

## **Fresno Unified School District TQP Program Proposal**

### ***Introduction***

The overarching goal of this project is to increase student achievement by improving the effectiveness of prospective and new teachers in high demand areas. This is currently being addressed in Fresno Unified School District (Fresno Unified) through a pipeline development approach targeting aspiring, new, and existing educators in each category. Though efforts have increased the qualified pool of future teachers, there is a significant need to continue increasing and improving the opportunities through expanded partnerships. The Teacher Quality Partnership program proposal is seeking funding to support teachers and will address the Absolute Priority-Partnership Grants for the establishment of a Teacher Residency Program (TRP). Central to the needs of Fresno Unified are the Competitive Preference Priority (CPP) that includes: 1) promoting STEM education with a particular focus on computer science, and the Invitational Priority-Spurring Investment in Opportunity Zones.

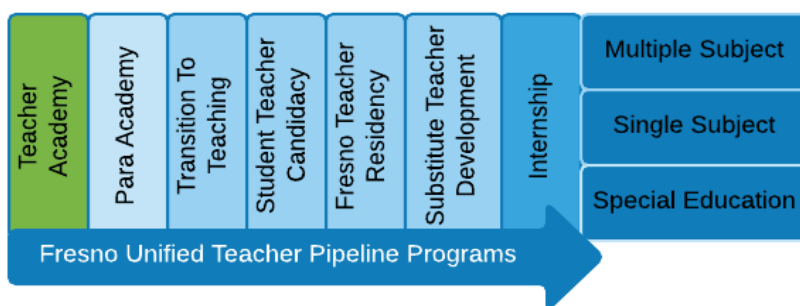
To address the critical need in grades K-12, Fresno Unified, in partnership with National University (NU), desire to create a Fresno Teacher Residency Program (FTRP) with an emphasis on STEM (Science, Technology, Engineering, and Mathematics) and computer science education. FTRP will continue to provide highly effective teachers who will be recruited, selected, and trained to address the specific needs of the school district with current partners while scaling structures and practices with a new partner, National University. Fresno Unified will implement a new partnership project while sustaining the actions from a 2014 TQP grant that will sunset, and continuing the actions of a 2018 TQP grant. This plan will make the Fresno Teacher Residency Program a local solution to a national problem. Fresno Unified will also be solving two problems of practice, including the sustainability of the 2014 TQP grant by embedding the concept of teacher preparation funded by the district as routine practice, and the substitute teacher shortage. TQP

funds will provide funding to establish a residency in a new partnership for Fresno Unified, knowing that we will begin a sustainability plan during the first year of funding.

Fresno Unified recognizes teacher quality as the top factor in raising student achievement. Therefore, our district will create a sustainability and expansion plan that provides our students in high poverty schools with high quality education. To “grow our own” teachers is the most efficient and sustainable strategy for developing a diverse, effective workforce committed to high academic expectations for all learners. The “grow our own” method of recruiting and training teachers is research-based and proven to develop loyal, well-trained educators retained through a deep commitment to our students and district. “Grow Your Own programs are an important part of a recruitment strategy that will develop academically able educators grounded in their communities and committed to long-term careers in schools.” *Greatness By Design (2012) A Report by State Superintendent of Public Instruction Tom Torlakson’s Task Force on Educator Excellence.*

**Quality of Project Design:** Fresno Unified’s Theory of Action outlines “significant supports for all, by: building capacity for all learners, engaging in collaboration, directing resources where required, and piloting new ideas.” Through the successful five-year implementation of a Transition to Teaching federal grant, Fresno Unified’s Teacher Development Department has established a coherent pipeline of teacher preparation programs that currently identifies and recruits candidates who are recent graduates, second-career professionals and from underrepresented populations. The district’s focus has been on “hard to fill” areas, such as mathematics, science, bilingual education and special education. Over the past ten years, the teacher pipeline expanded with induction supports and teacher leadership opportunities that now address the needs of aspiring, new, and existing teachers. Fresno Unified’s program will continue a comprehensive induction process that supports beginning teachers through mentoring, coaching,

feedback, observational learning of expert teachers, orientation sessions, while trying to find more efficient ways to coach using recent technologies that support reduced workloads consistent to the recommendations produced by the Learning Policy Institute. In recognizing the critical need for increased student achievement and the decline of highly effective teachers, Fresno Unified acquired the 2014 TQP grant after completing one year of planning and development to pilot the first Teacher Residency Program initiated through the S.D. Bechtel Jr. Foundation grant. This grant focused on grades 4-8, resulting in a Multiple Subject Credential with a Foundational



Credential in either math or science. In year two of the grant, Fresno Unified and Fresno State University

collaborated on the federal Teacher Quality Partnership (TQP) program and was awarded \$7.9 million dollars from the U.S. Department of Education to expand the FTRP (Fresno Teachers Residency Program) to grades PK-12 over five years. The TQP grant will sunset in June 2020, and as our funding source is decreasing, our capacity to continue internal systems is increasing.

As a result of FTRP, the District has seen significant changes in teacher preparation and effectiveness. The program has had three primary objectives: 1) Recruitment and selection of diverse talent into FTRP, 2) Fresno Unified and university faculty collaboratively reform the PK-12 curriculum to train highly effective teacher residents, and 3) Induction and retention of highly trained new teachers. Fresno Unified is ending the fifth year of implementing FTRP. These will continue to be our primary objectives while expanding the residency to include National University as our new partner in teacher preparation. Fresno Unified has analyzed qualitative and quantitative

data that demonstrate FTRP graduates outperform their job-alike peers and are perceived as more desirable teacher candidates to hire at school sites.

To sustain the residency, Fresno Unified has designed a model that uses current substitute funding and additional district investments as the resident stipend. This allows for more clinical experiences during the day, while resolving the substitute shortage in our district. This model continues early and frequent clinical experiences that will allow us to sustain the partnership strategies after the grant sunsets as part of our district culture.

***Program Need and Rationale- Fresno Unified:*** In 2013, the California legislature enacted laws that specifically target school districts with high concentrations of poverty, English Learners, and foster children to receive enhanced funding. Districts that have more than 55% of their student population in one of these categories qualify, and more than 88% of Fresno Unified's student population meets the criteria. Additionally, Fresno Unified has identified 40 underperforming schools with a 94% or higher concentration of the target population that aligns to these guidelines. Within the underperforming schools, 66% of third graders are below grade level in English Language Arts. Over 3,900 third grade students in the District are reading below grade level, and 97.1% of English Learners are scoring below proficiency, demonstrating that these students need more time with effective teachers in schools led by effective leaders.

Fresno Unified is the 4<sup>th</sup> largest school district in the state, located in central San Joaquin Valley serving 70,663 students in grades K-12. It serves an ethnically diverse and predominantly minority (90% non-white) student population. The demographics of our students are: 68% Hispanic, 10% White, 11% Asian, 9% African American, and 2% Other ethnicities. English Learners comprise 21% of the overall student population with 36 languages spoken. Nearly 88% of Fresno Unified students are eligible for Free and Reduced-Price Meals, 1,501 students are homeless, 633 are in

foster care and 662 are migrant. Additionally, 88.9% of students enrolled in Fresno Unified are identified by the California Department of Education (CDE) as Socioeconomically Disadvantaged. The vast majority of students in grades 3-12 in Fresno Unified continue to be in critical need and are on the path to school failure. On the 2017-2018 California Assessment of Student Performance and Progress (CAASPP), only 27% of students in grades 3-7 were proficient in Mathematics and 37% of students were proficient in English Language Arts. The primary issues in these subject areas include addressing the needs of English Learners, understanding the expectations of new standards, and teaching conceptual pedagogy in mathematics.

Fresno Unified recognizes the impact of the teacher shortage and the need for a highly qualified, diverse workforce. Fresno Unified developed the 2009 Recruitment and Retention Action Plan, updating the information each year to review district needs. This strategic plan recognized the shortage of teachers in all areas, most specifically, for math, science, and special education that prompted the need to develop more pipeline programs for high quality new teachers to enter the district. Of the 450 new teachers hired in hard-to-fill areas for the 2018-2019 school year, there were 260 multiple subject, 88 special education, 33 science, 43 math, and 26 Bilingual. Based on the next five-year projections, there will be another 276 potential openings due to retirements.

**5 Year Retirement Projections 2019-2023**

<b>Subject Area</b>	<b>1-2 Year Retirement Age 65 +</b>	<b>3-4 Year Retirement Age 61-64</b>	<b>5-6 Year Retirement Age 57-60</b>	<b>5-6 Year Retirement Total</b>
Bilingual	0	1	3	4
Math	2	2	11	15
Multiple Subject	21	45	115	181
Science	2	5	7	14
SPED	17	15	30	62

The Interdepartmental Staffing Committee has projected vacancies based on hiring trends from the last three school years. The projected need for hiring in the next year is as follows: 150 Multiple

Subject, 30 Science, 70 Special Education, 23 Bilingual, and 30 Math teachers. Currently, 12.4% of the teachers in Fresno Unified hold a substandard credential in hard to fill areas. The TRP will provide highly qualified candidates to fill teacher vacancies from projected retirements, resignation and release data in the “high need” areas of multiple subject and Special Education. The district will be able to use current structures within the teacher pipeline to develop the program that will recruit, train and retain future candidates and sees the FTRP program as the largest contributor to the teacher fill-rate. A district pipeline diversity report from August 2018 revealed that the overall diversity of enrolled participants in pipeline programs was 73% ethnically non-white. Fresno Unified is committed to building a workforce that reflects the values, linguistic skills and cultural diversity of the community of students it serves, to close the achievement gap.

*“Teachers of color can help fill this gap for minority students by bolstering their confidence and motivation, and alleviating their sense of marginalization (Cole, 1986; Graham, 1987; King, 1993). Further, since “teachers are often the only college-educated people they know,” poor minority students can derive great benefit from having access to role models who (1) understand their home cultures, (2) understand the education system and have succeeded in it, (3) are interested in the students’ educational progress, and (4) will challenge students academically. That is, culturally similar teachers may take more interest in mentoring minority students and have more credibility with those students” (Klopfenstein, 2005). The Role of Teacher Diversity in Improving the Academic Performance of Students Of Color [Burnie Bond](#) -- October 14, 2015.*

**Program Need and Rationale- National University:** National University (NU) is the second largest nonprofit university in California and has one of the most diverse student populations in California; serving students from all races and cultures. NU is also proud to serve veterans and active duty military. Most students are non-traditional and many are first-generation. The Sanford College of Education (SCOE) at NU offers more than fifty degree programs in these areas: bachelor’s degrees, master’s degrees, certificates and credentials in teaching, school counseling, school psychology, special education, early childhood education, school administration, and higher education administration. There is a pressing need to build more pathways for students to afford college tuition. The Central Valley has a teacher shortage, and over the past two years, as

school districts seek to fill positions, the number of interns and teachers with substandard credential permits has nearly doubled. Partnering with Fresno Unified, one of the area's largest school districts, would alleviate both problems. The co-teaching residency program would make the credential affordable by providing stipends for tuition and living expenses and would be far more effective than placing novice teachers into classrooms without a credential.

