



COLORADO
Department of Education

Teacher Residency Expansion Program: Annual Progress Report

Submitted to:

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

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Table of Contents

Executive Summary	3
Introduction	3
Background on the Teacher Residency Expansion Program	4
Partnership Requirements and Fund Use	4
Grant Reporting Requirements	4
Grant Award	5
Contributions of the Grant Program	5
Program Improvements and Insights	6
Resident Performance Outcomes	6
Mentor Teacher Supports	6
Stakeholder Satisfaction	6
Participation in Remote Rural Districts and Shortage Content Areas	6
First Year Placement and Retention	6
Recommendations for Legislative Changes	6
Recommendations for Continued Teacher Residency Program Support	6
Considerations for Next Steps	7
Residency Program Implementation Details	7
Western Colorado University's Montrose and Delta School Districts Teaching Fellowship	7
Expenditure Report	15
Endnotes	15



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 were qualified to apply for grant awards if they 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). 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).

In January 2022, the Colorado Department of Education (CDE) submitted a [final report](#) detailing grantee activities and results for PEBC and CU Denver.¹ However, due to implementation issues as a result of the COVID-19 pandemic, Western received an additional year to complete implementation of the grant. This final report details the activities and outcomes of Western’s program.

Statute specifies that grantees be solicited for recommendations related to legislative or regulatory changes to facilitate the effective implementation of teacher residency programs and to help shape future policy. Specific recommendations from Western include that the state should: (1) continue to provide adequate financial support to teacher candidates in residency programs; and (2) encourage and support all school districts to discover and cultivate potential teachers within their own communities.

In terms of best practices, effective strategies and critical components of residency programs funded through the Teacher Residency Expansion Program grant at Western, several themes emerged. Specifically, there is evidence of improvements being made within Western’s residency program in terms of: creating a pipeline of paraprofessionals to teachers, mentor teacher supports, engagement with two local school districts and high job placement rates. Each of these themes is addressed more thoroughly in the report.

Introduction

Educator shortages are impacting Colorado schools and students. In response to the teacher shortages and available research showing that effective residencies reduce teacher turnover and lead to better classroom outcomes, the Colorado legislature passed House Bill 18-1189, the Teacher Residency Expansion Program. This two-year grant 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 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.



teacher residency programs.

In January 2022, CDE submitted a [final report](#) detailing grantee activities and results for PEBC and CU Denver.² However, as a result of the COVID-19 pandemic, Western received a no-cost extension for an additional year to complete implementation of the grant. This final report details the activities and outcomes of Western's final grant year. Western improved its preparation program by creating a way for paraprofessionals to become teachers while keeping their job, ensured teacher candidates received instruction and support to develop cultural competency, supported mentor teacher opportunities and increased stakeholder satisfaction. The program has also successfully created partnerships with two school districts, Montrose County and Delta County. Knowledge gained from this pilot program is available in 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 an overview and summary information for the teacher residency work at Western. 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 2021-22 cohort.

Background on the Teacher Residency Expansion Program

Partnership Requirements and Fund Use

Traditional and alternative teacher preparation programs were qualified to apply for grant awards if they 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. In the context of this grant, success was defined by serving teachers who later demonstrate successful student outcomes 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 educator 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 Award

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. Western, along with PEBC and CU Denver, was awarded the grant.

Table 1 illustrates the initiatives pursued by Western as well as the amount of the funding awarded. In total, Western was awarded \$129,047. Funding for this grant was designed such that all funds were dispersed to grantees in year 1 to implement the grantees’ two-year program design and no additional funds were dispersed in year 2 of the grant. However, due to the COVID-19 pandemic and the ensuing uncertainty, Western faced substantial challenges in implementing their initiatives. They received a no-cost extension to roll-over unexpended funds to the 2021-2022 fiscal year. In total, \$68,960 was carried over to the 2021-2022 fiscal year at Western.

