U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Teacher Quality Partnership (TQP) Grant Competition

CFDA # 84.336S

PR/Award # S336S240045

Gramts.gov Tracking#: GRANT14166625

Closing Date: Jun 03, 2024

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/03/2024	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Virginia Commonwealth University

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. UEI:
██████████	██████████

d. Address:

* Street1: ████████████████████
Street2: PO Box 980568
* City: Richmond
County/Parish:
* State: VA: Virginia
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 232980568

e. Organizational Unit:

Department Name:	Division Name:
Center for Teacher Leadership	School of Education

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	* First Name:	Kimberly
Middle Name: W		
* Last Name: McKnight		
Suffix:		

Title: Director, RTR

Organizational Affiliation:

Virginia Commonwealth University

* Telephone Number: ████████	Fax Number: ████████

* Email: ██████████

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

* 12. Funding Opportunity Number:

ED-GRANTS-040424-001

* Title:

Office of Elementary and Secondary Education (OESE): Effective Educator Development Programs: Teacher Quality Partnership (TQP) Grant Program, Assistance Listing Number (ALN) 84.336S

13. Competition Identification Number:

ED-GRANTS-040424-001

Title:

Office of Elementary and Secondary Education (OESE): Effective Educator Development Programs: Teacher Quality Partnership (TQP) Grant Program, Assistance Listing Number (ALN) 84.336S

14. Areas Affected by Project (Cities, Counties, States, etc.):

| Add Attachment | Delete Attachment | View Attachment |

* 15. Descriptive Title of Applicant's Project:

RTR Teacher and School Leader Residency (RTR-TR-SLR)

Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant | VA-004

* b. Program/Project | VA-004

Attach an additional list of Program/Project Congressional Districts if needed.

[ ] **Add Attachment** | **Delete Attachment** | **View Attachment**

17. Proposed Project:

* a. Start Date: | 10/01/2024

* b. End Date: | 09/30/2029

18. Estimated Funding ($):

* a. Federal	10,000,000.00
* b. Applicant	2,949,582.00
* c. State	1,664,397.00
* d. Local	9,327,853.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	23,941,832.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

[ ] a. This application was made available to the State under the Executive Order 12372 Process for review on [ ].

[ ] b. Program is subject to E.O. 12372 but has not been selected by the State for review.

[X] c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

[ ] Yes   [X] No

If "Yes", provide explanation and attach

[ ] **Add Attachment** | **Delete Attachment** | **View Attachment**

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

[X] **** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: [ ]   * First Name: Andrea

Middle Name: J

* Last Name: Publow

Suffix: [ ]

* Title: Dir, OSP - Gov

* Telephone Number: [REDACTED]   Fax Number: [REDACTED]

* Email: [REDACTED]

* Signature of Authorized Representative: Andrea.Publow   * Date Signed: 06/03/2024

PR/Award # S336S240045

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

---

* APPLICANT'S ORGANIZATION

Virginia Commonwealth University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | *** First Name:** Andrea | Middle Name: J

* Last Name: Publow | Suffix:

* Title: Dir, OSP - Gov

* SIGNATURE: Andrea.Publow | *** DATE:** 06/03/2024

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

   - Abstracts must not exceed one page and should use language that will be understood by a range of audiences.

   - Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.

   - Abstracts must include the population(s) to be served.

   - Abstracts must include primary activities to be performed by the recipient.

   - Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

   - Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).

   - Research issues, hypotheses and questions being addressed.

   - Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: | 2024_TQP_Abstract__1_.pdf | Add Attachment   Delete Attachment   View Attachment

PR Award #:
Organization Name: Virginia Commonwealth University RTR Teacher and School Leader Residency
Address: Center for Teacher Leadership, VCU School of Education, ███████████████
███████████████

Program Contact: Dr. Kim McKnight
Phone: █████████████
Email: ████████████████████
Absolute Priority: 4 - Partnership grants for the development of leadership programs in conjunction with the establishment of an effective teacher residency program
Competitive Preference Priorities: 1 - Increasing educator diversity; 2 - Supporting a diverse educator workforce and professional growth to support student learning; 3 - Meeting student social, emotional, and academic needs; and 4 - Promoting equity in student access to educational resources and opportunities
Invitational Priorities: 1 - Partnership grants for the establishment of GYO programs and registered apprenticeship programs for K-12 teachers; and 2 - Supporting early elementary educators and school leaders
Requested 5-year Total Award Amount: $10,000,000 Federal Funds (100% Matched by other sources)

Project Description: The goal of the Virginia Commonwealth University (VCU) RTR Teacher and School Leader Residency (RTR) project is to further refine, expand, and evaluate the impact of the innovative RTR Teacher and School Leader Residency on teacher retention and outcomes in high-need schools. To meet this goal, RTR will: (1) Refine and implement an integrated teacher and school leader residency program for high-need schools; (2) Strengthen the instructional leadership capacity of school leader residents and leadership mentors while enhancing the practices of teacher residents; (3) Promote a collaborative culture of continuous improvement that supports the social, emotional, and academic needs of students; and (4) Develop and implement a model for continuous professional growth and community engagement among school leaders and teachers.

Project Expected Outcomes: This project will prepare 175 teachers (T) and school leaders (SL) over the 5-year grant period (Y1: 15 T, 12 SL; Y2: 20 T, 14 SL; Y3: 20 T, 14 SL; Y4: 25 T, 15 SL; Y5: 25 T, 15 SL). Additional outcomes are: (1) Highly effective teachers and school leaders who remain in high-need schools and are better prepared to improve student outcomes; (2) Improved instructional leadership practices of school leader graduates, leadership mentors, and educational leaders, as well as a culture of excellence and continuous improvement to support the instruction of teachers in high-need schools served by RTR; (3) Demonstrated relational trust, improved school climate and satisfaction, improved student engagement, and reduced student disciplinary actions; and (4) Partnerships that enhance educational resources and opportunities, thereby enriching the learning environment for students.

Project Special Features: RTR selects a diverse population of teacher residents, school leader residents, and mentors through a rigorous application and selection process. Through a cohort model, teacher and school leader residents will be prepared to work in high-need schools in partner districts as they complete a year-long clinical experience, learning alongside a mentor

who has been trained using the research-based New Teacher Center mentoring model. Development of the educators continues throughout their first two years in their role as a teacher/school leader through the support of a coach and induction activities. Program graduates will continue to participate in professional learning opportunities and social activities to deepen their understanding of timely topics and their passion for the profession.

Project Partners: Virginia Commonwealth University (VCU), including two units within the university: the VCU School of Education, the VCU College of Humanities and Sciences, RTR Teacher and School Leader Residency, and nine Virginia school districts, each of which contains high-need schools: Brunswick County Public Schools, Charles City County Public Schools, Essex County Public Schools, Henrico County Public Schools, Richmond City Public Schools, Petersburg City Public Schools, Prince William County Public Schools, Stafford County Public Schools, Surry County Public Schools, and Waynesboro City Public Schools

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:** `2024_TQP_Project_Narrative.pdf`

| Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File |

To add more Project Narrative File attachments, please use the attachment buttons below.

| Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File |

RTR Teacher and School Leader Residency Proposal

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Appendices

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Introduction: Project Partners/Background and Context

Purpose: The purpose of the Virginia Commonwealth University (VCU) RTR Teacher and School Leader Residency proposal is to further refine, expand, and evaluate the impact of the innovative RTR Teacher and School Leader Residency on teacher retention and student outcomes in high-need schools. This proposal addresses **Absolute Priority 4**, Partnership Grants for the Development of Leadership Programs in Conjunction with the Establishment of an Effective Teacher Residency Program, **Competitive Preference Priority 1**—Increasing Educator Diversity (see pages 43-44), **Competitive Preference Priority 2**—Supporting a Diverse Educator Workforce and Professional Growth to Support Student Learning (see pages 45-49), **Competitive Preference Priority 3**—Meeting Student Social, Emotional, and Academic Needs (see pages 37-42), and **Competitive Preference Priority 4**—Promoting Equity in Student Access to Educational Resources and Opportunities (see pages 45-49). Additionally, this proposal addresses **Invitational Priority 1**-Partnership Grants for the Establishment of GYO Programs and Registered Apprenticeship Programs for K-12 Teachers (see pages 49-50) and **Invitational Priority 2** - Supporting Early Elementary Educators and School Leaders (see page 50).

Introduction: Project Partners/Background and Context

Partners on this grant proposal include Virginia Commonwealth University (VCU), the VCU School of Education, the VCU College of Humanities and Sciences, RTR Teacher and School Leader Residency, and 10 school districts across the Commonwealth of Virginia. Located in Richmond, Virginia, **VCU** is an urban, public institution of higher education enrolling over 28,000 undergraduate and graduate students. VCU faculty attracts more than $400 million in sponsored research funding, and the university is one of only 69 institutions public nationwide to

receive the Carnegie Foundation's designation as Research University with Very High Research Activity and Community Engagement. Designated a Minority Serving Institution (MSI) in 2022, the VCU student population is 47% minority. In 2021, the Gerontological Society of America also named VCU as an Age-Friendly University; VCU was the only institution in Virginia to receive this recognition.

The **VCU School of Education (SOE)** is ranked 25th among the top graduate schools of education, 16th among public graduate schools of education, 17th among public special education programs, and 45th in online master's in education programs, by *US News & World Report* (2024). SOE is nationally accredited by the Council for the Accreditation of Educator Preparation, and SOE faculty include individuals recognized as national leaders who have attracted more than $40 million in funded research in fiscal year 2023.

The **VCU College of Humanities and Sciences (CHS)** has a long history of working collaboratively with the School of Education (SOE) and local K-12 educators. Evidence of this collaboration can be seen in the shared governance of: (1) the Policy Board for the Ph.D. in Education; and (2) the Professional Education Coordinating Council (PECC), a policy body regarding teacher education and licensure that has existed since the 1980s. The PECC has always had faculty and administrative representation from the CHS and the SOE, and in Spring 2004 modified its governance structure to include K-12 representatives as well. In addition, numerous SOE courses are cross listed with department offerings in the CHS.

RTR Teacher and School Leader Residency (formerly Richmond Teacher Residency) began as a partnership between VCU and Richmond Public Schools (RPS) to recruit, prepare, support, and retain highly effective teachers and teacher leaders committed to the students of RPS for the long-term. Originally funded in 2010 through at $5.8 million Teacher Quality Partnership (TQP)

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grant, the RTR Teacher Residency (RTR-TR) developed an intensive, year-long school-based teacher preparation model that combines the best of traditional and alternate route teacher preparation programs, ensuring that outstanding candidates are well prepared and profession-ready on their very first day as teachers of record. In 2017-2018, RTR-TR expanded beyond RPS, conducting a small foundation-funded pilot at Ettrick Elementary School in Chesterfield County Public Schools (CCPS). In 2018-2019, RTR-TR expanded into Petersburg City Public Schools (PCPS) and in 2019-2020 prepared its first cohort of residents for hard-to-staff schools in Henrico County Public Schools (HCPS). In 2021, the RTR School Leader Residency (RTR-SLR) was developed as an adaptation of the successful RTR-TR model. SLR addresses the critical need for administrators fully prepared to serve in schools with high populations of students with unmet needs (Jacobson, 2008; Levin et al., 2020). SLR combines university coursework culminating in a post-master's certificate in educational leadership with a year-long, intensive clinical experience in a high-need school setting. SLR was piloted in CCPS with one school leader resident and has expanded to RPS and HCPS. Over the 14 years of the program, RTR has prepared teachers and school leaders in Region 1 of Virginia. With the development of online modalities, RTR has been working to expand across all 8 regions of Virginia with the aim of preparing teachers and school leaders in high-need schools in urban, suburban, and rural school districts across the state.

Background of TQP Partnership: VCU has a strong history of working with Local Education Agencies (LEAs) to facilitate the educational success of students and the development of teachers and leaders. Beginning in the early 1990's, VCU established seven Professional Development Schools in the Metro Richmond area, including within our TQP partner LEAs. In 2001, the Metropolitan Educational Training Alliance (META), a partnership among six local

LEAs (including RPS and HCPS) and VCU, was established to promote student learning by improving the preparation, effectiveness, and retention of high-quality teachers. This proposal builds on this long history of partnerships and two earlier Teacher Quality Partnership (TQP) grants received in 2010 and 2014 to design, implement, refine, and expand the RTR program. This proposal will enable the RTR Teacher and School Leader Residency to develop new partnerships with LEAs across the state to further refine, expand, and evaluate the impact of the innovative residency models on teacher retention and student outcomes in high-need schools.

The needs assessment in Appendix B presents data on the percentage of students from low-income families served by each school district as well as data on the percentage of provisionally licensed teachers in each district compared with state averages. More than 20% of the children served in each of the 10 partnering LEAs are children from low income families. The percentage of provisionally licensed teachers in eight of the partner LEAs is above the state average. While the percentage of provisionally licensed teachers in Waynesboro City Public Schools is slightly below the state average, the percentage of teachers teaching content that they are not fully endorsed to teach is significantly higher than the state average. Additionally, the needs assessment presents individual school-level data for partner LEAs highlighting the percentage of students eligible for free or reduced lunch (FRL) demonstrating that more than 60% of the children in each school are eligible.

Brunswick County Public Schools is a small, rural Virginia school district that serves almost 1,400 students in three elementary schools, one middle school, and one high school. The median income in Brunswick County is just over $50,000 and 30.3% of children live in poverty. The number of provisionally licensed teachers is almost double the state average and the on-time graduation rate is the second lowest of all of our proposed district partners.

Charles City County Public Schools is the fifth smallest school district in the Commonwealth serving around 550 students in one elementary school and one secondary school. For the 2022-2023 school year, over a third of students (36.8%) were chronically absent and missed more than 10% of the school year. The math pass rate on state standardized tests is 31%, which is 38% lower than the state average.

Essex County Public Schools is a small, rural Virginia school district with just over 1,000 students in one elementary school, one middle school, and one high school. The poverty rate is 13.3% and 70% of the county's students are identified as economically disadvantaged. Almost one-fifth of the teachers are provisionally licensed and 15.2% are teaching content in an area that they are not fully endorsed, which is almost 10% higher than the state average.

Henrico County Public Schools is a large, suburban district in the Metro Richmond area that serves over 50,000 students in 47 elementary schools, 12 middle schools, nine high schools, and one virtual school. The percentage of provisionally licensed teachers is above the state average and the amount of provisionally licensed teachers in the identified high need schools often doubles state averages.

Petersburg City Public Schools is an urban district serving 4,464 students in four elementary schools, one middle school, and one high school. The average income in Petersburg is $46,930 and 83% of children in Petersburg City Public Schools are considered economically disadvantaged. The chronic absenteeism rate is over 43%, which is more than double the state average of 19% and means almost half of the students are missing more than 10% of the school year. Nearly 1 in 4 residents over the age of 25 has not earned a high school diploma/equivalent.

Prince William County Public Schools is a large suburban district located in northern Virginia with over 90,000 students in 64 elementary schools, 17 middle schools, 16 high schools,

and two non-traditional schools. Prince William County Public Schools is the second largest school district in Virginia and the 34th largest in the nation, encompassing a wide-ranging demographic foundation. Thirty elementary schools, eight middle schools, and three high schools receive Title I funding. Over a quarter of the students are English Learners and they have the second largest population of ELs in the state. The number of provisionally licensed teachers in Prince William County Public Schools is higher than the state average.

Richmond City Public Schools, the original urban RTR school district partner, serves more than 21,000 students in 26 elementary, seven middle, and eight high schools. The poverty rate in Richmond is 21.7% which is more than double the state average and 66.5% of students are considered economically disadvantaged. The on-time graduation rate for Richmond City Public Schools is 72.4%, which is more than 15% less than the state average. Additionally, 17% of the teachers are provisionally licensed, which is almost double the state average.

Stafford County Public Schools is a suburban Virginia school district with 31,700 students in 17 elementary schools, 8 middle schools, and 5 high schools. Thirteen percent of the teachers in Stafford County Public schools are provisionally licensed, which is almost 5% more than the state average. Additionally, 10% of teachers are teaching content areas where they are not fully endorsed, which is also above the state average. Both reading and math pass rates on state standardized tests are below the state average.

Surry County Public Schools is a small, rural, geographically isolated school district. Surry serves 694 students in one elementary school, one middle school, and one high school. The number of provisionally licensed teachers in the county is almost three times that of the state average, and over half of the county's students are identified as economically disadvantaged.

Waynesboro City Public Schools is a small Virginia school district with just over 3,000 students in four elementary schools, one middle school, and one high school. The median household income in the city is just over $52,000 and the poverty rate is 16.1%, which is over 6% higher than the state average. Over half of the student population is economically disadvantaged and standardized test scores are 15% below the state average in reading and 19% below the state average in math.

Background and Context. This proposal builds on over a decade of success for the VCU RTR Teacher Residency program in addressing critical teacher shortages in Metro Richmond school districts (called divisions in Virginia). RTR has prepared 372 teachers, 10 school leaders, has served more than 80 schools, developed more than 250 mentors, and reached more than 36,000 students to date. Program evaluation findings support the positive impact of RTR-TR on student achievement using a robust quasi-experimental design with a matched comparison group, controlling for students' prior achievement and background variables. The impact evaluation found students of RTR teachers scored higher on the 2018 Social Studies (24 pts.), English (18 pts.), and Math (34 pts.) statewide standardized exams compared to students in classrooms of non-RTR teachers with the same years of experience (approximate effect size was .16 *SD*). Recent evaluation findings have also indicated higher rates of retention for RTR-prepared versus non-RTR prepared teachers, as well as higher rates of preparation for teachers in math and science, a critical shortage area.

The impact and success of VCU/RTR are recognized at the local, state, and national levels. An initial federal investment in 2010 to design and implement a teacher residency program has been leveraged to secure financial support for RTR from (1) annual Virginia appropriations of over $1 million that support the living stipend for residents; (2) partner school

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district investments that support the cost of mentor stipends and training and new teacher coaches who support RTR graduates for their first two years as the teachers of record; and (3) more than $700K in funding from the philanthropic community.

The idea of leveraging RTR's success to design and implement a school leader residency stemmed from three concurrent developments: (1) the demographics of schools served by RTR; (2) higher turnover rate of school leaders in hard-to-staff schools; and (3) focus groups and exit interviews with RTR graduates that identified school leadership as a primary factor in their retention decisions. These led VCU and its RTR school district partners to explore how they could collaborate to prepare a cadre of highly effective school leaders as a critical step towards building an infrastructure for increasing student achievement, teacher retention, and school improvement in high-need schools. According to Brown and Wynn (2007; 2009), principals who demonstrate an awareness of issues affecting teacher turnover lead with a proactive rather than reactive approach in supporting new teachers; and are committed to professional growth for both new and veteran teachers, have a higher rate of retention in their schools than those of their peers. Teachers who report frequent collaboration and shared leadership with their principals stay in their schools (Urick, 2016; 2020). Waddell (2010) found that relationships between teachers and principals are crucial to teacher retention and contribute significantly to teachers' decisions to affirm their commitment to urban schools and that leaders can actually improve teacher retention without specific initiatives or resources. Therefore, a school leader residency model became the focus of multiple planning meetings with regional K-12 leaders between winter 2018 and winter 2020. When project leaders presented the residency program concept at a September 2019 RTR Advisory Board Meeting, it was embraced by all district leaders. In January 2020, a local philanthropic foundation, the R.E.B. Foundation provided funding of $332,966 to plan and

pilot a school leader residency for six future school leaders (assistant principals, principals, other school district leadership roles) over the course of two years. Piloted with one resident at a hard-to-staff school in CCPS, SLR is currently enrolling its third cohort of school leader residents in RPS and HCPS.

While the RTR Teacher and School Leader Residency has historically partnered with school districts located close to VCU, the growing interest in the program from LEAs across the state to meet their staffing needs, coupled with advances in technology for online learning, have created an opportunity for the expansion of RTR. TQP funding will allow us to build on our successful models of teacher and school leader preparation, expanding the program to high-need LEAs outside of the Metro Richmond area, while maintaining research-based, rigorous graduate-level curriculum to fully prepare teachers and school leaders to meet the needs of students in the high-need schools they serve.

Section A. Quality of Project Design

A.1. Project Rationale: The Joint Legislative Audit and Review Commission (JLARC) recently noted troubling trends in Virginia's teacher workforce; the number of teacher vacancies in Virginia for the 2023-2024 school year exceeded those from pre-pandemic years, and a greater number of teachers do not have a full license nor adequate preparation for the content they are teaching (JLARC, 2023). This state data aligns with nationwide trends regarding teacher shortages (ERS, 2024). Reasons for teacher attrition often include teachers feeling unprepared for the work or unsupported by school leaders (García & Weiss, 2019). Likewise, research on school leader attrition notes a lack of preparation for the responsibilities of the job (Levin et al., 2019). Teacher and school leader attrition is experienced more often in high-need schools, with one often influencing the other (e.g., DeMatthews, et al., 2022; Lochmiller, et al., 2024).

RTR-TR was developed in response to these retention issues in high-need schools. Based on research indicating that traditional preparation programs lack the in-depth field experiences in high-need settings needed for preservice teachers and school leaders to feel fully prepared to become teachers and school leaders of record (e.g., Ingersoll & Perda, 2009; Jacobson, 2008), RTR developed a model weaving the strengths of the traditional VCU preparation programs with a nontraditional path - a residency model - to meet these challenges. Over the last 14 years, this model has been implemented in Metro Richmond school districts. Our proposal builds upon lessons learned throughout the years as we seek to expand to meet the needs of school districts across the state. The RTR program design applies findings from current research, responds to feedback from RTR graduates, and addresses the staffing challenges faced by partner LEAs. The overarching goal of this proposal is to further refine, expand, and evaluate the impact of the innovative RTR Teacher and School Leader Residency on teacher retention and student outcomes in high-need schools across the state. To meet this goal, our objectives are:

Objective 1: Refine and implement an integrated teacher and school leader residency program for high-need schools.

Objective 2: Strengthen the instructional leadership capacity of school leader residents and leadership mentors while enhancing the practices of teacher residents.

Objective 3: Promote a collaborative culture of continuous improvement that supports the social, emotional, and academic needs of students.

Objective 4: Develop and implement a model for continuous professional growth and community engagement among school leaders and teachers.

At the core of our RTR Teacher and School Leader Residency model are two evidence-based interventions that meet the What Works Clearinghouse (WWC) standards of evidence: **a job-embedded residency and training in instructional coaching and mentoring.**

Key components of a **year-long, job-embedded, school leader-mentor supported residency** are based on the findings of *Preparing principals to raise student achievement: Implementation and effects of the New Leaders Program in ten districts* (Gates, et al., 2014). The quasi-experimental study examined the impact of principals prepared by *New Leaders* on the achievement outcomes of 6,706,262 students in high-need schools, grades K-12. The What Works Clearinghouse (WWC) review determined the study met the group design standards with reservations (version 3.0), demonstrated a positive effect on the relevant outcome of student achievement, and provides promising evidence for the proposed program components. RTR-SLR follows the evidence-based components of the *New Leaders* intervention*:* (1) selective recruitment and admission; (2) training and endorsement (year-long residency); and (3) support for school leaders early in their tenures.

RTR's emphasis of an **instructional coaching and mentoring model** is based on the findings of the *Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study* (Glazerman et al., 2010). The study examined the student achievement outcomes of the comprehensive New Teacher Center (NTC) teacher induction program using data collected from 1,009 beginning teachers in 17 high-poverty, high-minority schools districts. The study met WWC standards without reservations (version 3.0), showing a positive and statistically significant effect of the induction model on student achievement. For more than a decade RTR has used the NTC instructional coaching and mentoring model and adapted the model for teacher preparation. In 2006, the VCU Center for Teacher Leadership (CTL) received funding through a Title II Part A State Council of Higher Education for Virginia grant to become licensed to conduct the research-based, highly effective NTC mentor teacher training. As previously noted, RTR is now reporting statistically significant outcomes on student

achievement, a finding that aligns with existing evidence about the success of the NTC model. In addition to the NTC model being utilized to train mentors and new teacher coaches working with teacher residents, the model has been further adapted for use with school leaders, their mentors, and career coaches.

RTR will use the evidenced-based components of the two studies cited as the basis for Objectives 1&2. In addition to the WWC evidence-based core project components, RTR's model is guided by research. Teacher quality and attrition, particularly in high-need settings, have long been studied. Researchers have noted that preparing teachers within a high-need school can help them become more effective teachers in the high-need school setting who remain in the profession longer (e.g., Kolman et al., 2015; Ronfeldt, 2012). RTR-TR's year-long clinical experience in a high-need school addresses these research findings; residents become fully prepared to teach in the high-need setting through this program. Additionally, research demonstrates the importance of a trained mentor during the preservice teaching experience (Kang, 2021) and an induction program to support new teachers, especially in high-need schools (Redding & Nguyen, 2020). As noted above, RTR utilizes the NTC mentor teacher training; mentors and new teacher coaches are trained to provide support and guidance to residents and program graduates.

In preparing school leaders, we incorporate the findings of a 2021 research report commissioned by the Wallace Foundation entitled *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research* by Grissom, Egalite, and Lindsay. The report reviewed both quantitative and qualitative studies and identified three overlapping areas of skills and expertise that school leaders need to be successful: instruction, people, and organization and

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four classes of behaviors that the research suggests produce positive school outcomes. They include:

- Engaging in instructionally focused interactions with teachers.
- Building a productive school climate.
- Facilitating productive collaboration and professional learning communities.
- Managing personnel and resources strategically. (Grissom et al., 2021, p. xv)

Based on two decades of research, Grisson, Eqalite, and Lindsay conclude that "the impact of an effective principal has likely been understated, with impacts being both greater and broader than previously believed: greater in the impact on student achievement and broader in affecting other important outcomes, including teacher satisfaction and retention (especially among high-performing teachers), student attendance, and reductions in exclusionary discipline" (Grissom et al., 2021, p. ix).

A.2. Project Goals, Objectives, and Outcomes: As noted earlier, the overarching goal of the RTR Teacher and School Leader Residency proposal is further refine, expand, and evaluate the impact of the innovative RTR Teacher and School Leader Residency on teacher retention and student outcomes in high-need schools across the state. See Appendix C for **logic models**.

Objective 1: Refine and implement an integrated teacher and school leader residency program for high-need schools.
Rationale: This objective aims to leverage the strengths and lessons learned from the existing Metro Richmond-based RTR Teacher and School Leader Residency to create a comprehensive residency model that prepares both teachers and school leaders together. Through this, the residency aims to enhance collaboration and mutual understanding between teachers and school leaders, ultimately leading to improved student outcomes. Based on what we have learned throughout the 14 years of the program as well as the needs of the partner districts, RTR will conduct the following activities.

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Intentional Recruitment, Selection and Support. Over five years, 175 diverse, highly effective teachers and school leaders will be prepared for high-need schools in our partner LEAs. Our refined model will place school leader residents and teacher residents in the same schools. Numbers represent smaller cohorts to refine this new combined model. Additionally, a small cohort will enable VCU to carefully study the alignment of the online coursework with district-specific residency experiences.

Table 1. Number of Teachers and School Leaders Prepared By Year

Number of Residents	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Teacher Residents	15	20	20	25	25	105
School Leader Residents	12	14	14	15	15	70
Total	27	34	34	40	40	175

Resident Recruitment. VCU and our partner LEAs will work closely during Year 1 to determine optimum ways to identify teacher and school leader candidates. Diversity and equity will be foundational elements of our recruitment efforts. Since 2015 the percentage of RTR-TR residents of color in each cohort has been above 41%. We will continue this trend as we expand across the state. Our aim is to recruit a diverse pool of candidates, including those from underrepresented populations, who reflect the communities in which they will be teaching and leading.

Teacher Resident Recruitment. Partner LEAs will share with RTR the specific content areas in which they need teacher residents. A diverse pool of resident candidates, including recent four-year college graduates and mid-career professionals from outside of the field of education, will be recruited. We have three distinct pipelines to recruit candidates who possess

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the qualities we are seeking for RTR: VCU and other universities, social media, and the community.

The VCU and Other Universities Pipeline. Current VCU students are recruited through engaging presentations called "classroom crashes" to individuals in various programs of study in the College of Humanities and Sciences, including math, science, English, and interdisciplinary studies. Current students in other nearby universities, such as Virginia Union University (VUU) are directly recruited as well. Our recruitment coordinator, a graduate of RTR, visits classrooms on both the VCU and VUU campus to talk about the RTR Teacher Residency program. We also focus on increasing our visibility on websites of student organizations in all Virginia institutions of higher education.

The Social Media Pipeline. RTR has a vibrant social media presence that encompasses a website, a Facebook page, an Instagram page, a Twitter feed, and a LinkedIn account. We are developing more engaging content and have begun to enlist residents, graduates, and other stakeholders in the process of creating content for our social media platforms. We also utilize radio ads and have begun working with a media company to create online ads. We develop new content focused specifically on our partners and also reshare content our partners have created.

The Community-Based Pipeline. Based on an analysis of our past recruitment cycles, we focus intensely on cultivating a strong pipeline of local talent for schools in communities we serve. This process began with Cohort 4 (2014-2015) in RPS when we targeted those community groups already in the schools including AmeriCorps and Literacy Lab volunteers, substitutes, and paraprofessionals, holding tailored informational meetings for these groups. The importance of our community-based focus is affirmed by research studies that indicate that 60% of teachers teach within 15 miles of where they grew up and 85% percent are teaching within a

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40- mile radius of where they grew up; for urban teachers the figure is even higher at 88% (Boyd et al., 2005; Reininger, 2012). This focus will continue as RTR expands across the state of Virginia. This local connection will help ensure that these talented teacher candidates remain in our communities after their three-year service agreement.

School Leader Resident Recruitment. School leader residents will be recruited from within the current LEA workforce; LEA personnel holding a master's degree with three or more years of teaching experience (requirements for admission into the graduate program), will be recruited. In our Metro Richmond school district partnerships, we have the advantage of recruiting from our large pool of RTR Alumni and NTC-Trained mentors, individuals with significant leadership potential. In a 2024 survey, hiring principals noted that RTR alumni were more effective than other teachers with comparable experience and shared they were taking on leadership roles, such as department or grade level chair, early in their careers. RTR mentor teachers are leaders within their buildings and have passed a rigorous screening process. Additionally, many RTR-TR mentors have served in the role for multiple years. Both alumni and mentors know the residency and NTC models; alumni have received NTC instructional coaching and mentoring, and mentors have delivered the model through an evidenced-based portfolio. As our partnerships with our expansion LEAs grow and develop over time, we will have this same ready-made pool of potential candidates as we do with our Metro Richmond partnerships.

Our recruitment plan also leverages two additional teacher leader pipelines that VCU has successfully cultivated: (1) A cadre of more than 1,000 Clinical Faculty (CF) with demonstrated proficiency in an abbreviated version of the NTC model, and (2) a pool of over 700 National Board Certified Teachers (NBCT), who have a track record of success in analyzing their classroom practice, using their findings to inform instructional decisions to improving learning,

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especially among low-income students (Goldhaber & Anthony, 2004). While we will not limit our recruitment to RTR-TR Alumni, mentors, CF or NBCTs, these outstanding teacher leaders will provide a rich candidate pool in the Metro Richmond area and beyond in alignment with the best practices of the *New Leaders* Emerging Leaders Program. *New Leaders* targets teacher leaders with adult leadership and data-driven instructional skills to improve candidate selection (Gates et al., 2014).

Resident Stipends. Financial incentives will make our residency program more attractive to program applicants of a broad socio-economic spectrum. Teacher and school leader residents will be invited to apply for a stipend to help off-set their living expenses as they participate in the year-long residency program. Teacher residents may receive a living stipend of $18,000. School leader residents may receive a $14,000 summer living stipend in addition to a salary and benefits provided by their school district while they serve as a resident, both of which are recognized best practices (Gates et al., 2014). Because many teachers must work second or third jobs, especially in the summer, the summer living stipend will allow SLRs to concentrate on the professional development experiences planned for the first summer of the program. In exchange for the stipend they receive, residents will sign in the presence of a notary an agreement to serve. The agreement to serve details the expectation that the resident will commit to the LEA for three years of full-time employment upon graduation from the program, will complete all licensure requirements, will provide employment documentation, and will be required to repay the stipend should they not fulfill the terms and conditions of the agreement. All repayment dollars will be used to carry out additional grant activities. See Appendix H.1 and H.2 for service agreements.

Resident Selection. RTR applicants are evaluated through a rigorous selection process. All accepted candidates must complete the VCU graduate school application and the RTR

application and selection processes that have been developed in collaboration with SOE faculty to ensure that accepted residents demonstrate the qualities required for admission into graduate-level studies at VCU. In establishing selection criteria, faculty and LEA partners focused on a holistic, equity-minded admissions process. "A holistic review emphasizes and ensures no single factor leads to accepting or excluding a candidate from program admission" (Boske et al., 2018, p. 6). More importantly, one of the key elements to this process includes the recognition of a candidate's strengths and the extent a candidate's strengths may offset possible challenges (Hardigan et al., 2001). "The holistic review process places the candidate's academic skills and achievements within a wider school-community context and examines the effect the candidate may have in not only completing the degree program, but contributing to the community-at-large as a school leader" (Boske et al., 2018, p. 7).

Teacher Resident Selection. Candidates are accepted into RTR-TR based on an academic major, a 3.0 GPA, a written application, and the completion of a rigorous selection process that includes (1) teaching a mini-lesson; (2) a personal interview conducted by both VCU and school district representatives; and (3) submission of a writing sample detailing their experience with and passion for working with students in a high-need setting, why RTR is a good fit for them, and how they believe they can balance the demands of the residency program and their VCU coursework. Our selection process takes place virtually, a change that came about during the pandemic. The movement to the virtual environment has been well received by our Metro Richmond school district partners, as they are able to participate in selection activities from their own office. Having an online selection process in place will enable us to immediately begin the selection process in our expansion districts.

RTR-TR's rigorous selection process ensures that its residents are outstanding, highly-qualified individuals who have the dispositions necessary to be effective teachers in high-need schools. By including school district representatives in all aspects of the selection process assessments, RTR also ensures that residents will be a good fit for their high-need schools before they are invited to become a part of the program. The involvement of school district representatives reduces the risk that limited resources will be spent on preparing teacher candidates who may leave as soon as their service commitment is over. Additionally, school district partners determine the critical shortage areas they need those residents to fill. Recruiting qualified candidates who desire to teach in the school districts' critical shortage areas is key to the success of the partnerships. As we expand across the state, we anticipate a heightened need for math, science, elementary, and special education teachers as we have experienced in our Metro Richmond partnerships.

School Leader Resident Selection. Similar to the selection process for teacher residents, school leader candidates participate in a rigorous selection process that was developed in partnership with LEAs using the research-based *New Leaders* criteria that candidates: (1) Believe that all students are capable of achieving college success; (2) Demonstrate a relentless drive to achieve results; (3) Demonstrate strong adult leadership; (4) Focus on student-achievement results; (5) Work to personally improve oneself; (6) Demonstrate strong project-management skills; and (7) Demonstrate interpersonal leadership (Gates et al., 2014, p. 21). Candidates complete a written application, upload a statement of intent describing their career goals and evidence of their effectiveness as an educator, and submit letters of recommendation from their building principal, a colleague, and a third professional reference. As with teacher resident

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candidates, RTR-SLR candidates participate in a virtual interview conducted by VCU and school district representatives.

School Leader Mentor Recruitment and Selection. Literature repeatedly suggests that site selection and mentorship pairing and training are critical to the ultimate experiential learning outcomes of the internship (Reyes-Guerra & Barnett, 2016). In addition to the on-site mentor, external leadership coaches have been utilized by exemplary preparation programs (Fusarelli et al., 2019) to provide additional guidance to aspiring leaders as they develop the practical skills and political acumen needed to navigate the complex work in educational leadership (Ryan, 2010). School leaders need to be adept at navigating the political climate and extreme resistance when promoting socially just changes (Ryan & Tuters, 2017). Suggestively, engaging in a shared reflective process of journaling between the resident and coach has helped promote the learning process throughout the residency year (Drake et al., 2021). For these reasons, RTR-SLR will work closely with partner LEAs to identify and recruit potential school leader mentors from the district's pool of high-need school principals. Criteria for selecting school leader mentors align with the *New Leaders*' emphasis on adult leadership skills, particularly in mentor selection (Gates et al., 2014). Mentor indicators include distributed leadership capabilities, teacher retention rates, school climate, and family and community partnerships.

Teacher Mentor Recruitment and Selection. Our long history of preparing teacher and school leader residents has shown that placing multiple residents in the same school has a positive impact on their experience; creating a school-based cohort of resident and mentor pairs within the larger cohort of program participants provides residents and mentors with an on-site support network, which can help them navigate the requirements of the program. As such, once the school leader mentors are selected, they will be asked to help RTR recruit teacher mentors from

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school staff. Teacher mentors must be fully licensed in the content area and have a minimum of three years of teaching experience. Additionally, when recommending potential teacher mentors, school leaders are asked to consider the following qualities: (1) appropriate planning and preparation for instruction to improve student learning; (2) engagement of students with various learning preferences; (3) collaboration with colleagues for instructional growth; (4) data-driven decision making.

Teacher mentor candidates are selected through a careful screening process that includes: (1) a written application with recommendations from administrators; (2) evidence of student learning gains and collaboration with colleagues to improve instruction; (3) strong content knowledge and pedagogical skills, including the ability to differentiate instruction to meet the needs of students with different learning preferences; (4) use of formative and diagnostic assessments to improve student learning; (5) submission of a 20- to 30-minute teaching video; and (6) a virtual interview containing post-video observation debriefing and scenario-based questions to determine the extent to which the teacher is a reflective practitioner. Once teacher mentor candidates are selected, they are added to the pool of potential mentors. Teacher residents and mentor teachers complete a matching survey, which includes a personality inventory. Information gathered through this survey process is used to pair residents and mentors. Our 14 years of pairing residents and mentors has shown that mentor teachers need to have buy-in and truly want to serve as a mentor; additionally, creating the best matches between residents and mentors based on personality and work style leads to a more successful residency year.

Mentor Preparation. School leader and teacher mentors, along with the school leader residents, participate in 4 full days of New Teacher Center (NTC) coaching and mentoring training prior to the start of the school year. Throughout the year, mentors receive ongoing training and support

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by participating in monthly professional learning forums. These forums are designed to: (1) continue to strengthen mentor/coaching skills learned during the formal NTC training; (2) reinforce and calibrate the use of NTC formative assessment tools and mentor protocols through ongoing examination of these artifacts of mentor/coaching practice; (3) provide a supportive environment where mentors can discuss the challenges they face in working with residents and engage in problem-posing/problem-solving activities; (4) identify additional training needs; and (5) provide time for reflection and practice in refining coaching skills. Teacher mentors are released to work with their residents one period per day; teacher and school leader mentors are provided a $3,500 stipend to compensate them for summer training and the additional work they undertake in their role as mentors. Mentors may be relieved of teaching duties as a result of taking on the additional responsibilities of mentoring.

Resident - Mentor Support. A lesson learned in VCU's first TQP grant was the importance of supporting and *mentoring the mentors* in peer-to-peer exchanges as they learn the new skill of mentoring. Therefore, residency coordinators provide coaching support for teacher and school leader mentors, as well as the leadership teams who work with school leader mentors, throughout the residency year. Residency coordinators who oversee the teacher resident-mentor and school leader resident-mentor pairs have experience as classroom teachers or building principals, respectively. The residency coordinators: (1) have a thorough understanding of the NTC tools and processes; (2) facilitate the monthly professional learning forums for mentors; (3) monitor the effectiveness of mentors with on-site visits; (4) provide feedback on the use of NTC tools and submitted artifacts; and (5) ensure the needs of the residents are being met by the mentors, stepping in as needed to support the residents.

Curriculum. A key feature of this proposal is the refinement of the VCU SOE curriculum, which will not only enable the RTR Teacher and School Leader Residency to expand beyond the Metro Richmond region, but will also be more connected to the residency experience. All teacher and school leader residents will complete a graduate-level program of study. SOE faculty will develop online courses in each of the programs and will work with RTR staff to ensure that the activities and assignments in each of the courses align with the year-long residency experience.

  Teacher Residency Curriculum. The SOE departments of Teaching and Learning and Counseling and Special Education provide the programs of study for the teacher residents. Programs include: (1) Master of Teaching (M.T.), with concentrations in elementary education, secondary English, secondary math, secondary science, and secondary social studies; (2) Master of Education (M.Ed.) in Special Education; and (3) Master of Education in Curriculum and Instruction. The M.T. secondary education programs are designed for individuals with an undergraduate degree in the content area. Given that we will be recruiting mid-career professionals from the communities we serve, potential candidates may not qualify for the M.T. program. SOE faculty have begun developing an alternative graduate-level program for these individuals; the M.Ed. in Curriculum and Instruction is being designed to provide all of the professional studies teacher licensure requirements as well as content-specific methods courses. To demonstrate that they possess strong content knowledge, teacher residents in the secondary education M.T. and M.Ed. programs will be required to submit a passing score from the Praxis content exam. Teacher residents enrolling in the M.T. in elementary education or the M.Ed. in special education may have a bachelor's degree in any content area; however, they are also required to meet all of the teacher licensure requirements, including licensure exams. See Appendix H.3 for details about the graduate-level coursework.

Teacher residents also participate in monthly seminars designed to further connect their coursework and residency experience. During these seminars, residents address problems of practice and share how their residency observations and experiences align with the theory and best practices they are learning through their VCU coursework. One example of professional learning in which teacher residents will engage during seminar is the Virginia Department of Education's IEP modules; completing these modules and participating in a discussion about what they have learned will enable all teacher residents to be prepared to meet the needs of diverse learners. While all of the coursework and seminars will be provided virtually through this expansion effort, we plan to explore the idea of developing regional hubs to provide some in-person coursework and/or professional learning for the teacher residents. See Table 2 (p. 32) for an overview of the teacher residency components.

School Leader Residency Curriculum. The Educational Leadership Department's mission is "to prepare visionary scholars and leaders who promote equity, inclusiveness, and justice across a variety of spheres." The 13-month curriculum builds upon the rigorous content of the 21-credit traditional Post-Master's Certificate (PMC) in Educational Leadership to further address the department's mission. Our current program focuses on the PMC; however, because many aspiring school leaders do not currently hold a master's degree, and all of the courses in the PMC are also required for the Master's degree in School Administration and Supervision, we are beginning conversations with SOE faculty to determine if we can offer the Master's degree program to school leader residents who do not hold a master's degree. Doing so would create an opportunity to participate in the program for a wider, more diverse pool of candidates.

The traditional program adheres to the quality features of leadership preparation programs (Darling-Hammond et al., 2010) with (1) curriculum and course content based on the

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National Educational Leadership Preparation Program (NELP) Standards (2018) (see Appendix H.4); (2) instructional approaches that use case studies to engage students in problem-based learning and the development of educational intervention plans; (3) internships that begin the first semester of the program and run concurrent with coursework; (4) candidate support from program-dedicated faculty advisors and staff with school and district leadership experience; and (5) use of a clinical observation model for a focus on instructional leadership. Students engage in courses in six key areas (see Table 3 on p. 33 and Appendix H.5) and in each course are expected to explore the overarching cultural, demographic, political and economic engines that drive segregation and inequity in schools and communities.

The program uses key assessments that include: a plan of action to support student learning for an identified group of students; an action researched-based, educational intervention plan; an on-site supervisor instrument, administered multiple times for both self-assessment, peer-feedback, and for supervisory formative and summative purposes; and the School Leaders Licensure Assessment (Latham & Perlman, 1999). Organizational supports include a fully online delivery model to provide full-time education professionals with greater autonomy and flexibility in their learning.

Core competencies for School Leader Residencies were developed; these competencies overlap with the aspirational skill sets, competencies and dispositions in the *Profile of a Virginia Leader* identified by K-12 stakeholders for the Virginia Board of Education. The competencies also map to the NELP standards used in the traditional program. Core components of the differentiated coursework will be pre-residency training in use of the NTC instructional coaching and mentoring model and the job-embedded, year-long residency.

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As with teacher residents, school leader residents participate in monthly seminars, which integrate the theory and instructional strategies learned in coursework with the reality of high-need schools. The seminars are designed to address challenges specific to high-need schools, using evidence-based practices, and are an opportunity to present problems of practice and develop professional learning communities. RTR contracts with various organizations, including Noble Story Group, Alliance for Unitive Justice, Greater Richmond Stop Child Abuse Now, and the VCU School of Social Work, to deliver professional learning content during the monthly seminars. Collaborating with these outside organizations helps ensure that all participants have the opportunity to be exposed to practical applications of corresponding content to add to their leadership toolbox.

Clinical Experiences. Teacher and school leader residents complete a year-long residency experience in a high-need school. The aim of this clinical experience is to fully prepare them to become teachers and school leaders of record in high-need schools immediately following graduation from the program.

Supported Teacher Residency. Teacher residents spend the school year learning alongside the mentor, gradually taking on more responsibility as the year progresses. RTR residency coordinators have developed a gradual release calendar (see Appendix H.6), aligning the NTC tools and feedback forms with the resident's teaching responsibilities. The year begins with a co-teaching model in which the resident assists with teaching, but the mentor remains fully in the lead position. Later in the fall and into the winter, the resident takes on more lead teaching responsibilities. In the elementary classroom, the resident will lead one unit (e.g., a science unit on the water cycle), then two units, and so on until the resident becomes the solo teacher from January through April; in the secondary classroom, the resident gradually takes on a

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greater number of class periods, culminating in solo teaching from January through April. The solo teaching time is a more in-depth student teaching experience that is part of traditional teacher preparation programs. Unlike traditional student teaching, teacher residents do not have to try to develop relationships with the students while simultaneously beginning their solo teaching, as they have gotten to know the students over the first half of the school year. After solo teaching is complete, the resident and mentor co-plan and co-teach for the remainder of the school year.

Throughout the residency year, the teacher resident is supported by RTR residency coordinators. As previously discussed, residency coordinators oversee the mentor-resident relationship by monitoring the effectiveness of the mentor and ensuring that the resident's needs are being met. They hold monthly meetings with the pair, visit the mentor's classroom multiple times throughout the year, and provide feedback on all submitted artifacts, including NTC tools and resident logs of residency activities. This level of support allows the residency coordinators to modify the gradual release plan as needed and ensures that teacher residents are able to successfully complete the program.

As VCU students, teacher residents are evaluated on the clinical continuum. This evaluation is completed at the beginning, middle, and end of the residency year and monitors resident growth across six standards: (1) Creating and maintaining a positive and safe learning environment; (2) Planning for instruction; (3) Engaging and supporting students in learning; (4) Assessing student learning; (5) Developing as a professional; and (6) Advocating for social justice and equity and developing family and community relationships. Each standard contains key elements (see Appendix H.7), and residents are instructed in developing SMART goals

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aligned with the key elements. Residents are evaluated on the continuum by the mentor, the resident themself, and the residency coordinator.

   Supported Job-embedded School Leader Residency. The major difference between the traditional course of study and RTR School Leader Residency is the clinical experience. Unlike the traditional approach in which students have periodic, short-term internships, RTR-SLR has created a supported job-embedded year-long residency experience. The residency offers a more in-depth and richer experience as residents engage in authentic leadership activities coupled with multiple opportunities for formative and informal feedback, reinforcing the pragmatic value of critical reflection and support. Focus groups conducted as part of prior RTR evaluations consistently found that some of the most important learning happens through rich, impromptu conversations about problems of practice, experiences which leaders can draw upon to cultivate a culture of continuous improvement. The unique opportunity for the school leader resident to view school-wide policy decisions through both the [resident] and the administrator lens is a structure that broadens the perspective of both the leadership team and the resident (J. Walker, personal interview, November 7, 2018).

   Residents will have a team of people supporting their growth as a school leader. This team, led by the mentor, will work together to implement a gradual release calendar of responsibilities (See Appendix H.8). The RTR-SLR training model provides ongoing opportunities for residents to integrate theory and practice as they learn how to lead. During these opportunities, mentors will formatively assess residents' progress. However, unlike a traditional intern experience, residents move in and out of responsibility for all aspects of leading to provide a more sustained opportunity to reflect on their practice. Additionally, each month throughout the fall, the mentor provides the resident with a variety of experiences and support to

further the development of skills and dispositions. As with teacher residents, in the spring, residents gradually assume more responsibilities and develop SMART goals aligned to the leadership competencies. By the end of the residency year, residents will have experience in all aspects of school leadership.

RTR-SLR provides residents with deeper knowledge of traditional and context-targeted topics, which are anchored to instructional leadership and culturally responsive and equitable school leadership, and provides ongoing formative feedback from school leader mentors to adapt and adjust their behavior. Furthermore, the program adds a monthly seminar to the coursework. These components are not currently part of the traditional PMC program; incorporating them into the residency program will ensure that school leader residents are fully prepared to serve in high-need schools.

Post-Residency Support. Once residents complete their residency year, graduates continue to receive ongoing support and professional learning opportunities. Teacher residency graduates participate in a program developed by RTR titled Navigating the Life of a Real Teacher. This program was created in response to feedback from RTR-TR graduates who shared frustrations that they faced even after the year-long preparation. Navigating the Life includes a panel of alums who share their experiences transitioning from resident to teacher as well as presentations and displays by various teacher and student support groups. Teachers are also paired with a New Teacher Coach, an individual who has received NTC training and participates in the monthly forums, that works with them weekly in their first year and bi-weekly in their second year. School districts also assign each first year teacher an in-building mentor to provide support as they begin their teaching career. Likewise, school leader residency graduates also receive ongoing support. They are paired with a Career Coach, an individual who has received NTC

training and participates in the monthly forums, who works with them at least one hour per week through their first two years as a school leader. Training veteran teachers and leaders as Mentors and New Teacher/Career Coaches not only enhances the skills of exemplary residents and graduates, but also provides meaningful leadership roles that will lead to increased retention of the districts' most outstanding leaders.

The positive impact of peer networks on retention (Gates et al., 2014; 2019) and on instruction are well documented, (Bryk et al., 1999; Louis & Kruse, 1995; McLaughlin & Talbert, 2001; Talbert et al., 2008) and residents expect and depend upon this type of support to continue to develop in their roles as teachers and leaders. The RTR Teacher Alumni Network meets monthly to share resources, discuss district-wide policy changes that impact teaching and learning, and identify common issues they wish to act on to improve student outcomes. As RTR expands across the state, changes to the meeting format and location will be explored so all alumni across the state can continue to receive the support of the professional network. Throughout this expansion, a School Leader Support Network will also be developed that will include school leader graduates and current school leaders who support RTR teacher and school leader residents and graduates.

Table 2. Teacher Residency Overview

Teacher Residency Overview Master of Teaching / Master of Education	
Residency Length	13 months (May - June)
RTR Teacher Residency Values	RTR Teacher Residency Graduates will uphold the RTR values (adapted from Leading Educators) ‣ Equity - We challenge educational inequity. We work toward a more just society. ‣ Service - We listen to and prioritize the needs of others. We put students first. ‣ Community - We support, challenge, and celebrate each other. We build a collective movement. ‣ Growth - We develop ourselves and others. We make our best better. ‣ Results - We work hard and purposefully to reach results. When there is no wind, we row.
Gradual Release Timeline and Assessment	‣ August and September - Co-teaching; Mentor is lead ‣ October - Co-teaching; Mentor is lead; Lead teach 1 unit/class period ‣ November - Co-teaching; Mentor is lead; Solo teach 1-2 units/class periods ‣ December - Co-teaching; Mentor is lead; Solo teach 1-2 units/a whole week unit ‣ January, February, and March - Solo teaching; Resident is lead solo teacher

	April - Co-teaching; Resident is lead May and June - Co-teaching; Resident and Mentor co-plan and co-teach Residents are evaluated on the 6 standards of the VCU Clinical Continuum at three timepoints (beginning, middle, and end of year). Ratings are completed by the Resident, Mentor, and Residency Coordinator.
Structure of Residency Year	● Residency: 4 days per week in residency school, gradual increase in responsibilities, 8- to 10-week solo teaching period ● VCU Coursework: 3 semesters; 33 to 37 credits

	Summer	● RTR Onboarding ● Mentor Match and Placement	VCU Program Orientation Coursework (varies by program)
	Fall	● Residency ● Resident seminars ● Mentor forums	Coursework (varies by program) Seminars ● Cultural Responsiveness ● ELL Strategies
	Spring	● Residency ● Resident seminars ● Mentor forums	Coursework (varies by program) Seminars ● IEPs ● District HR Presentations

Post-Residency Support	New teacher induction through RTR's Navigating the Life of a Real Teacher professional learning opportunity; Participation in the RTR Alumni Network Professional Learning Opportunities; Support for at least an hour a week from an NTC-trained New Teacher Coach during the first year of teaching, and at least an hour every other week during the second year of teaching; and an in-school Mentor provided by their school district.
Virginia Teacher Licensure Requirements	Praxis exam(s) for the content/level; Virginia Department of Education modules; First Aid and CPR certification; Completion of professional studies courses (classroom management, assessment, curriculum and instruction, human development, foundations, and language and literacy); and the Clinical experience
Degree Earned	Master of Teaching or Master of Education.
Incentives for Residents	$18,000 resident living stipend.
Service Commitment	At least 3 years in a high-need school in the residency school district.

Table 3. School Leader Residency Overview

School Leader Residency Overview	
Post-master's Certificate in Educational Leadership	
Residency Length	13 months (August - August)
RTR School Leader Residency Competencies	School Leader Residency Graduates: Are equipped with the capacity to improve and sustain improvement in hard-to-staff schools (NELP Standards 1 and 7) Apply theory to practice with the ability to trouble-shoot, learn, and adapt (NELP Standard 6) Use multiple sources of data to support continuous improvement, inclusive school cultures and inform instructional and operational decision making (NELP Standards 1, 3.1, 4, 6)

	• Balance system-level accountability with school-level support (NELP Standard 7) • Improve student achievement (NELP Standard 4) • Coach, mentor and model effective practices that improve teaching and learning (NELP Standard 4) • Foster a collaborative, systems-focused, culture of continuous improvement (NELP Standards 1 and 7) • Create learner centered school cultures that develop the potential and address the needs of students from underserved communities (NELP Standard 5) • Build trust and develop clearly communicated, open processes for faculty, staff and parents to identify problems and contribute to school-based solutions (NELP Standard 2 and 5) • Build upon the cultural wealth of all students and families and value and leverage diversity, equity and inclusion (NELP Standard 3)
Assessment of SLRs	The Design Team will incorporate the above competencies into the requirements of the portfolio used in the traditional program. SLRs will produce multiple pieces of evidence that demonstrate clear, consistent, and convincing evidence of mastery in each of the competencies. This portfolio and a video of a post-observation conversation between the SLR and a classroom teacher, will be submitted at the end of the 3rd semester, prior to the SLRs graduation from the program.
Structure of Job-Embedded Residency	• Residency: 5 days a week in host school, part of the day job responsibilities, part of the day as a SLR; 3 credits total • VCU Coursework: 3 semesters; 2 courses per semester, 18 credits total

Summer	• Onboarding • Professional Learning	• Mentor Match and Placement • Program orientation

Fall	• Residency
	• Resident seminars
	• Mentor forums
		Coursework
		• School Law
		• Multiple Dimensions of Leadership
		Seminars
		    • NTC
		    • SCAN / School of Social Work

Spring	• Residency
	• Resident seminars
	• Mentor forums
		Coursework
		• Human Resource & Fiscal Management
		• Enhancing & Supporting Instruction
		Seminars
		    • NTC
		    • Noble Story Group

Summer	• Resident seminars	Coursework • Leadership for Individualized Learning • Leadership for Educational Change & Improvement • SLRs submit final Portfolio Seminars • Alliance for Unitive Justice

Post-Residency Support	SLR receives support for at least an hour a week from an NTC-trained Career Coach during their first two years after their residency year. They will also join the School Leader Support Network with professional learning and mentoring support from peers and coaches.
Virginia Certification Minimal Requirements	Master's degree from a regionally accredited college or university; the degree must be in the field of education or in one that meets the requirements to be employed in a position requiring licensure in Virginia. Applicants must have an active renewable educator license

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	and have at least two years of experience in an instructional personnel position that requires Virginia licensure.
Degree Earned	Post-master's Certificate in Educational Leadership
Incentives for Residents	$14,000 resident stipend. In addition, residents receive full-time salary and benefits from the school district during the academic school year.
Service Commitment	At least 3 years in a high-need school in the residency school district.

Outcomes: Highly effective teachers and school leaders who remain in high-need schools and are better prepared to improve student outcomes.

Objective 2. Strengthen the instructional leadership capacity of school leader residents and leadership mentors while enhancing the instructional practices of teacher residents.

Rationale: Instructional leadership is a core component of school leadership, and yet we still see that aspiring school leaders completing a traditional internship "continue to be frustrated by devoting the majority of their time to managerial tasks and supervising student discipline" (Reyes-Guerra & Barnett, 2016, p. 240). By aligning the training and development of school leaders with that of teachers, this objective seeks to create a cohesive learning environment where school leaders are equipped to effectively support and guide teachers in implementing best instructional practices.

Coaching and Mentoring Training. School leader residents will use the evidence-based NTC instructional coaching model whose focus is on the knowledge, skills, and understanding critical to improving instruction with beginning and veteran teachers (Glazerman et al., 2010). This program offers multiple benefits for the SLRs. As noted earlier, a randomized controlled study, meeting WWC standards (version 3.0) without reservations, supports the model's positive effect on student achievement (Glazerman et al., 2010). Second, VCU has almost 20 years using this model. In 2004, VCU received a TQE-P grant from the U.S. Department of Education (USDOE) to implement the NTC mentoring model in the highest-need, hard-to-staff schools in the Metro Richmond area. Work with the model expanded in 2010 with a TQP grant, as RTR adapted this model for use with the RTR preservice teacher preparation and has been using it successfully for

a decade with residents. Consistent with Glazerman et al. (2010), recent RTR evaluation findings show an impact on student achievement as described on page 9.

In addition, as previously stated, the VCU Center for Teacher Leadership (CTL) which oversees RTR completed the rigorous process of becoming licensed to conduct the NTC training for Virginia through a 2006 State Council of Higher Education in Virginia grant. Therefore, NTC training can be conducted in-house at a considerable cost savings for this project. The school leader residents, mentors, and career coaches will be trained in the NTC coaching and mentoring model to observe and provide feedback to teachers in their buildings, including teacher residents, while receiving continued support to embed the model into their leadership practice. In addition, school leaders who host RTR teacher residents or hire RTR graduates will be included in this training so that they can more effectively support residents and other teachers in their schools. Use of the NTC model builds coherence within the partner school districts, as the career coaches who support RTR graduates also use these NTC tools.

SOE Faculty Involvement. SOE faculty teaching the courses RTR teacher residents take have had opportunities to observe the residents in their school placements. As we expand beyond the Metro Richmond region and strengthen the alignment between coursework and instructional practice, further opportunities will be created for faculty to travel to all of our partner districts, meet with teacher and school leader residents and mentors, and observe the instructional practices of the residents. Faculty will then be able to add or modify their VCU coursework to address gaps in teacher resident instructional practices or to address school district specific needs. Additionally, opportunities for school leader residents, mentors, and faculty to collaborate will be created. Through these collaborative sessions, faculty will hear from in-service and aspiring school leaders what they see as important aspects of instructional development for

teachers working in high-need schools. Faculty will then be able to take these field-based needs

and combine them with research-based best practices as they prepare future courses and

professional learning opportunities for preservice and in-service teachers. These professional

learning opportunities can include topics such as literacy instruction, math instruction, and

science instruction.

Outcomes: Improved instructional leadership practices of school leader graduates, leadership mentors, and educational leaders, as well as a culture of excellence and continuous improvement to support the instruction of teachers in high-need schools served by RTR.

Objective 3: Promote a collaborative culture of continuous improvement that supports the social, emotional, and academic needs of students.

Rationale: This objective focuses on equipping both school leaders and teachers with the skills

needed to create a supportive and inclusive school culture. Emphasis will be placed on

developing strategies that address the comprehensive needs of the students, which is of particular

importance in the high-need school setting, especially in a post-COVID context. Objective 3 also

addresses **Competitive Preference Priority 3—Meeting Students' Social, Emotional, and**

Academic Needs. Teachers and leaders need additional skills that the two WWC evidence-based

project components (job-embedded residency and NTC models) are not explicitly designed to

address. These skills are addressed in two of the nine school leader residency competencies:

building trust and open communication for faculty, staff, and students; and building on the

cultural wealth of all students and families and valuing and leveraging diversity, equity and

inclusion. To build these competencies school leader residents and their mentors will be trained

in the use of restorative practices to both support students social emotional learning[1] (SEL) and

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[1] Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

to improve school climate by building relational trust among leadership and staff. Restorative practices (RP) are increasingly used in school and district-wide initiatives to address youth behavior and improve school climate (Schiff, 2018). Including RP differentiates our curriculum for our partner LEAs' context, and it recognizes the growing emphasis on the need for leaders to support students' non-cognitive skills and build relational trust with teachers. *Restorative Justice for School Culture Change* training will occur during the ongoing TR and SLR seminars as well as the mentor forums.

Restorative Practices to Support Students SEL. There is growing empirical evidence that school-based support for students' SEL promotes positive behavioral, academic, and mental health outcomes for youth (Taylor et al., 2017). Leaders need practical tools for creating a school climate that supports students SEL (Greenberg et al., 2003; Zins et al., 2007) and yet SEL interventions are often limited to improving specific risk factors (e.g. drug and alcohol prevention) when they could provide a more comprehensive approach to alter these behaviors (Acosta et al., 2019). Deficit-oriented approaches used to alter student behavior (e.g. zero tolerance) have failed to help students develop the relationships they need to thrive, and have led to multiple unintended consequences, such as an increase in dropout rates, anxiety, depression, and academic failure, particularly among minorities (Ashworth et al., 2008), and yet these punitive discipline practices persist, particularly in high-need, majority-minority schools (Payne & Welsh, 2015).

