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Launching the California Teacher Residency Grant Program

Findings from Year 1 (2019/20)

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Executive Summary

Educators and policymakers in California are faced with an ever-growing urgency to address chronic teacher shortages, which disproportionately affect lower-income students and students of color (García & Weiss, 2019). Teacher residencies — programs that integrate credentialing coursework with a clinical placement in the public school classroom of an expert mentor teacher — have shown promise helping districts to meet specific workforce needs, diversify their workforce, and retain residency completers in high-need schools (Silva et al., 2015).

California Teacher Residency Grant Program. In an effort to develop long-term solutions to meet the need for diverse, well-prepared educators in high-need areas, the state of California dedicated $75 million in 2018 to develop and expand teacher residency programs across the state through the California Teacher Residency Grant program. The grant-funded residencies are led by partnerships between local education agencies and colleges or universities and are specifically focused on preparing STEM, bilingual, and special education teachers to teach in high-need schools.

WestEd is conducting a formative evaluation of the California Teacher Residency Grant Program. The evaluation examines how grantees are progressing toward the grant's overarching goal of preparing diverse, well-prepared STEM, bilingual, and special education teachers who take jobs in and are retained in high-need schools. This report summarizes learnings from the grant's first year of implementation, 2019–20.

Findings

1. Many partnerships are beginning to make progress toward increasing the number of teachers in shortage areas, as well as the proportion of teachers of color

- Most residents intend to complete the program and take a job in their district.
- Residents in grantee programs better reflect the racial diversity of students they serve compared with the existing teaching workforce, but there is still room for progress.

2. All stakeholder groups valued the residency programs

- The vast majority of stakeholders endorsed their programs.
- Residents, mentors, and supervisors pointed to the clinical experiences as a particularly valuable aspect of the residency programs.
- Mentors valued the opportunity to mentor residents.

3. Partnerships are working to strengthen key components of their residency programs

- Partnership team members are committed to recruiting and supporting teachers of color, but there is still work to do.
- Many partnerships experienced challenges establishing strong connections between coursework and clinical experience.
- Overall, training and support for mentor teachers can be strengthened, but some programs are doing this well.

4. Partnerships are taking a variety of approaches toward building sustainable residency programs

- Partnerships are beginning to build strong working relationships between institutions of higher education and local education agencies.
- Partnerships are taking advantage of a variety of strategies to make full-year residency placements a possibility for residents.
- Many residents still struggle to meet their financial needs.
- Many residencies drew on additional sources of financial support, in addition to grants, but still need support developing long-term, sustainable financial models.

5. In the COVID-19 crisis, most residents and mentors adapted to working together in an online environment, but stakeholders are concerned about resident preparation and financial stresses for residents.

- Most programs quickly adapted to an online environment.
- Even as clinical placements continued, stakeholders were widely concerned about residents' loss of valuable teaching experience due to COVID-related school closures.
- Financial stresses for residents grew in the COVID-context.
- Residents had concerns about meeting program requirements during distance learning, and about whether COVID disruptions would harm their ability to get hired in the fall.

Recommendations for supporting California Teacher Residency programs

Based on the evaluation findings, and wider research from the field, the evaluation team offers the following recommendations to policymakers, advocates, and others leading or supporting the California Teacher Residency programs:

- **Ensure stable leadership roles in both the local education agencies and institutions of higher education that are participating in the residency partnership.**
- **Technical assistance offered to funded-partnerships should focus on issues of key importance.**
- **Ensure that programs are encouraged to take a stance of learning and improvement.**
- **Prioritize supports for the cohort of residents entering their first year as teachers in 2020–21.**
- **Ensure residency stipends can be supplemented with additional financial aid and supports to make the full-year residency a financially viable pathway.**

Introduction

Educators and policymakers in California are faced with an ever-growing urgency to address chronic teacher shortages, which disproportionately affect lower-income students and students of color (García & Weiss, 2019). Teacher residencies — programs that involve a yearlong residency in the classroom of an expert mentor teacher — have shown promise helping districts to meet specific workforce needs, diversify their workforce, and retain residency completers in high-need schools (Guha et al., 2016; Silva et al., 2015). Yet the proportion of teachers prepared through residencies and other clinically rich programs is still small (Sutcher et al., 2016).

Teacher residency programs provide intensive pathways into the teaching profession that focus on rigorous clinical preparation. These programs integrate credentialing coursework with a clinical placement in the public school classroom of an expert mentor teacher for a full academic year. Developed and operated by a partnership between a local school district and a university or college that has a state-approved education program (and sometimes other partners, such as a local union), a residency program serves as a pipeline for meeting specific district workforce needs (e.g., more special education teachers).

Residencies emphasize aspects of teacher preparation that research suggests are essential to effectively preparing teachers. Strong partnerships between institutions of higher education (IHEs) and K–12 systems are foundational in supporting the collaborative work required to launch and operate teacher residency programs, including effectively allocating resources, developing new staffing models, designing or redesigning teacher candidates' coursework and clinical experience, and developing sustainable funding models (NCATE, 2010). High-quality resident recruitment processes can create pools of diverse, high-ability candidates whose interests (e.g., teaching special education) and potential align with partner districts' specific hiring needs (Carver-Thomas, 2018). The careful selection and ongoing development of mentor teachers enables them to support the professional growth of their teacher residents (Guha et al., 2016). Likewise, alignment between residents' clinical experiences and their IHE coursework supports coherent learning experiences for residents (Loewenberg Ball & Forzani, 2009; McDonald et al., 2013; Zeichner, 2010).

California Teacher Residency Grant Program

In an effort to develop long-term solutions to meet the need for diverse, well-prepared educators in high-need areas, the state of California dedicated $75 million in 2018 to develop and expand teacher residency programs across the state through the California Teacher Residency Grant Program, administered by the California Commission on Teacher Credentialing (CTC). The grant-funded residencies are led by partnerships between local education agencies (LEAs) and IHEs and are specifically focused on preparing STEM (science, technology, engineering, and math), bilingual, and special education teachers to teach in high-need schools. This investment is reported to be the largest investment in teacher residencies made by a state (Barnum, 2018; Espinoza et al., 2018).

The spread of COVID-19 and associated school closures was a prominent part of the backdrop of the work in the 2019–20 academic year, the grant's first year of implementation. Most states, including California, responded to the pandemic by putting in place emergency legislation that waived, delayed, or eased teacher credentialing requirements (Choate et al., 2020). According to an April 2020 member

survey issued by the Association of Colleges for Teacher Education, all members had at least partially transitioned to online learning (King, 2020).

WestEd's formative evaluation of the California Teacher Residency Grant Program

WestEd is conducting a formative evaluation of the California Teacher Residency Grant Program. The evaluation is designed to understand how grantees are progressing toward the grant's overarching goal of preparing diverse, well-prepared STEM, bilingual, and special education teachers who take jobs in and are retained in high-need schools. To do so, the evaluation team is gathering data about the research-based aspects of the teacher residency model that may help support this goal, such as partnership, recruitment, mentoring, and alignment between coursework and clinical placement. The formative evaluation's reporting highlights successes and challenges of the residency program grantees, trends and patterns across grantees, and contextual factors that shape their work.

About the grant

The grant funding is designated to support LEAs in developing or expanding a teacher residency pathway with a partner IHE that has a CTC-approved teacher preparation program to prepare residents pursuing special education or STEM credentials and/or bilingual authorizations. Grants of $20,000 per resident were released to 33 LEA grantees in March 2019, funding a total of 38 LEA-IHE residency partnerships to develop or expand residencies. The grant funding will be available to grantee partnerships until June 2023, enabling five cohorts of teacher residents. Grant funds are intended primarily to cover or offset costs related to teacher preparation, resident and mentor teacher stipends, and induction (i.e., support for residency completers during their first years of teaching). Grant-funded residents are expected to teach in their residency LEA for at least four years.

Data informing this report were taken from a variety of sources, including role-specific surveys of four key program stakeholder groups (partnership team members, mentor teachers, residents, and supervisors) that were administered in fall 2019 and spring 2020 in each of the 38 funded programs; a survey administered to program leads, focused on program structure and sustainability; interviews with partnership leads from a sample of 10 programs; program data collected by the CTC from funded partnerships and shared with WestEd; and publicly available data collected from the California Department of Education. (For details on the evaluation methods and survey response rates, see Appendix A.)

Most survey data included in this report are from the spring 2020 surveys; in some cases, survey data from fall 2019 are referenced to show changes over time. Spring stakeholder survey administration began on April 15, 2020, shortly after a majority of California's school districts suspended in-person learning to stem the spread of COVID-19. Most survey items asked stakeholders to reflect on their experiences before disruptions related to COVID-19 to better understand how the programs had progressed prior to school closures. Surveys were adapted to include open-response items designed to capture how COVID-19 and associated school closures had impacted the residency experience. These spring 2020 data collection efforts provided an early snapshot into stakeholders' concerns about the effect of the COVID-19 pandemic on residents' experiences and financial situations, soon after school closures.

Survey data were disaggregated by race/ethnicity and credential area to understand if there were differences in how residents from different subgroups were experiencing aspects of their residency program. With a few exceptions highlighted in the report, there were not significant differences in survey results between residents of color and White residents or among residents in STEM, special

education, and bilingual education credential areas. In some cases, data were also disaggregated according to whether the residency was an expansion of an existing program or a launch of a new program.

Report overview

This report summarizes learnings from the grant's first year of implementation, 2019–20. It presents early evidence on leading indicators of employment outcomes, as well as findings about how central aspects of grantee partnerships are functioning from the perspectives of key stakeholders. The report concludes with learnings about how COVID-19 and associated school closures impacted residencies.

Throughout the report, brief vignettes highlight four residency programs. These vignettes provide a window into different types and features of residency program implementation, including highlights of some of the factors that programs have found challenging and solutions that they have developed. In order to provide useful guidance for other teacher residency programs, the programs featured in the vignettes are at different stages of their development — from a program in its first year of implementation to others with more than a decade of experience.

Key residency program stakeholder groups

The following are the residency programs' key stakeholder groups, who are referred to throughout this report:

- *Partnership team members:* Representatives from the IHE or the LEA who are involved in the day-to-day work of running the grant-funded residency
- *Residents:* Teacher candidates supported with Teacher Residency Grant Program funds
- *Mentor teachers:* The teachers of record in the classrooms in which the residents teach during the residency year
- *Supervisors:* The individuals, often but not always from the IHE, who are responsible for observing, evaluating, and/or supporting funded residents in their clinical placements; sometimes referred to as "coaches"
- *Program leads:* Representatives from the LEA who play a central role in the partnership and are the key point of contact with WestEd for the formative evaluation of the grant

Interpreting the graphs in this report

As is common for opinion surveys, stakeholder responses to the survey items tended to be quite positive. In order to understand what seems to be working well and where there is room for growth, this report focuses on responses that were either relatively positive or relatively negative. Response options on the lower end and toward the middle of the survey's five-point scale (generally, "not at all true," "slightly true," and "moderately true") signal room for improvement. Response options on the upper end (generally, "largely true" or "completely true") signal that something is going well. In general, survey items where at least 30 percent of responses were lower or middling are referenced with phrases such as "relatively lower," "an area for growth," or other similar language.

Findings

1. Many partnerships are beginning to make progress toward increasing the number of teachers in shortage areas, as well as the proportion of teachers of color.

Spring 2020 survey results provided early indications that residency partnerships are moving toward key outcomes of the grant: filling teaching shortages in STEM, bilingual, and special education and increasing the number of teachers of color. Nearly 70 percent of the teacher residents who responded to the survey identified as people of color — a significant percentage, given the demographic context of California in which there are fewer teachers of color in proportion to the students they teach. Although the proportion of grantee teacher residents of color does not yet match the proportion of students of color served by the grantee LEAs, as a whole, it exceeds that of the grantee LEAs' current teaching workforces.

Exhibit 1 shows the number of funded teacher residency programs by credential area.

EXHIBIT 1: NUMBER OF FUNDED TEACHER RESIDENCY PROGRAMS STATEWIDE WITH RESIDENTS CURRENTLY ENROLLED, BY CREDENTIAL AREA (2019–20)

Total number of state-funded teacher residency programs	38
Number of state-funded teacher residency programs with residents currently enrolled[a]	32
Number of programs serving residents seeking Education Specialist credential	22
Number of programs serving residents seeking STEM credential	15
Number of programs serving residents seeking bilingual authorization	11

[a] *An additional six programs received grants, but had no residents enrolled as of spring 2020; some of those six programs intentionally waited until spring 2020 to begin recruiting residents. Of the 38 partnerships in 2019–20, 33 were "launch" programs. That is, they were either a completely new partnership or an existing partnership launching a new residency program for a new credential/authorization area. The remaining five partnerships were "expansion" programs, which were expanding an existing residency program.*

Partnerships reported having enrolled just over 250 residents when we collected contact information for those residents in early March 2020 in order to administer surveys to them. Based on data from residents' self-identified credential areas on the survey, the distribution was approximately 38 percent seeking an Education Specialist credential, 23 percent seeking a STEM credential, and 42 percent seeking bilingual authorization (some residents indicated pursuing multiple credentials/authorizations).

The total number of enrolled residents was lower than initially projected by grantee partnerships. Program leads attributed this in part to the grant timeline, in which funds were released in spring during what would have been the prime recruiting window, as well as the stresses of designing and launching residencies while recruiting their first cohort of residents. Because grant funding is available through June 2023, grantees will have the opportunity to roll the Year 1 funds forward to recruit additional residents in the coming years.

Nearly 70 percent of the teacher residents who responded to the survey identified as people of color — a significant percentage, given the demographic context of California in which there are fewer teachers of color in proportion to the students they teach.

1.1 Most residents intend to complete the program and take a job in their district.

A key objective of the grant is to produce well-prepared residency completers who take jobs in high-need subject areas and schools in their partner districts. Of the residents who started their residency programs in fall 2019, most (79 percent) expected to take a job in their partner district after completing the program (Exhibit 2). Of those who were unsure or unlikely, the most common factors influencing their response were concerns about COVID-19 impacting hiring in the district, uncertainty about job openings in the district, or concerns about COVID-19 impacting their ability to complete credentialing requirements, such as the teacher performance assessments.

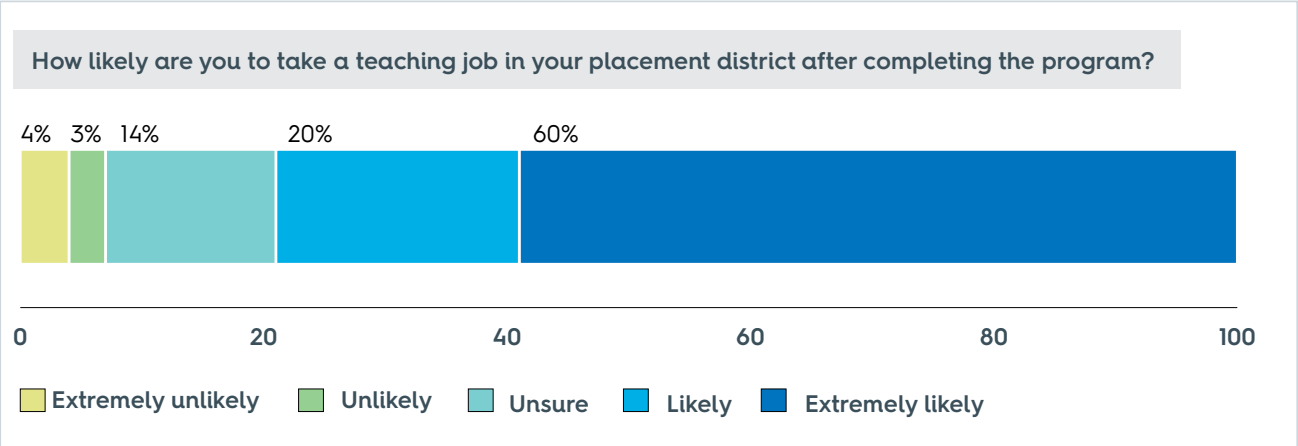
1.2 Residents in grantee programs better reflect the racial diversity of students they serve compared with the existing teaching workforce, but there is still room for progress.

Across all residents in the 2019–20 cohort who responded to the spring 2020 survey, the largest group identified as Latinx/Hispanic (52 percent), followed by residents identifying as White (22 percent).

This cohort of residents better reflects the demographics of the grantee LEAs' student populations than do the *teaching workforces* in those LEAs, given the most recent years for which these demographic data were available. The percentage of resident survey respondents identifying as Latinx/Hispanic (52 percent) is greater than that of the current teaching workforce across the grantee LEAs (30 percent), although there are fewer Black/African American residents (2 percent) compared with Black/African American teachers (7 percent).

Still, across residency programs, overall a greater proportion of resident survey respondents are White compared with the grantee LEAs' *students*. Fifty-two percent of residents identified as Latinx/Hispanic, compared with 65 percent of students. Particularly notable is the small percentage of residents who identified as Black/African American (2 percent) compared with almost 8 percent of students.