TABLE 1: Grantee Residency Expansion Strategies and Awards

Grantee	Teacher Residency Expansion Strategy Description	Amount Awarded	Grantee Match
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)³ Support for portions of programmatic staff salaries (0.1 FTE preparation program director, 0.2 FTE lead professional developer) who delivered professional development to mentor teachers and residents, among other activities 	\$129,047	\$129,047
<i>Total</i>		\$258,094	

Contributions of the Grant Program

To understand the contributions that the Teacher Residency Expansion Program has made in identifying 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, COVID-19 resulted in districts and schools moving to a remote learning environment during the 2019-2020 school year. 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 Western demonstrate how best practices, effective strategies and critical components of residency programs benefit teacher candidates as well as the school districts where they work. Specifically, Western’s residency program has improved its preparation program by creating a way for paraprofessionals to become teachers while keeping their job, ensuring teacher candidates received instruction and support to develop cultural competency, supporting mentor teacher opportunities and increasing stakeholder



satisfaction. The program has also successfully created partnerships with two school districts, Montrose County and Delta County. Below are details on specific grant related outcomes at Western.

Program Improvements and Insights

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 what they are learning, 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.

Resident Performance Outcomes

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. Over the grant period, teacher candidates demonstrated very strong performance on their assignments.

Mentor Teacher Supports

In the 2021-22 school year, Western enhanced mentor training. Mentors received in-person professional development and textbooks related to mentorship.

Stakeholder Satisfaction

Stakeholder satisfaction with Western's residency program was extremely high. Western residents indicated high satisfaction with their residency program, their mentor teachers and the clinical coaching program. Mentors and school administrators also expressed high levels of satisfaction with the program.

Participation in Remote Rural Districts and Shortage Content Areas

Western partnered with two remote rural school districts, Montrose County and Delta County, and has prioritized hard-to-fill content areas for this grant.

First Year Placement and Retention

Notably, over the three years, fifteen of seventeen teacher residents (88%) were hired and have been retained to teach in Delta County or Montrose County.⁴ In comparison, the statewide average teacher retention rate was 82.9 percent.⁵ 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. Western's recommendations are summarized below.

Recommendations for Continued Teacher Residency Program Support

Western expressed appreciation for the state's recognition of the importance of teacher residency programs and the financial support of this grant program. They appreciated the positive impact this grant has on their ability to support more preservice teachers in residency programs. Their first recommendation is to continue supporting programs that support recruitment and retention of teachers, particularly in rural school districts.



Decreasing the barriers to entry into the field and providing financial assistance is essential to diversifying the workforce and elevating teaching as a career. In particular, Western recommends supporting teacher residencies for all candidates and/or specialized financial aid packages and universal loan forgiveness for teachers.

Western's second recommendation is grounded in the facts that rural Colorado continues to see some of the most severe effects of the ongoing educator shortage and that the ongoing housing shortage in many mountain communities is adding to the challenge of recruiting and retaining qualified educators. Therefore, Western recommends investment in any program that encourages districts to cultivate teachers within their own communities as potential teachers. Creating a paraprofessional to teacher pipeline may be an excellent long-term solution to the critical shortage of special education teachers in these communities.

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.

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

Western 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 program for their first cohort in spring 2020. Then there was a statewide transition to remote teaching and remote learning due to the COVID-19 pandemic. This impacted Western's ability to fully implement their grant, so they were granted an additional year to complete grant activities. A second cohort was admitted for the 2020-2021 school year and completed their residencies in spring 2021. With the extension, Western's final cohort graduated in 2022.

In the pages that follow, descriptions of Western's program components, resident outcomes and partner satisfaction indicators are presented in tabular format for ease of reference and location of specific information.