In 2018, NU recommended 761 teachers for Preliminary General Education and/or Special Education credentials. Partnerships offer access to a wide network of educators, helping candidates advance in educational careers. To prepare teachers with a combined university and school perspective, NU needs to develop collaborative relationships with school districts. Often, theory and practice are not aligned in university programs and by designing a program that includes both perspectives from the outset, teacher candidates will be prepared for real-world classroom experiences. By working with Fresno Unified, NU can prepare teachers equipped for the challenges of the Central Valley; laying the groundwork for a replicable model when working with other districts while contributing to the urgent need for improvement of teacher education.

National University and Fresno Unified have worked together in previous years. NU has been instrumental in preparing students for employment in the district through clinical practice, summer institutes, and seminars. A large proportion of NU's credential students are placed at Fresno Unified sites for clinical practice as student teachers and interns. NU needs to continue to build on this existing collaboration to extend to a cohort-based, residential program to enhance the Teacher Education and Special Education programs while preparing teachers for the specific demands of teaching in high-demand STEM content areas, including math, science, and computer science. Faculty will have the opportunity to re-examine and redesign courses to include a stronger STEM and computer science component in both pathways.



***Exceptional Approach to the Absolute Priority.*** Given the urgent needs laid out above, FTRP proposes to transform teacher preparation in the Central Valley of California. To accomplish this transformation of teacher preparation, FTRP will design and implement multiple TRPs. The programs are necessary to meet the growing need for “classroom ready” teachers in Fresno. Therefore, FTRP proposes to initiate the **Absolute Priority**, a Partnership Grant for the Establishment of Teacher Residency Programs with a focus on STEM and computer science.

In *The Case Study Project: Clinically Oriented Teacher Preparation*, the Fresno Teacher Residency Program is highlighted by the National Center for Teacher Residencies for “establishing deep and long-lasting partnerships between higher education institutions and schools systems”. Teacher Development has established the following sustainable, best practices for partnerships between school districts and IHEs and will implement these with our National University partners.

<p><b>These practices are mutually beneficial and part of our common interest in teacher preparation:</b></p> <ul style="list-style-type: none"><li>• Collaboration at ALL levels of the organizations</li><li>• Co-planned and/or co-taught coursework by National University faculty and Fresno Unified leadership or teacher leaders</li><li>• Walk-throughs by district and university leadership in Fresno Unified schools to calibrate instruction and discuss implications for partnership work</li><li>• Allow for additional professional learning, specific to Fresno Unified within university programs: early start with professional learning communities, seminars, coaching</li><li>• “House” resident professional learning in Fresno Unified schools</li><li>• Invite one another to each institution’s trainings</li><li>• Interview candidates for Fresno Unified cohorts, jointly</li><li>• Join online learning communities</li><li>• Utilize common observation tools for student teachers and residents</li></ul>
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In developing and growing partnerships, Fresno Unified and National University (NU) will establish quarterly classroom walk-throughs by district and faculty leadership representatives to calibrate instruction and discuss implications for partnership work. These walk-throughs will result in calibrating high leverage feedback and a shift in the traditional supervisory ratings. National University’s feedback will be in alignment with the California Standards for the Teaching Profession (CSTPs) in clinical experiences and directly tied to coursework learning. In addition,



quarterly curriculum meetings will occur with all staff and faculty involved in the partnership. Curriculum meetings include analyzing data, sharing common learning experiences and research to build our internal capacity as partners and determining next steps for improvement.

Fresno has made significant investments in K-12 College & Career Readiness, which will be integrated throughout FTRP to support implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California Computer Science Standards (CSS), and Universal Design for Learning (UDL) framework in conformity to Every Student Succeeds Act.

***Competitive Preference Priority.*** In order to address the district's greatest needs in teacher effectiveness, FTRP proposes implementing one **Competitive Preference Priority (CPP)**: Increasing STEM education with a focus on computer science to deliver effective instruction in classrooms and schools through rigorous teacher preparation course design and training activities. By establishing the new TRP, both NU and Fresno Unified will significantly increase opportunities for high quality preparation of teachers in STEM and computer science. Additionally, the FTRP seeks to increase the number of individuals from traditionally underrepresented groups in STEM and computer science, such as minorities, individuals with disabilities, and women as our new teacher residents will better align to our diverse student population and community.

Residents will develop STEM teaching foundations through courses that build strong content knowledge. Experiences will include hands-on, inquiry-based STEM learning for teacher residents to develop pedagogical instructional skills bridging subject matter acquisition to STEM instructional effectiveness. The Teacher Development department will partner with internal and external partners to build the capacity of the FTRP residents; while providing growth opportunities for Mentor Teachers; learning side-by-side, with their teacher residents.

Fresno Unified will launch the 2019-2020 Computer Science Plan based on the K-12 Computer Science Framework that includes the five Core Concepts and Core Practices. Core Concepts include: Computing Systems, Networks and the Internet, Data and Analytics, Algorithms and Programming, and Impacts of Computing. In partnership with Code.org, Fresno Unified has identified a regional approach that includes professional learning delivered by the Fresno County Office of Education to support teachers in the delivery of new Advanced Placement, computer science courses, available at local high schools. The professional learning curriculum supports teachers new to the discipline with lesson plans, inquiry-based activities, videos, assessments, and tools based on the K-12 Computer Science Standards. Furthermore, the FTRP will align to new California K-12 Computer Science Standards (CSS) integrating computing systems, algorithms, programming, analytics and computational thinking. In addition, middle school students will be provided elective options in computer science. This includes Computer Science Discoveries as an introductory course that empowers students to create artifacts and engage with computer science to problem solve, communicate, and be creative. Elementary students will be prepared in intermediate grades with foundational learning on the five Core Concepts and Core Practices. FTRP will support the preparation of residents in computer science by modeling how Computer Science Practices can be utilized in a variety of personal, professional, and social contexts throughout coursework and will use the Framework's learning progressions to support teachers' development of pedagogical content knowledge.

The FTRP will be designed to support the implementation of K-12 CSS and the NGSS. Fresno Unified and NU have completed six years of CCSS implementation. Therefore, FTRP provides the strategic opportunity to develop and implement strong resident preparation programs and graduate support aligned to the standards. This initiative provides the opportunity to transform

CSS and NGSS into quality best practices in the classroom where teacher effectiveness directly impacts student achievement. The pre-service training allows for an intensively-paced, authentic practice teaching experience in Fresno Unified's schools. Pre-service training is the first point during which candidates learn to craft lesson plans aligned to teaching standards. FTRP teacher residents will get hands-on practice delivering lessons with standard-aligned assessments and reading content, which will help their future students meet challenging grade-level expectations.

***Invitational Priority.*** The FTRP has selected to address the TQP Invitational Priority- Spurring Investment in Opportunity Zones, as both the school district and the university consider improved student achievement their shared commitment and believe that the TRPs hold great promise for positively impacting both teacher preparation and the achievement of students within Opportunity Zones. The City of Fresno is the 5<sup>th</sup> largest city in California with a population of 522,053 people. The U.S. Census Bureau ranks Fresno as the second poorest urban area in the United States and the poorest metropolitan in California. The current census figures report 29.8% of Fresno residents live below the poverty level compared to 14.3% average for California. The National Center for Children in Poverty identified large U.S. cities with the highest child poverty rates in 2013 and found Fresno ranked #4 in the nation with a 47.9% child poverty rate. Even more alarming, Fresno ranks #1 among large U.S. cities with the fastest growth in child poverty (2007-2013).

Consequently, Fresno Unified views the FTRP initiative as a critical element of Fresno's economic revitalization. Well trained, highly effective teachers produce students who are College & Career Ready, the critical link to reducing poverty when placed in Opportunity Zones.

Within the geographic boundaries of Fresno Unified, approximately 85% of the area is a designated Federal Opportunity Zone or is eligible for that designation (see Appendix I). All of Fresno Unified's K-12 sites are TQP Project Schools (N=98) of which 43 are located in an

Opportunity Zone representing 42% of the districts K-12 enrollment of 70,663 (U.S. Census and Opportunity Zone data in Appendix I), serving the student population that attends a TQP school. The district's TRP places enrollees in schools that they: 1) have access to a trained and qualified Master Teacher; 2) will be properly credentialed; and 3) receive support from the site leadership. The district's residency programs have placed, to date, 294 residents in the district's K-12 sites and 40% were placed in schools located within a Federal Opportunity Zone. The district will commit to place future TQP residents in an Opportunity Zone, prioritizing schools with more than one vacancy. Residents will be placed in groups of two or more as an intentional retention strategy impacting the school culture, and supporting the residents' transition into the school community.

***Project Goals, Objectives, and Outcomes.*** The overarching goals of this project is to improve student achievement by recruiting, training, and retaining highly effective individuals to the teaching profession. The FTRP will address three program objectives: 1) Recruitment and selection of diverse talent into the Fresno Teacher Residency Program; 2) Fresno Unified staff and National University faculty collaboratively reform the K-12 curriculum to train highly effective teacher residents; and 3) Induction and retention of highly trained new teachers in Fresno Unified.

#### **Objective 1: Recruitment and selection of diverse candidates into the FTRP**

Outcome Measures:

- 150 well-qualified Teacher Residents (N=150) will enroll in the credential program at National University
- 65% of teacher residents will be diverse members of underrepresented groups

#### **Objective 2: Fresno Unified and university faculty work collaboratively to reform the K-12 curriculum to prepare teachers**

Outcome Measures:

- National University and Fresno Unified will revise and design 100% of credential courses to include Fresno Unified initiatives and messages
- Co- Teaching by Fresno Unified and university faculty in 100% of residency credential courses
- 100% of teacher residents will experience early clinical field experiences. Teacher residents will begin co-teaching under the guidance of mentor teachers on the first day of school.