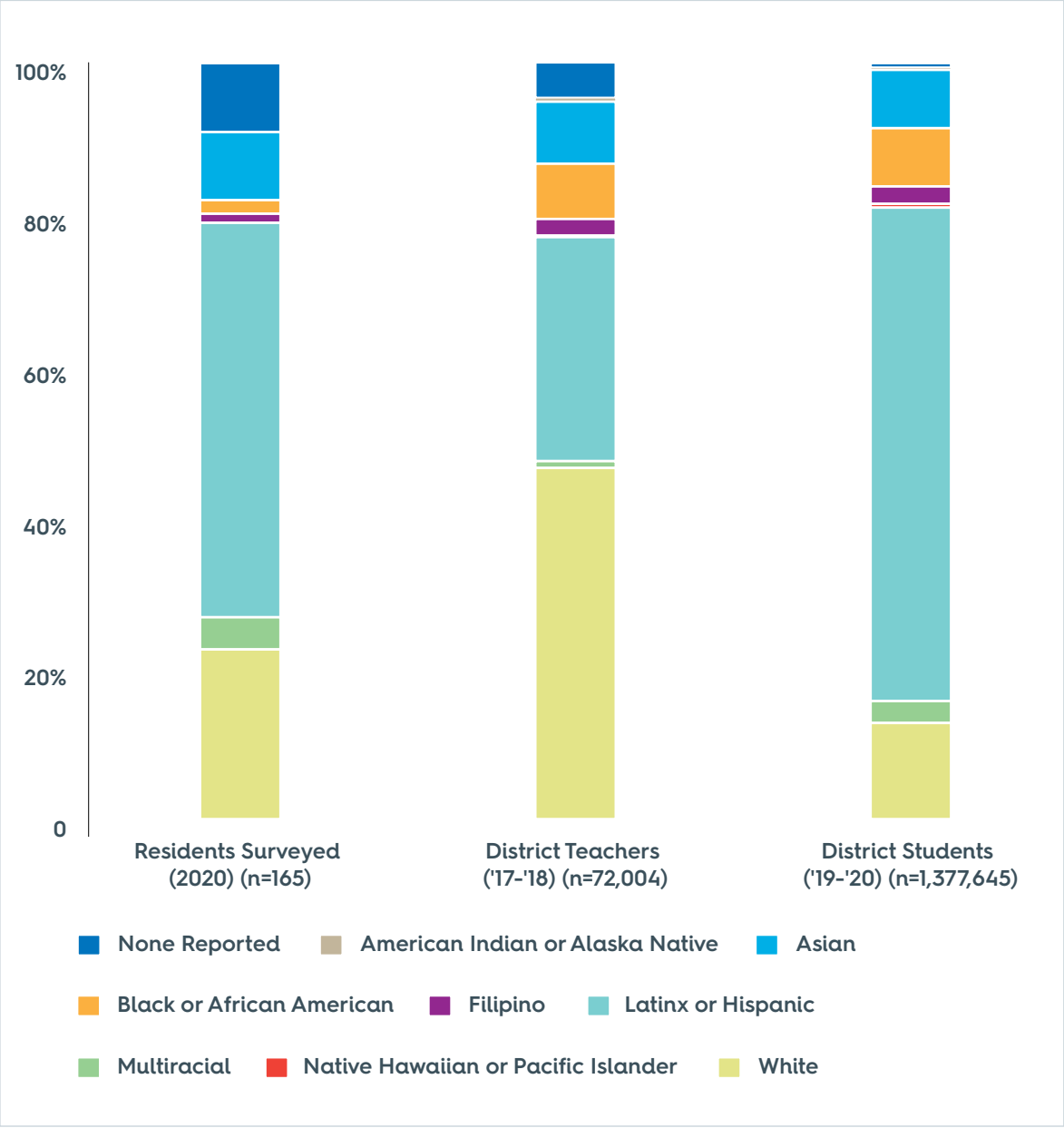
EXHIBIT 2. LIKELIHOOD THAT TEACHER RESIDENTS WOULD TAKE A TEACHING JOB IN THEIR PLACEMENT DISTRICT AFTER COMPLETING PROGRAM



Source: Spring 2020 Teacher Resident Survey.

Note: Percentages have been rounded and may not total 100.

EXHIBIT 3. RACIAL/ETHNIC IDENTITY OF TEACHER RESIDENT SURVEY RESPONDENTS, GRANTEE LEA TEACHERS, AND GRANTEE LEA STUDENTS



Sources: 2020 Spring Teacher Resident Survey; California Department of Education

Note: The California Department of Education data do not include charter schools. To allow for an accurate comparison, resident survey respondents from partnerships with charter school LEAs (10 residents total) were removed from this exhibit. Further references to resident survey respondents' demographic characteristics in this report will include all residents, from both charter and non-charter LEAs.

2. All stakeholder groups valued the residency programs.

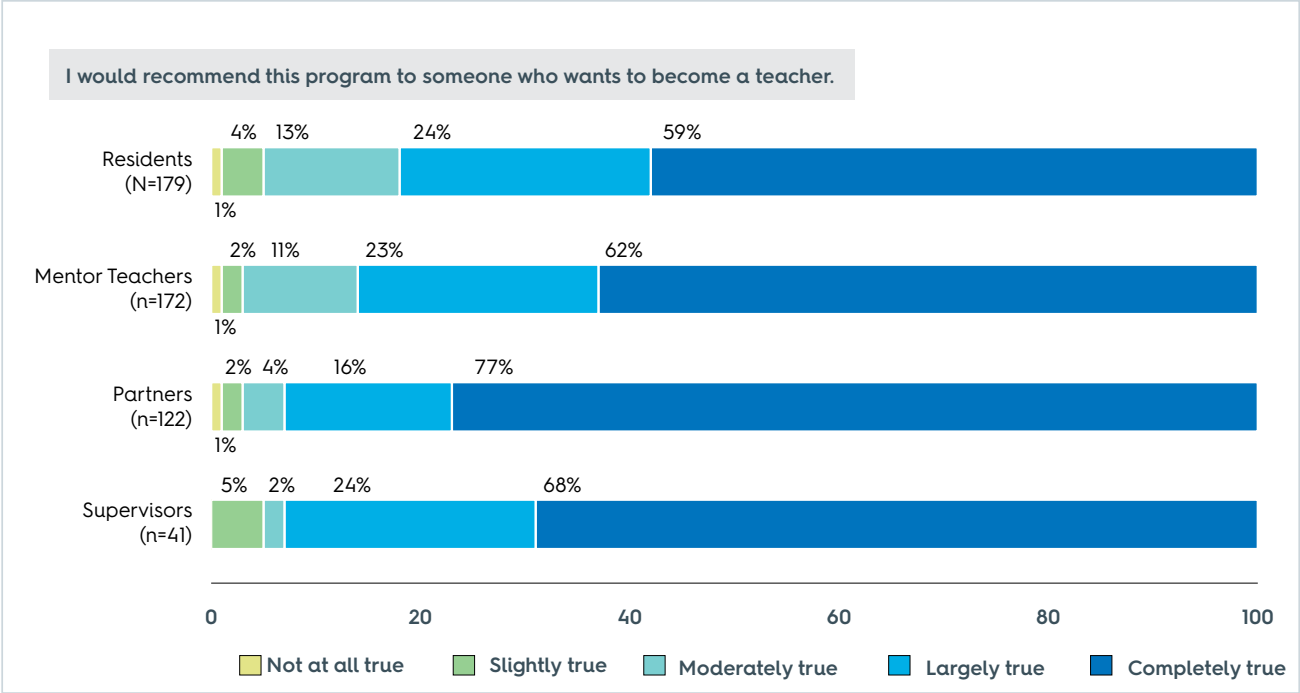
Residents, mentor teachers, supervisors, and partnership team members were largely positive about their teacher residency programs. Residents' clinical experience at their placement sites and their collaboration with their mentor teachers — two defining features of the residency model — stood out as having particular value to stakeholders.

> *Having a resident with me all day allows them to see all the aspects of teaching.*
>
> *— Mentor teacher*

2.1 The vast majority of stakeholders endorsed their programs.

Nearly all stakeholders (83 to 93 percent in each stakeholder group) indicated they would recommend the program to someone who wants to become a teacher (Exhibit 4). The high percentage of residents, mentor teachers, and supervisors who would recommend the program remained consistent from fall 2019 through spring 2020; for partnership team members, it increased.

EXHIBIT 4. PERCENTAGE OF STAKEHOLDERS WHO WOULD RECOMMEND THE PROGRAM TO SOMEONE WHO WANTS TO BECOME A TEACHER



Source: Spring 2020 Teacher Resident Survey, Mentor Teacher Survey, Partnership Team Member Survey, and Supervisor Survey

Note: Percentages have been rounded and may not total 100.

2.2 Residents, mentors, and supervisors pointed to the clinical experiences as a particularly valuable aspect of the residency programs.

When prompted to reflect on the strengths of the programs in an open-response survey question, the primary strength respondents across stakeholder groups pointed to was the richness of the clinical experience that their residency programs provided. In particular, residents and mentors appreciated the opportunity for residents to be present in their clinical placements throughout the full academic year and the way that a full-year clinical placement exposed residents to important learning experiences and enabled them to integrate more fully into the culture and daily rhythms of their placement sites than a shorter placement would. One resident shared:

> *I think the greatest strength of the residency program is being in the same placement for the entire school year. It was great to be able to see the school year play out from the first day of school. I loved attending every day and being able to build strong relationships with my students and mentor teacher.*

Mentor teachers echoed these sentiments. In the words of one mentor:

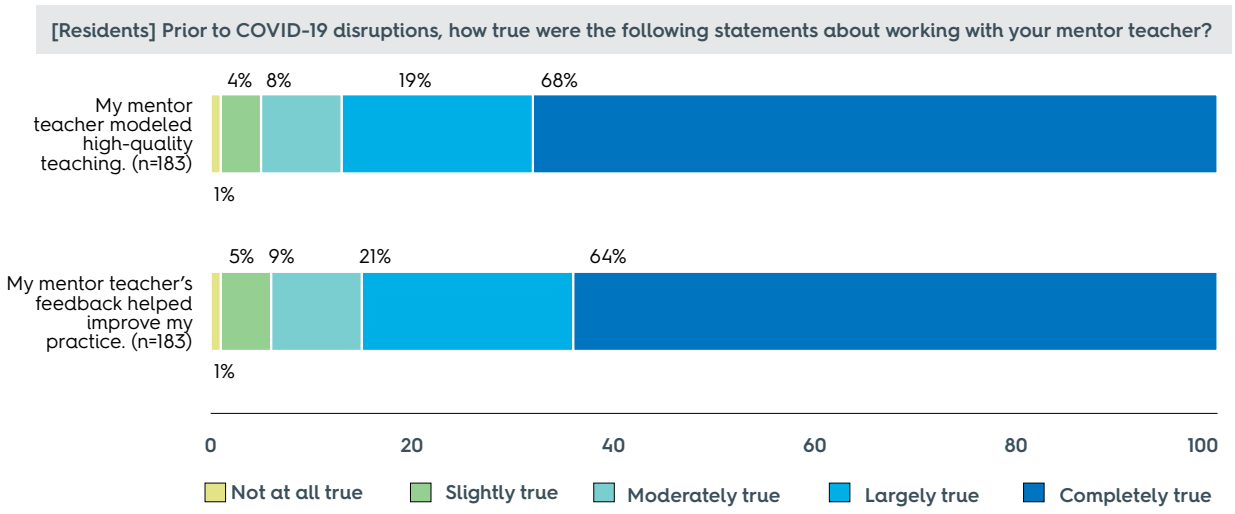
> *Having a resident with me all day allows them to see all the aspects of teaching. They see how we use lunch time, after school, and before school to help students. They also see how lessons change and adapt throughout the day. A lesson may not have gone well at first, but we regroup and approach it differently later in the day. Many times, this is missed when they're only there for the beginning of the day. We have more in-depth conversations about why lessons are set up in certain ways and why some content is taught in certain orders. Overall, they get a much better feel for all the aspects of being a teacher.*

Several mentors and residents emphasized that students also benefited from the residency's clinical placement model. As one mentor noted, "Residents started on day one of the classroom, which helps students see them as a teacher who is part of their learning." Explained a resident:

> *The strengths of the residency program were that I was able to start at the beginning of the school year and work with the same kids. I was able to create bonds with the students, and I felt like I truly made a difference in the classroom.*

Residents' reflections on their programs' strengths revealed that the depth of engagement with their mentor teachers enhanced their clinical placements. One resident explained, "The strength of the residency is that they have chosen great teachers as mentor teachers. I feel supported, and I get the majority of my questions answered." The vast majority of residents indicated that their "mentor teacher modeled high-quality teaching" (87 percent) and that their "mentor's feedback helped me improve my practice" (85 percent) (Exhibit 5).

EXHIBIT 5. RESIDENTS' IMPRESSIONS OF THEIR MENTOR TEACHERS

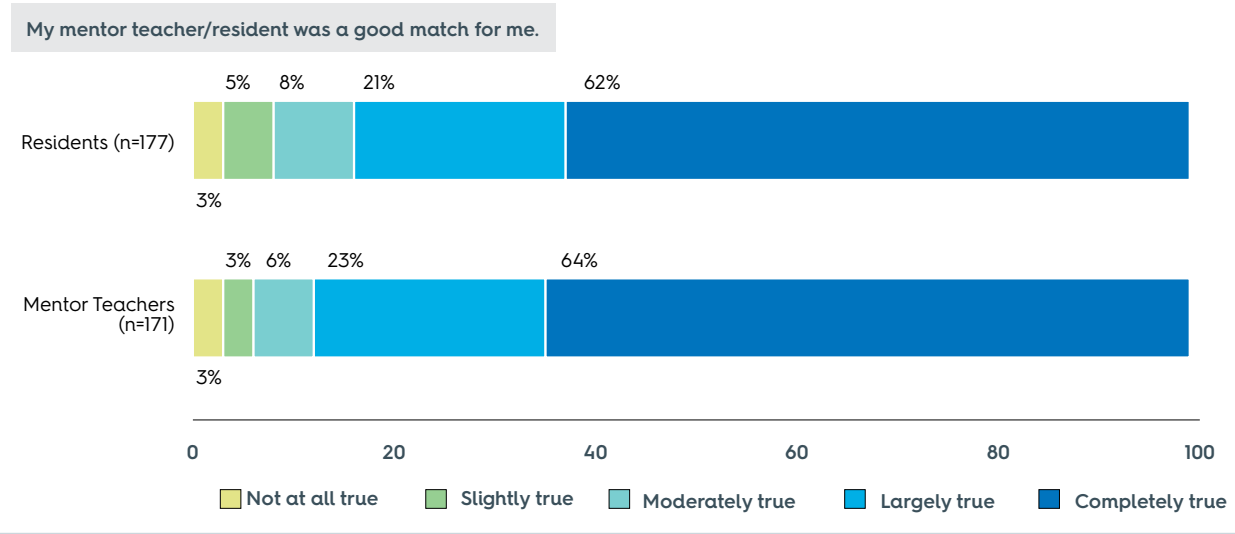


Source: Spring 2020 Teacher Resident Survey

Note: Percentages have been rounded and may not total 100.

When asked if their mentor or resident was a good match for them, 84 percent of residents and 88 percent of mentors indicated that that was completely or largely true, signifying that residents and their mentors were developing strong working relationships (Exhibit 6).

EXHIBIT 6. STRENGTH OF THE MATCH BETWEEN MENTOR TEACHERS AND RESIDENTS



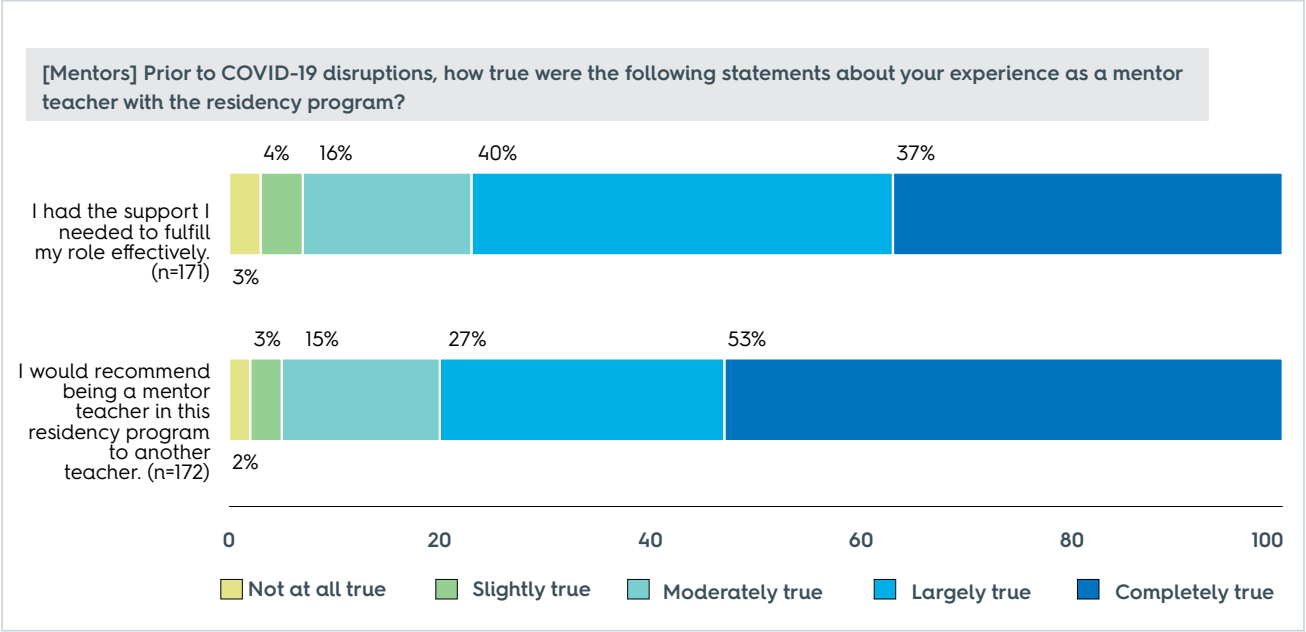
Source: Spring 2020 Teacher Resident Survey and Mentor Teacher Survey

Note: Percentages have been rounded and may not total 100.

2.3 Mentors valued the opportunity to mentor residents.

Overall, mentors felt supported in their roles by the program, with 77 percent indicating, "I had the support I needed to fulfill my role effectively" (Exhibit 7). The majority reported that they would recommend being a mentor teacher in their program to other teachers (80 percent, Exhibit 9) and that they planned to return to their role (76 percent, Exhibit 8).

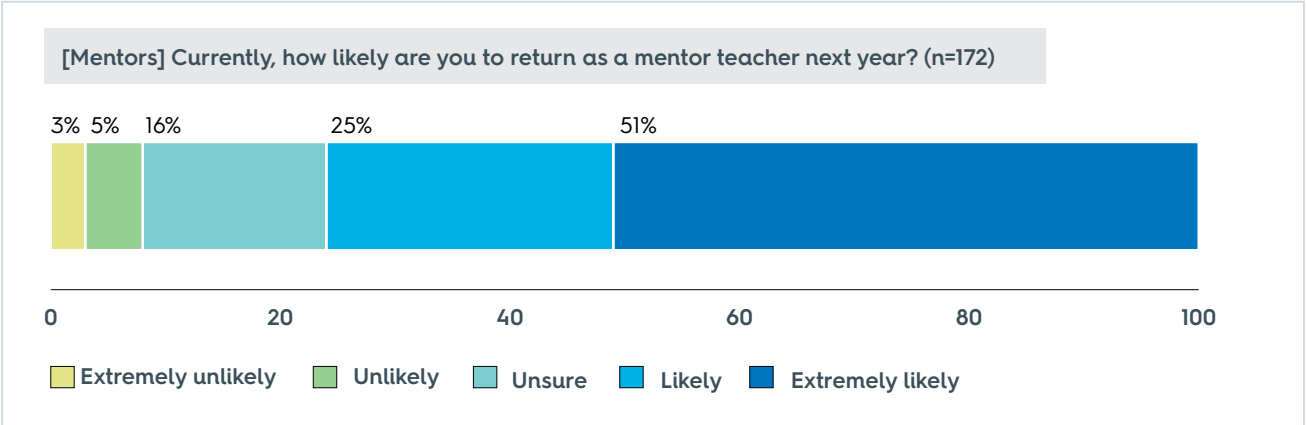
EXHIBIT 7. MENTOR TEACHERS' IMPRESSIONS OF THEIR RESIDENCY PROGRAMS



Source: Spring 2020 Mentor Teacher Survey

Note: Percentages have been rounded and may not total 100.