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 two-year graduate degree, the M.A. in Education. Residents must complete 27 credits of coursework as part of the residency to earn their Colorado initial license.</p> <p>Licensure areas include Elementary, K-12 (Art, Foreign Language, Music and Physical Education), Secondary (Business, English, Mathematics, Science and Social Studies) and Special Education.</p> <p>All courses in the Western teacher residency program are \$404 per credit hour. Initial licensure consists of 27 credits plus a student teaching fee of \$1,883. The tuition total for initial licensure is \$12,791 ($=\\$404 \times 27 + \\$1,883$).</p> <p>The Montrose and Delta County School Fellowship, the pilot program funded through this grant, fully covers tuition for five residents per year for three years. Recipients must complete their residency in schools within Montrose and Delta County School Districts, and then serve for two additional years in the partner districts as a teacher of record. If residents do not meet the additional teaching commitment, then they have to pay back the cost of tuition.</p>
Course Scope <i>List class code, name, credit hours and a one to two sentence description of the courses required.</i>	<p>Initial licensure is delivered through a 27-credit hour graduate degree program. It represents the first year of a two-year graduate degree, the M.A. in Education. The teacher residency program is a pathway in the initial licensure program.</p> <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.</p> <p>For secondary and K-12 residents, required courses cover concepts, methods and practices for teaching in content areas, building a learning environment that supports learning, standards-based curriculum and assessment, strategies for teaching reading and writing, enhancing student learning with digital technology and differentiation and strategies for working with students who are English learners and come from culturally diverse backgrounds.</p> <p>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

Identify and describe each type of mentoring support offered.

Program Support Overview: All residents start the residency program by attending a multi-day Summer Licensure Orientation program on campus in late July. The orientation provides residents with details on program structures and expectations along with an opportunity to learn instructional basics from a practitioner in their licensure area. Residents then spend the year co-teaching, eventually assuming more responsibility and leading class through the spring. Issues and challenges are identified early and, when necessary, a support plan is developed for residents who require additional supports (i.e., more frequent check-ins) with benchmarks for more immediate improvement. Residents’ professional growth is supported by a team that includes the Director, a clinical coach, a regional coordinator and a mentor teacher, each of which are discussed below.

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. In the 2021-22 school year, Western resumed creating, and began providing, professional development support to mentors.

Support Roles:

- **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 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 our 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><i>Did you use a paraprofessional model? If so, identify and briefly describe each paraprofessional development model used.</i></p>	<p>The Western Teacher Residency Expansion Program grant project 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 the 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 five-week lead teaching experience, paraprofessionals either swap roles with their mentor or resign from their position to focus on teaching full time. Before beginning their residency, paraprofessionals conference with the Director of Educator Preparation, their clinical coach, mentor and appropriate district personnel to ensure their successful completion of the program. Western’s residency program supports 7-10 paraprofessionals per year (5-7% of Western’s entire annual cohort of paraprofessionals) in attaining a teaching license.</p>																
<p>Staffing Models</p> <p><i>List and provide descriptions of the staffing models used.</i></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. Table 2 below shows the student enrollment for the duration of the grant.</p> <p>TABLE 2. Western’s Teacher Education Enrollment 2019-2022</p> <table border="1" data-bbox="479 1165 1388 1344"> <thead> <tr> <th>ACADEMIC YEAR</th> <th>TRADITIONAL RESIDENTS</th> <th>ALTERNATIVE RESIDENTS</th> <th>TOTAL LICENSURE CANDIDATES</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>66</td> <td>11</td> <td>77</td> </tr> <tr> <td>2020-21</td> <td>63</td> <td>17</td> <td>80</td> </tr> <tr> <td>2021-22</td> <td>51</td> <td>26</td> <td>77</td> </tr> </tbody> </table> <p>The staffing model for 2021-22 for the residency is as follows:</p> <ul style="list-style-type: none"> • 1 Director of Educator Preparation (full-time Western employee) • 4 Clinical Coaches (full-time Western faculty with designated 0.1 FTE for clinical coaching) • 19 Regional Coordinators (paid through stipend for their work) • 77 Mentor Teachers (paid through stipend for their work) <p>The staffing model for the Montrose and Delta School Districts Teaching Fellowship created from this grant funding is based on six residents (one traditional and five alternative) who are receiving fellowships.⁶ The 2021-2022 staffing model is as follows:</p> <ul style="list-style-type: none"> • 1 Director of Educator Preparation (full-time Western employee with designated 0.1 FTE for grant activities) • 1 Clinical Coach • 4 Regional Coordinators • 6 Mentor Teachers 	ACADEMIC YEAR	TRADITIONAL RESIDENTS	ALTERNATIVE RESIDENTS	TOTAL LICENSURE CANDIDATES	2019-20	66	11	77	2020-21	63	17	80	2021-22	51	26	77
ACADEMIC YEAR	TRADITIONAL RESIDENTS	ALTERNATIVE RESIDENTS	TOTAL LICENSURE CANDIDATES														
2019-20	66	11	77														
2020-21	63	17	80														
2021-22	51	26	77														



