedicated team of faculty who specialize in KUTR
2. Dedicated coursework offered at district--cohort model
3. District instructional specialists provide support for alignment and authenticity
4. Leverage district PD when applicable



Completer Survey Data: KUTR Cohort 1



Your teacher preparation program prepared you well and/or very well to do the following:

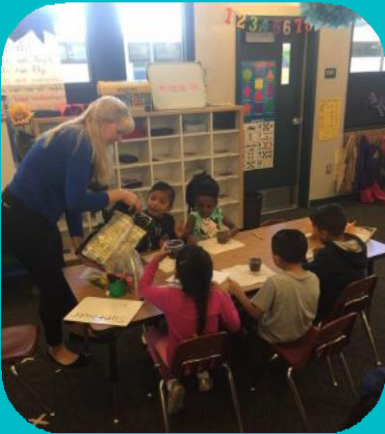


Sustainability-CSU Bakersfield



1. Full time KUTR liaison provides coordination, university supervision, and teaches one course for the KUTR
2. Funding for small class sizes of 20-25 to maintain the cohort model
3. In-kind support from University faculty and staff

Sustainability-BCSD



1. Dedicated halftime administrator
2. Mentor Stipend
3. Resident Stipend
4. Instructional Specialist

Contact Information



Coordinator of Curriculum,
Bakersfield City School District
Phone:

Email: 661-631-4778


wareb@bcsd.com

 Twitter handle: [@_mr_ware_](https://twitter.com/_mr_ware_)



Professor and Department Chair of
Teacher Education
California State University, Bakersfield
Phone: 661-654-6546

Email: klague@csub.edu

 Twitter Handle: [KristinaLaGue2](https://twitter.com/KristinaLaGue2)

Fresno State Teacher Residencies: An NGEI Project with Multiple District Partners

Fresno State Team

www.csufresno.edu/kremen

Presenters



Fresno State



Laura Alamillo,
Dean



Lisa Bennett,
Mult Subj
Coord



Colleen Torgerson,
Partnership Coord

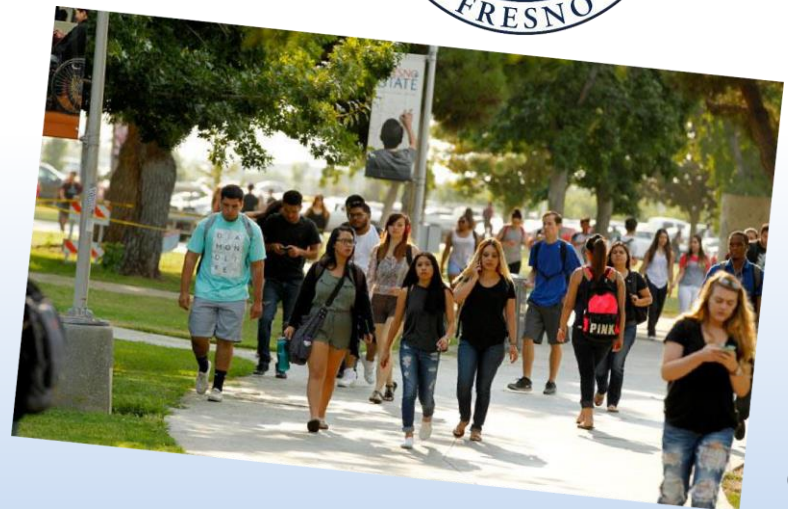


Cathy Yun,
Chair; PI NGEI

- Laura Alamillo, Interim Dean lalamillo@csufresno.edu
- Lisa Bennett, Coord Mult Subj lbennett@csufresno.edu
- Colleen Torgerson, Partnership Coord colleent@csufresno.edu
- Cathy Yun, Chair & PI NGEI cyun@csufresno.edu

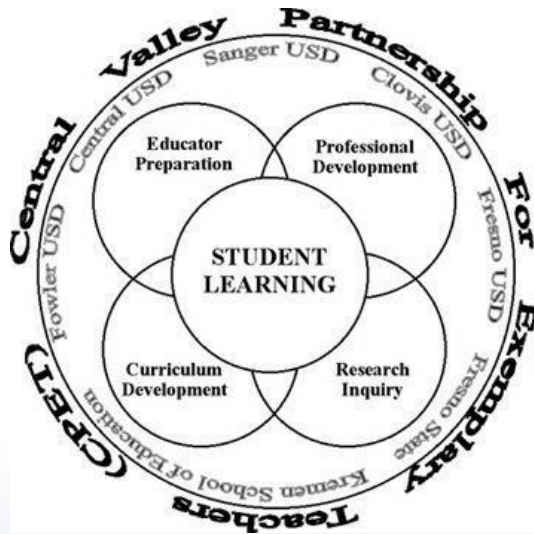
Fresno State Kremen School of Education

Partnerships to Residencies (TQP & NGEI)



Partnerships to Residencies

2006 - present



This work:

- is about a **common vision** and goal (TK-12 student growth)
- is based on strong **relationships**
- requires **leadership** both at the university and district (especially site principals)
- serves our **region and community**
- is **Win-Win** districts have a pool of candidates who are like 2nd year teachers and universities have access and opportunities, as well as meeting their mission