EXHIBIT 8. MENTOR TEACHERS' LIKELIHOOD OF RETURNING AS A MENTOR TEACHER THE NEXT YEAR

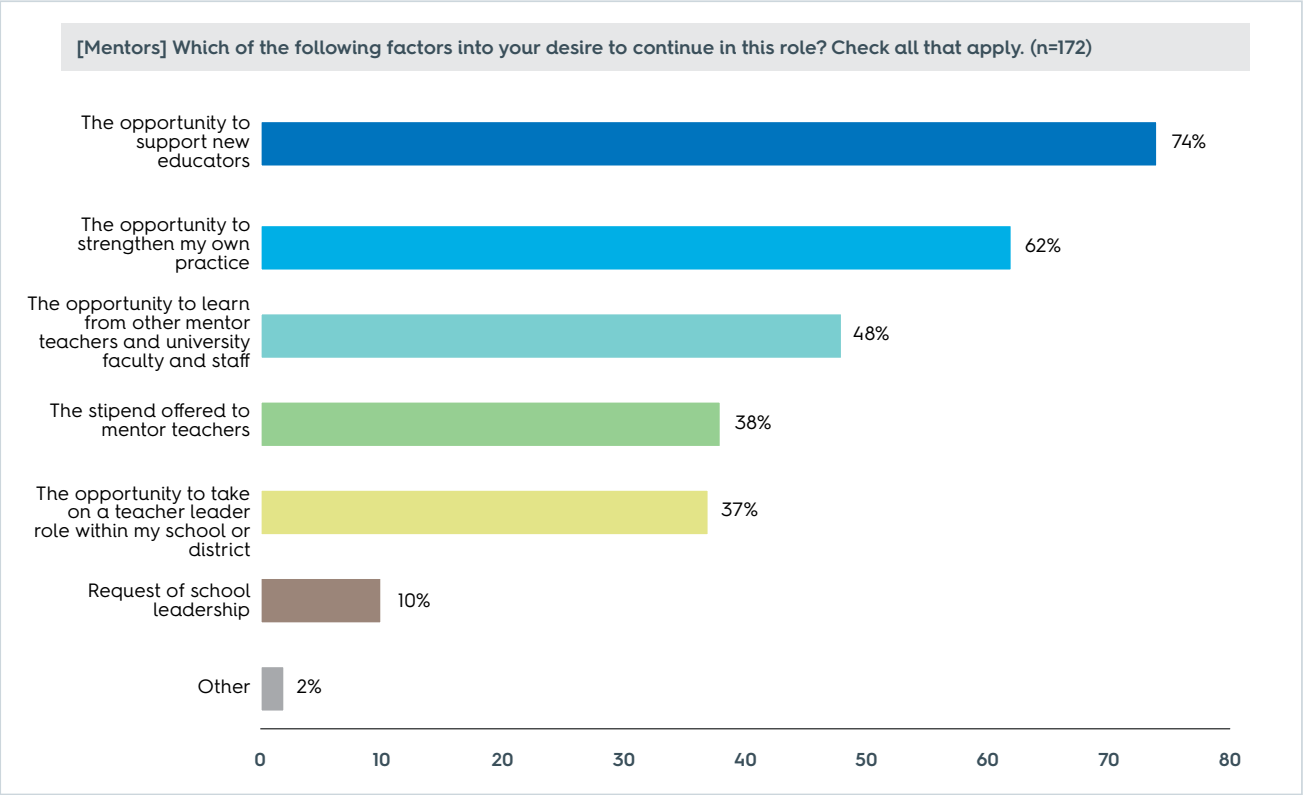


Source: Spring 2020 Mentor Teacher Survey

Note: Percentages have been rounded and may not total 100.

When the mentors who indicated they planned to return to the role next year were asked why they planned to return, they referenced opportunities to support new educators (74 percent), strengthen their own practice (67 percent), and learn from other mentor teachers and university faculty and staff (48 percent) as their top three reasons (Exhibit 9).

EXHIBIT 9. REASONS MENTORS PLANNED TO RETURN TO THE MENTOR ROLE THE FOLLOWING YEAR



Source: Spring 2020 Mentor Teacher Survey

3. Partnerships are working to strengthen key components of their residency programs.

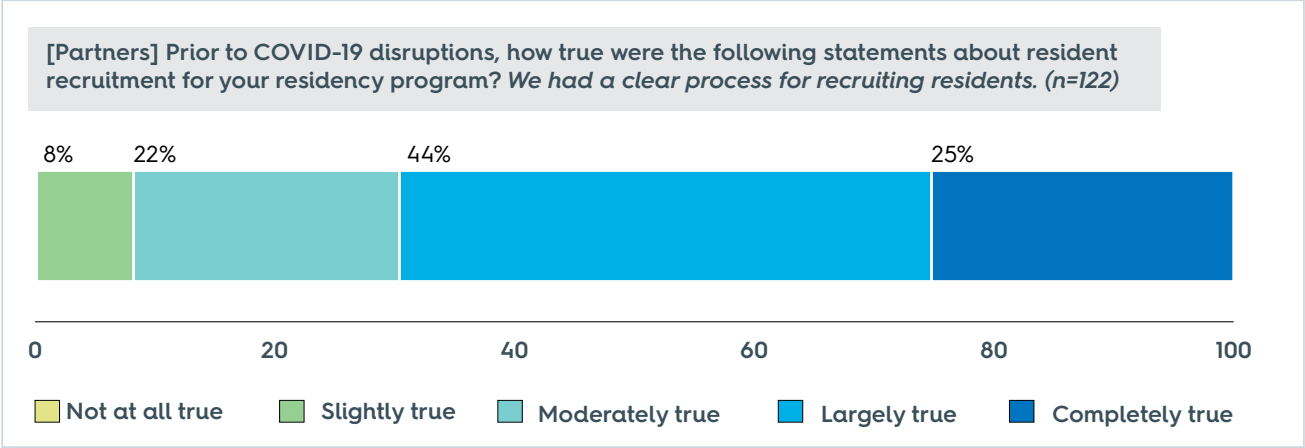
Although respondents across all stakeholder groups were overwhelmingly positive about their residency programs, data suggested several focal areas for improvement. These include strengthening processes for recruiting residents — an aspect that is critical for ensuring that partnerships are able to reach and enroll diverse cohorts of well-qualified candidates in shortage areas. Responses from across stakeholder groups also indicated that programs experienced challenges with aligning residents' clinical experiences at placement sites with IHE coursework and with offering high-quality professional development and training to mentors. These challenges make sense, given the early stages of most partnerships. In the 2019–20 school year, 20 of the 38 grantees opted in to participating in the Residency Lab, which is a system of support designed to accelerate the progress of residencies across key challenge areas. For more on the Residency Lab supports, see Appendix B.

3.1 Partnership team members are committed to recruiting and supporting teachers of color, but there is still work to do.

Partnerships have consistently indicated that recruitment of high-ability residents, particularly residents of color, is their greatest area of need. According to CTC data, the overall number of residents enrolled was lower than partnerships had initially projected for Year 1 of the grant. Those lower numbers were likely due to the challenges that partnerships faced in trying to start up and design their residencies while recruiting and supporting their first cohorts of residents.

As of spring 2020, approximately one-third of partners said they were "a long way off" from meeting their recruitment goals for the next cohort of residents. In addition, nearly a third of partnership team members' responses indicated that their programs had room for growth in having a clear process for recruitment (Exhibit 10).

EXHIBIT 10. PARTNERSHIP TEAM MEMBERS' PERCEPTIONS OF CLEAR RECRUITMENT PROCESSES



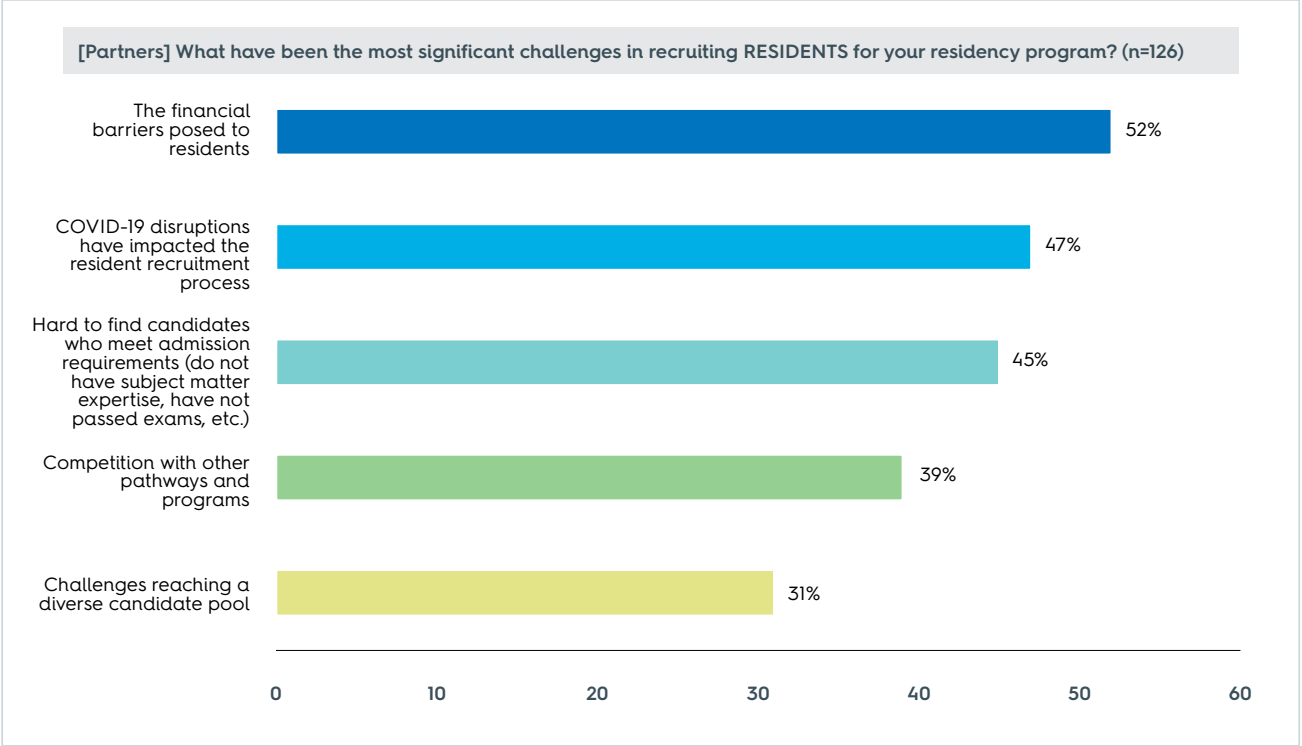
Source: Spring 2020 Partnership Team Member Survey

Note: Percentages have been rounded and may not total 100.

Partnership team members' perceptions of whether their programs had clear recruitment processes showed variation by partnership. Just over half (51 percent) of partnerships had an average response from partnership team members falling between "very true" and "completely true."

When partners were asked about the most significant challenges that partnerships faced in recruiting residents, the top challenges included the "financial barriers posed to residents," finding "candidates who meet admission requirements," "competition with other pathways and programs," and the "challenges reaching a diverse candidate pool," with partnership team members reporting similar challenges in both fall and spring surveys (Exhibit 11). The fact that all but one partner cited financial barriers as a challenge points to the importance of resident stipends and financial supports as a way to make residencies a financially viable option for candidates.

EXHIBIT 11: PARTNERSHIP TEAM MEMBERS' CHALLENGES IN RECRUITING RESIDENTS

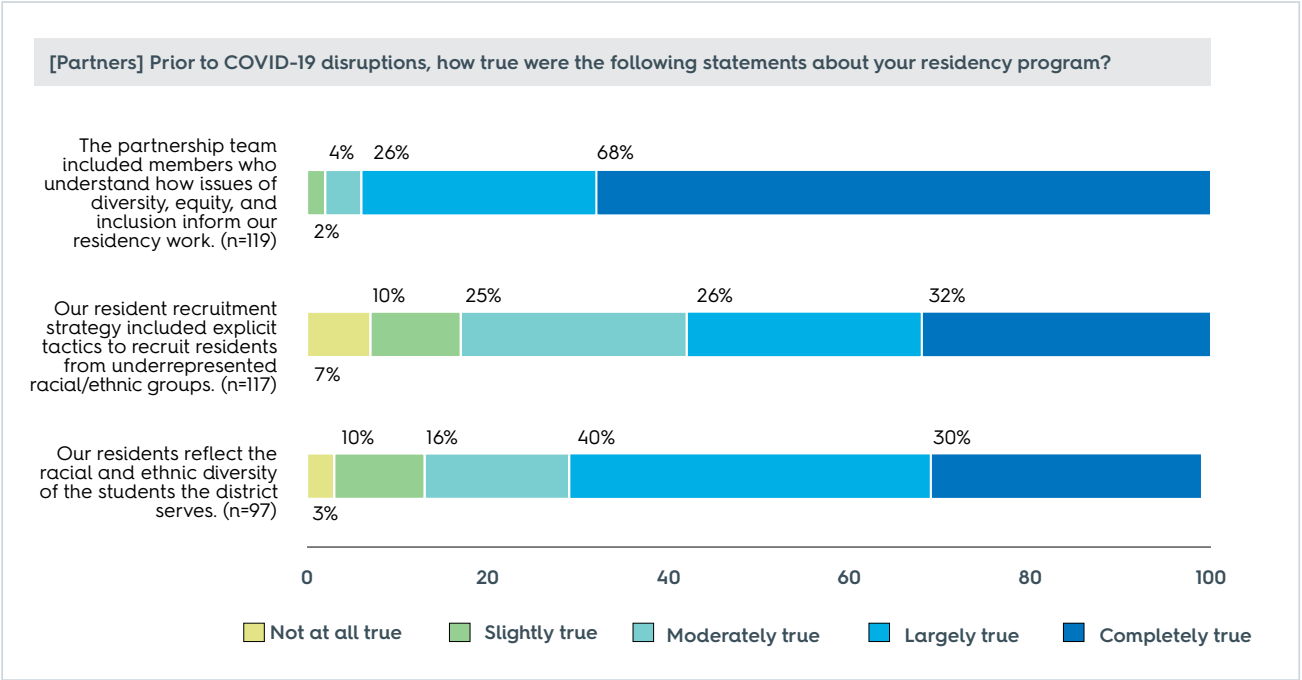


Source: Spring 2020 Partnership Team Member Survey

Despite the reported challenges in recruiting the overall number of residents, nearly 70 percent of residents who responded to the survey identified as people of color, indicating that partnerships were able to reach residents of color. And partnerships also seem to recognize the importance of recruiting residents from diverse backgrounds, with almost all (94 percent) of partnership team members agreeing that it was "completely" or "very" true that their partnership "included members who understand how issues of diversity, equity, and inclusion inform our residency work."

However, it was less clear that partnership teams had been able to translate this understanding into specific strategies geared toward recruiting underrepresented groups. More than 40 percent of partners' responses indicated that it was less true that their program included "explicit tactics to recruit residents from underrepresented racial/ethnic groups." Almost 30 percent of partners responded that it was only slightly or moderately true that their residents "reflect the racial and ethnic diversity of the students the district serves" as well as they should (Exhibit 12).

EXHIBIT 12. PARTNERSHIP TEAM MEMBERS' REFLECTIONS ON RESIDENT RECRUITMENT



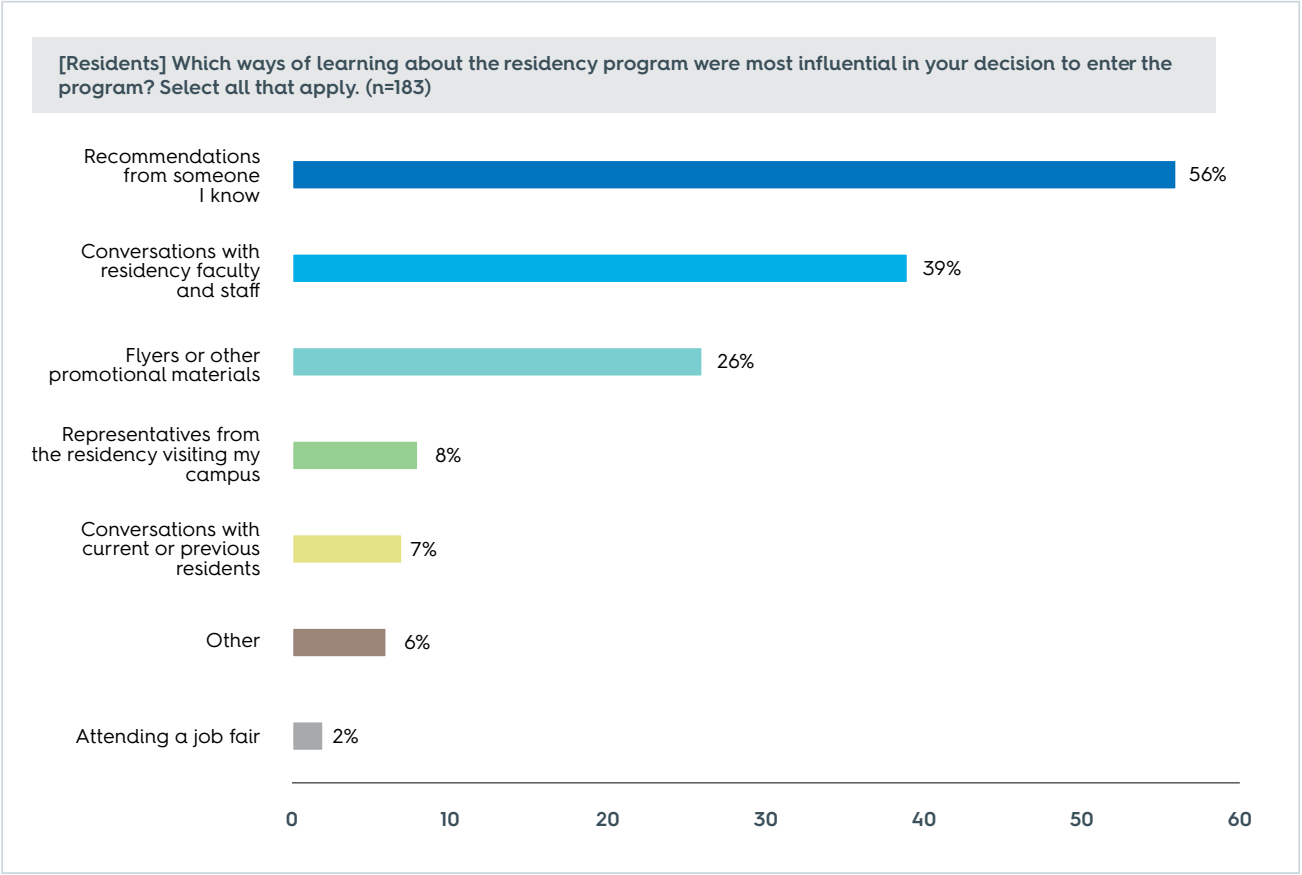
Source: Spring 2020 Partnership Team Member Survey

Note: Percentages have been rounded and may not total 100.