Restorative practices offer a comprehensive and alternative approach for supporting SEL through a continuum of practices that range from informal, e.g., using "I" statements to communicate feelings, to formal, e.g., circle practices to uncover root causes of behavior, practice reflective listening, and form emotional bonds. This model provides students with an

opportunity to openly deal with underlying causes of violence, to explicitly acknowledge issues pertaining to sociocultural differences, such as racism and discrimination (Bickmore & Parker, 2014; Parker, 2016), and to be inclusive, participatory citizens (Avery & Hahn, 2004; Evans & Vaandering, 2016; Llewelyn & Parker, 2018; Torney-Purta et al., 2001). Mounting evidence suggests that RP can help decrease suspensions, expulsions, and juvenile justice system entry; increase student engagement; and improve school climate.

Restorative Practices to Improve School Climate by Building Relational Trust. There is increasing recognition that to fully realize the outcomes of RP, they must be part of school climate change (Darling-Hammond et al., 2020, Payne & Welsh, 2015, McCluskey, 2018). As research reveals the connections between adult leadership skills- the skills needed to get adults to buy into proposed changes- and student achievement (Burkhauser et al., 2012; Gates et al., 2014), RPs can be a way to improve school environments through stronger bonds and relational trust among leadership and staff. Bryk and Schneider (2002) find that strong relational trust is a key to collective decision-making and buy-in, ultimately a core resource for school improvement. When relational trust is strong, faculty and staff are more likely to be deeply engaged in initiatives as opposed to exercising strategic compliance or even resistance, and the work of school improvement becomes a shared value. Relational trust essentially reduces the risk associated with change and creates a safe environment to learn and grow together. Because the majority of faculty and staff work is defined, to varying extents, by school-level policies, or district-level policies interpreted and implemented at the school-level, school leaders can be a key lever for change when they build trusting relationships and communicate in ways that leads to understanding and support for the policies (Santoro, 2018; Senechal et al., 2016). RP training will not only help all RTR residents understand how to develop relational trust with their

students but will also provide SLRs with the skills needed to build trust with the teachers and teacher residents in their buildings.

Objective 2 describes how school leader residents will be equipped with the NTC tools to conduct authentic forms of instructional observations in their schools that promote professional reflection and growth and shift away from systems of accountability that are primarily based on reporting and compliance. School leader residents/graduates will share the specific observation data collected through the NTC model with teachers and teacher residents in their building; these teachers will then be able to exercise professional judgment and alter their instructional practices. Adding RP to these strong instructional leadership practices builds a foundation of relational trust.

Restorative Practices Training. We will partner with the Alliance for Unitive Justice (AUJ) to lead the RP training for school leader residents and mentors. The strengths of this partnership include concrete theory and practical strategies that support school culture change for both students and staff, and a record of success with implementing these practices at Armstrong High School in RPS (Ortega et al., 2016). While the Armstrong program was not a whole school program, the school reported in the program's 2nd year the lowest number of student offenders (185) in any year between 2008 and 2018. Comparatively, in 2018 Armstrong reported 461 student offenders (VDOE, Safe Schools Information Resource, Offense Frequency Reports). In addition, AUJ has been leading RP workshops through VCU for RPS and other LEAs since 2015. See Appendix H.9 for a table comparing how AUJ's core principles align with the empirical evidence of SEL intervention enhanced competencies, creating the shift from a punishment-driven, compliance-oriented school culture to a collaborative culture of continuous improvement.

Trauma-Informed Practices. There is a growing body of evidence that trauma-informed practices in schools are needed to meet the needs of children who have experienced adverse childhood experiences (ACEs) (Avery, et al. 2020). ACEs are childhood traumas, occurring before the age of 18, that result in toxic stress, which can lead to long-term health problems and academic and behavioral issues. Research has found that Blacks and Hispanics had higher risk of child maltreatment, chiefly witnessing domestic violence (Roberts et al., 2011). ACEs are common among Virginians. 61% of adults have experienced at least one ACE. In the average Virginia classroom, 12 out of 20 children have experienced at least one ACE, and three of these students have experienced 4 or more ACEs. The most common ACEs Virginia adults experienced as youth are verbal abuse, divorce, and household substance misuse (Virginia Department of Social Services, 2020).

Greater Richmond SCAN (Stop Child Abuse Now) was founded in 1991 to prevent and treat child abuse and neglect in the City of Richmond and the surrounding counties that include soem of our partner districts. RTR will contract with both SCAN and VCU's School of Social Work to develop professional learning opportunities for both teacher and school leader residents during their monthly seminars. Training topics include (but are not limited to): Introduction to Trauma Informed Practice, Trauma Informed Schools: Classroom Strategies, Managing the Impact of Trauma Exposure in the Classroom (vicarious trauma/secondary traumatic stress), Strategies for Wellness and Resilience in the Classroom, and insights into mental illness. This further strengthens the ability of teacher and school leader residents to meet the SEL needs of the students in high-need schools.

Emotional Leadership Training. In addition to RP training, RTR will provide emotional leadership training to school leader residents. Too often, leadership development focuses on

technical training alone that does not address the deeper personal obstacles that impact

interactions with staff and students. Leaders who apply technical fixes to adaptive

challenges—those that require a shift in the way we see ourselves and the world—will not make

long term, sustainable impact (Heifetz & Linsky, 2002). We will contract with Noble Story

Group to create and deliver seminars that go beyond technical skills and develop the emotional

intelligence of school leaders. The organization's approach operationalizes the concepts of

self-awareness, self-management, social awareness, and relationship management from

Goleman's (1995) work on emotional intelligence and centers around personal values. The

modules will provide leaders with a road map for shifting the way they see themselves and their

roles to address adaptive challenges and make sustainable impact.

Outcomes: Demonstrated relational trust, improved school climate and satisfaction, improved student engagement, and reduced student disciplinary actions.

Objective 4: Develop and implement a model for continuous professional growth and community engagement among school leaders and teachers.

Rationale: Community and family engagement in schools can positively impact student

outcomes (Stefanski et al., 2016, Michael et al., 2023), however without training and support on

best practices, engagement efforts may not positively influence student outcomes in high-need

schools (Peck & Reitzug, 2018). Establishing a model for ongoing professional development and

community involvement can encourage school leaders and teachers to engage with local

communities and stakeholders, which can have lasting positive effects on the schools they serve.

Getting to Know the Community. While RTR intends to recruit residents from within the

communities we serve, experience has shown that often individuals are interested in becoming

teachers in an area in which they may not be familiar. To help teacher residents understand the

current community context and the historical policies and events that continue to impact the

high-need schools in the community, we have collaborated with museums and local leaders to develop bus or walking tours for the residents. These tours help the residents gain an appreciation for and an understanding of the community. Residents are also able to develop a deeper understanding of the effect of historical events and policies that impact schools to this day. As we expand our program to new school districts across the state, we will establish relationships with local leaders and historians who can provide opportunities for residents, RTR staff, and VCU faculty to learn more about the school and community context.

Developing a Workshop Series. RTR staff will collaborate with VCU faculty who have research and practical experience and knowledge about community and family engagement to develop a workshop series in which teachers and school leaders may engage. The network of program alumni and mentors will be asked to provide examples of successful community engagement endeavors as well as questions or concerns they have on the topic. This data will help shape the focus and content of the workshop series. Over time, this program will evolve to meet the needs of the stakeholders.

Outcomes: Partnerships that enhance educational resources and opportunities, thereby enriching the learning environment for students.

Competitive Preference Priority 1—Increasing Educator Diversity. Recent research analyzing data from North Carolina and Tennessee found positive effects that could be tied to student-teacher race match that persisted over longer periods of time (Gershenson et al., 2017; Lindsay, 2021). For example, they found that having a Black teacher for one year in elementary school raised long-term educational attainment for Black male students, especially for those from low-income households. For the most disadvantaged Black males, Lindsay and the team estimated that exposure to a Black teacher in elementary school reduced high school dropout rates by 39% and raised college-going aspirations. RTR has a strong history of increasing the

number of diverse teachers we prepare. Residents of color were only 20% of our first cohort of residents in 2011. After analyzing the most effective recruitment practices, RTR began to focus more intensely on recruiting from the communities we serve and expanding pathways to become a resident. These changes have resulted in the doubling of the percentage of Black residents, increasing from 20% to over 40% each year since 2014.

In addition, RTR has been fortunate to receive a Black Educator Initiative (BEI) grant from the National Center for Teacher Residencies (NCTR) in April 2020, funding from the NCTR SEED grant to support teacher residents of color in 2022, and an August F. Hawkins Center for Excellence grant in 2023 to support diverse, multilingual teacher residents and program graduates. With this funding, we have established the Minority Educator Center (MEC) and have been able to provide teacher residents of color with funds to support licensure tests, professional learning, and emergency expenses. MEC provides a safe space for minority educators in the Richmond area—not just RTR residents—to receive the support, mentoring, advising, and resources they need to be successful. MEC serves as a place to understand these educators' experiences and track the patterns and mobility through their preparation programs and careers so that we can improve the racial diversity of the teacher workforce. MEC is evidence of RTR's impact on the entire SOE, our region, and state.

The percentage of RTR-TR residents of color far exceeds most traditional teacher preparation programs. In Virginia, approximately 13% of our teachers are underrepresented minorities. Nationally, 28% of those enrolled in teacher preparation programs were individuals of color (AACTE, 2022). With the support of BEI, SEED, and Hawkins grants, 47% of our teacher residency graduates identify as underrepresented minorities. To continue to increase our ability to recruit and prepare even more educators of color, RTR will partner with Virginia Union

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University, one of Virginia's Historically Black Colleges and Universities (HBCUs), to develop a pipeline of candidates for RTR Teacher and School Leader Residency that reflect the demographics of the student populations that we serve. In addition, there will be opportunities to collaborate on modules, speaker series, and ongoing training focused on equity that will be available to residents and others in the RTR network.

Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning and **Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities.**

Research indicates that teaching and school leadership are the primary in-school factors that affect student learning (Özdemir et al., 2022). Therefore, access to highly skilled teachers and leaders is the most important resource that schools provide to students. By recruiting and preparing highly skilled, diverse teachers and school leaders who will bring a strong equity focus to their work in schools, we will ensure that students in the high-need schools that RTR serves will have the most important resource needed to support their learning—teachers and school leaders who show them what is possible, fight for equitable access to educational resources for their students, and create opportunities to achieve their dreams. The need for deliberate equity-oriented and culturally responsive leadership is critical not only to our understanding, and eventual dismantling, of systemic oppression in K-12 education, but also for a radical reimagining of access, opportunity, and possibilities for historically disadvantaged populations and the educators and institutions that support them (Khalifa et al., 2016, Leithwood, 2021). As our society becomes more racially and ethnically diverse, it is the responsibility of all educators and leaders to adapt their practices, attitudes, and dispositions to best educate students, both now and in the future. Additionally, education leaders at every level can benefit from becoming aware

of and comfortable with strategies that focus on culturally relevant pedagogy for both students and teachers. Equity-oriented teachers and school leaders engage in both reflective and deliberate practices to dismantle systems that disproportionately harm minoritized student and teacher populations.

While the current VCU graduate programs have educational equity and social justice content integrated throughout the courses, a more structured and sustained focus is needed. For this reason, RTR will create learning experiences that focus intensely on preparing and supporting teachers and leaders who will bring a strong equity lens to their work in schools—not only for residents, but also as part of the Teacher Alumni and School Leader Support Networks' professional development offerings.

The deaths of George Floyd, Breonna Taylor, and others significantly impacted the communities RTR serves and created a heightened focus on racial injustice and systemic racism. RTR was a leader in addressing issues of Diversity, Equity, and Inclusion (DEI) even before these tragic events. In January 2020, we contracted with Courageous Conversations to conduct their 2-day *Beyond Diversity* training for our staff and invited SOE and district leaders to join us. As a result, we committed to having all our residents and their mentor teachers participate in this powerful training. Because of COVID, we had to restrict this to a 2.5-hour virtual introduction to the *Beyond Diversity* training as part of our August 2020 Launch for Cohort 10. However, we continued to build on this important work during the 2020-2021 academic year by designing and conducting 3-hour required DEI forums for all residents one Saturday a month. Results from a survey that included Likert-scale and open-ended questions from 64% of Cohort 10 residents demonstrated the impact of the forums:

Table 4. Impact of DEI Forums

Before DEI Teaching Forums	After DEI Teaching Forums
On average, residents reported not feeling equipped to (1) identify examples of systemic racism; (2) challenge manifestations of racism and other forms of oppression in education; (3) understand the relationship between practitioner positionality and pedagogy; (4) define anti-racist teaching; or (5) locate resources and tools to develop as anti-racist educators.	On average, residents reported feeling more equipped in each of these areas.
27% of survey respondents reported actively reflecting on their personal racial socialization, biases, and prejudices vis-a-vis teaching and learning.	51% of residents reported engaging in these processes.
62% of survey respondents felt equipped to challenge manifestations of racism in schools.	92% of survey respondents felt equipped to challenge manifestations of racism in schools.

The success of the RTR DEI forums, along with requests from students and faculty in SOE, led to the development of additional programs. An educator workshop series, titled "Becoming an Antiracist Educator," was created to provide instruction in the concept of antiracism and give practical guidelines for educators to follow as they work to dismantle systems of inequity in K-12 schools. The SOE DEI committee hosted a series of workshops for faculty titled "Decolonizing the Curriculum." These allowed faculty to work together to create curriculum for SOE programs that not only provided more thorough instruction related to issues of diversity, equity, and inclusion, but also curriculum that highlighted voices of underrepresented minorities and representatives of underserved communities. This shared commitment to diversity, equity, and transformation through education, capacity building, and structural change at the organizational, institutional, and community levels will ensure that TQP funding will impact not only the individuals who are prepared through RTR but all other educators in our community and state who are served by SOE.

In addition, new Virginia licensure requirements (Code of Virginia § 22.1-298.7) which were passed in the 2021 General Assembly session make our focus on equity and culturally responsive pedagogy timely:

- *Teacher Evaluations shall include cultural proficiency efficacy;*
- *Every person seeking initial licensure or renewal of a license shall complete instruction or training in cultural competency; and*
- *Each school board shall adopt and implement policies that require each teacher and any other school board employee holding a license issued by the Board to complete cultural competency training, in accordance with guidance issued by the Board, at least every two years.*

RTR builds on the success of the the DEI workshops and SOE programs by creating learning experiences that support K-12 school leaders' development of (1) transformative leadership skills needed to help staff members and teachers achieve educational excellence; (2) equity-oriented cultural practices that foster environments of access, belonging, and continuous improvement; and, (3) effective facilitative prowess needed to support their school staffs' abilities to lead equity work from inside and outside the classroom. During the residency year, school leaders will gain a deeper understanding of their potential as change agents within the shifting social, political, and cultural milieu of teaching, leading, and learning.

Beyond our work specifically focused on DEI, funding from the Hawkins grant allowed us to pilot a series of workshops in spring 2024 for residents and alumni focused on supporting multilingual students in the K-12 setting. Also included in these workshops is preparation for the ESOL Praxis exam; through grant funding, workshop participants can take the test at no cost to them with the goal of adding the ESOL certification onto their teaching license to become dual licensed. As we move forward with the statewide expansion of the residency program, we will work with school district representatives to identify specific teacher shortage areas that could be addressed by providing additional learning opportunities through workshops or VCU coursework to prepare teachers to add additional endorsements onto their teaching licenses as we have done

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with the ESOL endorsement.

Hawkins funding also has allowed CTL to host affinity group meetings to support our diverse educators and school leaders. These monthly meetings provide an opportunity for residents, program graduates, and other educators to build a professional network of individuals with shared backgrounds and interests. We recently hosted a panel discussion at an affinity group meeting focused on female educators of color. The panel featured teachers, school leaders, and university faculty. Panelists shared details of their experiences as female educators of color and how their careers in the field unfolded. Likewise, we have hosted affinity group events specifically focused on Black male educators and LGBTQ+ educators. These events help retain a diverse educator workforce through the development of a professional network, provide the educators with access to resources that they can use with their students, and offer opportunities for professional learning. Additionally, CTL provides workshops to help teachers obtain and maintain National Board Certification. While this program is currently conducted in collaboration with Metro Richmond school districts, as RTR expands its reach across the state, other programs offered by CTL or VCU's SOE can expand with us. Given all of these reasons, RTR is uniquely positioned to build on this successful track record around equity issues and teacher certification to address the needs of our partner districts for more diverse, equity-oriented teachers and school leaders who are prepared to strengthen student learning.

Invitational Priority 1—The Establishment of GYO Programs and Registered Apprenticeship Programs for K-12 Teachers. As RTR expands to school districts across the state, we will develop recruitment strategies targeted to individuals residing in the community along with pathways to teacher licensure that meet the unique needs of each of our partner LEAs. This will be particularly important in our rural and geographically isolated school districts, as

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those districts often face challenges in attracting talent from more urban or suburban areas. We are exploring new state-level opportunities for registered teacher apprenticeship programs. The apprenticeship program would enable us to develop a two-year teacher residency model that mirrors our current graduate-level gradual release calendar and provides individuals from the community who have earned an associate degree the opportunity to complete an undergraduate teacher education program through VCU SOE, culminating in a bachelor's degree. Additionally, participants in this model would fulfill all of the teacher licensure requirements during the undergraduate program, as they are built in as checkpoints during the Bachelor of Science in Education course plans. A key factor in Virginia's registered teacher apprenticeship program plan is that school districts will hire participants as apprentices while they participate in the program. Earning a salary and benefits while they learn will significantly reduce the financial barrier to becoming a teacher, and will open the door to a teaching career for a diverse population of people who otherwise would not have the opportunity.

Invitational Priority 2—Supporting Early Elementary Educators and School Leaders. As previously discussed under Objective 4, RTR will work with VCU faculty to develop workshops to provide professional learning centered on the topic of community and family engagement. Specific workshops, professional learning communities, and peer learning collaboratives will be created as part of this program to tailor the instruction to the audience. School leaders and early elementary educators will participate in professional learning focused specifically on students and families in early elementary grades. Additionally, we will collaborate with experts in the partner school districts and community organizations such as Thrive Birth to Five to develop professional learning opportunities to provide participants with practical steps to help students effectively transition into kindergarten and through the early elementary grades.

A.3. Extent to which RTR Teacher and School Leader Residency is a part of a comprehensive effort to improve teaching and learning and support rigorous standards for students:

The VCU SOE graduate-level programs of study, coupled with RTR's residency experience, have proven effective in developing a highly-qualified educator workforce in the Metro Richmond area over the last 14 years. The expansion of the residency model across the state, including to rural and geographically isolated school districts, is the next logical step in our program to ensure that high-need schools across Virginia are staffed by high-quality, well-prepared teachers and school leaders who can help students meet rigorous academic standards and achieve their personal best.

The National Context. The importance of teacher quality and preparation have long been noted to have the strongest impact on student achievement (Hanushek, 2011). Research also shows emerging evidence that teacher residencies effectively recruit and retain diverse, equity-oriented teachers, with promising retention rates and reported improvements in teaching confidence and preparedness (Chu & Wang, 2022). Additionally, there is an ever-broadening consensus that school leaders also have an impact on student achievement (Herman et al., 2018, Özdemir et al., 2022). The link between school leadership and student achievement depends upon school leaders that promote effective instruction through productive relationships with teachers and stakeholders. However, many leaders and teachers leave before they can make an impact on student achievement. Recent research estimates teacher turnover rates around 14% and notes that this is coupled with an increasing number of underqualified teachers staffing classrooms and significantly lower enrollment in teacher preparation programs across the U.S. than in previous years (Nguyen et al., 2022). For school principals, turnover is rampant, with 35% leaving a school in under two years and 18% staying for just one year. Sadly that one-year turnover rate is

even higher in high poverty schools (Levin & Bradley, 2019). This "churn" not only diminishes potential positive effects on student success, but also brings other significant costs, such as a high price for recruiting, hiring, and developing replacements for those lost, estimated at $20,000 for each new teacher (Learning Policy Institute, 2017) and $75,000 for each new leader (School Leader Network, 2014). Being inadequately prepared for the role, feeling unsupported by leadership, and working in conditions that include a negative disciplinary climate are among the top reasons for these too-frequent departures (García & Weiss, 2019; Levin & Bradley 2019; Levin et al., 2019; School Leader Network, 2014). School leaders also play a major role in strengthening teacher retention that can drive student achievement. In fact, having an ineffective principal is one of the major reasons teachers cite for leaving their roles. Leaders can influence teacher morale and impact teacher retention by seeking out teacher voice when implementing policy decisions and by building positive relationships through strong communication (Carver-Thomas & Darling-Hammond, 2017; Senechal et al., 2016). If all schools need leaders with these skills, it follows that those schools with higher rates of teacher turnover and high populations of students living in concentrated poverty need them most. These are the schools for which RTR teacher and school leader residents will be prepared to teach and lead.

A State Focus. RTR was designed to meet state priorities. In its Comprehensive Plan for 2018 to 2023, the Virginia Board of Education included a bold vision to guide its actions in the years ahead: "...to create an excellent statewide system of public education that derives strength from diversity and that ensures equity of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society" (Virginia Board of Education, 2017, p. 4). The Board recently noted the state's commitment to filling teacher vacancies by creating new pathways to licensure and allocating

more resources to recruitment and preparation of teachers (Virginia Board of Education, 2023). Likewise, the state has also provided a recommended action focused specifically on school leaders due to their impact on teacher retention: "Develop mentorship and induction programs and provide professional development support for school leadership training to combat educator turnover" (Virginia Board of Education, 2018, p. 14). Building on several years of focus on critical teacher shortages, Virginia has expanded its focus to include school leaders as a lever for student success. Its work to develop profiles of graduates, teachers, classrooms and school leaders presents a holistic picture of what the Commonwealth is striving to achieve through its K-12 education system. VCU and RTR routinely engage with state officials to ensure that the program is aligned with the focus of the state in preparing and supporting high-quality, effective K-12 educators.

University Priorities. The VCU SOE has developed relationships with school districts throughout the years to ensure that rich clinical experiences are available to all preservice teachers, leaders, counselors, and other education professionals. RTR is able to fully implement this goal through the year-long residency experience. Likewise, SOE has prioritized feedback and advising on program structures and offerings. Recognizing the need for continuous improvement and adaptation, in late fall 2019 the VCU Educational Leadership Department convened a newly-established Educational Leadership Advisory Board--a diverse group of educational leaders and Alumni of the program--to advise programmatic changes. The Board recommended coaching and opportunities to work closely with administrators as ways to support graduate students, both to develop leadership expertise and to better understand the realities of the field; the RTR-SLR model incorporates these programmatic changes.

System-level Experiences. RTR was created more than a decade ago to address school system needs. High rates of teacher attrition in RPS and conversations with CTL about ways to address this challenge led to the development of the innovative teacher residency program. Likewise, the need for a new preparation model for school leaders in high-need schools led to the creation of RTR-SLR. RPS is not alone in seeking new ways to prepare and support teachers and school leaders in their high-need schools. RTR works closely with school district representatives to determine their staffing needs and then collaborates with the district to recruit individuals for the residency program who can help fulfill those staffing needs. We include district- and school-level leaders in discussions about the recruitment and selection of the residents as well as check-ins and ongoing support throughout the residency year and beyond.

An example of meeting school district critical staffing needs is through RTR's coordination of strategies and activities with VCU's National Science Foundation (NSF) funded endeavors to help prepare secondary science and math teachers. Since 2009, VCU has received funding from the NSF through the Robert Noyce Scholarship Program to increase the number of secondary science teachers for high-need schools. Noyce identifies talented undergraduates (Noyce scholars) interested in becoming teachers and prepares them in an immersion program with a master teacher. In 2013, VCU received NSF funding to expand Noyce to include math majors. Since its inception, RTR has worked closely with the Noyce program, leveraging funds from both programs. All science and math teacher residents can apply to be Noyce scholars, which provides them with an additional stipend and access to content-specific teaching resources and high-quality professional development. In addition, RTR provides NTC training to the mentor teachers who work with Noyce scholars in the partner school districts. RTR's efforts to

meet the needs of partner LEAs will continue throughout this expansion and refinement of the model.

A.4. Extent to which RTR reflects up-to-date knowledge from research and effective practice.

Detailed descriptions of the research basis of RTR Teacher and School Leader Residency can be found on pages 9-34.

A.5. Performance feedback and continuous improvement: Continuous improvement is part of the design of the project. As described below in Section B (p. 56), the evaluation plan includes formative reporting which will enable programmatic changes based on the implementation and experiences of participants. Our partner LEAs will be engaged in both decision-making, implementation, and monitoring of the project. The RTR Advisory Board meets twice a year. Advisory Board members have decision making authority and a direct reporting line to their respective superintendent (or dean in the case of VCU). They include individuals like the school district Chief Academic Officer, Director of Human Resources, and Director of Research and Evaluation and department chairs for the elementary, secondary, special education, and educational leadership programs in the VCU SOE. In addition, the RTR Working Subgroup meets once a month to monitor the progress of RTR and review ongoing formative assessment and evaluation data to determine needed revisions to project components. The members of the team consist of the RTR director, the assistant director, two LEA liaisons (an HR and professional development leader), curriculum team, residency coordinators, and admissions and data specialist. In addition, CTL oversees the day-to-day governance and management of RTR. RTR staff meet regularly with each other and with the residents and mentors to monitor the implementation of the project and make adjustments as needed. While VCU serves as CTL's fiscal agent, CTL is not a part of the SOE's teacher or school leader preparation programs and

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has a track record of bridging K-12 and higher education through coordination of the Metropolitan Educational Training Alliance (META), a partnership between VCU and the six local school districts (including partners on this proposal).

In addition to this management structure, timely and ongoing feedback will be collected through the weekly collaborative assessment logs through which the residents and their mentors can explain any challenges that they are facing from week to week. The residency coordinators will read and respond every week to the logs and then present problems of practice during the resident seminars and monthly mentor forums, providing ongoing responsiveness to the needs of all participants.

A.6. How the RTR design will build capacity and yield results beyond the TQP grant:

The significant changes implemented through the RTR Teacher and School Leader Residency proposal will be sustainable, in part, because of the true partnership with the partner LEAs. VCU has collaborated with LEAs in efforts to improve student learning through the development of teachers and leaders for many years and has a strong track record of sustaining and expanding its work. TQP grant funding will provide the resources to accelerate the critical work of preparing teachers and school leaders for high-need schools and will provide the time and data necessary to demonstrate effectiveness of this refined, expanded program.

The strong CTL partnerships within RTR extend to a close working relationship with principals at host schools to identify sites that are welcoming to residents (See Appendix H.10 for partnership details). Residents are placed in cohorts within each host school. This allows for not only teacher residents, but school leader residents to work within the same systems of continuous improvement, data-driven decision making to support each other 24/7. In addition, LEAs make every effort to hire RTR grads in cohorts within schools. There are multiple examples of schools in our partner LEAs that have majority RTR residents, graduates, and

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mentors. Once RTR-TR graduates have been in the classroom for three years, they can become mentor teachers or they can apply for RTR-SLR. This will develop a critical mass of highly effective and dedicated new teachers and leaders that can help to positively impact the culture of each school.

Section B. Quality of Project Evaluation

<u>Capacity and Expertise</u> The lead evaluators on this project include Dr. Jesse Senechal, Executive Director of the Institute for Collaborative Research and Evaluation (ICRE), and Dr. Lisa Abrams, Professor of Research and Evaluation. ICRE was recently founded as an expansion of the Metropolitan Educational Research Consortium (MERC), an active regional research alliance with established partnerships with area school districts, including several of the partner districts on this proposal. Abrams and Senechal have worked as evaluators with RTR and other residency programs for over a decade funded by several federal program grants including prior Teacher Quality Partnership (TQP) grants, a Supporting Effective Educator Development (SEED) grant, and the Augustus F. Hawkins Center of Excellence grant. The evaluation team has the qualifications, depth of experience and capacity to complete the evaluation in an unbiased, objective manner that meets existing standards for ethical, credible and effective research and evaluation (Yarbrough et al., 2010).

Table 5. Qualifications of Evaluation Team

Dr. Jesse Senechal, Lead Evaluator	Dr. Senechal will direct and manage the evaluation. He has led a number of studies closely aligned to the outcomes of the RTR-TR and RTR-SLR program, including studies that investigated school discipline disproportionality, school climate and teacher morale. He has served as the PI on an IES funded Researcher-Practitioner Partnership award designed to enhance educators' culturally responsive teaching practices using action research models (R305H190053), and he currently serves as the PI for both a TQP and SEED grant with the University of Buffalo Teacher Residency program.

Dr. Lisa Abrams, Senior Evaluator	Dr. Abrams will support the design and implementation of the evaluation. She has served as the PI on an NIH funded Science Education Partnership Award (R25 OD010984) that provided professional development to secondary science teachers and on an IES funded Researcher-Practitioner Partnership award (R305H150088) designed to build educators capacity for continuous improvement by supporting principals' and teachers' data-informed decision making and data literacy. Dr. Abrams has served as a lead or senior evaluator on a number of federal and state funded projects.
Dr. Meleah Ellison, Research and Evaluation Associate	Dr. Meleah Ellison supports a broad scope of research and evaluation projects for various school divisions, higher education institutions, community organizations, and governmental agencies. Her past work in educational equity, college access, social consciousness, and leadership development has centered on amplifying the voices and experiences of individuals, families, and communities systematically excluded from equitable educational, personal, and professional opportunities. Dr. Ellison currently leads the evaluation of the Augustus F. Hawkins Center for Excellence grant to support educator diversity within RTR.
Dr. Jamelle Simmons, Research and Evaluation Associate	Dr. Jamelle Simmons supports a diverse research and evaluation portfolio related to educational programs across various institutions and organizations. With a background in bioengineering, he brings experience in research, teaching, coaching, and mentoring from multiple settings. His areas of interest include student development, student success, workforce development, policy for science, and equity and inclusion.
Dr. Xun Lui, Research Faculty and Project Statistician	Dr. Xun Lui, is a methodologist and research faculty for the Institute for Collaborative Research and Evaluation. Dr. Lui and has significant statistical expertise and will conduct quantitative analyses to examine the RTR-TR and RTR-SLR program outcomes and impact.

B.1. Evaluation Design and Rigor of Evidence Produced

Overview of Evaluation Approach. The evaluation design for the Richmond Teacher

Residency (RTR-TR) and School Leader Residency (RTR-SLR) programs is structured to ensure

the integrity and rigor required for assessing complex educational interventions. **The evaluation**

will measure the effectiveness of the residency programs in preparing high-quality, diverse

educators and educational leaders who are retained in high-need schools and improve

student academic and social-emotional outcomes. This comprehensive approach includes four

interconnected studies that integrate quantitative and qualitative methodologies to evaluate

program implementation, outcomes, and impacts across the multiple cohorts of teacher residents

(TRs) and school leader residents (SLRs). Studies one through three monitor the program's implementation over time, utilizing quasi-experimental designs, longitudinal surveys, and case study methodologies to examine the long-term effects on school-level outcomes, including leadership practices, teacher development and retention, and student impact. Concurrently, study four provides **continuous monitoring and formative feedback to support ongoing program improvement**. Quarterly meetings between the evaluation team and program leaders will facilitate the identification of emerging issues and successes, promoting a culture of continuous improvement. See Appendix H.12 for a proposed evaluation timeline.

The evaluation plan is aligned with nationally recognized best practices for the evaluation of teacher residency models and educational leadership preparation, including guidelines from the National Center for the Evaluation of Educational Leadership Preparation and Practice (NCEELPP, Orr et al., n.d.). We also draw upon seminal works such as the RAND evaluation of the New Leaders' Aspiring Principals Program (Gates et al., 2019), which provides a foundational model for assessing the effectiveness of leadership development programs. These alignments ensure that our evaluation not only meets rigorous academic standards but also contributes to broader policy discussions on teacher residency and educational leadership training. Reports generated from our evaluation will be disseminated to stakeholders, including educational institutions, funders, and policy makers, to support evidence-based improvements in teacher and leader education nationwide.

Evaluation Questions Table 6 presents the evaluation questions across the four studies and indicates the alignment with the four RTR-TR / RTR-SLR program objectives (see page 12).

Table 6. Evaluation studies and questions with alignment to RTR-TR / RTR-SLR program objectives

Evaluation Studies and Questions	RTR-TR / RTR-SLR Program Objectives

	1	2	3	4
Study One: Longitudinal Comparative School-Level Analysis. Evaluation study one will monitor the effects of the RTR-TR and RTR-SLR program on student outcomes, school climate outcomes, and educator workforce outcomes over time on participating schools (treatment groups) in comparison to matched schools that do not participate (control group).		X	X	
1. What are the differences over time in student outcomes (i.e., school academic performance, attendance rates, and behavior incidence) between schools participating in RTR-TR and RTR-SLR programs and those not participating? 2. What are the differences over time in school climate and working conditions between participating and non-participating schools? 3. What are the differences over time in teacher and school leader retention between participating and non-participating schools? 4. What are the differences over time in educator and school leader diversity between participating and non-participating schools? 5. To what extent is the RTR-TR program addressing teacher vacancies in critical shortage areas?				
Study Two: Longitudinal Program Impact Design. Evaluation study two will monitor implementation and track participant-level and school-level outcomes over time through the collection of primary and secondary data sources at participating schools. This will include a review of RTR program data, LEA system data, and the administration of a set of aligned annual surveys for School Leader Residents (SLRs), Teacher Residents (TRs), Leadership Mentors (LMs) and Teacher Resident Mentors (RMs).		X	X	X
6. What changes in SLR instructional leadership capacity are observed over time? How do these changes vary between school placements and participant-level factors (e.g., demographics, prior experience)? 7. What are participant perceptions of the effects of RTR-SLR instructional leadership practices on teachers' instructional practices and improved school culture and climate? 8. What changes in instructional practice are observed among TRs over time? How do these changes vary between school placements and participant-level factors (e.g., demographics, prior experience)? 9. What are participant perceptions of the effects of RTR-TR instructional practices on students' social emotional, behavioral, and academic outcomes? 10. What is the impact of the program on teacher retention rates, particularly in high-need schools, and how does this contribute to reducing educator shortages in areas of critical need? How do these compare to division, state, and national averages?				
Study Three: Qualitative Multi-Case Study of RTR/TR-SLR sites. Evaluation study three will involve multi-case study of three participating schools to understand how the program is implemented across varied school and community context, and to consider the contextual factors that support program success.	X	X	X	X

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11. How is the integrated RTR-TR and RTR-SLR model implemented across school case study sites? 12. Within the case schools, what are the experiences and perspectives of program participants on the effectiveness of the RTR-TR and RTR-SLR program on enhancing instructional practice, teaching efficacy, and leadership development? How do the experiences of participants in RTR-TR/RTR-SLR programs vary across different school case contexts? 13. How does participation in RTR-TR/RTR-SLR influence the professional growth of TRs, SLRs, LMs, and RMs? 14. What are the program and school level factors that influence TR and SLR retention? 15. What are the experiences and perspectives of the RMs in the RTR-TR/RTR-SLR program?			
Study Four: Formative Evaluation of Program Implementation. Drawing on the data collection from evaluation studies one through three, evaluation study four will provide ongoing feedback about program implementation and participant experience across school and district contexts and make recommendations to program leaders for program changes to achieve the intended outcomes.	X	X	X	X
16. What variations exist/emerge/occur in the implementation of the RTR-TR / RTR-SLR model (i.e., SLR and TR recruitment and selection, mentor selection and training, coursework and seminars, NTC coaching/mentoring model with gradual release, early career support) across the participating schools and school divisions and over time? 17. What aspects of the program contribute to participant preparedness and program satisfaction? 18. How does the partnership between VCU, CTL and the K12 LEAs emerge over the course of the grant? What are the opportunities and challenges of the partnership? 19. What recommendations for program iteration and improvement emerge from the ongoing evaluation studies of RTR-TR and RTR-SLR implementation?			

Data Sources: Table 7 below outlines the data sources that will be used to answer the evaluation questions. Aligned with the TQP performance measures, the data sources include (1) secondary administrative data at both teacher and student level from the state department of education (VDOE), from participating school districts, and from VCU's School of Education Office of Assessment; (2) primary data sources including surveys, interviews, and focus groups with program participants, key LEA personnel, and RTR program leaders; and (3) documents associated with the program or the participating schools (e.g., websites, meeting agenda, program manuals, etc). In the case of quantitative instruments used for primary data collection,

measures will be identified (from existing validated scales) and/or adapted to meet evaluation needs. When appropriate validity and reliability testing of quantitative instruments will be conducted to ensure technical adequacy. To reduce the burden of primary data collection, several of the evaluation instruments will be used to answer multiple questions, in some cases, across evaluation studies.

Table 7. Summary table of data sources by data type with aligned evaluation questions

Data Type	Data Sources	Eval Qs
	RTR PARTICIPANT DATA (SLRs, TRs, LMs, RMs)	
Quantitative administrative and primary data	**Participant profile information**. The evaluation will collect information from the RTR and VCU administrative data, and through surveys to create profiles of the participants (SLRs, TRs, LMs and RMs) in the RTR-TR/RTR-SLR program. Profile information will include demographics (race/ethnicity, gender), prior professional experience, residency placement, and content area.	6,7,8,9, 10
Quantitative administrative data	**VCU School of Education program data on School Leader Development.** A range of program data on SLR participants will be collected to understand growth in knowledge and practice of instructional leadership. This includes: (1) *On- Site Supervisor Assessment.* Overall and domain assessment scores will be obtained from the VCU SOE Office of Assessment for RTR-SLR students enrolled in Administration and Supervision post-master's certificate programs; (2) *ETS, School Leaders Licensure Assessment (SLLA).* Overall and domain SLLA scores will be obtained from the VCU, SOE Office of Assessment for RTR-SLR enrolled in Administration and Supervision post-master's certificate programs; and (3) *Evaluation on Virginia Department of Education's Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals.* Programmatic data on the RTR-SLR program includes evaluation of SLRs on leadership competencies. This data will be collected to assess SLRs reflection and growth across standard indicators over the residency year.	6,7
Quantitative administrative data	**VCU Clinical Continuum.** Scores on the VCU clinical continuum will provide evidence of TR growth across six professional preparation standards: (1) Creating and maintaining a positive and safe learning environment; (2) Planning for instruction; (3) Engaging and supporting students in learning; (4) Assessing student learning; (5) Developing as a professional; and (6) Advocating for social justice and equity and developing family and community relationships.	8,9
Quantitative administrative data	**RT Licensure Scores.** Overall scores for the Virginia Communication and Literacy Assessment; and Praxis II for Secondary Content; Reading Assessment (RVE) for Elementary and Special Education will be collected.	8,9

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Primary quantitative data	**Annual Participant Surveys.** Surveys will be developed and administered to all SLRs, TRs, LMs, and RMs on an annual basis. The surveys will include established scales adapted for alignment with the program structure, as well as a common set of core items to allow for triangulation across participant groups. Items will be aligned with regularly administered RTR program surveys Potential adopted/adapted scales will include: *For SLRs: School leader and data use practice surveys.* Grissom and Loeb (2011) leadership practices survey measures self-ratings of administrative actions and skills across five dimensions of school leadership along with the ACT Principal's Data Use Practice survey (Moore & Shaw, 2017). *For TRs:* The survey will measure dispositions toward teaching (e.g., self-efficacy) and high-quality instructional practices, including culturally responsive teaching and social-emotional support for students. Possible scales for inclusion are the Culturally Responsive Teaching Scale, a 26-item scale that asks participants to rate the probability (0 to 100) that engaging in specific culturally responsive teaching practices (e.g., "The likelihood of student-teacher misunderstandings decreases when my students' cultural background is understood.") will have positive classroom and student outcomes (Cronbach's alpha = .96; Siwatu, 2007).	6,7,8,9, 16,17,18, 19
Primary qualitative data	**RTR-SLR and RTR-TR Resident/Graduate Interviews.** Connected to the multi-case study, semi-structured interviews will be conducted with a purposeful sample of RTR graduates (TR and SLR) as they move through the program from the residency experience into formal administration and teaching positions in the LEA schools. These longitudinal interviews will document the influence of the program on initial teaching and administrative practices and the influence of school context on professional growth and continued model implementation.	11,12,13, 14,15,16, 17,18,19
Primary qualitative data	**Leadership Mentor and Resident Mentor Interviews.** Connected to the multi-case study, semi-structured interviews will be held with LMs and RMs (1) to understand their experiences supporting SLRs and TRs, (2) to understand program implementation, and (3) to solicit perspectives on how the RTR-TR/RTR-SLR model contributes to professional growth and preparedness.	11,12,13, 14,15,16, 17,18,19
	SCHOOLS	
Quantitative administrative data	**School Profile Information**. The evaluation will collect data from state (VDOE) public databases to create school profiles, and track changes over time. Data collected will include school size, urbanicity, teacher diversity, student demographic data (race/ethnicity, EL status, economic disadvantage), school climate, and teacher vacancy rates.	1,2,3,4,5
Quantitative administrative data	**SLR and TR Retention.** Additional hiring and retention data for participating schools will be collected from partner LEAs to examine changes in hiring (e.g., increased diversity) and retention patterns compared to schools of non-RTR-SLR leaders.	10
	STUDENTS	

Quantitative administrative data	**Student Outcome Data.** For study one, to assess school-level effects on the outcomes of students at participating schools, data will be pulled from publicly-reported VDOE data. This will include information on standardized assessment performance (Standards of Learning Scores in English, Mathematics, and Science), attendance (e.g., days present, absent, late), behavior infractions (in-school suspension, out-of-school suspension).	1, 2, 3
	OTHER DATA SOURCES	
Primary qualitative data	**Key Stakeholder Interviews and Focus Groups.** Other key stakeholders will participate in interviews and/or focus groups on a regular basis to gather information about implementation and to understand the experiences, perspectives and satisfaction of those highly involved in the management of the program. This could include informal interviews/focus groups with RTR-TR/RTR-SLR program leaders, VCU faculty, partner LEA leaders, and school-level administrators.	16,17,18, 19
Primary qualitative data	**Project team / evaluation team meetings.** Quarterly meetings will be held between the evaluation team and the program team for the purpose of continuous improvement and discussion of formative findings. These meetings will be recorded to document program leaders' insights and perspectives.	16,17,18, 19
Secondary qualitative data	**Relevant program and school materials/documents.** Materials and documents relevant to the evaluation questions will be collected to support the understanding of program implementation and program context across sites. This could include websites, program manuals, and meeting agendas.	16,17,18, 19

B.2. Formative and Summative Evaluation Design Components Aligned with RTR Goals and Outcomes

Study One: Longitudinal Comparative School Level Analysis (EQ 1-5)

The purpose of study one is to evaluate the impact of the integrated RTR-TR and RTR-SLR programs on student outcomes, school climate, and educator workforce outcomes over time. This study will use a quasi-experimental design, leveraging publicly available aggregate school-level data, to compare schools participating in the RTR programs (treatment group) with matched non-participating schools (control group). To ensure the comparability of treatment and control schools, we will employ Propensity Score Matching (PSM) (Powell et al., 2020). PSM will match schools based on key characteristics such as community context, student demographics,

prior academic performance, and school size. This matching process reduces selection bias, creating statistically similar control groups that provide a valid comparison for assessing program impact. The primary analytic method will be a Difference-in-Differences (DiD) (Callaway & Sant'Anna, 2021) approach. DiD is well-suited for evaluating policy interventions over time by comparing changes in outcomes between treatment and control groups before and after the intervention. This method controls for time-invariant unobserved heterogeneity and pre-existing trends, ensuring that observed differences can be attributed to the integrated RTR-TR and RTR-SLR programs. Specifically, we will analyze aggregate data on average standardized test scores, attendance rates, and behavior incident rates to assess student outcomes, along with school climate indicators and educator workforce metrics such as retention rates and diversity. The analysis will incorporate schools that are added with each successive cohort of RTR-TR and RTR-SLR participants. Additionally, we will incorporate fixed effects models (Borenstein, et al. 2010) to control for unobserved, time-invariant characteristics at the school level. By including school fixed effects, we can account for factors that remain constant over time, further isolating the impact of the programs on the observed outcomes. Data will be collected annually, establishing a baseline in Year 1 and continuing through Years 2-5. This longitudinal approach allows us to monitor changes and assess both short-term and long-term impacts of the programs. Short-term outcomes include improved school climate and working conditions, increased retention rates, and reduced teacher vacancies in critical areas. Long-term outcomes aim for sustained improvements in student performance and enhanced educator workforce diversity.

Study Two: Longitudinal Program Impact Design (EQ 6-10)

Study two aims to evaluate the longitudinal impact of the RTR-TR and RTR-SLR programs on participants, including Teacher Residents (TRs), School Leader Residents (SLRs), Leadership Mentors (LMs), and Teacher Resident Mentors (RMs), as well as on school-level outcomes. Utilizing existing administrative data and annual surveys, this study will provide insights into the programs' effectiveness. Data collection will leverage VCU's RTR-TR and RTR-SLR program records, including participant demographics, participant program performance, and licensure exam scores (see table 7). This administrative data offers a foundation for tracking participant progress and outcomes. Additionally, annual surveys will be developed and piloted in the first year, employing both established and adapted measures relevant to the residency model. These surveys will be consistently administered to all participants to assess impacts on instructional practices, leadership capacity, and school culture. The evaluation employs a longitudinal design (Gustafsson, 2010), following participants across cohorts through the program and into their early careers to monitor changes over time. This approach allows for the assessment of both immediate and sustained program impacts. Surveys will include quantitative items, capturing key metrics, and qualitative insights through open-ended questions, ensuring a comprehensive understanding of participant experiences and program effects (see table 7). Analytically, the study will use descriptive statistics to summarize participant demographics, program performance, and survey responses. Repeated measures ANOVA using SPSS 29 will be employed to analyze changes within participants over time for continuous outcomes such as instructional leadership capacity and instructional practices (Strunk, & Mwavita, 2020). Comparative analysis will contextualize retention rates and other key outcomes against division, state, and national averages.

Study Three: Qualitative Multi-Case Study of RTR/TR-SLR sites (EQ 11-15)

The purpose of study three is to evaluate the implementation and impacts of the integrated

RTR-TR and RTR-SLR programs through a qualitative multi-case study (Yin, 2009) over the

five-year funding period. The primary goal is to capture the nuanced effects of the integrated

RTR-TR/RTR-SLR residency model on instructional leadership practice, teacher instructional

practice, and school culture and climate across diverse school contexts. Cases will be

purposefully selected (Suri, 2011) in Year 2 of the study based on criteria identified in study one,

including school size, level (elementary or secondary), student demographics, geographic

location (urban, suburban, rural), and initial performance metrics. Within each case, TRs and

SLRs will be interviewed over the course of their residency, and into their post-program years of

teaching and school leadership. Additionally, in the residency year at each site, leadership

mentors, resident mentors, and other school administrators will be interviewed to better

understand program implementation and the school context. Document analysis of program

manuals, meeting agendas, and school reports will also be used to contextualize findings. The

analysis will be primarily descriptive and qualitative, focusing on thematic and narrative

analysis, however, quantitative data from studies one and two will provide background

information and support an explanatory mixed-methods design (Teddlie & Tashakkori, 2011).

This design uses qualitative findings to interpret and make sense of the quantitative results,

offering a deeper understanding of how and why the programs affect teaching efficacy,

leadership development, and student outcomes. All qualitative data (focus groups, interviews)

will be audio recorded, transcribed and imported into ATLAS.ti v. 8.1 for analysis. The analytic

process will involve systematic and iterative code development and documentation procedures

for team-based coding and analysis (MacQueen et al., 1998). We will employ deductive and

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inductive approaches to analysis to develop analytic codes reflective of RTR-R and RTR-SLR

program theory and emergent ideas (Miles et al., 2014; Saldaña, 2016).

Study Four: Formative Evaluation of Program Implementation (EQ 16-19)

The formative evaluation of the RTR-TR and RTR-SLR programs is designed to provide

continuous, actionable feedback to enhance program implementation and outcomes (Patton,

2013). **This approach integrates data and analysis from three preceding studies**, ensuring a

comprehensive analysis. Quarterly meetings between the evaluation team and program leaders

will involve eliciting questions from the program team, sharing emerging findings from studies

one through three, and providing recommendations for continuous improvement. The evaluation

team will generate formative evaluation memos drawing on qualitative and quantitative data,

including surveys, interviews, focus groups, and administrative records, this evaluation ensures a

holistic understanding of program dynamics. By incorporating longitudinal comparative analyses

(study one and two) and mixed-method case studies (study three), we capture both broad trends

and nuanced insights into participant experiences and program impacts. **This iterative feedback

process promotes continuous improvement, allowing the program to adapt based on

evidence and stakeholder input.** This approach is justified by its alignment with best practices

in program evaluation, emphasizing stakeholder engagement, data integration, and iterative

improvement. It ensures that the RTR programs are responsive to the needs of participants and

the evolving educational landscape, ultimately enhancing teacher and school leader preparation

and contributing to positive student outcomes in high-need schools.

Section C. Adequacy of Resources

C.1. Facilities, equipment, supplies, and other resources to support RTR: RTR will be

located in CTL at the VCU SOE. VCU has the resources associated with a research institution.

With more than $40 million in funded research, SOE is among the top research schools in the

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U.S. and is ranked 25th by *US News & World Report* (2024) as one of the nation's top graduate programs in education and 16th among public graduate schools of education. The VCU SOE offers a variety of services to support faculty. These include Business Services and The Office of Research and Faculty Development to assist faculty with grant development and post-award management. Additionally, SOE has its own Instructional Technology Center with a dedicated staff providing frontline support for faculty and students through a help desk ticket system, email, or walk-up service. The IT Department provides training and support on hardware, software, and other instructional technology related areas. SOE faculty members have offices and appropriate technology (e.g., computers, software) to conduct their work. Classrooms are also outfitted with the technology needed for online instruction. As additional support, and to augment SOE facilities, our rental space request is to provide office space for additional staff, our rental space request includes offices for RTR staff members and a dedicated training room to conduct all training for the TRs, SLRs, LMs, and Career Coaches. Because of the interactive nature of the training sessions and the need to secure training space for all-day sessions over multiple days, there are no LEA schools or VCU facilities that can accommodate our training space needs.

C.2. Adequacy of the budget to support RTR: Our budget reflects investments in two key areas: (1) human capacity and (2) material capacity.

Human capacity: RTR and NTC mentoring models rely heavily on training and coaching support that will be provided by VCU faculty and RTR staff. For this reason, funds will primarily be focused on positions that support the coordination and implementation of the project (see budget narrative on position descriptions). In particular, the roles of residency coordinators and curriculum developers and designers are **key to the success of the refinement**

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and expansion of RTR whose ultimate goal is to build human capacity within our partner

LEAs. Stemming the constant turnover of teachers and school leaders in high-need schools

requires individuals who are committed to serving in these contexts and are well-prepared to

create conditions in which teachers and students can do their best work. It also requires the

development of in-service teachers and school leaders who can mentor residents and novice

teachers, serve as instruction leaders within their schools, and lead school improvement efforts.

Tables 2 and 3 on pages 32-34 provide an overview of the TR and SLR programs, respectively,

and describe the duration and intensity of the training and support that residents will receive to

increase their capacity to be successful.

We have requested a stipend of $18,000 for teacher residents and $14,000 for school

leader residents which also represents an investment in human capacity by enabling us to recruit

a more diverse pool of candidates and ensure that the residents are able to fully focus on their

clinical preparation and graduate-level coursework.

Material Capacity: Material resources include the creation of modules that will enhance

the VCU coursework and provide case studies and practical experiences in which TRs and SLRs

will be able to apply theory to practice. SOE and CTL have been proactive in creating modalities

and providing technology that will ensure the successful implementation of RTR-TR-SLR. In

addition, as RTR expanded into multiple school districts, the training room was equipped with

the technology to conduct our seminars and monthly mentor forums virtually. We are not

requesting funds for these things but provide them as evidence of our ability to carry out the

project.

C.3. and C.5. Reasonableness of costs, potential significance, relevance, and commitment of
each partner in the implementation and success of RTR.

Reasonableness of Costs. RTR will recruit, prepare, and support 175 new, diverse teachers and school leaders in some of the hardest to staff schools in Virginia with skills to support students who have historically been marginalized. In addition, for each teacher and school leader recruited, we anticipate preparing and supporting current teachers and leaders to serve as mentors and career coaches, increasing their skills and commitment to the profession. RTR's partnership with VUU, an HBCU, will increase their capacity to develop residency programs and will help close the racial and ethnic gaps between teachers and principals and the students they serve. A federal investment in RTR will leverage the already strong financial commitment of our LEA partners who have agreed to a cost share for the TR program and have agreed to hire the SLRs in a leadership role during their residency year—and release them for a portion of the day to learn how to be an effective school leader alongside their mentor. As noted earlier, the philanthropic community has provided more than $500K, and the state annually invests over $1 million to support teacher residents.

RTR is the first and longest standing residency model in the Commonwealth and through this grant will be the first with a statewide footprint. As such, RTR will serve as a model for others. The success of RTR is the reason that the Virginia General Assembly now provides funding to expanding teacher residency programs throughout the state. Prior to RTR, there was no understanding of nor support for this kind of teacher preparation model within Virginia. Given VCU's history and reputation in Virginia for developing innovative, effective teacher preparation programs, we believe that TQP funding for the refined, expanded model could result in additional funding for teacher and school leader residencies.

Finally, in determining the reasonableness of costs, we must consider what the costs are to students, school districts, our state, and our nation if we do not do this work. The research is

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clear. The quality of the teachers in our schools is the most important school-based factor in student achievement (Cochran-Smith et al., 2015; Darling-Hammond, 2008)—and principals hire, develop, and retain teachers and create conditions in which both teachers and students can succeed. With the changing demographics of our state and nation—Virginia public schools are now over 50% minority—we can no longer ignore the inequities that exist in our community, state, and nation in providing effective teachers and school leaders for <u>all</u> students (VDOE, 2023).

Potential Significance and Relevance. Facing the rising inequality of K-12 opportunity and the persistent achievement gaps that follow, school systems nationwide are seeking strategies that produce strong and stable teaching and leadership to not only support but also sustain student learning and school improvement. RTR will help identify key strategies that can be applied in the diverse school contexts that serve high populations of students with unmet needs.

Successful outcomes from key components of RTR in its original four LEA partnerships give reason to expect significant achievement outcomes from this refined expansion as well. As previously noted, RTR teachers prepared with the NTC coaching model have significantly higher student achievement outcomes compared to similar colleagues not prepared with this model. In addition, RTR graduates demonstrate success in other measures that also inform our expectations for the expansion. For example, on a 2024 survey, principals strongly agreed that RTR graduates contributed positively to school culture. In terms of teacher retention, while nationally 44% to 74% of teachers leave within the first 3 years in urban schools (Ingersoll, 2004; Papay et al., 2017), 99% of RTR graduates have been retained for one year, 91% for two years, and 83% of RTR graduates have been retained for 3 or more years. <u>The impact of 175 highly effective new</u>

teachers and leaders, who were specifically prepared to work in the high-need school setting, will be substantial.

Contribution to the Field of Educator Preparation. RTR is based on common needs and promising practices identified across national, state, and local contexts. The ability of university/K-12 system partnerships to "bridge theory and practice in a way that is context-specific" while addressing similar challenges that face all new school leaders, offers a strong foundation from which RTR can learn and scale success to additional settings (Young & Crow, 2017, p. 137).

Commitment of Each Partner to Implementation and Success of RTR: As described in Section A.5. on pages 54-55, both VCU and our LEA partners are contributing significant time of their leaders and staff to ensure the success of RTR by actively engaging in its design, implementation, and monitoring of the project.

A TQP grant in 2010 gave us the resources and time to design and pilot the RTR teacher residency. The success of RTR has led to a shared investment model in which our partner LEAs now contribute significant dollars to the model—paying the cost of the mentor stipends and training, and the cost of career coaches. LEA partnership commitment is also evidenced in RTR-SLR as LEAs hire the residents and free them for at least three hours per day to learn how to be an effective school leader alongside their mentor. Additionally, the philanthropic community stepped in as a partner to fund the pilot of RTR-SLR.

C.4. Prospects for RTR's Long-Term Success: As noted above, there is a strong commitment from our LEA partners to the success of RTR—both in terms of their active engagement in decision-making, implementation, and monitoring of the project and in terms of their financial commitment. The LEA partners' contribution to the cost share that includes the salary and fringe

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of the SLRs while they are learning to be effective school leaders is significant, comprising almost 50% of the required match in Years 1 and the majority of the match in Years 2-5; school leader mentors time to work with the SLRs; and time of central office staff to design, implement, and monitor RTR-TR-SLR. As we have experienced with RTR in which success brought state support and support from multiple philanthropic organizations, we believe we will have the same support once RTR-TR-SLR is able to design and implement a successful school leader residency preparation model.

In fact, it was RTR's success that led the R.E.B. Foundation to invest in the initial small pilot of a school leader residency. Our model includes the three major expenditure categories associated with residency programs: (1) Residents (tuition and stipends); (2) Mentors (stipends and professional development); and (3) Program (staff, recruitment, and evaluation). Our resource streams include VCU (see letters from Dean Kathleen Rudasil and Dean Catherine DeGrassia), LEAs (see letter from Superintendents), the Virginia State Department of Education (see letter from Ms. Lisa Coons), and the Richmond philanthropic community (see letters from R.E.B Foundation and The Cameron Foundation). In addition, we will explore other sources of funding that include private foundations. As described above, RTR enjoys strong support among all partners and increasingly among policymakers in Virginia. The fact that so many individuals and organizations have already committed a significant amount of financial and in-kind support speaks volumes about the quality of the RTR Program and the strength of the LEA/VCU partnership.

Section D. Quality of Management Plan

D.1. Management Plan:

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Quality of Management Plan: The work plan below represents a thorough and thoughtful plan to implement all project goals and objectives on time and within budget.

The overarching goal of the RTR Teacher and School Leader Residency proposal is to further refine, expand, and evaluate the impact of the innovative RTR Teacher and School Leader Residency on teacher retention and student outcomes in high-need schools across the state.		
Objective 1: Refine and implement an integrated teacher and school leader residency program for high-need schools.		
Major Project Milestones	**Timeline**	**Persons Responsible**
Work closely with partner LEAs to determine optimum ways to identify teacher and school leader candidates and identify specific content area needs for their high need schools.	Fall and Winter 2024	Evans, Hope, Tait, McKnight
Develop online courses in each of the programs: Educational Leadership Special Education Secondary Education Elementary Education	Spring 2025	Seaton, Newcomb, Rodgers, Mehtaji, Mullen, Parkhouse, Rhodes, DePue, T&L Chair
Revise and strengthen existing online academic coursework to align with district specific teacher and school leader residency experiences.	Annually beginning Spring 2025	Seaton, Mullins, Rhodes, Newcomb
Hire Residency Coord. (RC)/ Leadership Mentor Coord. (LMC)	Spring 2025	McKnight & Seaton
RTR and LEA recruitment, selection, and matches for TRs, SLRs and mentors.	Fall 2024 - Spring 2025	Evans/RTR Working Subgroup/Vakil/Thompson-Morton/LMC
Adapt NTC training for in-person or online attendance options in preparation of Summer 2025.	Spring 2025	Taylor and New RC
Launch Teacher and School Leader Residency.	Summer 2025	Taylor, New RC, Vakil, Seaton
Conduct first NTC coaching and mentor training	Summer 2025	Taylor, New RC
Prepare and lead monthly teacher and school leader residency seminars to further connect coursework and residency experience.	Fall 2025 - Spring 2026	VanDevelder, Larson, Mehtaji, Taylor, New RC, Vakil, Seaton, Consultants

Provide coaching support for teacher and school leader mentors through monthly professional learning forums (and as needed).	Fall 2025 - Spring 2026	Taylor, New RC, Lead Mentor Coordinator
LEAs ensure TRs and SLRs are in a teaching or school leader position for following school year	Spring 2026	Tait/RTR Working Subgroup/McKnight
Organize and lead Navigating the Life of a Real Teacher as part of TR post-residency support.	Summer 2026	Merritte, Tait
TR and SLRs receive post-residency support for two years after their residencies.	Fall 2026/Spring 2027	Vakil, Taylor, New RC, Seaton, Career Coach, New Teacher Coach
Ongoing professional development - webinar series, trauma-informed practices, multilingual learner support, community engagement support		Taylor, Wilkerson
Develop a School Leader Support Network	Start Summer 2026 and continue	Merritte

Note: Following cohorts of Teacher and School Leader Residents will complete the same process outlined above.

Objective 2: Strengthen the instructional leadership capacity of school leader residents and leadership mentors while enhancing the practices of teacher residents.

Major Project Milestones	Timeline	Persons Responsible
Train mentors and school leader residents in NTC Instructional Coaching model	May 2025	Taylor, New RC
Mentors and school leader residents attend ongoing trainings of NTC Instructional Coaching & Mentoring	Begins Summer 2025	Seaton, Vakil, RC/LMC/Taylor
Mentors provide ongoing feedback and support through the collaborative logs and NTC tools	Begins August 2025	Residency Coordinators, LMC
Monthly meetings with SLRs and mentors to enhance instructional coaching skills and discuss challenges	Begins August 2025	RC, Vakil
After trained in NTC, SLRs will observe and provide feedback to teachers in their buildings including teacher residents.	Spring 2026	Vakil, LMC, Contracted staff
Residency Coordinators and SOE Faculty travel to partner districts to meet with and observe resident	Begins Fall 2025	Seaton, Residency Coordinators, SOE Faculty

instructional practices and will modify coursework to address gaps in instructional practices.		
Objective 3: Promote a collaborative culture of continuous improvement that supports the social, emotional, and academic needs of students.		
Major Project Milestones	**Timeline**	**Persons Responsible**
Plan with Alliance for Unitive Justice to tailor delivery of Restorative Justice for School Culture Change for school leader residents and mentors.	Fall 2025	AUJ, Seaton, Vakil
School leader residents and mentors attend Restorative Justice for School Culture Change with Alliance for Unitive Justice training	Summer 2026	AUJ, Seaton, Vakil
Host monthly seminars and modules for school leader residents on restorative practices, trauma-informed practices through SCAN, and emotional leadership training.	Fall 2025/Spring 2026	AUJ, SCAN, Noble Story Group, Seaton, Vakil
Work with both SCAN and VCU's School of Social Work to develop professional learning opportunities for teacher residents during their monthly seminars to include topics on trauma informed practice, managing the impact of trauma exposure in the classroom, and strategies for building resilience in the classroom.	Fall 2025/Spring 2026	VanDevelder, Larson, Mehtaji, Taylor, New RC
Objective 4: Develop and implement a model for continuous professional growth and community engagement among school leaders and teachers.		
Major Project Milestones	**Timeline**	**Persons Responsible**
Outline a series of workshop topics on family engagement	Summer 2025	RTR and VCU faculty
Establish a network of program alumni and mentors	Spring 2025	Merritte, Taylor
Establish relationships with local leaders and historians who can provide opportunities for residents, RTR staff, and VCU faculty to learn more about the school and community context	Winter 2024-2025	Tait, Merritte

D.2. Procedures for ensuring feedback and continuous improvement of RTR.