- Graduation: 95% of teacher residents will attain initial certification/licensure by passing credential level coursework and earn a Master's within 2 years of beginning the program.
- 100% of teacher residents will experience inquiry based STEM and computer science training

### **Objective 3: Induction and retention of highly trained new teachers at Fresno Unified**

Outcome Measures:

- 100% of highly qualified teacher residents will be provided Induction support through Fresno Unified
- Employment: 100% of highly qualified teachers from the Teacher Residency Program will teach in a high needs subject area
- Employment: 100% of highly qualified teachers will teach in a high needs school in Fresno Unified
- Retention (short term): 95% of teachers will be retained in Fresno Unified one year after being hired
- Retention (long-term): 90% of teacher will be retained in Fresno Unified three years after being hired

#### **Adequacy of Resources**

***University and School Partnerships.*** The project includes National University in a collaborative design that builds on the functions of each institution and brings them together in a comprehensive effort focused on achieving major reforms relevant to both partners. The common feature of each of the partners is their commitment to the project and to integrating it with its full range of current related activities. The result will be changes in fundamental operations that can be institutionalized and sustained and that will maximize project effectiveness due to its central role within the operations of each partner. Adequacy of supports are revealed in the contributions of time, funding, and other resources. *“Equitable partnerships between schools of education and local K-12 systems provide an opportunity for mutual improvement through effective teacher training and the creation of model schools.”* Greatness by Design. (2012). *A report by State Superintendent of Public Instruction Tom Torlakson’s Task Force on Educator Excellence.*

Recognizing that resources are directly linked to the productivity of the program, Fresno Unified and National University (NU) have made the following commitments to ensure equitable and

adequate contributions to the FTRP:

- Equal pairing between district staff and university faculty to teach all credential courses
- Mutual use of facilities located on both university and district sites
- Collaborative planning and utilization of time for course development
- Matching funds to supplement technology or office supplies for instruction

***In-kind Support.*** Fresno Unified and NU are committed to the success of the TQP grant. The partnership has committed to a 100% match of in-kind support. The in-kind support from NU provides university supervisors and faculty extra time to support the development and implementation of the new TRP. NU also provides a 15% tuition scholarship as in-kind support, totaling \$134,000 each year. Fresno Unified commits the leadership team to support the implementation of the project including: collaboration time with multiple departments, test preparation courses, staff to support co-teaching with the university during the work day and full-time release Instructional Coaches to support graduates through their third year of teaching. The FTRP staff will coordinate with each department to provide ongoing professional learning for each FTRP cohort. In-kind match from both institutions exceeds the TQP requirement at 120%.

***Additional Candidate Support:*** Teacher Development will provide a personalized approach to nurture participant relationships. Individualized learning plans will be established to ensure the success of each TRP participant. There will support to navigate course scheduling, academic planning, testing, and credential completion. Candidates are balancing family, school, and work. In collaboration with IHE partners, Teacher Development will provide academic advising every semester to ensure participants are on track for timely degree completion and certification goals. Financial incentives are needed to make teaching accessible for participants and will be a part of budget development and in-kind support from the Teacher Development program.

***Provision of Stipends and Repayments:*** Grant funds will be used to provide residents with a \$20,000 stipend/living wage during their training period. Residents will also receive payments by

working as a substitute teacher one day per week. Residents will receive a total of \$25,000. Prior to enrollment in the FTRP, participants will be required to sign a contract to ensure FTRP completion indicating that they commit to teach in a high needs school within Fresno Unified for at least four years after completing the residency program. The Letter of Agreement and Promissory Note includes the following eligibility requirements to participate in the FTRP:

1. Maintain an overall 3.0 Grade Point Average while in the program
2. Obtain a teaching credential within 18 months of entering the program
3. Attend all FTRP professional learning sessions throughout the program
4. Complete the Master of Arts in Teaching within 18 months of beginning the program

Participants will also be provided with support in identifying and applying for grants, loans and scholarships. The TEACH Grant provides forgivable loan opportunities of up to \$4,000 per semester if residents work in a high need field in a low-income area. This Federal Grant combined with the stipend and substitute opportunities should cover all costs of a candidate's education.

***Additional Use of TQP Funds.*** In addition to the resident stipends, TQP funding will be utilized to provide Mentor stipends and full-time equivalent employees that are 100% dedicated to the FTRP. Fresno Unified is committed to "Getting the right people in the right work", one of our key performance indicators. Each mentor will receive a \$1,000 stipend each year they support their resident's growth, development, and attend additional professional development opportunities.

Oversight and coordination by the right people will be key to grow and operate multiple cohorts. TQP funds are proposed to provide a contract to the NU and key project staff in Fresno Unified. As co-teachers, NU and Fresno Unified staff will need supplemental contracts for planning time. The NU liaison will coordinate planning and communication with the Project Coordinator. Our request includes funding for a staff technician that will perform the Human Resources operations: application and support, interviews and screening, providing resident data, coordinating with NU on admissions, Test Prep calendaring, contracts, and other operational duties. Finally, our request



includes two Teachers on Special Assignment that act as Instructional Coaches; directly working with candidates and graduates to coach, model, and support the Induction process.

***Program Activities, Design, and Management Plan***

Fresno Unified will continue to incorporate research-based ideas and best practices in recruitment, training, and retention to overcome patterns of low achievement among students with diverse ethnic, cultural, linguistic and socio- economic barriers in low-income and minority student populations. An underlying tenet in recognition on the part of the partnership is that excellent teaching requires a combination of strong pedagogical skills, deep knowledge of subject matter, and understanding of the value of diversity, and the skills to recognize and appreciate students' linguistic and experiential backgrounds (SRI International, 2000).

***Recruitment:*** The residency will be the cornerstone of a larger human capital framework in the district that includes the hiring and assessing of teachers, their on-going school based support and professional development, and collaboration with NU to improve teacher preparation (Berry, Montgomery, Rachel, Hernandez, Wurtzel, & Snyder, 2008). The program will be built upon and integrates a school district instructional reform agenda that is internally coherent and has aligned curriculum, instruction, and assessment with supportive professional development.

Recruitment of highly effective Teacher Residents will continue to focus on two distinct groups of candidates: underrepresented ethnicities in an effort to more closely reflect the demographics of district students, recent graduates who can support the content shortage areas (Multiple Subject and Special Education), and second career professionals who have made a commitment to using their skills and expertise in the teaching profession.

The Fresno Unified Teacher Development and Human Resources departments will deploy a targeted and multi-pronged approach to recruit participants into the FTRP. Data from the TQP

grant indicates that personal contact from a credible individual is a proven strategy that has produced viable candidates. Strategies will include: coordinating with Teacher Development’s other pipeline programs, Fresno Unified’s Everyone is a Recruiter! internal communication to employees, presentations at faculty meetings, administrator meetings, local churches, fraternity and sororities, college fairs, development of promotional materials, job boards, mainstream media (print, television, radio, movie theaters) strategically. In addition to local recruitment strategies, recruitment for the TRP will include outreach to graduates from colleges and universities regionally and nationally, with particular focus on minority serving institutions and schools that have a record of graduating outstanding students in math, science, technology, and engineering.

**Targeted Recruitment Strategies**

Direct E-mail	Flyers and posters distributed to all district facilities	Direct telephonic communication to classified staff who hold associates or bachelor’s degrees
Aspiring Teacher Expo	Seek recruitment support and project advocates from district administrators and managers	District multimedia: Webpage, E-Communications, newsletter and other communication portals

Fresno Unified will survey current pipeline participants for interest in FTRP, request principal recommendations, and hold an annual Aspiring Teacher Expo. The Aspiring Teacher Expo is a Fresno Unified recruitment event for students, employees, and community members to learn about Teacher Development Pipeline programs. They will also learn about the opportunities to attend a partnering Institute of Higher Education (IHE) while each local institution attends the event.

Fresno Unified also seeks to partner with the Tulare County Office of Education (TCOE), the lead agency for the California Center on Teaching Careers. The District has worked with TCOE to implement the T2T program, sending participants to join Project Impact, an internship credential program. Our partnership also includes annual teacher job fairs to recruit teacher candidates in the

spring at the TCOE location. As Fresno Unified researches additional ways to partner with TCOE, the district will inquire about the following ways to collaborate:

1. Attend monthly Zoom conference
2. Attend Best Practices Conference at end of year
3. Attend recruitment events - virtual and face-to-face
4. Contract with The Center for data collection
5. Join a "group alike" webinars
6. Share best practices
7. Share innovative research
8. Utilize tools available through the Center and help build new tools
9. Host job fairs with technical assistance provided through Center
10. Contract with Center for customizing Avatars
11. Implement tool kit for "Grow Your Own"

***Selection of Residents:*** The FTRP adheres to the admission requirements established by the California Commission on Teacher Credentialing (CCTC) and by the criteria set by National University. Initial selection criteria for the program will continue to include: completing an online application, passing a criminal background and health check, possessing a BA/BS degree with a minimum grade point average of 3.0, and a passing score on the Gallup *Teacher Insight* assessment. In addition to these requirements, candidates must pass both the California Basic Educational Skills Test (CBEST) and the California Subject Examination Test (CSET).

Applicants are also required to pass the CSET prior to admission to the program. Single Subject candidates may meet the program subject matter competency requirement by completing a state-approved subject matter program, or by passing the CSET in their subject area. Candidates who pass the initial screening will participate in a multifaceted selection process that is modeled after the Boston TRP. They will be observed participating in a group problem-solving activity designed to show their ability to work cooperatively as a member of a group, be observed conducting a presentation and reflection, and be interviewed by a panel. Candidates also turn in a written practicum on a provocative topic in education. A final determination will be made by a selection

committee, made up of university and Fresno Unified faculty/staff and TRP Mentors.

Applicants who do not meet the requirements, for example a GPA below the minimum or failure to meet the subject matter competency requirement, can submit a request for “Special Considerations.” Up to 15% of total admits can be candidates admitted under special considerations. Residents’ classroom skills will be observed by Fresno Unified staff (including Human Resources) throughout the TRP. Individuals who meet Fresno Unified standards for teacher candidates and successfully complete the Teacher Education program requirements will be provided with early offers of employment in the spring prior to the school year.

***University Program Design:*** National University and Fresno Unified will reform curriculum design and content by revising courses and program. The Fresno Unified’s Continuum of Standards which align with the California Standards for the Teaching Profession (CSTP) and the California Teaching Performance Expectations (CalTPEs) will drive all coursework for residents. Activities and key assignments will produce rigorous academic content preparation tailored to Fresno Unified pedagogy, initiatives, and culture. A complete scope and sequence will be developed and implemented. A closely aligned graduate course of study and Fresno Unified professional learning will enhance the residents’ deep understanding of CCSS, the tenets of Fresno Unified’s instructional practices and PLCs. The coursework will be jointly developed and delivered by partnered faculty and staff to address the identified needs of the district and support the TRP through the use of action research, portfolios of work, and analysis of student outcomes. SCOE offers programs accredited by the California Commission on Teacher Credentialing (CTC) and the Nevada Department of Education; is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), meeting all professional standards; and is a member of the American Association of Colleges for Teacher Education. Fresno Unified will

work directly with the following departments at NU:

1. The Teacher Education department, which offers the Master of Education in Inspired Teaching and Learning (ITL) with a preliminary Multiple Subject or Single Subject teaching credential; and
2. The Special Education department, which offers the master's degree in Special Education (SPED) with the Educational Specialist credential.