The San Francisco Teacher Residency (SFTR) has worked to place the recruitment of residents of color at the center of its recruitment efforts. Vignette 1, "San Francisco Teacher Residency — Using a variety of strategies to recruit candidates of color," highlights strategies this program uses to attract and retain residents who share similar racial and ethnic identities with many of the students the residency serves.

From the perspective of the residents themselves, word of mouth and personal connections during the recruitment process were important ways of learning about the residency program. When asked to select which ways of learning about the residency program were most influential in their decision to enter the program, "Recommendations from someone I know" was the most popular choice (56 percent), followed by "Conversations with residency faculty and staff" (39 percent) (Exhibit 13).

EXHIBIT 13. INFLUENTIAL FACTORS IN RESIDENTS' DECISIONS TO ENTER RESIDENCY PROGRAMS



Source: Spring 2020 Teacher Resident Survey

There were notable differences between the demographic characteristics of residents and mentor teacher survey respondents, by both race/ethnicity and gender. Although the proportion of Latinx/Hispanic, Black, and White mentor teachers responding to the survey was roughly on par with the grantee districts' teacher workforces, a greater proportion of resident survey respondents identified as people of color (66 percent) compared with mentor teacher respondents (49 percent). In terms of gender, 27 percent of resident respondents identified as male, compared with just 14 percent of mentor respondents.

As residencies work to build supportive environments for residents, recruiting and supporting mentor teachers of color will be important.

Vignette 1: San Francisco Teacher Residency — Using a variety of strategies to recruit candidates of color

Implementation Snapshot:

- The SFTR puts resident diversity and social justice at the center of recruitment efforts.
- The program aims to attract and retain candidates that "look like" the district's student body.
- The SFTR met its goal of enrolling 20 residents in 2019–20.
- Residents rated their recruitment experience more highly than candidates in other programs.

Program focus and local context. During 2019–20, the SFTR was in its 10th year as a California Teacher Residency program, offering residency specializations in STEM and bilingual education, in partnership with the University of San Francisco and Stanford University, the San Francisco Unified School District (SFUSD), and the United Educators of San Francisco. These organizations operate with a shared vision of transformative teaching, which they define to include leading for equity and social justice, placing students at the center of learning, communicating effectively in support of adult and student learning, and taking responsibility for change. Teachers of color can benefit all students, and especially students of color (U.S. Department of Education, 2016). This fact motivates SFTR Director Jaime Colly to work hard to highlight the racial and ethnic background of former residents when reflecting on program successes and to continue prioritizing recruiting candidates of color.

Implementation hurdles. Operating a residency program in a city where the cost of living is more than 80 percent higher than the national average (**Salary.com**, 2020) is one of the most significant challenges the SFTR faces in recruiting candidates to enter the rewarding, but often low-paying teaching profession. In the SFSUD, the average teacher salary in 2018–19 was $75,872 (California Department of Education, 2019), whereas the average yearly rent for a one-bedroom apartment during that period was approximately $40,000 (Zillow, 2020). This disparity is one reason Colly aims to be very clear during the recruitment process about the value proposition the SFTR can offer candidates relative to other residency programs or teacher preparation programs, such as internships, which can compete with and draw prospective candidates away from the residency program.

SFTR staff spend significant energy helping candidates clearly understand the demands and expectations of the residency program and the job of being a teacher in San Francisco. As a Black woman herself, Colly is able to authentically balance some candidates' perceptions about limited diversity within the higher education partner institutions and in the SFUSD student population with information about how the program honors and is inclusive of all. Still, she noted, because the SFUSD student population includes only about 7 percent Black and 27 percent Hispanic students (California Department of Education, 2019), some Black and Hispanic candidates may choose

residency programs in other areas where they might have "more touchpoints with people who look like themselves."

Progress and key learnings. To build a diverse resident pool, the SFTR's most powerful recent recruitment strategies involve SFTR staff using a range of other stakeholders to help describe and "sell" the program to interested candidates.

Lever 1: Engage graduates in the recruitment process. Having program graduates, especially graduates of color, available to connect with prospective candidates of color has been Colly's most powerful strategy. To have graduates share their own experiences ("the good, the bad, and the ugly") and answer questions, she asks them to attend program open houses, run an information table alongside other SFTR partners, offer their contact information, and do phone check-ins with prospective candidates. Relative to residents in other residency programs, SFTR residents more positively indicated that their recruitment experience increased their desire to participate and gave them an accurate understanding of their resident roles and responsibilities.

> **"What I found to be the most productive was having our grads be at those grad fairs, representing the SFTR alongside me. Because I can tell you about the program and I can give you my whole spiel, which is actually pretty good, but there's nothing like hearing about [it] from somebody who just graduated from it, who lived it, who understands the experience. … I have a group of go-to grads that I can connect them with, who they can meet with, speak to, and in some cases will let them go see their classroom, so that they really get a feel and understand … what's going to be happening. … I'm going to be extremely transparent. People of color like to see other people of color. And when I first came into this program …, even though the message was social justice and equity, when I met the team, the team was all white."**
>
> ***—SFTR Director Jaime Colly***

Lever 2: Partner with the local teacher's union. The SFTR's partnership with the union creates additional recruitment opportunities. The Head of Recruitment for the SFUSD identifies union events and rallies for SFTR staff to join to create connections with event attendees, such as parents and substitute teachers. With union support, Colly also asks SFUSD resident coaches (i.e., mentor teachers) to recruit within their spheres of influence, using a one-page program overview to help describe the program to interested candidates and connect them more directly to the SFTR residency and clinical directors for subsequent follow-up.

Lever 3: Educate prospective candidates about pathway options and maintain follow up. In addition to helping candidates compare different teacher preparation pathways, such as internships and the residency program, the SFTR also works in partnership with, rather than in competition with, three other residency programs in a "collaborative marketing pitch." The idea is that if these residency programs each identify their unique program characteristics,

they can all help potential candidates find "what flavor fits you … and your needs" and ensure that candidates end up in the residency program that is the "right place" for them. As Colly sees it, this transparency helps candidates make informed decisions about their future, which, along with careful follow-up with each candidate, can help translate interest into enrollment as well as retention in both the program and in teaching. (Eighty-eight percent of graduates trained in the SFTR have remained teaching in the SFUSD over a five-year period; 67 percent have remained over 10 years — strong statistics that the program hopes to continue.)

Lever 4: Reach out to community-based organizations with access to people of color. Because recruiting more African American, Latinx, and male teachers is also a priority, Colly reaches out to community-based organizations such as the National Equity Project, the Black Teacher Project, and Men That Teach. These connections have helped the SFTR start to organize resident affinity groups and have created awareness about the SFTR as a teacher preparation option for people of color. Colly also reported that working with these groups helped her to understand recruitment hurdles specific to certain groups that she would not otherwise have known to address.

Lever 5: Actively monitor recruitment efforts. Currently, IHE partners provide data on prospective candidates (e.g., subject matter specialization, ethnicity) that the SFTR uses to populate a Google form to track them through the recruitment and application phases. Colly reported that the systems the SFTR uses to monitor success of their recruitment efforts are "still a work in progress." Any former monitoring systems were not available for Colly when she took over residency director leadership. Colly is working to "systematize and make that more efficient."

Takeaways for other residency programs. Persistence, transparency, careful follow-up, and networking are among the most important lessons to take from the SFTR about recruiting diverse candidates. Colly says she uses every opportunity to talk about the SFTR and connect with potential candidates and asks others around her to be her "resource bank" to help her do the same.

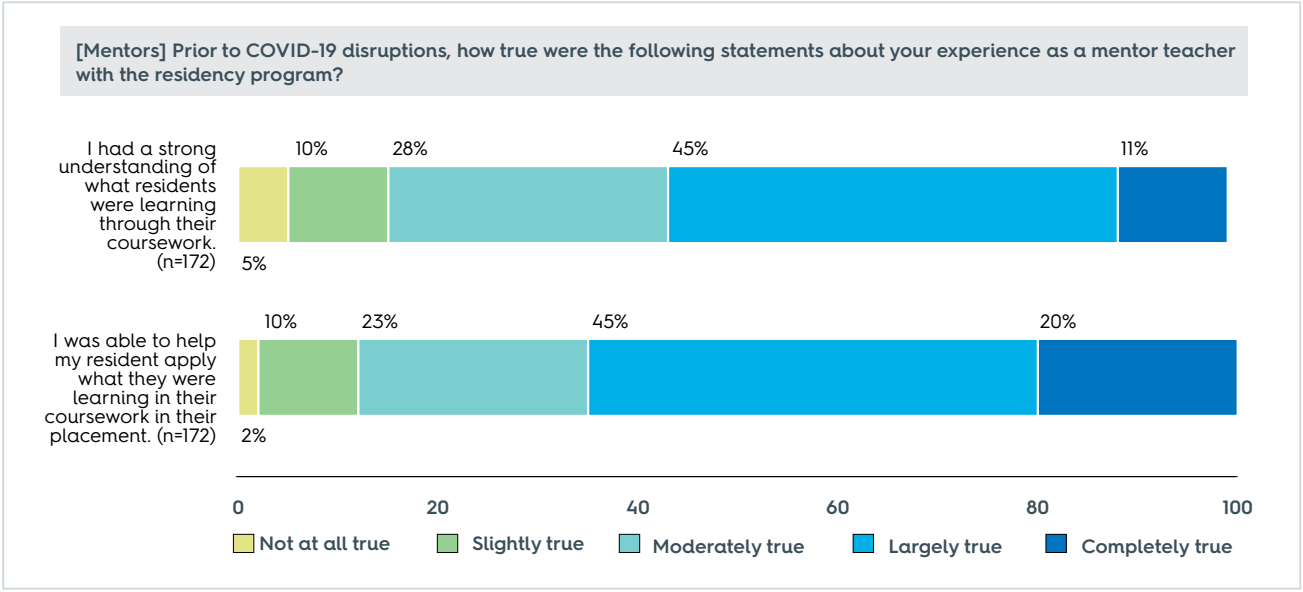
The value of documenting and keeping a record of recruitment strategies is perhaps a less obvious lesson from the SFTR. The program's current recruitment efforts are guided by a written recruitment plan (freshly redeveloped as Colly transitioned into program leadership), a one-page overview, and a website with video to "showcase the program if [we] can't be there." Colly describes this documentation as critical to ongoing program success because the recruitment "playbook" can describe the ideas tried and be updated (hopefully with an indicator of how well each worked), regardless of who is leading the program in the future.

3.2 Many partnerships experienced challenges establishing strong connections between coursework and clinical experience.

Building coherence between what residents learn and rehearse in university coursework and what they experience and practice in their clinical placements requires clarity around the high-priority practices candidates should learn and how coursework will introduce those skills. It also requires clarity around how clinical experiences and residents' work with their mentors will be set up to allow residents to practice and receive feedback on those practices.

Mentor teachers' survey responses indicated that there were challenges in making connections between residents' clinical placement and their coursework, with a relatively lower proportion of mentor teachers reporting that they "had a strong understanding of what residents were learning through their coursework" (56 percent) and that they were "able to help [their] resident apply what they were learning in their coursework in their placement" (66 percent) (Exhibit 14). "Understanding resident coursework and assignments" was also a leading area in which mentors expressed a desire for additional support (see Exhibit 18). Furthermore, nearly half (45 percent) of mentors reported that they were not communicating regularly with supervisors, who often provide a key link between the expectations of the IHE partner and the clinical experience of residents in their placement sites (Exhibit 15).

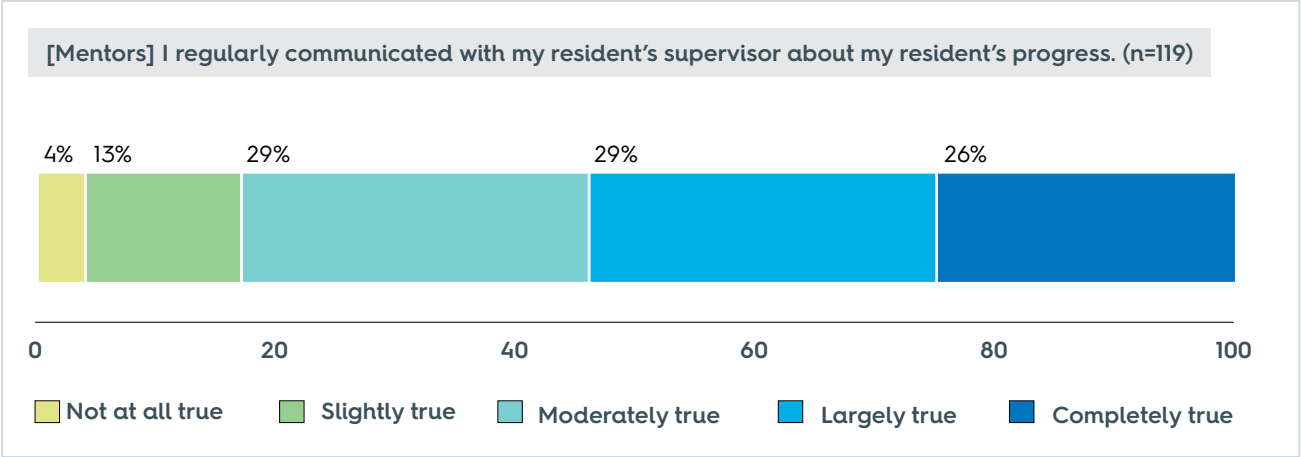
EXHIBIT 14. MENTORS' ABILITY TO UNDERSTAND THEIR RESIDENT'S COURSEWORK AND CONNECT IT TO THE CLINICAL PLACEMENT



Source: Spring 2020 Mentor Teacher Survey

Note: Percentages have been rounded and may not total 100.

EXHIBIT 15. FREQUENCY OF MENTOR COMMUNICATION WITH THEIR RESIDENT'S SUPERVISOR

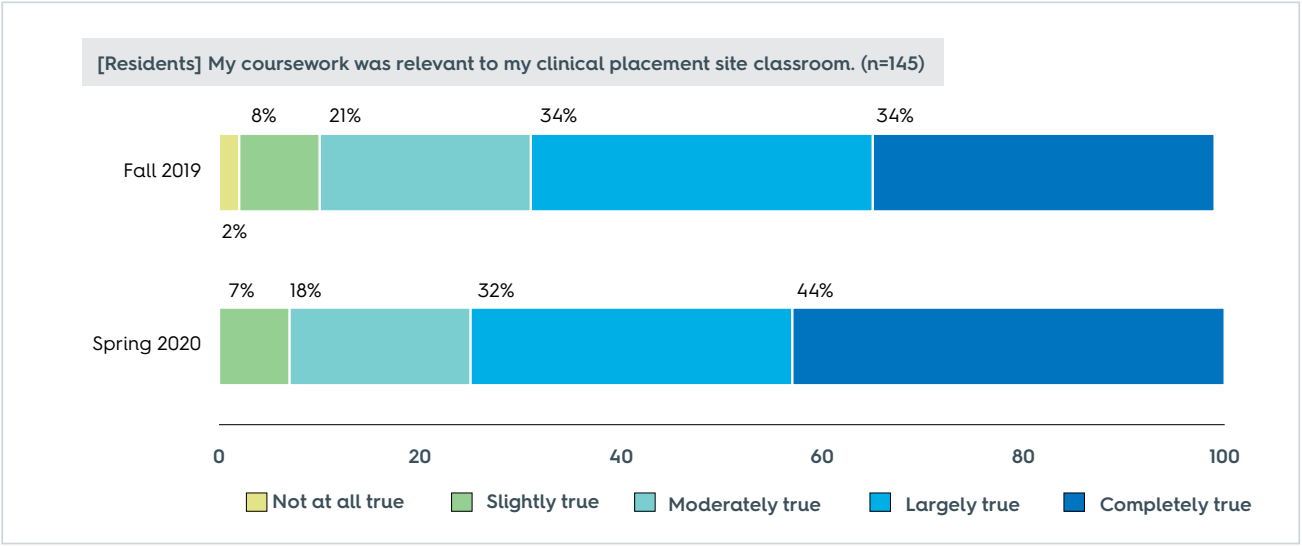


Source: Spring 2020 Mentor Teacher Survey

Note: Percentages have been rounded and may not total 100.

From the resident perspective, partnerships made slight progress in aligning university coursework and clinical experience as the year progressed. When comparing responses from residents who completed the survey in both the fall and the spring, most residents felt strongly that their "coursework was relevant to [their] clinical placement site classroom" in the spring (75 percent), up from 69 percent in the fall (Exhibit 18). In open responses, a small minority of residents indicated stronger alignment as an area to improve; those residents requested "time to actually practice teaching strategies in the coursework" and that "the classes focus more on my student teaching experience and less on busywork assignments."

EXHIBIT 16. RELEVANCY OF RESIDENTS' COURSEWORK TO THEIR CLINICAL PLACEMENTS, FALL TO SPRING COMPARISON



Source: Spring 2020 Teacher Resident Survey

Note: Percentages have been rounded and may not total 100.

The Fresno Teacher Residency Program has put substantial effort into aligning IHE-based coursework with resident clinical experiences in the Fresno Unified School District (FUSD). Vignette 2, "Fresno Teacher Residency Program — Aligning resident coursework and clinical placement," describes how the partnership deepened this alignment through shared meeting structures and routines, a shared understanding of the purpose of the partnership, and a focus on the district as the "end user."

Vignette 2: Fresno Teacher Residency Program — Aligning resident coursework and clinical placement

Implementation Snapshot:

- The district partner is positioned as the "end user."
- Courses were redesigned to support residents' integrated learning by merging requirements from multiple courses.
- Courses are taught at a district school site.
- Supervisors and mentors co-teach resident coursework and coach residents together.
- The partnership gathers and reviews data to conduct improvement tests related to alignment of the placement and coursework.

Program focus and local context. The Fresno Teacher Residency Program offers resident credentials for dual multi-subject special education and bilingual education and single-subject credentials in industrial technology and STEM. Fresno State University (FSU) and the FUSD enjoy a long-standing partnership of 12 years. Partners described a sense of shared purpose and alignment toward shared goals in their work that has improved through their concerted effort over multiple years and the university's acknowledgment of the district partner as the "end user" who will employ successful residents "for hopefully a 30-year career."