See Section A.5. on pages 54-55 for the organizational structures and processes that will ensure ongoing feedback and continuous improvement. In addition, the project includes a comprehensive formative evaluation (Section B) that involves regular data collection related to key performance indicators such as teacher growth, teacher retention, and student performance. In the evaluation, data will be gathered, analyzed and shared through quarterly meetings to identify areas for improvement. This iterative process will enable the project team to make interactive adjustments and enhance the program continuously.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:** Appendix_A___B.pdf

[Add Mandatory Other Attachment] [Delete Mandatory Other Attachment] [View Mandatory Other Attachment]

To add more "Other Attachment" attachments, please use the attachment buttons below.

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Appendix A

Required TQP Program Checklists

1. Required TQP Absolute Priority 4 Checklist
2. Required TQP Application and General Program Requirements Checklist
3. Required TQP Eligibility Checklists

REQUIRED TQP ABSOLUTE PRIORITY 4 CHECKLIST

APPLICANT NAME: Virginia Commonwealth University

PR AWARD NUMBER:

	Effective Teaching Residency Programs (Teacher Residency Program) and Leadership Model
	INSTRUCTIONS: Applicants must provide page number(s) for each requirement that has a space provided in the Page Number column to identify where each requirement is discussed in the application's project narrative or shown via a document or form included in the appendix. Some requirements are dependent on the design of the applicant's project and are listed "as applicable."
Page Number	**(I) IN GENERAL.** Under this priority, an eligible partnership must carry out an effective teaching residency program that includes all of the following activities:
(a) 5-11	(a) Supporting a teaching residency program described in paragraph II(a) for high-need subjects and areas, as determined by the needs of the high-need LEA in the partnership;
(b) 22	(b) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school;
	(c) Ensuring that teaching residents who participate in the teaching residency program receive—
(1) 15-49	(1) Effective pre-service preparation as described in paragraph II;
(2) 22-24	(2) Teacher mentoring;
(3) 30-31	(3) Support required through the induction program as the teaching residents enter the classroom as new teachers; and
(4) 15-49	(4) The preparation described in paragraphs (c)(i), (ii), and (iii) Clinical Experience and Interaction in the Absolute Priority.
	(II) REQUIRED COMPONENTS OF TEACHING RESIDENCY PROGRAMS.
	(a) <u>Establishment and design</u>. A teaching residency program under this priority must be a program based upon models of successful teaching residencies that serves as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and must be designed to include the following characteristics of successful programs:
(1) 15-49	(1) The integration of pedagogy, classroom practice, and teacher mentoring;
(2) 24-25	(2) Engagement of teaching residents in rigorous graduate-level course work leading to a master's degree while undertaking a guided teaching apprenticeship;
(3) 22-24	(3) Experience and learning opportunities alongside a trained and experienced mentor teacher--

(i) 22-23	(i) Whose teaching must complement the residency program so that classroom clinical practice is tightly aligned with coursework;
(ii) 22-23	(ii) Who must have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher coach during the induction program for new teachers; and for establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and
(iii) 24	(iii) Who may be relieved from teaching duties as a result of such additional responsibilities;
	(4) The establishment of clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge. Evaluation of teacher effectiveness must be based on, but not limited to, observations of the following--
(i) 22-23	(i) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning;
(ii) 22-23	(ii) Appropriate instruction that engages students with different learning styles;
(iii) 22-23	(iii) Collaboration with colleagues to improve instruction;
(iv) 22-23	(iv) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress; and
(v) 22-23 (as applicable)	(v) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate;
(5) 22	(5) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents;
	(6) The development of admissions goals and priorities--
(i) 19-21	(i) That are aligned with the hiring objectives of the LEA partnering with the program, as well as the instructional initiatives and curriculum of such agency, in exchange for a commitment by such agency to hire qualified graduates from the teaching residency program; and
(ii) 19-21 42-44 (as applicable)	(ii) Which may include consideration of applicants that reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession, as applicable
(7) 31-32	(7) Support for residents, once the teaching residents are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through not less than the residents' first two years of teaching.

	(b) Selection of individuals as teaching residents.
	(1) Eligible Individual. In order to be eligible to be a teaching resident in a teaching residency program under this priority, an individual must—-
(i) 16-21	(i) Be a recent graduate of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and
(ii) 19-21	(ii) Submit an application to the teaching residency program.
	(2) Selection Criteria for Participants. An eligible partnership carrying out a teaching residency program under this priority must establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics--
(i) 16-21	(i) Strong content knowledge or record of accomplishment in the field or subject area to be taught;
(ii) 16-21	(ii) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests; and
(iii) 16-21 (as applicable)	(iii) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.
	(c) Stipends or salaries; applications; agreements; repayments.
(1) 19	(1) Stipends or salaries. A teaching residency program under this priority must provide a one-year living stipend or salary to teaching residents during the teaching residency program;
(2) 19	(2) Applications for stipends or salaries. Each teacher residency candidate desiring a stipend or salary during the period of residency must submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require;
(3) 19 & Appendix H.1	(3) Agreements to serve. Each application submitted under paragraph (c)(2) of this priority must contain or be accompanied by an agreement that the applicant will—
(i) 19 & Appendix H.1	(i) Serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the teaching residency program;
(ii) 19 & Appendix H.1	(ii) Fulfill the requirement under paragraph (c)(3)(i) of this priority by teaching in a high-need school served by the high-need LEA in the eligible partnership and teach a subject or area that is designated as high-need by the partnership;
(iii) 19 & Appendix H.1	(iii) Provide to the eligible partnership a certificate, from the chief administrative officer of the LEA in which the resident is employed, of the employment required under paragraph (c)(3)(i) and (ii) of this priority at the beginning of, and upon completion of, each year or partial year of service;
(iv) 19 & Appendix H.1	(iv) Meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, when the applicant begins to fulfill the service obligation under this provision; and

19 & (v) Appendix H.1	(v) Comply with the requirements set by the eligible partnership under paragraph II-(d) of this priority if the applicant is unable or unwilling to complete the service obligation required by the paragraph.
19 & (1) Appendix H.1	(d) Repayments. (1) In general. A grantee carrying out a teaching residency program under this priority must require a recipient of a stipend or salary under paragraph (c)(1) of this priority who does not complete, or who notifies the partnership that the recipient intends not to complete, the service obligation required by paragraph (c)(3) of this priority to repay such stipend or salary to the eligible partnership, together with interest, at a rate specified by the partnership in the agreement, and in accordance with such other terms and conditions specified by the eligible partnership, as necessary;
19 & (2) Appendix H.1 (as applicable)	(2) Other terms and conditions. Any other terms and conditions specified by the eligible partnership may include reasonable provisions for pro rata repayment of the stipend or salary described in paragraph (c)(1) of this priority or for deferral of a teaching resident's service obligation required by paragraph (c)(3) of this priority, on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances;
(3) 19	(3) Use of repayments. An eligible partnership must use any repayment received under paragraph (d) to carry out additional activities that are consistent with the purposes of this priority.

Leadership Model	
Page Number	
11-16	Leadership Models must be implemented with a new Pre-Bac or Residency Model. The Leadership model is not a standalone model.
10	Leadership Model must prepare individuals interested in becoming superintendents, principals, ECE program directors, or other school leaders.
5-8	An "eligible partnership" may carry out the school leadership program either in the partner high-need LEA or in further partnership with an LEA located in a rural area.
15-49	Leadership Model must promote strong leadership skills and, as applicable, techniques for school leaders.
15-49	Leadership Model must develop and improve a sustained and high-quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program.
31-32	Leadership Model must provide an induction program for new school leaders.
(i) 15-49 (ii) 22-24	Leadership Model must provide participants with: (i) Effective preservice preparation (ii) Mentoring; and

26-28 (iii)_Table 3 (p. 33-34)	(iii) if applicable, full State certification or licensure to become a school leader.
20-22	Leadership Model must develop and implement effective mechanisms to ensure that the "eligible partnership" is able to recruit qualified individuals to become school leaders.
19	Leadership Model Residents may be offered a stipend as part of their participation in the TQP program.
22	Leadership Model Residents must be placed in cohorts as they matriculate through the TQP program to facilitate professional collaboration.

*Applicants that address AP 4 must use this Required Absolute Priority Checklist

REQUIRED TQP APPLICATION AND GENERAL PROGRAM REQUIREMENTS CHECKLIST

APPLICANT NAME: Virginia Commonwealth University

PR AWARD NUMBER:

INSTRUCTIONS: Applicants must provide page number(s) for each requirement that has a space provided in the Page Number column to identify where each requirement is discussed in the application's project narrative or shown via a document or form included in the appendix. Some requirements are dependent on the design of the applicant's project and are listed "as applicable."

Page Number	Each eligible partnership desiring a grant under the TQP program must submit an application that contains—
(a) 5-9 Appendix B	(a) A needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators
(b)_15-49__	(b) A description of the extent to which the program to be carried out with grant funds, as described in the Absolute Priority in this notice, will prepare prospective and new teachers with strong teaching skills
(c)25-26; Appendix H.3__	(c) A description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction

(1)_53-54___ (2)_50-54___	(d) A description of—
	    (1) How the eligible partnership will coordinate strategies and activities assisted under the grant with other teacher preparation or professional development programs, including programs funded under the ESEA and IDEA and through the National Science Foundation; and
	    (2) How the activities of the partnership will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement

(1)_69-74__ (2)Budget Narrative (3)73-74; Budget Narrative	(e) An assessment that describes the resources available to the eligible partnership, including—
	    (1) The integration of funds from other related sources;
	    (2) The intended use of the grant funds; and
	    (3) The commitment of the resources of the partnership to the activities assisted under this program, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends.

(1) _15-49_	(f) A description of— (1) How the eligible partnership will meet the purposes of the TQP Grant Program as specified in section 201 of the HEA;

(2)_15-49__	(2) How the partnership will carry out the activities required under Absolute Priority , as described in this notice, based on the needs identified in paragraph (a), with the goal of improving student academic achievement;
(3) _37-42__	(3) If the partnership chooses to use funds under this section for a project or activities under section 202(f) of the HEA, how the partnership will carry out such project or required activities based on the needs identified in paragraph (a), with the goal of improving student academic achievement;
(4)56-68__	(4) The partnership's evaluation plan under section 204(a) of the HEA;
	(5) How the partnership will align the teacher preparation program with the--
(5) (i)_N/A___ (as applicable)	(i) State early learning standards for Early Childhood Education (ECE) programs, as appropriate, and with the relevant domains of early childhood development as applicable; and
(ii)25-28_	(ii) Student academic achievement standards and academic content standards under section 1111(b)(1) of the ESEA, established by the State in which the partnership is located
(6)__26____	(6) How the partnership will prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the IDEA;
(7)_48____	(7) How the partnership will prepare general education and special education teachers to teach students who are limited English proficient;
(8) (i)36-37_	(8) How faculty at the partner institution will work during the term of the grant, with teachers who meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers the qualifications describes in section 612(a)(14)(C) of the IDEA, in the classrooms of high-need schools served by the high-need LEA in the partnership to— (i) Provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and
(ii)_36-37__	(ii) Train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;
(9)_28-31;	(9) How the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;
Appendix H.6	(10) How the partnership will support in-service professional development strategies and activities; and
(10)_37-43_	
(11) 61-68_	(11) How the partnership will collect, analyze, and use data on the retention of all teachers and early childhood educators in schools and ECE programs located in the

	geographic area served by the partnership to evaluate the effectiveness of the partnership's teacher and educator support system.
	(g) With respect to the induction program required as part of the activities carried out under the Absolute Priority—
(1)_Budget narrative; Appenxid H.3.___	(1) A demonstration that the schools and departments within the IHE that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;
(2)12-15; US DOE Evidence Form_	(2) A demonstration of the eligible partnership's capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and scientifically valid research on teaching and learning;
(3)_31-32___	(3) A description of how the teacher preparation program will design and implement an induction program to support, though not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need LEA in the partnership, and, to the extent practicable, all new teachers who teach in such high-need LEA, in the further development of the new teachers' teaching skills, including the use of mentors who are trained and compensated by such program for the mentors' work with new teachers; and
(4)_36-37_ (as applicable)	(4) A description of how faculty involved in the induction program will be able to substantially participate in an ECE program or elementary school or secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation, as applicable.

REQUIRED TQP ELIGIBILITY CHECKLISTS

APPLICANT NAME: Virginia Commonwealth University
PR AWARD NUMBER:

Eligible Partnership Entities	
High-Need LEA(s):	Brunswick County Public Schools; Charles City County Public Schools; Essex County Public Schools; Henrico County Public Schools; Petersburg City Public Schools; Prince William County Public Schools; Richmond City Public Schools; Stafford County Public Schools; Surry County Public Schools; Waynesboro City Public Schools
High-Need School(s) within the High-Need LEA(s): (must identify at least ONE school within each High-Need LEA at time of application)	Meherrin-Powellton Elementary; Charles City Elementary; Tappahannock Elementary; John Rolfe Middle; Lakemont Elementary; Unity Braxton Middle; Armstrong High; Falmouth Elementary; Surry Elementary;
Partner Institution of Higher Education (IHE):	Virginia Commonwealth University (VCU)
College or School of Education within the partner IHE:	VCU School of Education
College or School of Arts and Sciences within the partner IHE:	VCU College of Humanities and Sciences

Partner IHE Eligibility	
Partner institution from HEA Section 200(17) means an IHE, which may include a two-year IHE offering a dual program with a four-year IHE, participating in an eligible partnership that has a teacher preparation program--	
(i) Whose graduates exhibit strong performance on State determined qualifying assessments for new teachers through--	
Page __4___	(A) Demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which must include an assessment of each prospective teacher's subject matter knowledge in the content area in which the teacher intends to teach; or
(B) Being ranked among the highest-performing teacher preparation programs in the State as determined by the State--	
Page ___4_____	(1) Using criteria consistent with the requirements for the State Report Card under section 205(b) of the HEA before the first publication of the report card; and
Page ___4____	(2) Using the State report card on teacher preparation required under section 205(b), after the first publication of such report card and for every year thereafter; and
(ii) That requires--	
Page 16-21; Appendix H.1	(A) Each student in the program to meet high academic standards or demonstrate a record of success, as determined by the institution (including prior to entering and being accepted into a program), and participate in intensive clinical experience;
Page Appendix H.1_	(B) Each student in the program preparing to become a teacher who meets applicable State certification and licensure requirements; and
Page _N/A_ (as applicable)	(C) Each student in the program preparing to become an early childhood educator to meet degree requirements, as established by the State, and become highly competent.

High-Need LEA and High-Need School Eligibility

INSTRUCTIONS: Applicants must use this checklist to indicate the option used to support applicant eligibility and the page of where this information can be found in their application. Eligible applicants must include information that confirms whether each LEA (or consortium of LEAs) to be served under the TQP grant meet the statutory definition of high-need LEA. For each high-need LEA, data must be submitted for all three required components: poverty/rural area, teacher need, and high-need school within the partner high need LEA. Within each component, the applicant should identify with option they have selected and indicate the page number where that information can be found in the project narrative.

Applicants must use one checklist per High-Need LEA or upload a chart that includes this required information for all applicant high-need LEAs.

Poverty/Rural Area (Component A)

[X] (pg.) Appendix B (p1-2)	**A1:** Provide the percentage that demonstrates that not less than 20% of the children served by the LEA(s) are children from low-income families. **OR**
[ ] (pg.)_____	**A2:** Provide the number that demonstrates that the LEA(s) is one that serves not fewer than 10,000 children from low-income families. **OR**
[ ] (pg.)_____	**A3:** Document that the LEA(s) meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) Program under section 6211(b) of the ESEA. **OR**
[ ] (pg.)_____	**A4:** Document that the LEA(s) meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) Program under section 6221(b) of the ESEA.

Teacher Need (Component B)

[X] (pg.) Appendix B (p.2-4)	**B1:** The Department may accept data that demonstrates that the participating teachers in the participating LEA(s) have a lack of training in the academic subject areas or grade levels in which they were trained to teach. An applicant may demonstrate that they meet the statutory requirement of a "high percentage of teachers" by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a "high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach" in relation to State or National averages. **OR**
[X] (pg.) Appendix B (p. 2-4)	**B2:** The Department may accept data that demonstrates that the participating LEA(s) has a "high percentage," of teachers with "emergency, provisional or temporary certification or licensure." An applicant may demonstrate they meet this statutory requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a "high percentage of teachers with emergency, provisional, or temporary certification or licensure" in relation to State or National averages. **OR**
[ ]	**B3:** The Department may accept data that demonstrates that the participating LEA(s) has a "high annual teacher turnover rate." An applicant may demonstrate they meet this statutory

(pg.) _____	requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a "high annual teacher turnover rate" in relation to State or National averages.

High-Need School within the High-Need LEA (Component C)
INSTRUCTIONS: For determining the eligibility of a "high-need school," this form is required if using Free- or Reduced-Price Lunch (FRPL) data. If using FRPL data, applicants must submit FRPL data for at least one partner high-need school to confirm the eligibility from each eligible High-Need LEA at the time of application. Applicants must use one checklist per high-need school or upload a chart that includes this required information for all applicant high-need schools.

☐ (pg.) _____	**C1:** List the schools proposed for the partnership, confirm that they rank in the top quartile and provide the percentage of students eligible for FRPL; **OR**
X (pg.) Appendix B (p. 5-14)	**C2:** Provide data that the school is an elementary school where not less than 60% of its students are eligible for FRPL, or that the aggregate level of poverty of the school's feeder schools based on the aggregate percentage of their students eligible for FRPL yields 60% with extra documentation provided from section 200(11)(B)(ii) of HEA; **OR**
☐ (pg.) _____	**C3:** Provide data that the school is not an elementary school where not less than 45% of its students are eligible for FRPL, or that the aggregate level of poverty of the school's feeder schools based on the aggregate percentage of their students eligible for FRPL yields 45%, with extra documentation provided from section 200(11)(B)(ii) of HEA.

Appendix B

Required Needs Assessment

RTR is proposing partnerships with the school districts: Richmond City Public Schools, Petersburg City Public Schools, Henrico County Public Schools, Prince William County Public Schools, Brunswick County Public Schools, Charles City County Public Schools, Essex County Public Schools, Stafford County Public Schools, Surry County Public Schools, and Waynesboro City Public Schools. Below is information about each district, including poverty/rural data and school-level data such as attendance, teacher licensure, and pass rates on state standardized tests. The poverty statistics and achievement data clearly identify these schools as high-needs. What is not included below is school leader turnover rates. At present the Virginia Department of Education does not require school districts to report teacher or school leader turnover rates and therefore specific data for partner school districts is not available. However we do know that nationally school leader turnover is rampant, with 35% leaving a school in under two years, 18% staying for just one year and an even higher turnover rate in high poverty schools (Levin & Bradley, 2019). Finally, a review of 36 empirical studies on principal turnover concluded "that our understanding of principal turnover remains relatively weak" (Snodgrass, 2018) and it is for this reason that we have explicitly included, as part of our Project Evaluation, data collection on school leader turnover in our partner school districts to track our specific impact on local school leader turnover rates.

Component A: Poverty/Rural Data

A1: Provide the percentage that demonstrates that not less than 20% of the children served by the LEA(s) are children from low-income families.

The data included in the table below is from the Virginia Department of Education school quality profiles for the 2023-2024 school year (schoolquality.virginia.gov). The profiles report the percentage of economically disadvantaged students in each district; economically disadvantaged is defined by the data source as "a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price school meals (less than or equal to 185% of Federal Poverty Guidelines)."

Name of the LEA	A1	%
Richmond Public Schools (RPS)	X	66.5%
Petersburg City Public Schools (PCPS)	X	83.2%
Henrico County Public Schools (HCPS)	X	42.4%
Prince William County Public Schools (PWCS)	X	38.7%

Brunswick County Public Schools	X	77%
Charles City County Public Schools	X	53.2%
Essex County Public Schools	X	69.8%
Stafford County Public Schools	X	40.3%
Surry County Public Schools	X	55.3%
Waynesboro City Public Schools	X	57.2%

Component B: Teacher Need

B1: The Department may accept data that demonstrates that the participating teachers in the participating LEA(s) have a lack of training in the academic subject areas or grade levels in which they were trained to teach. An applicant may demonstrate that they meet the statutory requirement of a "high percentage of teachers" by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a "high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach" in relation to State or National averages**.**

OR

B2: The Department may accept data that demonstrates that the participating LEA(s) has a "high percentage," of teachers with "emergency, provisional or temporary certification or licensure." An applicant may demonstrate they meet this statutory requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a "high percentage of teachers with emergency, provisional, or temporary certification or licensure" in relation to State or National averages.

The data included in the table below is from the Virginia Department of Education school quality profiles for the 2023-2024 school year (schoolquality.virginia.gov). The profiles report the percentage of "out-of-field" teachers in each district; out-of-field is defined by the data source as "not fully endorsed for the content they are teaching."

Name of the LEA	B1	State Average
Waynesboro City Public Schools	11.7%	6.4%

The data included in the table below is from the Virginia Department of Education school quality profiles for the 2023-2024 school year (schoolquality.virginia.gov). The profiles report the percentage of provisionally licensed teachers.

Name of the LEA	Licensure Status	B2	State Average
Richmond Public Schools (RPS)	% of provisionally licensed teachers	17%	8.6%
	% of provisionally licensed special education teachers	2.1%	2.5%
Petersburg City Public Schools (PCPS)	% of provisionally licensed teachers	28%	8.6%
	% of provisionally licensed special education teachers	2.9%	2.5%
Henrico County Public Schools (HCPS)	% of provisionally licensed teachers	9.7%	8.6%
	% of provisionally licensed special education teachers	2.3%	2.5%
Prince William County Public Schools (PWCS)	% of provisionally licensed teachers	8.8%	8.6%
	% of provisionally licensed special education teachers	2.8%	2.5%
Brunswick County Public Schools	% of provisionally licensed teachers	14.9%	8.6%
	% of provisionally licensed special education teachers	4.1%	2.5%
Charles City Public Schools	% of provisionally licensed teachers	16%	8.6%
	% of provisionally licensed special education teachers	2%	2.5%
Essex County Public Schools	% of provisionally licensed teachers	19.6%	8.6%

	% of provisionally licensed special education teachers	3.3%	2.5%
Stafford County Public Schools	% of provisionally licensed teachers	13%	8.6%
	% of provisionally licensed special education teachers	3.1%	2.5%
Surry County Public Schools	% of provisionally licensed teachers	23.4%	8.6%
	% of provisionally licensed special education teachers	6.4%	2.5%

Component C: High-Need School Eligibility

C2: Provide data that the school is an elementary school where not less than 60% of its students are eligible for FRPL, or that the aggregate level of poverty of the school's feeder schools based on the aggregate percentage of their students eligible for FRPL yields 60% with extra documentation provided from section 200(11)(B)(ii) of HEA;

OR

C3: Provide data that the school is not an elementary school where not less than 45% of its students are eligible for FRPL, or that the aggregate level of poverty of the school's feeder schools based on the aggregate percentage of their students eligible for FRPL yields 45%, with extra documentation provided from section 200(11)(B)(ii) of HEA.

School-level data is included in the tables below for each of the partner LEAs. FRPL eligibility data from the Virginia Department of Education school quality profiles for 2023 - 2024 (schoolquality.virginia.gov) is provided for each school listed below. Included elementary schools have FRPL eligibility of 60% or greater, and included secondary schools have eligibility of 45% or greater. It should be noted that Brunswick County Public Schools, Charles City County, Essex County Public Schools, Richmond Public Schools, Petersburg City Public Schools and Surry County Public Schools utilize the Community Eligibility Provision from the U.S. Government that allows the districts to provide free meals to all students. This information can be found in the report titled Community Eligibility Provision Reports published by the Virginia Department of Education.

Richmond Public Schools

Richmond Public Schools (RPS), the original RTR school district partner, serves just over 21,000 students in 26 elementary schools, seven middle schools, and eight high schools. The median household income in the city is just under $60,000, and the poverty rate is 21.7%. 72.4% of students in RPS have on-time graduation. The majority of the schools in the district are considered high-needs.

RPS High-Needs School Data

Data Source: Virginia Department of Education school quality profiles for 2023 - 2024 schoolquality.virginia.gov

	Economic Disadvantage	English Learner	Chronic Absenteeism (missed 10% or more days)	Free and Reduced Lunch (% Eligible)	Provisionally Licensed Teachers	Reading SOL Pass Rate	Math SOL Pass Rate
All of RPS	**66.5%**	**20.6%**	**25.3%**	**100%**	**17%**	**47%**	**44%**
J.L. Francis Elementary	68%	46%	23.1%	100%	13.3%	44%	57%
Henry Marsh Elementary	91.8%	0.8%	33.1%	100%	21.6%	34%	35%
Westover Hills Elementary S	69.3%	5.8%	27.4%	100%	6.1%	46%	38%
Thomas C. Boushall Middle	72.1%	38.1%	17.2%	100%	27.3%	38%	36%
Dogwood Middle	67.8%	2.0%	14%	100%	2.5%	63%	32%
Armstrong High	83.5%	2.8%	42.7%	100%	17.4%	49%	67%

Petersburg City Public Schools

Petersburg City Public Schools (PCPS) serves approximately 4,500 students in four elementary schools, one middle school, and one high school. The median household income in the city is $46,930 and the poverty rate for the city is 22.6%. 88.7% of students in PCPS have on-time graduation. All six of the district's schools are considered high-needs.

PCPS High-Needs School Data

Data Source: Virginia Department of Education school quality profiles for 2023 - 2024
schoolquality.virginia.gov

	Economic Disadvantage	English Learner	Chronic Absenteeism (missed 10% or more days)	Free and Reduced Lunch (% Eligible)	Provisionally Licensed Teachers	Reading SOL Pass Rate	Math SOL Pass Rate
All of PCPS	**83.2%**	**6.9%**	**43.1%**	**100%**	**28%**	**45%**	**37%**
Cool Spring Elementary	87.3%	5.5%	33.3%	100%	31.4%	36%	29%
Lakemont Elementary	87.6%	17.3%	36.72%	100%	36.1%	38%	28%
Pleasants Lane Elementary	86.2%	10.9%	46%	100%	32.5%	32%	28%
Walnut Hill Elementary	82.6%	2.4%	27.5%	100%	28.9%	53%	48%
Vernon Johns Middle	87.3%	7.1%	51.43%	100%	28.8%	41%	28%
Petersburg High	84.2%	6.6%	47.9%	100%	24.1%	74%	58%

Henrico County Public Schools

   Henrico County Public Schools (HCPS), another large suburban district in the metro-Richmond area, serves over 50,000 students in 47 elementary schools, 12 middle schools, 9 high schools, and 1 virtual school. The median household income in the county is just above $72,000, and the poverty rate is 8.8%. 90.7% of students in HCPS have on-time graduation. HCPS has several high-needs schools that mirror the demographics of nearby urban school districts.

HCPS High-Needs School Data

   Data Source: Virginia Department of Education school quality profiles for 2023 - 2024 schoolquality.virginia.gov and VDOE School and Community Nutrition Program Statistics & Reports

	Economic Disadvantage	English Learner	Chronic Absenteeism (missed 10% or more days)	Free and Reduced Lunch (% Eligible)	Provisionally Licensed Teachers	Reading SOL Pass Rate	Math SOL Pass Rate
All of HCPS	**42.4%**	**12.9%**	**16.3%**	**60.4%**	**9.7%**	**69%**	**65%**
Glen Lea Elementary	84.9%	3.3%	30.41%	93.49%	16.2%	48%	34%
Montrose Elementary	72.5%	4.2%	13.8%	93.38%	14.3%	49%	45%
Brookland Middle	61.7%	33.8%	25.2%	93.49%	14%	41%	34%
John Rolfe Middle	64.7%	3.4%	29.8%	93.53%	20.3%	39%	30%
Highland Springs High	57.5%	5.3%	39.29%	93.45%	19.5%	74%	76%
Varina High	56.1%	2.3%	30.3%	93.48%	15.9%	69%	73%

Prince William County Public Schools

Prince William County Public Schools (PWCS), a large suburban district in northern Virginia with over 90,000 students in 64 elementary schools, 17 middle schools, 16 high schools, and two non-traditional schools. The median household income in the county is just over $120,000, and the poverty rate is 6.9%. 91.7% of students in PWCS have on-time graduation. PWCS has several high-needs schools that mirror the demographics of nearby urban school districts.

PWCS High-Needs School Data

Data Source: Virginia Department of Education school quality profiles for 2023 - 2024
schoolquality.virginia.gov

	Economic Disadvantage	English Learner	Chronic Absenteeism (missed 10% or more days)	Free and Reduced Lunch (% Eligible)	Provisionally Licensed Teachers	Reading SOL Pass Rate	Math SOL Pass Rate
All of PWCS	**38.7%**	**27.7%**	**20%**	**47.6%**	**8.8%**	**75%**	**71%**
River Oaks Elementary	57.1%	38.2%	23.8%	77.7%	15.4%	62%	58%
Loch Lomond Elementary	62.0%	70.0%	20.6%	77.7%	9.6%	57%	81%
Enterprise Elementary	55.2%	54.0%	14.7%	73.9%	12.2%	73%	70%
Elizabeth Vaughan Elementary	62.7%	57.9%	25.4%	89.3%	3.8%	57%	62%
Occoquan Elementary	52.7%	43.2%	14.7%	64.2%	5.9%	82%	79%
Dumfries Elementary	55.3%	46.6%	21.3%	74.7%	9.1%	59%	67%
Unity Braxton Middle	51.5%	59.4%	24.8%	72.8%	6.6%	48%	38%
Fred Lynn Middle	58.3%	53.6%	24.2%	76.8%	12.7%	58%	52%
Garfield High	47.9%	28.2%	34.6%	65.7%	13.2%	75%	57%
Unity Reed High	47.9%	42.3%	46%	64.7%	9.9%	69%	69%

Brunswick County Public Schools

Brunswick County Public Schools, is a small, rural Virginia school district with almost 1,400 students in 3 elementary schools, 1 middle school and 1 high school. The median household income in the county is just over $50,000, and the poverty rate is 20.8%. 88.1% of students in Brunswick County Public Schools have on-time graduation. All five Brunswick County Public Schools are considered high need.

Brunswick County Public Schools High-Needs School Data

Data Source: Virginia Department of Education school quality profiles for 2023 - 2024
schoolquality.virginia.gov

	Economic Disadvantage	English Learner	Chronic Absenteeism (missed 10% or more days)	Free and Reduced Lunch (% Eligible)	Provisionally Licensed Teachers	Reading SOL Pass Rate	Math SOL Pass Rate
All of Brunswick Schools	**77%**	**2.9%**	**21.4%**	**100%**	**14.9%**	**63%**	**58%**
Meherrin Powellton Elementary	77.2%	6.5%	18.5%	100%	12.5%	72%	80%
Red Oak-Sturgeon Elementary	73.4%	0%	12.4%	100%	30.8%	58%	62%
Totaro Elementary	86.5%	0.6%	13.1%	100%	5%	68%	70%
James Russell Middle	72.9%	3.4%	20.2%	100%	12.9%	58%	38%
Brunswick High	74.4%	3.8%	33.1%	100%	17.1%	72%	78%

Charles City County Public Schools

Charles City Public Schools, is a small Virginia school district with just over 500 students in one elementary school and one combined middle and high school. The median household income in the county is just over $65,000, and the poverty rate is 11.8%. 93.9% of students in Charles City County Public Schools have on-time graduation. Both schools in Charles City County Public Schools are considered high need.

Charles City County Public Schools High-Needs School Data

Data Source: Virginia Department of Education school quality profiles for 2023 - 2024
schoolquality.virginia.gov

	Economic Disadvantage	English Learner	Chronic Absenteeism (missed 10% or more days)	Free and Reduced Lunch (% Eligible)	Provisionally Licensed Teachers	Reading SOL Pass Rate	Math SOL Pass Rate
All of Charles City	**53.2%**	**0.8%**	**36.8%**	**100%**	**16%**	**57%**	**31%**
Charles City County	48.9%	1.3%	24.9%	100%	12.5%	47%	30%
Charles City County High	59.5%	0%	49.6%	100%	19.2%	59%	32%

Essex County Public Schools

Essex County Public Schools, is a small, rural Virginia school district with just over 1,000 students in 1 elementary school, 1 middle school and 1 high school. The median household income in the county is just over $50,000, and the poverty rate is 13.3%. 98.1% of students in Essex County Public Schools have on-time graduation. All three Essex County Public Schools are considered high need.

Essex County Public Schools High-Needs School Data

Data Source: Virginia Department of Education school quality profiles for 2023 - 2024
schoolquality.virginia.gov

	Economic Disadvantage	English Learner	Chronic Absenteeism (missed 10% or more days)	Free and Reduced Lunch (% Eligible)	Provisionally Licensed Teachers	Reading SOL Pass Rate	Math SOL Pass Rate
All of Essex Schools	**69.8%**	**3.1%**	**10.6%**	**100%**	**19.6%**	**65%**	**59%**
Tappahannock Elementary	59.2%	2.8%	21.7%	100%	11.1%	63%	66%
James H Cary Intermediate	77%	4.2%	9.9%	100%	35.7%	62%	54%
Essex High	74.9%	2.9%	4.6%	100%	13.5%	71%	64%

Stafford County Public Schools

   Stafford County Public Schools, is a suburban Virginia school district with 31,700 students in 17 elementary schools, 8 middle schools and 5 high schools. The median household income in the county is just over $138,000, and the poverty rate is 4.2%. 93.5% of students in Stafford County Public Schools have on-time graduation.

Stafford County Public Schools High-Needs School Data

Data Source: Virginia Department of Education school quality profiles for 2023 - 2024
schoolquality.virginia.gov

	Economic Disadvantage	English Learner	Chronic Absenteeism (missed 10% or more days)	Free and Reduced Lunch (% Eligible)	Provisionally Licensed Teachers	Reading SOL Pass Rate	Math SOL Pass Rate
All of Stafford Schools	**40.3%**	**13.4%**	**20.8%**	**41.2%**	**13%**	**71%**	**65%**
Anne Moncure Elementary	62.5%	37.6%	20.3%	76.8%	4.2%	59%	61%
Falmouth Elementary	50.4%	18.2%	23.7%	76.9%	9.1%	66%	60%
Kate Waller Barrett Elementary	59.5%	25.2%	18.7%	76.8%	11.1%	71%	66%

Surry County Public Schools

Surry County Public Schools, is a small, rural Virginia school district with just under 700 students in 1 elementary school, 1 middle school and 1 high school. The median household income in the county is just under $70,000, and the poverty rate is 12.4%. 93.2% of students in Surry County Public Schools have on-time graduation. All three Surry County Public Schools are considered high need.

Surry County Public Schools High-Needs School Data

Data Source: Virginia Department of Education school quality profiles for 2023 - 2024
schoolquality.virginia.gov

	Economic Disadvantage	English Learner	Chronic Absenteeism (missed 10% or more days)	Free and Reduced Lunch (% Eligible)	Provisionally Licensed Teachers	Reading SOL Pass Rate	Math SOL Pass Rate
All Surry County Schools	**55.3%**	**1.3%**	**14.4%**	**84.6%**	**23.4%**	**76%**	**70%**
Surry Elementary	59.7%	0.4%	20.6%	84.6%	20.7%	70%	58%
Luther P. Jackson Middle	54.8%	1.9%	3.9%	84.8%	32.1%	76%	72%
Surry County High	49.8%	2.0%	17.5%	84.5%	18.9%	87%	90%

Waynesboro City Public Schools

Waynesboro City Public Schools, is a small, Virginia school district with just over 3,000 students in four elementary schools, one middle school and one high school. The median household income in the county is just over $52,000, and the poverty rate is 16.1%. 83.3% of students in Waynesboro City Public Schools have on-time graduation.

Waynesboro City Public Schools High-Needs School Data

Data Source: Virginia Department of Education school quality profiles for 2023 - 2024
schoolquality.virginia.gov

	Economic Disadvantage	English Learner	Chronic Absenteeism (missed 10% or more days)	Free and Reduced Lunch (% Eligible)	Provisionally Licensed Teachers	Reading SOL Pass Rate	Math SOL Pass Rate
All Waynesboro City Schools	**57.2%**	**10.4%**	**25.8%**	**87.3%**	**7.4%**	**58%**	**50%**
Wenonah Elementary	77.1%	21%	16.6%	87.2%	9.4%	56%	53%
William Perry Elementary	68%	11.9%	28.5%	87.4%	10%	52%	46%
Kate Collins Middle	55.4%	13.6%	28.3%	87.2%	9%	52%	42%
Waynesboro High	49.6%	8.7%	29.9%	87.2%	6.4%	86%	55%

Appendix C

Demonstrates a Rationale: Logic Model

1. RTR Teacher Residency (TR) Logic Model
2. RTR School Leader Residency (SLR) Logic Model

Appendix C.1: RTR Teacher Residency (TR) Logic Model

INPUTS	PROGRAM ACTIVITIES	OUTCOMES		
		Short Term (1 - 3 year)	**Medium Term** (4 to 5 year)	**Long Term** (>5 Years)
VCU - Center for Teacher Leadership (existing and new RTR program staff) - Department of Teaching and Learning - Department of Foundations of Education **Partner School Districts** - District staff overseeing human resources and professional learning - Current teachers to serve as mentors - Trained new teacher coaches **Existing Residency Model Resources** - NTC instructional coaching model **Fiscal Resources** - Salary and fringe for project staff - Stipends for residents	Intentional and rigorous recruitment and selection of teacher residents and mentors that reflect the diversity of the schools and region. (*objective 1*) Refine and implement the year-long clinical residency for teachers in partner districts across the state using the NTC mentoring model. (*objective 1*) Develop and implement online, differentiated curriculum and seminars aligned with the residency experience. (*objective 1*) Provide feedback on instructional practices through observations and NTC tools. (*objective 2*) Provide training to teacher residents on the strategies to meet the comprehensive needs of the students they serve. (*objective 3*) Develop and implement a workshop series to provide strategies to strengthen and improve community and family engagement. (*objective 4*)	**RTR-TR Resident Outcomes** 55 RTR-prepared teachers Enhanced instructional practices among prepared teacher residents Enhanced understanding of meeting students' comprehensive needs **School Outcomes** Improved student achievement Improved retention rates of new teachers Improved retention rates of teachers participating in RTR mentoring roles **Program Outcomes** Professional learning opportunities regarding student SEL and academic outcomes Revised online graduate-level curriculum targeted to meet the needs of under-resourced schools Enhanced relationships between partners (VCU, CTL, partner districts)	**RTR-TR Resident Outcomes** 105 RTR-prepared teachers Continued strong instructional practices among prepared teacher residents Enhanced family engagement among prepared teacher residents **School Outcomes** Improved achievement in math, reading, and science test scores for students served by the RTR model Improved family and community engagement in schools served by RTR Improved relational trust in schools served by RTR **Program Outcomes** Continued partnership agreements with the expansion districts New partnerships with additional school districts across the state	**RTR-TR Resident Outcomes** Highly effective teachers who remain in high-needs schools Continued professional growth of program graduates through participation in RTR workshops and events **School Outcomes** Improved student achievement, positive school engagement Improved retention rates of veteran teachers who have served as mentors Improved school climate measures that includes relational trust and continuous improvement in the high-need schools RTR serves **Program Outcomes** Future funding for a GYO apprenticeship model for the teacher residency Revised online curriculum at the undergraduate-level to support a GYO model

Appendix C.2: RTR School Leader Residency (SLR) Logic Model

INPUTS	PROGRAM ACTIVITIES	OUTCOMES		
		Short Term **(1 - 3 year)**	**Medium Term** **(4 to 5 year)**	**Long Term** **(>5 Years)**
VCU - Center for Teacher Leadership (existing and new RTR program staff) - Department of Educational Leadership **Partner School Districts** - District staff overseeing school-based leadership - Existing network of RTR teachers - Current leaders to serve as leadership mentors - Trained career coaches **Existing Residency Model Resources** - NTC instructional coaching model **Fiscal Resources** - Salary and fringe for project staff - Stipends for residents	Intentional and rigorous recruitment and selection of school leader residents and mentors that reflect the diversity of the schools and region. (*objective 1*) Refine and implement the year-long clinical residency for school leaders in partner districts across the state using the NTC mentoring model to implement the strategies with teachers in their buildings. (*objective 1*) Develop and implement online, differentiated curriculum and seminars designed to strengthen the instructional leadership capacity of school leader residents, aligned with the residency experience. (*objectives 1 and 2*) Develop and implement a leadership curriculum that strengthens the ability of school leaders to foster a collaborative culture of continuous improvement that supports the social, emotional, and academic needs of students. (*objective 3*) Develop and implement a workshop series to provide strategies to strengthen and improve community and family engagement. (*objective 4*)	**SLR Resident Outcomes** 40 RTR-SLR prepared school leaders Enhanced instructional leadership capacity among prepared SLR Enhanced leadership for equity skills among prepared SLR **School Outcomes** Improved relational trust at SLR school sites Improved school climate/culture at SLR school sites **Program Outcomes** Adapted NTC tools for continued piloting with leadership residency models Revised online curriculum targeted to meet the needs of under-resourced schools Enhanced relationships between partners (VCU, CTL, partner districts)	**SLR Resident Outcomes** 70 RTR-SLR prepared school leaders Demonstrated instructional leadership skills among prepared SLR **School Outcomes** Increased staff capacity for the use of culturally responsive teaching practices Improved outcomes on school level equity indicators Improved relational trust at SLR school sites Improved school climate/culture at SLR school sites leading to improved teacher retention **Program Outcomes** Validation and full implementation of NTC tools for leadership residency models Partnership proposals for sustained support for school leader residency models	**SLR Resident Outcomes** Highly effective school leaders who remain in high-needs schools Demonstrated instructional leadership practices of SLR graduates and leadership mentors **School Outcomes** Improved student achievement, positive school engagement Strong teacher perceptions of instructional leadership practices Strong outcomes on school-level equity indicators Improved school climate measures that includes relational trust, continuous improvement and leadership practices leading to improved teacher retention **Program Outcomes** Future funding for school leader residency model that allows for scaling

Appendix D

Resumes of Key Personnel

1. Dr. Kim McKnight, PI and Project Director
2. Dr. Samantha Hope, Co-PI
3. Dr. Lacey Seaton, Co-PI
4. Dr. Kristin Tait, RTR Assistant Director
5. Dr. Jesse Senechal, Senior Project Evaluator
6. Ms. Sabrina Evans, Recruitment Coordinator
7. Ms. Bridget Taylor, Lead Professional Learning Coordinator
8. Ms. Suhani Vakil, Lead Special Education and School Leader Residency Coordinator
9. Ms. Sharrie Merritte, Project Coordinator

KIM MCKNIGHT

EDUCATION

Ph.D. in Educational Psychology, VIRGINIA COMMONWEALTH UNIVERSITY, School of Education, Richmond, VA (August 2017)
Dissertation Title: "Communication, Empathy, and Trust: Exploring Teachers' Partnerships With the Families of Their Most Challenging Students"

B.A. Sociology, M.T. Elementary Education, UNIVERSITY OF VIRGINIA, School of Education, Charlottesville, VA (December 2008)

TEACHER RESIDENCY & RESEARCH EXPERIENCE

VCU CENTER FOR TEACHER LEADERSHIP, Richmond, VA   2021 – Present
Director

Direct and oversee the effective implementation of all programs and projects designed to improve the preparation, effectiveness, and retention of high-quality teachers. Responsibilities include facilitating the successful implementation of Richmond Teacher Residency (RTR), New Teacher Center professional learning series for mentors and coaches, Clinical Faculty that provides the knowledge and skills to become critically reflective practitioners, and National Board Certification Support Program. Chair the RTR Advisory Board, the Metropolitan Educational Training Alliance (META), and serve as liaison for the National Center for Teacher Residencies. Collaborate with stakeholders, policymakers, and community partners. Oversee and manage an annual budget of more than $3 million in external funding and continue to create a diversified funding base.

Supervisor: Kathleen Rudasil, PhD, Summer, 2023- Present.

VCU RTR TEACHER RESIDENCY PROGRAM, Richmond, VA   2019 – 2021
Director, RTR Partnerships

Serve as a liaison for the Center for Teacher Leadership to build and maintain collaborative relationships with local school division partners, Virginia Commonwealth University and RTR community partners, overseeing all aspects of the expansion of RTR. Responsibilities include facilitating the successful implementation of RTR by anticipating and troubleshooting challenges as they arise, as well as collaborate with stakeholders, policymakers, and community partners. Oversee partner-specific budgets and ensure a smooth transition for new RTR staff working in the RTR expansion. Continue to create a diversified funding base for new partnerships.

Supervisor: Therese Dozier, EdD, Summer, 2018- Summer, 2021

VCU RTR TEACHER RESIDENCY PROGRAM, Richmond, VA   2018 – 2019
Director, RTR-Petersburg and RTR-Chesterfield

Directed the expansion of RTR to recruit and retain high quality teachers in Petersburg City Public Schools and Chesterfield County Public Schools. Responsibilities included creating partnerships between local philanthropic foundations, school division leadership, principals, Virginia Department of Education, and VCU that created a shared investment model for RTR. Managed the budget and personnel for each program. Successfully recruited, trained, and supported residents and clinical resident coaches for each school division while also creating partnerships and pipelines to increase the number of high-quality teachers for identified high-needs schools.

Supervisor: Therese Dozier, EdD, Summer, 2018- Summer, 2021

THE CAMERON FOUNDATION, Petersburg, VA   2017 – 2018
Education Consultant

Developed and implemented a plan to recruit and retain high quality teachers in Petersburg City Public Schools through a pilot of RTR through a two-phase project. Responsibilities included background research, project coordination including a feasibility study and strategic direction recommendation provided to The Cameron Foundation board, in addition to the Robins Foundation and Community Foundation. Once The Cameron Foundation board approved of the RTR pilot project, recruitment of students, coordination of the interview process, and extension of invitations to successful candidates.

Supervisor: Todd Graham, Summer, 2017- Spring, 2018.

CHESTERFIELD COUNTY PUBLIC SCHOOLS, Ettrick, VA   2017 – 2018
Project Coordinator, Ettrick Teacher Residency

Launched a pilot expansion of RTR at Ettrick Elementary in Chesterfield County Public Schools. Responsibilities included the creation of recruitment materials, an online application, interview day materials, forms for assessors, and forms for candidates. Recruited students, coordinated the interview process, and extended invitations to successful candidates. Coached the clinical resident coaches, supported the residents, and helped create and co-teach the ongoing professional development that residents and coaches received.

Supervisor: John Gordon, EdD, Spring, 2017- Spring, 2018.

VCU BEST IN CLASS, Richmond, VA   2014 – 2017
Lead Intervention Coach

Worked as the lead coach and graduate research assistant through an Institution of Education Sciences (IES) Grant, BEST in CLASS Efficacy Study VCU's Department of Special Education and Disability Policy. Responsibilities included: 1) recruiting teachers from Richmond Public Schools (RPS) for the study; 2) collaboratively worked with RPS teachers to implement a classroom-based intervention for preventing and ameliorating young children's challenging behaviors; 3) administered assessments to participants; and 4) collected, entered, and managed data.

Supervisor: Kevin Sutherland, PhD Fall 2014- Spring 2017.

VCU SCHOOL-UNIVERSITY PARTERNSHIP, Richmond, VA   2012 – 2014
Research Assistant

Worked as a volunteer research assistant with a multidisciplinary team focused on school-university partnerships to reduce pediatric overweight and obesity. Responsibilities included: 1) assisting with the conceptualization and preparation of a grant through VCU's Department of Psychology. 2) providing expertise regarding the role of teachers in health promotion, and potential curriculum-based intervention approaches; 3) assisting in the development of an interview and questionnaire protocol for a study of teachers' and caregivers' perspectives on the role of school policy in health promotion;
4) facilitating recruitment of teachers and administrators in the research protocol; and 5) assisting with the interpretation of data, and development of feasible and acceptable interventions that promote school and university partnerships optimizing children's health

Supervisor: Suzanne Mazzeo, PhD Spring 2012- Spring 2014.

UVA SOCIAL DEVELOPMENT LAB, Charlottesville, VA   2008 – 2009
Research Assistant & Certified Video Coder

As a research assistant and certified video coder at the UVA Social Development Lab, worked in an intensely collaborative setting in which the team approached pressing questions in education through an interdisciplinary perspective in order to provide roadmaps for educators based on science. Responsibilities included: 1) coding videos of classroom teachers as part of the Responsive Classroom Efficacy Study 2) assisting in the development of an implementation fidelity survey for teachers about their Responsive Classroom practices 3) facilitating recruitment of teachers in the Classroom Practices Teacher Survey 4) assisting with the interpretation of data using the Classroom Practices Teacher Survey (CPTS) 5) collaborated with Dr. Lori Nathanson, a post-doctoral student at the time, on McKnight's Master's Thesis: "Teacher's Perceptions of Responsive Classroom Practices and their Attitudes about Teaching as a Career"

Supervisor: Sara Rimm-Kaufman, PhD 2008- 2009.

GRANT AWARDS

PHILANTHROPIC INVESTMENT IN RTR- PETERSBURG, Petersburg, VA $2,100,000
Cameron Foundation, The Community Foundation, Robins Foundation

Kim coordinated the partnership of three philanthropic foundations provided $2.1 million over 3 years to support the expansion of RTR Teacher Residency in Petersburg City Public Schools in 2017-2020.

RTR'S SEED RENEWAL, Richmond, VA $5,643,047
United States Department of Education

Principal investigator for the SEED renewal to support educator preparation and development in 2020-2023.

COMMUNITY PROJECT FUNDING, Richmond, VA $400,000
Congress Award

RTR Early Childhood Residency project to recruit, prepare, and retain early childhood educators in 2022-2024.

AUGUSTUS F. HAWKINS CENTER OF EXCELLENCE, Richmond, VA $1,599,645
United States Department of Education

Principal investigator for the only grantee in Virginia to support diversifying the educator workforce in 2023-2027.

VDOE TEACHER RESIDENCY GRANT 2022, Richmond, VA $1,149,960
General Assembly Funding

VDOE TEACHER RESIDENCY GRANT 2023, Richmond, VA $ 1,212,600
General Assembly Funding

VDOE TEACHER RESIDENCY GRANT 2024, Richmond, VA $ 1,664,397
General Assembly Funding

VCU X CODERVA LAB SCHOOL, Richmond, VA $6,000,000
General Assembly Funding

   The inaugural lab in Virginia where a focus on teacher preparation in a computer science integrated curriculum at CodeRVA Regional High School in 2023-2026.

REB SCHOOL LEADER RESIDENCY, Richmond, VA $582,935
REB Foundation

   RTR School Leader Residency project to recruit, prepare, and retain school leaders in 2022-2024.

TEACHING & MENTORING EXPERIENCE

NATIONAL BOARD CERTIFIED TEACHER, Richmond, VA   2013 – Present
Mentor and Coach

   Mentored three elementary school teachers who successfully achieved National Board Certification. Continue to coach and mentor candidates through the process of writing, compiling, and videotaping entries for National Board Certification.

CHESTERFIELD COUNTY PUBLIC SCHOOLS, Chesterfield, VA   2009 – 2014
Kindergarten Teacher, Robious Elementary School

   Using standards aligned practices with engaging and hands-on experiences to educate students and partner with their families to create a high quality school year for every student

CHESTERFIELD COUNTY PUBLIC SCHOOLS, Chesterfield, VA   2009
Long-term Substitute Teacher, Chalkley Elementary School

   Four teachers and over twenty substitute teachers were in the kindergarten class before beginning in January at this Title-I school. By using many creative strategies to review and learn the curriculum, all 22 of the students passed the end of year assessments, PALS tests and continued to first grade.

ALBEMARLE COUNTY PUBLIC SCHOOLS, Albemarle, VA   2008
Student Teacher, Meriwether Lewis Elementary School

   Created and implemented units according to Virginia SOLs while incorporating technology, differentiated instruction and administer assessments including Phonological Awareness Literacy Screening.

CONGREGATION BETH ISRAEL, Charlottesville, VA   2007 – 2008
Substitute Teacher

   Preschool Substitute Teacher who instructed in 2-3 and 4-5 year old classroom and demonstrated effective classroom management.

PROFESSINAL DEVELOPMENT EXPERIENCE

BECOMING AN ANTI-RACIST EDUCATOR (HIGHER EDUCATION SERIES) Richmond, VA
Monthly trainings on how to move from personal work to co-conspirator and allyship. A didactic approach to provide psychological space for critical self-evaluation. 2021

"WHITE FRAGILITY" Facilitated Discussion Richmond, VA
Three month experience discussing the book "White Fragility" Richmond, VA 2020

THE INITATIVE FOR RACE, RESEARCH, AND JUSTICE
Racial Justice in Education and Society Virtual Conference Nashville, TN
Focused sessions on preparing educators to work with diverse populations with a focus on equity, access, and inclusion 2020

NEW TEACHER CENTER, Richmond, VA 2018 – Present
Certified Coach and Presenter

Trained as a certified coach and presenter for New Teacher Center instructional coaching model that is designed to impact four core areas: student learning, educator effectiveness, leadership development, and optimal learning environments through research-based strategies.

RESTORATIVE JUSTICE, Richmond, VA 2018 – Present
Circle Facilitator Trained

Restorative Justice Circles are an advanced circle process for addressing relationship conflicts and discipline code violations to address conflict. This training is designed to build connection, discover the root causes of the conflict and to achieve a mutually beneficial resolution to address the underlying systemic brokenness that may indirectly fuel conflict.

CLASS AND INCLASS, Richmond and Charlottesville, VA 2008 – 2018
Certified Video Coder

Certified Video Coder for the Classroom Assessment Scoring System K-3. CLASS is an observation instrument developed to assess classroom quality in Preschool to third grade. Designed by a team of researchers and principal investigator, Dr. Robert Pianta, the tool uses a common metric that can describe various aspects of quality across elementary grades.

EXPEDITIONARY LEARNING, Richmond, VA 2009 – 2014

Certified in designing Learning Expeditions, Literacy Stations, and High Quality Products. Attended National Convention and attended multiple conferences on teaching writer's workshop, reader's workshop, and creating expeditions.

HANDWRITING WITHOUT TEARS, Washington, D.C. 2011
K-5 TRAINER

Trained and certified in handwriting best practices where those practices were then used to train kindergarten and first grade teams to implement with their students.

RESPONSIVE CLASSROOM I AND II, Washington, D.C. 2007 – 2008
K-5 CERTIFIED

Certified through two week-long research-based classroom management and community summer workshops.

PUBLICATIONS

Sutherland, K. S., Wu, E., McLeod, Washington-Nortey, M., **McKnight, K.,** McLeod, B. D., & Conroy, M. A. (2023). Caregiver and teacher perspectives on home-school partnerships within a tier 2 intervention. Journal of Emotional and Behavioral Disorders, 31, 219-232. https://doi.org/10.1177/10634266221130053

Wallace, M. K., Ladd, A.C., Innes, D., **McKnight, K.,** Olson, K. C., Davis, U., Ravindra, K., Raghavan, N., Mills, C. R., Dagostino, R., Hundley, W. G., Duncan, P., Shah, S. B. (2022, November) *Education Of Children Improves Awareness Of Hypertension Novel Method To Improve Health Equity.* Oral abstract presentation at the American Heart Association's annual Scientific Sessions 2022, Chicago, IL.

Hoffman, A., Sharifian, M. S., **McKnight, K.**, & Hall, D. M. (2020). Reconceptualizing Barriers as Opportunities: Responding to Challenges in Equity-Based Teacher Preparation. *School-University Partnerships*, *13*(3), 53-66.

Conroy, M. A., **McKnight, K.**, & Sutherland, K. S. (2019). Partnering with families of students at risk for emotional and behavioral disorders. In L. Lo & Y. Xu (Eds.), Family, School and Community Partnerships for Individuals with Disabilities. (pp. 57-69) New York: Springer.

Sutherland, K.S., Conroy, M.A., McLeod, B.D., Kunemund, R., & **McKnight, K.** (2019). Common practice elements for improving social, emotional and behavioral outcomes of young elementary school students. Journal of Emotional and Behavioral Disorders, 27, 76-85. DOI 10.1177/1063426618784009.

Zumbrunn, S., Ekholm, E., Stringer, J., **McKnight, K.**, & DeBusk-Lane, M. (2017). Student experiences with writing: Taking the temperature of the classroom. The Reading Teacher, 70(6), 667-677.

Miller, C., Wu, E., Sutherland, K., McLeod, B.D **McKnight, K.,** Werch, B., Conroy, M. (2017, October). Home-school partnerships between teachers and families of students participating in a classroom-based tier 2 program. Poster presented at the Annual Conference on Advancing School Mental Health, Washington D.C.

CONFERENCE PRESENTER AND REVIEWER

Virginia Department of Education (VDOE) Title II Best Practices Keynote Presentation
McKnight, K., Allen, K., Hodges, S., Blunt, A., "RTR Teacher Residency." Richmond, VA (December 2022)

VAACE 2022 Virtual Conference, Stay Connected with Adult Ed.
McKnight, K. "Writing Grant Reports= Following Directions." Richmond, VA (October 2022)

American Association of Colleges for Teacher Education (AACTE) 73rd Annual Meeting
McKnight, K. "Sustaining Educator Preparation Through Partnerships." Richmond, VA (February 2021)

National Black Male Educator Conference
Agurs, Q., McKnight, K. "Teacher Residency Programs: Strengthening the Educator Pipeline in K-12." Philadelphia, PA (October 2019)

Eastern Educational Research Association (EERA) Conference
McKnight, K. "Teacher Perspectives On Partnerships with Families in BEST in CLASS-Elementary." Richmond, VA (February 2017)

Virginia Educational Research Association (VERA) Conference
McKnight, K. "Want to Improve Your Teaching and Behavior Management? Here are Some Evidence-Informed Strategies!" Charlottesville, VA (September 2016)

American Psychological Association (APA) Division 15 Educational Psychology Conference
Reviewer for APA Division 15 conference proposals Richmond, VA (2015 - 2016)

American Education Research Association (AERA) Conference
Reviewer for AERA's Family and Teacher research conference proposals. Richmond, VA (2015 - 2016)

Metropolitan Education Research Consortium (MERC) Conference
From "How Should I?" to "How Do I?" Tools to Build Community Engagement and Participation. Co-facilitated a session to educators at the VCU's MERC Annual Conference on engaging community members in research." Richmond, VA (2016)

Teachers of Promise Institute
"BEST in CLASS: Making School a Great Experience, Even for Difficult Kids." Richmond, VA (2016)

Metropolitan Education Research Consortium (MERC) Conference
"Everybody Needs a Coach: Why Teachers Need Real Feedback." Richmond, VA (2015)

VCU's Commonwealth Review of Education (CRE)
Reviewer for VCU's CRE journal to revise the grading scale, language, and standards. Richmond, VA (2015)

Chesterfield County Public Schools Professional Development Conference
"Turning Kindergartners into Problem Solvers." Led a professional development session to over 100 teachers on how to teach problem solving in Kindergarten. Chesterfield, VA (2013)

Chesterfield County Public Schools Professional Development Conference (Continued)
County Wide Report Card Committee Kindergarten Representative
One of 6 Kindergarten teachers to revise the current report cards. Collaborating with other educators to revise the grading scale, language, standards, and present report. 2012-2013.

Bon View School Professional Development
Spoke to 40 preschool families on Kindergarten Readiness. By meeting with families, highlighted skills and strategies to help prepare their child for kindergarten. Chesterfield, VA (2013)

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Outstanding Community Engagement Award
VCU's School of Education 2022 award winner. This award recognizes a faculty member who has created an effective university-community partnership that has resulted in a demonstrated impact on and with the community members (2022).

Grace E. Harris (GEHLI) Leadership Development Program
One of 35 leaders selected from VCU and VCU Health. GEHLI Leadership Development Program is a 10-month program designed to enhance the knowledge, skills, and experience of current and emerging leaders at VCU who represent the academic and administrative units of the University and the VCU Health System. Richmond, VA (2021)

Leadership Metro Richmond
One of 72 leaders selected who have demonstrated positive contributions in Greater Richmond community. Leadership Metro Richmond selects top regional talent to learn more about regional issues while enhancing leadership skills to promote advancement in the Greater Richmond region through a 10-month program. Richmond, VA (2019)

Nominated for VCU 10 Under 10
VCU Alumni's 10 Under 10 awards program recognizes the noteworthy and distinctive achievements made by alumni who earned their first VCU degree within the past 10 years. Richmond, VA (2019)

Featured in Virginia Business Magazine
Featured for a story on the expansion of RTR into Petersburg
Explanation of the RTR-Petersburg residency program https://www.virginiabusiness.com/article/help-wanted/. Richmond, VA (2018)

Featured in Progress Index
RTR-Petersburg was featured as the headlined grantee
The entire first RTR-Petersburg cohort presented at the Cameron Foundation's Annual Event https://www.progress-index.com/news/20181222/cameron-foundation-celebrates-14-years-of-grantmaking Petersburg, VA. (2018)

Featured in the Richmond Times-Dispatch
RTR-Petersburg was featured and highlighted both a resident and clinical resident coach from cohort 1 https://soe.vcu.edu/news/media-coverage/vcu-teacher-residency-program-moves-into-petersburg.html Petersburg, VA (2018)

Featured on ABC 8 News
RTR-Petersburg was featured and highlighted one of our residents from Cohort 1. https://www.wric.com/news/local-news/the-tri-cities/teacher-residency-program-expands-to-petersburg/ Petersburg, VA (2018).