Traditional prior 2005

No sequence to program &
fieldwork in 2 sites in at least 2
grade levels

Univ selection of candidates

No Cohorts

Classes at university day/nite

Two Master Teachers; one each
fieldwork

Supervision from university

Partnerships 2006- present

Sequenced program & fieldwork

Univ selection of candidates

Cohorts

Classes in district

Master Teacher across all
fieldwork in program

Liaison assigned from Univ

Supervision from university

Residencies 2013- present

Sequenced program & *clinical
experiences*

Joint selection of candidates

Cohorts

Classes *team taught* in district

Mentor(s) across all fieldwork in
program - 1 year placement

Teacher/Faculty in Residence

Coaching from university & district

10 Suggestions When Partnering

TAKE ADVANTAGE OF NCTR TRAININGS

1. Determine a **lead person** for the district and university to build trust and communication
2. Be open to **infuse district needs**, values and practices in the preparation
3. Commit to teaching **cohorts** out on **district sites** (schools)
4. Joint **selection** of candidates and Mentors (master teachers)
5. Be **clear on roles** and communication with norms for meeting/common agenda forms

10 Suggestions When Partnering (cont'd)

TAKE ADVANTAGE OF NCTR TRAININGS

6. Assign a **Faculty-in-Residence** and Teacher-in-Residence or a university **liaison**
7. **Team Teach** courses: Faculty and District staff; Faculty access classrooms for model lessons
8. Train in **Co-Teaching** to Candidates, Mentors and Coaches
9. Operate through the lens of a Cycle of Inquiry and improvement; **collect and use data**
10. **Document** (photos, newsletters, publications) and share your work

District determined lens



University accreditation, new TPEs, required credential courses, and clinical experiences with emphasis on CLSP, UDL, DAP and Inquiry. The lens is used as a focus to make a difference and develop the residency as a resource.

Residency Decisions

Grade span and lens

- School site availability, characteristics and leadership
- Schedule (time & semester) of courses and clinical hours
- Process for joint selection of candidates, mentors, and coaches
- Faculty and District pairs to Team Teach
- Selection of Teacher In Residence & Faculty IR
- Dress code, parking, food on campus, lanyards, fingerprinting



NGEI/Fresno USD Residency site WISHON Elementary

Features of a PDS model:

- Candidates spend a **full year** in the school- are considered part of the staff and have the same time, dress, meetings responsibilities
- **Principal** a member of planning team
- **Faculty and Teacher in Resident** collaboration; ½ time
- **Unique schedule** with dual listed courses (grad & credential)
- Deep work in lens of residency - **STEM**
- **All teachers** in the school involved – most are mentors
- Use of **CREATe** – observation protocol – rubric used to provide formative feedback and move candidates in our profession



2nd Grade Teachers and Residents work in rm. 9 on preliminary planning of the unit.

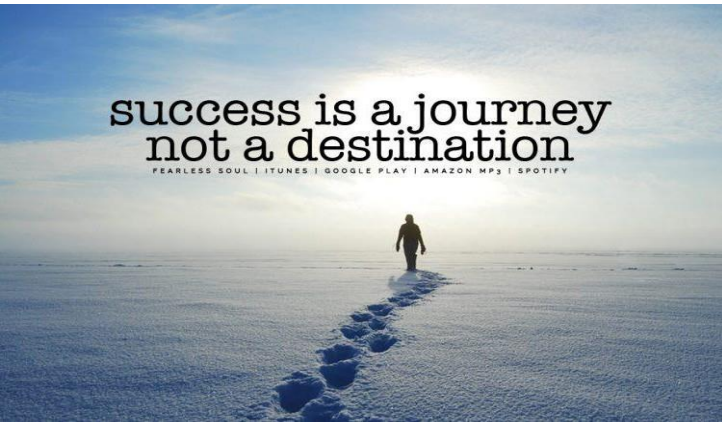
Issues to Prepare for and Address

- **Communication** requirements
- Making teaching assignments and preparing **faculty** to teach out in the schools
- **Changes in leadership** at the school districts (frequent) and at the university
- **Cohort effect**
- Moving from university supervision to a **coaching** model
- **Scheduling** issues

Issues to Prepare for and Address (cont'd)

- **Professional differences** related to curriculum
- **Orienting new members** to your norms and communication expectations
- **Balance** - Infusing the MA raises the conversations and rigor but it can also be very exhausting to the candidates
- **Assessment** design and needs; District input with a lens of continuous improvement

ASSESSMENT TO DATE: SUCCESS & MORE EXPECTED



99% Employment – Principals requesting

Districts seeking partnerships and residencies

Through multiple measures schools in partnership are improving and surpassing like schools in test scores.

EXAMPLE: 1 year designation improvement at PDS

Grade 3 ELA 26% to 70%

Grade 1 ELA 33% to 43%

Grade 3 Math 34% to 69%

Qualitative study (Tracz et al, 2018): candidates and principals shared that residents exceeded traditional program graduates in expectations

One year out CSU survey of candidates the partnership candidates documented 15-10% higher ratings on many items. Efficacious perception noted.

Closing Remarks

Joan Bissell
Director of Educator Preparation and
Public School Programs
California State University Office of the Chancellor
jbissell@calstate.edu

Closing Remarks

- We wish to thank all of today's excellent presenters
- The presentations have clearly highlighted key features of residencies
- They have also shown the close alignment between the CSU Next Generation of Educators Initiative (NGEI) and residencies
- We encourage you to check for forthcoming details of new state residency funding at the CTC web site
 - <https://www.ctc.ca.gov/educator-prep/grant-funded-programs>



Find webinar resources at www.calstate.edu/teachered (Resources)

Thank You!