Implementation hurdles. Although both IHE and district partners report that alignment between the residents' coursework and clinical placement is strong, there is still room for improvement. One ongoing consideration is finding opportunities to align the thinking and work of university faculty, the supervisors who assess and give feedback to residents in their clinical placements, and mentor teachers. This includes working to ensure that everyone supports the use of a common observation rubric or finding ways for mentors and supervisors to work effectively together in a coaching cycle with residents.

Progress and key learnings. Partners described the combination of meeting structures and routines, "constant communication," and a shared, deep understanding of the purpose of the partnership as key supports for deepening alignment of university coursework and clinical practice.

Lever 1: Redesign coursework requirements to support residents' knowledge integration. The partnership collaboratively redesigned the coursework syllabi so that

courses merge material and faculty members' work across concentrations, such as math and special education. These merged courses enable faculty to learn about how two concentrations can be integrated in practice and support residents to integrate their learning and more easily create lesson plans that weave together ideas from both concentrations into more seamless instruction.

> **"The reasoning was [that] the instructors were saying we can't tell them to create integrated lesson plans if we ourselves are not integrating our work. So that was really powerful."**
>
> ***—Fresno Unified School District Teacher Development Manager***

> **"The [residents] are not left doing the hard work of, 'Here's a course, here's a course, here's math, here's Special Ed, here's this course and this course.' Now, you integrate them …, [and] they're seeing [integration] in live time. They're seeing an integration of two people working through content together and skills that need to work for the [residents] at the same time.**
>
> ***—Fresno State University Partnership Coordinator***

Lever 2: Support co-teaching between IHE professors and district staff. In this program, district-based coaches and teachers on special assignment are involved in co-teaching resident university coursework with university faculty. An associate professor at FSU, who is the university coordinator of the residency program, describes this co-teaching as a long-standing strength of the residency. Mentors and faculty members have attended co-teaching training together. The partners also hold quarterly meetings for co-teaching faculty and mentor teachers to discuss upcoming FUSD professional development and FSU coursework assignments and to plan lessons together to build their shared understandings and alignment. For example, during the quarterly meetings, a faculty member might model how they would teach the concept of inquiry, and the mentor might in turn demonstrate how a resident might perceive and undertake the proposed inquiry activities. District partners also always invite university supervisors to all training events so that all parties are "on the same page." As the Fresno State University Partnership Coordinator said:

> [The idea is] to have … someone very knowledgeable on the district side working from planning to implementation of instruction to reflecting together, like going through the whole teaching process together with the university professor. And they're learning from each other about, 'Oh, this is how the district talks about it. Well, this is how we want to talk about it at the university, but let's see where we can come together on that.'

Strong alignment between mentors and supervisors also creates new opportunities for university instructors to learn more about and integrate the FUSD curriculum into their coursework and also to participate in resident coaching. In interviews with district staff, residents have reported that having their university instructor as a coach helps them "build stronger relationships and … articulate the [connections between coursework and clinical practice]."

Lever 3: Move coursework to K–12 school sites. To clearly signal the connection between the two partner institutions, resident coursework has been moved to FUSD school sites. Although the intention is to enable residents to move "fluidly" between their coursework and clinical practice, there is still some debate about how to achieve this fluidity. The university coordinator is convinced that these initial coordination challenges can be made more fluid and useful with a little creativity and flexibility.

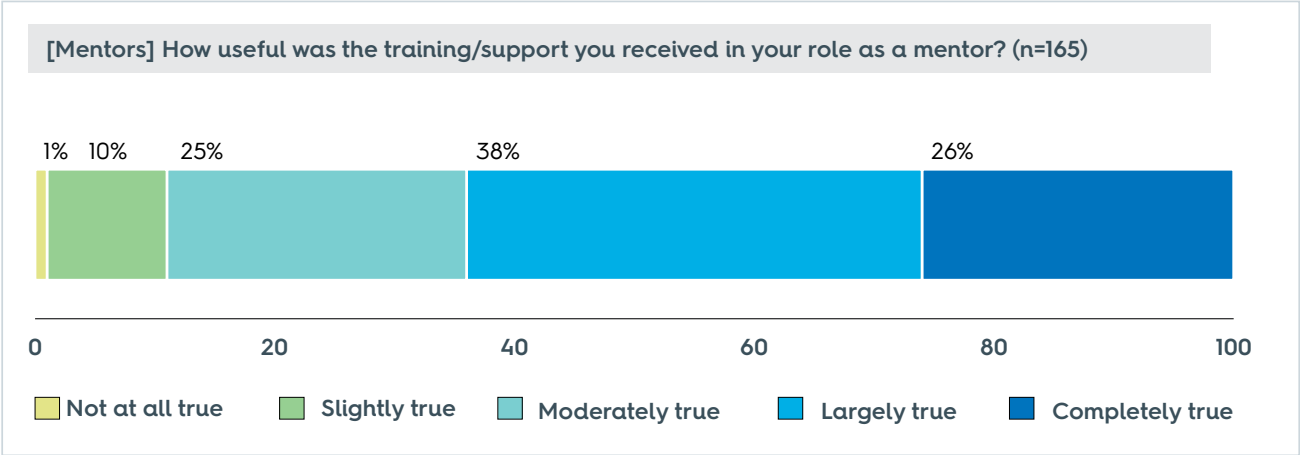
Lever 4: Monitor resident experience of alignment and engage in continuous improvement. Data collection, such as empathy interviews with residents to understand resident perspectives, helps the partnership identify ways in which its current alignment efforts are working well and not working well. In one example, partnership leads had learned that residents perceived mismatched communications from the district and university. To address this resident perception and test a solution, the partners conducted a small improvement test in which they had the district coordinator and a university staff member host a monthly Q&A for residents. The partnership coordinator described this small effort as having a positive impact on resident perception of alignment because residents saw the partners managing the session together and offering common responses. She generally feels that such small, focused changes, which can be made relatively quickly, can enable the partnership to learn and act faster to improve their alignment.

Takeaways for other residency programs. Other programs can learn from how the partners in this program have maintained a long-standing relationship and made concerted efforts over the past five years to redesign their university coursework, change the ways that mentors and university faculty work together, integrate course instruction so that it occurs at a district school site, and begin to gather data to understand how their efforts are paying off.

3.3 Overall, training and support for mentor teachers can be strengthened, but some programs are doing this well.

Although mentors were generally positive about feeling supported by the program, just over one-third (36 percent) reported that the training they had received in their role could have been more useful than it was (Exhibit 17). When asked where they would like additional training and support, the top three areas identified were "giving high-quality feedback to residents" (43 percent), "understanding resident coursework and assignments" (38 percent), and "releasing responsibility in the classroom to residents" (33 percent) (Exhibit 18).

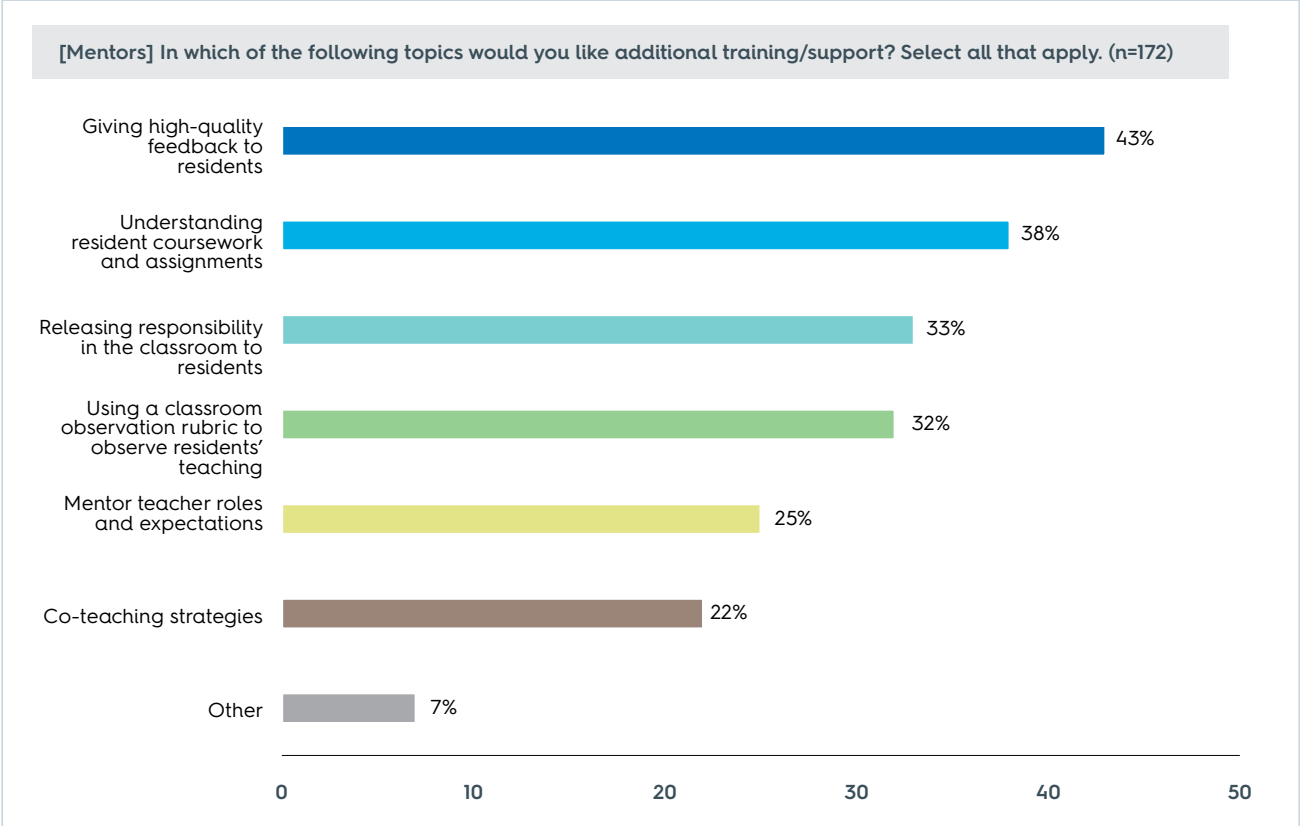
EXHIBIT 17. USEFULNESS OF TRAINING THAT MENTORS RECEIVED



Source: Spring 2020 Mentor Teacher Survey

Note: Percentages have been rounded and may not total 100.

EXHIBIT 18. AREAS IN WHICH MENTORS WOULD LIKE ADDITIONAL TRAINING OR SUPPORT

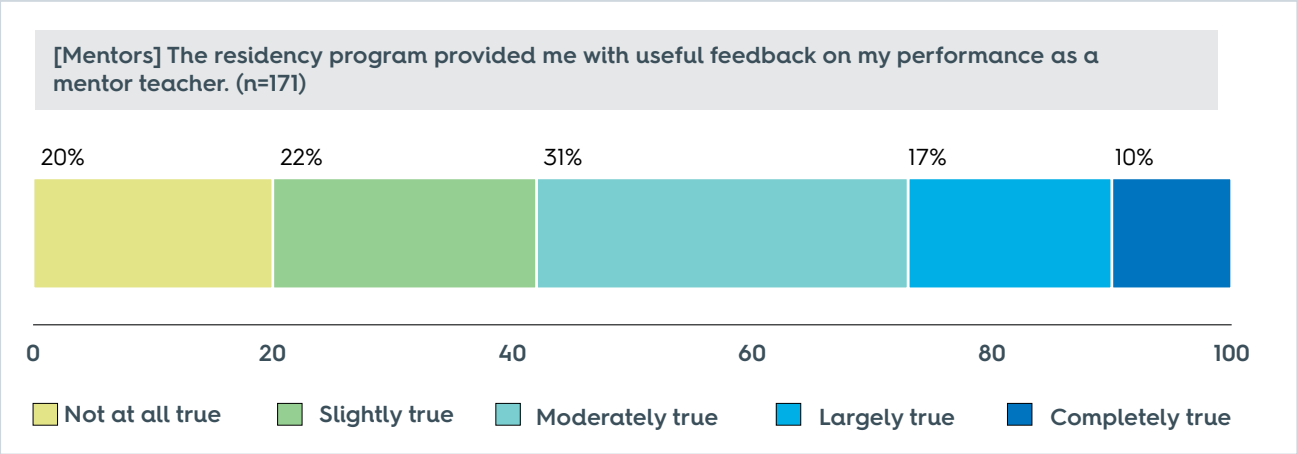


Source: Spring 2020 Mentor Teacher Survey

Most mentors (73 percent) indicated that the program was not providing them with sufficient feedback

on their performance (Exhibit 19). As one mentor explained, "For newer mentor teachers, I think they need more direct training. … Feedback on how we are doing as mentor teachers would be nice as well." Another said, "I would like to be scored on a rubric by my mentees as a mentor teacher, just as I score her as a student teacher."

EXHIBIT 19. USEFULNESS OF FEEDBACK THAT RESIDENCY PROGRAMS PROVIDED TO MENTOR TEACHERS



Source: Spring 2020 Mentor Teacher Survey

Note: Percentages have been rounded and may not total 100.

A program-level analysis shows that although mentor teacher support is an area for growth overall, a third of programs are excelling in the area of useful training from the perspective of mentors, with mentors from these programs reporting that their training was, on average, "extremely" or "very" useful.

One newly formed special education residency, the Oakland Teacher Residency (OTR), has worked to improve the support it offers to its special education mentors. Vignette 3, "Oakland Teacher Residency — Focus on selecting and supporting special education mentor teachers," describes the support program that has been designed and refined with user input from mentors.

Vignette 3: Oakland Teacher Residency — Focus on selecting and supporting special education mentor teachers

Implementation Snapshot:

- The OTR's special education residency specialization was informed by other residency programs, program partners, and special education mentors.
- Mentors are included in designing the program to ensure responsiveness to mentor needs.
- Written documentation and tools clarify mentor processes and serve as a starting point for subsequent revisions and improvements.

Program focus and local context. During the 2019–20 program year, the OTR offered residency specializations in both STEM and special education, in partnership with the Oakland Unified School District, Trellis Education, the University of California at Berkeley, California State University–East Bay, and the New Teacher Center. The special education specialization, which was new in 2019–20, built on the district's other residency experiences. The OTR's mission is to cultivate and grow local and diverse teachers, eliminate the predictive power of demographics, and increase opportunities for underserved students. Program directors told us that they were having an "easier time" with recruiting and supporting special education mentors than with other aspects of their residency program because of three factors:

- Strong existing personal relationships with experienced teachers and a "database of people [in the district] interested in teacher development"
- Ability to build their special education program with guidance from the OTR's existing partnership with Trellis for the STEM specialization
- Lower-than-expected resident enrollment and mentor pool, which provided time to ramp up building their mentor support program

Implementation hurdles. The size of the special education program did not allow the OTR to test its mentor support system at scale. Program staff realized that they would need to continue to change aspects of mentoring as the program grew, as they did by prioritizing the importance of the matching residents with appropriate mentors for the second year. A co-director of the residency program said,

> [With more mentors, it] becomes a little bit unpredictable in terms of who the mentors are, what their capacities are, what their relationships with the residents are, what their expectations of themselves are, and how they conform or not to the program's expectations. … Maybe the most important thing, though, would be [that] the resident and mentor match is good and strong and … they are able to work together, because everything depends on that collaboration between those two people.

Progress and key learnings. Because the special education program was new, there were opportunities for mentors to be involved in designing the program and for program stakeholders to learn from first-year implementation. For example, program staff and mentors alike learned from the first year of implementation about the need to make stronger mentor-resident matches, codify mentor job requirements, further specify the resident's gradual release of responsibility, and provide more differentiated special education support.

Lever 1: Diversify the mentor pool. In order to recruit a more "inclusive, diverse group of teachers" to be mentors in the district, the OTR shifted its special education mentor recruitment process from nomination by district special education administrators to sending applications to all experienced district teachers with appropriate credentials.

Lever 2: Involve experienced mentors in ongoing program design and improvement. Program stakeholders reviewed special education mentor applications and selected two experienced mentors, who then worked closely with the residency director, Zaia Vera, to help design special education mentor support, suggest ways to overcome mentoring challenges, and improve future support for mentors based on their own experiences.

For example, based on learning from Year 1 implementation, the OTR program has undergone several revisions for 2020–21. The program's gradual release for residents now reflects a yearlong process, (rather than the previous six-month process) across six skill areas (e.g., collaboration and co-teaching). Additionally, the OTR asks that mentors specify individualized gradual release for their residents that are appropriate for the different kinds of special education classrooms in which residents are placed. The OTR also supports mentors with specific mentoring strategies such as "huddling" frequently with residents for feedback.

Lever 3: Learn from other programs' existing processes and adapt them to meet the program's needs. The OTR modeled its recruitment and selection processes for special education mentors after the "robust and rigorous mentor selection process" that its partner organization Trellis uses with STEM mentors and after other programs' processes, such as the one used by the Seattle Teacher Residency program. Using documentation about others' processes, they were able to develop a mentor job description, with mentor rules included, and criteria for matching mentors with residents. Vera reported that having documentation on the job description and updated gradual release makes mentor selection in Year 2 easier because it provides greater clarity for mentors on mentor expectations.

Lever 4: Use a gradual release of responsibility document and authentic problems of practice to guide differentiated, ongoing mentor support. Oakland Unified School District mentors receive monthly professional training from the New Teacher Center, and each STEM/special education residency specialization provides additional differentiated support for resident mentors (with Trellis supporting STEM mentors and OTR program staff supporting special education mentors). Special education mentor professional learning

is guided by the OTR's gradual release of responsibility document, which indicates the program's core competencies for mentors as well as how residents are to be supported over time to take on full teaching responsibilities. One mentor reported that the OTR's support was "super responsive to what we needed." Mentors used their professional learning time together to collaboratively reflect on how they use tools to guide their mentor actors, and they employ a consultancy protocol to coach each other on which aspects of mentoring (e.g., discussing lesson planning with their residents, providing feedback to residents) worked and which did not work.

Takeaways for other residency programs. Other programs can learn from how the OTR special education residency has built a support system based on common documentation, tools, and strategies and how the program's work is informed by close monthly collaboration between the residency director and experienced mentor teachers who have significant responsibility for designing and implementing the program.