National Board Certification
Achieved as Early Childhood Generalist in November 2013 as one of the 3% of teachers nationwide to hold this certification
National Board Certification is a rigorous, peer-reviewed process that ensures that Board-certified teachers have proven skills to advance student achievement. Richmond, VA (2013)

AWARDS AND RECOGNITION CONTINUED

Featured on PBS Virginia Currents
Mrs. McKnight's classroom was featured on the PBS show "Virginia Currents" under the episode title, "Top Teacher of the Year." Kindergarten students and Mrs. McKnight were showcased for top teaching practices in the classroom. Chesterfield, VA (2011)

2010 Virginia Lottery Super Teacher Award
Selected from over 1,200 nominations as Richmond's 2010 Super Teacher. Nominated by 8 parents from McKnight's first year teaching at Robious Elementary. One of the nominations was selected by a panel of distinguished educators based on dedication and commitment to teaching and serving their students and involving their community every day in their classroom. Chesterfield, VA (2010)

Samantha Hope

May, 2024

Education

Doctor of Philosophy, Education: Educational Psychology Concentration
December 2019
Virginia Commonwealth University, Richmond, VA

Graduate Certificate: Leadership in Human Resources Management
December 2021
University of Virginia School of Continuing and Professional Studies, Richmond, VA

Post Baccalaureate Certificate: Instructional Technology Resource Teacher
August 2011
Virginia Commonwealth University, Richmond, VA

Master of Teaching: Elementary Education, PreK-6
December 2006
Virginia Commonwealth University, Richmond, VA

Bachelor of Science: Psychology
May 2002
Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA

Bachelor of Arts: English
May 2002
Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA

Relevant Work Experience

RTR Teacher Residency Program
Admissions and Data Specialist
2021 – Present

- In Acting Admissions and Data Specialist position from November, 2021 until July, 2022
- Serve as liaison for VCU Graduate School, School of Education, and RTR partner school divisions for admissions and enrollment information
- Manage communication with program applicants and accepted candidates
- Develop relationships with program applicants and guide them through the process
- Create and maintain databases to track details about program applicants, enrollees, and graduates
- Collect data from program stakeholders and assist in producing reports
- Streamline application and data management procedures

Metropolitan Educational Research Consortium (MERC)
Postdoctoral Research Fellow
2020 – Present

- Plan and prioritize data collection for evaluations of the RTR program and CodeRVA Regional High School
- Develop interview protocols and surveys
- Collect data through surveys, individual interviews, focus groups, and observations
- Analyze both qualitative and quantitative data using software such as Atlas.ti and SPSS
- Prepare reports of findings from the evaluations for various groups of stakeholders
- Present findings of the evaluations for stakeholder groups
- Prepare manuscripts and conference presentations about the findings from the evaluation studies

Virginia Commonwealth University Foundations of Education
Adjunct Faculty
2020

- Instructed an online research methods course
- Instructed an educational psychology course
- Plan and develop engaging course content
- Create individual and collaborative activities and assessments
- Provide guidance and support to students regarding coursework

Metropolitan Educational Research Consortium (MERC)
Research Assistant
2018 – 2020

- Led the evaluation of the RTR Petersburg program and worked on the RTR evaluation study
- Assisted with organization of data and program information
- Provided project updates to program leaders and others on the research team
- Collected data from various program stakeholders
- Analyzed qualitative and quantitative data to understand the development of knowledge, skills, and qualities of urban teachers, as well as the effectiveness of the program
- Wrote literature reviews and findings of the study for publication in journals
- Presented findings from the study to a variety of audiences

Virginia Society for Technology in Education (VSTE)
Intern
2017

- Researched existing digital badge programs and platforms
- Gathered stakeholder input on how digital badges could be used for teacher professional development
- Created a teacher professional development digital badge program for the organization and presented it to the board
- Implemented the badging program at the organization's annual conference

Metropolitan Educational Research Consortium (MERC)
Graduate Assistant
2016 – 2018
- Evaluated teacher professional development programs offered through various institutions
- Collected and analyzed qualitative data from the RTR teacher residency program
- Developed reports, research briefs, and conference presentations on findings of the RTR study as well as topics of interest to Richmond metro school divisions
- Maintained the social media account for MERC

Virginia Commonwealth University, School of Education, Department of Teaching and Learning
Graduate Assistant
2015 – 2016
- Worked with Dr. W. Monty Jones conducting research on digital badges for teacher professional development
- Worked with Dr. Christine Trinter conducting research on teacher designed curriculum and pre-service teacher TPACK development

Richmond City Public Schools
Classroom Teacher
2008 – 2013
- Kindergarten teacher, one year
- First grade teacher, three years
- Fourth grade teacher, one year
- Grade level chair, two years
- Social studies lead teacher, one year
- Gifted student Mind Games competition team leader, three years

Henrico County Public Schools
Classroom Teacher
2006 – 2008
- Kindergarten teacher
- Social committee member

Publications

Hope, S. T., Abrams, L. M., & Marshall, D. (2022). Coaching in teacher residency programs: A strategy for professional learning and development for in-service teachers. *International Journal of Mentoring and Coaching in Education, 11*(4), 434-451*.

McKnight, K., **Hope, S**., Marrs, S., & Pitre-Martin, M. (2022). Lessons learned from an urban teacher residency. In Marshall, D. T. (Ed.) *COVID-19 and the classroom: How schools navigated the great disruption*. Lexington Books, pp. 247-262.

Marshall, D., Varier, D., **Hope, S.**, & Abrams, L. (2020). The role of mentor-resident match in a teacher residency program: A comparison of three cases. *Journal of Research in Education, 29*(2), 88-117.

Jones, W.M., **Hope, S.,** & Adams, B. (2018). Teachers' perceptions of digital badges as recognition of professional development. *British Journal of Educational Technology, 49*(3), 427-438.

Trinter, C. P., & **Hope, S.** (2016). The absence and presence of mathematics in teacher-led, interdisciplinary unit design. *Journal of Mathematics Education, 9*(2), 4-21.

Hope, S. & Jones, W.M. (2016). Developing a digital badge platform for a teacher training program. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 881-886). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Research Reports/Briefs

Hope, S. (2017). Every Student Succeeds Act (ESSA): A research brief. *MERC Publications.*

McMillan, J., Shakeshaft, C., Hutton, A., & **Hope, S.** (2017). School climate survey development: A research report. *MERC Publications*.

Hope, S. & Naff, D. (2016). Cultural diversity professional development for teachers: A research brief. *MERC Publications.*

Senechal, J., Sober, T., **Hope, S.**, (2016). Understanding teacher morale: A research report. *MERC Publications.*

Conference Presentations

McKnight, K., **Hope, S.**, Evans, S., & Merritte, S. (2024, March). *You're only as strong as your weakest mentor.* Research presented at the Carnegie Foundation Summit on Improvement in Education.

Hope, S., & Marshall, D. (2018, October). *Qualities of urban educators: Understanding the development of teacher qualities in an urban residency program.* Research presented at the annual meeting of the Consortium for Research on Educational Assessment and Teaching Effectiveness.

Marshall, D., **Hope, S.** (2018, October). *Professional knowledge development in first-year teachers: A case study from an urban teacher residency.* Research presented at the annual meeting of the Consortium for Research on Educational Assessment and Teaching Effectiveness.

Fuquay, M., & **Hope, S.** (2018, March). *Badging and microcredentialing to support teacher* learning. Research presented at the annual meeting of EdTech RVA, Richmond, VA.

Marshall, D., **Hope, S.**, Senechal, J. (2018, April). *Understanding teacher development in an urban residency program*. Paper to be presented at the annual meeting of the American Educational Research Association, New York, NY.

Ekholm, E., Zumbrunn, S., **Hope, S.**, & (2018, April). *Teachers' writing beliefs and instructional practices: A mixed-methods study*. Paper to be presented at the annual meeting of the American Educational Research Association, New York, NY.

Hope, S., & Fuquay, M. (2017, October). *Badging and microcredentialing to support teacher* learning. Research and practical information presented at the Virginia Society for Technology in Education (VSTE) and Virginia Department of Education (VDOE) Leading Ed Forum, Culpeper, VA.

Hope, S. (2017, September). *Creating a digital badge program for teacher professional* development. Research presented at the Virginia Educational Research Association (VERA) annual meeting, Charlottesville, VA.

Jones, W. M., **Hope, S.**, & Adams, B. (2017, April). *Teacher perceptions and uses of digital badges awarded as recognition of professional development learning*. Paper presented at the American Educational Research Association (AERA) annual meeting, San Antonio, TX.

Naff, D. B., Crowder, A., **Hope, S.**, & Cauley, K. (2017, April). *What got me here: The precollege decision-making processes of first-generation college students*. Poster presented at the American Educational Research Association (AERA) annual meeting, San Antonio, TX.

Lester, A., Debusk-Lane, M., Ekholm, E., Kunemund, R., Sterrett, B., **Hope, S.**, Walsh, M., & Zumbrunn, S. (2017, February). *Making schools more inclusive, inviting, supportive: A community perspective*. Poster presented at the VCU Racial Disproportionality, School Discipline, & Future Directions: A Community Conversation symposium.

Hope, S., & Jones, W.M. (2017, January). *Digital badges for in-service teacher professional development*. Research presented at the VCU School of Education 2017 Annual Research Colloquium.

Love, S., & **Hope, S.** (2016, September). *Employment interview preparation for student teachers: A model from a liberal arts* program. Research presented at the Virginia Educational Research Association (VERA) annual meeting, Charlottesville, VA.

Hope, S., & Jones, W.M. (2016, March). *Developing a digital badge platform for a teacher training program*. Paper presented to the annual meeting of the Society for Information Technology and Teacher Education, Savannah, GA.

Carlson-Jaquez, H., Crowder, A., **Hope, S.**, & Solomon, H.J. (2016, April). *Teacher demoralization: "They're kids, not a number."* Poster presented to the annual meeting of the American Educational Research Association, Washington, D.C.

Naff, D. B., **Hope, S.,** Crowder, A., & Cauley, K. (2016, January). *Precollege decision making of first generation college students.* Research presented at the VCU School of Education 2016 Annual Research Colloquium.

Carlson-Jacquez, H., Solomon, H., **Hope, S.**, & Crowder, A. (2015, August). *Teacher demoralization*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Evaluation Reports

Corning, A., Becker, J., Broda, M., **Hope, S.**, Lucas, B. L., Senechal, J., & Sions, H. (2021, October). *CodeRVA's fourth year report*, in partnership with Metropolitan Educational Research Consortium.

Corning, A., Becker, J., **Hope, S.**, Lucas, B. L., Kamat, P., Naff, D., Parry, M., Senechal, J., & Sions, H. (2020, October). *CodeRVA's third year report*, in partnership with Metropolitan Educational Research Consortium.

Hope, S., & Marshall, D. (2020, August). *RTR-Petersburg final evaluation report,* in partnership with Metropolitan Educational Research Consortium.

Harris, A., **Hope, S.**, & Naff, D. (2020, August). *Evaluation of St. Andrew's School: Year one report*, in partnership with Metropolitan Educational Research Consortium.

Cuba, M., & **Hope, S.** (2020, August). *Educator in residence program: 2019-2020 evaluation report*, in partnership with Metropolitan Educational Research Consortium.

Hope, S., & Marshall, D. (2020, January). *RTR-Petersburg mid-year evaluation report,* in partnership with Metropolitan Educational Research Consortium

Hope, S. (2017, October). *Innovative mathematics partnership for rural elementary schools year 3 interim report,* in partnership with Metropolitan Educational Research Consortium.

Hope, S. (2017, June). *Innovative mathematics partnership for rural elementary schools year 2 final report,* in partnership with Metropolitan Educational Research Consortium.

Hutton, A., & **Hope, S.** (2016, October). *Innovative mathematics partnership for rural elementary schools year 2 interim report,* in partnership with Metropolitan Educational Research Consortium.

Hutton, A., **Hope, S.**, & Naff, D. (2016, September). *Improving mathematics of teachers in Lunenburg County program final report,* in partnership with Metropolitan Educational Research Consortium.

Senechal, J., Marrs, S., & **Hope, S.** (2016, June). *Problem-based interdisciplinary STEM learning II final report,* in partnership with Metropolitan Educational Research Consortium.

Hutton, A., & **Hope, S.** (2016, June). *Innovative mathematics partnership for rural elementary schools year 1 final report,* in partnership with Metropolitan Educational Research Consortium.

Affiliations

American Educational Research Association	2015 – Present
American Psychological Association	2015 – 2019
Association for Aspiring Leaders in Education	2015 – 2019
Vice President	2017 – 2018
The Honor Society of Phi Kappa Phi	2007 – Present

Lacey E. Seaton

Virginia Commonwealth University | Richmond, VA

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EDUCATION

Doctor of Education in Educational Administration and Supervision | May 2021
North Carolina State University | Raleigh, NC
    Principals' Understanding of Equity and Social Justice Practices in Education: A Mixed Methods Study of the Perceived Barriers and Supports Necessary to Achieve Equitable Outcomes
    Under the direction of Dr. Bonnie Fusarelli and Dr. Lance Fusarelli

Master of School Administration in Educational Leadership | May 2017
North Carolina State University | Raleigh, NC
    Northeast Leadership Academy

Bachelor of Arts in Adapted Special Education | May 2011
University of North Carolina Wilmington | Wilmington, NC

RESEARCH INTERESTS

Research interests include educational leadership, school leader preparation, equity and justice in education, inclusion of students with disabilities, access for students who have been systematically oppressed, and disproportionality that plagues discipline policies.

REFEREED PUBLICATIONS

Drake, T. A., **Seaton**, **L. E.,** & Ivey, L. (2023). Isolated or integrated? Tracing the principal mentor-intern relationship across an academic year. *Education Sciences*, *13*(5), 442. https://doi.org/10.3390/educsci13050442

Fusarelli, L. D., **Seaton, L. E.**, & Smith, C. (2022). School administration and classroom management. In E. Sabornie & D. Espelage (Eds.), *Handbook of Classroom Management: Research, Practice, and Issues.* (3rd ed., pp. 271-287). Routledge. https://doi.org/10.4324/9781003275312

Drake, T. A., Ivey, L., & **Seaton**, **L. E.** (2021). Principal candidates' reflective learning during a full-time internship. *Journal of Research on Leadership Education*, Online First, 1-21. https://doi.org/10.1177/19427751211062640

Egalite, A. J., Fusarelli, L. D., **Seaton, L. E.**, & Stallings, T. (2020). Early adopters: Private school leaders respond to the introduction of targeted school vouchers. *International Journal of Educational Reform, 29*(2), 123-151. https://doi.org/10.1177/1056787919886581

Fusarelli, B. C., Fusarelli, L. D., **Seaton, L. E.,** & VanGorder, A. (2019). Who's in charge? A state-level analysis of leadership preparation. In A. Danzig & B. Black (Eds.), *Who Controls the Preparation of Education Administrators?* (pp. 107-133). Information Age Publishing.

Seaton, L. E., & Fusarelli, B. C. (2019). [Review of the Book *Changing the narrative: Socially just leadership education*, by K. L. Guthrie & V. S. Chunoo]. *Teachers College Record.* https://www.tcrecord.org/Content.asp?ContentId=22947

PUBLICATIONS IN PREPARATION

Rangel, V., Drake, T. A., Butcher, K., & **Seaton**, **L. E.** (Revise & Resubmit). A synthesis of research on principal internships. *Review of Educational Research.*

Newcomb, W. N. & **Seaton**, **L. E.** (Eds). (In Preparation, 2025). *Teaching Education Leadership*. Edward Elgar Publishing.

Seaton, **L. E.** (In Preparation). Understanding how practicing principals make sense of their role in addressing equity and social justice within the schools they lead.

Drake, T. A., **Seaton**, **L. E.**, & Ivey, L. (In Preparation). The full-time principal internship: A mixed-methods study of interns' experiences during an academic year.

REFEREED PRESENTATIONS

Seaton, **L. E.,** Ayscue, J., Ainsworth, D., & Cadilla, V. (2022, November). *School Segregation: A Mixed Methods Examination of Charlottesville City and Albemarle County Schools*. Presentation at the University Council for Educational Administration, Seattle, Washington.

Drake, T. A., **Seaton**, **L. E.**, & Ivey, L. (2022, April). *Variation in Levels of Mentorship Throughout the Principal Internship*. Presentation at the Annual Meeting for the American Education Research Association, San Diego, California.

Seaton, **L. E.**, & Smith, C. S. (2022, January). *Educational Leaders Supporting Linguistic Equity.* Presentation at the International Congress for School Effectiveness and Improvement, Virtual.

Drake, T. A., **Seaton**, **L. E.,** Fusarelli, B., & Jackson, M. (2021, November). *Inwardly Facing Inequitable and Racially Unjust Practices While Outwardly Dealing With the Challenge of the Online Learning Environment Around Implicit Bias and Structural Racism*. Presentation at the University Council for Educational Administration, Columbus, Ohio.

Drake, T. A., **Seaton**, **L. E.**, & Ivey, L. (2021, November). *Interns' Reflective Learning During a Full-Time Principal Internship*. Presentation at the University Council for Educational Administration, Columbus, Ohio.

Seaton, **L. E.** (2021, February). *Principals' Understanding of Equity and Social Justice Practices in Education: A Mixed Study of the Perceived Barriers and Supports Needed to Achieve Equitable Outcomes.* Presentation at North Carolina State University College of Education Celebration of Research, Virtual.

Drake, T. A., & **Seaton**, **L. E.** (2020, October). *The Full-Time Principal Internship: A Mixed-Methods Study of Interns' Experiences During an Academic Year.* Presentation at the University Council for Educational

Administration, Virtual.

Egalite, A. J., Fusarelli, L., Stallings, D. T., & **Seaton, L. E.** (2019, January). *Early Adopters Versus Cautious Observers: Private School Leaders Respond to the Introduction of Targeted School Vouchers in North Carolina.* Presentation at the Annual Conference of the International School Choice and Reform Conference, Lisbon, Portugal.

Fusarelli, B. C., Williams, C., Champion, B., Riddick, F., Swinson, L., **Seaton**, **L. E.**, Johnson, A., & Bridges, B. (2018, January). *School Leadership Development for Rural Schools: Excellent Leaders, Effective Schools, and Enriched Communities.* Presentation at the International Congress for School Effectiveness and Improvement, Singapore.

GRANTS

Seaton, **L. E.** (PI), Odera, S. (PI), & McKnight, K. (Co-PI). (Under Review: Submitted February, 2024) *Measuring the Impact of Mentoring and Coaching in School Leader Development.* Submitted to the Virginia Commonwealth University, Breakthroughs Grant, $199,984.00.

Seaton, **L. E.** (PI), & McKnight, K. (Co-PI). (**Funded**: Submitted August, 2023). *VCU School of Education School Leader Residency (VCU-SLR).* Submitted to the R.E.B Foundation, 2023 Educational Impact Grant Program, $249,970.00.

Seaton, **L. E.** (PI). (**Funded**: Submitted May, 2023) *Simulating Educational Leadership Learning Experiences.* Submitted to the Virginia Commonwealth University Foundation, Big Idea Grant, $7,000.00.

Seaton, **L. E.** (PI), Odera, S. (PI), & McKnight, K. (Co-PI). (Unfunded: Submitted February, 2023) *Leveraging and Learning from VCU's School Leader Residency.* Submitted to the Virginia Commonwealth University, Breakthroughs Grant, $199,857.00.

McKnight, K. (PI), **Seaton**, **L. E.** (Co-PI), & Sober, T. (Co-PI). (Unfunded: Submitted April, 2022). *RTR School Leader Residency.* Submitted to the U.S. Department of Education, Teacher Quality Partnership Grant Program, $9,958,518.

INVITED SPEAKER

Hodgen, Z., **Seaton, L. E.**, Reynolds, S., Totaro, V., & Wijesinghe, S. (2024, May 1). *GenEd in Action: Creating ConnectED Transformative Learning.* Panlist at the Virginia Commonwealth University ConnectED Symposium, Richmond, Virginia.

MEDIA ENGAGEMENT

Seaton, L. E., & Becker, J. D. (2023, March 10). Student engagement in policy development [Audio Podcast Episode]. In M. Woods (Host), *Leading Out The Woods.* Education Podcast Network. https://www.leadingoutthewoods.com/podcast/episode/78c8289c/student-policy

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PROFESSIONAL EXPERIENCE

Faculty Director for Quality Enhancement Plan (QEP)   2024-Present

Office of Academic Affairs / Virginia Commonwealth University

Collaborate with university leadership to lead efforts including training and support to actualize the QEP in
    accordance with SACSCOC guidelines

Assistant Professor   2021-Present

Program Coordinator for Master of Education and Post Master's Certificate Programs

Department of Educational Leadership / Virginia Commonwealth University

Teach Graduate Courses in Educational Leadership and Practice and Advise Students. Engage in service to the
    University, Community, and National Professional Organizations

Director and Supervisor of Graduate Assistants   2020-2021
Graduate Research and Teaching Assistant   2017-2019

Department of Educational Leadership, Policy, and Human Development / North Carolina State University

Research and Teaching Assistant to Dr. Bonnie Fusarelli, Professor of Educational Leadership
    Data Collection, Analysis, and Establish Tracking Systems for Evaluations and Program Improvement for
    The Wallace Foundation and Transforming Principal Preparation Grants
    Contribute to Program Development, Prepare and Facilitate Specialized Classes and Retreats
    Create Program Materials and Videos for Purposes such as Recruitment and Year End Reviews
    Manage and Train Graduate Assistants and Create and Manage Website (WordPress)

Internship in Educational Leadership   2019

Pitt County Public Schools Central Office | Greenville, NC

Intern with Dr. Steve Lassiter, Assistant Superintendent of Curriculum and Instruction
    Engage in Understanding Systems Level Educational Leadership
    Initiate Processes to Establish a District Wide Instructional Framework

Assistant Principal   2017

Nash Central Middle School | Nashville, NC

    Facilitate Professional Learning Communities and Data Meetings to Impact Instruction
    Evaluate and Coach Teachers Based on Observations and Serve as Testing Coordinator
    Support Exceptional Education Through Serving as Local Education Agency

Principal Resident   2016

Williford Elementary School | Rocky Mount, NC

    Participate on Hiring Committees and Create and Maintain Social Media Presence
    Establish School Wide Data Processes and Oversee Professional Learning Communities

Exceptional Children's Teacher, Team Leader: 2014 - 2016   2012-2016

Granville County Schools | Oxford, NC

    Courses taught: Autism, Severe and Profound, Serious Emotional Disabilities
    Wrote and Received Small Grants to Enhance Classroom Experience
    Analyze Student Data to Establish Individualized Education Plans
    Facilitate Meetings to Determine Least Restrictive Environments for Students

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GRADUATE SCHOOL TEACHING EXPERIENCE

Virginia Commonwealth University

Capstone Development, Implementation and Completion   Summer 2023, Fall 2023, Spring 2024

Support dissertation students design and implement their capstone project including the methodology in consultation with a client in order to address a problem of practice.

Administrative Internship III   Fall 2023

Supervise the culminating internship experiences as students finalize their internship portfolio demonstrating mastery of state and professional guidelines for school leaders.

Policy and Ethics   Spring 2023

Study and analysis of leadership and organizational issues from policy, governance, and ethics perspectives.

Administrative Internship II   Spring 2023, 2024

As a continuation of the internship experience, students earn internship field-based hours and work with an on-site mentor and university professor to carry out their internship plans.

Administrative Internship I   Fall 2022, 2023

Students learn the specifics of the entire internship component such as required hours, the scope of internship work, and the variety of experiences needed to be documented throughout the program.

School Law   Fall 2022

Ensure candidates seeking administrative endorsement understand legal aspects of school administration that include constitutional and statutory provisions and court decisions.

Principles for Professional Writing II   Spring 2022

Development and refinement of skills necessary for communicating and completing academic writing.

Equity and Leadership   Fall 2021

Focuses on enhancing leadership skills with an emphasis on equity and social justice in education.

North Carolina State University

Preparing Principals for Working in High Poverty Schools   Summer 2018, 2019, & 2020

Aspiring Principals Learn Research Based Strategies that Lead to Academic Success Schools with a Large Portion of Students from Low Income Households

Educational Equity for Aspiring School Leaders Retreat   Fall 2018 & 2019

Master's Students Examine Their Personal Biases Impact Their Leadership in Education and Learn to Analyze Data to Increase Equitable Access

Utilizing Digital Tools in Teaching and Leadership   Summer 2019

Learning Maximizing Time to Focus on Student Outcomes Through Becoming Efficient Leaders

Digital Storytelling Retreat: Understanding Self as Leader   Fall 2018

Fellows Learn About The Key Components of Storytelling, Examine Their Why for Engaging in Educational Leadership, and Utilize Technology Tools to Establish a Public Narrative

Effective Leadership for Exceptional Children   Spring 2017
    Preparing Future Principals for Serving as An Educational Leader for Students with Vast Learning
    Needs with a Focus on Creating an Inclusive Educational Experience

AWARDS & RECOGNITIONS

VCU School of Educations' Office of Research and Faculty Development Funding Award	Fall 2022
Outstanding Graduate Assistant Award for the Educational Leadership Program	Fall 2020
UCEA David L. Clark National Graduate Student Research Seminar Fellowship	Spring 2019
North Carolina State University Student Travel Grant	Spring 2019
Wilcox-Hodnett Doctoral Fellowship	Fall 2018
Northeast Leadership Academy Outstanding Positive Attitude Award	Fall 2016
Granville County A+ Award for Employee Excellence	Spring 2013 & 2016
Lowe's Toolbox for Education Grant, $5,000	Spring 2016
Reflex Math Grant, $1,225	Spring 2016
Donors Choose Projects, $3,180	Spring 2016
Northeast Leadership Academy Fellow	Spring 2015

PROFESSIONAL SERVICE

AERA Annual Meeting Division A Reviewer	2021, 2023
VCU Recruitment Inclusive Champion	2023
VCU School of Education Academic Affairs Coordinator Search Committee	2023
VCU School of Education Continuous Improvement Task Force	2022
VCU EDLP Senior Educational Specialist Search Committee	2022
UCEA Annual Convention Proposal Reviewer	2022
VCU EDLP Adjunct Search Committee	2022-2023
VCU School of Education Assessment Committee	2022
VCU Educational Leadership Department Strategic Visioning Committee	2022
UCEA David L. Clark Seminar Invited Reviewer	2022
VCU Educational Leadership Faculty Search Committee Member for Term Track Professor	2021-2022
Director of VCU's Educational Leadership Advisory Board	2021-2022
AERA Annual Meeting Division L Reviewer	2021
North Carolina Policy Review for Legislation Around Principal Preparation	2020
Candidate Selection Days for Master of School Administration	2018, 2019, & 2020
Mock Interview Days for Master of School Administration	2018, 2019, & 2020
Formative Assessment Evaluations for Master of School Administration	2018, 2019, & 2020
Graduate Student Support Through Virtual Check-Ins	2020
Contribute to Authorship on Transforming Principal Preparation Program Grant	2019
Contribute to Authorship on Principal Fellows Grant	2019
College of Education Graduate Student Advisory Board	Fall 2018 - Spring 2019
NC State Faculty Search Committee Member for Tenure Track Professor	Spring 2018

CAPSTONE COMMITTEE CHAIR

Melissa Bugaj, Dana Chen, Amanda Harper, William Pettus, & Patrick Simmons. (2024). *A mixed methods*

program evaluation of chronic absenteeism interventions at Caroline High School.

Chris Booz, La Toya Draper, & Lottie Spurlock. (2024). *Measuring the efficacy of Unitive Justice Education in the secondary school setting.*

CAPSTONE COMMITTEE MEMBER

Alissa Fraser, Caroline Goddard, Brian Raska, & Michael Sidebotham. (2024). *Combating chronic absenteeism: A practical approach to improving attendance in a mid-sized Virginia school district.*

Joy Blosser, Ellen Burnett, Jeffrey Elmore, Max Smith, & Margot Zahner. (2022). *Designing an evaluation plan for Hopewell City Public Schools' balanced calendar.*

CERTIFICATIONS

State of North Carolina Teaching Licensure - Exceptional Education: Adapted Curriculum (K-12)
Elementary Education (K-6)
Exceptional Education: General Curriculum (K-12)
Behaviorally and Emotionally Disabled (K-12)
State of North Carolina School Administrator Licensure - Principal
Superintendent

PROFESSIONAL ASSOCIATIONS

American Education Research Association (AERA)
University Council for Educational Administration (UCEA)
Virginia Professors of Educational Leadership (VPEL)

KRISTIN TAIT

PROFESSIONAL EDUCATOR

Goal driven professional who brings 17+ years of experience leading, mentoring, collaborating and problem solving. Passionate about people, learning, coaching, and making the world a better place.

CONTACT

☎ [REDACTED]
✉ [REDACTED]
📍 [REDACTED]
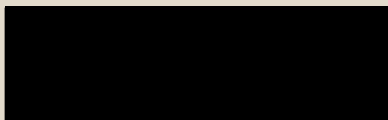
EDUCATION

DOCTORATE OF EDUCATION IN LEADERSHIP AND POLICY STUDIES

Virginia Tech (expected: Spring 2024)

MASTER'S OF EDUCATION IN ADMINISTRATION AND SUPERVISION

Virginia Commonwealth University

BACHELOR OF ARTS IN ENGLISH

Randolph-Macon College

TECHNOLOGY COMPETENCIES

Microsoft Office Suite

Google Applications

NeoGov (hiring system)

PowerSchool

Canva

Photoshop

EBSCOhost

Financial Enterprise

CANVAS

EXPERIENCE

PRINCIPAL
Title I School in Chesterfield County Public Schools
2018 - Present

- Increased teacher/faculty retention rate from 72.5% (2017) to 93.7% (2023) at a Title I school during a national teacher shortage
- Received "exemplary" rating in both leadership and communication standards on end of year evaluations from direct supervisor
- Increased Building Ranks School Climate Survey every single year while serving as principal and they are now one of the highest in the county
- Re-vamped literacy scope and sequence for K-3 and led science of reading professional learning communities resulting in recovering 70% of identified PALS students (highest in school history)
- Evaluated and selected vendor literacy resources for district based on the Virginia Literacy Act for implementation in the 23-24 school year
- Embarked staff on a DEI journey to ensure all literacy curricula, lessons, and assessments were accessible to all students and closed the gap for our ESL learners completely (100% pass rate), reduced it to 6% for our economically disadvantaged students and 12% for our special education students based on Virginia Standards of Learning Assessment
- Allocated human capital and budget resources to support alignment of CCPS vision and mission resulting in accreditation every year
- Conducted in-depth needs assessment to create improvement and innovation plan including specific action steps exceeding the three year academic goals in just one year
- Use shared decision-making and collaboration to build relationships and support conflict resolution with staff and stakeholders
- Prioritized the needs of the school and led our team toward solutions through the creation of a school innovation and professional development plan outlining specific strategic action steps - last year, we surpassed our goal and increased math achievement from 79% to 91%
- Attend HR recruiting trips to universities and participate in county job fairs

PROFESSIONAL DEVELOPMENT

VCU Course/Training for Diversity, Equity and Inclusion

Leading Professional Learning Communities

University of Richmond Next Generation Leadership Academy

SCRUM Project management

World Café Methodology for Businesses

LEADERSHIP ROLES

District Principal Team Leader

Chesterfield DEI Committee Member

School Safety Task Force Administrator Representative

National Council of Teachers of Mathematics (NCTM) Presenter

Cooperating teacher for multiple student teachers

International Dyslexia Conference Presenter

New Principal Mentor

SCOPE speaker and leader

Guest presenter in Principal Prep classes for VA Tech

ASSISTANT PRINCIPAL
Chesterfield County Public Schools
2015 - 2018

- Presented at the International Dyslexia Conference
- Planned and led professional development on the implementation of math workstations and small group math instruction with 3rd grade teachers resulting in an increase from an 81% to 93% pass rate in two years
- Coached specific special education and regular education teachers on how to effectively use three different co-teaching models for math instruction in their collaborative classrooms resulting in an overall pass rate increase from 67% to 94% (5th grade) and 55% to 100% (4th grade) in their respective classrooms which supported a school increase from 56% in 2015 to 74% in 2018 for our students with disabilities
- Designed and implemented a school-wide "Eyes on Instruction" collaborative approach to improving our literacy station alignment with the standards while leading grade level PLCs to narrow our reading pacing and skills focus resulting in a 6% increase in students reading on or above grade level based on the DRA and a 4% increase in our Reading SOL pass rate in one year
- Adapted the World Café business model for hosting large group dialogue in order to work as a community to narrow and specifically define important attributes for students

MATH INSTRUCTIONAL SPECIALIST/COACH
Title I School in Hanover County Public Schools
2011 - 2015

- Collaborated with Virginia Region 1 school districts to design and create K-5 quarterly assessments ensuring alignment with testing blueprints and standards
- Wrote and published test questions for common formative assessments for district use
- Analyzed created test questions for reliability and validity
- Examined and created lessons and assessments to ensure that they promoted a culture of diversity, equity, and inclusion
- Coached teachers and led professional development sessions across the district
- Prepared reports and other documents to communicate assessment data and findings along with recommendations

CLASSROOM TEACHER
Prince William County Public Schools
4th Grade

CLASSROOM TEACHER
Hanover County Public Schools
4th and 5th Grade

JESSE SENECHAL

EDUCATION

2014   **Virginia Commonwealth University**   Richmond, Virginia
Ph.D. Educational Research and Evaluation

2006   **DePaul University**   Chicago, Illinois
M.A. Teaching and Learning

1994   **University of Chicago**   Chicago, Illinois
B.A. English Language and Literature

RELEVANT RESEARCH AND EVALUATION EXPERIENCE

2023 - current   Executive Director, Institute for Collaborative Research and Evaluation, Virginia Commonwealth University, School of Education

2016 - 2023   Director, Metropolitan Educational Research Consortium, Virginia Commonwealth University, School of Education

2014-2016   Associate Director of Research and Evaluation, Metropolitan Educational Research Consortium, Virginia Commonwealth University, School of Education

2012-2014   Assistant Director of Research and Evaluation, Metropolitan Educational Research Consortium, Virginia Commonwealth University, School of Education

2009-2011   Graduate Assistant, Metropolitan Educational Research Consortium, Virginia Commonwealth University, School of Education

Selected Engaged Research Projects

- *Evaluation of Virginia Talent and Opportunity Partnership (V-TOP)* *(2022- current)*. Serves as co-lead evaluator on a developmental evaluation of the V-TOP, a state-wide systems initiative coordinated by the State Council of Higher Education of Virginia (SCHEV) designed to promote clearer pathways for work-based learning across K12 and higher education.
- *Evaluation VCUxCodeRVA Lab School (2023- current).* Serves as lead evaluator for the VCU lab school initiative.
- *External Evaluator for University of Buffalo Teacher Residency (UBTR) Program.* (2022-*current*). Serves as lead evaluator on USDOE Supporting Effective Educator Development (SEED) and Teacher Quality Partnership (TQP) grants. The evaluation involves a five-year longitudinal investigation of the factors that support the successful preparation of urban teachers. Work includes study design, instrument development, qualitative data collection and analysis, and reporting of findings.

- *Schaberg New Teacher Support Program (NTSP) (2021 - current).* Serves as co-lead of NTSP, a program to support design and implementation of an induction program for the transition of pre-service teachers to work in Richmond Public Schools.
- *Engaging the Voices of Students and Parents to Develop a Framework for Family Engagement in Curriculum (2021-2023).* Served as co-investigator on collaborative project to develop a professional development framework for family engagement through collaboration with K12 students, families, and teachers.
- *Henrico County Public Schools Evaluation Partnership.* (2018-*current*). Leads contracted collaborative work with Henrico County Public School to provide research and evaluation support on projects aligned with current division priorities.
- *Action Research Teams for Culturally Responsive Teaching (2019-2021).* Serving as PI on this two-year Research Practice Partnership grant (R305H190053) from the Institute for Educational Sciences (IES). The goal of the grant is to (1) further develop the action research professional development model, (2) to explore the growth in teachers' CRE dispositions and practices, and (3) to examine the relationship between CRE practice and student outcomes.
- *MERC Teacher Retention Study (2018-2021).* Serving as Co-Principal Investigator for this MERC Study examining the patterns of teacher retention in the Richmond region and providing evaluation of existing teacher workforce initiatives.
- *Professional Development for Success in Culturally Diverse Schools* (2016-2019). Serving as Co-Principal Investigator for this MERC Study examining professional development models that support teachers, school leaders, and school staff for work in increasingly diverse classrooms and schools.
- *Understanding Teacher Morale* (2014-2017). Served as Principal Investigator for this MERC Study examining the factors that influence teacher morale. Work included supervising graduate students, organizing and facilitating a research study team of MERC division personnel, guiding a literature review process, developing a research plan, leading data collection and data analysis efforts, and reporting on findings.
- *CodeRVA Regional High School.* (2017- 2020). Supported the grant writing of a successful application to the federal Magnet School Assistance Program grant to support the development of CodeRVA Regional High School. Work includes coordinating a five-year quasi-experimental evaluation study of the school's impact on student outcomes, and a case study of broader regional impact.
- *Virginia College Access Resource Study.* (2015-2017). Served as Co-Principal Investigator for study commissioned by the State Council of Higher Education for Virginia (SCHEV) and Virginia 529 College Savings Plan. The study involved a state-wide analysis of college access need and a survey of the services and needs of K12 College Access providers.
- *SOL and VGLA Alignment Studies.* (2013-2014). Served on a research team for a study commissioned by the Virginia Department of Education to examine the alignment between Reading and Science state content standards and selected grade-level standardized assessments. Work included support for the facilitation of alignment meeting process, analysis of data, and support with reporting of results.
- *Evaluability Assessment of Virginia's College Access Challenge Grant Program.* (CACGP). (2012-2013) Secured a contract to serve as lead evaluator for an evaluability assessment of a state-wide college access program run through SCHEV. Work included study design, qualitative data collection and analysis, development of a logic model, redefinition of program goals, and recommendations for future evaluative work.

K12 TEACHING AND TEACHER LEADERSHIP EXPERIENCE

2007-2009   Armstrong High School   Richmond, Virginia

- *English Teacher*. Taught Grade 9 English, American Literature, and Grade 11 Reading. Work included development of curriculum, implementation of curriculum, assessment of student learning, and collaboration with grade level teams.
- *Advisor for XANADU magazine*. Served as advisor for XANADU, a school magazine. Work included supporting students through the process of self publication.
- *Yale National Fellow*. Selected as Yale National Fellow. Work included researching, writing and implementing a curriculum unit on early 20th century African-American Literature.

1995-2007   Kelvyn Park High School   Chicago, Illinois

- *English Teacher.* (1995 – 2007). Developed curriculum for and taught a variety of English Classes including Freshman English, American Literature, World Literature, AP English Literature, and Creative Writing / Journalism.
- *Kelvyn Park Social Justice Academy.* (2004 – 2007). Developed and acted as lead teacher and curriculum designer for the Kelvyn Park Social Justice Academy. Conducted a three year action research project on understanding student success in urban school context.
- *Advisor for ROAR.* (1996 – 2007). Developed and taught ROAR, a course in graphic design and self-publication. Published 24 issues of ROAR magazine and supported the release of five CDs of student music.
- *Student Development Coordinator*. (2005 – 2006). Acted as head of Student Development for the school, a job that included goal setting, action planning, capacity building and facilitating communication.
- *Curriculum Coordinator.* (2001 – 2004). Served as curriculum coordinator and led grade level curriculum teams.
- *Organizer for Kelvyn Park Curriculum Fairs.* (2002 – 2004). Acted as a key organizer of three annual Kelvyn Park Curriculum Fairs.
- *Kelvyn Park Partners in Education (PIE) Conference.* (Summer 2000). Coordinated Kelvyn Park PIE Conference that brought together teachers from Kelvyn Park and six of its respective feeder schools to discuss issues of 8th grade to 9th grade articulation.

SELECTED PUBLICATIONS

Parkhouse, H., Senechal, J., & Severson-Irby, E. (2023). Laying a foundation for critical professional development through a research–practice partnership. Professional Development in Education, 1-14.

Senechal, J., Ekholm, E., Aljudaibi, S., Strawderman, M., & Parthemos, C. (2023). Balancing the benefits and risks of large language AI models in K12 public schools. Richmond, VA: Metropolitan Educational Research Consortium.

Parkhouse, H., Lyn, R., Severson-Irby, E., Drulis, E., Senechal, J., & Lozada, F. (2023). Mapping how teachers become culturally responsive. Journal of Teacher Education, 74(4), 383-397.

Senechal, J. (2022). Cell Phones and Schools: A MERC Research Brief. Richmond, VA: Metropolitan Educational Research Consortium.

Parkhouse, H., Gorlewski, J., Senechal, J., and *Lu, C. Y. (2021). Ripple Effects: How Teacher Action Research on Culturally Relevant Education Can Promote Systemic Change. Action in Teacher Education. Published online first. https://doi.org/10.1080/01626620.2021.1896395

Naff, D., Spotts, B., Robnolt, V., Allen, A., Parker, M., & Senechal, J. (2021) Teacher exit survey development through a researcher practitioner practice: A collaborative approach. Journal of Education Human Resources.

Thomas, K. R., Parkhouse, H., Senechal, J., Lu, Z., Faulcon, L., Gorlewski, J., & Naff, D. B. (2019). Cultural Diversity Professional Development in Schools Survey. Richmond, VA: Metropolitan Educational Research Consortium.

Parkhouse, H., Senechal, J., Gorlewski, J., Naff, D., Lu, C., and Lester, A. (2018) Contexts of Cultural Diversity Professional Development in Schools. Metropolitan Educational Research Consortium. Richmond, Va.

Senechal, J., Sober, T., & Hope, S. (2016) Understanding Teacher Morale. Metropolitan Educational Research Consortium. Richmond, Va.

Corning, A., Senechal, J. & Hutton, A. (2015) Update on Virginia College Access Provider Activity. Report prepared for State Council of Higher Education for Virginia. Metropolitan Educational Research Consortium.

Senechal, J. (2015) Rethinking School Improvement: The case for Networked Improvement Communities. White Paper prepared for Bridging Richmond. Metropolitan Educational Research Consortium.

McMillan, J. & Senechal, J. (2015). "Action Research." Book Chapter in McMillan, J.H.. Educational Research: Fundamentals for the Consumer. Boston: Pearson.

Senechal, J. (2014) Middle Grades Math: Assessing the Debate over the When and How of Algebra . White Paper prepared for Bridging Richmond. Metropolitan Educational Research Consortium.

Senechal, J., Varier, D., Abrams, L. & Aschliman, C. (2013). Alignment Analysis of the 2013 Virginia Standards of Learning Tests, the Virginia Modified Achievement Standards Tests, the Virginia Grade Level Alternative Assessments, and the 2010 Standards of Learning in Reading. Virginia Commonwealth University.

Gogia, L. & Senechal, J. (2013) Best Practice in Out-of-School Time Systems. White Paper prepared for Bridging Richmond. Metropolitan Educational Research Consortium.

PROFESSIONAL ASSOCIATIONS

National Network for Education Research Practice Partnerships, Steering Committee (2022-current).

American Educational Research Association Member, (2010 - present).

Institute for Educational Sciences, Social and Behavioral Review Panel Member, (2022-current)

SABRINA L. EVANS

██████████

EDUCATION

PhD in Education, Current Student   August 2023 – May 2026
Concentration in Curriculum Culture and Change
Virginia Commonwealth University
4.0 GPA

Masters of Teaching in Elementary Education   May 2017 – May 2018
Richmond Teacher Residency
Virginia Commonwealth University
3.9 GPA

Bachelors in Interdisciplinary Studies   August 2013 – May 2017
Concentration in Early and Elementary Education
Virginia Commonwealth University
3.3 GPA

GOAL

I aim to recruit, teach, prepare and engage students, teachers and teacher leaders into the sphere of education with love, safety, ingenuity, collaboration, and truth. With high energy and positivity, I love engaging in the workplace as a teammate, utilizing best practices and collaboration. My mission is to serve and to help future students and teachers alike discover their purpose within education. I aim to advocate, help, impact and create space for others to thrive as educators, or human-cultivators. I am an enthusiastic, inquisitive, faithful, team-working alumna of Virginia Commonwealth University with experience in curriculum writing and culturally aware practices.

LICENSURE

Virginia Teaching License Pre K - 6   June 2018 - June 2028

ACADEMIC APPOINTMENTS AND OTHER WORK EXPERIENCE

RTR Recruitment Coordinator   June 2022 – Present
RTR Teacher Residency Program
Virginia Commonwealth University School of Education

- Routinely interface with University officials on admissions/recruitment issues, evaluates data and applicant credentials for admission and counsels prospective students on their admissibility;
- Establish relationships with students, parents, community organizations, external partners (including K-12 schools, community colleges, and appropriate education specific professional organizations), and counselors who have shown interest in learning more about the RTR teacher residency program;
- Coordinate and conduct open houses, information sessions, interviews, and counseling sessions with prospective students, families, and community groups to provide information about the school, admissions processes, and university policies and procedures
- Coordinate the development of new recruitment strategies to build new markets to identify and attract potential students, establish relationships with schools in and around Virginia where VCU is currently underrepresented, and represent the school at special events such as open houses and conferences;
- Manage the website and social media platforms;
- Meet with prospective candidates, organizing PR releases, and managing the selection day process;

5th Grade Language Arts Teacher   August 2018 – June 2022
Southampton Elementary School, Richmond Public Schools

- Fostered a community of safety, inclusiveness and reliability by creating programs for students from various cultural backgrounds.
- Prepare and administer regular subjects tests to 54+ students weekly.
- Established and maintained consistent communication with parents and colleagues.
- Create, adapt, and differentiate lesson plans according to students' academic and social needs.
- Completed administrative paperwork when needed such as incident reports and weekly reports
- Provided guidance and support in implementing Standards of Learning (SOL) standards.
- Lead three other teachers, emphasizing organization and effective communication.
- Collaborated with my co-teacher to create lessons and activities based on student needs.
- Provided instruction and guidance focused on reading comprehension, academic writing, rich vocabulary, fluency practice and grammatical construction to elementary level students.

Yale University Fellow   May 2020 – May 2021
Yale National Initiative, Yale University

- The Initiative is a long-term endeavor to influence public policy on teacher professional development.
- Successfully completed the Teaching about Race and Racism across the Disciplines seminar.
- Successfully completed and wrote a curriculum unit to be used in their own classroom and to be shared with others in the same school and other schools through both print and electronic publication.
- Increased knowledge of subjects (race and racism, from an ELA perspective) and developed teaching strategies that will be effective with my students.
- Partook in a collegial exchange of ideas among school teachers and university or college faculty members.

Richmond Teacher Residency   May 2017- June 2018
Overby-Sheppard Elementary, Richmond Public Schools

- Selected from a competitive group of recent college graduates and professionals who commit 4 years to teach in urban public schools.
- Participated in intensive summer training program to develop the skills and knowledge needed to lead students to academic success
- Engaged in a full schedule of teaching at Overby-Sheppard Elementary School, including seminars in instructional planning, classroom/behavioral management, learning theory, literacy, professional development, and trauma informed care training.
- Orchestrated and created summative and formative assessments using PowerSchool to ensure alignment: written, assessed, and taught.
- Collaborated with a clinical coach to co-teach and co-plan lessons for efficient instruction.

AREAS OF SPECIAL INTEREST

- Social justice
- Recruitment and retention
- Psychology of children
- Emotional intelligence and health
- Culture and climate
- Menstruation and menstrual literacy
- Building safe classroom management
- Social-Emotional wellbeing

SERVICE

PROFESSIONAL DEVELOPMENT
10/2017
- GRTCM Conference

MEMBERSHIPS
05/2016-Present
- Student Virginia Education Association (SVEA) @ VCU & VEA
  Member

10/2017-Present
- National Science Teachers Association
  Member

LEADERSHIP
05/2015-05/2016

- Multicultural Connection Advisement Program (MCAP)
  Mentor

5/2020-8/2020
- Seen on the news WBS News at 6 twice on behalf of the RTR (Richmond Teacher Residency Program)

09/2020- 07/2021
- 5th Grade Team Leader
  Cultivate an environment of trust, communication, clarity and efficiency throughout the team.
  Communicate clear instructions and tasks.
  Create and distribute weekly reports to update team members.

09/2020-07/2021
- Minority Equity Center (MEC) mentorship program through the Minority Education Center at VCU
  Mentor

09/2020 - 06/2021
- On the Inclusive Practices Team
  Team member who helped to integrate inclusive practices throughout the entire school.

05/2021
- Highlighted in the VCU News for college affordability.
  VCU News

06/2021
- Facilitated a 45 minute section of "*Navigating the Life of a Real Teacher*," a *virtual* workshop that will be held for all graduating Cohort 10 residents for the Richmond Teacher Residency program.

03/2022

- Facilitated a 45 Professional Development on Instructional Planning for ELA Block with teacher preparation students at George Mason University.

08/2022

- CISTEME (Center for Innovation in STEM Education) hiring committee. Conducted interviews for the CISTEME organization, at Virginia Commonwealth University School of Education

10/5/2022

- Diversity Recruiting Course LinkedIn Learning

11/3/2022

- Unconscious Bias Course LinkedIn Learning

11/4/2022

- Overcome Overthinking Course LinkedIn Learning

1/1/2023 - 6/1/2023

- Helped to craft new website for RTR Teacher Residency

10/1/2023

- Served on the Recruitment and Enrollment Counselor position search, screen and interview hiring team, at Virginia Commonwealth University School of Education

08/22/2023-Now

- Began Ph.D. in Education with the concentration in Curriculum, Culture and Change at Virginia Commonwealth University School of Education

Bridget Taylor

EDUCATION

LOYOLA MARYMOUNT UNIVERSITY—MASTER OF LITERACY AND LANGUAGE ARTS
May 2007

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING—CLEAR SINGLE SUBJECT CREDENTIAL—ENGLISH LANGUAGE ARTS
March 2007

UNIVERSITY OF CALIFORNIA, BERKELEY—BACHELOR OF ARTS—ENGLISH
August 2000

EXPERIENCE

NEW TEACHER CENTER COORDINATOR/ CAREER COACH SUPERVISOR, VIRGINIA COMMONWEALTH UNIVERSITY RICHMOND TEACHER RESIDENCY
July 2021-present

- Facilitate all New Teacher Center (NTC) Professional Learning for new coaches including full-day professional development workshops to onboard, train and support new coaches
- Collaborate with designated NTC presenters in order to contextualize and prepare all professional learning materials to best meet coach needs
- Engage in professional networks in order to connect with and learn from other instructional coaching/ teacher residency programs nationwide
- Develop and deliver monthly Career Coach professional learning Forums intended to strengthen coaching skills and facilitate a professional learning community foR instructional coaches
- Conduct one-on-one meetings to provide additional support for coaches

CAREER COACH, VIRGINIA COMMONWEALTH UNIVERSITY RICHMOND TEACHER RESIDENCY
March 2020-present

- Provide instructional coaching for first and second year teachers

- Conduct coaching cycles using NTC tools including a Pre-Observation conversation, gathering data and completing a Post-Observation Co-Analysis
- Engage in in-depth analysis of teacher practice and determine actionable next steps for continuous professional growth
- Establish positive rapport, maintain professional communication and provide social- emotional support for new teachers

SECONDARY RESIDENCY COORDINATOR, VIRGINIA COMMONWEALTH UNIVERSITY RICHMOND TEACHER RESIDENCY
June 2020-June 2021
- Oversee coach and resident partnerships including ensuring that the NTC model is implemented with fidelity and navigating any difficult situations that may arise during the partnership
- Develop coach selection process, interview, select and match coaches with residents
- Provide instructional coaching, on-going support and feedback on documentation to all coaches
- Collaborate with colleagues to plan and facilitate coach professional development including orientation and monthly forums
- Establish positive rapport and maintain professional communication with coaches and residents
- Document coach and resident growth using NTC formative assessment tools

VIRTUAL INSTRUCTIONAL COACH, EDCONNECTIVE
October 2019-June 2021
- Provide instructional coaching for middle and high school teachers via on-line video conferencing
- Conduct in-depth analysis of teachers' recorded lessons, gather data-based evidence in order to identify areas of strength and areas for growth in teacher practice
- Engage in goal setting with teachers, monitor teacher progress and determine clear, actionable next steps for continuous professional growth
- Establish positive rapport, maintain professional communication, foster growth mindset and self-care with participating teachers

DIRECTOR OF TEACHER INDUCTION AND DEVELOPMENT, BRIGHT STAR SCHOOLS
July 2017- June 2018
- Developed and managed a comprehensive, job-embedded induction program for new teachers culminating in the completion of a CA clear teaching credential

- Provided strategic, differentiated professional development for mentor teachers, instructional coaches and new teachers
- Facilitated professional learning communities for both mentor teachers and new teachers
- Analyzed program impact data and developed strategic program improvement plan with specific, measurable goals and appropriate action steps
- Engaged in regional and national educational networks
- Partnered with school administrators to improve teacher effectiveness, retention and leadership

DIRECTOR OF LITERACY- SENIOR LITERACY COACH, BRIGHT STAR SCHOOLS
August 2014- July 2017
- Developed and facilitated district-wide professional development for all English teachers
- Provided instructional coaching for middle and high school English teachers including conducting observation cycles
- Devised district-wide literacy assessment plan including collaboratively creating district- wide literacy performance tasks
- Led district-wide analysis of student work and assessment data
- Actively participated in district academic leadership and administrative team meetings
- Administered literacy instructional resources and materials including creation of new materials and piloting new instructional technology

HUMANITIES DIRECTOR OF INSTRUCTION, BRIGHT STAR SECONDARY
CHARTER ACADEMY
July 2012- June 2013
- Served as instructional lead for English, History and Spanish teachers grades 7-12
- Created and delivered professional development workshops focusing on content area literacy and instructional best practices
- Facilitated weekly Humanities Department Staff Meetings including analysis of student assessment data
- Conducted regular class observations and teacher observation cycles
- Provided curriculum and assessment support including lesson plan feedback, assistance with unit planning and coordinating school-wide writing exams
- Collaborated with principal to meet teacher needs

ENGLISH TEACHER, STELLA MIDDLE & BRIGHT STAR SECONDARY CHARTER
ACADEMY

August 2005- June 2014
- Taught grades 7, 8, 10 and 11 including Gen Ed, Response to Intervention and Honors
- Created and executed grade level curriculum
- Designed innovative and engaging English lessons including differentiated instruction for English Language Learners (ELL) and students with IEPs
- Prepared, administered and graded assessments and analyzed assessment data
- Communicated with parents through conferences, written notification, family outreach events and Student Success Team (SST) meetings

ENGLISH- LANGUAGE ARTS TEACHER, FRANK D. PARENT SCHOOL
August 2001- June 2005
- Taught grades 7and 8 including Gen Ed and Gifted and Talented (GATE)
- Executed grade level, standards-based curriculum
- Designed innovative and engaging English lessons including differentiated instruction for English Language Learners (ELL) and students with IEPs
- Prepared, administered and graded assessments and analyzed assessment data
- Communicated with parents through conferences and written notification

LEADERSHIP
- Engaged in EdConnective Quarterly Coach Trainings (2019-2021)
- Completed New Teacher Center Presenter's Academy (2016) &
- Presenter's Institute (2018)
- Served as NTC-trained, mentor teacher (2014-2018)
- Loyola Marymount University Onsite Support Provider (2008-2010)
- Bright Star Schools Academic Leadership Team (2014-2018)
- Beginning Teacher Support & Assessment Support Provider (2010-2013)
- Bright Star Schools ELA Cadre leader (2012-2018)
- English/ Humanities Department Leader (2009- 2016)

Suhani S. Vakil

Richmond, VA

Education Leader and Innovator

Dedicated educator with extensive experience creating collaborative, differentiated environments for school communities and teaching organizations.

Areas of Expertise

- People Leadership
- Coaching & Professional Development
- Oral & Written Communication

- Dyslexia Practitioner
- Specialized Instruction
- Planning & Organizational Skills

- Special Education Laws & Regulations
- Policy Creation & Implementation
- Case Management

Accomplishments

- Organized multidisciplinary teams to brainstorm and implement novel solutions to systematic and structural challenges.
- Coached teachers to deliver programming to Students with Disabilities (SWD) resulting in 2x expected rate of academic growth for 30% of students, with 70% of students progressing at or above the expected rate.
- Named to join select group of Virginia educators in statewide Aspiring Special Education Leaders' Academy to build critical knowledge and skills for school and district leadership.

Career Experience

Virginia Commonwealth University Center for Teacher Leadership, Richmond, VA   **2021 – Present**
RTR Residency Coordinator, Special Education & School Leader Programs

Provide feedback on weekly reflection logs, professional standards, and New Teacher Center formative assessments as well as conduct recurring coaching meetings to improve Mentor and Resident practice. Lead special education, school leader, and residency coordinator team meetings to maximize program goals for staff and drive readiness for Residents. Monitor program outcomes and adjust program approaches to ensure Mentor and Resident effectiveness.

- Planned and executed yearlong professional learning for Mentor Teachers on their key responsibilities (e.g., formative assessment and support of Residents) of which 89% were rated effective or very effective.
- Prepared Mentor Teachers and Special Education Residents to successfully accomplish 91% of residency activities including graduate coursework, research based coaching tools, lead and solo teaching benchmarks, and compliance competencies.
- Constructed the RTR School Leader program design for the first cohort of Central Virginia's School Leader Residents.

Achievement First, Brooklyn, NY   **2016 – 2021**
Dean of Special Services at AF Brownsville Middle School

Contributed strategic leadership and supervision to achieve special services vision and attainment of individual student goals for high-performing charter school network. Carried out comprehensive Individualized Education Programs (IEP) and Section 504 Plans. Partnered with New York City's Committee on Special Education (CSE-5) for Child Find and other special education processes. Gained financial support with accurate and timely reporting. Coached teachers and related service personnel to optimize student learning.

- Reported average 1 year of literacy growth in 6 months by facilitating evidence-based reading interventions for a quarter of the school's student population.
- Enabled 70% of students needing tier 2 or 3 support to meet individual goals by leading team of teachers, social workers, and support staff to create, implement, and monitor Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP).
- Earned superior school leader ratings on Achievement First annual 360 survey.

Arlington Public Schools, Arlington, VA   2013 – 2016
Special Education Coordinator

Guided principles and methods for special education compliance for 3 schools (2 Title 1) serving 300+ students with disabilities and their families. Oversaw curricular resources and budget proposals. Advised school administrators on improvements to programming and processes. Represented district in family meetings to mitigate contention and ensure students Free and Appropriate Public Education (FAPE). Conducted trainings and enhanced staff performance.

- Exercised analytical lens as Chair of Special Education Committee to determine students' initial and continued eligibility for services and supports.
- Facilitated 100% on-time meetings to secure access to fair, equitable education and meet state requirements.

Richmond Public Schools, Richmond, VA   2008 – 2013
Department Chair & Special Education Teacher at Swansboro Elementary School

Served in dual role, imparting knowledge of special education practices to guide staff and co-teaching with general education teachers across grades within the Least Restrictive Environment (LRE). Partnered with educators to shape daily lessons and long-term plans. Conducted high degree of customized learning using level- and age-appropriate teaching methods to promote academic progress and social-emotional well-being. Assessed content standards and wrote measurable IEP goals. Oversaw analysis of systems and results to strengthen go-forward recommendations. Founded culinary internship at celebrated French restaurant, *Can Can Brasserie*.

- 90% of SWD scored proficient or advanced on Virginia Standards of Learning (SOL) tests through impactful co-teaching, individualized instruction, and rigorous curriculum.

Teach for America, Philadelphia, PA   2006 – 2008
Corps Member at William H. Harrison School

Taught middle school students with disabilities core subject matter as part of nationwide program to provide an excellent education and equal opportunity to children from low-income communities. Employed best practices in resource and self-contained models to tackle inequity. Collaborated with colleagues, the community, and parents/guardians to create unique possibilities.

- Introduced, developed, and raised funding for summer reading program resulting in 100% of students receiving access to and benefit from literacy initiative.

Education

Master of Science in Education, Educational Leadership SBL/SDL, GPA 4.0
CUNY Hunter College, New York, NY, 2021

Master of Education, Elementary & Special Education, GPA 3.98
Chestnut Hill College, Philadelphia, PA, 2008

Bachelor of Arts, Religious Studies & Art History, GPA 3.92
Virginia Commonwealth University, Richmond, VA, 2004

Certifications

Virginia Postgraduate Professional License, Administration & Supervision PreK-12, Special Education General Curriculum K-12, Elementary Education PreK-6

New York Professional Certificate, Administration & Supervision, School District Leader

New York Professional Certificate, Classroom Teacher, Students with Disabilities Grades 1-6

Wilson Reading System, Level 1 & Group Mastery Practicum

Affiliations

Aspiring Special Education Leaders' Academy, 2015-2016

Arlington Public Schools Curriculum & Instruction Team Member, 2013-2016

Virginia New Teacher Mentor, 2011-2013

Teach for America Corps Member Advisor, 2009

Awards & Recognitions

Rudy and Esther Bunzl (R.E.B.) Award for Teaching Excellence, 2012
  Awarded $11,500 to fulfill personal passion for international cuisines by attending renowned cooking schools in Paris, France and Coimbatore, India.