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. In 2018, the curriculum of Western's Learning Environments course was overhauled. In 2020, two new courses were added, one for elementary residents and one for secondary and K-12 residents, to better meet the state's new English Learner and Culturally Linguistically Diverse standards and the following four competencies:

1. Demonstrate awareness of your own cultural worldview
2. Show a responsive attitude towards cultural differences that sustain students' unique cultural knowledge
3. Proactively seek out and leverage knowledge of different cultural practices and worldviews to develop meaningful and equitable learning opportunities
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 course assignments in Western's course on learning environments address one or more of the competencies, but the following assignments are the bellwethers of progress. Collectively, the tasks have residents critically examine their views of race and privilege and how those views will impact students' opportunities to learn. The assignments draw directly from readings in Richard Milner's (2015) seminal text, *Start Where You are, But Don't Stay There*, and Ayers and Alexander-Tanner's (2010) *To Teach: The Journey in Comics* to engage residents in this examination.

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

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



- **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 & 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) & Student Profile Report (summative):** Residents gain more cross-cultural skills through understanding the sociocultural backgrounds of CLD student populations and exploring better ways for scaffolding their learning.

The tables below demonstrate student achievement on/mastery of assignments; formative assessments are scored on a two-point scale, while summative assessments are scored on a four-point scale.

Learning Environments

2021-2022 Cohort	Assignment		
	Comparing Teaching Ideals and Realities	Diversity in my Instructional Setting	Understanding and Addressing Opportunity Gaps
Resident A	2/2	2/2	4/4
Resident B	2/2	2/2	4/4
Resident C	2/2	2/2	4/4
Resident D	2/2	2/2	4/4
Resident E*			
Resident F**	2/2	2/2	4/4

Pedagogies for English Learners and Inclusion and English Learners

2021-2022 Cohort	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
Resident A	3/4	3/4	2/2	4/4
Resident B	3/4	3/4	2/2	3/4
Resident C	4/4	4/4	2/2	4/4
Resident D	4/4	4/4	2/2	4/4
Resident E*				
Resident F**	4/4	4/4	2/2	4/4

* Resident left program

** Individual replaced the candidate that left the program in spring 2022



Levels of Satisfaction

The satisfaction of all residents and support staff is assessed annually through a Program Survey administered at the end of every academic year. Program Survey data from the final cohort of grant-supported residents and their mentors indicate high levels of satisfaction with Western’s teacher residency program. Details from the Program Survey are presented below for the grant-supported residents and mentors:

Resident survey responses:

- 6 of 6 residents strongly agreed that their mentor teacher relationship was positive and would recommend their mentor for future residents.
- 5 of 6 residents strongly agreed, and 1 resident agreed, that their clinical coach relationship was positive and that coaches held them to high expectations and provided helpful feedback.
- 4 of 6 residents strongly agreed, and 2 residents agreed, that coursework prepared them well to teach.
- 1 resident strongly agreed, and 2 residents agreed, that they felt prepared to be effective as a first-year teacher.
- 6 of 6 residents indicated they would recommend Western’s program to others interested in teaching.

Mentor survey responses:

- 4 of 6 mentors strongly agreed, and 2 mentors agreed, that their relationship with their resident was positive.
- 3 of 6 mentors said that their overall experience with Western’s residency program was excellent.
 - 2 of 6 mentors said that their overall experience with Western’s residency program was good.
 - 1 mentor rated their overall experience with Western’s residency as fair.
- 6 of 6 mentors would recommend Western to others interested in teaching.
- 6 of 6 mentors would be interested in mentoring another Western resident in the future.

Educator Preparation Program Staff Satisfaction:-

Western’s 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 County and Montrose County school districts. 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.