4. Partnerships are taking a variety of approaches toward building sustainable residency programs.

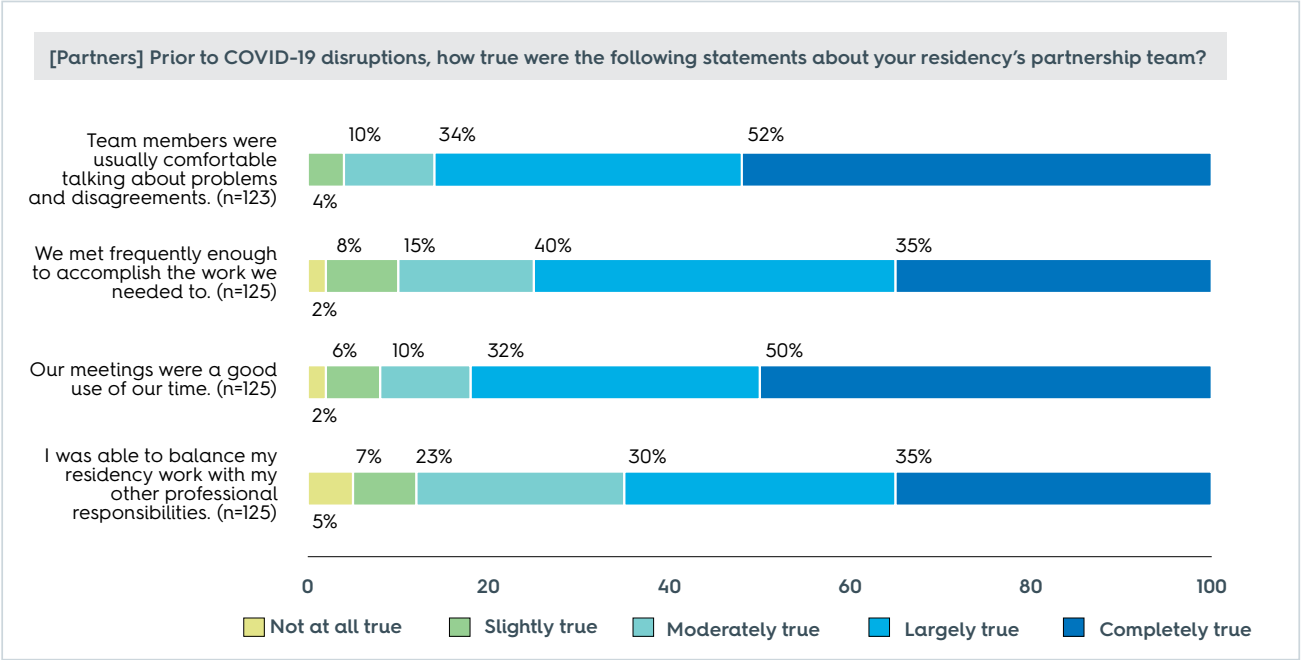
Residencies require investments of financial resources. This includes providing stipends and financial aid that enable residents to devote a full year to their clinical placement and coursework. This financial support is especially crucial for attracting and supporting residents from diverse socioeconomic backgrounds. Residencies often compensate mentor teachers for the substantial time and effort required to mentor and co-teach with residents. Residencies also need to attend to the personnel and administrative support needed to enable in-depth collaboration between districts and their IHE partners.

Although there are indications that LEA-IHE residency partnerships are beginning to work together effectively, many are still exploring approaches to sustaining their programs long term, beyond grant funding.

4.1 Partnerships are beginning to build strong working relationships between IHEs and LEAs.

In many cases, representatives of the IHEs and LEAs involved in the residency programs are working together for the first time; others are expanding their work together to manage new residency programs. Several indicators of partnership strength suggest the partnerships are functioning well overall, with most reporting, "Team members are usually comfortable talking about problems and disagreements" (86 percent), "We met frequently enough to accomplish the work that we need to" (75 percent), and "Meetings are a good use of our time" (82 percent) (Exhibit 20).

EXHIBIT 20. PARTNERS' VIEWS ABOUT THEIR RESIDENCY'S PARTNERSHIP TEAM



Source: Spring 2020 Partnership Team Member Survey

Note: Percentages have been rounded and may not total 100.

Although at least one partnership had allocated its funding and staffing models to allow for a partnership team member who was fully devoted to managing the residency work, in most residency partnerships, team members had other responsibilities, outside their residency commitments. More than a third of partnership team members indicated that they were struggling to "balance my residency work with my other professional responsibilities" (35 percent) (Exhibit 22).

During a grantee webinar sharing learnings from the evaluation of the Teacher Residency Grant Program, an LEA representative reflected on her team's data for this item:

> *All of us that are part of the residency program have other parts of our job that take up a lot of time. This is where we struggled the most: finding that balance between what people are tasked with in their normal, everyday job and then the teacher residency program. … Our efforts in the last months to redefine how we're providing support to mentors and residents … requires more support from our different partners, from each of us, so that our jobs allow for us to more fully participate in the residency program. We've made changes in how we're using our funding. Not substantial changes, but more around who's doing what and having more clearly defined roles. This is what will contribute to our sustainability, if we can make sure we have a solid foundation.*

When we disaggregated residents' responses about their likelihood to take a job in their placement district according to whether the program was a launch (new program) or an expansion (existing program), 85 percent of residents from expansion programs responded "extremely likely," compared with 56 percent of residents from launch programs. Although it is important to note the small number of expansion programs with residents in this analysis (four programs, comprising 20 residents who responded to this item), these results provide a potential indication that long-standing, established

partnerships are better able to engage in the collaboration and coordination required to lead a successful residency program.

Despite evidence that partnerships are fostering strong relationships between the participating LEAs and IHEs, only 15 percent of program leads indicated that the labor union representing teachers was an active participant in the design and development of their residency program. Collaborating with collective bargaining units as a key stakeholder in teacher residency programs can help surface barriers and devise solutions around resident placement, graduate employment, and mentor teacher roles (DeMoss & Brennan, 2020).

The Los Angeles Unified School District (LAUSD) is partnering with four local IHEs. Its longest-standing partnership, with the University of California at Los Angeles (UCLA), is defined by shared norms of collaboration and communication. However, like many partnerships, team members still face challenges, including balancing job responsibilities and planning for long-term sustainability. Vignette 4, "UCLA-LAUSD Partnership — Strong collaboration norms built on trust," describes how this partnership has built an infrastructure for collaboration over the past decade.

Vignette 4: UCLA-LAUSD Partnership — Strong collaboration norms built on trust

Implementation Snapshot:

- The program met its recruitment goals, and residents rated their recruitment experience positively.
- Collaboration norms are strong, with quarterly meetings on focal topics for all partners, and there is regular communication via email and phone.
- Multiple team members from partner organizations join each meeting, as part of a "succession plan."
- Sustaining and fully funding the residency is a primary partnership concern.
- District program staff struggle to balance the demands of program coordination alongside other job duties.

Program focus and local context. The LAUSD residency program works in partnership with four local IHE partners. They have worked with UCLA for more than a decade on previous grants, which has enabled them to build a strong infrastructure and a shared mission for the program. The mission is to find a "diverse, highly qualified pipeline of candidates" and "to put [them] in front of kids and giv[e] the [candidates] the best training possible." The UCLA-LAUSD partnership offers both bilingual and STEM education residency specializations. The program emphasizes a social justice orientation and aims to recruit residents from nearby communities who will work in the district and later become program mentors to "give back" to the program.

Implementation hurdles. The LAUSD's Director of Certificated Workforce Management coordinates the grant while also balancing the demands of his other job responsibilities, some weeks spending as much as 30 to 50 percent of his time on the residency. Time constraints make it difficult for partners to fit in other high-value activities, such as engaging with key stakeholders to support full funding and program sustainability or reviewing data to monitor program progress. Although the LAUSD's Director of Certificated Workforce Management realizes that the partnership "need[s] to drive our work with data a little bit more" rather than "just kind of flying by the seat of our pants," his own limited bandwidth was a challenge.

Geographic spread of the partners around Los Angeles limits their ability to meet more frequently. Meetings also involve "a lot of cooks in the kitchen … four universities and everyone kind of wants things and does things a little bit differently." Although the program has been able to establish a memorandum of understanding among partners for their shared work together, formalizing their agreements has also revealed each other's bureaucratic processes.

Progress and key learnings. Although the partners' distance from each other creates some hurdles, it may also provide some benefit. In the fall 2019 survey, partner respondents were slightly more satisfied that their meetings were a good use of their time than partners in other programs. Quarterly meetings provide time for partners to share their practices and hear from others about what's working and what's not, and they provide opportunities to integrate newer partners to create a "succession plan." Partners told us that trust built over a long working relationship is a critical factor in the partnership's success, with trust being built from having difficult conversations, working through the issues, and learning from prior mistakes, as well as from the sense that everyone on the team is driven, capable, and committed to excellence in their work. The long-standing relationships, along with individuals' time constraints, may also help keep partner roles relatively clearly defined because "none of us have the time to get into the weeds of the other peoples' jobs." In keeping with survey results that found a statistically significant relationship between strong partnerships and a high-quality recruitment process, this program met its recruitment goals and also received positive ratings from residents on their recruitment experience.

Lever 1. Establish a common vision. Their work together over many years has enabled UCLA and the LAUSD to identify the pressing local workforce needs and develop a shared understanding that the residency program is a successful strategy for addressing them.

Lever 2: Regularly hold substantial cross-partner meetings. The partnership organizes quarterly three-hour meetings among all partners, typically around a single focal topic (e.g., mentor and site selection). Whereas prior collaborations have involved district staff meeting with each of the four IHE partners separately, in the current partnership configuration, the goal is to have everyone meeting together to work "on a common

basis." Partners build the "ambitious" agenda collaboratively so they can accomplish as much as possible in their time together on the focal topic and still have time for general business. The meetings are strongly facilitated to keep participants on track and make the time productive. However, if they do not fully cover all agenda items at the quarterly meetings, there are also frequent emails and cell phone calls.

Lever 3: Develop a leadership succession plan. Each partner organization typically brings a few team members from their organization to the quarterly partnership meetings. In addition, email exchanges among partner organizations typically include "lots of people" to avoid side conversations and keep everyone looped in. The goal of this is to ensure a broad, common understanding of partnership activities across organizations. As the LAUSD's Director of Certificated Workforce Management said,

> There's not just one person who is the keeper of all of the knowledge and relationships, there's multiple folks. I think we've done … a pretty good job of succession planning. … There's a lot of folks on both sides of the ball [LAUSD and UCLA] who know what they're doing and know how everything is working together. And we're doing a really good job of bringing lots of people into the mix and training them up as we're going. … There [are] a lot of folks who can step in off the bench and fill in at different spots.

Takeaways for other residency programs. Productive partnerships are built on trust and strong norms of communication, routines of collaboration, and dedicated work. This program's open collaboration and communication among all partners, with focused quarterly meetings, helps keep everyone looped in and moving in the same direction and helps the partnership continue even in the event of staff turnover.

4.2 Partnerships are taking advantage of a variety of strategies to make full-year residency placements a possibility for residents.

Extended, intensive clinical placements provide residents with more robust preparation, but they also place greater time demands on residents and the mentors who support them compared with other teacher preparation models. That means that it is often challenging for those interested in teaching to enter a residency and support themselves financially. The California Teacher Residency Grant required that residents teach at least half time for a full academic school year (the fall and spring semester) alongside an experienced mentor teacher. In surveys, partnership members reported that financial barriers posed to residents was their primary recruiting challenge (see Exhibit 13).

In June 2020, WestEd administered a survey to grantee LEA program leads to better understand the program and financial structure of their residencies. According to these survey results, almost all responding grantee residency programs were 10–13 months long. Residents were typically at their clinical placement site for at least four days each week, and they averaged about 30 hours per week at their placement site and about 15–20 hours per week engaged in coursework.

To ensure residents are able to support themselves throughout an intensive, yearlong clinical experience, partnerships are taking advantage of a variety of strategies to make residencies a viable option for candidates. These include:

- **Helping residents cover their living costs through resident stipends.** The average resident stipend is around $10,000. Most programs offered at least some stipend, although some programs offered no stipend; the highest stipend reported was $34,000.
- **Lowering the overall costs of participating in the program by subsidizing tuition costs.** Many programs reported that they used grant funds to subsidize IHE tuition. Across all programs, the average tuition as a direct cost to residents (what residents pay *out of pocket*) was reported to be around $10,000. About 25 percent of programs reported that residents' tuition was highly subsidized, such that they were paying less than $5,000 in tuition/fees.

These incentives for residents varied by program, and there were "better" and "worse" arrangements. One program indicated that it offered residents $9,500 in stipends compared with $2,500 out-of-pocket tuition costs (for a net positive of $7,000). Another program offered residents a $10,000 stipend against $17,500 out-of-pocket tuition costs (for a net negative of $7,500). Both programs reported the same range of expected hours on-site for these residents.

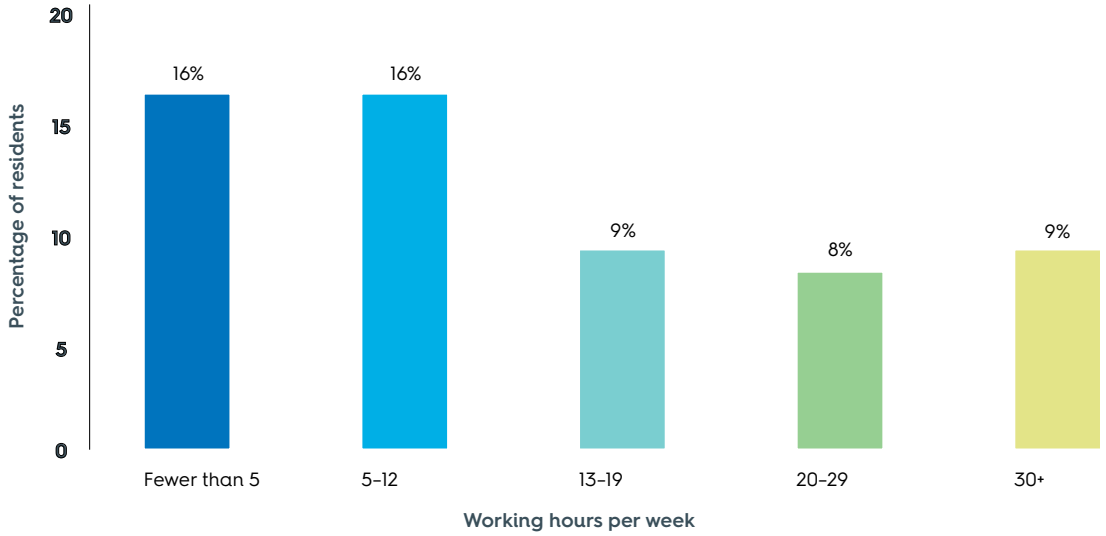
Some partnerships also provided school-based employment opportunities for residents, either requiring or giving residents the option to substitute teach in their placement district. As a way to satisfy clinical hours requirements, several programs reported that they had staffed residents in existing positions in the district. This staffing provides a resident salary (and access to benefits) while also allowing additional grant funds to be put toward a resident stipend and/or subsidizing tuition costs. When residents themselves were asked about the financial supports that have helped them pay tuition and living costs since starting the residency, 34 percent (spanning 14 different programs) reported that they relied on substitute teaching, 13 percent on paraprofessional jobs, and 3 percent on employment in the district as an intern. In some cases, residents worked for the placement district as full-time employees (approximately 40 hours per week at the school site). At one site, wages for this work were reported as $17 per hour.

Overall, 59 residents reported that they were working 12 hours a week or less (including jobs unrelated to the district or education), 31 reported working between 13 and 29 hours a week, and 17 reported working more than 30 hours a week (Exhibit 21).

An analysis of sources of financial support, disaggregated by residents of color and White residents, showed that the sources of financial support did not differ much between the two groups (Exhibit 22). The most notable differences were that White residents indicated loans as a support more often than residents of color (44 percent to 34 percent) and that residents of color identified substitute teaching more often than White residents (39 percent and 29 percent, respectively).

EXHIBIT 21. HOURS PER WEEK THAT RESIDENTS WORKED OUTSIDE THEIR RESIDENCY

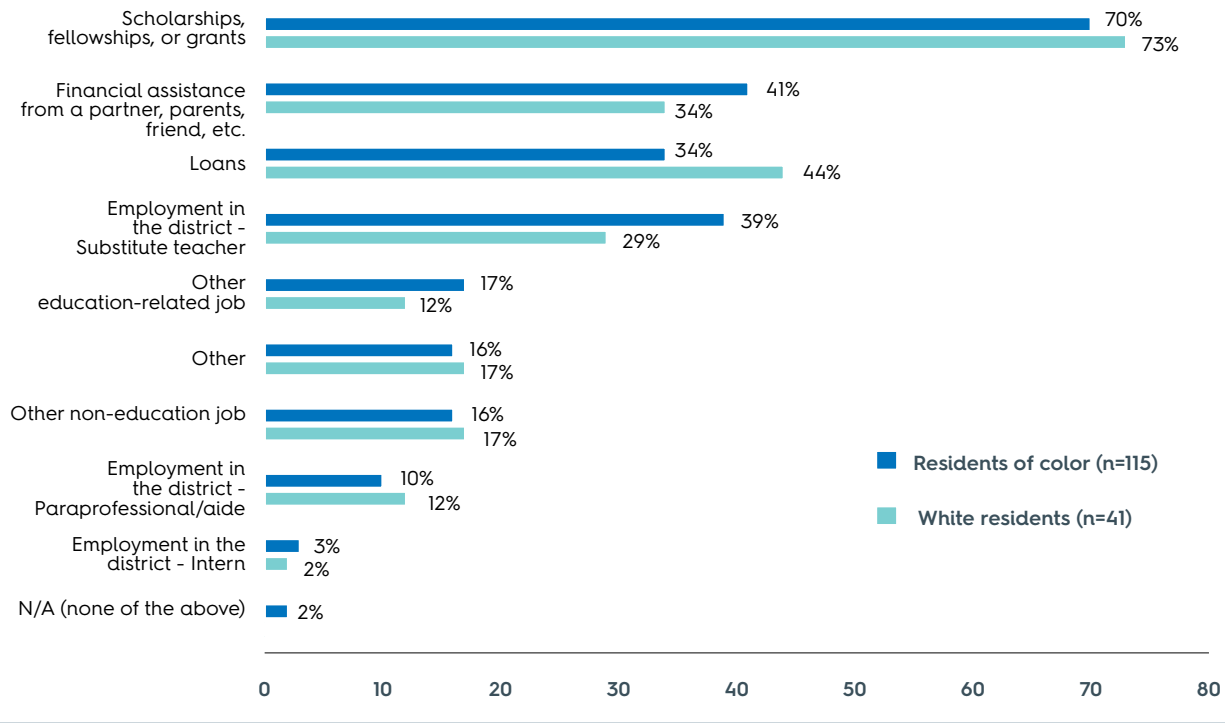
[Residents] Prior to COVID-19 disruptions, how many hours a week did you work during the school year, typically, outside of your residency commitments?