Richmond Public Schools District-wide Teacher of the Year, 2012

Sue Lehmann Excellence in Teaching Regional Finalist, 2008

Teacher of the Year for William H. Harrison School, 2008

Sharrie A. Merritte

Project Coordinator & New Teacher Coach
RTR Teacher Residency | Center for Teacher Leadership
School of Education, Virginia Commonwealth University

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SKILLS & COMPETENCIES

EDUCATION

2023-present	Doctor of Education (Ed.D.), Educational Leadership Virginia Commonwealth University, Richmond, Virginia
2009-2010	Post-Master's Certificate, Educational Leadership Virginia Commonwealth University, Richmond, Virginia
2006-2007	Master of Arts in Education (M.A.Ed.), Curriculum & Instruction Emphasis in Elementary Education The College of William & Mary, Williamsburg, Virginia
2002-2006	Bachelor of Arts (B.A.), Interdisciplinary Studies Minors in Middle School Social Studies and Sociology Virginia Polytechnic Institute and State University, Blacksburg, Virginia

ACADEMIC POSITIONS

2022-present	Project Coordinator & New Teacher Coach RTR Teacher Residency, Center for Teacher Leadership School of Education, Virginia Commonwealth University
2018-2022	SPACE Teacher (Gifted Resource Teacher) Richmond Public Schools
2017-2018	Title I Math Teacher Henrico County Public Schools
2014-2017	Adult Basic Education (ABE) Teacher, part-time Virginia Beach City Public Schools
2013-2017	Elementary Classroom Teacher (Grades 2, 4, and 5) Virginia Beach City Public Schools

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2012-2013	Elementary Classroom Teacher (Grade 5) Portsmouth Public Schools
2007-2012	Elementary Classroom Teacher (Grades 3, 4, and 5) Henrico County Public Schools

EDUCATIONAL LEADERSHIP EXPERIENCES

2020-2021	Private Tutor, Figtree Learning
Summer 2020	Virtual Summer School Instructor, Richmond Public Schools
Summer 2018	VISTA Science Institute Participant, Virginia Commonwealth University
Spring 2018	Mathematics Curriculum Writer, Henrico County Public Schools
Spring 2018	Mathematics Core Content Teacher, Henrico County Public Schools
2015-2016	Clinical Faculty/Cooperating Teacher, Regent University
2014-2016	Student Council Association Advisor, Holland Elementary School
2014-2015	Summer Academy Co-Coordinator, Holland Elementary School
	Elementary Writing Committee Member, Henrico County Public Schools
2012-2016	Partners in Education, Coordinator, Holland Elementary School
Spring 2012	Social Studies Curriculum Writer, Henrico County Public Schools
2011-2012	Clinical Faculty/Cooperating Teacher, Virginia State University
Summer 2011	Language Arts Core Content Teacher, Henrico County Public Schools
2010-2012	Strategic Plan Committee Member, Henrico County Public Schools
2009-2012	Grade Level Chairperson, Arthur Ashe Elementary School
2009-2010	Administrative Intern, Arthur Ashe Elementary School

PROFESSIONAL EXPERIENCES

2024-present	Research Assistant Data-bility
Fall 2022	Research Assistant, School of Social Work (Dr. Nicole Corley), Virginia Commonwealth University
Spring/Summer 2022	Research Assistant, Healthy Communities for Youth, Department of Psychology, Virginia Commonwealth University
2018-present	Membership Services Associate & Coordinator, part-time YMCA of Greater Richmond
2015-2017	Order Services Representative & Contract Trainer QVC, Inc.
2007-2012	Advising Specialist, part-time, summers only

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J. Sargeant Reynolds Community College

PROFESSIONAL PRESENTATIONS & PUBLICATIONS

PROFESSIONAL ASSOCIATIONS

COMMUNITY ENGAGEMENT

| 2023-present | Trustee, Cedar Street Baptist Church |
| 2017-present | Volunteer, Senior Connections of Richmond |

AWARDS & RECOGNITION

| 2008 | First Year Teacher of the Year, Arthur Ashe Elementary School |
| | Henrico County Public Schools |

LICENSES & CERTIFICATIONS

2007-present	Postgraduate Professional Teaching License
	Virginia Department of Education
	Endorsements: Administration & Supervision, PK-12
	Elementary Education, PK-6
	Middle School Social Studies, 6-8

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Appendix E

Letters of Support and Memorandum of Understanding from TQP Project Partners

1. Dr. Kristy Sommerville-Midgette, Superintendent, Brunswick County Public Schools
   - Brunswick County Public Schools Letter of Support and Memorandum of Understanding
2. Dr. Toni Childress, Supervisor of Human Resources, Charles City County Public Schools
   - Charles City County Public Schools Letter of Support and Memorandum of Understanding
3. Dr. Harry Thomas III, Superintendent, Essex County Public Schools
   - Essex County Public Schools Letter of Support and Memorandum of Understanding
4. Dr. Amy Cashwell, Superintendent, Henrico County Public Schools
   - Henrico County Public Schools Letter of Support and Memorandum of Understanding
5. Dr. John Farrelly, Acting Superintendent/Chief of Staff, Petersburg City Public Schools
   - Petersburg City Public Schools Letter of Support and Memorandum of Understanding
6. Dr. LaTanya McDade, Superintendent, Prince William County Public Schools
   - Prince William County Public Schools Letter of Support and Memorandum of Understanding
7. Mr. Jason Kamras, Superintendent, Richmond Public Schools
   - Richmond Public Schools Letter of Support and Memorandum of Understanding
8. Dr. Theresa Aberg, Director of Human Resources, Stafford County Public Schools
   - Stafford County Public Schools Letter of Support and Memorandum of Understanding
9. Dr. Serbrenia Sims, Superintendent, Surry County Public Schools
   - Surry County Public Schools Letter of Support and Memorandum of Understanding
10. Dr. Jeffrey Cassell, Superintendent, Waynesboro City Public Schools
    - Waynesboro City Public Schools Letter of Support and Memorandum of Understanding
11. Dr. Joan Johnson, Dean of School of Education, Virginia Union University
12. Ms. Lisa Coons, Superintendent of Public Instruction, Virginia Department of Education
13. Dr. Kathleen Rudasill, Interim Dean of School of Education, Virginia Commonwealth University
14. Dr. Catherine Ingrassia, Dean of College of Humanities and Sciences, Virginia Commonwealth University
15. Mr. Mark Warner, Senator, U.S. Congress

16. Ms. Abigail Spanberger, Representative, U.S. Congress
17. Ms. Jennifer McClellan, Representative, U.S. Congress
18. Susanne Crump, President of Board of Directors, R.E.B. Foundation
19. Ms. Nadine Marsh-Carter, President, The Cameron Foundation
20. Mr. Matt Taylor, Founder & CEO, Noble Story Group
21. Ms. Jill Harvieux Pitner, Chief Growth Officer, National Center for Teacher Residencies
22. Ms. Kelly Harris-Braxton, Executive Director, Virginia First Cities

Brunswick County Public Schools

Kristy N. Somerville-Midgette, Ed.D.
Division Superintendent

Tracey Rogers, M.Ed.
Assistant Superintendent

-Educating Students   Inspiring Success   Improving Tomorrow-

May 24, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

I am pleased to submit this letter of support for the proposal submitted by the Center for Teacher Leadership (CTL) at Virginia Commonwealth University School of Education for its Teacher Quality Partnership (TQP) grant proposal for a RTR Teacher Residency and School Leader Residency. The purpose of the RTR Teacher and Leader Residency is to build a pipeline of highly-skilled, fully licensed K-12 school teachers and leaders with the capacity to improve and sustain improvement for schools serving students from underserved communities, to increase teacher and school leader retention, and to improve student achievement. This proposal addresses Partnership Grants for the Development of Leadership Programs in Conjunction with the Establishment of an Effective Teacher Residency Program.

Brunswick County Public Schools has worked with VCU and the RTR program in developing the RTR teacher preparation and support model. As an essential component of a comprehensive human capital strategy, RTR helps to meet the critical staffing needs; provides career advancement for experienced teachers to serve as mentors, coaches, and teacher educators; and develops highly effective new and veteran teachers who have a long-term commitment to serving our community. This partnership has helped to improve outcomes for the students, teachers, and our community.

The comprehensive nature of this proposal and the successful record of our past collaborative efforts make me confident that our students, teachers, and neighboring communities will reap the benefits of this proposal for years to come. I would like to reiterate Brunswick County Public Schools' support of the proposal submitted by the Center for Teacher Leadership at the VCU School of Education. We look forward to hearing that the proposal is successful and continuing our collaboration with CTL.

Sincerely,

Kristy N. Somerville-Midgette, Ed.D.
Superintendent

Brunswick County Public Schools & RTR Teacher Residency – *Partnership Agreement*

This partnership agreement is entered into between Virginia Commonwealth University on behalf of its School of Education (SOE) and Brunswick County Public Schools ("Partner").

1. **RTR Mission, Principles, and Program Components**
   1.1. **RTR Mission.** As a partnership between school divisions and the SOE, RTR recruits, prepares, supports, and retains extraordinary, inspiring teachers and teacher leaders who are committed to serving students in high-needs schools for the long-term. All members of the RTR community are committed to strong collaboration that results in positive contributions to the collective culture and success of the public schools we serve.
   1.2. **RTR Principles.** RTR's intensive, school-based teacher preparation model is guided by the National Center for Teacher Residencies (NCTR) Seven Principles of Teacher Residencies. These principles were derived from the literature on developing and retaining effective teachers in high-needs schools and form the basis of the theoretical model that guides the RTR program. The seven principles are:
       1.2.1. Tightly weave education theory and classroom practice together;
       1.2.2. Focus on learning alongside an experienced, effective mentor;
       1.2.3. Group teacher candidates in cohorts;
       1.2.4. Build constructive partnerships with districts, schools, communities, universities, and unions;
       1.2.5. Serve school districts;
       1.2.6. Support residents once they are hired as teachers of record; and
       1.2.7. Establish and support differentiated career roles for veteran teachers.
   1.3. **RTR Essential Program Components.**
       1.3.1. **Targeted recruitment and rigorous, intentional selection of residents aligned with school division needs.** Candidates are accepted based on an academic major, a 3.0 GPA (graduate-level) or a 2.5 GPA (undergraduate-level), and completion of a rigorous selection process conducted by VCU and school division professionals.
       1.3.2. **An intensive medical-style residency in which residents co-teach alongside a master teacher for an entire year (graduate-level) or two entire years (undergraduate-level).** The residency year begins on the first day that teachers report to work and ends on the last day of school, allowing residents to scaffold their learning through an extended period of well-supervised clinical practice guided by university faculty, master teachers, and RTR staff dedicated to the resident growth and development. As such, RTR staff will visit residency sites to observe, collect data, and provide feedback.
       1.3.3. **A rigorous selection process and training for mentor teachers** that includes an application with open-ended questions and a required teaching video, an interview, New Teacher Center (NTC) mentor training, and monthly mentor professional learning communities to enhance their mentoring and coaching skills.
       1.3.4. **A graduate certificate, master's degree, or bachelor's degree and monthly seminars** that integrate the theory and instructional strategies learned in coursework with the reality of high-needs classrooms. VCU faculty provide coursework designed to address challenges specific to high-needs schools using evidence-based practices. RTR staff lead professional learning communities for residents, called seminars, which focus on problems of practice.
       1.3.5. **Post-residency support from an NTC-trained new teacher coach** who works with graduates weekly for the first two years of their teaching career.

2. **RTR Governance.** The Center for Teacher Leadership at the SOE oversees the day-to-day governance and management of RTR. In addition, an RTR Advisory Board and RTR Working Subgroup advises the program on issues of strategic importance, monitors the program's progress, and reviews ongoing formative assessment and

evaluation data to determine needed revisions to the program, ensuring continuous improvement. The RTR Advisory Board provides a forum for open discussion and problem-solving related to the overall success of the RTR program itself and the success of program participants, including residents, graduates, and mentors. The superintendent of each partner school division will appoint up to two members to the RTR Advisory Board. Given the nature of the work and decisions that need to be made, the Chief Academic Officer/Director of Curriculum and Instruction/Director of Human Resources/Director of Finance/Director of Research and Evaluation may be the most appropriate individuals to serve on the Advisory Board. The Dean of the VCU SOE will appoint up to four members to the Board with direct knowledge of and responsibilities for the teacher preparation programs utilized by RTR. The Advisory Board meets up to two times per year.

3. **Partner Commitments.** Brunswick County Public Schools will commit to support RTR in the following ways:
   3.1. Promote the project throughout the community and assist with recruitment efforts for both RTR candidates and teachers who will participate in the professional development activities.
   3.2. Perform all necessary obligations as outlined under the RTR Partnership Agreement, including:
      3.2.1. Provide access to data for research/evaluation of RTR;
      3.2.2. Provide a stipend for mentors who support residents;
      3.2.3. Provide a partnership fee to assist in the support of residents and mentors;
      3.2.4. Provide the cost of the New Teacher Center training and monthly mentor professional learning communities for mentors and career coaches that support RTR residents; and
      3.2.5. Provide new teacher coaches for RTR graduates for the first two years of their teaching career (NTC recommends a 15:1 caseload with consideration for travel time if serving multiple schools).

4. **SOE Commitments.** The SOE will commit to support RTR contingent upon federal and state funding in the following ways:
   4.1. Provide a special RTR tuition rate for all RTR residents;
   4.2. Provide VCU faculty to support the selection process for residents;
   4.3. Provide faculty to teach the RTR seminars, advise residents, and coordinate RTR coursework to ensure a focus on addressing challenges specific to high-needs schools;
   4.4. Support faculty effort as covered in the budget to complete project activities; and
   4.5. Work in partnership with superintendents and state policymakers to secure additional local and state funding through both private and public entities.

5. **Term.** This Partnership Agreement shall become effective upon signature by the authorized representatives from Brunswick County Public Schools and will remain in effect until July 1, 2026 unless modified or terminated according to this partnership agreement.

6. **Amendments.** Any changes, modifications, revisions, or amendments to this Partnership Agreement must be mutually agreed upon in writing by the parties.

7. **Termination.** VCU and Brunswick County Public Schools may terminate this Partnership Agreement at any time should the other party fail to meet the required commitments as outlined herein, or for any reason, upon 30 days' written notice.

8. **Applicable Law.** This Agreement and any claims arising from this Agreement shall be governed by the laws of the Commonwealth of Virginia.

9. **Entirety of Agreement.** This Partnership Agreement, and its attachments, represents the entire agreement between the parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.

10. **Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this Partnership Agreement shall not be constructed so as to create such a status.

11. **Certificate of Compliance.** As a condition of this Agreement, RTR/VCU certifies that no RTR/VCU staff or faculty who will conduct site visits as described in Section 1.3.2, nor any other person who will provide services under the Agreement and will have direct contact with Brunswick County Public Schools students on Brunswick County Public Schools property during regular school hours or school-sponsored activities, have been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. RTR/VCU further acknowledges that such certification shall be binding on the RTR/VCU throughout the term of any Agreement, including renewals or extensions thereof, and agrees to provide immediate notice to Brunswick County Public Schools of any event which might render such certification untrue, including the arrest, indictment, or investigation of any individuals providing such services.

In witness whereof the parties to this Partnership Agreement, through their duly authorized representatives, have executed this Partnership Agreement and certify that they have read, understood, and agreed to the terms and conditions of this Partnership Agreement as set forth herein.

05/25/2024

School Division Representative Signature | Date

Kristy N. Somerville-Midgette, Ed.D.

Printed Name

Division Superintendent

Title

5/28/2024

Kim McKnight, Director of RTR Teacher Residency | Date
Virginia Commonwealth University

SCHOOL BOARD
Rodney Tyler, Chair
Joy Harris, Vice Chair
Martha Harris
E. Preston Adkins
Royce Paige

Charles City, Virginia 23030

Dalphine A. Joppy, Ed.D.
Superintendent

Phone:
Fax:

www.ccps.net

May 23, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

I am pleased to submit this letter of support for the proposal submitted by the Center for Teacher Leadership (CTL) at Virginia Commonwealth University School of Education for its Teacher Quality Partnership (TQP) grant proposal for a RTR Teacher Residency and School Leader Residency. The purpose of the RTR Teacher and Leader Residency is to build a pipeline of highly-skilled, fully licensed K-12 school teachers and leaders with the capacity to improve and sustain improvement for schools serving students from underserved communities, to increase teacher and school leader retention, and to improve student achievement. This proposal addresses Partnership Grants for the Development of Leadership Programs in Conjunction with the Establishment of an Effective Teacher Residency Program.

Charles City County Public Schools has worked with VCU and the RTR program in developing the RTR teacher preparation and support model. As an essential component of a comprehensive human capital strategy, RTR helps to meet the critical staffing needs; provides career advancement for experienced teachers to serve as mentors, coaches, and teacher educators; and develops highly effective new and veteran teachers who have a long-term commitment to serving our community. This partnership has helped to improve outcomes for the students, teachers, and our community.

The comprehensive nature of this proposal and the successful record of our past collaborative efforts make me confident that our students, teachers, and neighboring communities will reap the benefits of this proposal for years to come. I would like to reiterate Charles City County Public Schools' support of the proposal submitted by the Center for Teacher Leadership at the VCU School of Education. We look forward to hearing that the proposal is successful and continuing our collaboration with CTL.

Sincerely,

Toni L. Childress, Ed.D.
Supervisor of Human Resources

Charles City County Public Schools & RTR Teacher Residency - *Partnership Agreement*

This partnership agreement is entered into between Virginia Commonwealth University on behalf of its School of Education (SOE) and Charles City County Public Schools ("Partner").

1. **RTR Mission, Principles, and Program Components**
   1.1. **RTR Mission.** As a partnership between school divisions and the SOE, RTR recruits, prepares, supports, and retains extraordinary, inspiring teachers and teacher leaders who are committed to serving students in high-needs schools for the long-term. All members of the RTR community are committed to strong collaboration that results in positive contributions to the collective culture and success of the public schools we serve.
   1.2. **RTR Principles.** RTR's intensive, school-based teacher preparation model is guided by the National Center for Teacher Residencies (NCTR) Seven Principles of Teacher Residencies. These principles were derived from the literature on developing and retaining effective teachers in high-needs schools and form the basis of the theoretical model that guides the RTR program. The seven principles are:
      1.2.1. Tightly weave education theory and classroom practice together;
      1.2.2. Focus on learning alongside an experienced, effective mentor;
      1.2.3. Group teacher candidates in cohorts;
      1.2.4. Build constructive partnerships with districts, schools, communities, universities, and unions;
      1.2.5. Serve school districts;
      1.2.6. Support residents once they are hired as teachers of record; and
      1.2.7. Establish and support differentiated career roles for veteran teachers.
   1.3. **RTR Essential Program Components.**
      1.3.1. **Targeted recruitment and rigorous, intentional selection of residents aligned with school division needs.** Candidates are accepted based on an academic major, a 3.0 GPA (graduate-level) or a 2.5 GPA (undergraduate-level), and completion of a rigorous selection process conducted by VCU and school division professionals.
      1.3.2. **An intensive medical-style residency in which residents co-teach alongside a master teacher for an entire year (graduate-level) or two entire years (undergraduate-level).** The residency year begins on the first day that teachers report to work and ends on the last day of school, allowing residents to scaffold their learning through an extended period of well-supervised clinical practice guided by university faculty, master teachers, and RTR staff dedicated to the resident growth and development. As such, RTR staff will visit residency sites to observe, collect data, and provide feedback.
      1.3.3. **A rigorous selection process and training for mentor teachers** that includes an application with open-ended questions and a required teaching video, an interview, New Teacher Center (NTC) mentor training, and monthly mentor professional learning communities to enhance their mentoring and coaching skills.
      1.3.4. **A graduate certificate, master's degree, or bachelor's degree and monthly seminars** that integrate the theory and instructional strategies learned in coursework with the reality of high-needs classrooms. VCU faculty provide coursework designed to address challenges specific to high-needs schools using evidence-based practices. RTR staff lead professional learning communities for residents, called seminars, which focus on problems of practice.
      1.3.5. **Post-residency support from an NTC-trained new teacher coach** who works with graduates weekly for the first two years of their teaching career.

2. **RTR Governance.** The Center for Teacher Leadership at the SOE oversees the day-to-day governance and management of RTR. In addition, an RTR Advisory Board and RTR Working Subgroup advises the program on issues of strategic importance, monitors the program's progress, and reviews ongoing formative assessment and

1

evaluation data to determine needed revisions to the program, ensuring continuous improvement. The RTR Advisory Board provides a forum for open discussion and problem-solving related to the overall success of the RTR program itself and the success of program participants, including residents, graduates, and mentors. The superintendent of each partner school division will appoint up to two members to the RTR Advisory Board. Given the nature of the work and decisions that need to be made, the Chief Academic Officer/Director of Curriculum and Instruction/Director of Human Resources/Director of Finance/Director of Research and Evaluation may be the most appropriate individuals to serve on the Advisory Board. The Dean of the VCU SOE will appoint up to four members to the Board with direct knowledge of and responsibilities for the teacher preparation programs utilized by RTR. The Advisory Board meets up to two times per year.

3. **Partner Commitments.** Charles City County Public Schools will commit to support RTR in the following ways:
   3.1. Promote the project throughout the community and assist with recruitment efforts for both RTR candidates and teachers who will participate in the professional development activities.
   3.2. Perform all necessary obligations as outlined under the RTR Partnership Agreement, including:
       3.2.1. Provide access to data for research/evaluation of RTR;
       3.2.2. Provide a stipend for mentors who support residents;
       3.2.3. Provide a partnership fee to assist in the support of residents and mentors;
       3.2.4. Provide the cost of the New Teacher Center training and monthly mentor professional learning communities for mentors and career coaches that support RTR residents; and
       3.2.5. Provide new teacher coaches for RTR graduates for the first two years of their teaching career (NTC recommends a 15:1 caseload with consideration for travel time if serving multiple schools).

4. **SOE Commitments.** The SOE will commit to support RTR contingent upon federal and state funding in the following ways:
   4.1. Provide a special RTR tuition rate for all RTR residents;
   4.2. Provide VCU faculty to support the selection process for residents;
   4.3. Provide faculty to teach the RTR seminars, advise residents, and coordinate RTR coursework to ensure a focus on addressing challenges specific to high-needs schools;
   4.4. Support faculty effort as covered in the budget to complete project activities; and
   4.5. Work in partnership with superintendents and state policymakers to secure additional local and state funding through both private and public entities.

5. **Term.** This Partnership Agreement shall become effective upon signature by the authorized representatives from Charles City County Public Schools and will remain in effect until July 1, 2026 unless modified or terminated according to this partnership agreement.

6. **Amendments.** Any changes, modifications, revisions, or amendments to this Partnership Agreement must be mutually agreed upon in writing by the parties.

7. **Termination.** VCU and Charles City County Public Schools may terminate this Partnership Agreement at any time should the other party fail to meet the required commitments as outlined herein, or for any reason, upon 30 days' written notice.

8. **Applicable Law.** This Agreement and any claims arising from this Agreement shall be governed by the laws of the Commonwealth of Virginia.

9. **Entirety of Agreement.** This Partnership Agreement, and its attachments, represents the entire agreement between the parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.

10. **Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this Partnership Agreement shall not be constructed so as to create such a status.

11. **Certificate of Compliance.** As a condition of this Agreement, RTR/VCU certifies that no RTR/VCU staff or faculty who will conduct site visits as described in Section 1.3.2, nor any other person who will provide services under the Agreement and will have direct contact with Charles City County Public Schools students on Charles City County Public Schools property during regular school hours or school-sponsored activities, have been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. RTR/VCU further acknowledges that such certification shall be binding on the RTR/VCU throughout the term of any Agreement, including renewals or extensions thereof, and agrees to provide immediate notice to Charles City County Public Schools of any event which might render such certification untrue, including the arrest, indictment, or investigation of any individuals providing such services.
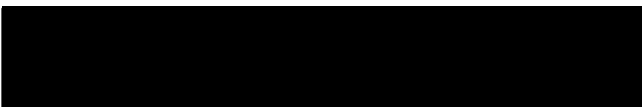
In witness whereof the parties to this Partnership Agreement, through their duly authorized representatives, have executed this Partnership Agreement and certify that they have read, understood, and agreed to the terms and conditions of this Partnership Agreement as set forth herein.

_____   05/27/2024
School Division Representative Signature   Date

Toni LP Childress
Printed Name

Supervisor of Human Resources
Title

_____   5/28/2024

Kim McKnight, Director of RTR Teacher Residency   Date
Virginia Commonwealth University

Essex County Public Schools

P.O. Box 756
Tappahannock, Virginia 22560

May 13, 2024
Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

I am pleased to submit this letter of support for the proposal submitted by the Center for Teacher Leadership (CTL) at Virginia Commonwealth University School of Education for its Teacher Quality Partnership (TQP) grant proposal for a RTR Teacher Residency and School Leader Residency. The purpose of the RTR Teacher and Leader Residency is to build a pipeline of highly-skilled, fully licensed K-12 school teachers and leaders with the capacity to improve and sustain improvement for schools serving students from underserved communities, to increase teacher and school leader retention, and to improve student achievement. This proposal addresses Partnership Grants for the Development of Leadership Programs in Conjunction with the Establishment of an Effective Teacher Residency Program.

Essex County Public Schools has worked with VCU and the RTR program in developing the RTR teacher preparation and support model. As an essential component of a comprehensive human capital strategy, RTR helps to meet the critical staffing needs; provides career advancement for experienced teachers to serve as mentors, coaches, and teacher educators; and develops highly effective new and veteran teachers who have a long-term commitment to serving our community. This partnership has helped to improve outcomes for the students, teachers, and our community.

The comprehensive nature of this proposal and the successful record of our past collaborative efforts make me confident that our students, teachers, and neighboring communities will reap the benefits of this proposal for years to come. I would like to reiterate Essex County Public Schools' support of the proposal submitted by the Center for Teacher Leadership at the VCU School of Education. We look forward to hearing that the proposal is successful and continuing our collaboration with CTL.

Sincerely,

Dr. Harry R. Thomas III
Superintendent
Essex County Public Schools

Essex County Public Schools & RTR Teacher Residency - *Partnership Agreement*

This partnership agreement is entered into between Virginia Commonwealth University on behalf of its School of Education (SOE) and Essex County Public Schools ("Partner").

1. RTR Mission, Principles, and Program Components

1.1. **RTR Mission.** As a partnership between school divisions and the SOE, RTR recruits, prepares, supports, and retains extraordinary, inspiring teachers and teacher leaders who are committed to serving students in high-needs schools for the long-term. All members of the RTR community are committed to strong collaboration that results in positive contributions to the collective culture and success of the public schools we serve.

1.2. **RTR Principles.** RTR's intensive, school-based teacher preparation model is guided by the National Center for Teacher Residencies (NCTR) Seven Principles of Teacher Residencies. These principles were derived from the literature on developing and retaining effective teachers in high-needs schools and form the basis of the theoretical model that guides the RTR program. The seven principles are:

1.2.1. Tightly weave education theory and classroom practice together;

1.2.2. Focus on learning alongside an experienced, effective mentor;

1.2.3. Group teacher candidates in cohorts;

1.2.4. Build constructive partnerships with districts, schools, communities, universities, and unions;

1.2.5. Serve school districts;

1.2.6. Support residents once they are hired as teachers of record; and

1.2.7. Establish and support differentiated career roles for veteran teachers.

1.3. **RTR Essential Program Components.**

1.3.1. **Targeted recruitment and rigorous, intentional selection of residents aligned with school division needs.** Candidates are accepted based on an academic major, a 3.0 GPA (graduate-level) or a 2.5 GPA (undergraduate-level), and completion of a rigorous selection process conducted by VCU and school division professionals.

1.3.2. **An intensive medical-style residency in which residents co-teach alongside a master teacher for an entire year (graduate-level) or two entire years (undergraduate-level).** The residency year begins on the first day that teachers report to work and ends on the last day of school, allowing residents to scaffold their learning through an extended period of well-supervised clinical practice guided by university faculty, master teachers, and RTR staff dedicated to the resident growth and development. As such, RTR staff will visit residency sites to observe, collect data, and provide feedback.

1.3.3. **A rigorous selection process and training for mentor teachers** that includes an application with open-ended questions and a required teaching video, an interview, New Teacher Center (NTC) mentor training, and monthly mentor professional learning communities to enhance their mentoring and coaching skills.

1.3.4. **A graduate certificate, master's degree, or bachelor's degree and monthly seminars** that integrate the theory and instructional strategies learned in coursework with the reality of high-needs classrooms. VCU faculty provide coursework designed to address challenges specific to high-needs schools using evidence-based practices. RTR staff lead professional learning communities for residents, called seminars, which focus on problems of practice.

1.3.5. **Post-residency support from an NTC-trained new teacher coach** who works with graduates weekly for the first two years of their teaching career.

2. RTR Governance.
The Center for Teacher Leadership at the SOE oversees the day-to-day governance and management of RTR. In addition, an RTR Advisory Board and RTR Working Subgroup advises the program on issues of strategic importance, monitors the program's progress, and reviews ongoing formative assessment and

evaluation data to determine needed revisions to the program, ensuring continuous improvement. The RTR Advisory Board provides a forum for open discussion and problem-solving related to the overall success of the RTR program itself and the success of program participants, including residents, graduates, and mentors. The superintendent of each partner school division will appoint up to two members to the RTR Advisory Board. Given the nature of the work and decisions that need to be made, the Chief Academic Officer/Director of Curriculum and Instruction/Director of Human Resources/Director of Finance/Director of Research and Evaluation may be the most appropriate individuals to serve on the Advisory Board. The Dean of the VCU SOE will appoint up to four members to the Board with direct knowledge of and responsibilities for the teacher preparation programs utilized by RTR. The Advisory Board meets up to two times per year.

3. **Partner Commitments.** Essex County Public Schools will commit to support RTR in the following ways:
    3.1. Promote the project throughout the community and assist with recruitment efforts for both RTR candidates and teachers who will participate in the professional development activities.
    3.2. Perform all necessary obligations as outlined under the RTR Partnership Agreement, including:
        3.2.1. Provide access to data for research/evaluation of RTR;
        3.2.2. Provide a stipend for mentors who support residents;
        3.2.3. Provide a partnership fee to assist in the support of residents and mentors;
        3.2.4. Provide the cost of the New Teacher Center training and monthly mentor professional learning communities for mentors and career coaches that support RTR residents; and
        3.2.5. Provide new teacher coaches for RTR graduates for the first two years of their teaching career (NTC recommends a 15:1 caseload with consideration for travel time if serving multiple schools).

4. **SOE Commitments.** The SOE will commit to support RTR contingent upon federal and state funding in the following ways:
    4.1. Provide a special RTR tuition rate for all RTR residents;
    4.2. Provide VCU faculty to support the selection process for residents;
    4.3. Provide faculty to teach the RTR seminars, advise residents, and coordinate RTR coursework to ensure a focus on addressing challenges specific to high-needs schools;
    4.4. Support faculty effort as covered in the budget to complete project activities; and
    4.5. Work in partnership with superintendents and state policymakers to secure additional local and state funding through both private and public entities.

5. **Term.** This Partnership Agreement shall become effective upon signature by the authorized representatives from Essex County Public Schools and will remain in effect until July 1, 2026 unless modified or terminated according to this partnership agreement.

6. **Amendments.** Any changes, modifications, revisions, or amendments to this Partnership Agreement must be mutually agreed upon in writing by the parties.

7. **Termination.** VCU and Essex County Public Schools may terminate this Partnership Agreement at any time should the other party fail to meet the required commitments as outlined herein, or for any reason, upon 30 days' written notice.

8. **Applicable Law.** This Agreement and any claims arising from this Agreement shall be governed by the laws of the Commonwealth of Virginia.

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10. **Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this Partnership Agreement shall not be constructed so as to create such a status.

11. **Certificate of Compliance.** As a condition of this Agreement, RTR/VCU certifies that no RTR/VCU staff or faculty who will conduct site visits as described in Section 1.3.2, nor any other person who will provide services under the Agreement and will have direct contact with Essex County Public Schools students on Essex County Public Schools property during regular school hours or school-sponsored activities, have been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. RTR/VCU further acknowledges that such certification shall be binding on the RTR/VCU throughout the term of any Agreement, including renewals or extensions thereof, and agrees to provide immediate notice to Essex County Public Schools of any event which might render such certification untrue, including the arrest, indictment, or investigation of any individuals providing such services.

In witness whereof the parties to this Partnership Agreement, through their duly authorized representatives, have executed this Partnership Agreement and certify that they have read, understood, and agreed to the terms and conditions of this Partnership Agreement as set forth herein.

5-15-2024
School Division Representative Signature   Date

Dr. Harry R. Thomas III
Printed Name

Superitendent
Title

Kim McKnight, Director of RTR Teacher Residency   5/28/2024
Virginia Commonwealth University   Date

HENRICO COUNTY PUBLIC SCHOOLS

DR. AMY E. CASHWELL
SUPERINTENDENT OF SCHOOLS

POST OFFICE BOX 23120
HENRICO, VIRGINIA 23223-0420

May 31, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

I am pleased to submit this letter of support for the proposal submitted by the Center for Teacher Leadership (CTL) at Virginia Commonwealth University School of Education for its Teacher Quality Partnership (TQP) grant proposal for an RTR Teacher Residency and School Leader Residency. The purpose of the RTR Teacher and Leader Residency is to build a pipeline of highly skilled, fully licensed K-12 school teachers and leaders with the capacity to improve and sustain improvement for schools serving students from underserved communities, increase teacher and school leader retention, and improve student achievement. This proposal addresses partnership grants for the development of leadership programs in conjunction with the establishment of an effective teacher residency program.

Henrico County Public Schools has worked with VCU and the RTR program in developing the RTR teacher preparation and support model. As an essential component of a comprehensive human capital strategy, RTR helps to meet critical staffing needs; provides career advancement for experienced teachers to serve as mentors, coaches, and teacher educators; and develops highly effective new and veteran teachers who have a long-term commitment to serving our community. This partnership has helped to improve outcomes for the students, teachers, and our community.

Mia Howerton
Page 2
May 31, 2024

The comprehensive nature of this proposal and the successful record of our past collaborative efforts make me confident that our students, teachers, and neighboring communities will reap the benefits of this proposal for years to come. I would like to reiterate Henrico County Public Schools' support of the proposal submitted by the Center for Teacher Leadership at the VCU School of Education. We look forward to hearing that the proposal is successful and continuing our collaboration with CTL.

Sincerely,

Amy E. Cashwell, Ed.D.
Superintendent

Henrico County Public Schools & RTR Teacher Residency - *Partnership Agreement*

This partnership agreement is entered into between Virginia Commonwealth University on behalf of its School of Education (SOE) and Henrico County Public Schools ("Partner").

1. **RTR Mission, Principles, and Program Components**
    1.1. **RTR Mission.** As a partnership between school divisions and the SOE, RTR recruits, prepares, supports, and retains extraordinary, inspiring teachers and teacher leaders who are committed to serving students in high-needs schools for the long-term. All members of the RTR community are committed to strong collaboration that results in positive contributions to the collective culture and success of the public schools we serve.
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        1.2.3. Group teacher candidates in cohorts;
        1.2.4. Build constructive partnerships with districts, schools, communities, universities, and unions;
        1.2.5. Serve school districts;
        1.2.6. Support residents once they are hired as teachers of record; and
        1.2.7. Establish and support differentiated career roles for veteran teachers.
    1.3. **RTR Essential Program Components.**
        1.3.1. **Targeted recruitment and rigorous, intentional selection of residents aligned with school division needs.** Candidates are accepted based on an academic major, a 3.0 GPA (graduate-level) or a 2.5 GPA (undergraduate-level), and completion of a rigorous selection process conducted by VCU and school division professionals.
        1.3.2. **An intensive medical-style residency in which residents co-teach alongside a master teacher for an entire year (graduate-level) or two entire years (undergraduate-level).** The residency year begins on the first day that teachers report to work and ends on the last day of school, allowing residents to scaffold their learning through an extended period of well-supervised clinical practice guided by university faculty, master teachers, and RTR staff dedicated to the resident growth and development. As such, RTR staff will visit residency sites to observe, collect data, and provide feedback.
        1.3.3. **A rigorous selection process and training for mentor teachers** that includes an application with open-ended questions and a required teaching video, an interview, New Teacher Center (NTC) mentor training, and monthly mentor professional learning communities to enhance their mentoring and coaching skills.
        1.3.4. **A graduate certificate, master's degree, or bachelor's degree and monthly seminars** that integrate the theory and instructional strategies learned in coursework with the reality of high-needs classrooms. VCU faculty provide coursework designed to address challenges specific to high-needs schools using evidence-based practices. RTR staff lead professional learning communities for residents, called seminars, which focus on problems of practice.
        1.3.5. **Post-residency support from an NTC-trained new teacher coach** who works with graduates weekly for the first two years of their teaching career.

2. **RTR Governance.** The Center for Teacher Leadership at the SOE oversees the day-to-day governance and management of RTR. In addition, an RTR Advisory Board and RTR Working Subgroup advises the program on issues of strategic importance, monitors the program's progress, and reviews ongoing formative assessment and

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evaluation data to determine needed revisions to the program, ensuring continuous improvement. The RTR Advisory Board provides a forum for open discussion and problem-solving related to the overall success of the RTR program itself and the success of program participants, including residents, graduates, and mentors. The superintendent of each partner school division will appoint up to two members to the RTR Advisory Board. Given the nature of the work and decisions that need to be made, the Chief Academic Officer/Director of Curriculum and Instruction/Director of Human Resources/Director of Finance/Director of Research and Evaluation may be the most appropriate individuals to serve on the Advisory Board. The Dean of the VCU SOE will appoint up to four members to the Board with direct knowledge of and responsibilities for the teacher preparation programs utilized by RTR. The Advisory Board meets up to two times per year.

3. **Partner Commitments.** Henrico County Public Schools will commit to support RTR in the following ways:
   3.1. Promote the project throughout the community and assist with recruitment efforts for both RTR candidates and teachers who will participate in the professional development activities.
   3.2. Perform all necessary obligations as outlined under the RTR Partnership Agreement, including:
      3.2.1. Provide access to data for research/evaluation of RTR;
      3.2.2. Provide a stipend for mentors who support residents;
      3.2.3. Provide the cost of the New Teacher Center training and monthly mentor professional learning communities for mentors and career coaches that support RTR residents; and
      3.2.4. Provide new teacher coaches for RTR graduates for the first two years of their teaching career (NTC recommends a 15:1 caseload with consideration for travel time if serving multiple schools).

4. **SOE Commitments.** The SOE will commit to support RTR contingent upon federal and state funding in the following ways:
   4.1. Provide a special RTR tuition rate for all RTR residents;
   4.2. Provide VCU faculty to support the selection process for residents;
   4.3. Provide faculty to teach the RTR seminars, advise residents, and coordinate RTR coursework to ensure a focus on addressing challenges specific to high-needs schools;
   4.4. Support faculty effort as covered in the budget to complete project activities; and
   4.5. Work in partnership with superintendents and state policymakers to secure additional local and state funding through both private and public entities.

5. **Term.** This Partnership Agreement shall become effective upon signature by the authorized representatives from Henrico County Public Schools and will remain in effect until July 1, 2026 unless modified or terminated according to this partnership agreement.

6. **Amendments.** Any changes, modifications, revisions, or amendments to this Partnership Agreement must be mutually agreed upon in writing by the parties.

7. **Termination.** VCU and Henrico County Public Schools may terminate this Partnership Agreement at any time should the other party fail to meet the required commitments as outlined herein, or for any reason, upon 30 days' written notice.

8. **Applicable Law.** This Agreement and any claims arising from this Agreement shall be governed by the laws of the Commonwealth of Virginia.

9. **Entirety of Agreement.** This Partnership Agreement, and its attachments, represents the entire agreement between the parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.

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10. **Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this Partnership Agreement shall not be constructed so as to create such a status.

11. **Certificate of Compliance.** As a condition of this Agreement, RTR/VCU certifies that no RTR/VCU staff or faculty who will conduct site visits as described in Section 1.3.2, nor any other person who will provide services under the Agreement and will have direct contact with Henrico County Public Schools students on Henrico County Public Schools property during regular school hours or school-sponsored activities, have been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. RTR/VCU further acknowledges that such certification shall be binding on the RTR/VCU throughout the term of any Agreement, including renewals or extensions thereof, and agrees to provide immediate notice to Henrico County Public Schools of any event which might render such certification untrue, including the arrest, indictment, or investigation of any individuals providing such services.

In witness whereof the parties to this Partnership Agreement, through their duly authorized representatives, have executed this Partnership Agreement and certify that they have read, understood, and agreed to the terms and conditions of this Partnership Agreement as set forth herein.

School Division Representative Signature

Date 5/14/2024

Printed Name FRANCINE G. Bouldin

Title Chief Human Resources Officer

Kim McKnight, Director of RTR Teacher Residency
Virginia Commonwealth University

Date 5/28/2024

Petersburg City Public Schools
School Administrative Offices

████████████████

Petersburg, Virginia 23805-2700

May 23, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

I am pleased to submit this letter of support for the proposal submitted by the Center for Teacher Leadership (CTL) at Virginia Commonwealth University School of Education for its Teacher Quality Partnership (TQP) grant proposal for a RTR Teacher Residency and School Leader Residency. The purpose of the RTR Teacher and Leader Residency is to build a pipeline of highly-skilled, fully licensed K-12 school teachers and leaders with the capacity to improve and sustain improvement for schools serving students from underserved communities, to increase teacher and school leader retention, and to improve student achievement. This proposal addresses Partnership Grants for the Development of Leadership Programs in Conjunction with the Establishment of an Effective Teacher Residency Program.

Petersburg County Public Schools has worked with VCU and the RTR program in developing the RTR teacher preparation and support model. As an essential component of a comprehensive human capital strategy, RTR helps to meet the critical staffing needs; provides career advancement for experienced teachers to serve as mentors, coaches, and teacher educators; and develops highly effective new and veteran teachers who have a long-term commitment to serving our community. This partnership has helped to improve outcomes for the students, teachers, and our community.

The comprehensive nature of this proposal and the successful record of our past collaborative efforts make me confident that our students, teachers, and neighboring communities will reap the benefits of this proposal for years to come. I would like to reiterate Petersburg County Public Schools' support of the proposal submitted by the Center for Teacher Leadership at the VCU School of Education. We look forward to hearing that the proposal is successful and continuing our collaboration with CTL.

Sincerely,

███████████████

John D. Farrelly, Ed.D
Acting Superintendent/Chief of Staff
Petersburg City Public Schools

Petersburg City Public Schools & RTR Teacher Residency - *Partnership Agreement*

This partnership agreement is entered into between Virginia Commonwealth University on behalf of its School of Education (SOE) and Petersburg City Public Schools ("Partner").

1. **RTR Mission, Principles, and Program Components**
    1.1. **RTR Mission.** As a partnership between school divisions and the SOE, RTR recruits, prepares, supports, and retains extraordinary, inspiring teachers and teacher leaders who are committed to serving students in high-needs schools for the long-term. All members of the RTR community are committed to strong collaboration that results in positive contributions to the collective culture and success of the public schools we serve.
    1.2. **RTR Principles.** RTR's intensive, school-based teacher preparation model is guided by the National Center for Teacher Residencies (NCTR) Seven Principles of Teacher Residencies. These principles were derived from the literature on developing and retaining effective teachers in high-needs schools and form the basis of the theoretical model that guides the RTR program. The seven principles are:
        1.2.1. Tightly weave education theory and classroom practice together;
        1.2.2. Focus on learning alongside an experienced, effective mentor;
        1.2.3. Group teacher candidates in cohorts;
        1.2.4. Build constructive partnerships with districts, schools, communities, universities, and unions;
        1.2.5. Serve school districts;
        1.2.6. Support residents once they are hired as teachers of record; and
        1.2.7. Establish and support differentiated career roles for veteran teachers.
    1.3. **RTR Essential Program Components.**
        1.3.1. **Targeted recruitment and rigorous, intentional selection of residents aligned with school division needs.** Candidates are accepted based on an academic major, a 3.0 GPA (graduate-level) or a 2.5 GPA (undergraduate-level), and completion of a rigorous selection process conducted by VCU and school division professionals.
        1.3.2. **An intensive medical-style residency in which residents co-teach alongside a master teacher for an entire year (graduate-level) or two entire years (undergraduate-level).** The residency year begins on the first day that teachers report to work and ends on the last day of school, allowing residents to scaffold their learning through an extended period of well-supervised clinical practice guided by university faculty, master teachers, and RTR staff dedicated to the resident growth and development. As such, RTR staff will visit residency sites to observe, collect data, and provide feedback.
        1.3.3. **A rigorous selection process and training for mentor teachers** that includes an application with open-ended questions and a required teaching video, an interview, New Teacher Center (NTC) mentor training, and monthly mentor professional learning communities to enhance their mentoring and coaching skills.
        1.3.4. **A graduate certificate, master's degree, or bachelor's degree and monthly seminars** that integrate the theory and instructional strategies learned in coursework with the reality of high-needs classrooms. VCU faculty provide coursework designed to address challenges specific to high-needs schools using evidence-based practices. RTR staff lead professional learning communities for residents, called seminars, which focus on problems of practice.
        1.3.5. **Post-residency support from an NTC-trained new teacher coach** who works with graduates weekly for the first two years of their teaching career.

2. **RTR Governance.** The Center for Teacher Leadership at the SOE oversees the day-to-day governance and management of RTR. In addition, an RTR Advisory Board and RTR Working Subgroup advises the program on issues of strategic importance, monitors the program's progress, and reviews ongoing formative assessment and

evaluation data to determine needed revisions to the program, ensuring continuous improvement. The RTR Advisory Board provides a forum for open discussion and problem-solving related to the overall success of the RTR program itself and the success of program participants, including residents, graduates, and mentors. The superintendent of each partner school division will appoint up to two members to the RTR Advisory Board. Given the nature of the work and decisions that need to be made, the Chief Academic Officer/Director of Curriculum and Instruction/Director of Human Resources/Director of Finance/Director of Research and Evaluation may be the most appropriate individuals to serve on the Advisory Board. The Dean of the VCU SOE will appoint up to four members to the Board with direct knowledge of and responsibilities for the teacher preparation programs utilized by RTR. The Advisory Board meets up to two times per year.

3. **Partner Commitments.** Petersburg City Public Schools will commit to support RTR in the following ways:
    3.1. Promote the project throughout the community and assist with recruitment efforts for both RTR candidates and teachers who will participate in the professional development activities.
    3.2. Perform all necessary obligations as outlined under the RTR Partnership Agreement, including:
        3.2.1. Provide access to data for research/evaluation of RTR;
        3.2.2. Provide a stipend for mentors who support residents;
        3.2.3. Provide a partnership fee to assist in the support of residents and mentors;
        3.2.4. Provide the cost of the New Teacher Center training and monthly mentor professional learning communities for mentors and career coaches that support RTR residents; and
        3.2.5. Provide new teacher coaches for RTR graduates for the first two years of their teaching career (NTC recommends a 15:1 caseload with consideration for travel time if serving multiple schools).

4. **SOE Commitments.** The SOE will commit to support RTR contingent upon federal and state funding in the following ways:
    4.1. Provide a special RTR tuition rate for all RTR residents;
    4.2. Provide VCU faculty to support the selection process for residents;
    4.3. Provide faculty to teach the RTR seminars, advise residents, and coordinate RTR coursework to ensure a focus on addressing challenges specific to high-needs schools;
    4.4. Support faculty effort as covered in the budget to complete project activities; and
    4.5. Work in partnership with superintendents and state policymakers to secure additional local and state funding through both private and public entities.

5. **Term.** This Partnership Agreement shall become effective upon signature by the authorized representatives from Petersburg City Public Schools and will remain in effect until July 1, 2026 unless modified or terminated according to this partnership agreement.

6. **Amendments.** Any changes, modifications, revisions, or amendments to this Partnership Agreement must be mutually agreed upon in writing by the parties.

7. **Termination.** VCU and Petersburg City Public Schools may terminate this Partnership Agreement at any time should the other party fail to meet the required commitments as outlined herein, or for any reason, upon 30 days' written notice.

8. **Applicable Law.** This Agreement and any claims arising from this Agreement shall be governed by the laws of the Commonwealth of Virginia.

9. **Entirety of Agreement.** This Partnership Agreement, and its attachments, represents the entire agreement between the parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.

10. **Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this Partnership Agreement shall not be constructed so as to create such a status.

11. **Certificate of Compliance.** As a condition of this Agreement, RTR/VCU certifies that no RTR/VCU staff or faculty who will conduct site visits as described in Section 1.3.2, nor any other person who will provide services under the Agreement and will have direct contact with Petersburg City Public Schools students on Petersburg City Public Schools property during regular school hours or school-sponsored activities, have been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. RTR/VCU further acknowledges that such certification shall be binding on the RTR/VCU throughout the term of any Agreement, including renewals or extensions thereof, and agrees to provide immediate notice to Petersburg City Public Schools of any event which might render such certification untrue, including the arrest, indictment, or investigation of any individuals providing such services.
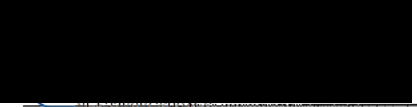
In witness whereof the parties to this Partnership Agreement, through their duly authorized representatives, have executed this Partnership Agreement and certify that they have read, understood, and agreed to the terms and conditions of this Partnership Agreement as set forth herein.

_____   _____5/23/24_____
School Division Representative Signature   Date

_John Farrelly_____
Printed Name

Acting Superintendent / Chief of Staff
Title

_____   5/28/2024
Kim McKnight, Director of RTR Teacher Residency   Date
Virginia Commonwealth University

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
LAUNCHING THRIVING FUTURES
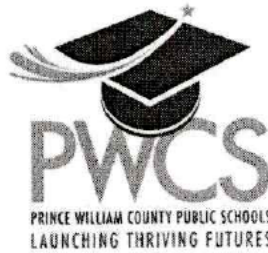
May 17, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW, Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

I am pleased to submit this letter of support for the proposal submitted by the Center for Teacher Leadership (CTL) at Virginia Commonwealth University (VCU) School of Education for its Teacher Quality Partnership (TQP) grant proposal. The purpose of this RTR Teacher and Leader Residency grant proposal is to build a pipeline of highly skilled, fully licensed K-12 teachers and leaders with the capacity to sustain improvement for schools serving students from underserved communities, to increase teacher and school leader retention, and to improve student achievement.

Prince William County Public Schools (PWCS) has worked with VCU and the RTR program in developing the RTR teacher preparation and support model. As an essential component of a comprehensive human capital strategy, RTR helps to meet critical staffing needs; provides career advancement for experienced teachers to serve as mentors, coaches, and teacher educators; and develops highly effective new and veteran teachers. This partnership has helped to improve outcomes for students, teachers, and our community.

The comprehensive nature of this proposal and the successful record of our past collaborative efforts gives me confidence that our students, teachers, and neighboring communities will greatly benefit from this proposal. We look forward to hearing that the proposal is successful and continuing our collaboration with CTL.

Sincerely,

LaTanya D. McDade, Ed.D.
Superintendent of Schools

LATANYA D. MCDADE, Ed.D.
Superintendent of Schools
P.O. Box 389, Manassas, VA 20108 • www. pwcs.edu •

Prince William County Public Schools & RTR Teacher Residency - *Partnership Agreement*

This partnership agreement is entered into between Virginia Commonwealth University on behalf of its School of Education (SOE) and Prince William County Public Schools ("Partner").

1. **RTR Mission, Principles, and Program Components**
   1.1. **RTR Mission.** As a partnership between school divisions and the SOE, RTR recruits, prepares, supports, and retains extraordinary, inspiring teachers and teacher leaders who are committed to serving students in high-needs schools for the long-term. All members of the RTR community are committed to strong collaboration that results in positive contributions to the collective culture and success of the public schools we serve.
   1.2. **RTR Principles.** RTR's intensive, school-based teacher preparation model is guided by the National Center for Teacher Residencies (NCTR) Seven Principles of Teacher Residencies. These principles were derived from the literature on developing and retaining effective teachers in high-needs schools and form the basis of the theoretical model that guides the RTR program. The seven principles are:
      1.2.1. Tightly weave education theory and classroom practice together;
      1.2.2. Focus on learning alongside an experienced, effective mentor;
      1.2.3. Group teacher candidates in cohorts;
      1.2.4. Build constructive partnerships with districts, schools, communities, universities, and unions;
      1.2.5. Serve school districts;
      1.2.6. Support residents once they are hired as teachers of record; and
      1.2.7. Establish and support differentiated career roles for veteran teachers.
   1.3. **RTR Essential Program Components.**
      1.3.1. **Targeted recruitment and rigorous, intentional selection of residents aligned with school division needs.** Candidates are accepted based on an academic major, a 3.0 GPA (graduate-level) or a 2.5 GPA (undergraduate-level), and completion of a rigorous selection process conducted by VCU and school division professionals.
      1.3.2. **An intensive medical-style residency in which residents co-teach alongside a master teacher for an entire year (graduate-level) or two entire years (undergraduate-level).** The residency year begins on the first day that teachers report to work and ends on the last day of school, allowing residents to scaffold their learning through an extended period of well-supervised clinical practice guided by university faculty, master teachers, and RTR staff dedicated to the resident growth and development. As such, RTR staff will visit residency sites to observe, collect data, and provide feedback.
      1.3.3. **A rigorous selection process and training for mentor teachers** that includes an application with open-ended questions and a required teaching video, an interview, New Teacher Center (NTC) mentor training, and monthly mentor professional learning communities to enhance their mentoring and coaching skills.
      1.3.4. **A graduate certificate, master's degree, or bachelor's degree and monthly seminars** that integrate the theory and instructional strategies learned in coursework with the reality of high-needs classrooms. VCU faculty provide coursework designed to address challenges specific to high-needs schools using evidence-based practices. RTR staff lead professional learning communities for residents, called seminars, which focus on problems of practice.
      1.3.5. **Post-residency support from an NTC-trained new teacher coach** who works with graduates weekly for the first two years of their teaching career.

2. **RTR Governance.** The Center for Teacher Leadership at the SOE oversees the day-to-day governance and management of RTR. In addition, an RTR Advisory Board and RTR Working Subgroup advises the program on issues of strategic importance, monitors the program's progress, and reviews ongoing formative assessment and

evaluation data to determine needed revisions to the program, ensuring continuous improvement. The RTR Advisory Board provides a forum for open discussion and problem-solving related to the overall success of the RTR program itself and the success of program participants, including residents, graduates, and mentors. The superintendent of each partner school division will appoint up to two members to the RTR Advisory Board. Given the nature of the work and decisions that need to be made, the Chief Academic Officer/Director of Curriculum and Instruction/Director of Human Resources/Director of Finance/Director of Research and Evaluation may be the most appropriate individuals to serve on the Advisory Board. The Dean of the VCU SOE will appoint up to four members to the Board with direct knowledge of and responsibilities for the teacher preparation programs utilized by RTR. The Advisory Board meets up to two times per year.

3. **Partner Commitments.** Prince William County Public Schools will commit to support RTR in the following ways:
   3.1. Promote the project throughout the community and assist with recruitment efforts for both RTR candidates and teachers who will participate in the professional development activities.
   3.2. Perform all necessary obligations as outlined under the RTR Partnership Agreement, including:
      3.2.1. Provide access to data for research/evaluation of RTR;
      3.2.2. Provide a stipend for mentors who support residents;
      3.2.3. Provide a partnership fee to assist in the support of residents and mentors;
      3.2.4. Provide the cost of the New Teacher Center training and monthly mentor professional learning communities for mentors and career coaches that support RTR residents; and
      3.2.5. Provide new teacher coaches for RTR graduates for the first two years of their teaching career (NTC recommends a 15:1 caseload with consideration for travel time if serving multiple schools).

4. **SOE Commitments.** The SOE will commit to support RTR contingent upon federal and state funding in the following ways:
   4.1. Provide a special RTR tuition rate for all RTR residents;
   4.2. Provide VCU faculty to support the selection process for residents;
   4.3. Provide faculty to teach the RTR seminars, advise residents, and coordinate RTR coursework to ensure a focus on addressing challenges specific to high-needs schools;
   4.4. Support faculty effort as covered in the budget to complete project activities; and
   4.5. Work in partnership with superintendents and state policymakers to secure additional local and state funding through both private and public entities.

5. **Term.** This Partnership Agreement shall become effective upon signature by the authorized representatives from Prince William County Public Schools and will remain in effect until July 1, 2026 unless modified or terminated according to this partnership agreement.

6. **Amendments.** Any changes, modifications, revisions, or amendments to this Partnership Agreement must be mutually agreed upon in writing by the parties.

7. **Termination.** VCU and Prince William County Public Schools may terminate this Partnership Agreement at any time should the other party fail to meet the required commitments as outlined herein, or for any reason, upon 30 days' written notice.

8. **Applicable Law.** This Agreement and any claims arising from this Agreement shall be governed by the laws of the Commonwealth of Virginia.

9. **Entirety of Agreement.** This Partnership Agreement, and its attachments, represents the entire agreement between the parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.

10. **Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this Partnership Agreement shall not be constructed so as to create such a status.

11. **Certificate of Compliance.** As a condition of this Agreement, RTR/VCU certifies that no RTR/VCU staff or faculty who will conduct site visits as described in Section 1.3.2, nor any other person who will provide services under the Agreement and will have direct contact with Prince William County Public Schools students on Prince William County Public Schools property during regular school hours or school-sponsored activities, have been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. RTR/VCU further acknowledges that such certification shall be binding on the RTR/VCU throughout the term of any Agreement, including renewals or extensions thereof, and agrees to provide immediate notice to Prince William County Public Schools of any event which might render such certification untrue, including the arrest, indictment, or investigation of any individuals providing such services.

In witness whereof the parties to this Partnership Agreement, through their duly authorized representatives, have executed this Partnership Agreement and certify that they have read, understood, and agreed to the terms and conditions of this Partnership Agreement as set forth herein.
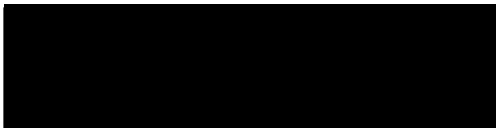
_____   May 20, 2024
School Division Representative Signature   _____
                                             Date

LaTanya D. McDade, Ed.D.
Printed Name

Superintendent of Schools
Title

_____   **5/28/2024**
Kim McKnight, Director of RTR Teacher Residency   _____
Virginia Commonwealth University   Date

RPS RICHMOND PUBLIC SCHOOLS

June 3, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

I am pleased to submit this letter of support for the Center for Teacher Leadership (CTL) at Virginia Commonwealth University School of Education for its Teacher Quality Partnership (TQP) grant proposal for an RTR Teacher and School Leader Residency. The purpose of the RTR Teacher and Leader Residency is to build a pipeline of highly-skilled, fully licensed K-12 school teachers and leaders with the capacity to improve and sustain improvement for schools serving students from underserved communities, increase teacher and school leader retention, and improve student achievement. This proposal addresses partnership grants for the development of leadership programs in conjunction with the establishment of an effective teacher residency program.

Richmond City Public Schools has worked with VCU and the RTR program in developing the RTR teacher preparation and support model. As an essential component of a comprehensive human capital strategy, RTR helps to meet critical staffing needs; provides career advancement for experienced teachers to serve as mentors, coaches, and teacher educators; and develops highly effective new and veteran teachers who have a long-term commitment to serving our community. This partnership has helped to improve outcomes for our students, teachers, and community.

The comprehensive nature of this proposal and the successful record of our past collaborative efforts assures me that our students, teachers, and neighboring communities will reap the benefits of this proposal for years to come. I would like to reiterate Richmond Public Schools' support of the proposal submitted by the Center for Teacher Leadership at the VCU School of Education. We look forward to hearing that the proposal is successful and continuing our collaboration with CTL.

Sincerely,

Jason Kamras
Superintendent

Richmond Public Schools & RTR Teacher Residency – *Partnership Agreement*

This partnership agreement is entered into between Virginia Commonwealth University on behalf of its School of Education (SOE) and Richmond Public Schools ("Partner").

1. **RTR Mission, Principles, and Program Components**
   1.1. **RTR Mission.** As a partnership between school divisions and the SOE, RTR recruits, prepares, supports, and retains extraordinary, inspiring teachers and teacher leaders who are committed to serving students in high-needs schools for the long-term. All members of the RTR community are committed to strong collaboration that results in positive contributions to the collective culture and success of the public schools we serve.
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      1.2.5. Serve school districts;
      1.2.6. Support residents once they are hired as teachers of record; and
      1.2.7. Establish and support differentiated career roles for veteran teachers.
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      1.3.2. **An intensive medical-style residency in which residents co-teach alongside a master teacher for an entire year (graduate-level) or two entire years (undergraduate-level).** The residency year begins on the first day that teachers report to work and ends on the last day of school, allowing residents to scaffold their learning through an extended period of well-supervised clinical practice guided by university faculty, master teachers, and RTR staff dedicated to the resident growth and development. As such, RTR staff will visit residency sites to observe, collect data, and provide feedback.
      1.3.3. **A rigorous selection process and training for mentor teachers** that includes an application with open-ended questions and a required teaching video, an interview, New Teacher Center (NTC) mentor training, and monthly mentor professional learning communities to enhance their mentoring and coaching skills.
      1.3.4. **A graduate certificate, master's degree, or bachelor's degree and monthly seminars** that integrate the theory and instructional strategies learned in coursework with the reality of high-needs classrooms. VCU faculty provide coursework designed to address challenges specific to high-needs schools using evidence-based practices. RTR staff lead professional learning communities for residents, called seminars, which focus on problems of practice.
      1.3.5. **Post-residency support from an NTC-trained new teacher coach** who works with graduates weekly for the first two years of their teaching career.

2. **RTR Governance.** The Center for Teacher Leadership at the SOE oversees the day-to-day governance and management of RTR. In addition, an RTR Advisory Board and RTR Working Subgroup advises the program on issues of strategic importance, monitors the program's progress, and reviews ongoing formative assessment and

evaluation data to determine needed revisions to the program, ensuring continuous improvement. The RTR Advisory Board provides a forum for open discussion and problem-solving related to the overall success of the RTR program itself and the success of program participants, including residents, graduates, and mentors. The superintendent of each partner school division will appoint up to two members to the RTR Advisory Board. Given the nature of the work and decisions that need to be made, the Chief Academic Officer/Director of Curriculum and Instruction/Director of Human Resources/Director of Finance/Director of Research and Evaluation may be the most appropriate individuals to serve on the Advisory Board. The Dean of the VCU SOE will appoint up to four members to the Board with direct knowledge of and responsibilities for the teacher preparation programs utilized by RTR. The Advisory Board meets up to two times per year.

3. **Partner Commitments.** Richmond Public Schools will commit to support RTR in the following ways:
   3.1. Promote the project throughout the community and assist with recruitment efforts for both RTR candidates and teachers who will participate in the professional development activities.
   3.2. Perform all necessary obligations as outlined under the RTR Partnership Agreement, including:
      3.2.1. Provide access to data for research/evaluation of RTR;
      3.2.2. Provide a stipend for mentors who support residents;
      3.2.3. Provide the cost of the New Teacher Center training and monthly mentor professional learning communities for mentors and career coaches that support RTR residents; and
      3.2.4. Provide new teacher coaches for RTR graduates for the first two years of their teaching career (NTC recommends a 15:1 caseload with consideration for travel time if serving multiple schools).