**Course of Study.** Residents will participate in a program that combines a classroom residency (full school year and extended opportunities) with university coursework resulting in a California Teaching Credential in 67.5 (Multiple Subject) or 72 (Special Education) quarter units of study with a Master of Arts in Teaching. The coursework will be jointly developed and delivered by Fresno Unified and NU partners to address identified needs in the district, incorporate district initiatives, and adopt research-based practices to support the residency program through the use of action research projects, portfolios with video reflections, and analysis of student outcomes.

Programs are grounded in seminal research regarding the characteristics of high quality teacher preparation (Darling Hammond, 2014). Fresno Unified and NU embrace a culturally-contextual framework by exploring teaching practices and dispositions that result in a positive impact on learning for traditionally underserved students (Gorski, 2014; Hollins, 2015). FTRP will be organized with the goal that students perceive their experiences in coursework and field experiences as coherent (Grossman, Hammerness, McDonald, & Ronfeldt, 2008). Program coherence is evident in program structures, clear foundational theories of teaching and learning, and robust dialogue among staff and faculty about effective teaching. National University's teacher-preparation programs are based on a guiding philosophy called STAR—for Situation, Task, Action, and Result (NU Exhibits). Faculty apply this philosophy in every aspect of the program, including course design and both institutions have also developed program features that maximize candidates' connections between coursework and field experiences.

**Clinical Practice.** The clinical practice seminars at NU are specifically designed to support student success in the California Teaching Performance Assessment, which students must successfully complete in order to obtain a teaching credential in California. The success of this curriculum is evidenced by high pass rates of NU teacher candidates at parity with the state pass rates. Teaching Performance Assessment data specific to science, technology, engineering, and mathematics (STEM) shows a 97% pass rate for NU teachers seeking to be credentialed in STEM fields—2% higher than the overall NU pass rate of 95%. Also, in the Technology section of the Teaching Performance Assessment (rubric 2.4)—where candidates are assessed on how they incorporate educational technology to provide opportunities for students to demonstrate learning goals—NU teacher candidates seeking Multiple Subject, Physical Education, and Science credentials outperformed state candidates. Together, NU’s seminar course curriculum and clinical practice strongly support teacher candidates’ efforts to use technology in transformative ways. Overall, clinical practice at NU supports high pass rates for teacher candidates for the California Teaching Performance Assessment and shows even higher pass rates and scores within STEM fields.

**Field Experience Hours**

**Multiple Subjects Program**

<b>Program</b>	<b>Semester 1</b>	<b>Semester 2</b>
<b>Multiple Subjects</b> <b>Clinical Practice</b>  <b>Total Hours = 756</b>	<b>Field Experience (550A)</b> Candidates complete four full days (Monday-Thursday) a week of field experience, 28 hours per week for 12 weeks (includes collaborative planning time) - Sum of hours = 336	<b>Student Teaching (550B)</b> Candidates complete four full days a week of student teaching, 28 hours per week for 15 weeks (includes collaborative planning time) - Sum of hours = 420

**Education Specialist Program**

<b>Program</b>	<b>Semester 1</b>	<b>Semester 2</b>
<b>Special Education</b> <b>Clinical Practice</b>  <b>Total Hours = 756</b>	<b>Field Experience (688A)</b> Candidates will complete four full days (Monday-Thursday) a week of field experience, 28 hours per week for 12 weeks (includes collaborative planning time) - Sum of hours = 336	<b>Student Teaching (688B)</b> Candidates complete four full days a week of student teaching, 28 hours per week for 15 weeks (includes collaborative planning time) - Sum of hours = 420

***Field Experience Site Selection:*** TRP coursework and professional learning will be delivered at National University and a host site in Fresno Unified with a dedicated room for coursework, meetings, and professional learning. This will provide opportunities to link university coursework with site-based residency activities. Exemplary teacher education programs pay careful attention to the selection of placement settings “where particular kinds of practices can be observed and learned by working with expert teachers and with students having particular characteristics” (Darling-Hammond, 2006, p. 153). There has been notable growth in research investigating the role of field experiences in the preparation of teachers for work with diverse populations (Anderson & Stillman, 2013; Hollins & Guzman, 2005). Findings across the research indicate pre-service teachers develop more complex awareness of cultural and experiential differences in urban school placements than in suburban school placements (Hollins & Guzman, 2005).

***Criteria for School Placements:*** The FTRP will place residents at schools that emanate a positive atmosphere and exemplify a place where encouragement and respect are the driving forces that lead to student success. We have developed several partnerships, whereby student teachers and residents are “clustered” at particular schools and thus have the opportunity for shared experiences, activities, and discussions. Fresno Unified partnership schools have had long-term relationships with the National University’s Teacher Education Program and Special Education departments. A majority of National University teacher candidates are already placed in Fresno Unified.

CTC Standards require that clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible



socioeconomic and cultural diversity, and permit video capture for candidate reflection and CalTPA completion. Clinical sites should also have a fully qualified site administrator.

***Cooperating/Master Teachers:*** The clinical experience will pair teacher residents, one to one, with experienced and exemplary mentor teachers at residency sites to learn teacher skills, first hand. Residents will work in a mentor’s classroom, throughout the week with graduate seminars held during designated times. Guidance and mentorship, as well as peer support are important components of field experiences that allow for the modeling, coaching, and feedback that pre-service teachers need (Anderson & Stillman, 2010; Grossman, 2010; Darling-Hammond, 2005). Research points to the critical role of the cooperating teacher in supporting pre-service teacher learning (Clarke et al., 2014).

***Selection of Master Teachers:*** Fresno Unified and National University will carefully craft a coordinated system of support for all its residents. Mentors will serve as the primary link between the residency and program coursework and many will serve as co-instructors for university coursework. Mentors will all meet together a minimum of once per quarter to share experiences, reflect on their learning and the learning of their assigned residents, and map out coaching instructional strategies. This will ensure that teacher resident classroom work and mentor coaching activities are aligned with university coursework and that a Professional Learning Community (PLC) that supports continued growth and reflection is maintained. Mentors will provide continuous feedback to the program, help to inform its improvement, and will receive a supplemental stipend to carry out additional responsibilities outlined in the grant.

Trainings will ensure Mentors can effectively coach in: cognitive coaching, essential components of reading instruction, effective use of technology, use of data to improve instruction, Universal Design for Learning, and research-based strategies for meeting the needs of ELs and Special Needs

students with the integration of STEM, computer science, or hard to fill subject matter.

***Criteria for the selection of exemplary mentor teachers:*** It is our policy to select Master Teachers who meet the Master Teacher criteria as required by CTC Standards. SCOE provides a comprehensive and structured clinical experience for credential candidates. The following criteria are utilized for selection of Master Teachers:

- Holds a Clear Credential in the content area for which they are providing supervision.
- Have a minimum of three years of content area K-12 teaching experience.
- Demonstrated exemplary teaching practices as determined by the employer and the preparation program- Meets or Exceeds Standards on recent evaluations
- The matching of candidate and district-employed supervisor must be a collaborative process between the Fresno Unified and the NU Teacher Education Program and SPED department
- Has a recommendation by their site administrator
- Holds a Crosscultural, Language, and Academic Development Certificate or Equivalent
- Is knowledgeable and skilled and also encouraging and supportive.
- Welcomes the resident as a colleague and co-teacher; develops a collaborative relationship with him or her; and provides on-going opportunities for diverse teaching experiences, completion of field-based requirements, and solo teaching.
- Reflects on teaching practices and engages in inquiry to solve problems.
- Is willing to participate in dialogues about best practices and in dialogues about resident progress.

CTC Standards also require that Master Teachers complete a minimum of 10 hours of initial training. The California Council on Teacher Education (CCTE) offers eight hours of training modules about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, complemented by two hours of NU's Teacher Education Program specific curriculum. The training is web-based and a certification is generated upon completion of each module. Completion certifications are portable to all California Teacher Preparation Programs. Master Teachers who have completed equivalent professional learning by Fresno Unified in the areas listed below, will qualify for a waiver of the training requirement.

The following are the Master Teacher training modules:

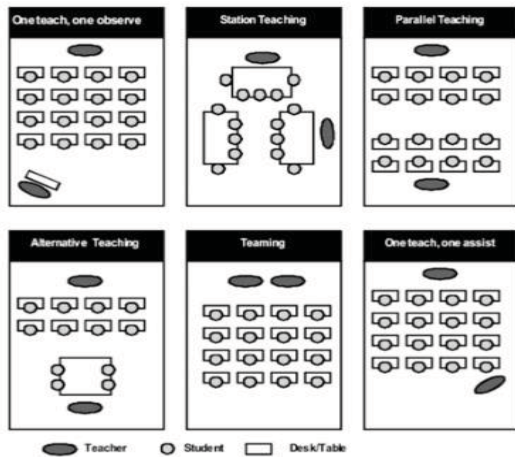
Training Modules	Time
Professional Expectations	One hour
Adult Learning	One hour
Cognitive Coaching	Three hours
Instructional Strategies for Diverse Learners	One hour
Inclusion	Two hours
NU Teacher Education Program Orientation*	Two hours

\*Sanford College has chosen to embed the two-hour orientation into the Education program in three face-to-face meetings between the Master Teacher and University Mentor.

**Co-Teaching:** Co-teaching will be the primary clinical strategy and is when two teachers collaborate to provide instruction in a shared setting. Co-teaching has gained attention as a promising innovation in student teaching (Bacharach & Heck, 2012; Bacharach et al., 2010; Kamens, 2007; Parker et al., 2012). At the beginning of the experience, cooperating teachers take the lead in the co-teaching partnership to make visible the workings of the classroom to the student teacher. Leadership within the co-teaching relationship is gradually transferred to the student teacher/resident while the cooperating teacher continues to co-teach with the resident.