Source: Spring 2020 Teacher Resident Survey
Note: This exhibit does not include the 42 percent of respondents who indicated having no outside employment.

EXHIBIT 22. FINANCIAL SUPPORTS THAT HAVE HELPED RESIDENTS PAY TUITION AND LIVING COSTS

[Residents] Which of the following financial supports have helped you pay your tuition and living costs?



Source: Spring 2020 Teacher Resident Survey

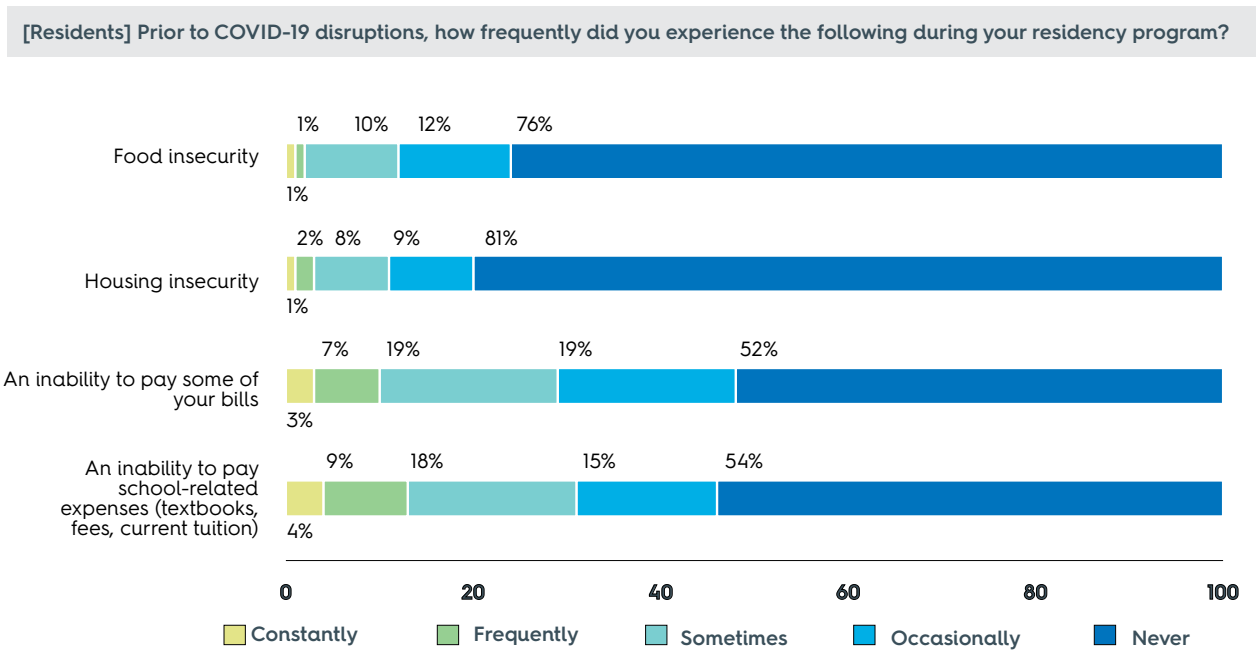
Despite stipends, tuition subsidies, and employment opportunities, many residents still relied on additional sources of financial support, including scholarships, fellowships, or grants (69 percent); financial assistance from a partner, parents, or a friend (38 percent); and loans (36 percent).

Partnerships also needed to provide incentives for mentor teachers, who are expected to devote a substantial amount of time and effort to co-teaching, coordinating with the partnering IHE, and participating in mentor teacher training. Almost all programs reported paying a mentor stipend. The mentor stipends provided by programs varied, ranging from $1,500 to $5,500 per year. Sixty-six percent of mentors responded "completely true" or "largely true" to "My mentor teacher stipend sufficiently compensates me for the time and effort I spend serving as a mentor teacher." However, just 38 percent indicated the stipend amount was a motivating factor when asked why they planned to return to the role.

4.3 Many residents still struggle to meet their financial needs.

A majority of residents reported they had experienced financial hardships. Close to half of residents experienced an inability to pay some of their bills or an inability to pay school-related expenses at least occasionally. Approximately one out of every five residents had experienced housing insecurity (19 percent), and approximately one out of every four residents had experienced food insecurity (24 percent) (Exhibit 23).

EXHIBIT 23. FINANCIAL HARDSHIPS EXPERIENCED BY RESIDENTS DURING THEIR RESIDENCY



Source: Spring 2020 Teacher Resident Survey

Note: Percentages have been rounded and may not total 100.

Most programs do not include benefits for residents. When asked if residents were eligible to receive benefits directly from the IHE or from the LEA, responses suggested that ensuring residents have

access to benefits is not a central element of program design. Although at least two program leads clearly stated that residents received a full benefits package from their school, other program leads indicated that residents did not have access to any type of health insurance through the program, had access to some type of care through IHE health services, could pay to opt into an IHE student health insurance plan or LEA plan, or, in one case, that the provision of benefits was contingent on residents working more than half time (presumably in a district role). Several program leads were not sure if residents were able to receive benefits from the program or how residents were covering their healthcare needs. For examples of other sustainability efforts in residency programs in California, see *Sustainable Strategies for Funding Teacher Residencies: Highlights from California's Teacher Residency Grant Program* (Yun & DeMoss, 2020).

4.4 Many residencies drew on additional sources of financial support, in addition to grants, but still need support developing long-term, sustainable financial models.

On program lead surveys, a large majority (80 percent) of programs reported that they reallocated district funds and/or used within-district discretionary funds to provide matching funding for the $20,000-per-resident grant. Very few (around 10 percent) relied exclusively on philanthropic funds to match the grant funding. On average, programs that leveraged philanthropic funds were able to provide larger stipends or tuition subsidies, relative to those programs accessing only district funds.

Most programs (65 percent) reported lacking a robust three- to five-year financial model for the residency program. When program leads/partners were asked what kind of residency support/training they would like next year, the highest interest was in receiving support to develop financially sustainable models

5. In the COVID-19 crisis, most residents and mentors adapted to working together in an online environment, but stakeholders are concerned about resident preparation and financial stresses for residents.

By March 16, 2020, a majority of California's school districts had suspended in-person learning to stem the spread of COVID-19. Spring stakeholder surveys were administered beginning on April 17, one month into school closures. Surveys were adapted to include open-response items designed to capture how COVID-19 and associated school closures had impacted the residency experience. At the time surveys were administered, most stakeholders reported that they were adapting to an online learning environment, but expressed concerns about the impact of this shift on resident clinical experiences, preparedness, and finances.

5.1 Most programs quickly adapted to an online environment.

The shift to distance learning under shelter-in-place orders was a shock to educational systems. It was clear that partnerships did not have time to implement a coherent, unified approach to online learning and clinical placement and that choices and details about how residents and mentors should work together were mainly up to the resident and mentor to negotiate in their own context. As one program lead explained, "Residents worked with their mentor teachers to deliver instruction virtually in whatever format the mentor teacher was using. What that looked like for each candidate was different."

By the time of the spring stakeholder survey about one month later, the majority of residents and mentors reported that they were in communication with each other and/or were supporting classroom learning together. Similarly, most responding program leads (15 out of 18 respondents) indicated that residents' clinical experiences and work with their mentors continued in an online format. However, two partnership leads explained that continuing work with their mentors was optional because residents had met their clinical placement hours before school closures, and one of the partnership leads was not sure of the extent to which residents and mentors were expected to continue their work together.

When residents were asked to describe what their work with their mentor looked like during shelter-in-place, 83 percent of responses indicated that mentors and residents were continuing to communicate and collaborate in some way. Residents mostly described their work as supporting elements of online classroom instruction, including planning lessons, conducting or assisting with Zoom meetings with students, holding office hours, grading, and researching ways to use online tools. For example, one resident described their online clinical placement experience this way: "I attend regular staff and grade team meetings. With our team group, I have helped develop a distance learning plan. My mentor teacher and I are filming lesson[s] for students and meeting with small groups individually twice a week."

When mentors described their collaboration and communication with their residents during shelter-in-place, about as many comments described negative changes to their work together as described positive or neutral ongoing work (sometimes in the same comment). Of mentors' descriptions of positive or neutral collaboration and communication, responses frequently described mentors staying in close contact with residents, finding ways to divide the labor of moving classes online, and citing residents' ability to be a support during the chaos of the transition to online learning. One special education mentor wrote:

> *This has actually brought myself and my resident closer together. With my supervision, [she is] leading 1:1 telecommunication lessons with students, and I provide direct feedback after. I have 6 IEPs [individualized education plans] due in May, and she is helping me with all of them! Not only is this helping the students, but it helps me split the heavy workload and give her more experience.*

Many mentors also said that they thought distance learning would prove to be a valuable learning experience for the resident (and sometimes for themselves too).

Similarly, several program leads acknowledged a bright side to this shift to the online format for residents. As one wrote,

> *Residents seemed to go through a period of adjustment of 2–3 weeks while districts created plans to move all students to distance learning. After the transition period, most of our residents participated in distance learning in a way that helped them to utilize the many new technological tools they were learning.*

Others noted that residents "had the opportunity to learn skills and to work with their students using technology they may not have learned otherwise" and that the experience "taught valuable lessons of perseverance and flexibility for the residents."

However, not all clinical placements continued or thrived during shelter-in-place. Sixteen percent of residents' open responses described a serious decrease in communication and collaboration during shelter-in-place, including a cessation of contact with the mentor. For example, one resident said, "I haven't had any contact with my school site or mentor teacher since the closure of school, beside the

district emails updating on the current status of distant learning. I have not taken on any responsibilities in the distant learning process."

Some residents described mentors needing time to adjust to the new context before resuming clinical placement: "We have yet to restart," one responded. "[M]y [mentor] teacher said it would be a few weeks of her getting everything together before I could help online."

About half of mentors' descriptions of their clinical placement work with residents indicated negative changes, including decreased communication and collaboration or, in some cases, a complete cessation of contact. Many said they were concerned that they weren't able to support their mentee adequately — particularly because they themselves were still getting up to speed on distance learning — or that for various reasons the resident was no longer involved in the classroom at all. For example, a mentor teacher vividly described the triage process they were going through to support students and said the clinical placement was a low priority at the moment:

> *As a mentor teacher, I am struggling to figure out how to support my resident in continuing teaching when I am trying to put on my metaphorical oxygen mask first and looking to 140 students next. My student teacher isn't high on the list of priorities for me right now, and her program is looking for them to continue instruction and assessment as usual, whereas my goal right now is to embrace this not-normal crisis moment and make sure all my students are physically safe and mentally well. Normal instruction and assessment are not my aim at this moment.*

5.2 Even as clinical placements continued, stakeholders were widely concerned about residents' loss of valuable teaching experience due to COVID-related school closures.

Even as residents and mentors worked to continue some parts of the clinical placement experience, both groups were very concerned that residents were losing valuable in-classroom experience due to shelter-in-place. This was one of the top concerns voiced by both groups in response to questions about their experiences during shelter-in-place. For example, one resident wrote, "I wanted more time to try my classroom management skills and come up with ways to better engage all of my students. Now that we're online, I get 10 out of 60 students to actually do or look at the work I post."

Another resident's response captures the sense of interruption that shelter-in-place brought to clinical placements: "I was starting to gain confidence as a teacher, but then school closed. I feel like I could have really blossomed if I got to spend the rest of the school year practicing my teaching and developing as a teacher."

Mentors were especially concerned that residents would not get the experience of teaching a full day on their own, that they would miss out on experiences specific to the end of the school year (e.g., field trips, graduation, closure to the year), and that they lost several months of time to develop and practice important skills like classroom management. One mentor summed up the concerns by writing, "My resident is missing a critical time in the classroom. She did not finish teaching her independent teaching practice with the lesson she created. Her time was interrupted, and she was not able to reflect and make corrections on her own."

Special education mentor teachers in particular mentioned that their residents did not engage in special education–specific experiences like running IEP meetings and conducting assessments to the extent they would have if school closures had not occurred. For example, one mentor wrote:

Me and my resident have adapted to the distant learning. But it is difficult to address and mentor in areas that can only be done in a classroom. Like classroom management, behavior modification, assessments, and some teaching approaches. Through distant learning, we are limited to more of a direct teaching approach, which doesn't always work in special education. So we are missing out on certain opportunities. But we are also learning new techniques and being creative.

5.3 Financial stresses for residents grew in the COVID-context.

In response to questions about their experience during COVID, residents brought up their financial situation frequently. Of 127 resident comments about finances and COVID, about half (62 comments) described negative financial shifts or worries about money. Forty-three residents said that their financial situation had not changed, and a few described positive changes to their finances (e.g., saving money on food or commuting). The negative shifts disproportionately fell on residents of color: 76 percent of residents of color who commented on their financial situation described a negative shift, compared with just 10 percent of White residents who described a negative shift.

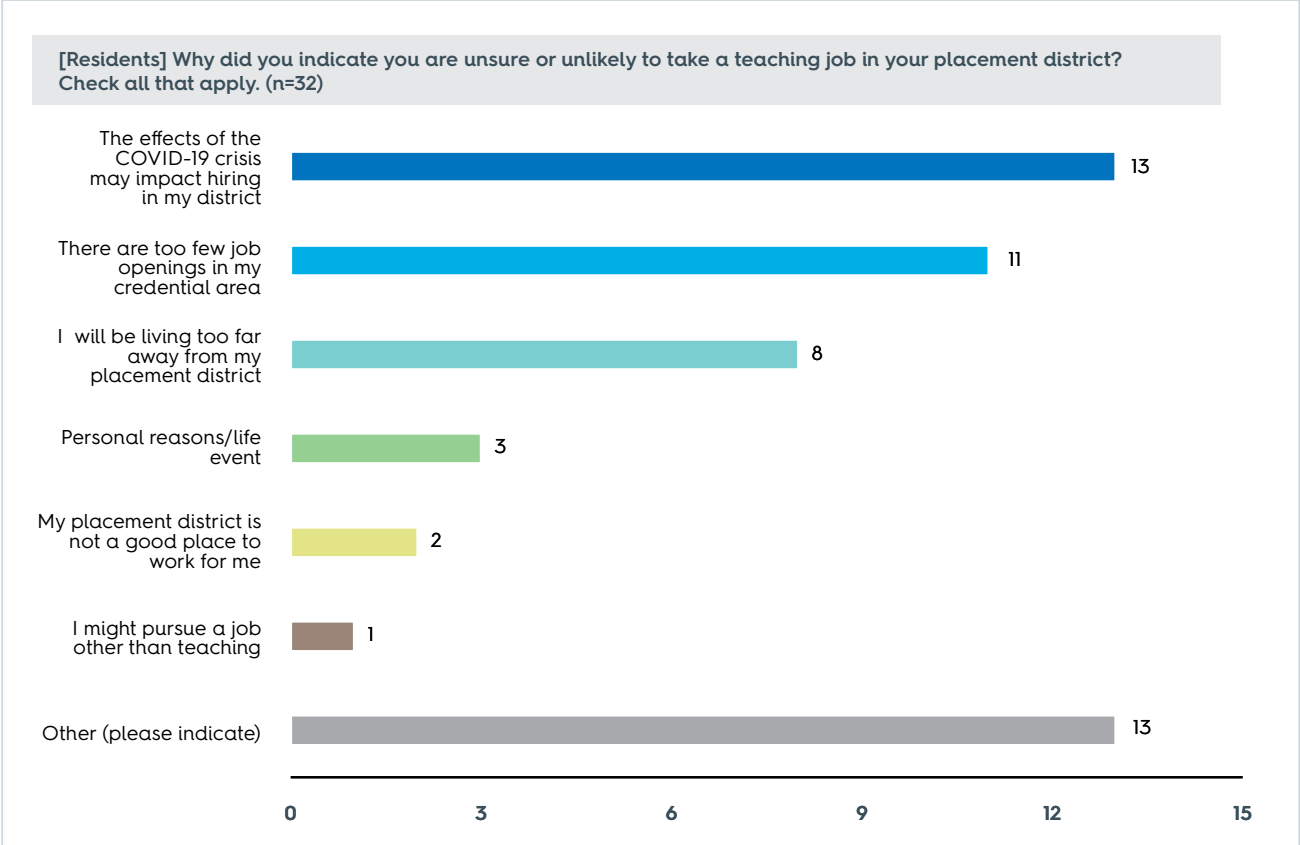
Of those describing negative shifts, loss of income from subbing or other teaching- or residency-related jobs was a key theme. One resident wrote, "I can no longer work at my job as an afterschool tutor at school sites. Therefore, money is very tight, and I am largely unable to pay my bills." Another described their sense of being let down by the program when they could no longer work:

The COVID-19 crisis has caused me to lose all of my income. I relied on the income of the once-per-week substitute teaching to help pay bills at home that was promised from the program. I also lost my other job due to the crisis. Finding another job has been in question because I live with high-risk individuals.

5.4 Residents had concerns about meeting program requirements during distance learning and about whether COVID disruptions would harm their ability to get hired in the fall.

The switch to distance learning disrupted residents' work toward fulfilling residency completion requirements. Early in the crisis, many still had questions and uncertainties about how this would play out for them. Residents were asked, "What concerns do you have about the impact of COVID-19 on your residency experience?" Their foremost concern was about the requirements needed to complete the program, such as getting enough hours in their clinical placement, gathering needed evidence and video from the classroom for the Teaching Performance Assessment, and taking tests like the Reading Instruction Competence Assessment when testing sites were closed. These concerns reflected the uncertainty at the time of the survey in April 2020. Subsequently, the CTC announced that there would be "variable-term waiver" options that allowed candidates to complete programs and take teaching jobs without key assessments completed.

EXHIBIT 24. REASONS RESIDENTS WERE UNSURE OR UNLIKELY TO TAKE A TEACHING JOB IN THEIR PLACEMENT DISTRICT



Source: Spring 2020 Partnership Team Member Survey

Note: Only residents who indicated that they were "unsure," "unlikely," or "extremely unlikely" to take a job at their placement district were prompted to respond to this item (32 residents total).

As further evidence of the effect of uncertainty, of the 32 residents who said they were unsure or unlikely to take a teaching job in their placement district, 13 indicated that their uncertainty was due to the effects of COVID-19 impact on hiring, and most of the "other" responses indicated reasons that were likely COVID related (Exhibit 24).