4. **SOE Commitments.** The SOE will commit to support RTR contingent upon federal and state funding in the following ways:
   4.1. Provide a special RTR tuition rate for all RTR residents;
   4.2. Provide VCU faculty to support the selection process for residents;
   4.3. Provide faculty to teach the RTR seminars, advise residents, and coordinate RTR coursework to ensure a focus on addressing challenges specific to high-needs schools;
   4.4. Support faculty effort as covered in the budget to complete project activities; and
   4.5. Work in partnership with superintendents and state policymakers to secure additional local and state funding through both private and public entities.

5. **Term.** This Partnership Agreement shall become effective upon signature by the authorized representatives from Richmond Public Schools and will remain in effect until July 1, 2026 unless modified or terminated according to this partnership agreement.

6. **Amendments.** Any changes, modifications, revisions, or amendments to this Partnership Agreement must be mutually agreed upon in writing by the parties.

7. **Termination.** VCU and Richmond Public Schools may terminate this Partnership Agreement at any time should the other party fail to meet the required commitments as outlined herein, or for any reason, upon 30 days' written notice.

8. **Applicable Law.** This Agreement and any claims arising from this Agreement shall be governed by the laws of the Commonwealth of Virginia.

9. **Entirety of Agreement.** This Partnership Agreement, and its attachments, represents the entire agreement between the parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.

10. **Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this Partnership Agreement shall not be constructed so as to create such a status.

11. **Certificate of Compliance.** As a condition of this Agreement, RTR/VCU certifies that no RTR/VCU staff or faculty who will conduct site visits as described in Section 1.3.2, nor any other person who will provide services under the Agreement and will have direct contact with Richmond Public Schools students on Richmond Public Schools property during regular school hours or school-sponsored activities, have been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. RTR/VCU further acknowledges that such certification shall be binding on the RTR/VCU throughout the term of any Agreement, including renewals or extensions thereof, and agrees to provide immediate notice to Richmond Public Schools of any event which might render such certification untrue, including the arrest, indictment, or investigation of any individuals providing such services.

In witness whereof the parties to this Partnership Agreement, through their duly authorized representatives, have executed this Partnership Agreement and certify that they have read, understood, and agreed to the terms and conditions of this Partnership Agreement as set forth herein.

_____   _____
School Division Representative Signature   Date

_____
Printed Name

_____
Title

_____   _____
Kim McKnight, Director of RTR Teacher Residency   Date
Virginia Commonwealth University

Office of Human Resources and Talent Development

████████████████████████

Stafford, Virginia 22554-7246

████████████████████████

Website: www.staffordschools.net
Email: humanresources@staffordschools.net

May 28, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

I am pleased to submit this letter of support for the proposal submitted by the Center for Teacher Leadership (CTL) at Virginia Commonwealth University School of Education for its Teacher Quality Partnership (TQP) grant proposal for a RTR Teacher Residency and School Leader Residency. The purpose of the RTR Teacher and Leader Residency is to build a pipeline of highly-skilled, fully licensed K-12 school teachers and leaders with the capacity to improve and sustain improvement for schools serving students from underserved communities, to increase teacher and school leader retention, and to improve student achievement. This proposal addresses Partnership Grants for the Development of Leadership Programs in Conjunction with the Establishment of an Effective Teacher Residency Program.

Stafford County Public Schools has worked with VCU and the RTR program in developing the RTR teacher preparation and support model. As an essential component of a comprehensive human capital strategy, RTR helps to meet the critical staffing needs; provides career advancement for experienced teachers to serve as mentors, coaches, and teacher educators; and develops highly effective new and veteran teachers who have a long-term commitment to serving our community. This partnership has helped to improve outcomes for the students, teachers, and our community.

The comprehensive nature of this proposal and the successful record of our past collaborative efforts make me confident that our students, teachers, and neighboring communities will reap the benefits of this proposal for years to come. I would like to reiterate Stafford County Public Schools' support of the proposal submitted by the Center for Teacher Leadership at the VCU School of Education. We look forward to hearing that the proposal is successful and continuing our collaboration with CTL.

Sincerely,

████████████████████████

Theresa P. Aberg, Ed.D.
Director of Human Resources

Stafford County Public Schools & RTR Teacher Residency – *Partnership Agreement*

This partnership agreement is entered into between Virginia Commonwealth University on behalf of its School of Education (SOE) and Stafford County Public Schools ("Partner").

1. **RTR Mission, Principles, and Program Components**
   1.1. **RTR Mission.** As a partnership between school divisions and the SOE, RTR recruits, prepares, supports, and retains extraordinary, inspiring teachers and teacher leaders who are committed to serving students in high-needs schools for the long-term. All members of the RTR community are committed to strong collaboration that results in positive contributions to the collective culture and success of the public schools we serve.
   1.2. **RTR Principles.** RTR's intensive, school-based teacher preparation model is guided by the National Center for Teacher Residencies (NCTR) Seven Principles of Teacher Residencies. These principles were derived from the literature on developing and retaining effective teachers in high-needs schools and form the basis of the theoretical model that guides the RTR program. The seven principles are:
      1.2.1. Tightly weave education theory and classroom practice together;
      1.2.2. Focus on learning alongside an experienced, effective mentor;
      1.2.3. Group teacher candidates in cohorts;
      1.2.4. Build constructive partnerships with districts, schools, communities, universities, and unions;
      1.2.5. Serve school districts;
      1.2.6. Support residents once they are hired as teachers of record; and
      1.2.7. Establish and support differentiated career roles for veteran teachers.
   1.3. **RTR Essential Program Components.**
      1.3.1. **Targeted recruitment and rigorous, intentional selection of residents aligned with school division needs.** Candidates are accepted based on an academic major, a 3.0 GPA (graduate-level) or a 2.5 GPA (undergraduate-level), and completion of a rigorous selection process conducted by VCU and school division professionals.
      1.3.2. **An intensive medical-style residency in which residents co-teach alongside a master teacher for an entire year (graduate-level) or two entire years (undergraduate-level).** The residency year begins on the first day that teachers report to work and ends on the last day of school, allowing residents to scaffold their learning through an extended period of well-supervised clinical practice guided by university faculty, master teachers, and RTR staff dedicated to the resident growth and development. As such, RTR staff will visit residency sites to observe, collect data, and provide feedback.
      1.3.3. **A rigorous selection process and training for mentor teachers** that includes an application with open-ended questions and a required teaching video, an interview, New Teacher Center (NTC) mentor training, and monthly mentor professional learning communities to enhance their mentoring and coaching skills.
      1.3.4. **A graduate certificate, master's degree, or bachelor's degree and monthly seminars** that integrate the theory and instructional strategies learned in coursework with the reality of high-needs classrooms. VCU faculty provide coursework designed to address challenges specific to high-needs schools using evidence-based practices. RTR staff lead professional learning communities for residents, called seminars, which focus on problems of practice.
      1.3.5. **Post-residency support from an NTC-trained new teacher coach** who works with graduates weekly for the first two years of their teaching career.

2. **RTR Governance.** The Center for Teacher Leadership at the SOE oversees the day-to-day governance and management of RTR. In addition, an RTR Advisory Board and RTR Working Subgroup advises the program on issues of strategic importance, monitors the program's progress, and reviews ongoing formative assessment and

evaluation data to determine needed revisions to the program, ensuring continuous improvement. The RTR Advisory Board provides a forum for open discussion and problem-solving related to the overall success of the RTR program itself and the success of program participants, including residents, graduates, and mentors. The superintendent of each partner school division will appoint up to two members to the RTR Advisory Board. Given the nature of the work and decisions that need to be made, the Chief Academic Officer/Director of Curriculum and Instruction/Director of Human Resources/Director of Finance/Director of Research and Evaluation may be the most appropriate individuals to serve on the Advisory Board. The Dean of the VCU SOE will appoint up to four members to the Board with direct knowledge of and responsibilities for the teacher preparation programs utilized by RTR. The Advisory Board meets up to two times per year.

3. **Partner Commitments.** Stafford County Public Schools will commit to support RTR in the following ways:
   3.1. Promote the project throughout the community and assist with recruitment efforts for both RTR candidates and teachers who will participate in the professional development activities.
   3.2. Perform all necessary obligations as outlined under the RTR Partnership Agreement, including:
      3.2.1. Provide access to data for research/evaluation of RTR;
      3.2.2. Provide a stipend for mentors who support residents;
      3.2.3. Provide a partnership fee to assist in the support of residents and mentors;
      3.2.4. Provide the cost of the New Teacher Center training and monthly mentor professional learning communities for mentors and career coaches that support RTR residents; and
      3.2.5. Provide new teacher coaches for RTR graduates for the first two years of their teaching career (NTC recommends a 15:1 caseload with consideration for travel time if serving multiple schools).

4. **SOE Commitments.** The SOE will commit to support RTR contingent upon federal and state funding in the following ways:
   4.1. Provide a special RTR tuition rate for all RTR residents;
   4.2. Provide VCU faculty to support the selection process for residents;
   4.3. Provide faculty to teach the RTR seminars, advise residents, and coordinate RTR coursework to ensure a focus on addressing challenges specific to high-needs schools;
   4.4. Support faculty effort as covered in the budget to complete project activities; and
   4.5. Work in partnership with superintendents and state policymakers to secure additional local and state funding through both private and public entities.

5. **Term.** This Partnership Agreement shall become effective upon signature by the authorized representatives from Stafford County Public Schools and will remain in effect until July 1, 2026 unless modified or terminated according to this partnership agreement.

6. **Amendments.** Any changes, modifications, revisions, or amendments to this Partnership Agreement must be mutually agreed upon in writing by the parties.

7. **Termination.** VCU and Stafford County Public Schools may terminate this Partnership Agreement at any time should the other party fail to meet the required commitments as outlined herein, or for any reason, upon 30 days' written notice.

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11. **Certificate of Compliance.** As a condition of this Agreement, RTR/VCU certifies that no RTR/VCU staff or faculty who will conduct site visits as described in Section 1.3.2, nor any other person who will provide services under the Agreement and will have direct contact with Stafford County Public Schools students on Stafford County Public Schools property during regular school hours or school-sponsored activities, have been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. RTR/VCU further acknowledges that such certification shall be binding on the RTR/VCU throughout the term of any Agreement, including renewals or extensions thereof, and agrees to provide immediate notice to Stafford County Public Schools of any event which might render such certification untrue, including the arrest, indictment, or investigation of any individuals providing such services.

In witness whereof the parties to this Partnership Agreement, through their duly authorized representatives, have executed this Partnership Agreement and certify that they have read, understood, and agreed to the terms and conditions of this Partnership Agreement as set forth herein.

_____   5/30/2024
School Division Representative Signature   Date

Chris R. Fulmer
_____
Printed Name

Deputy Superintendent & Chief Operating Officer
_____
Title

_____   5/30/2024
Kim McKnight, Director of RTR Teacher Residency   Date
Virginia Commonwealth University

Surry County Public Schools

P. O. BOX 317

Surry, Virginia 23883

(757) 294-5229

May 13, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

I am pleased to submit this letter of support for the proposal submitted by the Center for Teacher Leadership (CTL) at Virginia Commonwealth University School of Education for its Teacher Quality Partnership (TQP) grant proposal for a RTR Teacher Residency and School Leader Residency. The purpose of the RTR Teacher and Leader Residency is to build a pipeline of highly-skilled, fully licensed K-12 school teachers and leaders with the capacity to improve and sustain improvement for schools serving students from underserved communities, to increase teacher and school leader retention, and to improve student achievement. This proposal addresses Partnership Grants for the Development of Leadership Programs in Conjunction with the Establishment of an Effective Teacher Residency Program.

Surry County Public Schools has worked with VCU and the RTR program in developing the RTR teacher preparation and support model. As an essential component of a comprehensive human capital strategy, RTR helps to meet the critical staffing needs; provides career advancement for experienced teachers to serve as mentors, coaches, and teacher educators; and develops highly effective new and veteran teachers who have a long-term commitment to serving our community. This partnership has helped to improve outcomes for the students, teachers, and our community.

The comprehensive nature of this proposal and the successful record of our past collaborative efforts make me confident that our students, teachers, and neighboring communities will reap the benefits of this proposal for years to come. I would like to reiterate Surry County Public Schools' support of the proposal submitted by the Center for Teacher Leadership at the VCU School of Education. We look forward to hearing that the proposal is successful and continuing our collaboration with CTL.

Serbrenia J. Sims, Ed.D., Superintendent

Surry County Public Schools & RTR Teacher Residency - *Partnership Agreement*

This partnership agreement is entered into between Virginia Commonwealth University on behalf of its School of Education (SOE) and Surry County Public Schools ("Partner").

1. **RTR Mission, Principles, and Program Components**
    1.1. **RTR Mission.** As a partnership between school divisions and the SOE, RTR recruits, prepares, supports, and retains extraordinary, inspiring teachers and teacher leaders who are committed to serving students in high-needs schools for the long-term. All members of the RTR community are committed to strong collaboration that results in positive contributions to the collective culture and success of the public schools we serve.
    1.2. **RTR Principles.** RTR's intensive, school-based teacher preparation model is guided by the National Center for Teacher Residencies (NCTR) Seven Principles of Teacher Residencies. These principles were derived from the literature on developing and retaining effective teachers in high-needs schools and form the basis of the theoretical model that guides the RTR program. The seven principles are:
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        1.2.3. Group teacher candidates in cohorts;
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    1.3. **RTR Essential Program Components.**
        1.3.1. **Targeted recruitment and rigorous, intentional selection of residents aligned with school division needs.** Candidates are accepted based on an academic major, a 3.0 GPA (graduate-level) or a 2.5 GPA (undergraduate-level), and completion of a rigorous selection process conducted by VCU and school division professionals.
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        1.3.3. **A rigorous selection process and training for mentor teachers** that includes an application with open-ended questions and a required teaching video, an interview, New Teacher Center (NTC) mentor training, and monthly mentor professional learning communities to enhance their mentoring and coaching skills.
        1.3.4. **A graduate certificate, master's degree, or bachelor's degree and monthly seminars** that integrate the theory and instructional strategies learned in coursework with the reality of high-needs classrooms. VCU faculty provide coursework designed to address challenges specific to high-needs schools using evidence-based practices. RTR staff lead professional learning communities for residents, called seminars, which focus on problems of practice.
        1.3.5. **Post-residency support from an NTC-trained new teacher coach** who works with graduates weekly for the first two years of their teaching career.

2. **RTR Governance.** The Center for Teacher Leadership at the SOE oversees the day-to-day governance and management of RTR. In addition, an RTR Advisory Board and RTR Working Subgroup advises the program on issues of strategic importance, monitors the program's progress, and reviews ongoing formative assessment and

evaluation data to determine needed revisions to the program, ensuring continuous improvement. The RTR Advisory Board provides a forum for open discussion and problem-solving related to the overall success of the RTR program itself and the success of program participants, including residents, graduates, and mentors. The superintendent of each partner school division will appoint up to two members to the RTR Advisory Board. Given the nature of the work and decisions that need to be made, the Chief Academic Officer/Director of Curriculum and Instruction/Director of Human Resources/Director of Finance/Director of Research and Evaluation may be the most appropriate individuals to serve on the Advisory Board. The Dean of the VCU SOE will appoint up to four members to the Board with direct knowledge of and responsibilities for the teacher preparation programs utilized by RTR. The Advisory Board meets up to two times per year.

3. **Partner Commitments.** Surry County Public Schools will commit to support RTR in the following ways:
   3.1. Promote the project throughout the community and assist with recruitment efforts for both RTR candidates and teachers who will participate in the professional development activities.
   3.2. Perform all necessary obligations as outlined under the RTR Partnership Agreement, including:
      3.2.1. Provide access to data for research/evaluation of RTR;
      3.2.2. Provide a stipend for mentors who support residents;
      3.2.3. Provide a partnership fee to assist in the support of residents and mentors;
      3.2.4. Provide the cost of the New Teacher Center training and monthly mentor professional learning communities for mentors and career coaches that support RTR residents; and
      3.2.5. Provide new teacher coaches for RTR graduates for the first two years of their teaching career (NTC recommends a 15:1 caseload with consideration for travel time if serving multiple schools).

4. **SOE Commitments.** The SOE will commit to support RTR contingent upon federal and state funding in the following ways:
   4.1. Provide a special RTR tuition rate for all RTR residents;
   4.2. Provide VCU faculty to support the selection process for residents;
   4.3. Provide faculty to teach the RTR seminars, advise residents, and coordinate RTR coursework to ensure a focus on addressing challenges specific to high-needs schools;
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5. **Term.** This Partnership Agreement shall become effective upon signature by the authorized representatives from Surry County Public Schools and will remain in effect until July 1, 2026 unless modified or terminated according to this partnership agreement.

6. **Amendments.** Any changes, modifications, revisions, or amendments to this Partnership Agreement must be mutually agreed upon in writing by the parties.

7. **Termination.** VCU and Surry County Public Schools may terminate this Partnership Agreement at any time should the other party fail to meet the required commitments as outlined herein, or for any reason, upon 30 days' written notice.

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In witness whereof the parties to this Partnership Agreement, through their duly authorized representatives, have executed this Partnership Agreement and certify that they have read, understood, and agreed to the terms and conditions of this Partnership Agreement as set forth herein.

05/15/2024

School Division Representative Signature   Date

Serbrenia J. Sims, Ed.D
Printed Name

Superintendent
Title

5/28/2024

Kim McKnight, Director of RTR Teacher Residency   Date
Virginia Commonwealth University

May 10, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

I am pleased to submit this letter of support for the proposal submitted by the Center for Teacher Leadership (CTL) at Virginia Commonwealth University School of Education for its Teacher Quality Partnership (TQP) grant proposal for a RTR Teacher Residency and School Leader Residency. The purpose of the RTR Teacher and Leader Residency is to build a pipeline of highly-skilled, fully licensed K-12 school teachers and leaders with the capacity to improve and sustain improvement for schools serving students from underserved communities, to increase teacher and school leader retention, and to improve student achievement. This proposal addresses Partnership Grants for the Development of Leadership Programs in Conjunction with the Establishment of an Effective Teacher Residency Program.

Waynesboro Public Schools has worked with VCU and the RTR program in developing the RTR teacher preparation and support model. As an essential component of a comprehensive human capital strategy, RTR helps to meet the critical staffing needs; provides career advancement for experienced teachers to serve as mentors, coaches, and teacher educators; and develops highly effective new and veteran teachers who have a long-term commitment to serving our community. This partnership has helped to improve outcomes for the students, teachers, and our community.

The comprehensive nature of this proposal and the successful record of our past collaborative efforts make me confident that our students, teachers, and neighboring communities will reap the benefits of this proposal for years to come. I would like to reiterate Waynesboro Public Schools' support of the proposal submitted by the Center for Teacher Leadership at the VCU School of Education. We look forward to hearing that the proposal is successful and continuing our collaboration with CTL.

Sincerely,

Jeffrey D. Cassell, Ed.D.
Superintendent

Office of the Superintendent

Waynesboro City Public Schools & RTR Teacher Residency - *Partnership Agreement*

This partnership agreement is entered into between Virginia Commonwealth University on behalf of its School of Education (SOE) and Waynesboro City Public Schools ("Partner").

1. **RTR Mission, Principles, and Program Components**
    1.1. **RTR Mission.** As a partnership between school divisions and the SOE, RTR recruits, prepares, supports, and retains extraordinary, inspiring teachers and teacher leaders who are committed to serving students in high-needs schools for the long-term. All members of the RTR community are committed to strong collaboration that results in positive contributions to the collective culture and success of the public schools we serve.
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        1.3.1. **Targeted recruitment and rigorous, intentional selection of residents aligned with school division needs.** Candidates are accepted based on an academic major, a 3.0 GPA (graduate-level) or a 2.5 GPA (undergraduate-level), and completion of a rigorous selection process conducted by VCU and school division professionals.
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7. **Termination.** VCU and Waynesboro City Public Schools may terminate this Partnership Agreement at any time should the other party fail to meet the required commitments as outlined herein, or for any reason, upon 30 days' written notice.

8. **Applicable Law.** This Agreement and any claims arising from this Agreement shall be governed by the laws of the Commonwealth of Virginia.

9. **Entirety of Agreement.** This Partnership Agreement, and its attachments, represents the entire agreement between the parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.

10. **Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this Partnership Agreement shall not be constructed so as to create such a status.

11. **Certificate of Compliance.** As a condition of this Agreement, RTR/VCU certifies that no RTR/VCU staff or faculty who will conduct site visits as described in Section 1.3.2, nor any other person who will provide services under the Agreement and will have direct contact with Waynesboro City Public Schools students on Waynesboro City Public Schools property during regular school hours or school-sponsored activities, have been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child. RTR/VCU further acknowledges that such certification shall be binding on the RTR/VCU throughout the term of any Agreement, including renewals or extensions thereof, and agrees to provide immediate notice to Waynesboro City Public Schools of any event which might render such certification untrue, including the arrest, indictment, or investigation of any individuals providing such services.

In witness whereof the parties to this Partnership Agreement, through their duly authorized representatives, have executed this Partnership Agreement and certify that they have read, understood, and agreed to the terms and conditions of this Partnership Agreement as set forth herein.

_____   5/15/2024
School Division Representative Signature   Date

_____Jeffrey Cassell_____
Printed Name

_____Superintendent_____
Title

                                                                    5/28/2024
Kim McKnight, Director of RTR Teacher Residency   Date
Virginia Commonwealth University

May 23, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton,

On behalf of Virginia Union University (VUU) School of Education, I would like to give my full support to the Teacher Quality Partnership (TQP) grant proposal for the RTR Teacher Residency and School Leader Residency program. The RTR grant proposal for a Teacher Residency and School Leader Residency program proposal is designed to build a pipeline of highly skilled, fully licensed K-12 school leaders with the capacity to improve and sustain improvement for schools serving students from underserved communities, increase teacher retention, and improve student achievement. This proposal addresses Partnership Grants for the Development of Leadership Programs in Conjunction with the establishment of an Effective Teacher Residency Program. The RTR Teacher Residency and School Leader Residency also address increasing educator diversity.

Virginia Union University is a premier liberal arts institution and publicly serving HBCU with recognition as a private institution through the State Council of Higher Education for Virginia. Virginia Union University's mission is to provide a nurturing intellectually challenging and spiritually enriching environment for learning; empower students to develop strong moral values for success; and develop scholars, leaders, and lifelong learners of a global society. Our faculty is focused on providing opportunities for low-income and historically marginalized students who face vast health, economic, technological, and educational inequities.

We are collaborating with VCU RTR by supporting the TQP grant and our possible sub-award as we work collectively to increase the number of quality teachers and leaders and build a pipeline of educators. This grant will also allow VUU to enhance our initial efforts in implementing a VUU-based teacher residency program at both the graduate and undergraduate levels.

I would like to reiterate my enthusiastic support for this proposal. This work represents important elements of innovative and effective teacher and leadership preparation as well as university-community partnership to target opportunities for students and schools with long-standing unmet needs. I am confident that the outcomes will benefit local school divisions, urban communities, and the Commonwealth tremendously.

Sincerely,

Dean, School of Education

COMMONWEALTH of VIRGINIA

Lisa Coons, Ed.D.
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

May 17, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

With this letter, I offer my enthusiastic support for the Virginia Commonwealth University (VCU) RTR Teacher Residency and School Leader Residency program (RTR-SLR) grant proposal. At the core of the proposal is the School Leader Residency (SLR) program and Teacher Residency program, an innovative approach to building a pipeline of highly qualified leaders and teachers for our schools.

As the Superintendent of Public Instruction, I am working alongside our state government leaders and Virginia Board of Education to ensure every student has a high-quality educator at the front of the classroom. We need leaders highly prepared to address persistent and new challenges as well as those still to come. The work outlined in this grant proposal aligns with our statewide initiatives to expand educator pipelines and strengthen retention efforts for our local educational agencies.

RTR School Leader Residency will pair theory and practice by allowing residents to earn a post-master's certification for school administration while gaining an invaluable year of experience, coaching for continual improvement, and the guidance of a strong principal. Similarly, the RTR Teacher Residency will prepare teachers to work in high need schools under the guidance of a strong mentor teacher. This model also holds great promise for successfully reducing teacher and principal turnover to sustain school success.

I am delighted to know that through the grant proposal, the outstanding RTR Teacher Residency will be used as a model for developing teachers and school leaders. With recognition of the importance of marshaling state resources to support this need, I will work closely with VCU to apprise Virginia's legislature of this project's progress and to disseminate its findings and successful practices to a variety of school divisions in Virginia and beyond.

Federal funding will allow this program to attract, develop, and retain the best-prepared teachers and school leaders to meet the needs of our most vulnerable students and communities. I appreciate your consideration of this worthy effort.

Sincerely,

Lisa Coons

LC/sl

VCU
School of Education

May 30, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton,

On behalf of the Virginia Commonwealth University (VCU) School of Education, I am pleased to provide my enthusiastic support of the Teacher Quality Partnership (TQP) grant proposal to further refine, expand, and evaluate the impact of the innovative RTR Teacher and School Leader Residency on teacher retention, school climate, and student outcomes in high-need schools across Virginia. At the VCU School of Education, we are especially invested in providing opportunities and support to low-income and historically marginalized students who face vast health, economic, technological and educational inequities.

This proposal builds and expands on one of our University and School of Education's most successful and recognized programs, the RTR Teacher Residency. While the RTR Teacher and School Leader Residency has historically partnered with school districts located close to VCU and the Richmond metropolitan region, the growing interest in the program from LEAs across the Commonwealth to meet their staffing needs, coupled with advances in technology for online learning, have created an opportunity for the expansion of RTR. The TQP funding will allow for expansion to high-need LEAs outside of the metro-Richmond area, while maintaining our research-based, rigorous graduate-level curriculum to fully prepare teachers and school leaders. Additionally, it also includes a rigorous evaluation component by the Institute for Collaborative Research and Evaluation (ICRE), which has experience and expertise in the evaluation of residency-based teacher preparation and induction programs.

As Interim Dean of the School of Education, I pledge our full support towards the proposed objectives of the RTR Teacher and School Leader Residency proposal. Specifically, the VCU School of Education will support the outlined objectives in the grant proposal by:

- re-allocating faculty effort to complete proposed project objectives;
- providing other in-kind support related to senior leadership and administrative staff effort to successfully complete the project; and

VCU
School of Education

● working in partnership with superintendents, state policymakers, and community leaders to secure additional funding through private and public entities.

In closing, I would like to reiterate my enthusiastic support for this proposal. This work represents important elements of innovative and effective teacher and leadership preparation and university-community partnership to target opportunities to students and schools with long-standing unmet needs. I am confident that the outcomes will yield tremendous benefits for local school divisions, the Commonwealth, and the nation.

Sincerely,

Kathleen M. Rudasill, Ph.D
Professor, Interim Dean
School of Education

May 23, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton,

On behalf of the Virginia Commonwealth University College of Humanities and Sciences (CHS), I am pleased to support the Teacher Quality Partnership (TQP) grant proposal to further refine, expand, and evaluate the impact of the innovative RTR Teacher and School Leader Residency on teacher retention, school climate, and student outcomes in high-need schools across Virginia.

The VCU College of Humanities and Sciences has a long history of working collaboratively with the School of Education and local K-12 educators. Evidence of this collaboration can be seen in the shared governance of: (1) the Policy Board for the Ph.D. in Education; and (2) the Professional Education Coordinating Council (PECC), a policy body regarding teacher education and licensure that has existed since the 1980s. The PECC has always had faculty and administrative representation from the CHS and the SOE, and in Spring 2004 modified its governance structure to include K-12 representatives as well. In addition, numerous SOE courses are cross listed with department offerings in the CHS.

This proposal builds and expands on one of our University and School of Education's most successful and recognized programs, the RTR Teacher Residency. The CHS has also partnered with the School of Education and specifically, the RTR Teacher Residency on recruitment. We collaborate to ensure that students taking courses in the College of Humanities and Sciences are provided information on the RTR Teacher Residency and School Leader Residency.

In closing, I would like to reiterate my enthusiastic support for this proposal. We look forward to continuing and growing our partnership with the RTR Teacher and School Residency. This work represents important elements of innovative and effective teacher and leadership preparation and university-community partnership to target opportunities to students and schools with long-standing unmet needs. This grant funding will allow this program to attract, develop, and retain the

best-prepared teachers and school leaders to meet the needs of our most vulnerable students and communities.

Thank you for your consideration.

Sincerely,

Catherine Ingrassia, Ph.D.
Dean and Professor
College of Humanities and Sciences

MARK R. WARNER
VIRGINIA

COMMITTEES:

FINANCE

BANKING, HOUSING, AND
URBAN AFFAIRS

BUDGET

INTELLIGENCE

RULES AND ADMINISTRATION

United States Senate

WASHINGTON, DC 20510-4606

May 23, 2024

Dr. Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0001

Dear Dr. Cardona,

I write today in support of Virginia Commonwealth University (VCU) School of Education's grant proposal to the U.S. Department of Education's (ED) Teacher Quality Partnership (TQP) program to assist with the development and growth of the RTR Teacher Residency and School Leader Residency (SLR) programs.
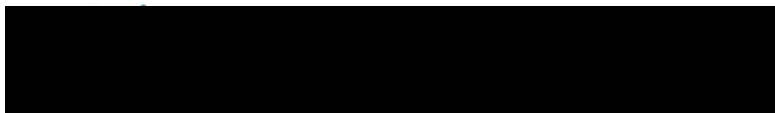
I understand that the VCU RTR Teacher Residency and SLR programs will build a pipeline of diverse, highly-skilled, and fully licensed teachers and K-12 school leaders with the capacity to improve teacher retention, student outcomes, and school improvement in hard to staff schools. The programs will develop teachers and leaders ready to advance student achievement in K-12 schools serving low income and historically marginalized communities.

As I have seen throughout my years of state and national service, the academic, career, and lifelong success of our most vulnerable K-12 students remains one of our society's most important goals. During the COVID-19 pandemic, these students experienced tremendous inequities due to the emergency shift away from face-to-face learning. Teachers are continuing to address learning loss and stress while serving the varied needs of all students. This requires adept leaders who are well prepared to apply knowledge and skills to support teachers, stakeholder, and students through ongoing challenges.

I ask that you give this proposal every appropriate consideration. To the extent possible, please continue to update my office on the status of this grant by emailing GrantSupport_Warner@warner.senate.gov.

Thank you for your service on behalf of my constituents.

Sincerely,

MARK R. WARNER
United States Senator

MRW/aw

180 WEST MAIN STREET	101 WEST MAIN STREET	919 EAST MAIN STREET	120 LUCK AVENUE, SW	8000 TOWERS CRESCENT DRIVE
ABINGDON, VA 24210	SUITE 7771	SUITE 630	SUITE 108	SUITE 200
PHONE: (276) 628-8158	NORFOLK, VA 23510	RICHMOND, VA 23219	ROANOKE, VA 24011	VIENNA, VA 22182
	PHONE: (757) 441-3079	PHONE: (804) 775-2314	PHONE: (540) 857-2676	PHONE: (703) 442-0670

http://warner.senate.gov
PRINTED ON RECYCLED PAPER

May 23, 2024

Dear Secretary Cardona,

I am writing to request you provide full and fair consideration of the application submitted by Virginia Commonwealth University (VCU) for the Teacher Quality Partnership Program funding opportunity as awarded by the Office of Elementary and Secondary Education, U.S. Department of Education.

As I understand it, the purpose of this program is to improve student achievement; improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers; hold teacher preparation programs at institutions of higher education accountable for preparing teachers who meet applicable state certification and licensure requirements; and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

If awarded, VCU intends to use the funds to expand and strengthen its Teacher Residency and School Leader Residency programs, which seek to build a pipeline of diverse, highly skilled, and fully licensed teachers and school leaders to improve teacher retention, student outcomes, and school improvement in hard-to-staff schools. VCU has historically partnered with nearby school districts, however growing interest in the programs from across the commonwealth has created an opportunity for expansion. As a part of this expansion, VCU will partner with high-need schools in Prince William County and Stafford County, along with other localities across the commonwealth, to support the recruitment, preparation, and retention of teachers and school leaders in high-need schools and bolster access to advanced technology for online learning.

These school-based programs integrate research and practice to equip teachers and school leaders with the knowledge, skills, and experience necessary to be effective in high-needs and hard-to-staff classrooms. VCU believes this expansion will produce teachers and leaders ready to serve students who have been too often isolated from opportunities that drive achievement and lifelong success.

I thank you for your time and attention to this grant application, as well as your service to the constituents of Virginia's Seventh District.

Kind Regards,

Abigail Spanberger
Member of Congress

CONGRESSWOMAN JENNIFER MCCLELLAN
4TH DISTRICT, VIRGINIA

2417 RAYBURN HOB
WASHINGTON, DC 20515

11 S. 12TH STREET, SUITE 401
RICHMOND, VA 23219

CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
WASHINGTON, D.C. 20515

HOUSE ARMED SERVICES COMMITTEE
SUBCOMMITTEES
SEAPOWER AND PROJECTION FORCES
INTELLIGENCE AND SPECIAL OPERATIONS

HOUSE COMMITTEE ON SCIENCE,
SPACE, & TECHNOLOGY
SUBCOMMITTEE
SPACE AND AERONAUTICS

May 15, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton,

I write to bring to your attention an application from Virginia Commonwealth University (VCU) School of Education for grant funding through the Teacher Quality Partnership (TQP) program. I ask for your full and fair consideration of their request.

At the core of the proposal is the Teacher Residency (RTR) and School Leader Residency (SLR) program's purpose to build a pipeline of diverse highly skilled, fully licensed teachers and school leaders with the capacity to improve teacher retention, student outcomes, and school improvement in hard to staff schools. If funded, this proposal will allow VCU to expand and strengthen the RTR approach and fulfill the School of Education's vision "to be a leader in responsive, needs-driven and research-based educational practices that transform the lives of those we serve in our communities, especially those who have been historically marginalized." This program will produce teachers and leaders ready to serve students who have been too-often isolated from opportunities that drive achievement and lifelong success.

Programs like the VCU RTR and SLR could be part of the solution to addressing teacher and school leader shortages in our schools in Virginia's 4th Congressional District. These roles are needed more than ever as educators continue to address learning loss and stress while serving the varied needs of students.
Again, I ask for your full and fair consideration of VCU School of Education's proposal for grant funding through the TQP grant program.

Sincerely,

Jennifer L. McClellan
Member of Congress

May 21, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202–5960

Dear Ms. Howerton:

On behalf of The R.E.B. Foundation, I am pleased to submit this letter of support for the Virginia Commonwealth University (VCU) Richmond Teacher Residency School Leader Residency (RTR-SLR) grant proposal. VCU's proposal will enable the development of a School Leader Residency (SLR) program.

The R.E.B. Foundation supports the R.E.B. Awards for Teaching Excellence, the R.E.B. Awards for Distinguished Educational Leadership, and annual grants to educational, cultural, and social service programs. As a philanthropic organization that invests in high impact solutions for students' educational advancement, the R.E.B. Foundation has a high interest in the SLR program. Our work has included recognizing public school principals who are leadership exemplars in creating an exceptional learning environment; thus, we understand that this level of leadership does not come by accident. Our support of this program hinges on how it will build readiness for school leaders to serve students and communities too-often denied opportunity.

We support this RTR-SLR grant proposal to expand the successful practices of RTR and offer additional resources for leaders. With this proposal, the SLR will develop effective school leaders who, in turn, can support the instructional needs of teachers and cultures that foster sustained improvement in partnership with students and their families.

At the heart of our work in the education sector is our conviction that when we focus on teachers and principals, we positively impact student learning and create positive, sustainable change. Training school leaders with a residency approach and a research-based, high-quality mentoring and coaching model will better prepare teachers and, ultimately, boosts student achievement.

We look forward to continuing to work collaboratively with VCU to improve school leadership effectiveness in creating cultures committed to student learning and growth. We support the efforts proposed in the RTR-SLR grant application and look forward to your review of this impactful proposal.

Sincerely,

Susanne Crump
President, Board of Directors

cfrichmond.org

May 15, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton,

I am writing on behalf of The Cameron Foundation to express our enthusiastic support for the VCU RTR Teacher Residency and School Leader Residency grant proposal. Our foundation is deeply committed to investing in initiatives that enhance educational opportunities for students, and we see great promise in VCU's proposal to further build residency programs for teachers and school leaders.

We have witnessed the success of VCU's work in building the capacity of K12 teachers through its RTR program. This Teacher Quality Partnership grant proposal, which seeks to expand the successful practices of RTR to additional divisions and offer additional resources for leaders, is a testament to the program's success. By extending these successful practices and offering additional resources, this proposal can significantly enhance educational outcomes for students in underserved communities.

At The Cameron Foundation, we are unwavering in our commitment to transforming our region into a vibrant and economically prosperous community. We firmly believe that investing in education is a pivotal step towards achieving this goal. We are confident that by training teachers and school leaders through a residency approach and a high-quality mentoring and coaching model, we can better prepare educators to meet the needs of their students and drive positive, sustainable change.

We are excited about this important initiative and look forward to its positive impact on teacher preparation and school leadership effectiveness. Thank you for considering our support for this impactful proposal.

Sincerely,

Nadine Marsh-Carter
President

May 21, 2024

Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

The Noble Story Group is pleased to be invited to deliver our signature emotional intelligence leadership course, Foundations of Social-Emotional Leadership, for the School Leader Residency Program should they receive the award to execute the program. As Noble Story Group has formally partnered successfully with over 60 school districts and networks across the United States and is currently involved in leading training with thousands of teachers and administrators, we are thrilled to continue this work.

If the award is granted, we will be prepared to provide five days of training for School Leader Residents and Principal Mentors. Additionally, School Leader Residents will receive ten hours of individual 1:1 executive coaching, three hours of site visits, and a 360 Emotional Social Competency Inventory Assessment to identify their strengths and values, surface the inner obstacles getting in their way of living out their values, and create strategies for overcoming those obstacles.

Collaboration is part of our mission. Thus, we look forward to working collaboratively with VCU to improve future school leaders' emotional intelligence competencies to build greater self-awareness, self-management, social-awareness, and relationship management skills in service of creating the conditions for all stakeholders to reach their full potential.

We support the efforts proposed in the grant application and look forward to your review of this impactful proposal.

Sincerely,
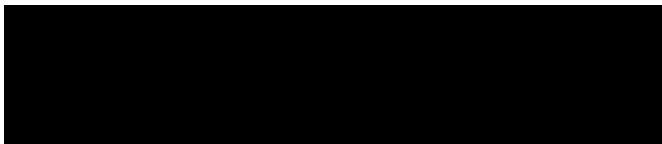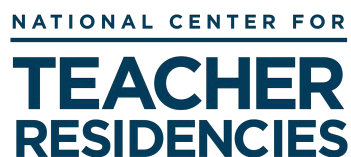
May 17, 2024

U.S. Department of Education
Attn: Mia Howerton, Program Manager
Teacher Quality Partnership Program
U.S. Department of Education, OESE
400 Maryland Ave SW
Washington D.C. 20202

Dear Ms. Howerton:

The National Center for Teacher Residencies (NCTR) is pleased to write this letter of support on behalf of Virginia Commonwealth University (VCU) School of Education | RTR Teacher Residency for their application to the Teacher Quality Partnership Grant program. VCU and NCTR have been partners since 2011, collaborating together on the design, launch, implementation, and scaling of the RTR teacher residency program. RTR is a model teacher residency program and NCTR fully supports their goal to design and implement an integrated residency program for school leaders and teachers in high-need schools thereby strengthening the instructional leadership capacity of school leader residents and leadership mentors while enhancing the instructional practices of teacher residents. Given RTR's success in recruiting, preparing, and retaining effective teachers, especially diverse educators in a teacher residency model, it makes perfect sense to invest in RTR to recruit, prepare, and retain effective school leaders, especially leaders of color with and for the Virginia school district's they serve.

NCTR, a non-profit launched in 2007, is the only organization in the nation dedicated to developing, supporting, and accelerating the impact of teacher residency programs. NCTR's core commitment is to build, scale, and sustain teacher residencies as a lever to address the enduring and systemic inequities in school systems facing children of color and children in poverty. Teacher residencies in NCTR's Network are committed to preparing aspiring educators,

especially diverse educators and to date more than half a million students in 26 states and DC have been taught by a graduate of an NCTR Network program!

VCU's RTR Teacher Residency ascribes to the NCTR teacher residency model and is continuously collecting data and researching new and better ways to implement and improve their program. It is with great pride, that NCTR recommends VCU's RTR Teacher Residency program for the TQP grant. Should you require additional information about NCTR or our work with the VCU | RTR team, please do not hesitate to contact me at jpitner@nctresidencies.org or 303-917-2464.

Sincerely,

Jill Harvieux Pitner
Chief Growth Officer
National Center for Teacher Residencies

May 28, 2024
Mia Howerton
U.S. Department of Education
400 Maryland Avenue SW
Room 3C-152
Washington, DC 20202-5960

Dear Ms. Howerton:

On behalf of Virginia First Cities (VFC), I am pleased to submit this letter of support for the Virginia Commonwealth University (VCU) RTR Teacher and School Leader Partnership grant proposal. VCU's proposal will enable the growth and development of a Teacher Residency and School Leader Residency (SLR) program.

Virginia First Cities is a coalition of sister cities that advocates for increased support and better policies. We support high impact solutions for students' educational advancement; therefore, VFC has high interest in the Teacher Residency and School Leader Residency program. Our work has included recognizing best practices across the state, thus, we understand that an excellent level of teaching comes via good leadership. Our support offers a vote of confidence on how it will build readiness for teachers and school leaders to serve students and communities too-often denied opportunity.

Over the years, we have successfully advocated for direct state funding to support VCU's work to build the capacity of K-12 teachers through its RTR program, and, likewise, we support this Teacher Quality Partnership (TQP) grant proposal to expand the successful practices of RTR and offer additional resources for leaders. With this proposal, RTR will support developing teachers and SLR would develop effective school leaders who, in turn, can support the instructional needs of teachers and cultures that foster sustained improvement in partnership with students and their families.

Virginia First Cities advocates for increased support and better policies to transform Virginia cities and surrounding counties into a healthy, vibrant, and economically vital region by strategically leveraging resources for community impact. If Virginia is going to continue to thrive, we must invest in the re-development of our core cities. In working toward this mission, the coalition focuses on five outcome areas, including healthy residents, education excellence, cultural richness, a vital economy, and vibrant communities. At the heart of our work in the education sector is our conviction that when we focus on teachers and principals, we positively impact student learning and create positive, sustainable change. Training teachers and school leaders with a residency approach and a research-based, high-quality mentoring and coaching model will better prepare teachers and future leaders and, ultimately, boost student achievement.

We look forward to continuing to work collaboratively with VCU to improve school leadership effectiveness in creating cultures committed to student learning and growth. We support the efforts proposed in the grant application and look forward to your review of this impactful proposal.

Sincerely,

Kelly Harris-Braxton

Executive Director
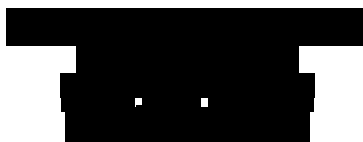
Appendix F

Current Indirect Cost Rate Agreement

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: ████████   Date: 07/19/2023
ORGANIZATION: FILING REF.: The preceding
Virginia Commonwealth University   agreement was dated
████████████   05/13/2021
P.O. Box 843076
Richmond, VA 23284-3076

The rates approved in this agreement are for use on grants, contracts and other agreements
with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED   FINAL   PROV. (PROVISIONAL)   PRED. (PREDETERMINED)

TYPE	**EFFECTIVE PERIOD** FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PRED.	07/01/2020	06/30/2023	55.25	On-Campus	Organized Research
PRED.	07/01/2020	06/30/2023	26.00	Off-Campus	Organized Research
PRED.	07/01/2020	06/30/2023	47.00	On-Campus	Instruction
PRED.	07/01/2020	06/30/2023	26.00	Off-Campus	Instruction
PRED.	07/01/2020	06/30/2023	38.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2020	06/30/2023	26.00	Off-Campus	Other Sponsored Activities
PROV.	07/01/2023	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits,
materials and supplies, services, travel and up to the first $25,000 of each subaward (regardless of the
period of performance of the subawards under the award). Modified total direct costs shall exclude
equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships
and fellowships, participant support costs and the portion of each subaward in excess of $25,000. Other
items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect
costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Virginia Commonwealth University
AGREEMENT DATE: 07/19/2023

SECTION I: FRINGE BENEFIT RATES**

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
FIXED	7/1/2023	6/30/2024	39.70	All	Faculty/Classified
FIXED	7/1/2023	6/30/2024	8.00	All	Hourly
PROV.	7/1/2024	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2024.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.
Effective rate period starting 7/1/2018, the fringe benefit rates do not apply to Qatar Campus per proposal revision dated 10.15.2018.

ORGANIZATION: Virginia Commonwealth University
AGREEMENT DATE: 07/19/2023

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:
The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES:
Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: The off-campus rate will apply for all activities: a) Performed in facilities not owned by the institution and where these facility costs are not included in the F&A pools; or b) Where rent is directly allocated/charged to the project(s). Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Fringe Benefits for Faculty and Classified include: FICA, Retirement, Group Insurance, Health Insurance, Unemployment Compensation, Workers' Compensation, Faculty-Staff Tuition Waivers, Short-Term Disability, Leave Balances Upon Separation, Disability Insurance, VRS Long-term Disability, and Cash Match Plan.

Fringe Benefits for Hourly and Post Doc include: FICA, Unemployment Compensation, and Workers' Compensation.

Equipment means an article of nonexpendable and tangible personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.

The rate agreement updates the Fringe Benefits section only. Next fringe benefits rates proposal for fiscal year ending June 30, 2023 is due in our office by December 31, 2023. Next F&A rates proposal for FYE 06/30/2022 is due in our office by 12/31/2022.

ORGANIZATION: Virginia Commonwealth University
AGREEMENT DATE: 07/19/2023

SECTION III: GENERAL

A.   LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its indirect cost pool as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as indirect costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B.   ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from indirect to direct. Failure to obtain approval may result in cost disallowances.

C.   FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D.   USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E.   OTHER:

If any Federal contract, grant or other agreement is reimbursing indirect costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of indirect costs allocable to these programs.

BY THE INSTITUTION:

Virginia Commonwealth University

(INSTITUTION)

(SIGNATURE)

Patricia Perkins

(NAME)

AVP for Finance

(TITLE)

8/1/2023

(DATE)

ON BEHALF OF THE GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

07/19/2023

(DATE)

HHS REPRESENTATIVE: Lucy Siow

TELEPHONE:

DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

July 19, 2023

Ms. Patricia Perkins
Associate VP, Finance & Administration
Virginia Commonwealth University
914 West Franklin Street
P.O. Box 843076
Richmond, VA 23284-3076

Dear Ms. Perkins,

A copy of the facilities and administration (F&A) cost Rate Agreement is being faxed to you for your signature. This agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for F&A and fringe benefit costs on grants and contracts with the Federal Government.

In addition, both parties agree that the differences between the fixed and actual fringe benefit costs for the fiscal year ended June 30, 2022 are:

- Over-recovery of $1,059,688 applicable to Faculty & Classified Employees
- Over-recovery of $53,628 applicable to Hourly Employees
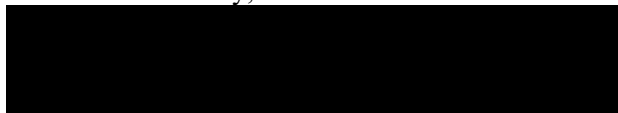
These amounts are included in your fixed fringe benefit rates for the fiscal year ending June 30, 2024 which are listed in the attached Rate Agreement.

Please have the original signed by an authorized representative of your organization and email it to me, retaining the copy for your files. Our email is CAS-Bethesda@psc.hhs.gov. We will reproduce and distribute the Rate Agreement to the appropriate awarding organizations of the Federal Government for their use.

Ms. Perkins
Page 2.

A fringe benefit proposal, together with the required supporting information, must be submitted to this office for each fiscal year in which your organization claims fringe benefits under grants and contracts awarded by the Federal Government. Therefore, your next fringe benefit proposal for the fiscal year ending June 30, 2023, will be due in our office by December 31, 2023. Please submit your next proposal electronically via email to CAS-Bethesda@psc.hhs.gov.

Sincerely,

Deputy Director
Cost Allocation Services

CONCURRENCE:

Virginia Commonwealth University
(Institution)

DocuSigned by:

AB2B6C352A2449B...

(Signature)

Patricia Perkins

(Name)

AVP for Finance

(Title)

8/1/2023

(Date)

Enclosures

PLEASE SIGN AND RETURN A COPY OF THE RATE AGREEMENT

Appendix G

TQP 100% Cost Share Match Requirement

The VCU RTR Teacher and School Leader Residency project is not requesting a waiver for the match requirement. The total cost share for the 5-year grant period is $13,941,832. Please refer to non-federal funds associated with this project.

Appendix H

Other Documents, as Applicable

1. RTR-TR Service Agreement
2. RTR-SLR Service Agreement
3. RTR-TR Graduate Curriculum Chart
4. National Educational Leadership Preparation (NELP) Standards
5. RTR-SLR Post-Master's Curriculum Chart
6. RTR-TR Gradual Release Calendar
7. VCU Clinical Continuum
8. RTR-SLR Gradual Release Calendar
9. Restorative Justice for School Culture Change and SEL Intervention Enhanced Competencies Alignment
10. Center for Teacher Leadership Projects and Partnerships
11. Project Narrative References
12. Proposed Evaluation Timeline

Appendix H.1

RTR Teacher Residency Service Agreement

RTR Teacher Residency
Agreement to Serve – Cohort 14

RESIDENT NAME – RTR PATHWAY

This RTR Teacher Residency (RTR) Agreement (Agreement) outlines the terms and conditions of the RTR Program and the obligations of the RTR Resident (Resident) as a participant in the RTR Program. The RTR Program is offered through collaboration between Virginia Commonwealth University (VCU) Center for Teacher Leadership and partner school divisions. This agreement is not an offer, nor a guarantee, of future employment in a partner school division nor the completion of an academic degree through VCU. The VCU and the partner school divisions reserve their usual management rights, either by statute, policy, practice, habit, or custom, concerning terms or conditions of employment and granting of academic degrees.

Benefits
- **Stipend:** Resident will receive a stipend to provide funding for the three semesters of the program.

Residents are encouraged to apply for additional financial aid, **if needed**, that is available for both individuals who demonstrate financial need and/or for those who teach in high-need schools.

Completion of the Academic Degree: Resident must complete the coursework and graduation requirements for the appropriate graduate certificate at VCU. These requirements include satisfaction of all applicable university policies, including policies governing student conduct such as the Student Code of Conduct, Honor System, and policy on Sexual Misconduct/Violence and Sex/Gender Discrimination. If the Virginia teaching license for a Resident's chosen content area requires additional courses, the Resident must submit certification of completing courses which will have to be taken at their own expense and any required licensure testing by July 31, 2025.

Other Academic and Administrative Requirements: Resident must successfully complete the following by the dates set forth below:
- Admission into VCU Graduate School by May 10, 2024
- First Aid, CPR and AED Certification by May 1, 2025
- Dyslexia training by May 1, 2025 (see VDOE website for online training module)
- All coursework needed for licensure by July 31, 2025

Criminal Background Check/Fingerprinting: Resident must meet all school division requirements for criminal background checks and fingerprinting as per the Human Resource protocol, including screening at the end of the residency summer. Any failure to satisfy these requirements may result in dismissal from the program.

Program Commitment/Agreement to Serve: In exchange for the RTR stipend, Resident must make a three-year commitment to teaching after the residency year in an approved RTR high-needs school **in the school division in which they serve their residency** and complete the appropriate graduate certificate program of study.

Accordingly, a Resident must agree to the following RTR program requirements:

1. Serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the residency year. Should a graduate request a transfer within the first three years, the school to which the graduate transfers must be an approved RTR high-needs school within the division;
2. Fulfill the above requirement to serve by teaching in a high-needs school in the RTR partner school division in which they serve their residency and teach a subject or area that is designated as high needs by RTR;
3. Provide certification from the Human Resources office of the RTR partner school division of completion of each year or partial year of service;
4. Meet the applicable State certification and licensure requirements when the Resident begins to fulfill the agreement to serve; and
5. Comply with the repayment requirements set by RTR if the applicant is unable or unwilling to complete the obligation to serve.

Resident must pursue teaching opportunities as follows:

1. Apply for all open positions in approved high-needs schools for which they qualify;
2. Respond professionally and in a timely manner to communications (including by phone and email) regarding actual or potential offers in the RTR partner school division; and
3. Accept any position offered by the partner school division.

While the RTR partner school division cannot guarantee Resident a teaching position, Resident will be well-positioned to be successful in the hiring process. The hiring of Resident will be subject to the selection and hiring processes of the partner school division, and Resident is responsible for engaging professionally in division processes. It is not uncommon for school divisions to offer RTR graduates positions as late as mid-August. If no positions are available for a satisfactorily performing resident in an approved high-needs RTR school, VCU and the partner school division will cooperate to identify a position for which Resident may apply in a school that serves low-income students in another RTR-approved school division.

As a teacher of record, Resident must:
1. Submit documentation annually from the Office of Human Resources to the RTR Director of Admissions certifying that they are teaching in an eligible school at the beginning of (no later than September 30th) and upon completion of (no later than June 30th) each year of service.
2. Participate in the post-residency mentoring support to help Resident make a successful transition into full-time teaching.
3. Notify the RTR executive director and admissions specialist of any change in employment.

Repayment Requirement for Early Exit from RTR

Any Resident who fails to complete any or all program requirements will not continue to receive tuition payments and must repay any funding already received, unless the RTR Executive Director or designee approves an exception in writing prior to the Resident's exit from the program. This repayment requirement applies whether the Resident voluntarily withdraws or is dismissed from the program. **The required reimbursement must be paid in full. It does not convert to a student loan.**

In the event that Resident elects not to teach as a full-time teacher of record in the designated RTR partner school division after completing the residency year, Resident must repay VCU as follows:
- Resident leaving before completing one post-residency year must repay the full amount of funding received (stipend if applicable, signing bonus if applicable, and all tuition);
- Resident leaving before completing two post-residency years must repay two-thirds of the amount of funding received (stipend if applicable, signing bonus if applicable, and all tuition);
- Resident leaving before completing three post-residency years must repay one-third of the full amount of funding received (stipend if applicable, signing bonus if applicable, and all tuition);

After completing three post-residency years as a full-time teacher of record and complying with all other requirements set forth in this agreement, the Resident has satisfied all obligations to RTR and VCU.

VCU requires repayment in full at the time of exit from the program whether as a resident or as an RTR graduate. Repayment does not convert to a student loan. As a state agency, VCU is required by Virginia Code Section 2.2-4800 to "take all appropriate and cost-effective actions to aggressively collect all accounts receivable." **Any default on this service agreement will be turned over to a collection agency to secure the state required reimbursement as outlined above.**

Under the following circumstances, VCU may defer the requirement to reimburse:

- Resident is under a disability that prevents the individual from completing their teaching responsibilities. Evidence of such disability must be documented by a medical professional. If the disability is temporary in nature, then VCU may delay the service obligation for a time that is reasonable under the circumstances.
- Resident or spouse is called by the U.S. military into active duty or to work as a government contractor. The individual may request the obligation be deferred until his/her return from active duty.

If having read and understood all of the above, Resident should:

1. **Sign one copy of this agreement in the presence of a notary.**
2. **Return <u>all pages</u> of the signed, notarized agreement by midnight on May 10, 2024 to Dr. Samantha Hope electronically as a scanned document** ███████████
3. **Keep a copy for your records.**

All questions about anything in this document can be directed to Dr. Kim McKnight, Executive Director of the RTR Teacher Residency Program via email at ████████████████

By signing this agreement, Resident is agreeing to be bound by all of the provisions contained herein.

I agree to the terms contained in this RTR Agreement to Serve as part of RTR's Teacher Residency Cohort 14.

Printed Name of the RTR Resident _____

Signature of the RTR Resident _____ Date signed _____

NOTARIZATION:

State of _____ County of _____

Sworn to and subscribed before me on the _____ day of _____ .

Notary Public's Signature _____

My commission expires _____

Notary's stamp or seal

Appendix H.2

RTR School Leader Residency Service Agreement

RTR School Leader Residency
Agreement to Serve – SLR Cohort 3 (RTR Year 14)

SLR Track – NAME – SCHOOL DISTRICT

This RTR School Leader Residency (RTR) Agreement (Agreement) outlines the terms and conditions of the RTR Program and the obligations of the RTR Resident (Resident) as a participant in the RTR Program. The RTR Program is offered through collaboration between Virginia Commonwealth University (VCU) Center for Teacher Leadership and partner school divisions. This agreement is not an offer, nor a guarantee, of future employment in a partner school division nor the completion of an academic degree through VCU. VCU and the partner school divisions reserve their usual management rights, either by statute, policy, practice, habit, or custom, concerning terms or conditions of employment and granting of academic degrees.

VCU RTR-SLR Stipend
Resident will receive $14,000 for the School Leader Resident stipend for a VCU post-master's certificate in educational leadership.

Residents are encouraged to apply for additional financial aid, <u>if needed</u>, that is available for both individuals who demonstrate financial need and/or for those who teach in high-need schools.

Program Details
Completion of the Academic Degree: Resident must complete the coursework and graduation requirements for the post-master's certificate in educational leadership at VCU. These requirements include satisfaction of all applicable university policies, including policies governing student conduct such as the Student Code of Conduct, Honor System, and policy on Sexual Misconduct/Violence and Sex/Gender Discrimination. If the Virginia teaching license for a Resident's chosen content area requires additional courses, the Resident must submit certification of completing courses which will have to be taken at their own expense and any required licensure testing by August 16, 2025.

Other Academic and Administrative Requirements: Resident must successfully complete the following by the dates set forth below:
- Admission into VCU Graduate School by August 1, 2024
- All coursework needed for licensure by August 16, 2025

Criminal Background Check/Fingerprinting: Resident must meet all school division and VCU School of Education (SOE) requirements for criminal background checks and fingerprinting as per the Human Resource protocol, including screening at the end of the residency summer. Any failure to satisfy these requirements may result in dismissal from the program.

Assistance to the RTR Program: If requested, Resident will assist in future Selection Days, serving as program ambassadors.

Program Commitment/Agreement to Serve: In exchange for payment of tuition and fees, Resident must make a four-year commitment to being in a school leader position (school leader is defined by school division) in an approved RTR high-needs school (including the residency year) and complete the post-master's certificate in educational leadership.

Accordingly, a Resident must agree to the following RTR program requirements:

1. Serve as a full-time school leader for a total of not less than three academic years immediately following successful completion of the residency year;
2. Fulfill the above requirement to serve in a school designated high-needs by RTR in the RTR partner school division in which they served as a resident;

3. Provide certification from the Human Resources office of the RTR partner school division of completion of each year or partial year of service;
4. Meet the applicable state certification and licensure requirements when the Resident begins to fulfill the agreement to serve; and
5. Comply with the repayment requirements set by RTR if the Resident is unable or unwilling to complete the obligation to serve.

Resident must pursue school leader opportunities as follows:

1. Apply for all open positions in approved high-needs schools for which they qualify;
2. Respond professionally and in a timely manner to communications (including by phone and email) regarding actual or potential offers in the RTR partner school division; and
3. Accept any position offered by the partner school division.

While the RTR partner school division cannot guarantee Resident a school leader position, Resident will be well-positioned to be successful in the hiring process. The hiring of Resident will be subject to the selection and hiring processes of the partner school division, and Resident is responsible for engaging professionally in division processes. <u>It is not uncommon for school divisions to offer RTR graduates positions as late as mid-August.</u> If no positions are available for a satisfactorily performing resident in an approved high-needs RTR school, VCU and the partner school division will cooperate to identify a position for which Resident may apply in a school that serves low-income students in another RTR-approved school division.

As a school leader, Resident must:
1. Submit documentation annually from the Office of Human Resources to the RTR Admissions Specialist certifying that they are leading in an eligible school at the beginning of (no later than September 30th) and upon completion of (no later than June 30th) each year of service.
2. Participate in the post-residency mentoring support to help Resident make a successful transition into full-time teaching.
3. Notify the RTR executive director of any change in employment.

Repayment Requirement for Early Exit from RTR
Any Resident who fails to complete any or all program requirements will not continue to receive RTR-SLR stipend payments and must repay any funding received, unless the RTR Executive Director or designee approves an exception in writing prior to the Resident's exit from the program.

In the event that Resident elects not to remain a school leader in the designated RTR partner school division after completing the residency year, Resident must repay VCU as follows:
- Resident leaving before completing one post-residency year must repay the full amount of funding received;
- Resident leaving before completing two post-residency years must repay two-thirds of the amount of funding received;
- Resident leaving before completing three post-residency years must repay one-third of the full amount of funding received

After completing three post-residency years as a school leader and complying with all other requirements set forth in this agreement, the Resident has satisfied all obligations to RTR and VCU.

VCU requires repayment <u>in full</u> at the time of exit from the program whether as a resident or as an RTR graduate. Repayment does <u>not</u> convert to a student loan.

As a state agency, VCU is required by Virginia Code Section 2.2-4800 to "take all appropriate and cost-effective actions to aggressively collect all accounts receivable." **Any default on this service agreement will be turned over to a collection agency to secure the state required reimbursement as outlined above.**

Under the following circumstances, VCU may defer the requirement to reimburse:

- Resident is under a disability that prevents the individual from completing their school leader responsibilities. Evidence of such disability must be documented by a medical professional. If the disability is temporary in nature, then VCU may delay the service obligation for a time that is reasonable under the circumstances.
- Resident is called by the U.S. military into active duty. The individual may request the obligation be deferred until his/her return from active duty.

Resident may contact the RTR Executive Director or designee for guidance regarding potential application of a limited exception to particular facts and circumstances.

If having read and understood all of the above, Resident should:

1. **Sign one copy of this agreement in the presence of a notary.**
2. **Return the signed, notarized agreement by noon on May 10, 2024 to Dr. Samantha Hope electronically** ▮▮▮▮▮▮▮▮
3. **Keep a copy for your records.**

All questions about anything in this document can be directed to Dr. Kim McKnight, Executive Director of the RTR Residency Program via email at ▮▮▮▮▮▮▮▮▮.