The initial research on the co-teaching model of student teaching was conducted by faculty at St. Cloud State University (SCSU), a public university in the Midwest (Bacharach & Heck, 2012; Bacharach et al., 2008; Bacharach et al., 2010). The authors reported benefits to student teachers, cooperating teachers, and K-12 students. Benefits to student teachers included improved classroom management skills, increased teaching time, and a deeper understanding of the curriculum. They reported the benefits to cooperating teachers as consisting of more opportunities to meet student needs, better relationships with student teachers, and professional development (Bacharach et al., 2010). Six instructional approaches represent the most commonly used options in co-taught classrooms: (1) one teaching, one observing, (2) station teaching, (3) parallel teaching,

(4) alternative teaching, (5) teaming, and (6) one teaching, one assisting (Friend & Cook, 2009).



**Figure 1** provides an illustration of classroom arrangements for each instructional approach.

**Selection of University Mentors:** Each Student Teacher is assigned a University Mentor. Mentors are credentialed or have equivalent experience in educator preparation.

They are experts in the content area of the

candidate being supervised and have recent professional experiences in school settings where the curriculum aligns with CCSS, frameworks and the school reflects the diversity of student population. The NU program provides mentors with orientation to the program's expectations and assures that they are knowledgeable about the program curriculum and assessments, including the TPEs and the CalTPA. Mentors are also provided Regional Clinical Practice Coordinators. Coordinators meet with University Mentors to provide information, train mentors on new platforms and share instructional practices. The University Mentor will meet with the resident a minimum of twenty-seven hours; including classroom observations.

**Professional learning:** Fresno is now in its eighth year of implementation of PLCs called Accountable Communities (ACs). ACs are the vehicle for providing academic intervention to student populations that have identified needs (DuFour, DuFour, Eaker & Many 2006). A successful AC answers four questions: What do we want students to learn? How will we know they've learned it? How will we respond if they don't learn it? How will we respond if they already learned it? This process provides professional learning that allows teachers to deeply understand formative assessment, data disaggregation and analysis, and allows for strong

collaboration skills while lesson planning. Response to Intervention (RtI) support and training will include addressing the needs of our EL and Special Education population (Burns & Senesac, 2005) as part of a broader Multi-Tiered System of Support (MTSS). The TQP will continue the opportunity for FTRP residents to participate in ACs during early start up and weekly. Residents will start two weeks prior to the school year to plan with their mentor teacher’s AC and be part of the first few weeks of planning. This will allow for co-teaching on day one of instruction.

All FTRP residents will experience program continuity through participation in Saturday workshops and classes. They will meet seven Saturdays per year. Through Saturday workshops, participants will experience a more hands-on approach, designed to increase teacher quality in instruction. FTRP Saturday curriculum will complement the credential program of study and relate directly to participants’ field experience or work, adding relevance to course work. Participants will earn three academic units per year. Activities include: a community bus tour, culturally responsive instruction and implicit bias training, and Emotional Intelligence (EQ) skill-building in addition to STEM and computer science content area pedagogical training.

***Culturally Responsive Teaching*** affirms the intrinsic value of students’ lived experiences and acknowledges that those experiences shape not only what students know, but how they make meaning and learn. Culturally responsive teachers deliberately strive to know themselves and their

own bias while also accessing students’ culture to build bridges between what students know, and the mastery of new

<ul style="list-style-type: none"> <li>• <i>Know self</i></li> <li>• <i>Know students and the community</i></li> <li>• <i>Understand and acknowledge the social-political context</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Create a safe environment</i></li> <li>• <i>Build intellectual capacity</i></li> <li>• <i>Consider the content</i></li> </ul> <p><i>(Six key tenets of culturally responsive teaching)</i></p>
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knowledge, skills, and pedagogy. Fresno Unified will integrate the six key tenets, grounded in the work of Zaretta Hammond, that we believe are at the heart of *culturally responsive teaching*.

Fresno Unified’s Master Plan for English Learner Success outlines specific actions to employ and develop teachers in bilingual education and English Language Development (ELD). It states that the district “will employ certificated teachers with expertise in ELD, bilingual education, academic content areas, and languages other than English”. Teachers have opportunities to improve their practice and ensure all English Learner (EL) students have access to grade level materials and instruction through professional learning and collaboration that serve as springboards to prepare all teachers to provide for the needs of ELs. Fresno Unified has had an established partnership with WestEd in EL support. For the past three years, WestED has trained Instructional Coaches (support providers) in teaching EL students, using the ELA/ELD Framework and CCSS standards, to support new teachers in meeting the needs of diverse populations. The FTRP program has a course dedicated to EL instruction and pedagogy practices. The specific training for students with special needs addresses the current research in areas including, applied behavior analysis (behavior supports), differentiated instruction, Universal Design for Learning, Response to Intervention, role in IEP meetings (Werts, Manlin, & Pogoloff, 2002) and the use of assistive technologies (Marino, Marino, & Shaw, 2006). The FTRP will have a course dedicated to differentiated instruction and classroom management which infuse these practices. Traditionally, teachers have modified curriculum materials and practices to address diversity, however, this approach was not systematic. Universal Design for Learning approaches adjustments through planning at the outset of a lesson and will be part of how the FTRP demonstrates and practices models for teaching.

In support of creating and maintaining a positive organizational culture and increasing teachers’ expertise of students’ social emotional learning, the FTRP will explore and build residents’ depth of knowledge around their own Emotional Intelligence (EQ) such as self-awareness, self-

management, social awareness, growth mindset, self-efficacy and relationship management. FTRP residents will learn how to apply EQ skills in their teaching role to strengthen the culture of learning with high expectations, increase student achievement, build, and maintain positive relationships with students and professional learning communities.

Fresno Unified is in its third year of implementing its Personalized Learning Initiative (PLI) in partnership with Microsoft Education. PLI is a development opportunity to learn from the integration of high quality instruction, curricula digital resources, and technology in blended/personalized learning approaches to improve instruction and further student outcomes. Studies have shown that with intentional integration and blended learning, technology can facilitate student learning and make access to education more personalized. This collaborative initiative includes the efforts of School Leadership; Curriculum, Instruction, and Professional Learning (CIPL); Information Technology (IT); and Career Technical Education (CTE) alongside teachers from all schools to impact student learning. Building from the district's Instructional Practice Guide (IPG) and Graduate Profile as guiding frameworks for high quality instruction and student readiness for 21<sup>st</sup> Century Learning Design, teachers incorporate key principals of data to inform instruction, student ownership, and blended/personalized approaches to ensure all students learn at grade level and beyond.

***High quality new teacher induction and mentoring:*** A thorough compliance review was completed by the CCTC on Fresno Unified's Teacher Induction Program as required every seven years. On February 29 through March 2, 2016, the CCTC team reviewed program documents, program data, and teacher portfolios. Interviews were conducted with 216 stakeholders, including: program leadership, district administrators, school site administrators, support providers (Instructional Coaches), participating teachers, completers, and Leadership Team members. Due



to the findings that all Common Standards were **Met**, and all Program Standards were **Met**, the team unanimously recommended **Accreditation** for another seven-year cycle. Over the past year, Fresno Unified's Induction Program has partnered with the New Teacher Center to work towards the following goals: 1) the dissemination of best practices related to new teacher support, 2) improve student reading and mathematics by improving the instructional practice of teachers, improving teacher retention, and 3) building local district capacity to support programming and develop teacher leaders. Part of our collaboration with NTC includes networking with other school districts including: Broward County Public Schools, Denver Public Schools, New York City Department of Education, Polk County (Florida) Public Schools, and San Francisco USD.

The purpose of Fresno Unified's Induction program is to:

- Contribute to teacher quality by increasing Fresno Unified's retention of exemplary teachers and supporting their transition into the teaching profession
- Provide job embedded, professional learning based on the California Standards for the Teaching Profession through Instructional Coaching
- Support teacher professionalism and positive attitudes about teaching and the teaching profession
- Guide participating teachers in preparation for a Multiple or Single Subject *Clear Credential*

Fresno Unified is committed to providing targeted professional learning, support and mentoring for new teachers. Teachers are evaluated and supported around six CSTPs and the standards are used with an integrated formative assessment system that will support teachers' professional growth. In addition, New Teacher Support (Instructional) Coaches will extend the teacher residents learning in STEM, computer science strategies for SPED students and EL students.

Each new FTRP teacher will be assigned an Instructional Coach that will have consistent contact with their participating teacher. Fresno Unified's Induction program has adopted the New Teacher Center Formative Assessment System (NTC FAS) that uses performance-based assessments such as portfolios, observations, and reflective conversations to extend new teachers' teaching practices. The *Standards of Quality and Effectiveness for Professional Teacher Induction*

*Programs* provide in-depth work in: 1) core academic content and subject specific pedagogy; 2) differentiation; 3) classroom management; 4) using technology; 5) supporting equity, diversity and access to the core curriculum; 6) healthy and safe environment for student learning; 7) teaching English learners; and 8) teaching special populations. Instructional Coaches provide one on one support to teachers for the first two years of their careers. They do not act in an evaluative manner, and their time will continue to be focused on building the capacity of teachers. Fresno Unified will continue to prepare and recommend teachers for a Multiple or Single Subject Clear Credential. Fresno Unified's Induction Program seeks to pilot new technology to coach in efficient ways using the District's Instructional Practice Guide. The Instructional Practice Guide is the district's vision of effective instruction and includes five key tenets: Culture of Learning with High Expectations, Challenging Content, Student Ownership, Every Student (RtI and differentiation), and Every Day (assessment). Real-time coaching has proven to be an effective way to provide job-embedded, professional learning, occurs while the teacher is teaching and offers coaching to pivot during the delivery of a lesson; resulting in immediate changes. Delayed feedback can be difficult for teachers to reflect on. They must remember what they did and think how to change it to make their instruction better. Real-time coaching helps a teacher see what they are doing in-the-moment and immediately see the impact of that change. "When coaches visit our teachers' classrooms, they do not sit quietly in the back of the room. They circulate during a lesson and will even stop to model a particular skill. They will also intervene with more subtle techniques, such as holding up signs or whispering to prompt certain actions from the teacher (The New Teacher Project, 2014). Fresno Unified is looking for more active ways to coach and provide immediate feedback by using earbud and microphone technology and will build it into a sustainable budget, if piloting reveals results for Induction Coaches.

The FTRP residents also receive a third year of instructional coaching to deepen their content knowledge, particularly in the area of STEM and computer science. FTRP staff works with the previously assigned Induction Coach to assess growth over the two-year induction period. The residency staff continues to support the candidate through an individualized growth plan, co-planning, co-teaching, and providing feedback that support retention of FTRP candidates during their third year.