Conclusion

The state of California has made a major investment strengthening and scaling pathways into the teaching profession that have promise for helping solve chronic teacher shortages, which disproportionately affect low-income students and students of color. Although resident recruitment numbers were not as high as expected in Year 1 of the Teacher Residency Grant Program, the residents who were recruited are more diverse than the current teaching workforce in the LEAs (according to residents represented in survey data) and are thus making progress toward building a teaching force that better matches the demographics of the students being taught. Most residents plan to take jobs in the districts in which they were prepared; data suggest that the proportion would be even higher if it were not for the uncertainty caused by the COVID-19 pandemic.

All stakeholder types — partnership team members, residents, mentor teachers, and supervisors — are very positive about the residency programs, and evidence suggests that the richness of the clinical experience is a leading reason for that positivity. Areas that will need strengthening in the coming year include partnership staffing and structures, resident recruitment efforts, and supports for mentors. Through the use of continuous improvement approaches, some programs are already making adjustments to strengthen these areas.

A pressing and cross-cutting issue for all these residency programs is to build financially stable models, by learning from the efforts both in California and nationally where financially sustainable models are a reality.[1]

Recommendations

With the backdrop of school closures that may last through the 2020–21 school year, it is essential that programs have the support and flexibility they need to ensure that the chaos and uncertainty caused by the pandemic does not dismantle the groundwork laid in Year 1. Based on findings from our evaluation of the California Teacher Residency Grant program and wider research from the field, we offer the following recommendations to policymakers, advocates, and others leading or supporting the California Teacher Residency programs:

Ensure stable leadership roles in both the IHEs and the LEAs that are participating in the residency partnership. This will help to manage the partnership and build toward long-term financial stability so that these programs may continue beyond the term of this grant program. Most of the funded programs are new, and, given that residencies require new roles, relationships, and ways of working across institutional barriers, it is essential that the programs are supported by engaged leaders to grow and develop over time.

Technical assistance offered to funded partnerships should focus on issues of key importance. Support should be targeted to a limited set of topics that are foundational to teacher residencies and responsive to the areas in which programs have indicated they would like support and that evaluation data suggest are areas for improvement, namely: recruiting and selecting residents, ensuring financial sustainability, recruiting and training mentors, and collecting and using data for continuous

1 For more on financially sustainable models and teacher residencies, see *Making Teacher Preparation Policy Work* (Bank Street College of Education, 2020) and *Sustainable Strategies for Funding Teacher Residencies: Highlights from California's Teacher Residency Grant Program* (Yun & DeMoss, 2020).

improvement. Technical assistance should be grounded in expertise in building residency programs and should include practical strategies and resources to accelerate the progress of the teacher residencies. The support must be user-centered and context-sensitive, particularly in light of the current context of the pandemic.

Ensure that programs are encouraged to take a stance of learning and improvement. Building a strong, clinically oriented teacher preparation program requires new roles, relationships, and ways of working. System change takes time, a commitment to learning, and frequent use of data that provides insight into how key processes are working from the perspective of multiple stakeholders.

Prioritize supports for this year's cohort of residents entering their first year as teachers in 2020–21. Given the disruptions that COVID-19 imposed on the training of residents in 2019–20 and the inherently challenging year they will face as first-year teachers in 2020–21 during the ongoing pandemic, LEAs, IHEs, and the state will need to provide adequate support to ensure these teachers' success and retention.

Ensure that residency stipends can be supplemented with additional financial aid and supports to make the full-year residency a financially viable pathway. Given the financial barriers that residents face, financial supports, such as the Golden State Teacher Grants, are essential to enabling them to participate in the residency program.

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Appendix A: Evaluation approach and methods

Evaluation Approach

WestEd's multiyear evaluation, which began in fall 2019, focuses on collecting and using data to provide information to grantees, policymakers, and other stakeholders about program outcomes and about how key aspects of the residency programs are functioning. The evaluation approach is informed by improvement science, a methodology for continuous improvement characterized by system investigations; analysis of core processes; development of a theory of improvement to achieve desired outcomes; and small-scale, iterative cycles of testing the changes called for in the theory of improvement. The evaluation team looks at each residency program as a system comprising key processes, such as those related to partnership, resident recruitment, mentorship, and alignment of coursework and clinical practice.[2]

This report focuses on evaluation results from 2019–20, the first year of grantees' program implementation.

Data sources

This report shares learning from WestEd's 2019–20 data-collection efforts, which included surveys of key residency stakeholder groups, a survey of program leads, interviews with the leads from each partnership in a sample of 10 programs, and use of program data collected by the CTC from funded partnerships and shared in the aggregate with WestEd. Publicly available data downloaded from the California Department of Education's website was used to compare demographic characteristics of resident survey respondents with those of grantee LEA students and teachers.

Stakeholder surveys

Timing: We administered role-specific surveys to 37 of 38[3] funded programs, across four key program stakeholder groups — partnership team members, mentor teachers, residents, and supervisors — at two time points in the 2019–20 school year. Fall surveys were administered between November 7 and December 6, 2019. Spring surveys were administered between April 15 and May 5, 2020. We administered a survey focused on program structure and sustainability to program leads in June and July 2020. This survey was sent only to leads of programs that had enrolled residents by spring 2020.

Response rates: Response rates to the various surveys are listed in Exhibit A1.

2 For additional background on the WestEd evaluation, please see the first two evaluation briefs, *California Teacher Residency Program Formative Evaluation Overview* (WestEd, 2020) and *Early Learning from the Formative Evaluation of California's Teacher Residency Program* (White et al., 2020).

3 One program did not respond to requests for stakeholder contact lists. As a result, we could not administer surveys to this program.

EXHIBIT A1: SURVEY RESPONSE RATES

Survey	Fall 2019 response rate	Spring 2020 response rate
Overall	76% (533 of 703)	69% (522 of 756)
Partnership team members	74% (142 of 193)	64% (126 of 196)
Mentor teachers	74% (168 of 226)	71% (172 of 242)
Residents	82% (188 of 229)	73% (183 of 251)
Supervisors	64% (35 of 55)	61% (41 of 67)
Program leads	N/A	75% (21 of 28)*

**Program leads are not included in overall response rates listed in the first row. The program lead survey was administered to programs that had residents enrolled during the 2019–20 school year. If program leads were the leads for multiple grant-funded partnerships, they were asked to complete a survey for only one partnership; this accounts for the discrepancy between the total number of partnerships with enrolled residents (32) and the number of partnerships included in the total number of surveys administered (28).*

Development of the surveys: We relied on the Residency Lab characteristics[4] and CTC legislation as the conceptual framework from which we drew the survey topics. We identified several common surveys of teacher preparation programs and collected more than 600 existing survey items. We then mapped the items to the topics, distributed the topics among the four relevant stakeholder groups, and narrowed down the items on the essential topics to the most relevant. We adapted item wording to make the items work for the California residency program context. In a number of instances, we wrote survey items to fill gaps in topics covered.

Across most topics, we aimed to develop items that could provide information on whether and how frequently key processes were occurring as well as to what extent they were operating with quality. Our goal has been for the resident, mentor teacher, and supervisor surveys to be five minutes or less (approximately 25 or fewer items). This required us to focus on the items that would allow us to gain insight to these processes as efficiently as possible.

Interviews

WestEd followed a multiphase process of identifying programs to interview in order to collect qualitative data.

Site selection: First, we identified a sample of 10 residency programs to interview in fall 2019, using multiple selection criteria (urbanicity of program location, residency specialization, whether the program participated in the residency lab, and whether the program was an expansion or launch site), stratified random sampling, and our knowledge of program staff burden at the time. In spring 2020, we selected a subset of programs for a second round of interviews. We identified these programs using: (a) initial

4 The Residency Lab characteristics are a range of research-based aspects of the teacher residency model articulated by the California Teacher Residency Lab, a philanthropy-funded support system for residency programs in California.

analyses of the fall interview data showing particular program challenges or effective solutions and (b) results of the fall survey data analysis. Finally, a third set of interviews was conducted with staff from two of the four programs in preparation for virtual "unconference" sessions organized in late spring/summer 2020.

Interview protocols: For each phase of data collection, the team developed semistructured interview protocols aligned with the primary research questions and residency characteristics. With each round of data collection, interview questions focused in more depth on particular residency program characteristics. For example, the first round of interviews was conducted to gather responses about a common set of questions from all 10 programs. The protocol included 23 questions, organized into topic areas including partnership structure, mentor recruitment and support, resident recruitment, and structure of the clinical placement.

To enable us to gather more in-depth information about the topic in the second round of data collection, the team developed separate semistructured interview protocols for each of the four topic areas (partnership structure, mentor recruitment and support, resident recruitment, and structure of the clinical placement). Questions focused on themes such as structures and processes that guided the work of the program, decision-making that resulted in the program structure, conditions that enabled the program to operate as desired or prevented it from operating as desired, and aspects of the program that were functioning well or not well. All interviews were approximately an hour in length, conducted by a team of at least two researchers, and transcribed afterward.

Administrative data collected from the CTC

The CTC is responsible for collecting and reporting on a particular set of data that is mandatory for participation in the grant. This includes (but is not limited to) the following data elements:

- Summative Data: Total resident counts, including retention and persistence rates
- Resident Profiles: Credential sought, race/ethnicity, Teacher Performance Assessment achievement, mentor pairing
- Financials: Range of support offered to residents, spending of grant funds for resident supports (e.g., mentor stipends, induction), allocation of matching district funds
- Completer Employment/Placement (starting fall 2020): Grade/subject area of instruction, type of school (e.g., high-need, hard-to-staff)

CTC is collecting data on all of the grantee programs at two time points each year. The impetus for collecting this data, as stated in the language of the grant request for proposals, is to satisfy the "[CTC's] requirements for data collection, evaluation, and reporting" (California Commission on Teacher Credentialing, 2018). These data are being collected through spreadsheets that request resident-specific information from individual grantee sites. Each program is responsible for submitting the data directly to CTC grants managers.

Data analysis

The evaluation team identified findings from the data sources above and synthesized findings across data sources to understand broader themes.

Analysis of closed-ended survey responses

Closed-ended survey responses were analyzed using Stata. First, we examined univariate descriptive statistics for each spring survey item. We then disaggregated survey item responses by a few salient respondent characteristics. These characteristics included race and ethnicity categories and credential program (STEM, special education, and bilingual authorization). We also compared responses with responses to items that appeared on both the fall 2019 and the spring 2020 surveys, only for respondents who completed the survey at both time points. We identified the race and ethnicity categories in keeping with practices that are used by the California Department of Education. To support judgments about differences between subgroups or over time, we ran a t-test comparison of means utilizing $p<.05$ as the threshold. We also wanted to understand variation across programs for at least one key survey item for each topic area, and in these instances, we produced bar graphs of means to visualize program-level variation and box-and-whisker plots to see both within- and across-program variation. In some rare instances, we created composite scores across similar items (e.g., strength of partnership). When such composites contained at least three items, we utilized a principal components analysis and Cronbach's alpha as two ways to judge whether it was sensible to use the mean score across items as a way to capture this composite value.

Analysis of qualitative data

To analyze all qualitative data from surveys and interviews, researchers developed codebooks and coded responses using AtlasTI qualitative analysis software. Further information about coding processes used for different data sources is provided below.

Analysis of open-ended survey responses: The survey codebook combined codes developed for the fall survey with new codes developed for the spring survey about how respondents were experiencing the pandemic and distance learning in their residency programs. The codes from the fall survey fell into 10 areas: clinical placement, clinical-coursework alignment, communication from program, roles/expectations, mentor teacher and supervisor practices, partnership, perceptions of program, program structure, recruitment and selection processes, and training and support. These 10 areas were further subdivided into 42 more specific codes, some of which were general and some of which applied only to certain respondent groups (residents, mentors, supervisors, program staff). In addition, we created a set of 18 COVID-related codes arising inductively from the data.

A researcher coded all open responses and checked in with a second researcher to review progress, disambiguate overlapping codes, and discuss new codes arising inductively. Responses and response counts were then outputted from AtlasTI by code, question, and respondent group in response to research and evaluation questions.

Analysis of interview data: Each of the 10 transcribed fall interviews was uniquely coded by two researchers. The codebook included five main coding categories (i.e., program specialization, partnership, residents, mentors, clinical placement) and 28 subcodes (within each main category, we created subcodes for "challenges," "solutions," etc.). After coding by both researchers was complete, coded interview segments identified for each main coding category were pulled into a separate analytic file. One researcher took multiple passes reading and reviewing the data in this file, first producing an analytic summary for each residency program and subsequently producing a cross-case analytic summary for the 10 programs as a set. Two additional researchers then reviewed the quotes alongside the analytic summaries for each coding category to confirm that the summaries were

clear, reflected any disconfirming evidence, and accurately captured what program stakeholders had reported. Any questions that arose in this internal review were addressed by the summary author in the final analytic summary.

Selection of case study sites for the vignettes

The team used qualitative data, program artifacts, and survey results to identify programs on which to conduct case studies (these case studies are summarized in the four vignettes presented in this report). With multiple programs identified as potential case study sites, the team conducted quick desk audit conversations to limit the sample to the four programs that provided the richest examples at the time for other programs to learn from. After selecting the four programs, the team conducted multiple interviews with stakeholders (e.g., program staff, IHE partners, mentor teachers) from each program. One researcher used the transcribed interviews in multiple review passes to create analytic write-ups for each program. These write-ups summarized answers to case research questions, identified key assets of each case that would be beneficial for others to learn about, and included specific quotes and supporting evidence. Each write-up was reviewed by the team for clarity, with the main author again addressing any issues that arose to produce final write-ups.

Appendix B: The Residency Lab Supports

The California Teacher Residency Lab is a system of support designed to accelerate the progress of teacher residencies in the state toward a common vision of high-quality research-based characteristics. The Residency Lab is guided by the mission "Every student in California deserves a well-prepared teacher and every teacher deserves to be well-prepared." Twenty of the 38 grantees opted into participating in the Residency Lab in the 2019–20 year.

The Residency Lab focused on supporting partnership team members through four pillars to enable the development of strong residency programs:

- Partnership, Visioning, and Sustainability
- Resident Recruitment and Selection
- Coursework and Clinical Experiences
- Mentoring

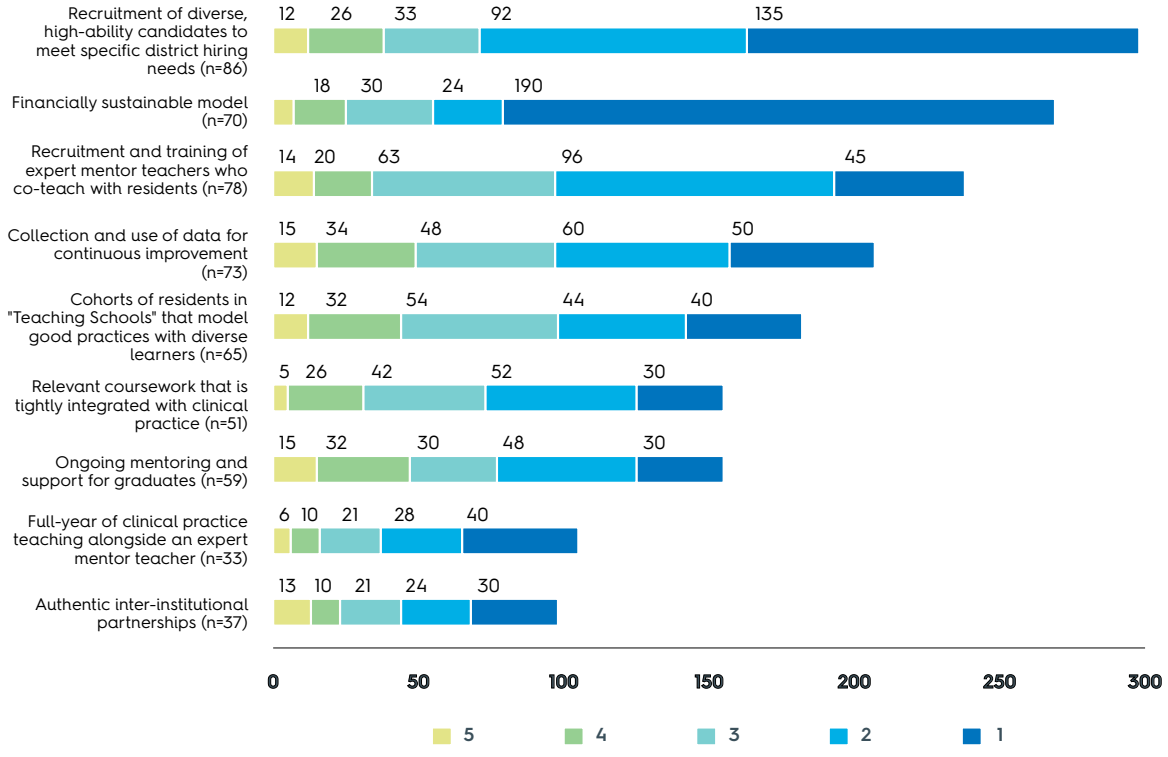
Participants in the Residency Lab attended three convenings throughout the 2019–20 school year, with virtual touchpoints in between (due to COVID-19, the final convening took place virtually). Over the course of the 2019–20 academic year, the evaluation team collected feedback surveys at each convening. Participants overwhelmingly felt that the first convening was "extremely" or "very" worthwhile (89 percent). Participants reflected on the value of the team-based time and cross-team time to work together to build residencies, which was guided by technical assistance providers that came together to offer an integrated set of supports. As one participant reflected:

> *The intentional time to understand the program and touching so many pieces [was the most valuable part of the convening]. As this is my first time working with a residency program, I really didn't know much about what we signed on to. I am now even more excited than ever to be a part of this movement to change how we bring teachers into the profession and change the conversation of education and become more grounded in educational equity. Working with my team for three days has proven to be invaluable, and [it] started an incredibly collaborative partnership.*

The ratings declined after the second convening (61 percent) and then even more so by the third (41 percent), which was held in the wake of school closures due to the pandemic. Nonetheless, looking back on their experience of the first year of supports, more than 70 percent of partnership team participants reported that participating in the Residency Lab had been "extremely" or "very" worthwhile.

Looking ahead to a potential second year of supports, partnership team members indicated that the following (presented in ranked order) were their primary areas of need for support: (1) resident recruitment and selection, (2) financial sustainability, (3) recruitment and training of mentors, and (4) collection and use of data for continuous improvement (Exhibit 24).

EXHIBIT B1. PARTNERS' DESIRED AREAS FOR SUPPORT IN THE NEXT ACADEMIC YEAR



Source: Spring 2020 Partnership Team Member Survey

Note: This analysis was conducted by giving greater weight to topics that were given higher rank. A rank of 1 was given 5 points, a rank of 2 was given 4 points, 3 was 3 points, 4 was 2 points, and 5 was 1 point. The numbers represented in this graph are the resulting points, and topics are ordered from the highest to lowest total points