School District’s Retention Rates	
Teacher Resident Retention Rate Before Participating in Pilot Program	<ul style="list-style-type: none"> • 89 percent of all Residents were retained in 2018-2019 • 88 percent of Alternative Residents were retained in 2018-2019 • 90 percent of Traditional Residents were retained in 2018-2019 • 100 percent of Montrose and Delta Residents were retained in 2018-19 (representing the teacher residents placed in these school districts prior to the grant support)
Teacher Resident Retention Rate During Participation in Pilot Program	<ul style="list-style-type: none"> • 100 percent of Montrose and Delta Residents placed in 2019-2020, representing the first cohort receiving grant support, were retained during their yearlong residency in 2019-2020 • 100 percent of Montrose and Delta Residents placed in 2020-2021,



	<p>representing the second cohort receiving grant support, were retained during their yearlong residency in 2020-21</p> <ul style="list-style-type: none"> • Of the Montrose and Delta Residents placed in 2021-2022, representing the third cohort receiving grant support: <ul style="list-style-type: none"> ○ 83 percent were retained during their fall residency in 2021-22 ○ 100 percent were retained during their spring residency in 2021-22 <p>(There are two numbers for the 2021-22 cohort to reflect that one student left the program in the fall and one student replaced that individual in the spring)</p>
<p>Teacher Resident Retention Rate After Participating in Pilot Program</p>	<p>88 percent (15 of 17) of Montrose and Delta Residents placed during the three-year grant period have been retained as of July 2022⁷</p>
<p><i>Grantee comments related to retention rate data:</i></p> <p>Western’s teacher residency program was developed over a decade ago in part because of the research showing high retention rates among residents and a high likelihood of employment upon program completion. The opportunity to work closely with an experienced teacher for a year serves as not only a comprehensive training function, but also a lengthy job interview. Annually, ninety percent of Western’s licensure candidates have been hired within a year of completing the program, with over sixty percent being hired by their host district. There is thus a strong incentive to complete the program.</p> <p>The stresses and challenges of the post-COVID lockdown return to in person learning may explain the lower retention numbers in AY 2021-2022. These years were marked by abrupt and unpredictable school closures and significant uncertainty, which led to uncharacteristic mid-year attrition across Colorado and among both veteran and new teachers. The ongoing teacher shortage and the resulting lack of a candidate pool in the hiring season may have contributed to more alternative candidates being hired in late summer, which, in turn, contributed to less retention than usual of alternative candidates.</p> <p>The long-term stability and high rate of retention numbers of participants in Montrose County and Delta County illustrate the viability of grow your own programs, as well as the difference a strong university and district partnerships can make.</p>	



Expenditure Report

The table below contains the total grant funds awarded to Western and Western’s cash matching through June 30, 2022. Although the grant period ended in Fiscal Year 2022, Western received 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.

Category	Grant funds	Western Cash Match	Total
Tuition/Scholarship ⁸	\$128,174	\$72,703	\$200,877
Salaries		\$49,693	\$49,693
Travel	\$873	\$1,108	\$1,981
Meetings		\$2,800	\$2,800
Other (e.g., evaluation costs)		\$2,744	\$2,744
Total Expenditures	\$129,047	\$129,048	\$258,095

Endnotes

¹ Final report for PEBC and CU Denver may be found at:

<https://www.cde.state.co.us/cdedepcom/teacherresidencyprogramreport>

² See endnote 1.

³ Western’s award covers three years due to the no-cost extension for the 2021-22 school year. Additionally, 17 students were served instead of 15 students. This was due to two students completing a semester of the program and then one additional student supported due to grant requirements.

⁴ See endnote 3.

⁵ The average statewide retention rate was calculated using the 2021-22 average statewide teacher turnover rate minus 100. In 2021-22, the average statewide teacher turnover rate was 17.1 percent. The teacher turnover rate by district was found in the 2021-22 Personnel Turnover Rate by District and Position category workbook. The workbook can be found at: <https://www.cde.state.co.us/cdereval/staffcurrent>

⁶ There were six residents in the cohort because one student left the program during the fall semester and was replaced by another student in the spring semester.

⁷ See endnote 3.

⁸ It is important to note that the tuition/scholarship total includes 14 full scholarships, two single semester scholarships (due to a student leaving the program in the fall and a student replacing them in the spring) and one teacher of record candidate’s tuition, which is less because the student had additional financial aid.