**Quality of Program Management Plan:** Fresno Unified's 2014 TQP grant is in its final year of implementation. A sustainability plan has been designed to continue the current program. The new partnership program with National University will be implemented in three phases of curriculum, development, and teacher residency placement. **Phase I (Spring 2019)** will focus on completion of the 2014 TQP grant (three cohorts) from Fresno State while planning with Fresno Pacific University programs (TQP 2018) to develop TK-6 and 7-12 cohorts. **Phase II (Fall 2019)** will include modifications to the 2014 TQP TK-3 cohort to become a TK-6 cohort and a 7-12 cohort, while completing 4-8 and 7-12 cohorts with Fresno State. Fresno Pacific, Single Subject, Cohort 1 will be in the first year of implementation. **Phase III (Spring 2020)** will include the completion of 7-12 cohorts with each university. This allows us to phase out three cohorts that span TK-3, 4-8, and 9-12 and allows Fresno Unified to focus on running two cohorts that span grades TK-6 and 7-12 with Fresno State and Fresno Pacific.

National University will begin their Multiple Subject and Education Specialist credentials. Project leadership coordinates and integrates services and supports among leaders of the Fresno Unified, Teacher Development programs, Human Resources services, and teacher preparation leaders from Fresno State, Fresno Pacific, and National Universities. Collectively, this team of educational experts will collaborate on a frequent basis in planning the FTRP and other pipeline programs.

This close partnership has already established a stream of information and data sharing that supports better alignment in the services provided by each team member.

All project data from the Fresno Unified Human Resources (HR) Department and from National University, will flow through the Project Director, Teacher on Special Assignment (FTRP Coordinator), and grant funded Induction Coaches. The Project Director will be responsible for all aspects of the grant activities, including fiscal oversight, response to data analysis, and communication to all appropriate stakeholders. The Project Manager will have responsibility for data collection, analysis, and reporting as well as fiscal management.

Ongoing communication structures are defined as the following:

1. **Leadership Team-** Quarterly meetings that include District leadership and Faculty leaders to engage in common learning, school walks with calibration, reflection on data, share institution updates, and identify implications for partnership work
2. **Curriculum Team-** Quarterly meetings that include District leadership/staff and Faculty leaders/professors to engage in common learning, share institutional practice, and build coherence across coursework and professional development
3. **Course Teams-** Weekly meetings between of staff and faculty to design and co-teach coursework content and experiences during the semester

***Fresno Teacher Residency Program 2019-2024***

**Objective 1: Recruitment and selection of diverse candidates into the Fresno Teacher Residency Program**

**Measure: 150 well-qualified applicants with 65% diversity in underrepresented groups**

TASKS	DATE	OWNER
Identify qualifying participants in existing Teacher Pipeline Programs	On-going	Project Director National Liaison Project Coordinator
Identify current Fresno Unified classified employees and National candidates that meet the residency criteria		HR Administrator Project Director National Liaison Project Coordinator
Plan and Implement recruitment strategies for program		Project Director Project Coordinator
Recruit candidates through multiple sources of advertisement		Program Team
Align screening process of residents using multiple measures that are used for teacher selection		HR Administrator

Coordinate planning meeting with National University to develop selection process		Leadership Team NU and FUSD
Align the interview process with existing pipeline programs to ensure fidelity in the selection process		Project Director Project Coordinator HR Administrator
Collaborate with National Teacher credentialing program to specifically support program participants		Project Administrator
Recommend participants ready for Teacher Placement at High Need Schools	Qtr 4	Project Coordinator HR Administrator Project Administrator Project Director
Collect data on effectiveness of recruitment, marketing preparation and retention		
Recruit 150 participants into the program over 5 years of the grant		
Communicate with Aspiring Teacher Pipeline Program TSAs to recruit and support with program participants		Project Director
Coordinate with Teacher Pipeline Program TSAs to assist in participant transition		Project Coordinator
Implement application process through Searchsoft using multiple measures provided by Fresno Unified Application, Letters of Support, Transcripts, Teacher Insight Survey, Interview, Reference Check	Qtr 1	Project Director
Coordinate interviews	On-going	Project Coordinator
Develop and approve legal service agreement for program	On-going	HR Administrator

**Objective 2: Fresno Unified and university faculty work collaboratively to reform the K-12 curriculum to prepare teachers**

**Measure: National University and Fresno Unified revise 100% of coursework, implement co-teaching and graduate 95% of residents within 2 years with a focus on STEM-C**

TASKS	DATE	OWNER
Review and revise coursework in the teacher credential programs (elementary & Special Education) – <b>K-6 and K-12</b> based on evaluation input and cycle of continuous improvement	Year 1	Leadership Team
Design Master's program for FTRP within 18 mos		
Determine Cluster sites for Sped K-12 and K-6 cohorts		
Quarterly Advisory Meetings to collaborate on alignment of work across institutions	Year 1- 5	Advisory Team
Quarterly Leadership Meetings to ensure alignment of work, review and analyze data, problem solve, and refine work of the residency		Leadership Team
Conduct regular evaluations of program and report yearly to the Leadership Team <ul style="list-style-type: none"> <li>Student Achievement</li> </ul>		Project Director Project Evaluator – West Ed

<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Retention Data</li> <li>• Evaluations</li> </ul>		
Obtain approval through the university governance structure of all course changes to K-6 and Sped K-12 with STEM emphasis		National Project Administrator
Develop course sequence for 18 mos credential/MA program. <b>K-6 and Sped K-12</b>		Leadership Team
Hold orientation and have participants sign legal agreement		Project Director Project Coordinator
Meet your Mentor Event with Mentors and new Residents - Review expectations for FUSD and National, provide timelines and co-teaching techniques, cognitive coaching, and models of feedback		Project Coordinator
Quarterly Mentor meetings with Mentor input - Meetings will be strategically designed around data collected from observations to meet the needs of the residents		Program Coordinator Project Liaison
Monitor the stipend of participants		Program Technician Project Director
Observe participants in their current placements to note progress of growth from professional learning		Project Coordinator Project Liaison – National
Provide Academic Advising twice per year to each participants in collaboration with National		University Supervisors
Coordinate CBEST, CSET, and RICA test prep		Project Coordinator
Place participants with highly effective Mentor Teachers for residency placement		Project Administrator FUSD/National
Finalize faculty/ FUSD co-teachers assignments and course meeting schedule		Project Coordinator
Determine and develop professional learning for K-6 and Sped K-12 Cohorts with a focus on STEM-C		Project Coordinator
Graduate and credential <b>K-6 and Sped K-12 cohorts</b>		Leadership Team

**Objective 3: Induction and retention of highly-trained new teachers at Fresno Unified School District**

**Measure: 100% of Teacher Residency graduates will be placed in a high needs school and provided Induction support. 95% of teachers will be retained after 1 year and 90% will be retained after 3 years.**

TASKS	DATES	OWNER
All residents will be placed in a high needs school and high needs area with more than one opening, coordinate placements with Human Resources	Year 2 - 5	Project Administrator HR Administrator
Track evaluations of participants hired as teachers		Project Director
Develop a study in comparing the program teachers' performance using multiple measures of student achievement		Leadership Team
Provide all residents with an induction coach the first day of teaching assignment		
Provide opportunities for graduate collaboration and networking to increase retention		
Provide strategic ongoing professional learning based on graduate needs		

Observe participants in the field and provide feedback based on CSTP's using the coaching cycle		
Residents receive support from Induction coaches and FTRP leadership team as new teachers		
Provide Teacher Leadership opportunities to increase retention		
Coordinate with induction to ensure support is seamless to teaching position		

**Project Staff Information.** The project staff represents a team with broad expertise from National University and Fresno Unified. The project team has been planned to ensure there are leadership roles among each of the partner organizations who have the institutional authority for achieving significant and sustained reform in the preparation and support for new teachers. The primary staff and their roles are described below:

**Teresa Morales-Young** (FTE .20) is currently the Administrator of Teacher Development Department and will be the Project Administrator. She will oversee implementation, supervise, and support the work of the grant. Ms. Morales-Young has 20 years of professional experience in education. She holds a Masters of Arts in Education Curriculum and Instruction, Administrative Credential and Bachelors of Arts from Fresno State. Ms. Morales-Young is Fresno Unified’s lead in partnership work with IHE partners.

**Giovanna DiFilippo** (FTE .20) is currently a Human Resources Administrator. She will oversee hiring and placement of candidates in the Fresno Teacher Residency Program. Ms. DiFilippo oversees selection in Fresno Unified. Ms. DiFilippo has over 30 years of educational experience. She holds a Master’s Degree in Educational Administration and a Bachelors of Arts in Mathematics from Fresno State.

**Traci Taylor** (FTE .50) will serve in the role as the Project Director (Principal Investigator). Under the supervision of the Project Administrator, Ms. Taylor will coordinate implementation of the grant, communicate with the Grant Officer, and meet the reporting requirements of the grant. Ms. Taylor is experienced in the coordination of grants and projects and has 16 years in educational



service. Ms. Taylor holds a Masters Degree and Credential in Educational Administration and has a Bachelor's of Science in Sports Medicine.

**Jeanna Perry** (FTE .50) works collaboratively with National University teacher preparation programs for the district coordinating resident clinical experiences and courses. Ms. Perry will organize and ensure alignment between National University coursework and district professional learning for teachers and principals; including all STEM and computer science content. Ms. Perry is currently a Teacher on Special Assignment and Fresno Teacher Residency Project Coordinator.

**Hailey Krikava** (FTE 1.0) will be the Project Technician and provide support to the Teacher Development, Project Director. She will provide tracking of program participants and follow up with applicants in Teacher Development programs. Ms. Krikava will support the daily operations of the FTRP including secretarial, budget monitoring, calendar management, and scheduling. Ms. Krikava currently serves as a Program Technician for the Teacher Development department and attending Fresno State University to obtain her Bachelor's Degree in liberal studies.

**Leslie Worton** serves as the K-12 Science and Computer Science Manager for Fresno Unified. Her responsibilities include facilitating the district-wide transition to the NGSS and the expansion of computer science experiences. Leslie has a Bachelor's of Science degree from UC, Santa Barbara, with a major in Aquatics Biology and a minor in English. She has her Single Subject Teaching Credential in Biological Sciences and her Career and Technical Education Credential in Health Science and Medical Technology. She completed her MA in Administration. Leslie will act as both an advisor and professional learning provider for residents in STEM and computer science.

**Jyothi Bathina, PhD**, serves as faculty lead for Teacher Education at National University, Fresno. She is the academic program director for the Undergraduate Blended Multiple and Single Subject Credential program at National University. Dr. Bathina provides leadership for the Single Subject

and Multiple Subject programs and the Master of Arts in Teaching and co-designs doctoral courses. Dr. Bathina will serve as liaison for TQP, oversee project coordination at the Fresno NU campus, direct university department supports including STEM and computer science fields, and collaborate directly with the project leadership team. She will also collaborate on program design.