By signing this agreement, Resident is agreeing to be bound by all of the provisions contained herein.

I agree to the terms contained in this RTR Agreement to Serve as part of RTR's School Leader Residency Cohort 3.

Printed Name of the RTR Resident _____

Signature of the RTR Resident _____ Date signed _____

NOTARIZATION:

State of _____ County of _____

Sworn to and subscribed before me on the _____ day of _____

Notary Public's Signature _____

My commission expires _____

Notary's stamp or seal

Appendix H.3

Teacher Residency Graduate-Level Curriculum Chart

Graduate-Level Coursework Master of Teaching (M.T.) in Elementary or Secondary Education, the Master of Education in Curriculum & Instruction (M.Ed. C&I), and the Master of Education in Special Education (M.Ed. SPED)	
Summer Semester	**TEDU 510: Instructional Technology in PK12** (2): An introduction to effectively integrating technology into pk-12 instruction to improve student learning outcomes. Students will have hands-on experiences with a variety of current instructional technologies and learn how to integrate these technologies into their practice using research-driven theoretical frameworks. (M.T. Secondary and M.Ed. C&I) **TEDU 562: Reading in the Content Area** (3): Prepares teachers to apply skills and methods of reading instruction to content areas in elementary, middle and secondary school curricula, includes theoretical bases and methodology for incorporating reading skills and strategies within content areas of instruction. (M.T. Secondary and M.Ed. C&I) **EDUS 673: Democracy, Equity, and Ethics in Education** (3): This course is designed to engage participants in a critical exploration of education issues and inequities within sociocultural, historical, and philosophical contexts. Students will examine the relationship between an increasingly diverse society and democracy in education. The course will also develop strategies for participants to understand the ethical obligations of educational professionals and to become active agents for democratic, equity-oriented schools. (M.T. & M.Ed. C&I) **EDUS 607: Advanced Educational Psychology** (3): Application of the principles of psychology to the teaching-learning process. Discussion will focus on the comprehensive development of individual learning experiences and educational programs from the point of view of the PK-12 educator and administrator. (M.T. & M.Ed. C&I) **EDUS 660: Research Methods in Education** (3): Designed to provide an introductory understanding of educational research and evaluation studies. Emphasizes fundamental concepts, procedures and processes appropriate for use in basic, applied, and developmental research. Includes developing skills in critical analysis of research studies. Analyzes the assumptions, uses, and limitations of different research designs. Explores methodological and ethical issues of educational research. Students either conduct or design a study in their area of educational specialization. (M.Ed. C&I) **SEDP 505: Theory and Practice of Educating Individuals with Special Needs** (3): In-depth study of past and current philosophies and approaches to serving students with special needs in educational settings. Attends to specific ways school services and classroom practices of general education teaching can assist in meeting these needs in today's schools through collaboration and inclusion. (M.T. Elementary only) **SEDP 501: Characteristics of Individuals with Disabilities** (3): This course prepares candidates to understand how exceptionalities can interact with multiple domains of human development to influence an individual's learning in home, school, community, and throughout life. Candidates will gain an understanding of the characteristics between and among individuals with and without exceptionalities. Course content focuses on the identification and characteristics of individuals with exceptionalities as defined under the Individuals with Disabilities Education Improvement Act. (M.Ed. SPED)

	SEDP 531: Educational Foundations for Collaboration and Universally Designed Learning (3): Focuses on providing candidates with the knowledge of the foundation for educating students with disabilities, as well as the principles and processes for collaboration and consultation with educational colleagues, community professionals, and families. Covers the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the U.S. (M.Ed. SPED) **SEDP 533: Assessment of Individuals with Disabilities** (3): This course is designed to provide knowledge and practical applications of screening and assessment of young children and students at risk for and with disabilities/delays. Teacher candidates will be prepared to make professional decisions regarding the screening, assessment, and ongoing evaluation of young children and students with disabilities. (M.Ed. SPED) **SEDP 601: Instructional Methods and Programming for Individuals with Disabilities** (3): This course provides the knowledge, skills, and methods necessary to plan and deliver effective instruction to individuals with disabilities. Course content is focused on how to collaborate with families and other professionals to deliver instruction that improves the outcomes of young children and students. Teacher candidates will develop skills to plan and deliver instruction in a variety of educational settings and learning environments. (M.Ed. SPED) **SEDP 607: Math Methods and Online Instruction** (3): Students will be introduced to current theory and best practices of mathematical instruction from K-12. They will be able to relate their learned knowledge of number and number sense, computation and estimation, measurement and geometry, probability and statistics, and patterns, functions, and algebra to their instruction. Students will identify the risk factors associated with mathematical disabilities and learn intervention strategies to address the needs of students with disabilities. (M.Ed. SPED) **SEDP 611: Secondary Education and Transition Planning** (2): Explores the literature, research, issues and trends that are relevant to high school-aged students with high incidence disabilities as they prepare for their transition to life after high school. Focus is on providing candidates with the ability to prepare their students and work with their families to promote successful student transitions throughout the educational experience. (M.Ed. SPED) **SEDP 630: Trends in Special Education Reading in the Content Area** (3): Includes an overview of legislation and case law pertaining to special education, characteristics of individuals with and without exceptionalities including growth and development from birth through adolescence, mainstreaming, integration/inclusion, transition, and classroom adaptations for educating students with disabilities in least restrictive environments. (M.Ed. SPED)
Fall Semester	**TEDU 311 & 312: Practicum/Issues in Education (RTR Seminar)** (3): Middle and high school practicums; a field placement that precedes student teaching/internship. Includes planned observations, tutorials and small-group involvement. (M.T. Secondary and M.Ed. C&I) **TEDU 588: Classroom Management** (3): Designed to assist teachers in becoming effective classroom managers. Emphasis on application of classroom management, motivational and instructional theories. Models of classroom management explored; personal management plans developed. (M.T. Secondary and M.Ed. C&I) **TEDU 552: Methods for Teaching Multilingual Learners** (3): Provides students who plan to teach people whose native language is not English with a variety of

instructional/learning strategies. Presents and explores current approaches and methodology, as these relate to linguistic features and pedagogy. (M.T. Secondary and M.Ed. C&I)

TEDU 540, 547, 545, or 548: Methods of Teaching (3): Examines the teaching strategies, materials, and objectives of the specific content/level. (M.T. Secondary and M.Ed. C&I)

ENED 601: Young Adult Literature (3): Examination of literature written for young adults, literature appropriate for young people in middle schools and high schools. Focuses on the content, characteristics and teaching of such literature. (M.T. Secondary English only)

TEDU 626: Family-School Partnerships (3): Studies the rationale, methods, programs and current research of family-school partnerships, preschool through secondary education. (M.T. Elementary only)

TEDU 517: Science Education in the Elementary School (3): A course designed to renew and/or expand teachers' knowledge and skills in the teaching of science in the classroom and the community. New materials and methodologies will be examined in light of current trends, research findings, and professional recommendations. (M.T. Elementary only)

TEDU 522: Teaching Mathematics for Elementary Education (3): Emphasis on current instructional strategies, learning theories and manipulative materials appropriate for teaching mathematics to children. The content focus is on the primary and elementary grades. (M.T. Elementary only)

TEDU 566: Diagnosis and Remediation in Reading (4): Studies reading problems by focusing on reading diagnosis and correction related to classroom and clinic. Involves evaluating and tutoring individuals with reading difficulties. A supervised practicum is a course component that includes site-based requirements. (M.T. Elementary only)

EDUS 660: Research Methods in Education (3): Designed to provide an introductory understanding of educational research and evaluation studies. Emphasizes fundamental concepts, procedures and processes appropriate for use in basic, applied, and developmental research. Includes developing skills in critical analysis of research studies. Analyzes the assumptions, uses, and limitations of different research designs. Explores methodological and ethical issues of educational research. Students either conduct or design a study in their area of educational specialization. (M.Ed. SPED)

SEDP 631: Behavior Support of Individuals with Disabilities (3): This course will provide an in-depth analysis of theoretical models, research and strategies for supporting positive behaviors of young children and students with exceptionalities. Emphasis is on developing, implementing, and/or structuring environments and interventions to encourage adaptive behaviors and the social/emotional development of individuals with exceptionalities, and directly teach them to adapt to the expectations of differing environments. (M.Ed. SPED)

SEDP 655: Practicum A for Special Education in an Elementary General Education Environment (1): Special education candidates will participate in 30 hours of supervised practicum activities within the public schools at the elementary level. The goal of this course is to provide special education candidates with real-world experience developing, implementing, and monitoring progress of special education students within the general education environment. (M.Ed. SPED)

	SEDP 656: Practicum B for Special Education in a Secondary General Education Environment (1): Special education candidates will participate in 30 hours of supervised practicum activities within the public schools at the secondary level. The goal of this course is to provide special education candidates with real-world experience developing, implementing, and monitoring progress of special education students within the general education environment. (M.Ed. SPED) **TEDU 561: Reading Foundations** (3): The purpose of this course is to provide a basic understanding of the theories, processes, and methodologies of reading instruction. Multidisciplinary, multicultural aspects of reading instruction are stressed. Topics of particular importance to the classroom teacher are emphasized, including reading, writing, listening and speaking, and digital literacies. (M.Ed. SPED)
Spring Semester	**TEDU 672 & 674: Internship I and II** (9): Study and integration of theory with practice in clinical or off-campus settings supervised by an approved professional and university faculty. May include seminars, selected readings, projects, and other activities designed and evaluated by supervising faculty. (M.T.) **EDUS 665: Assessment Issues & Design for Classroom Practice** (3): This course explores all aspects of assessment that a teacher encounters in prek-12 educational settings and in doing so provides a strong foundation for emerging educational researchers and evaluators in the area of assessment. Classroom discussion will focus on current assessment theories, dimensions of assessment literacy, and assessment strategies used to monitor and measure learning in today's classrooms, including students with and without disabilities and English language learners, as well as accounting for students' diverse cultural backgrounds and experiences. (M.Ed. C&I only) **TEDU 681: Investigations and Trends in Teaching** (3): A course designed to familiarize educational professionals with recent trends and developments in course content, strategies for organizing learning experiences and presenting material. Laboratory experience may be incorporated where appropriate. (M.T. & M.Ed. C&I) **TEDU 591: Social Studies Education in the Elementary School** (3): A course designed to renew and/or expand the knowledge and skills of the classroom teacher in the teaching of social studies. Curriculum emphasis on the development of knowledge, skills, values, and attitudes will be examined in the light of professional recommendations, current trends, and research findings. (M.T. Elementary only) **EDUS 607: Advanced Educational Psychology** (3): Application of the principles of psychology to the teaching-learning process. Discussion will focus on the comprehensive development of individual learning experiences and educational programs from the point of view of the PK-12 educator and administrator. (M.Ed. SPED) **SEDP 603: Theories, Assessment, and Practices in Literacy Development for Individuals with Exceptionalities** (3): This course is designed to prepare teacher candidates to instruct and support individuals with exceptionalities in developing necessary skills for lifelong literacy. Teacher candidates will understand literacy development, including emergent literacy skills, and the impact of disabilities and delays on learning and progress I this domain. This course will emphasize assessment as the basis for designing instruction and interventions. (M.Ed. SPED) **SEDP 651: RTR Seminar** (3): A course for the examination of specialized issues, topics, readings or problems in education. (M.Ed. SPED)

	SEDP 700: Externship (3): Requires the study and integration of theory with practice in a clinical setting supervised by an approved professional and university faculty member. The supervision provided emphasizes effective techniques to use when working with special education and general education teachers, instructional assistants, parents, and students with disabilities. (M.Ed. SPED)

Appendix H.4

National Educational Leadership Preparation Standards (2018)

1. Mission, Vision and Improvement

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include: data use, technology, equity, diversity, digital citizenship and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

2. Ethics and Professional Norms

Component 2.1 Program completers understand and demonstrate capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e.., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, life-long learning) that support the educational success and well-being of each student and adult.

Component 2.2 Program completers understand and demonstrate capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

3. Equity, Inclusiveness and Cultural Responsiveness

Component 3.1 Program completers understand and demonstrate capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Component 3.3 Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable, inclusive and culturally responsive instruction and behavior support practices among teachers and staff.

4. Learning and Instruction

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems and assessment practices in a coherent, equitable, and systematic manner.

5. <u>Community and External Leadership</u>

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written and digital means within the larger organizational, community and political contexts when advocating for the needs of their school and community.

6. <u>Operations and Management</u>

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

7. <u>Building Professional Capacity</u>

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting and hiring staff.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support and evaluation designed to promote school improvement and student success.

Appendix H.5

School Leader Residency Post-Master's Curriculum Chart

Post-Master's in Educational Leadership Curriculum Overview			
Fall Semester 1	**ADMS 633: Multiple Dimensions of Leadership** (3): This course provides participants with the opportunity to understand their own unique beliefs and dispositions regarding teaching, learning, and leading as well as to understand the roles and responsibilities of educational leaders including the Virginia Performance Standards for School Leaders and the ethical dimensions of leadership and policymaking.	**ADMS 611: School Law** (3): This course allows educators to explore key legal principles applied to the public schooling enterprise. Through analysis of court cases, statutory law, and other texts, this course is designed for educators to move toward a deeper understanding of basic legal concepts that will inevitably arise in the context of the work of being a public school educator.	**ADMS 670: Administrative Internship I** (1): This course must be taken as one of the first courses in the first semester of enrollment. During this course students will be introduced to the VCU School of Education Conceptual Framework, the Professional Standards for Educational Leaders (PSEL) and the National Educational Leadership Program Standards (NELP). Students will also be made aware of the CAEP assessments which are required in many of their courses. ADMS 670 serves as an orientation to the internship experience which is an integral component throughout the master's and/or post-master's certificate programs of studies. During this course, students will learn the specifics of the entire internship component of the program such as the 320 internship required hours, the scope of internship work, and the variety of experiences needed and means by which all internship experiences are to be documented throughout the program. Students will develop their individual internship plans which will guide them through their internship experiences throughout their entire

			program. This plan will include specific field experiences in each required course as well as plans that will be executed in Internship II and Internship III such that a total of 320 hours of experiences are accrued by the end of the program.
Spring Semester 2	**ADMS 627: Enhancing and Supporting Instruction** (3): The focus of this course is to learn ways to enhance and support instruction that improves student achievement. The content includes effective instruction, supervision, evaluation, professional development, diverse learners and capacity-building through the development of professional learning communities, as well as using data and curriculum alignment strategies to improve student performance.	**ADMS 640: Human Resource and Fiscal Management** (3): A study of theories and policies related to resource projection and management in schools and school divisions. Finance topics include budget, purchasing and accounting, and procedures for obtaining equipment and materials. Human resource topics include staffing requirements, hiring, evaluation and dismissal procedures, and staff-personnel relationships. Appropriate field-based project relating theory to practice will be required.	**ADMS 671: Administrative Internship II** (1): This course must be taken as the second of three courses usually in the second semester of enrollment in the Med/PMC programs. In the first course, ADMS 670, students were introduced to the VCU School of Education Conceptual Framework, the Professional Standards for Educational Leaders (PSEL) and the National Educational Leadership Program Standards (NELP). Students were also made aware of the CAEP assessments which are required in many of their courses. ADMS 670 served as an orientation to the internship experience which is an integral component throughout the master's and/or post-master's certificate programs of studies. During ADMS 671 students will continue earning internship hours toward the 320 internship required hours. The scope of the variety of experiences needed and means by which all internship experiences are earned will be documented throughout the program. Students will continue to work on

			their individual internship plans of activities which will guide them through their internship experiences throughout their entire program. The final plan will include specific experiences in each required course as well as plans that will be executed in Internship I, Internship II, and Internship III such that a total of 320 hours of experiences are accrued by the end of the program.
Summer Semester 3	**ADMS 618: Leadership for Educational Change and Improvement** (3): Students will reflect on the past, critically review current reality in schools, and creatively predict the nature of schooling in the future in light of the responsive role of the school leader. Other constructs presented include change as an educational paradigm, the leader as change agent, and 21st century learning as a catalyst for 22nd century learning. In addition, students will assess their school/organization for change readiness.	**ADMS 625: Leadership for Individualized Learning** (3): This course represents a holistic approach to leadership for meeting needs of learners across the continuum with a focus on students with disabilities and to include gifted students and English language learners. The constructs presented include legal and historical frameworks, equity issues, traditional and emerging policies and practices, models of instructional delivery, and roles and responsibilities of personnel.	**ADMS 675: Administrative Internship III** (1): The purpose of this course is to continue the internship experience. This is the final course where students will earn internship hours that are not related to the imbedded hours in required courses. In this course, students will work with an on-site mentor and university professor to carry out internship plans. Again, the Internship Plan and how to earn internship hours will be reviewed in detail. The draft Internship Plan which was developed in ADMS 670: Internship I will continue to be a "living" document used as a guide for the candidates' internship experiences. In this course, the Internship Plan activities/experiences will be reviewed and revised as the candidates earn internship hours. Candidates will earn internship hours throughout the successful completion of ADMS 675 Internship III.

"Full admission status; evidence provided of dyslexia awareness training, child abuse/neglect recognition training, certification or training in emergency first aid, CPR including hands-on practice, and use of AED; student meets university's Graduate School academic requirements for graduation including no grades lower than C, no grades of Incomplete, and a GPA of 3.0 or higher; adviser/department head approval of internship application, and successful completion of Internship I."

Appendix H.6

Teacher Residency Gradual Release Calendar

RTR MONTHLY CALENDARS
Supporting documents for the Mentor / Resident pair.

Mentors will attend 1 Mentor PLC per month.

Sample Monthly Calendars

SAMPLE

August

SAMPLE CALENDAR for Coaching – This is not prescriptive. This is meant to visually demonstrate one possible schedule for completing your monthly coaching. When you and your resident accomplish these should be determined by you and your resident, in consultation with RTR Staff if there are questions.

Key Tools

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Note: This calendar is only a suggestion. Feel free to modify and complete tools on a different timeline. Resident/Mentor pairs should be co-planning and co-teaching to begin the year.		RTR LAUNCH		
		RTR LAUNCH		
WEEK 1 TEACHER WEEK: PLAN AND PREPARE FOR THE FIRST WEEK OF SCHOOL/ PROFESSIONAL DEVELOPMENT	REVIEW GRAD. RELEASE CALENDAR.	RESIDENT INTERVIEWS MENTOR FOR 1ST **KNOWING TEACHERS TOOL**	MENTOR INTERVIEWS RESIDENT FOR 2ND **KNOWING TEACHERS TOOL**	
WEEK 2				RESIDENT COMPLETES **1-2 KNOWING STUDENTS TOOLS**
			BI-WEEKLY CO-REFLECTION LOG DUE	
WEEK 3				RESIDENT COMPLETES **1-2 KNOWING STUDENTS TOOLS**

DUE BY AUGUST 31:
- Kiano Formative Assessments listed below
- 1 Bi-Weekly Co-Reflection Log

KNOWING TEACHERS
(2)
- The Resident and Mentor each use this tool to 'interview' each other and begin establishing a trusting relationship.
- Complete tool in Kiano

KNOWING STUDENTS
(2 - 4)
- Co-complete one model
  - Select one student to focus on and gather info through the week.
- Resident completes 2-3 independently with weekly co-reflection.
- Complete tool in Kiano

DATES TO NOTE
- Training for New Mentor Teachers (Choose 1)
  - June 20-21 (In-Person)
  - July 13-14 (Zoom)
  - Aug 1-2 (In-Person)
- RTR Kick Off
  - August 4 (Zoom)
  - August 9 (Zoom)
- Resident's first day varies by school district

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RTR MONTHLY CALENDARS
Supporting documents for the Mentor / Resident pair.

Mentors will attend 1 Mentor PLC per month.

SAMPLE

September

SAMPLE CALENDAR for Coaching – This is not prescriptive. This is meant to visually demonstrate one possible schedule for completing your monthly coaching. When you and your resident accomplish these should be determined by you and your resident, in consultation with RTR Staff if there are questions.

Key Tools

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Note: This calendar is only a suggestion. Feel free to modify and complete tools on a different timeline. Resident/Mentor pairs should be co-planning and co-teaching to begin the year.				
WEEK 1	REVIEW GRAD. REL. –CHECK AUG ITEMS –REVIEW SEP	**CAL** FOCUSED ON INTRODUCTORY PHONE CALLS		BI-WEEKLY CO-REFLECTION LOG DUE	RESIDENT COMPLETES **2-3 KNOWING STUDENTS TOOLS**
WEEK 2		OBSERVE MENTOR TEACHER USING THE **FOCUSED TEACHER OBSERVATION TOOL**	MENTOR TEACHER PLC (OPTION 1)		VIRTUAL ALL RTR RESIDENT SEMINAR
WEEK 3	**CAL** FOCUSED ON A SNAPSHOT OR ACTIVITY		CO-OBSERVE ONE TEACHER USING THE **FOCUSED TEACHER OBSERVATION TOOL**	MENTOR TEACHER PLC (OPTION 2) BI-WEEKLY CO-REFLECTION LOG DUE	RESIDENT BOY SELF EVALUATION DUE
WEEK 4		**CAL** FOCUSED ON A SNAPSHOT OR ACTIVITY		RESIDENT COMPLETES **2-3 KNOWING STUDENTS TOOLS**	MENTOR TEACHER BOY EVALUATION DUE

DUE BY SEPTEMBER 30:
- Kiano Formative Assessments listed below
- 2 Bi-Weekly Co-Reflection Logs
- Beginning of Year (BOY) MT & Resident Evaluations

KNOWING STUDENTS
(4 - 6)
- Co-complete one model
  - Select one student to focus on and gather info through the week.
- Resident completes 3-9 independently with weekly co-reflection.
- Complete tool in Kiano

FOCUSED TEACHER OBSERVATION
(2 - 3)
- Co-observe at least one other teacher focusing on classroom leadership [management].
  - 20 mins during planning
  - Mentors should schedule with teachers prior to observations
  - Complete tool in Kiano

COLLABORATIVE ASSESSMENT LOG (CAL)
(2 - 3)
- 1-2 CALs this month should be focused on an activity that the resident leads.
- 1 CAL should focus on positive phone calls home to introduce themselves to families as a teacher in the classroom.
- Complete tool in Kiano

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RTR MONTHLY CALENDARS
Supporting documents for the Mentor / Resident pair.

Mentors will attend 1 Mentor PLC per month.

SAMPLE
October

SAMPLE CALENDAR for Coaching – This is not prescriptive. This is meant to visually demonstrate one possible schedule for completing monthly coaching. When you and your resident accomplish these should be determined by you and your resident, in consultation with RTR Staff if there are questions.

Key Tools

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	REVIEW GRAD. REL. -CHECK SEP ITEMS -REVIEW OCT	CAL FOCUSED ON A POSITIVE AND/OR CORRECTIVE CALLS		BI-WEEKLY CO-REFLECTION LOG DUE	
WEEK 2		CAL FOCUSED ON RESIDENT TEACHING AN ACTIVITY	MENTOR TEACHER PLC (OPTION 1)		
WEEK 3		LEAD TEACH PREP PCG- RESIDENT COMES WITH LP		MENTOR TEACHER PLC (OPTION 2) BI-WEEKLY CO-REFLECTION LOG DUE	VIRTUAL ALL RTR RESIDENT SEMINAR
WEEK 4	RESIDENT LEADS; COACH ASSISTS			CAL- DEBRIEF LEAD TEACHING BENCHMARK 1	

Note: This calendar is only a suggestion. Feel free to modify and complete tools on a different timeline. Resident/Mentor pairs should be co-planning and co-teaching to begin the year.
Note: Resident will complete LEAD TEACHING BENCHMARK 1.

Suggested Lead Teach Week: WEEK 4

DUE BY OCTOBER 31:
- Kiano Formative Assessments listed below
- 2 Bi-Weekly Co-Reflection Logs
- (Nov 2) SE Critical Reflection 1

COLLABORATIVE ASSESSMENT LOG (CAL)
(3-4)
- CALs this month should be focused on an activity that the resident leads or guardian communication.
- Complete tool in Kiano.

PLANNING CONVERSATION GUIDE (PCG)
(1-2)
- Mentor will use this tool to analyze a resident's lesson plan and provide feedback prior to lesson delivery.
- Complete tool in Kiano.

DATES TO NOTE
- October 9-13: Beginning of the Year (BOY) Formative Assessment Meetings
- October 11, 19: Virtual Mentor Teacher PLC (Choose 1)
- October 20: Virtual Resident Seminar

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RTR MONTHLY CALENDARS
Supporting documents for the Mentor / Resident pair.

Mentors will attend 1 Mentor PLC per month.

SAMPLE

November

SAMPLE CALENDAR for Coaching – This is not prescriptive. This is meant to visually demonstrate one possible schedule for completing monthly coaching. When you and your resident accomplish these should be determined by you and your resident, in consultation with RTR Staff if there are questions.

Key Tools

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1 REVIEW GRAD RELEASE -CHECK OCT. ITEMS -REVIEW NOV.		PCG- RESIDENT COMES WITH LP	BI-WEEKLY CO-REFLECTION LOG DUE	
WEEK 2 OPTIONAL LEAD TEACH RESIDENT LEADS; MENTOR ASSISTS		MENTOR TEACHER PLC (OPTION 1) SOLO TEACH PREP PRE-OBSERVATION: RESIDENT COMES WITH LP	CAL- DEBRIEF OPTIONAL LEAD TEACHING BENCHMARK 2	
WEEK 3 SOLO OBS. CYCLE RESIDENT IS SOLO; MENTOR COLLECTS DATA + PREP GUIDE		SOLO OBS. CYCLE POST-OBSERVATION	MENTOR TEACHER PLC (OPTION 2) BI-WEEKLY CO-REFLECTION LOG DUE	VIRTUAL ALL RTR RESIDENT SEMINAR
WEEK 4 RESIDENT BEGINS PLANNING FOR SOLO TEACHING BENCHMARK 2			*Happy Thanksgiving Day*	
WEEK 5 RESIDENT CONTINUES PLANNING FOR SOLO TEACHING BENCHMARK 2			Suggested OPTIONAL Lead Teach Week: Week 2 Suggested Solo Teach Week: Week 3	

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DUE BY NOVEMBER 30:
- Kiano Formative Assessments listed below
- 2 Bi-Weekly Co-Reflection Logs

PLANNING CONVERSATION GUIDE (PCG)
(1-2)
- Mentor will use this tool to analyze a resident's lesson plan and provide feedback prior to lesson delivery.
- Complete tool(s) in Kiano

OBSERVATION CYCLE
(1)
- Set a clear focus for the observation. Select 1-3 coaching indicators to guide your collection of data and reflection.
- Observation Cycle Components:
  - Pre-Observation (*Kiano*)
  - Observation (Selective Scripting or Seating Chart), and (*Kiano & Paper/Scan*)
  - Post-Observation (*Kiano*)
- MENTORS may complete a Preparation Guide for Data Analysis
  - *Optional for Returning Mentors
  - Place in Google Folder

COLLABORATIVE ASSESSMENT LOG (CAL)
(OPTIONAL)
- Utilize a CAL to debrief if the Resident completes the **optional** Lead Teaching Benchmark 2
- Complete tool in Kiano.

RESIDENTS WILL COMPLETE SOLO TEACHING BENCHMARK 1:
ELEMENTARY: 1-2 lessons in Math (M), Social Studies (SS), Reading (R), or Science (SC)/ whole class writing unit.
SECONDARY: 2 class periods (groups of students) for 3 consecutive days (lessons).

SOLO TEACHING is when the resident is responsible for planning, delivering, and assessing instruction (teaching and assessing student learning based on their own plans, etc.). Except during data collection, the Mentor is out of the room and remains in close proximity in case of emergency.

Resident/Mentor pairs should be co-planning and co-teaching with MENTOR as lead, except during the lead/solo teaching benchmarks.

LEAD TEACHING BENCHMARK 2 IS OPTIONAL

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RTR MONTHLY CALENDARS
Supporting documents for the Mentor / Resident pair.

Mentors will attend 1 Mentor PLC per month.

SAMPLE

December

SAMPLE CALENDAR for Coaching – This is not prescriptive. This is meant to visually demonstrate one possible schedule for completing monthly coaching. When you and your resident accomplish these should be determined by you and your resident, in consultation with RTR Staff if there are questions.

Key Tools

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1			SOLO TEACH PREP PRE-OBSERVATION: RESIDENT COMES WITH LP	
		MENTOR TEACHER PLC (OPTION 1)	BI-WEEKLY CO-REFLECTION LOG DUE	
WEEK 2 SOLO OBS. CYCLE RESIDENT IS SOLO; MENTOR COLLECTS DATA + PREP GUIDE			SOLO OBS. CYCLE POST-OBSERVATION MENTOR TEACHER PLC (OPTION 2)	VIRTUAL ALL RTR RESIDENT SEMINAR
WEEK 3 RESIDENT INDEPENDENTLY PLANS MATERIALS FOR 1ST WEEK OF SOLO LESSONS IN JANUARY, WITH COACH ASSISTANCE AS NEEDED	SOLO OBS. CYCLE ANALYZING STUDENT LEARNING FROM 1 ASSIGNMENT M-W		-MENTOR REVIEWS LPS -RESIDENT MAKES ADJUSTMENTS & PREPS MATERIALS BI-WEEKLY CO-REFLECTION LOG DUE	

RESIDENTS WILL COMPLETE SOLO TEACHING BENCHMARK 2:

Resident will research and plan to SOLO teach for:
ELEMENTARY: 1-2 units of study in Math (M), Social Studies (SS), Reading (R), or Science (SC).
SECONDARY: One week unit (4 days/ lessons) with emphasis on student learning for 2 class periods (groups of students).

SOLO TEACHING is when the resident is responsible for planning, delivering, and assessing instruction (teaching and assessing student learning based on their own plans, etc.).

The Mentor is out of the room, except during data collection, and remains in close proximity in case of emergency.

DUE BY DECEMBER 22:
- Kiano Formative Assessments listed below
- 2 Bi-Weekly Co-Reflection Logs

OBSERVATION CYCLE (1)

- Set a clear focus for the observation. Select 1-3 coaching indicators to guide your collection of data and reflection.
- Observation Cycle Components:
  - Pre-Observation (*Kiano*)
  - Observation (Selective Scripting or Seating Chart), and (*Kiano & Paper/Scan*)
  - Post- Observation (*Kiano*)
- MENTORS may complete a Preparation Guide for Data Analysis
  - *Optional for Returning Mentors
  - Place in Google Folder

ANALYZING STUDENT LEARNING (1)

- Resident and Mentor will select a specific assignment or assessment administered to students to analyze together. Mentor must review and edit class roster(s) in the Kiano "Classrooms" tab. This tool can also assist in differentiation in future lesson planning.
- Complete tool(s) in Kiano

RESIDENCY TEACHING DEFINITIONS

- **Co-Teach:** Coach and resident use a variety of models to share instruction EQUALLY.
- **Lead:** Resident facilitates all direct instruction and whole group activity. Coach assists.
- **Solo:** Coach is only present for data collection, but available in case of emergencies.

HAPPY Holidays

The RTR Family is so glad that you chose to partner with us along your journey in the teaching profession! Stay safe for the holidays, and see you next year!

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RTR MONTHLY CALENDARS
Supporting documents for the Mentor / Resident pair.

Mentors will attend 1 Mentor PLC per month.

SAMPLE January

SAMPLE CALENDAR for Coaching – This is not **prescriptive.** This is meant to visually demonstrate one possible schedule for completing monthly coaching. When you and your resident accomplish these should be determined by you and your resident, in consultation with RTR Staff if there are questions.

Key Tools

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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	RESIDENT TAKES OVER CLASS/ SUBJECT 1 — MENTOR COLLECTS OBSERVATION DATA & DEBRIEFS DAILY		RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.		
WEEK 2	RESIDENT TAKES OVER CLASS/ SUBJECT 2 — SOLO OBS. CYCLE 1 RESIDENT IS SOLO; MENTOR COLLECTS DATA + PREP GUIDE		MENTOR TEACHER PLC (OPTION 1) — RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.	BI-WEEKLY CO-REFLECTION LOG DUE	OBS. CYCLE POST-OBSERVATION — VIRTUAL ALL RTR RESIDENT SEMINAR
WEEK 3	RESIDENT TAKES OVER CLASS/ SUBJECT 3	ANALYZING STUDENT LEARNING FROM 1 ASSIGNMENT LAST WEEK	RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.	MENTOR TEACHER PLC (OPTION 2)	
WEEK 4	RESIDENT TAKES OVER CLASS/ SUBJECT 4 — SOLO OBS. CYCLE 2 RESIDENT IS SOLO; MENTOR COLLECTS DATA + PREP GUIDE		RESIDENT MOY SELF EVALUATION DUE — RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.	BI-WEEKLY CO-REFLECTION LOG DUE	OBS. CYCLE POST-OBSERVATION
WEEK 5	RESIDENT TAKES OVER CLASS/ SUBJECT 4	ANALYZING STUDENT LEARNING FROM 1 ASSIGNMENT LAST WEEK	MENTOR TEACHER MOY EVALUATION DUE	**NOTE:** • RESIDENT LESSON PLANS SHOULD BE SUBMITTED AT LEAST 1 WEEK PRIOR TO LESSON IMPLEMENTATION. THE DAY OF THE WEEK WILL VARY DEPENDING ON GRADE LEVEL AND PLANNING SCHEDULES. • RESIDENT AND MENTOR WILL WORK TOGETHER TO DETERMINE THE ORDER OF CLASS RELEASE INTO RESIDENT RESPONSIBILITY.	

DUE BY JANUARY 31:
- Kiano Formative Assessments listed below
- 2 Bi-Weekly Co-Reflection Logs
- Mid-Year (MOY) MT & Resident Evaluations

OBSERVATION CYCLE (1-2)
- Set a clear focus for the observation. Select 1-3 coaching indicators to guide your collection of data and reflection.
- Observation Cycle Components:
  - Pre-Observation (*Kiano*)
  - Observation (Selective Scripting or Seating Chart), and (*Kiano & Paper/Scan*)
  - Post-Observation (*Kiano*)
- NEW Mentors may complete a Preparation Guide for Data Analysis
  - *Optional for Returning Mentors
  - Place in Google Folder

ANALYZING STUDENT LEARNING (1-2)
- Resident and Mentor will select a specific assignment or assessment administered to students to analyze together. Mentor must review and edit class roster(s) in the Kiano "Classrooms" tab. This tool can also assist in differentiation in future lesson planning.

ADDITIONAL RESOURCES
- Coaching Language
- Coaching Indicators At-A-Glance

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RTR MONTHLY CALENDARS
Supporting documents for the Mentor / Resident pair.

Mentors will attend 1 Mentor PLC per month.

SAMPLE

February

SAMPLE CALENDAR for Coaching – This is not prescriptive. This is meant to visually demonstrate one possible schedule for completing monthly coaching. When you and your resident accomplish these should be determined by you and your resident, in consultation with RTR Staff if there are questions.

Key Tools

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DUE BY FEBRUARY 29:
- Kiano Formative Assessments listed below
- 2 Bi-Weekly Co-Reflection Logs

INQUIRY CYCLE ACTION PLAN (ICAP) (1)

- This type of cycle begins and ends with Analysis of Student Learning and includes an observation cycle in the middle.

ANALYZING STUDENT LEARNING

OBSERVATION CYCLE

- Set a clear focus for the observation. Select 1-3 coaching indicators to guide your collection of data and reflection.
- Observation Cycle Components:
  - Pre-Observation (*Kiano*)
  - Observation (Selective Scripting or Seating Chart), and (*Kiano & Paper/Scan*)
  - Post-Observation (*Kiano*)
- NEW Mentors may complete a Preparation Guide for Data Analysis
  - *Optional for Returning Mentors
  - Place in Google Folder

ANALYZING STUDENT LEARNING

SECONDARY 4X4 ONLY
KNOWING STUDENTS (4-10)

- Resident completes 4-10 TOTAL tools independently with weekly co-reflection.
- Complete with new set of students
- Complete tools in Kiano

ADDITIONAL RESOURCES

- Coaching Language
- Coaching Indicators At-A-Glance

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1			ANALYZING STUDENT LEARNING RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK **USING DATA FROM ASL.**	BI-WEEKLY CO-REFLECTION LOG DUE	
WEEK 2	SOLO OBS. CYCLE 1 RESIDENT IS SOLO; MENTOR COLLECTS DATA + PREP GUIDE		MENTOR TEACHER PLC (OPTION 1)		VIRTUAL ALL RTR RESIDENT SEMINAR
WEEK 3	SOLO OBS. CYCLE POST-OBSERVATION	ANALYZING STUDENT LEARNING FROM A RELATED ASSIGNMENT LAST ASL	RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.	MENTOR TEACHER PLC (OPTION 2) BI-WEEKLY CO-REFLECTION LOG DUE	
WEEK 4			RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.		
			NOTE: • RESIDENT LESSON PLANS SHOULD BE SUBMITTED **AT LEAST 1 WEEK PRIOR TO LESSON IMPLEMENTATION.** THE DAY OF THE WEEK WILL VARY DEPENDING ON GRADE LEVEL AND PLANNING SCHEDULES. • RESIDENT AND MENTOR TEACHER WILL WORK TOGETHER TO DETERMINE THE ORDER OF CLASS RELEASE INTO RESIDENT RESPONSIBILITY.		

Teach for Change
VCU School of Education

RTR MONTHLY CALENDARS
Supporting documents for the Mentor / Resident pair.

Mentors will attend 1 Mentor PLC per month.

SAMPLE

March

SAMPLE CALENDAR for Coaching – This is **not prescriptive.** This is meant to visually demonstrate one possible schedule for completing monthly coaching. When you and your resident accomplish these should be determined by you and your resident, in consultation with RTR Staff if there are questions.

Key Tools

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1		**ANALYZING STUDENT LEARNING** RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK **USING DATA FROM ASL.**	**BI-WEEKLY CO-REFLECTION LOG DUE**	
WEEK 2 **SOLO OBS. CYCLE 1** RESIDENT IS SOLO; MENTOR COLLECTS DATA + PREP GUIDE		MENTOR TEACHER PLC (OPTION 1) RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.		VIRTUAL ALL RTR RESIDENT SEMINAR
WEEK 3 **SOLO OBS. CYCLE** POST-OBSERVATION	**ANALYZING STUDENT LEARNING** FROM A RELATED ASSIGNMENT LAST ASL	MENTOR TEACHER PLC (OPTION 2) RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.	**BI-WEEKLY CO-REFLECTION LOG DUE**	
WEEK 4		RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.		
		NOTE: • RESIDENT LESSON PLANS SHOULD BE SUBMITTED **AT LEAST 1 WEEK PRIOR TO LESSON IMPLEMENTATION.** THE DAY OF THE WEEK WILL VARY DEPENDING ON GRADE LEVEL AND PLANNING SCHEDULES.		

DUE BY MARCH 29:
• Kiano Formative Assessments listed below
• 2 Bi-Weekly Co-Reflection Logs

INQUIRY CYCLE ACTION PLAN (ICAP) (1)

• This type of cycle begins and ends with Analysis of Student Learning and includes an observation cycle in the middle.

ANALYZING STUDENT LEARNING

OBSERVATION CYCLE

• Set a clear focus for the observation. Select 1-3 coaching indicators to guide your collection of data and reflection.
• Observation Cycle Components:
  ○ Pre-Observation (*Kiano*)
  ○ Observation (Selective Scripting or Seating Chart), and (*Kiano & Paper/Scan*)
  ○ Post-Observation (*Kiano*)
• NEW Mentors may complete a Preparation Guide for Data Analysis
  ○ *Optional for Returning Mentors
  ○ Place in Google Folder

ANALYZING STUDENT LEARNING

ADDITIONAL RESOURCES

• Coaching Language
• Coaching Indicators At-A-Glance

Teach for Change
VCU School of Education

RTR MONTHLY CALENDARS
Supporting documents for the Mentor / Resident pair.

Mentors will attend 1 Mentor PLC per month.

SAMPLE April

SAMPLE CALENDAR for Coaching – This is not **prescriptive.** This is meant to visually demonstrate one possible schedule for completing monthly coaching. When you and your resident accomplish these should be determined by you and your resident, in consultation with RTR Staff if there are questions.

Key Tools

KIANO.NEWTEACHERCENTER.ORG

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1		MENTOR TEACHER PLC (OPTION 1) — RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.	BI-WEEKLY CO-REFLECTION LOG DUE	RESIDENT EOY SELF EVALUATION DUE
WEEK 2 OBS. CYCLE 1 RESIDENT IS SOLO; MENTOR COLLECTS DATA + PREP GUIDE		RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.	MENTOR TEACHER PLC (OPTION 2)	FINAL VIRTUAL ALL RTR RESIDENT SEMINAR — MENTOR TEACHER EOY EVALUATION DUE
WEEK 3 SOLO OBS. CYCLE POST-OBSERVATION	ANALYZING STUDENT LEARNING FROM 1 ASSIGNMENT LAST WEEK	RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.	BI-WEEKLY CO-REFLECTION LOG DUE	

DUE BY APRIL 30:
- Kiano Formative Assessments listed below
- 2 Bi-Weekly Co-Reflection Logs

OBSERVATION CYCLE (1)
- Set a clear focus for the observation. Select 1-3 coaching indicators to guide your collection of data and reflection.
- Observation Cycle Components:
  - Pre-Observation (*Kiano*)
  - Observation (Selective Scripting or Seating Chart), and (*Kiano & Paper/Scan*)
  - Post- Observation (*Kiano*)
- NEW Mentors may complete a Preparation Guide for Data Analysis
  - *Optional for Returning Mentors
  - Place in Google Folder

ANALYZING STUDENT LEARNING (1-2)
- Resident and Mentor will select a specific assignment or assessment administered to students to analyze together. Mentor must review and edit class roster(s) in the Kiano "Classrooms" tab. This tool can also assist in differentiation in future lesson planning.

ADDITIONAL RESOURCES
- Coaching Language
- Coaching Indicators At-A-Glance

DATES TO NOTE
- April 29-May 3: End of the Year (EOY) Formative Assessment Meetings
- April 10/18: Virtual Mentor Teacher PLC (Choose 1)
- April 12: Resident self assessment due
- April 19: Mentor assessment due

Teach for Change
VCU School of Education

RTR MONTHLY CALENDARS
Supporting documents for the Mentor / Resident pair.

Mentors will attend 1 Mentor PLC per month.

SAMPLE

May

SAMPLE CALENDAR for Coaching – **This is not prescriptive.** This is meant to visually demonstrate one possible schedule for completing monthly coaching. When you and your resident accomplish these should be determined by you and your resident, in consultation with RTR Staff if there are questions.

Key Tools

KIANO.NEWTEACHERCENTER.ORG

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	RESIDENT LEAD TEACHES ALL CLASSES; MENTOR SUPPORTS BASED ON RESIDENT DIRECTION		RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.		
WEEK 2		CAL FOCUSED ON CONTENT REVIEW	FINAL MENTOR TEACHER PLC (OPTION 1) / RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.	BI-WEEKLY CO-REFLECTION LOG DUE	VCU SCHOOL OF ED GRADUATION TOMORROW (MAY 11)
WEEK 3		ANALYZING STUDENT LEARNING FROM 1 ASSIGNMENT LAST WEEK	RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.	FINAL MENTOR TEACHER PLC (OPTION 2)	
WEEK 4			RESIDENT SUBMITS DRAFT OF LESSON PLANS FOR NEXT WEEK.	BI-WEEKLY CO-REFLECTION LOG DUE	
WEEK 5					

ANALYZING STUDENT LEARNING (1-2)
- Resident and Mentor will select a specific assignment or assessment administered to students to analyze together. Mentor must review and edit class roster(s) in the Kiano "Classrooms" tab. This tool can also assist in differentiation in future lesson planning.

COLLABORATIVE ASSESSMENT LOG (CAL) (1-2)
- CALs this month should be focused on an review activity or guardian communication about grades or student progress.
- Complete tool(s) in Kiano

ADDITIONAL RESOURCES
- Coaching Language
- Coaching Indicators At-A-Glance

DATES TO NOTE
- Last day for Final Formative Assessments: May 5
- VCU Final Exams: May 2-9
- Resident Graduation: May 13 @ 1pm
- RTR Cohort 12 Celebration: June 1 @5pm

Appendix H.7

VCU Clinical Continuum

Clinical Evaluation Continuum for Candidates in Initial Licensure Programs

VCU   School of Education

Virginia Commonwealth University

Candidate's Name _____

Cooperating Teacher _____

University Supervisor _____

School _____School Division _____

Principal's Name _____

Subject Area _____Grade Level _____

Year _____   Semester _____Fall _____ Spring _____

Evaluation Completed By: (please check one)

_____Cooperating Teacher
_____Candidate (Intern, Student Teacher, Extern)
_____University Supervisor   revised 3-29-17

Adapted from the Santa Cruz New Teacher Project Continuum of the New Teacher Center

Clinical Evaluation Continuum for Candidates in Initial Licensure Programs revised 3-29-17
Guidance Document

ADMINISTRATION, PURPOSE, USE

Purpose

Consistent with the School of Education's conceptual framework, the purpose of the Clinical Evaluation Continuum is to prepare candidates to reflect on their practice and to provide a system for candidates, cooperating teachers, and supervisors to assess an intern's growth during the internship or externship.

Administration

University supervisors and cooperating teachers should conduct four formal observations of candidates during the semester and complete the Continuum twice, once at midterm and once at the end of the experience. For programs with two placements (e.g. elementary), the cooperating teacher observes the candidate only twice and completes the Continuum once at the end of each placement. Candidates should complete the continuum twice prior to the discussion with the cooperating teacher and supervisor.

The Continuum is meant to be used in tandem with two other forms, the Collaborative Reflection Log and the Plan for Reflective Growth. The purpose of the latter two forms is to generate discussion among the candidate, cooperating teacher, and university supervisor about the strengths and weaknesses of the candidate. Only the supervisor and cooperating teacher's completed Clinical Evaluation Continuum and are submitted to the School of Education Office of Assessment at the conclusion of the clinical experience.

Use of data

- Candidate level: Candidates receive electronic copies of the university supervisors and clinical faculty or cooperating teacher's Continuum evaluation of performance. This evaluation occurs twice each semester. For candidates with one placement (16 weeks), there are mid- and final placement assessments. For candidates with two placements (eight weeks each), assessments occur after each placement. In cases where candidates are performing at "Beginning" or "Unacceptable" levels on rubric assessments, candidates use a combination of reflection and individual attention and mentoring to identify the sources of weakness and take corrective action.

- Program level: Candidate assessment data on the Continuum are aggregated by the Office of Assessment annually at both the program level and the EPP level. Aggregate data reports are shared with program faculty, the Assessment Committee, the

Professional Education Coordinating Council, and broadly via the SOE Public Data web page. Faculty review data in program and department meetings to inform needed revisions to curricula or training/communication with evaluators. Programs report on their analysis of data and any subsequent uses of data for improvement annually.

SCORING GUIDE

The Continuum consists of five standards, each with a series of key elements. The candidate is assessed on each element across the continuum from unacceptable to target. Each level presumes that the candidate has reached the previous level. The expectation is that the candidate has reached the beginning level based on coursework and practica experiences prior to the internship or externship. For the target level, the expectation is that the candidate at the end of the experience, while not yet reaching the level of an accomplished teacher, shows characteristics of an accomplished teacher for the appropriate key element. For example, for key element 1b (plans and implements procedures and routines that support student learning) at the target level, a candidate is expected to have experimented with a variety of procedures and routines and made successful adjustments while an accomplished teacher would consistently and confidently make successful adjustments with routine and procedures as necessary.

Candidates are evaluated on each key element on a scale of 0 (unacceptable) to six (target). Scores of 1-2 may be given for candidates at the beginning level, 3-4 for those at the acceptable level, and 5-6 for those at the target level. For each level except for unacceptable (where the rating is 0), there is a high end (2, 4, 6) and a low end (1, 3, 5). The importance of each key element may vary from program to program, but all elements should be discussed and evaluated, even if not observed. A rating of "No opportunity to observe" (N) is permissible for the midterm evaluation but not for the final evaluation.

INSTRUMENT DEVELOPMENT

Guiding frameworks and standards

Item content reflects the proficiencies detailed in the VCU conceptual framework, Educator as Critically Reflective Practitioner. Further, Continuum items align to the InTASC Model Core Teaching Standards categories (i.e., the learner and learning, content, instructional practice, and professional responsibility) specified in CAEP component 1.1 and to the four additional components in Standard 1 that detail candidate proficiencies (i.e., use of research and evidence, content and pedagogical knowledge, access to college- and career-ready standards for all students, and use of technology to improve student learning and enrich professional practice). In addition to CAEP technology expectations, candidate expectations for use of technology are consistent with the TPACK Framework (Mishra & Koehler, 2006).

Rubric development

Initial licensure programs initially adopted the Clinical Evaluation Continuum in 2004 as a common measure of clinical performance at the end of a candidate's program. The Clinical Evaluation Task Force, composed of education preparation provider (EPP) faculty and public school partners was created in 2004 to refine the training, assessment and evaluation of candidates in student teaching and internship experiences. The Task Force drafted a rubric, adapted from the Continuum developed by the Santa Cruz New Teacher Project for its induction/mentoring program. Faculty discussed the rubric at department meetings and at a brownbag lunch. Additional refinements were made based on their comments and those of the former NCATE Assessment Subcommittee. Teachers enrolled in the Clinical Faculty Training course also reviewed the Continuum and shared their comments with the Task Force. The revised draft was shared with university supervisors at a training session in January 2005 and piloted during that semester. Subsequently, the Task Force met with university supervisors in mid-May 2005 to review the pilot effort and discuss issues. The Task Force then made revisions to the document for use in 2005-2006. At each of these meetings, cooperating teachers/clinical faculty and university faculty, and public school partners, examined the clinical evaluation instrument to ensure its connection with requisite professional standards. In a study of reliability of the Clinical Evaluation Continuum, the School of Education Office of Assessment found that the instrument yielded consistent results. Further an analysis of inter-rater agreement on line item ratings indicated that 94% to 99% were in exact agreement or off by one point.

The CAEP Rubric Team, formed in 2016, collaborated to review the Continuum in light of new CAEP standards for assessment of candidate proficiencies. The team consisted of program faculty from elementary, secondary, early childhood special education, special education general education, art education, and music education content areas, as well as instructional technology. Through iterative cycles of review, the group revised item language and developed new items as needed to ensure alignment of Continuum items to the proficiencies detailed in CAEP Standard 1 components. The CAEP Evaluation Framework for EPP-Created Assessments and CAEP Evidence Guide guided item revisions and new item development, with a focus on evidence for test content by way of standards alignment and expert faculty participation, and evidence for response process with discussions centered on assessment fidelity in classrooms across grade levels, content areas, and school divisions.

In academic year 2016-17, EPP faculty from School of Education and School of the Arts reviewed the revised rubric and provided suggested revisions individually and collectively as program groups. Subsequently, the EPP invited P12 partners to engage in review the measure. Specifically, fifteen clinical faculty experienced in clinical evaluation of teacher candidates were invited to rate relevance of individual items, in an expert review activity to determine the content representativeness of the rubric items (Lynn, 1986). P12 partners work in varied content areas and across school levels. Ten clinical faculty provided complete responses (67%) including representation from all four neighboring school divisions (Chesterfield (2); Hanover (2); Henrico (4); Richmond (2)). and across content areas and school levels (Elementary (2); Music (1); Art (2); Secondary Social Studies (2); Secondary English (2); Secondary Science (1)). Respondents rated the relevance of each item on a four point scale (1=irrelevant, 4=extremely relevant) and offered specific language edits, as necessary. The Office of Assessment calculated item and scale level content validity indices. The Item-

Content Validity Index (I-CVI) is the proportion of experts endorsing an item's relevance, indicated by selecting 3 (relevant) or 4 (extremely relevant) for a particular item. With ten experts, a proportion of .78 or greater was required for item retention in the measure, based on recommendations by Lynn (1986). I-CVI for all 51 items exceeded .78. Seven of 51 items achieved I-CVI of 80% or 90%; the remaining 44 achieved I-CVI of 100%. These items were presented to the EPP Assessment Committee, along with item feedback from clinical faculty for review. The EPP Assessment Committee includes representation from each School of Education department and from art education and music education in the School of the Arts. Committee members discussed the feedback, reviewed rubric key elements and the associated behavioral indicators of those elements, and recommended items be retained without further revision given high I-CVI, indicating relevance to the construct.

VALIDITY EVIDENCE

- Continuum rubric items are aligned with nationally recognized professional standards, including InTASC standards and CAEP components, and are also aligned with the TPACK (Technological Pedagogical Content Knowledge) Framework and Commonwealth of Virginia state competencies.

- Content area expert faculty participated in both the initial development and subsequent revisions and additions to the Continuum.

- Program faculty, clinical faculty, and P12 partners provided ratings of item relevance and clarity. From these ratings, the Office of Assessment computed scale and item content validity indices. (I-CVI > .80 for all items; S-CVI = 1.00)

- The EPP supports an appeals process that allows undergraduate and graduate students the right to appeal course grades they consider to have been arbitrarily and capriciously assigned or assigned without regard for the criteria, requirements, and procedures of the course stated in the syllabus or guidelines for assignments. All appeal files are confidential.

RELIABILITY EVIDENCE

- All raters (cooperating teachers, clinical faculty, university supervisors, program faculty) receive comprehensive training on the Continuum.

- Multiple raters are used to assess candidates' clinical performance. University supervisors and cooperating teachers both assess candidates' clinical experiences.

- Candidates are assessed two times on the Continuum during the clinical experience; some programs use the Continuum as a formative assessment during practicum also.

- TO COME: (INSERT Inter-rater reliability coefficient = XX)

- TO COME: (INSERT Reliability analysis (coefficient alpha) is calculated = XX)

Standard 1: Creating and Maintaining a Positive and Safe Learning Environment

Alignments	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification)		Acceptable (Puts into practice, uses, implements, reflects)		Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)	
			1	**2**	**3**	**4**	**5**	**6**
CAEP 1.1 InTASC 3 VA 4	a. Establishes, monitors, and maintains high expectations for student behavior.	No evidence that candidate communicates expectations; develops an awareness of student behavior and/or reflects on the situation.	Communicates expectations; develops an awareness of student behavior and reflects on the situation.		Promotes appropriate student behavior through positive reinforcements and proactive measures. When student behavior is inappropriate or disruptive, clarifies expectations and intervenes as necessary.		Monitors student behavior throughout the day, selecting strategies that prevent or lessen disruptive behavior, reinforcing expectations for behavior, and intervening when necessary.	
CAEP 1.1 InTASC 3 VA 4	b. Plans and implements procedures and routines that support student learning.	No evidence that candidate is aware of procedures and routines that support student learning and/or can identify procedures being utilized in a classroom.	Demonstrates awareness of procedures and routines that support student learning and can identify procedures being utilized in a classroom.		Implements classroom procedures and guides students to use routines and procedures that expedite organization and instruction.		Analyzes usefulness of selected procedures and routines and makes appropriate adjustments or implements alternative routines.	
CAEP 1.1 InTASC 3 VA 4	c. Uses classroom space to promote learning.	No evidence that candidate recognizes how use of space can promote learning and/or can identify how space in a classroom is allocated to instructional purposes.	Recognizes how use of space can promote learning and can identify how space in a classroom is allocated to instructional purposes.		Arranges and manages space to encourage student learning through efficient access to resources, delivery of instruction and interaction of students and teacher.		Reflects on and adjusts room set-up to smooth classroom procedures, discourage disruptions, improve delivery of instruction, and promote interaction with students	
CAEP 1.1 InTASC 3 VA 4	d. Uses time effectively.	No evidence that candidate recognizes the importance of using time effectively and/or can identify time management tools already in place and their purpose.	Recognizes the importance of using time effectively and can identify time management tools already in place and their purpose.		Plans and implements time management strategies that address transitions between activities and back up plans when activities take more or less time than planned.		Reflects on strategies used for managing time effectively, making adjustments to routines and adopting new plans that maximize time on task for student learning.	

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 1: Creating and Maintaining a Positive and Safe Learning Environment					
Alignments	**Key Elements**	**Unacceptable**	**Beginning (Awareness, articulation, identification)** **1 2**	**Acceptable (Puts into practice, uses, implements, reflects)** **3 4**	**Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)** **5 6**
CAEP 1.1 InTASC 2, 3 VA 4 Diversity	e. Communicates and models fair and respectful treatment of all.	No evidence that candidate understands that interpersonal relationships can impact student learning, and is aware of strategies for responding to unfairness	Understands that interpersonal relationships can impact student learning, and is aware of strategies for responding to unfairness and disrespect that interfere with learning.	Establishes caring, friendly interaction with students by modeling respect for differences and responds to incidents of unfairness to diffuse conflict and restore a positive learning environment.	Evaluates and adjusts practice to maintain caring, respectful, and equitable student relationships and encourages students to understand personal differences and to deal fairly and respectfully with others.
CAEP 1.1, 1.4 InTASC 2, 3 VA 1, 4 Diversity	f. Promotes social development and group responsibility by designing and implementing learning experiences that require collaboration and communication skills in order to solve problems and think critically.	No evidence that candidate develops an awareness of the importance of social development and group responsibility and/or encourages student responsibility for self.	Develops an awareness of the importance of social development and group responsibility; encourages student responsibility for self.	Plans and implements strategies and activities to develop students' collaboration and communication skills as well as individual responsibility and recognition of others' rights and needs. Students share in classroom responsibility. Reflects on the use of strategies and activities used to promote social development and group responsibility.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Makes changes to strategies and activities used to develop individual responsibility and recognition of others' rights and needs based on critical reflection of their effectiveness.
CAEP 1,1 InTASC 3, 10 VA 4, 5	g. Effectively communicates and works with administrators, colleagues, support personnel, families, and volunteers.	No evidence that candidate recognizes the need for establishing effective working relationships and/or factual two-way communication with colleagues, support personnel, families, and volunteers.	Recognizes the need for establishing effective working relationships and factual two-way communication with colleagues, support personnel, families, and volunteers.	Engages colleagues, support personnel, families, and volunteers in two-way communication that is positive, consistent, and relevant to student needs and does so using established policies and procedures for confidentiality.	Reflects on communication both delivered to and received from colleagues, support personnel, families, and volunteers and makes adaptations that ensure communication is positive, consistent, and relevant to student needs.
CAEP 1.1 InTASC 3 VA 1, 4	h. Uses cultural competence to create safe, respectful learning environments for all	No acknowledgement of the limitations of a colorblind approach to teaching and learning.	Acknowledges the limitations of a colorblind approach to teaching and learning and begins to	Understands the ways in which teachers' own cultural identities affects teaching and learning. Seeks	Fosters a classroom environment in which students become increasingly self-aware about their own cultural identity construction and

	students.		recognize alternatives.	knowledge of students' culture as a means to teach effectively.	knowledgeable about and respectful of the cultures of others.

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4=Acceptable   5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 2: Planning for Instruction

Alignments	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
CAEP 1.1, 1.4 InTASC 1, 4, 7, 8 VA 1, 2, 3	a. Demonstrates knowledge of subject matter content including cross-disciplinary connections and student development.	No evidence candidate identifies key concepts from subject matter concepts and connections across disciplines and/or key factors in student development.	Identifies key concepts from subject matter concepts and connections across disciplines and key factors in student development.	Uses key ideas from subject matter, including cross-disciplinary connections, to develop instructional activities appropriate for the developmental level of students.	Reflects on instructional activities and makes adjustments for student social, emotional, and intellectual development to promote clear, coherent understanding of key ideas across disciplines.
CAEP 1.1, 1.2, 1.5 InTASC 2, 7, 8 VA 3 Diversity Technology	b. Uses research-based instructional strategies and resources in planning instruction.	No evidence candidate has awareness of a variety of research-based instructional strategies and resources.	Has awareness of a variety of research-based instructional strategies and resources.	Effectively uses research-based instructional strategies and resources in planning instruction.	Effectively uses multiple research-based instructional strategies and resources in planning instruction.
CAEP 1.1, 1.4 InTASC 1, 2, 4, 7, 8, 10 VA 1, 2, 3 Diversity	c. Selects and communicates learning goals that are consistent with state and national content standards and students' development.	No evidence candidate articulates state and national content standards and develops learning goals consistent with content standards and student development.	Articulates state and national content standards and develops learning goals consistent with content standards and student development.	Uses learning goals that reflect content standards and student development to design appropriate educational activities; communicates goals to students.	Reflects on learning goals and links them closely to educational activities in a clear, coherent fashion. Goals set high expectation for all.
CAEP 1.1 InTASC 1, 4, 7, 8 VA 3	d. Organizes curriculum and instructional sequences to support student understanding of content.	No evidence candidate articulates key elements of curriculum design that support student understanding of content and/or develops some lessons that teach an idea or skill.	Articulates key elements of curriculum design that support student understanding of content and develops some lessons that teach an idea or skill.	Uses knowledge of subject matter to organize units of instruction in a sequence that promotes student understanding of key ideas.	Reflects on units of instruction and makes improvements that integrate learning goals, content standards, and educational activities in a cohesive sequence that promotes student understanding of key ideas.

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 2: Planning for Instruction

Alignments	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
CAEP 1.1, 1.2, 1.4 InTASC 1, 2, 7, 8 VA 3 Diversity	e. Prepares and adjusts instructional options based on assessment of students in changing situations to make learning accessible to all students.	Shows no awareness of need for adjustment in response to student needs and unexpected events.	Shows an awareness of need for adjustment in response to student needs and unexpected events.	Adjusts lessons using on the spot assessment of student understanding and unexpected events without advance planning.	Adjusts plans in advance based on assessment of students and the possibility of changing situations.
CAEP 1.1 InTASC 10 VA 5	f. Coordinates the use of support personnel, families, and volunteers to achieve learning goals.	No evidence candidate identifies support personnel and volunteers nor articulates ways support personnel, families, and volunteers might assist.	Identifies support personnel and volunteers; articulates ways support personnel, families, and volunteers might assist.	Communicates with support personnel, families, and volunteers; organizes instructional activities and procedures that use support personnel, families and volunteers to assist learning.	Reflects on use of support personnel, families, and volunteers and make adjustments in their use that improves student learning.
CAEP 1.5 InTASC 7 VA 3 Technology	g. Candidates demonstrate the ability to design meaningful digital learning experiences.	No evidence candidate utilizes digital tools in the design of learning experiences.	Utilizes digital tools in the design of learning experiences.	Effectively utilizes digital tools in the design of learning experiences to enhance student learning.	Maximizes the affordances of digital tools in the design of learning experiences to enhance student learning and teach students effective use of digital technology.
CAEP 1.4 VA 2, 3	h. Plans for opportunities for students to problem-solve and think critically to make content meaningful and relevant.	No evidence candidate identifies educational practices that create opportunities for students to problem-solve and think critically to make content meaningful.	Identifies educational practices that create opportunities for students to problem-solve and think critically to make content meaningful.	Lesson plans include opportunities such as simulations, case studies, project based learning, and collaborative team work that encourage problem solving and critical thinking that make content meaningful and give students ownership.	Reflects on effectiveness of opportunities for students to problem-solve and think critically to adjust future plans.