**Gabriela Walker, PhD**, is an associate professor and Special Education department lead at National University, Fresno. Dr. Walker provides leadership for the Special Education Masters in Science courses (Understanding Educational Research & Capstone Project). She is the immediate past chair for a Special Education School Improvement Grant at the American Education Research Association. She obtained her degrees from the University of Illinois at Urbana-Champaign in Global Policy Studies; the University of Georgia in Special Education; and the University of Bucharest, Romania, in Inclusive Education and Psychology. Dr. Walker will oversee the curriculum for the Special Education STEM cooperation project with Fresno Unified.

**Marie Rigney, MA**, is the Fresno Center Director, and has worked for National University in Fresno for over twenty years. She provides direct supervision to admissions advisors, assists in creating the master schedule of courses offered at the campus in various degree programs, presents program and enrollment requirement information to small and large groups, and assists the vice president of the Northern Region with all functional daily operations of the National University Fresno campus location. Marie will oversee the admissions process for the Fresno Unified cohorts.

**Deborah Merzoian, MS**, is the regional clinical practice lead for teacher education at National University in Fresno. Deborah has taught General Education students in grades TK–9 and Special Education students in grades K–12. She served for eight years as a program specialist for the Special Education department within the Fresno Unified School District. During this tenure she helped with the development and expansion of the Autism program. She also was elected to serve

on the Fresno Board of Education. She has spent the last twenty years in higher education, teaching content courses and clinical practice seminars. She will serve on the content design team for the teacher residency program and will be the liaison between university supervisors and school site supervisors and support the development of Mentor teachers.

**Heather Vanderpaardt, MA**, is the regional credential supervisor for the Fresno, Bakersfield, Porterville, and San Jose areas. She has worked for National University for thirteen years in both Admissions and Credentials. She works closely with the director of credentials to provide updates on requirements from CTC, makes process improvements, creates new processes based on changing legislation or program requirements, and ensures consistency of advisement throughout the state. Heather will oversee the credential process for the residency program candidates.

***STAFF ROLES & RESPONSIBILITIES***

<b>Primary Staff</b>	<b>Role</b>	<b>Responsibility</b>
Dr. Robert Nelson, Superintendent (Fresno)	Advisory	Support project implementation district-wide
Dr. Judy Mantle, Dean, Sanford College of Education (National University)	Advisory/Leadership Committee	Leadership team, Coordinate institutional support with academic departments and student services at National University
Kim Mecum, Chief Academic Officer (Fresno)	Advisory/Leadership Committee	Serves on Leadership Team, and supports project implementation district-wide
Dr. Donna Elder, Associate Dean, Sanford College of Education (National University)	Advisory/Leadership Committee	Leadership team, coordinate institutional support with academic departments and student services at National University
Dr. Bernell Hirning, Regional Dean and Associate Vice President (National University)	Advisory/Leadership Committee	Oversee project implementation at the Fresno NU campus
Dr. Lori Piowski, Chair, Teacher Education (National University)	Advisory/Leadership Committee	Leadership team, content and curriculum advisor for Inspired Teaching and Learning (ITL)
Dr. Susan Porter, Chair, Special Education (National University)	Advisory/Leadership Committee	Leadership team, content and curriculum advisor for Special Education (SPED)
Paul Idsvoog, Chief Human Resources Officer (Fresno)	Advisory	Serves on Leadership Team, and supports project implementation through Human Resources

<b>Primary Staff</b>	<b>Role</b>	<b>Responsibility</b>
Carlos Castillo, Instructional Superintendent Curriculum and Instruction (Fresno)	Advisory	Serve on Advisory Committee, Liaison with other District departments
Teresa Morales-Young, Administrator, Teacher Development (Fresno)	Project Administrator	Oversee district implementation of TQP, Curriculum Design Team, Supervise and support work of the Residency Coordinator and Project Director, Oversees Induction Program
Dr. Jyothi Bathina, Lead Faculty for Fresno Teacher Education; Program Director for ITL Blended Credential Program (National University)	University Liason	Leadership team, partnership coordinator, recruitment, co-curriculum director, ITL content and curriculum design team, ITL adjunct faculty recruitment
Giovanna Difilippo, Administrator Human Resources (Fresno)	Selection Coordinator	Oversee hiring and placement of candidates in the Fresno Teacher Residency Program
Traci Taylor, Manager, Human Resources & Teacher Development (Fresno)	Project Director (Principal Investigator)	Under the guidance of the Administrator of Teacher Development will coordinate implementation of the grant, communicate with the Grant Officer, and meet the reporting requirements of the grant
Jeanna Perry Teacher on Special Assignment, (Fresno)	Residency Coordinator	Under the guidance of the Administrator of Teacher Development and Administrator of HR, coordinate placement of residents and selection of mentor teachers, liaison with district teacher development staff and grant implementation
Haley Krikava, Program Technician	Program Support	Directly supports residents with recruitment, applications, stipends, data collection, budget reporting and scheduling events for the program
Site Principals and Teacher Academy students (Fresno )	Advisory	Serve as Advisory to provide district-wide perspective and input as stakeholders
Dr. Gabriela Walker, Lead Faculty for Fresno Special Education (National University)	Content Design Team Lead Special Education	Leadership team, recruitment, SPED content and curriculum design team, SPED adjunct faculty recruitment
Dr. Clara Amador- Lankstor, Director of ITL Master of Arts in Teaching (National University)	Course Design	Program development and assessment, faculty recruitment and support, academic and thesis advising, teaching in ITL master's program
Dr. Allison Smith, Statewide Coordinator for ITL Clinical Practice	Course Design	Content design team for ITL seminars and clinical practice observation protocol
Patricia Dickenson, ITL STEM Faculty Lead for Math and Science Credential Courses	Course Design	Oversee embedding of STEM components in ITL courses

<b>Primary Staff</b>	<b>Role</b>	<b>Responsibility</b>
David Rago, SPED Course Lead for Math and Science Credential Courses	Course Design	Oversee embedding of STEM components in SPED courses
Deborah Merzoian, Lead Regional Clinical Practice Coordinator, Fresno (National University)	University Mentors and Field Placement; Program Support	Advise, train, and assign University Mentors to residents, conduct ongoing supervision and advising, coordinate evaluation process with Fresno Unified School District, support teacher ed and special ed faculty and students
Marie Rigney, Fresno Center Director (National University)	Recruitment Support	Recruitment, admissions advising, processing of admission files
Heather Vanderpaardt, Supervisor of Credentials and Field Services, Fresno (National University)	Credentials	Monitoring progress toward credential completion and recommendation of residents to state credentialing (CTC)
Fresno teachers and NU faculty to be determined	Course Development	Develop credential courses, curriculum, and schedule

***Quality of Project Evaluation Plan: Program Improvement, Data Collection, and Reporting.***

The Project Leadership Team is experienced in data collection, analysis, and the application of data in monitoring progress and implementing quality improvements. The team is proficient in reporting all data and project information on the effectiveness of meeting all program goals and outcomes identified in the plan through similar federal, state and foundation grant experiences. The Teacher Development Department, in collaboration with partners, developed a data system to track program participants, progress of university courses, degrees and certification completions.

<b>Internal Ongoing Evaluation &amp; Progress Improvement: The Project Leadership Team will conduct a purposeful and ongoing self-evaluation of the project by the following activities:</b>
<ul style="list-style-type: none"> <li>• Examine the extent to which objectives and related outcomes have been accomplished;</li> <li>• Review the processes and contexts that support the project’s effectiveness;</li> <li>• Identify obstacles to attaining the program and individual participant objectives;</li> <li>• Develop corrective actions to address problems when and if appropriate; and</li> <li>• Solicit participant feedback to gain more information on the overall quality of the program.</li> </ul>

The result will be an ongoing and sustained process of review using project collected data (quantitative study) and other relevant objective and subjective findings through surveys and observations (qualitative study) to ensure continuous quality improvements to the project.

Participant feedback on their personal experiences and development in the programs will be collected through surveys and discussion during each year of the program implementation in addition to other data collection used to examine the quality of the program experience for the participants. This process is significant in providing the Project Leadership Team information on the program's quality of professional learning strategies to develop highly effective teachers and further guides improvement to ensure participants are gaining the competencies in content and pedagogy to be effective teachers.

WestEd, an external and independent evaluator, will evaluate the Fresno Teacher Residency Program. Our evaluation approach will be objective- and performance-driven and include mixed-methods utilizing both quantitative and qualitative data and models. We will collect and analyze quantitative data on GPRA, HEA, and the FTRP performance measures; on proposed FTRP goals, objectives and outcomes; and for a Quasi-Experimental Design (QED) assessing whether the FTRP results in improved teacher and student outcomes relative to traditional teacher preparation programs. We will compare findings on performance measures for the FTRP participants with national and state standards of excellence in teacher preparation, as well as to the outcomes of other credentialing programs, using chi-square or analysis of variance to examine statistical significance as appropriate. We will collect and analyze qualitative data to explicate quantitative findings and maintain all data in a longitudinal database to gauge progress and allow for within- and cross-cohort comparisons. For the duration of the study, WestEd will provide annual summaries of the quantitative teacher and student outcome measures described above, including the GPRA and HEA performance measures. We will report progress on measures and evaluative findings to multiple audiences, including ED and program stakeholders, via Annual Performance Reports (APR), narrative reports, and timely presentations.

***Recruitment and Selection.*** To gauge progress on recruitment and rigorous selection, we will assess project measures on recruitment targets; selection rates; candidates from underrepresented groups; candidates with STEM-C and education-related backgrounds (based on prior employment, career path, major, advanced degrees, and granting institutions); GPA; California Subject Examination Test (CSET) results; declared subject matter preparation area and certification; motivations for selecting preparation via the FTRP and teaching as a career; and attitudes and beliefs about teaching STEM-C subjects. These data will be collected from program documents and from candidates via annual surveys.

***Teacher Preparation.*** Measures assessed related to teacher preparation include GPRA *Performance Measure 3: One-Year Persistence. The percentage of program participants who were enrolled in the postsecondary program in the previous grant reporting period, did not graduate, and persisted in the postsecondary program in the current grant reporting period* and HEA (i) *Percentage of teachers trained to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning,* and HEA (ii) *Percentage of teachers trained to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.* Data for the measure will be collected via the FTRP archival program data. Project measures regarding teacher preparation will also assess candidates' specific subject matter preparation area; similarity of mentor-candidate certification; quality of preparation (i.e., the extent to which different preparation components contribute to candidate-perceived self-efficacy for teaching); candidate progression in teaching responsibility, as measured by time spent teaching and breadth and depth of instruction (e.g., lesson planning and teaching versus unit planning and teaching); and teaching practices learned as measured by pedagogical methods employed (e.g.,



instructional practices aligned to the CCSS or NGSS). Data on these measures will be collected via review of preparation program documents, including surveys of residency candidates and mentors.

***Graduation and Certification.*** GPRA and HEA each require measures related to graduation and certification. We will assess GPRA *Performance Measure 1: Certification/Licensure. The percentage of program graduates who have attained initial State certification/licensure by passing all necessary licensure/ certification assessments within one year of program completion,* and *Performance Measure 2: STEM Graduation. The percentage of math/ science program graduates that attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of program completion* by obtaining from the FTRP archives data on degrees and specific teaching certifications (including authorized subject matter and grade spans) obtained by candidates and dates awarded, to gauge whether they were obtained within the measure-specified timeframe. To assess passing of initial and necessary certification/licensure assessments, we will obtain teacher preparation candidates' scores on the state licensure exams, the CSETs, from FTRP documents (as the programs are responsible for verifying passing of assessments). HEA also requires a measure on *achievement for all prospective and new teachers, as measured by the eligible partnership, and improvement in the pass rates and scaled scores for initial State certification or licensure of teachers.* To assess achievement for prospective and new teachers as well as the improvement in the pass rates, we will collect results from the California Teaching Performance Assessment (CalTPA) directly from the preparation program and verify with data from the California Commission on Teacher Credentialing. (See "Placement" below with regard to new teachers.)



**Placement.** As noted above, HEA requires a measure on *achievement for all prospective and new teachers, as measured by the eligible partnership*. For new teachers we will collect results from teacher evaluation protocols compiled by district human resources (HR) department at Fresno Unified. HEA also requires measures regarding hiring, subject areas taught, and placement in high need areas and schools. Specifically we will assess the percentage of highly qualified teachers (1) *hired by the high-need LEA participating in the eligible partnership* (100% target), (2) *who are members of underrepresented groups* (e.g., African-American, Hispanic/Latino, or Native Hawaiian or other Pacific Islander; 65% target); (3) *who teach high-need academic subject areas* including reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages (100%); (4) *who teach in high-need areas*, including special education, language instruction educational programs for limited English proficient students, and early childhood education (100%); and (5) *who teach in high-need schools* (100%), *disaggregated by the elementary school (50%) and secondary school levels (50%)* in Fresno Unified. All related data will be collected annually from the preparation program and surveys of its graduates and will be verified with data from Fresno Unified's HR department.

**Retention.** We will assess measures of retention, specifically, *teacher retention in the first three years of a teacher's career* (85% target), an HEA measure, and two GPRA measures: *Performance Measure 4: One-Year Employment Retention. The percentage of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need LEA or ECE program and were retained for the current school year*, and *Performance Measure 5: Three- Year Employment Retention. The percentage of program completers who were employed by the partner high-need LEA or ECE program for three consecutive years after initial employment*. We will calculate annual retention rates using the initial number of graduates per

cohort. Annually we will collect data directly from Fresno Unified's HR department on all FTRP graduates' teaching placements to determine the teachers retained in teaching from each cohort. We will gather information on which teachers resigned a teaching position or obtained a non-teaching position and what new position within or outside the district the former teacher assumed. Analyzing these data will yield findings for all retention measures.

We will determine the GPRA *Efficiency Measure: The Federal cost per program completer (in the final year of the project period)*, by assessing grant expense budget reports to calculate the grant funds spent divided by the number of program completers.

***Using a QED to Analyze Student and Teacher Outcomes.*** In alignment with GPRA *Performance Measure 6: Student Learning. The percentage of grantees that report improved aggregate learning outcomes of students taught by new teachers*, we will calculate the learning growth of students taught by graduates, as well as select teacher outcomes resulting from participation in the FTRP, using a QED. In the final year of the evaluation, we will use the QED to address whether the FTRP model is more effective at preparing teachers than traditional teacher preparation programs. Waiting until the final year of the evaluation will allow us to pool data from all available appropriate cohorts to increase our sample size. The teacher outcome variables for the QED will be measures of teacher preparation drawn from valid and reliable assessments developed by the CTC, including its Survey of Program Completers (offering a basis for comparing the FTRP teachers to teachers statewide in traditional programs), and the CalTPA, a teacher performance assessment that California statute requires all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass. Student growth will be measured by an aggregate score based on a combination of end of year state assessments, and pre-post common benchmarks assessments. We propose to utilize a Euclidean distance matching technique to identify an appropriate sample

of candidates from traditional teacher preparation programs at National University. The purpose of matching is to create groups that are equivalent on the observable pre-intervention variables known to be related to the outcomes of interest so that post-intervention differences can be causally attributed to the preparation program (Shadish, Cook, & Campbell, 2002). There are two other matching algorithms used frequently by researchers to identify comparison groups: propensity score matching and Mahalanobis distance matching (Guo & Fraser, 2010; Stuart, 2010). Propensity score matching is the most well-known method but requires a large sample size to reliably create well-matched comparison groups (Luellen, Shadish, & Clark, 2005). When the number of treatment teachers is small (as is the case with the FTRP), scaled Euclidean and Mahalanobis distance matching are better options (Judkins, 2013). We plan to use scaled Euclidean distance matching because it will allow us to more heavily weight the baseline achievement measures than the demographic variables when identifying matches. In addition, we will utilize a one-to-many matching strategy (i.e., each the FTRP teacher will be matched to multiple comparison teachers), if possible, to improve the statistical power of the analyses (Shadish et al., 2002). Once we have the data, we will confirm that Euclidean distance matching is the optimal matching technique given the size and composition of the treatment group.

Following the matching, we will calculate the standardized difference in the teacher-level means for each continuous achievement measure used in the matching process. This type of numerical balance diagnostic will determine the quality of the matches. In accordance with What Works Clearinghouse (WWC; U.S. Department of Education, 2017) guidelines for baseline equivalence, we will investigate the possibility of identifying a different pool of comparison teacher candidates if the differences between the treatment and comparison teacher candidates on the achievement measures are greater than 0.25 standard deviations.

Teacher-level impact analyses will pool outcomes across grade-levels and subject areas because the teacher outcomes (preparation, performance, placement, and retention) are measured consistently across teachers. We will compare outcomes for the FTRP-prepared teachers to those of the matched sample using additional regression adjustment, controlling for key, pre-treatment, candidate-level characteristics. Since matching generally produces similar, but not identical, treatment and control groups, analyzing the matched samples using regression models with additional controls helps minimize any bias due to inexact matching and is consistent with WWC guidelines (Rubin & Thomas, 2000; U.S. Department of Education, 2017).

For student outcomes, we will use hierarchical linear modeling (HLM; Bryk & Raudenbush, 1992) to account appropriately for the nesting of students within classrooms and schools. The benefits of HLM are well documented for calculating accurate standard errors and significance tests with nested data. However, given the research demonstrating that estimation problems with HLM are more likely to occur when the number of higher-level units (i.e., the number of classrooms) is below 30 (Maas & Hox, 2005), we may encounter difficulties with the proposed analyses for some of the courses or grade levels with fewer program graduates. If estimation problems do occur using HLM, we will conduct regression analyses with a robust variance estimator that relaxes the assumption that the students' scores are independent within classes (White, 1980). The student-level impact analyses will be conducted separately for each course and grade level. The impact analyses will include all variables used in the matching algorithm to select the comparison groups as control variables. After conducting the individual student-level impact analyses, we will calculate effect sizes based on each analysis in accordance to WWC. We will use meta-analysis to calculate an overall impact estimate in each year of the grade by averaging the impact estimates across courses and grades (Lipsey & Wilson, 2001), to gauge progress on attainment of the

following measure: annually, the difference between the mean achievement for students of the FTRP-prepared teachers and matched students of matched comparison teachers will be equal to or greater than an effect size of 0.20 after accounting for control variables. An effect size of 0.20 would be equivalent to teachers moving students from the 50th to the 58th percentile while comparison teacher students remained at the 50th percentile (Lipsey et al., 2012). Furthermore, an effect size of 0.20 is likely attainable based on a review of impact estimates from studies on prior interventions (Hill, Bloom, Black, & Lipsey, 2008).

***Project Implementation.*** In collaboration with the FTRP, we will collect data on program implementation, including the collaboration among partners, the development of new curriculum, the selection of mentor teachers, and the resident recruitment for the program. A clear understanding of the FTRP will enable us to suggest ways in which outcomes may be related to specific FTRP components, highlighting which components may be most critical. Monitoring the implementation fidelity of an intervention requires a clear account of the model in theory, the particular context of implementation, and a nuanced and dynamic picture of what is actually happening. Our evaluation will attend to each of these three components: (1) we will ground the evaluation in the FTRP's well-articulated logic model; (2) we will review program documents and interview key stakeholders to develop a meaningful picture of the FTRP context, and (3) to assess the extent to which the FTRP components are being implemented, we will interview mentors, residents, principals, faculty, staff, and program leadership, using protocols that elicit rich, in-depth perspectives about how participants experience the program.

***Conclusion:*** A growing body of work demonstrates the positive impact that teacher residencies have on teacher preparation. As we have implemented the 2014 TQP grant, Fresno Unified contracted WestED to conduct an external evaluation of the FTRP. The goal of the evaluation was

to determine the effectiveness of the FTRP, gathering information to address the goals, objectives and performance measures outlined in the grant. In the 2018-2019 academic year, WestED gathered the perspectives of key stakeholders to understand their perceptions of the FTRP. The stakeholders were FTRP: residents, graduates, mentors, principals, co-instructors, and leaders. Overall conclusions stated that a majority of residents gave high ratings to their instruction in: content knowledge, rigor and intellectual challenge, lesson planning, using technologies, creating a positive learning environment, classroom management, supporting special populations, English learners, literacy, and implementation of CCSS. Overall principal ratings were the highest with 88 to 100 percent of principals rating graduates as being “adequately” or to “a great extent” prepared on these items. The next study will be able to compare the student achievement gains of beginning graduates who were full-time teachers with beginning teachers that did not go through the FTRP program, as well as other veteran teachers located at their sites.

Because we have built structures and systems for aspiring, new, and existing teachers in Fresno Unified, implementation of the outlined program activities will allow the for recruitment, professional learning, and supports for targeted audiences. The impact will not only be evident for the intended participants, but ultimately for the nearly 70,633 students in the district. Through the design outlined, funds will assist in the development of educators aspiring to be teachers with a new partner, National University. The teacher pipeline allows for a “grow your own” model that is sustainable because capacity will be built internally to support the continuation of the structures and programs even upon completion of the grant.