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4=Acceptable   5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 3: Engaging and Supporting Students in Learning					
Alignments	**Key Elements**	**Unacceptable**	**Beginning (Awareness, articulation, identification)** 1 2	**Acceptable (Puts into practice, uses, implements, reflects)** 3 4	**Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)** 5 6
CAEP 1.1, 1.2, 1.4 InTASC 2, 7, 8 VA 1, 3 Diversity	a. Uses a variety of research-based educational practices that are responsive to students' diverse needs and experiences.	No evidence candidate realizes that good instructional practice incorporates both research-based practices and information of students' diverse needs and experiences, and/or begins to make decisions based on both of these factors.	Realizes that good instructional practice incorporates both research-based practices and information of students' diverse needs and experiences, and begins to make decisions based on both of these factors.	Uses research-based educational practices that are responsive to students' diverse backgrounds including disabilities, limited English proficiency, and cultural experiences to design lessons.	Uses a wide variety of materials and resources to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding. Reflects on educational practices and makes changes to those practices based upon research base as well as knowledge of students' diverse needs and experiences.
CAEP 1.1, 1.2, 1.4 InTASC 1, 2, 7, 8 VA 1, 3 Diversity	b. Connects or links evidence of students' prior knowledge, life experience, and interests, and other course content, with learning goals.	No evidence candidate understands that students learn best when learning goals link to data on prior knowledge, life experiences, and interests.	Understands that students learn best when learning goals link to data on prior knowledge, life experiences, and interests.	Motivates students by regularly drawing connections between learning goals and concepts and data on the prior knowledge, life experiences and interests of students.	Reviews the clarity of the link between learning goals and data on students' prior knowledge, life experiences and interests and makes adjustments and modifications to refine and communicate that connection to students.
CAEP 1.1, 1.2, 1.4 InTASC 5, 7, 8 VA 1, 3, 4 Diversity	c. Facilitates learning experiences that incorporate self-direction, interaction, collaboration, choice, and consideration of multiple perspectives.	No evidence candidate is aware that learning experiences need to incorporate self-direction, interaction, collaboration, choice and consideration of multiple perspectives.	Demonstrates awareness that learning experiences need to incorporate self-direction, interaction, collaboration, choice and consideration of multiple perspectives.	Selects and implements learning experiences that encourage students to consider multiple perspectives and to interact and collaborate with teacher and peers; provides some opportunities for students to select from learning activity options.	Reflects on how learning experiences promoted students' consideration of multiple perspectives and reflects on the effectiveness of student interactions and collaborations during learning experiences; incorporates self directed activities appropriate for the cognitive and social development and skill set of students.
CAEP 1.1, 1.2, 1.4 InTASC 2, 9, 10 VA 1, 3 Diversity	d. Employs educational practices such as problem-solving and critical thinking that make content meaningful and relevant.	No evidence candidate recognizes that educational practices such as problem-solving, critical thinking, and goal setting make content meaningful and encourage retention and mastery.	Recognizes that educational practices such as problem-solving, critical thinking, and goal setting make content meaningful and encourage retention and mastery.	Employs educational practices such as simulations, case studies, project based learning, and collaborative team work that encourage problem solving and critical thinking that make content meaningful and give students ownership.	Reviews lessons for effectiveness and makes appropriate modifications based on student's demonstrated ability to apply concepts to projects, use critical thinking and direct their own work.

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 3: Engaging and Supporting Students in Learning					
Alignments	**Key Elements**	**Unacceptable**	**Beginning (Awareness, articulation, identification)** 1 2	**Acceptable (Puts into practice, uses, implements, reflects)** 3 4	**Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)** 5 6
CAEP 1.1, 1.4 InTASC 2, 9, 10 VA 3, 4, 6 Diversity	e. Communicates an ethic of caring, commitment and high expectations for all students.	No evidence candidate values caring, commitment, and/or high expectations for all students.	Demonstrates the value of caring, commitment, and high expectations for all students.	Regularly communicates an ethic of caring, commitment and high expectations for all students.	Reflects on his/her ability to communicate an ethic of caring, commitment and high expectations for all students. Makes changes as necessary based on critical reflection.
CAEP 1.1, InTASC 9, 10 VA 3, 4, 6 Diversity	f. Develops appropriate rapport with students	No evidence candidate is aware of the importance of appropriate rapport with students.	Demonstrates an awareness of the importance of appropriate rapport with students.	Exhibits signs of appropriate rapport with students and reflects on the extent and nature of rapport	Exhibits appropriate rapport based on reflection with students consistently.
CAEP 1.5 InTASC 8 VA 3 Technology	g. Candidates demonstrate the ability to facilitate meaningful digital learning experiences.	No evidence candidate utilizes digital tools in the facilitation of learning experiences.	Utilizes digital tools in the facilitation of learning experiences.	Effectively utilizes digital tools in the facilitation of learning experiences to enhance student learning.	Maximizes the affordances of digital tools in the facilitation of learning experiences to enhance student learning and teach students to use digital technology.

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4=Acceptable   5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 4: Assessing Student Learning

Alignments	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
CAEP 1.1, 1.4 InTASC 6, 7 VA 3	a. Identifies or develops methods of assessing student work that require problem solving and/or critical thinking, as appropriate.	No evidence candidate identifies methods of assessing student work that require problem solving and/or critical thinking, as appropriate.	Identifies methods of assessing student work that require problem solving and/or critical thinking, as appropriate.	Chooses or develops appropriate methods of assessing student work that require problem solving and/or critical thinking, as appropriate.	Reflects on the effectiveness of methods of assessing student work in order to adjust future assessment.
CAEP 1.1 InTASC 6, 10 VA 3	b. Explains and shares criteria for assessing student work.	No evidence candidate communicates performance criteria to students, parents, and administrators.	Communicates performance criteria to students, parents, and administrators.	Communicates criteria to students, confirms their understanding, and applies criteria consistently.	Reviews students' understanding of assessment and adjusts assessment process and criteria to clarify learning goals and performance expectations.
CAEP 1.1, 1.2 InTASC 6 VA 3	c. Collects and uses data from multiple sources to assess student learning.	No evidence candidate recognizes the purpose and value of multiple assessment tools and can apply them to evaluate student learning.	Recognizes the purpose and value of multiple assessment tools and can apply them to evaluate student learning.	Uses multiple assessment tools to determine student mastery and correlates data from multiple sources to assess cumulative student progress.	Reflects on assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data.
CAEP 1.1 InTASC 2, 6, 7 VA 3 Diversity	d. Involves and guides all students in assessing and reflecting on their own learning.	No evidence candidate articulates the value of student self-assessment and/or can identify some tools and processes that can be used to help students assess their work.	Articulates the value of student self-assessment and can identify some tools and processes that can be used to help students assess their work.	Provides feedback to students about current and completed work and encourages students to offer input on their personal work quality and habits.	Provides guidelines/tools for students' self-reflection about work progress, completion, and quality.
CAEP 1.1, 1.2 InTASC 6, 7, 8 VA 3	e. Uses assessment data to profile student learning and guide instruction (formative).	No evidence candidate knows the appropriate use of assessment data in determining students' understanding of concepts and mastery of skills.	Knows the appropriate use of assessment data in determining students' understanding of concepts and mastery of skills.	Uses required assessments; uses a variety of data sources for instructional planning; monitors students' understanding during some instructional activities.	Evaluates assessment data to develop individual and group profiles that reflect progress of all students and addresses levels of need and learning accomplishments.

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 4: Assessing Student Learning

Alignments	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
CAEP 1.1 InTASC 6, 10 VA 3, 5	f Communicates with students, families, and other audiences about student progress.	No evidence candidate identifies current methods for communicating student progress to students and families.	Identifies current methods for communicating student progress to students and families.	Gives feedback about current progress to students; gives feedback to families and support personnel when needed or required.	Reviews current progress, learning strategies, and possible interventions with students and, when appropriate, communicates that information to families, colleagues, and support personnel.
CAEP 1.1, 1.2 InTASC 6, 7 VA 3, 6	g. Analyzes and reflects on student assessment data to improve instructional practice (summative).	No evidence candidate reviews assessment data and identifies links to current instructional plans.	Reviews assessment data and identifies links to current instructional plans.	Analyzes student assessment data to check effectiveness of some instructional plans; requests feedback from supervisors re: improving instructional methods.	Uses individual and group progress data to reflect on teaching effectiveness; identifies specific adjustments needed to improve student learning outcomes for all students.
CAEP 1.1, 1.2, 3.5 InTASC 6, 7, 8	h. Provides evidence of a positive impact on student growth and/or learning.	No evidence candidate recognizes the value of collecting and analyzing data to determine student growth and/or learning but does not yet provide clear evidence of a positive impact.	Recognizes the value of collecting and analyzing data to determine student growth and/or learning but does not yet provide clear evidence of a positive impact.	Provides clear evidence of a positive impact on student growth and/or learning.	Provides clear evidence of positive impact on student growth and/or learning. Reflects on relationship between student growth and/or learning and instructional practice.
CAEP 1.5 InTASC 6 VA 3 Technology	i. Candidates demonstrate the ability to track and share student performance data digitally.	No evidence provided on candidate's ability to track and share student performance data digitally.	Only partial evidence provided on candidate's ability to track and share student performance data digitally.	Candidate demonstrates the ability to effectively track and share student performance data digitally.	Candidate demonstrates the ability to effectively track and share student performance data digitally to enhance content mastery and student learning.

(Please mark level of growth for each criterion)
Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4=Acceptable   5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 5: Developing as a Professional.					
Alignments	**Key Elements**	**Unacceptable** **0**	**Beginning (Awareness, articulation, identification)** **1 2**	**Acceptable (Puts into practice, uses, implements, reflects)** **3 4**	**Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)** **5 6**
CAEP 1.1, 3.3 InTASC 9 VA 6	a. Exhibits a commitment to professional standards associated with their areas of expertise.	No evidence that candidate incorporates professional standards into work with students	Aware of professional organizations and can articulate standards associated with their area of expertise.	Incorporates professional standards into written work and discussions.	Extends own professional practice by reflecting on professional literature or by being an active member of a professional organization or by attending professional workshops, seminars, and/or conferences.
CAEP 1.1, 1.4, 3.3 InTASC 1, 2, 3 VA 1, 4 Diversity	b. Supports learning environments that encourage the academic and social growth of all students.	No evidence that candidate considers the different abilities, needs, learning styles, and cultures of students in work with students	Articulates the need to consider students' differing abilities, needs, learning styles, cultures, etc. of students in one's work with students.	Develops work plans that address different abilities, needs, learning styles, cultures, etc.	Reflects on work with students to determine how well a positive learning environment was created; Considers different approaches to meeting the needs, etc. of students
CAEP 1.1, 3.3 InTASC 2, 3 Diversity	c. Recognizes the importance of the social context of schooling.	No evidence that the candidate recognizes the importance of the social context of schooling	Recognizes the importance of external factors outside the classroom and school that affect student learning.	Develops work plans and responds to students in ways that demonstrate an understanding of the influence of external factors outside the classroom and school.	Makes adjustments to work plans and relationships with students that reflect an understanding of the influence of external factors on student learning.
CAEP 1.1, 1.4, 3.3 InTASC 2, 7, 8 VA 1, 3, 4 Diversity	d. Has high expectations for all students.	Evidence that candidate has low expectations for at least some students. Candidate fails to support student learning.	Aware of developmental growth and age appropriate choices. Considers the needs of all students when designing work plans.	Communicates the belief that all students can learn, chooses appropriate activities for differing ability levels and needs that fits the content and student requirements.	Provides emotional and academic support to students and communicates confidence in their ability to complete assigned work; modifies plans to provide opportunities for all students to meet or exceed objectives through supportive critique of student learning that reflects challenging ideas and suggestions.

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 5: Developing as a Professional.					
Alignments	**Key Elements**	**Unacceptable** **0**	**Beginning (Awareness, articulation, identification)** **1** **2**	**Acceptable (Puts into practice, uses, implements, reflects)** **3** **4**	**Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)** **5** **6**
CAEP 1.1, 3.3 InTASC 2 VA 6 Diversity	e. Takes other perspectives into account.	No respect for other viewpoints	Willing to listen to other perspectives.	Considers other perspectives respectfully. Responds appropriately.	Actively seeks out other perspectives, and appreciates their point of view. May adjust own view upon reflection.
CAEP 1.1, 3.3InTASC 9 VA 6	f. Adheres to professional code of ethics in decision making.	Has been observed to make unethical decisions	Awareness of professional ethical expectations of his/her school and profession.	Monitors personal performance in accordance with a professional code of ethics mind and is familiar with school's faculty handbook.	Makes fair, ethical decisions that do not put others at risk. Considers the appropriateness of guidelines and understands how to advocate for exceptions when needed.
CAEP 1.1, 1.2, 3.3 InTASC 1, 6 VA 6	g. Engages in reflective practice based on evidence of teaching effectiveness and student learning.	No evidence of the ability or willingness to reflect on effectiveness; unaware of effectiveness or student learning.	Articulates of the importance of collecting evidence of one's effectiveness; Generally accurate impression of student learning.	Collects, analyzes data of one's effectiveness and student learning; Can accurately judge effectiveness and student learning.	Reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Uses evidence of effectiveness in planning for further instruction.
CAEP 1.1, 3.3 InTASC 2, 9 VA 6	h. Demonstrates integrity.	Candidate has been observed to cheat, lie, be dishonest or violate confidentiality and privacy of others	Aware of the importance of honesty, truthfulness, and confidentiality in all dealings.	Demonstrates honesty, truthfulness, and confidentiality; represents positions of others accurately. Admits mistakes or lack of knowledge.	Encourages integrity in others. When faced with a dilemma, shows appropriate understanding of all sides. Exhibits respect for dignity and worth of all individuals. Respects confidences.
CAEP 1.1, 3.3 InTASC 9 VA 6	i. Accepts responsibility.	Late to meetings; misses deadlines; needs to be reminded often of obligations	Aware of responsibilities with occasional lapses. Carries out tasks associated with role, but may have inadequate forethought.	Accepts tasks associated with role. Meets expectations of instructors or supervisors.	Reflects on ability to meet expectations; plans and carries out tasks associated with role promptly.
CAEP 1.1, 3.3 InTASC 9 VA 6	j. Shows initiative.	Overly dependent on external authority; Needs prompting to initiate action.	Some dependency on external authority; aware of importance of taking initiative	Initiates appropriate actions independently	Initiates appropriate actions in ways that go beyond individual classroom.

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 5: Developing as a Professional.					
Alignments	**Key Elements**	**Unacceptable** 0	**Beginning (Awareness, articulation, identification)** 1 2	**Acceptable (Puts into practice, uses, implements, reflects)** 3 4	**Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)** 5 6
CAEP 1.1, 3.3 InTASC 9 VA 6	k. Demonstrates commitment to chosen professional role.	Lacks enthusiasm for professional role.	Somewhat aware of values and demands of profession.	Expresses enthusiasm for being an educator and working with students.	Exhibits professional persona characterized by enthusiasm and a strong, articulate commitment to the profession.
CAEP 1.1, 3.3 InTASC 9 VA 6	l. Exhibits sound judgment.	Exhibits questionable judgment; inconsistent; makes decisions hastily or contrary to circumstances; does not adhere to school division policy regarding professional attire.	Exhibits subjective judgment based on personal experience or personal value system.	Exhibits sound judgment based on personal experience and relevant information or considers various views.	Makes decisions based on relevant information and best practice. Considers implications and consequences and views of others in making decisions.
CAEP 1.1, 3.3 InTASC 9 VA 6	m. Accepts and welcomes constructive criticism.	Rejects constructive criticism; argues and or/ gives excuses; becomes defiant	Aware of value of interaction, exchange of ideas and points of view.	Accepts constructive criticism gracefully.	Seeks constructive criticism. Acts on suggestions for improvement.
CAEP 1.1, 3.3 InTASC 9 VA 6	n. Models appropriate assertiveness.	Inappropriate or inconsistent assertiveness, e.g. overly forceful or shy and reserved.	Articulates that assertiveness can range from passive to excessive.	Articulates positions and takes actions appropriate to the situation.	Articulates positions, is proactive in such areas as classroom management; and works actively for the betterment of teaching and learning in taking specific action.
CAEP 1.5 InTASC 9 VA 6 Technology	o. Candidates demonstrate technology knowledge and skill proficiencies (e.g., using databases, digital media, social networks, and/or electronic sources) to enrich professional practice.	Does not demonstrate an understanding or use of available technology resources to improve professional practice.	Has knowledge of and accesses electronic resources for classroom use and/or professional practice.	Uses electronic resources to enhance classroom instruction and/or improve professional practice.	Creates effective electronic resources to enhance classroom instruction and/or improve professional practice.

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4=Acceptable   5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Standard 6: Advocating for Social Justice and Equity and Developing Family and Community Relationships					
Alignments	**Key Elements**	**Unacceptable**	**Beginning (Awareness, articulation, identification)** 1 2	**Acceptable (Puts into practice, uses, implements, reflects)** 3 4	**Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)** 5 6
CAEP 1.1 InTASC 3 VA 4	a. Recognizes that communities possess funds of knowledge and resources that support learning.	No evidence of candidate awareness of non-deficit conceptual models of learners and learning.	Is aware of non-deficit conceptual models of learners and learning.	Cultivates deep understanding of community networks and resources, emerging social justice issues, and non-deficit conceptual models of learners and learning.	Constructs community-based learning projects related to discipline specific issues and opportunities. Encourages student problem solving.
CAEP 1.1 InTASC 3 VA 5	b. Builds relationships with students' families and other members of the community who are important to students in and outside of school life.	Does not communicate with students' families on issues related to students' academic performance and/or behavior.	Communicates with students' families on issues related to students' academic performance and/or behavior.	Develops open communication with students' families and significant community others. Communicates both positive and negative information.	Welcomes open, two-way communications with students and families and significant community others. Uses information obtained in communications to inform instruction and classroom interactions.
CAEP 1.1 InTASC 3 VA 1, 3, 4	c. Commits to excellence, equity and high expectations for all students.	No evidence of candidate awareness of how access and expectations relate to (mis)understandings across social categories such as race, gender, and sexual orientation.	Begins to be aware of how access and expectations relate to (mis)understandings across social categories such as race, gender, and sexual orientation.	Consciously attempts to implement instructional strategies that: value learners' uniqueness, meet learners at their current performance levels, and challenge them in ways that are rigorous and attainable.	Regularly invites students to explore diversity in structurally meaningful ways in lesson plans.
CAEP 1.1 InTASC 2, 3 VA 4 Diversity	d. Advocates for students and social justice issues that affect classrooms and communities.	No evidence of candidate understanding of teachers as advocates.	Recognizes that teachers have a legitimate role as advocates.	Participates in social justice communities and activities.	Identifies and acts on issues relevant to school and/or community. Integrates social justice/critical pedagogy into instruction.

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe   0=Unacceptable (has not yet reached beginning level)   1-2 =Beginning   3-4=Acceptable   5-6=Target

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS
NARRATIVE SECTION

Please type or write comments for each of the following criteria: Midterm_____ Final _____

Creating and Maintaining a Positive and Safe Learning Environment

Planning for Instruction

Engaging and Supporting Students in Learning

Assessing Student Learning

Developing as a Professional

Supervisor/Cooperating Teacher/ Principal's Signature _____**Date:**_____

Position: _____

The candidate's signature below indicates this document has been read and reviewed. It does not necessarily reflect agreement.

Candidate's Signature _____**Date:** _____

Appendix H.8

School Leader Residency Gradual Release Calendar

WELCOME MESSAGE	IMPORTANT LINKS

WELCOME MESSAGE

Welcome to RTR! We are excited to work with you throughout this school year and as one layer of residency support, we offer you this ultimate resource - the School Leader Residency Gradual Release Calendar. This calendar is a weekly and monthly guide of benchmarks and actions due in order to optimize the residency experience and develop the SLR to become a purposeful and effective school or district leader. Please note that this calendar may be adjusted throughout the school year in response to evolving SLR needs, school division structures, and coursework expectations. Cheers to the transformative work ahead of us!

IMPORTANT LINKS

Program Documents

RTR Handbook	VCU Internship Handbook
Residency at a Glance	Clinical Hours
	Internship Plan
	Action Research Project

Program Evaluation

Standards Evaluation	*The beginning-of-year checkpoint meeting will be held September 5-8, middle-of-year checkpoint meeting will be held January 22-26, and end-of-year checkpoint meeting will be held on June 4
Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals	

PROGRAM GOAL

By the end of the RTR residency year, School Leaders Residents will acquire specialized training and support in order to become outstanding instructional, emotionally intelligent, and culturally responsive and equitable school leaders. Furthermore, School Leader Residents will exemplify the mission of RTR by standing against systemic inequities and empowering historically marginalized students to reach their full potential.

Fall Semester Checklist + Coaching and Reflection Logs Due

Fall Checklist

Aug Logs	Sep Logs	Oct Logs	Nov Logs	Dec Logs
8/31	9/14	10/5	11/2	12/7
	9/21	10/12	11/9	12/14
	9/28	10/19	11/16	12/21
		10/26	11/30	

RTR MISSION & VISION

RTR recruits, prepares, and supports the retention of extraordinary, inspiring teachers and teacher leaders who are committed to social justice and the disruption of educational inequities for systemically underserved public school students. RTR and its community partners are committed to strong collaboration that result in positive contributions to the collective culture and success of the public schools they serve.

Our vision is that every historically marginalized student is taught by culturally responsive teacher leaders who stand against systemic inequities and empower them to reach their full potential.

Spring Semester Checklist + Coaching and Reflection Logs Due

Spring Checklist

Jan Logs	Feb Logs	Mar Logs	Apr Logs	May Logs
1/18	2/8	3/7	4/11	5/9
	2/22	3/21	4/25	5/23

RTR VALUES

Equity: We challenge educational inequity. We work towards a more just society
Service: We listen to and prioritize the needs of others. We put students first.
Community: We support, challenge, and celebrate each other. We build a collective movement.
Growth: We develop ourselves and others. We make our best better.
Results: We work hard and purposefully to reach results. When there is no wind, we row.
Aligned with Leading Educators whose vision is "Great Teachers for All Students"

Summer Semester Checklist

Summer Checklist

RESIDENCY SUPPORT TEAM

Residency Coordinators

Suhani Vakil | ▮▮▮▮▮▮▮▮▮▮▮▮
Steve DeGaetani | ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮
Corey Taylor| ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

University Supervisor

Lacey Seaton, Ed.D. | ▮▮▮▮▮▮▮▮▮▮▮▮

Seminar Presenters

Bridget Taylor | NTC Seminar Presenter | t▮▮▮▮▮▮▮▮▮▮
Wenda Thompson-Morton | NTC Seminar▮▮▮▮▮▮▮
Surprize Parker | SCAN Seminar Presente▮▮▮▮▮
Keith Brooks | NSG Seminar Presenter | k▮▮▮▮
Tamara Sober, Ph.D. | AUG Seminar Prese▮▮▮▮

Supplemental Resources/Links

New Teacher Center	Other
Kiano - New Teacher Center Login	
Kiano How-To Guide	
NTC Coaching Indicators	
Instructional Coaching Language	
Preparation Guide for Data Analysis	

				Mid-Year Evaluation — Meeting held week of Jan 22-26 *Comments and ratings due 48 hours in advance of meeting*			End of Year Evaluation — Meeting held on June 4 *Comments and ratings due by Tue, May 28*		
Standard	**Indicator**	**Standard**	**Indicator**	**Resident Ratings** (Complete ALL rows)	**Mentor Ratings** (Complete ALL rows)	**Reflection** Resident using data and examples, provide comments related to grow h/progress on selec indicators / Mentor may add additional feedback after resident reflections	**Resident Ratings** (Complete ALL rows)	**Mentor Ratings** (Complete ALL rows)	**Reflection** Resident using data and examples, provide comments related to grow h/progress on selec indicators / Mentor may add additional feedback after resident reflections
Performance Standard 1 Instructional Leadership	1.9 Provides collaborative leadership for the design and implementation of efficient schedules that protect and maximize instructional time	Performance Standard 1 Instructional Leadership	1.9 Provides collaborative leadership for the design and implementation of efficient schedules that protect and maximize instructional time	(4) EFFECTIVE The SLR drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads o school improvement		For the first half of the year, focused on Standard 1.9... ach eved my SMART goal in th s area by collaborating with my school's leadership team to revamp 4 ELA teachers' schedules... set out and accomplished a ELA teachers hav ng one, 45 m nute common planning time per day with the roo teacher and for them to teach at least 2 ntervent on blocks per week. These changes max m zed t me spent on instruct ona p ann ng for students as well as support for my school's most strugg ng (1 er 3) students. Additionally, th s change impacted student ach evement by ra s ng my school's average ELA performance by 15% on the d str ct w de assessment over one 9 week per od		
	1.10 Provides the expectation and focus for continuous learning of all members of the school community		1.10 Provides the expectation and focus for continuous learning of all members of the school community	(3) APPROACHING EFFECTIVE The SLR is inconsistent in driving he success of students by facilitating the development, communication, implementation, and/or evaluation of a shared vision of teaching and learning that leads o school improvement					
	1.11 Promotes and supports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result n increased student progress		1.11 Promotes and supports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result n increased student progress	(2) NO DEMONSTRATED The SLR has no demonstrated his performance standard					
	1.12 Demonstrates the importance of sustained professional development by participating in and providing adequate time and resources for teachers and staff for professional learning (e.g., peer observation, mentoring, coaching, study groups, learning teams, action research)		1.12 Demonstrates the importance of sustained professional development by participating in and providing adequate time and resources for teachers and staff for professional learning (e.g., peer observation, mentoring, coaching, study groups, learning teams, action research)	(2) NO DEMONSTRATED The SLR has no demonstrated his performance standard					
	1.13 Evaluates the impact professional development has on the staff, instructional practices, school improvement, and student academic progress		1.13 Evaluates the impact professional development has on the staff, instructional practices, school improvement, and student academic progress	(2) NO DEMONSTRATED The SLR has no demonstrated his performance standard		For the second half of the school year, would like to focus on creating, delivering, and monitoring the impact of 4 professional development (content may cover analyzing student achievement data, employing research based nstruct one strateg es, etc) for ELA teachers. Please see smart goa be ow			
★	**PERFORMANCE STANDARD 1 S.M.A.R.T. GOAL (specific, measureable, achievable, relevant, time-bound)**	★	**PERFORMANCE STANDARD 1 S.M.A.R.T. GOAL (specific, measureable, achievable, relevant, time-bound)**	By the end of year evaluation, 80%+ of ELA teachers will report (e.g., anonymous survey) that 75%+ of professional developments they attended were "effective" or "h gh y effect ve" to mprov ng the r teach ng pract ce and, n turn, student academ c progress resulting n Suhan reaching "4 effect ve" on Standard 1.13			Next year		
Performance Standard 2 School Climate	2.1 Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment	Performance Standard 2 School Climate	2.1 Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment						
	2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, parents/caregivers, staff, and other stakeholders		2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, parents/caregivers, staff, and other stakeholders						
	2.3 Uses shared decision making and collaboration to build relationships and engage with all stakeholders and enhance positive school morale		2.3 Uses shared decision making and collaboration to build relationships and engage with all stakeholders and enhance positive school morale						
	2.4 Models and inspires trust and a risk to erant environment by sharing information and power to promote growth, change, and innovation		2.4 Models and inspires trust and a risk to erant environment by sharing information and power to promote growth, change, and innovation						
	2.5 Supports students, parents/caregivers, staff, and other stakeholders through the stages of the change process		2.5 Supports students, parents/caregivers, staff, and other stakeholders through the stages of the change process						
	2.6 Identifies and addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel		2.6 Identifies and addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel						
	2.7 Develops, implements, monitors, and communicates a school safety plan that manages crisis situations in an appropriate and timely manner		2.7 Develops, implements, monitors, and communicates a school safety plan that manages crisis situations in an appropriate and timely manner						
	2.8 Involves students, parents/caregivers, staff, and other stakeholders to create, promote, and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures		2.8 Involves students, parents/caregivers, staff, and other stakeholders to create, promote, and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures						
	2.9 Develops and/or implements best practices in school wide behavior management and communicates behavior management expectations to students, parents/caregivers, staff, and other stakeholders		2.9 Develops and/or implements best practices in school wide behavior management and communicates behavior management expectations to students, parents/caregivers, staff, and other stakeholders						
	2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, parents/caregivers, staff, and other stakeholders		2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, parents/caregivers, staff, and other stakeholders						
	2.11 Maintains a positive, collegial, nurturing school environment that promotes and assists in the development of the whole student		2.11 Maintains a positive, collegial, nurturing school environment that promotes and assists in the development of the whole student						
	2.12 Respects and promotes the appreciation of diversity and values and includes every student as an important member of the school community		2.12 Respects and promotes the appreciation of diversity and values and includes every student as an important member of the school community						
★	**PERFORMANCE STANDARD 2 S.M.A.R.T. GOAL (specific, measureable, achievable, relevant, time-bound)**	★	**PERFORMANCE STANDARD 2 S.M.A.R.T. GOAL (specific, measureable, achievable, relevant, time-bound)**	By the end of year evaluation			Next year		
Performance Standard 3 Human Resources Leadership	3.1 Actively leads in the selection process, where applicable, and assigns highly effective staff in a fair and equitable manner based on school and division needs, assessment data, and local, state, and federal requirements	Performance Standard 3 Human Resources Leadership	3.1 Actively leads in the selection process, where applicable, and assigns highly effective staff in a fair and equitable manner based on school and division needs, assessment data, and local, state, and federal requirements						
	3.2 Supports formal building employee induction on processes and informal procedures to support and assist a new personnel		3.2 Supports formal building employee induction on processes and informal procedures to support and assist a new personnel						
	3.3 Provides a development process for a new and targeted instructional personnel and cultivates leadership potential through personal mentoring and coaching		3.3 Provides a development process for a new and targeted instructional personnel and cultivates leadership potential through personal mentoring and coaching						
	3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements		3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements						
	3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources		3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources						
	3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance		3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance						
	3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration		3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration						
	3.8 Recognizes and supports the achievements of highly effective teachers and staff and provides them opportunities for increased responsibility		3.8 Recognizes and supports the achievements of highly effective teachers and staff and provides them opportunities for increased responsibility						
	3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to improve student learning and to grow professionally		3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to improve student learning and to grow professionally						
★	**PERFORMANCE STANDARD 3 S.M.A.R.T. GOAL (specific, measureable, achievable, relevant, time-bound)**	★	**PERFORMANCE STANDARD 3 S.M.A.R.T. GOAL (specific, measureable, achievable, relevant, time-bound)**	By the end of year evaluation			Next year		
Performance Standard 4 Organizational Management	4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures	Performance Standard 4 Organizational Management	4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures						
	4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds		4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds						
	4.3 Monitors and provides supervision of instructional programs, building space usage, and related activities through an appropriate year prioritize process		4.3 Monitors and provides supervision of instructional programs, building space usage, and related activities through an appropriate year prioritize process						
	4.4 Secures, monitors, and allocates resources to maximize improvement, aligned to the school's mission and goals, through accepted school and school division policies and procedures		4.4 Secures, monitors, and allocates resources to maximize improvement, aligned to the school's mission and goals, through accepted school and school division policies and procedures						
	4.5 Analyzes data to identify and plan for organizational, operational, or resource related problems and resolves them in a timely, consistent, and appropriate manner		4.5 Analyzes data to identify and plan for organizational, operational, or resource related problems and resolves them in a timely, consistent, and appropriate manner						
	4.6 Develops short and long term goals to improve organizational and operational efficiency and impact		4.6 Develops short and long term goals to improve organizational and operational efficiency and impact						
	4.7 Reviews fiscal records regularly to ensure accountability for all funds		4.7 Reviews fiscal records regularly to ensure accountability for all funds						

F Or	4.8 Plans and prepares a fiscally responsible budget to support the school's mission and goals				
	4.9 Follows federal, state, and local policies with regard to finances, school accountability, and reporting				
	4.10 Implements strategies for the focus on of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace				

	PERFORMANCE STANDARD 4 S.M.A.R.T. GOAL (specific, measureable, achievable, relevant, time-bound)	By the end of year evaluation		Next year	

Performance Standard 5 — Communication and Community Relations

5.1 Plans strategically for and solicits student, parent/caregiver, staff, and other stakeholder input to promote sound judgment in the decision making process and communication when appropriate					
5.2 Collaborates with stakeholders to develop and communicate long and short term goals and the school improvement plan					
5.3 Disseminates information to students, parents/caregivers, staff, and other stakeholders in a timely manner through multiple channels and sources					
5.4 Involves students, parents/caregivers, staff, and other stakeholders in a collaborative effort to establish positive relationships that support academic success, health, and well being					
5.5 Maintains visibility and accessibility to students, parents/caregivers, staff, and other stakeholders					
5.6 Speaks and writes consistently in a clear, explicit, and professional manner using standard oral and written English to communicate appropriately with students, parents/caregivers, staff, and other stakeholders					
5.7 Uses appropriate resources to communicate with stakeholders whose primary language is not English					
5.8 Provides a variety of opportunities for parent/caregiver and family involvement in school activities					
5.9 Collaborates and networks with colleagues and stakeholders to capitalize on the resources and expertise available in the local community					
5.10 Advocates for students and acts intentionally to influence family, school, and division decisions affecting student learning					
5.11 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schools based on relevant evidence					

	PERFORMANCE STANDARD 5 S.M.A.R.T. GOAL (specific, measureable, achievable, relevant, time-bound)	By the end of year evaluation		Next year	

Performance Standard 6 — Culturally Responsive and Equitable School Leadership

6.1 Collects, interprets, and communicates student group disaggregated assessment, engagement, behavior, and attendance data to identify and understand how and why inequities exist and implements procedures and strategies to address inequity					
6.2 Works collaboratively with students, parents/caregivers, staff, and other stakeholders to develop and implement a school improvement plan based on shared school mission, vision, and values that embed equity and culturally responsive teaching and learning					
6.3 Implements culturally responsive and equitable approaches to school discipline and fosters a school environment of inclusion by building organizational capacity to establish and maintain a safe and affirming school environment for all students					
6.4 Provides leadership for culturally relevant and responsive curriculum, instructional practices, and assessments to support the achievement of all students					
6.5 Advocates for and supports equity and access to educational programs and learning opportunities to meet the learning needs of all students					
6.6 Recruits, develops, and retains effective, culturally responsive staff in accordance with the mission, vision, and articulated values of the school					
6.7 Provides evidence based and targeted professional learning and coaching to support culturally responsive teaching and reflect on practices among teachers and staff					
6.8 Facilitates and engages in dialogue with teachers and staff to promote an equity centered, inclusive school environment that fosters a sense of belonging for all students					
6.9 Builds positive relationships with students, parents/caregivers, staff, and other stakeholders that use multimodal methods of communication on inclusive of the language, dialect, cultural, and social needs of all students and their families					

	PERFORMANCE STANDARD 6 S.M.A.R.T. GOAL (specific, measureable, achievable, relevant, time-bound)	By the end of year evaluation		Next year	

Performance Standard 7 — Professionalism

7.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, parents/caregivers, staff, and other stakeholders and models these attributes daily					
7.2 Works within legal, ethical, and professional guidelines to improve student learning and to meet school, division, state, and federal requirements					
7.3 Maintains a professional appearance and demeanor in accordance with school board policy and division expectations					
7.4 Models professional behavior and is culturally responsive to students, parents/caregivers, staff, and other stakeholders					
7.5 Maintains confidentiality					
7.6 Maintains a positive, forthright, and respectful attitude					
7.7 Provides leadership in sharing ideas and information with staff and other professionals					
7.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote, support, and enhance the vision, mission, and goals of the school division					
7.9 Engages in personal professional development that positively impacts school effectiveness					
7.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge					

	PERFORMANCE STANDARD 7 S.M.A.R.T. GOAL (specific, measureable, achievable, relevant, time-bound)	By the end of year evaluation		Next year	

Performance Standard 8 — Student Academic Progress

8.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress					
8.2 Uses research based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress					
8.3 Communicates assessment results to multiple internal and external stakeholders					
8.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies					
8.5 Uses faculty meetings, team/department meetings, and targeted professional development activities to focus on student progress outcomes					
8.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals					
8.7 Demonstrates responsibility for school academic achievement through proactive interactions with students, parents/caregivers, staff, and other stakeholders					
8.8 Collaboratively develops, implements, and monitors long and short range achievement goals that address varied student populations according to state guidelines					
8.9 Ensures teachers' student achievement goals are aligned with building level goals for increased student academic progress and for meeting state benchmarks					

8.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes		8.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes						
★	**PERFORMANCE STANDARD 8** **S.M.A.R.T. GOAL (specific, measureable, achievable, relevant, time-bound)**	★	**PERFORMANCE STANDARD 8** **S.M.A.R.T. GOAL (specific, measureable, achievable, relevant, time-bound)**	By the end of year evaluation			Next year	

Appendix H.9

Restorative Justice for School Culture Change and SEL Intervention

Enhanced Competencies Alignment

AUJ's *Restorative Justice for School Culture Change* Core Principles	SEL interventions enhance five interrelated cognitive, affective, and behavioral competencies considered important for success in school and life (Taylor et al., 2017).
Values Guide Our Conduct and *Honesty: How We Communicate*	*self-awareness* (e.g., recognizing emotions, strengths and limitations, and values)
Self-Governance Is How We Make Values Work	*self-management* (e.g., regulating emotions and behaviors) *responsible decision making* (e.g., making constructive choices across varied situations; Weissberg, Durlak, Domitrovich, & Gullotta, 2015)
Insight Informs Our Interactions	*social awareness* (e.g., taking the perspective of and empathizing with others from diverse backgrounds and cultures)
Community Is Where Our Commitment Lies	*relationship skills* (e.g., establishing and maintaining healthy relationships)

Appendix H.10

Center for Teacher Leadership Projects and Partnerships

RTR is housed within the Center for Teacher Leadership (CTL) at the VCU School of Education. CTL coordinates all aspects of RTR and collaborates with both VCU and the four partner school districts (Richmond Public Schools, Petersburg City Public Schools, Chesterfield County Public Schools, and Henrico County Public Schools) in conducting this program to recruit, select, train, and mentor non-traditional teacher candidates.

CTL has a long history of developing strong collaborative partnerships in the local community to achieve multiple stakeholder's goals. Our track record in working with local school districts to recruit, train, and retain teacher talent is unparalleled. More specifically, the following projects are coordinated by CTL, all of which were developed in collaboration with our school district partners to ensure they meet the needs of the districts.

The programmatic partnerships described in detail below provide evidence of:
- CTL's commitment to working within our local community to enhance teaching quality in the metro-Richmond area;
- CTL's extensive experience in recruiting, preparing, and supporting teacher candidates and teacher leaders; and
- The quality of CTL's collaboration with and services for local school districts.

This extensive history, expertise, and experience within the greater Richmond community makes CTL uniquely qualified to coordinate all aspects of RTR including the recruitment, selection, preparation, and support of residents and RTR graduates.

Metropolitan Education Training Alliance (META)

Partners: Virginia Commonwealth University, Chesterfield County Public Schools, Hanover County Public Schools, Henrico County Public Schools, Richmond Public Schools, Petersburg City Public Schools and Powhatan County Public Schools.

Overview: Established in 2001, META's mission is to enhance teaching quality in the metro-Richmond area by identifying needs, opportunities, and resources for strategic professional development with the goal of improving student learning by improving the preparation, effectiveness, and retention of high-quality teachers. The META Planning Council consists of the staff development directors or other designated representatives from partner school districts, the VCU clinical faculty coordinator, the chair of the VCU Department

of Teaching and Learning, and the director of the Center for Teacher Leadership. The CTL director chairs the monthly META Planning Council meetings.

Since 2001, the VCU president, area superintendents, and META Planning Council members have turned over, in some cases multiple times. Despite changes in leadership, the META partnership remains strong and continues to design, implement, and monitor projects that address its core mission: to promote student learning by improving the preparation, effectiveness, and retention of high-quality teachers.

Through CTL's leadership, META has a strong track record of successful collaborative efforts. META's first project was to create a structured support program for teachers seeking National Board Certification. CTL's director, Dr. Kim McKnight, leads the National Board Candidate Support Program. In 2001 there was only one National Board Certified Teacher (NBCT) in the entire metro-Richmond area. Since 2001, over 700 teachers have achieved National Board Certification (NBCT).

All META projects are carefully monitored and routinely undergo refinements/revisions that benefit all partners. In 2009, META received the very first Dr. Shirley S. Schwartz Urban Education Impact Award. This award is given annually by the Council of Great City Schools and the Council of Great City Colleges of Education to recognize the partnership with the greatest impact on urban education. Since 2001, CTL has secured more than $30 million dollars to advance the work of promoting teachers and teacher leaders.

Current META Projects
National Board Candidate Support Program: P*rovides teachers with structured opportunities to clarify each aspect of the certification process and a network of support as they strive to meet the highest standards established for the profession.*
Clinical Faculty Program: Identifies exemplary preK-12 teachers who want to work with VCU pre-service teachers and provides them with professional development to become effective mentors.
VCU Noyce Initiative: Prepares outstanding VCU science majors through a year-long immersion program with a master teacher in a high-need secondary school and provides ongoing support in the first two years of teaching; VCU Noyce Scholars receive a two-year scholarship in exchange for teaching science for at least four years in a high-need school.

While CTL coordinates all of META's work, the following projects are conducted by CTL staff:

Clinical Faculty Program

Partners: Chesterfield County Public Schools, Hanover County Public Schools, Henrico County Public Schools, and Richmond Public Schools

Purpose of the Program: The Clinical Faculty Program identifies exemplary preK-12 practitioners who want to work with VCU pre-service teachers. Clinical Faculty acquire the knowledge and skills needed to support pre-service teachers as they become critically reflective practitioners. Clinical Faculty participate in a series of five intensive training modules based on the Santa Cruz New Teacher Center (NTC) coaching model that include foundations in mentoring, observation and data collection, and the use of data to improve instruction. Clinical Faculty also complete a rigorous assessment to demonstrate proficiency in using the NTC formative assessment tools and protocols.

Brief History of the Program: The program began in 2004 as a way of ensuring consistency and quality in clinical placements for VCU student teachers so that the beginning teachers that local school districts hire will be as effective as possible. Using a small state grant secured by CTL in 2004 to train 15 National Board Certified Teachers (NBCTs) in the New Teacher Center mentoring model, these NBCTs designed and conducted the Clinical Faculty training. A Teacher Quality Enhancement-Partnership grant from the U.S. Department of Education in 2004 enabled CTL to rapidly scale up the Clinical Faculty Program. CTL and its META partners routinely review data collected by VCU on how well the Clinical Faculty Program is working. For example, in surveys conducted at the end of their student teaching experience, 42% of students assigned to Clinical Faculty versus 23% assigned to non-Clinical Faculty report that the most valuable part of their student teaching experience was working with their cooperating teacher.

In addition to these and other positive findings, the META partnership engaged in a continuous improvement process to address program evaluation data that also revealed that a significant number of Clinical Faculty were not using the required formative assessment tools, coaching cycles, and NTC protocols as intended. Through extensive discussions of these data during its monthly meetings, the META partnership took several steps to address the inconsistencies in implementation of the Clinical Faculty mentoring model and to better target and strengthen the collaborative nature of the Clinical Faculty Program. The most significant change has been the creation of a new assessment process that requires candidates to submit a portfolio that provides artifacts of their coaching practice and an audio/video of a reflecting conference.

The charts below outline the strong collaboration with local school districts and the changes that resulted from our collaborative approach to continuous improvement that has been the

hallmark of CTL's work with its clients. **All CTL projects are carefully monitored and adjusted to better meet the needs of its partners.**

Clinical Faculty Program Changes

2003-2010	2011-Present
Broad recruiting efforts in the school districts were made for any teacher interested in becoming a VCU Clinical Faculty Member.	**Focused** recruiting efforts in the school districts, targeting teachers in schools/grade levels/content areas in need.
VCU made student teacher placement recommendations.	**VCU and the districts** make placements collaboratively.
VCU provided the request for student teacher placements **after** other universities have made their requests.	VCU provides the request for student teacher placements **before/during the time** that other universities are making requests.
Clinical Faculty training was conducted **in the absence of** opportunities to practice coaching skills and tools with a colleague.	Clinical Faculty training provided **during the same time** that the teacher practices the skills and tools with a student teacher/new teacher.

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Training was provided **one time** per year.	Training is now offered **twice** per year. The content has been **modified significantly**, as a result of feedback and the performance of participants in the portfolio requirements.
Clinical Faculty designation was received **for participating** in the training.	Clinical Faculty designation **received after the teacher provides evidence** of his/her effective use of the skills/tools.
VCU designates teachers in the school districts as Clinical Faculty members, **based upon participation** in training sessions.	**The 4 school districts** designate teachers as Clinical Faculty members, **based upon evidence** provided in the portfolios.

Revised Training Modules and Assessment Process

Module 1: Foundations in Mentoring	Module 2: Observation and Data Collection	Module 3: Coaching Cycle
Coaching Philosophy Coach's Role Coaching Language Use of Collaborative Log	Data Collection Tools Clinical Evaluation Continuum	Planning Conference Observation and Data Collection Analyzing Data Giving Feedback
Module 4: Coaching Cycle Reflecting Conference Plan for Reflective Growth	**Module 5: Formative Assessment** Differentiation of Tools Artifacts of the Coaching Practice Reflecting on Your Practice	**Assessment Process:** Teachers submit coaching tools, an audio/video tape of a reflecting conference, and responses to two reflective questions.

To date, CTL has trained 1,050 educators as Clinical Faculty. Through the Clinical Faculty Program, VCU can better ensure consistency and quality in its clinical placements, resulting in better prepared beginning teachers for the META districts. The new rigorous assessment process that requires Clinical Faculty to demonstrate proficiency in foundations in mentoring, observation and data collection, and the use of data to improve instruction, provides not only quality mentors for VCU student teachers, but also highly skilled teacher leaders who are able to coach beginning teachers and struggling colleagues for their school districts.

National Board Certification Candidate Support Program

Partners: Chesterfield County Public Schools, Hanover County Public Schools, Henrico County Public Schools, Richmond Public Schools, and Powhatan County Public Schools. **Purpose:** To provide teachers in the partner school districts with structured opportunities to clarify each aspect of the certification process and a network of support as they strive to meet the highest standards established for the profession.

National Board Certification is a voluntary professional development process that recognizes accomplished teachers who meet rigorous standards of performance. Offered through the National Board for Professional Teaching Standards (NBPTS), a nonpartisan, independent, and nonprofit organization, National Board Certification complements, but does not replace, state licensing. It is a professional certification increasingly used by states and local communities to identify and reward exemplary teachers.

Teachers who seek National Board Certification must complete demanding assessments of their knowledge and skills. They develop a school-site portfolio that includes student work samples, video clips of effective lessons, and reflective commentaries about their use of

strategies that increase student learning. In addition, candidates must respond to test questions that demonstrate the depth and breadth of their subject matter knowledge.

Support Program Elements Provided by CTL for National Board Certification	
Support materials and structured activities that clarify each aspect of the certification process	Monthly opportunities for candidates to get feedback on their work as they complete the portfolio assessments
On-line candidate support by an NBCT and experienced facilitator	Six hours of VCU graduate credit (optional)

CTL hosts an NBC-Support Listserv for all teachers in the state seeking National Board Certification.

Accomplishments: In 2001 there was only one National Board Certified Teacher in the metro-Richmond area. To date, 581 teachers have achieved National Board Certification.

Mentor Teacher and Instructional Coach Training: CTL is licensed to conduct the New Teacher Center (NTC) research-based instructional coaching and mentoring model in Virginia. This training, framed by the NTC mentoring philosophy, provides interactive workshops that focus on the knowledge, skills, and understandings critical for those who work with beginning and veteran teachers to improve instruction. This sequenced curriculum includes:

Institutes/Modules	Topics
Institute 1 **Foundations of** **Mentoring and Coaching**	**The Why and What of Coaching – Day 1** √ Mentoring Roles √ The Optimal Learning Environment √ Mentoring Language √ Collaborative Assessment Log **Effective Planning – Day 2** √ Knowing Teachers and Knowing Students Tool √ Building Trusting Relationships √The How of Planning Effective Instruction √ Components of Standards-based Instruction √ Planning Conversation Guide

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Institute 2 **The Teaching and Coaching Cycle**	**The Observation Process – Day 1** √ Overview of the Observation Process √ Pre-observation Conversation √ Observation Indicators √ Post-Observation Conversation **Analyzing Evidence of Student Learning – Day 2** √ Connecting to Standards √ Analyzing Evidence of Student Learning √ Communication with School Leaders √ Mentoring Self-assessment
Module 1 **Effective Feedback Delivery**	**Providing Effective Feedback** √ Strategies for Providing Actionable Feedback √ Entry Points and Mentoring Language √ Providing Meaningful Feedback
Module 2 **Scaffolding to Ensure Equitable Instruction**	**Mentoring for Scaffolded Instruction** √ What is Scaffolding? √ Meeting the Needs of Diverse Learners √ Supporting Equitable Access to Content

RTR-TR-SLR, the focus of this proposal, provides yet another example of the kind of partnership and services that CTL has provided to its clients in the Richmond community. The rich experience and expertise described in the CTL services above are incorporated into the RTR proposal and provide evidence of:

● CTL's extensive experience in recruiting, preparing, and supporting teacher candidates and teacher leaders;

● CTL's commitment to working within our local community to enhance teaching; and

● The quality of CTL's collaboration with and services for the local school districts, including RPS.

Appendix H.11

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Appendix H.12 Proposed Evaluation Timeline

	Fall '24	Spr '25	Sum '25	Fall '25	Spr '26	Sum '26	Fall '26	Spr '27	Sum '27	Fall '27	Spr '28	Sum '28	Fall '28	Spr '29	Sum '29	Fall '29
Baseline evaluation activity																
Develop working program theory and framework	■	■														
Determine current context of support for teachers and school administrators in partnering districts.	■	■														
Obtain baseline VCU program data	■	■														
Construct baseline profiles for participating LEA schools	■	■		■			■			■			■			
Develop participant profile database	■	■		■			■			■			■			
Develop measures and administration infrastructure	■	■														
Study 1: Longitudinal Comparative School-Level Analysis (EQ 1-5)																
Obtain VDOE data on RTR and non-RTR Schools			■			■			■			■			■	
Data Analysis				■			■			■			■			■
Summative Reporting																■

(Continued)

Proposed Evaluation Timeline (continued)

	Fall '24	Spr '25	Sum '25	Fall '25	Spr '26	Sum '26	Fall '26	Spr '27	Sum '27	Fall '27	Spr '28	Sum '28	Fall '28	Spr '29	Sum '29	Fall '29
Study 2: Longitudinal Program Impact Design (EQ 6-10)																
Collection of RTR program data on SLR and TR assessments						X			X			X			X	
Administration of annual surveys to program participants (SLRs, TRs, LMs, and RMs).					X			X			X			X		
Analysis						X	X	X	X		X	X			X	X
Summative Reporting																X
Study 3: Qualitative Multi-Case Study of RTR/TR-SLR sites (EQ 11-15)																
Case selection			X													
Interviews					X			X			X			X		
Analysis					X	X		X	X		X	X		X	X	
Summative Reporting																X
Study 4: Formative Evaluation of Program Implementation (EQ 16-19)																
Evaluation Team/Program Team Meetings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Formative Reporting Study One						X			X			X				
Formative Reporting Study Two							X			X			X			
Formative Reporting Study Three						X			X			X				

Appendix I

Proprietary Information

The VCU – RTR Teacher and School Leader Residency project does not contain any specific proprietary information.

We are pleased to inform you that your recent request for designation as an eligible institution under Title III and/or Title V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA), is approved.

Please note, if you have a current Title III or Title V grant that will end during this fiscal year, you may be eligible to apply for addition programs. Please contact the program officer for which you are interested in applying.

Please retain this letter as evidence of your eligibility and for an adequate audit trail.

As a result of receiving this designation your institution is also eligible for a waiver of the non-Federal share matching requirement under the Federal Work Study Program (FWS) the Federal Supplemental Educational Opportunity Grant Program (FSEOG) and the TRIO Student Support Services Program under Title IV of the HEA. Your institution is also potentially eligible for a waiver of the Undergraduate International Studies and Foreign Language (UISFL) Program matching requirement, pending a demonstration of your institution's need for such a waiver in your application for new awards under this program.

NOTE: Branch campuses are not eligible for the waiver of the non-Federal share matching requirements. If the main campus is also eligible for Titles III and V programs, and they receive the cost-share waiver, the main campus' waiver can be extended to its eligibl branch campus.

The eligibility for a waiver of the non-Federal share matching requirements applies for a one-year period beginning July 1, 2023. Th offices within the Department of Education that administer those specific programs will handle the waiver of the cost sharing. You must apply for eligibility designation annually.

If you have questions concerning this designation, please contact Christopher Smith at Christopher.Smith@ed.gov or (202) 453-7946 or Jason Cottrell, Ph.D. at Jason.Cottrell@ed.gov, or (202) 453-7530. If you have questions concerning the waiver of the non-Federal share matching requirements for FWS or FSEOG, please contact the Campus-Based Call Center at CODSupport@ed.gov or (800) 848-0978.

Sincerely,

Beatriz Ceja Williams
Senior Director
Institutional Service Division

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: Budget_and_Budget_Narrative.pdf

| Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative |

To add more Budget Narrative attachments, please use the attachment buttons below.

| Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative |

Section A: Budget Summary - U.S. Department of Educ Teacher Quality Partnership Grant Program

Name of Institution/Organization:	RTR Teacher and School Leader Residency (RTR-TR-SLR)

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
1. Personnel	626,751	855,191	870,473	797,929	797,656	3,948,000
2. Fringe Benefits	236,140	339,512	345,578	316,774	316,667	1,554,671
3. Travel	10,700	12,500	18,500	18,500	19,255	79,455
4. Equipment:						$-
5. Supplies:	41,573	14,480	13,880	14,469	14,080	98,482
6. Contractual:	387,279	47,645	22,642	23,951	23,941	505,458
7. Performance Based Compensations (if applicable)						$-
8. Other:	125,690	22,726	21,001	20,907	20,933	211,257
9. Total Direct Costs: (lines 1-8)	**1,428,133**	**1,292,054**	**1,292,074**	**1,192,530**	**1,192,532**	**6,397,323**
10. Indirect Costs	91,867	102,946	102,926	94,970	94,968	487,677
11. Training Stipends	480,000	605,000	605,000	712,500	712,500	3,115,000
12. Total Costs (lines 9-11)	**2,000,000**	**2,000,000**	**2,000,000**	**2,000,000**	**2,000,000**	**10,000,000**

Section B: Budget Summary - Non-Federal Funds

100% Required NonFederal Match

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
1. Personnel	405,714	413,831	422,109	430,553	439,162	2,111,369
2. Fringe Benefits	161,068	164,291	167,577	170,930	174,347	838,213
3. Travel						$-
4. Equipment:						$-
5. Supplies:						$-
6. Contractual:						$-
7. Performance Based Compensations (if applicable)						$-
8. Other:						$-
9. Total Direct Costs: (lines 1	566,782	578,122	589,686	601,483	613,509	2,949,582
10. Indirect Costs						$-
11. Training Stipends						$-
12. Total Costs (lines 9-11)	566,782	578,122	589,686	601,483	613,509	2,949,582

Section C: Sources of Matching Funds						
100 % NonFederal Match Requirement						
Source of Matching Funds	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
1. Cash donations from partner IHE						
2. Cash donations from partner LEA						
3. In-kind Donations from partner LEA	1,533,336	1,824,670	1,861,170	2,033,997	2,074,680	9,327,853
4. In-kind Donations from partner IHE						
5. State or Local Grants						
6. Private Grants/gifts						
7. Endowment Contributions						
8. Cash donations from other grant partners						
9. In-kind donations from other grant partners	1,664,397					1,664,397
10. Other						
10. Total Matching Funds (lines 1-9)	**3,197,733**	**1,824,670**	**1,861,170**	**2,033,997**	**2,074,680**	**10,992,250**

Input Data Sheet

Project Title: RTR-Teacher and School Leader Residency (TSLR)
PI Name: Kim McKnight
Sponsor: US Dept of Education

Increment Rate	2.00%	Non Personnel
Increment Rate	2.00%	Personnel
Fac. & Class. Fringe	39.70%	
Hourly Fringe Rate	8.00%	
F&A Rate	8.00%	

Personnel

Faculty & Classified   0.25575

Name	% Effort	Input salary	Year 1 Planning 2024-2025	Year 2 Cohort 1 2025-26	Year 3 Cohort 2 2026-27	Year 4 Cohort 3 2027-28	Year 5 Cohort 4 2028-29
Kim McKnight (PI & PD, Yr1)	21%	159,642	33,525	0	0	0	0
Kim McKnight (PI & PD, Yr2-5)	30%	159,642	0	49,095	50,077	50,824	51,841
Carla Dannouf (Finance Manager)	12%	101,193	12,143	0	0	0	0
Carla Dannouf (Finance Manager)	25%	101,193	0	25,804	26,320	26,847	27,384
Kelly Denny (Education Specialist)	60%	75,000	0	0	46,818	0	0
Kelly Denny (Education Specialist)	40%	75,000	0	0	0	31,836	32,473
Elizabeth Escobar (Executive Assistant)	38%	55,000	20,900	0	0	0	0
Elizabeth Escobar (Executive Assistant)	50%	55,000	0	28,050	28,611	0	0
Elizabeth Escobar (Executive Assistant)	40%	55,000	0	0	0	23,346	23,814
Sabrina Evans (Recruitment Coord.)	0%	60,962	0	0	0	0	0
Sabrina Evans (Recruitment Coord.)	4%	60,962	0	2,214	0	0	0
Sabrina Evans (Recruitment Coord.)	3%	60,962	0	0	1,643	0	0
Sabrina Evans (Recruitment Coord.)	11%	60,962	0	0	0	7,414	7,562
Sam Hope (Co-PI, Data and Admissions Spec.)	0%	90,887	0	0	0	0	0
Sam Hope (Co-PI, Data and Admissions Spec.)	12%	90,887	0	10,772	0	0	0
Sam Hope (Co-PI, Data and Admissions Spec.)	7%	90,887	0	0	6,487	0	0
Sam Hope (Co-PI, Data and Admissions Spec.)	11%	90,887	0	0	0	11,053	11,274
Jodi Larson (Elementary Residency Coord.)	19%	79,803	14,827	0	0	0	0
Jodi Larson (Elementary Residency Coord.)	0%	79,803	0	0	0	0	0
Jodi Larson (Elementary Residency Coord.)	41%	79,803	0	0	33,692	34,366	35,053
Meera Mehtaji (Special Ed. Coord.)	20%	91,900	18,380	0	0	0	0
Meera Mehtaji (Special Ed. Coord.)	40%	91,900	0	37,495	0	0	0
Meera Mehtaji (Special Ed. Coord.)	30%	91,900	0	0	28,684	29,258	29,843
Sharrie Merritte (Project Coordinator)	38%	76,296	28,992	0	0	0	0

Name (Title)	%	Salary					
Sharrie Merritte (Project Coordinator)	51%	76,296		39,689	0	0	0
Sharrie Merritte (Project Coordinator)	50%	76,296	0	0	39,689	0	0
Sharrie Merritte (Project Coordinator)	40%	76,296	0	0	0	32,386	33,034
Donte' Sharpe (Academic Advisor)	10%	55,157	5,516	0	0	0	0
Donte' Sharpe (Academic Advisor)	31%	55,157	0	17,300	17,652	0	0
Donte' Sharpe (Academic Advisor)	30%	55,157	0	0	0	17,560	17,911
Kristin Tait (Assistant Director)	14%	100,000	14,000	0	0	0	0
Kristin Tait (Assistant Director)	35%	100,000	0	35,496	0	0	0
Kristin Tait (Assistant Director)	25%	100,000	0	0	25,802	0	0
Kristin Tait (Assistant Director)	20%	100,000	0	0	0	21,224	21,649
Bridget Taylor (Lead Professional Learning Coord.)	9%	83,129	7,374	0	0	0	0
Bridget Taylor (Lead Professional Learning Coord.)	51%	83,129	0	43,134	0	0	0
Bridget Taylor (Lead Professional Learning Coord.)	31%	83,129	0	0	26,699	0	0
Bridget Taylor (Lead Professional Learning Coord.)	41%	83,129	0	0	0	35,993	36,713
Wenda Thompson-Morton (Lead Elem. & Sec. Resid. Coord.)	18%	83,212	15,278	0	0	0	0
Wenda Thompson-Morton (Lead Elem. & Sec. Resid. Coord.)	60%	83,212	0	51,231	0	0	0
Wenda Thompson-Morton (Lead Elem. & Sec. Resid. Coord.)	40%	83,212	0	0	34,941	35,640	36,353
Suhani Vakil (Lead Spec. Ed. & School Leader Resid. Coord.)	20%	83,212	16,251	0	0	0	0
Suhani Vakil (Lead Spec. Ed. & School Leader Resid. Coord.)	62%	83,212	0	52,224	0	0	0
Suhani Vakil (Lead Spec. Ed. & School Leader Resid. Coord.)	42%	83,212	0	0	35,954	0	0
Suhani Vakil (Lead Spec. Ed. & School Leader Resid. Coord.)	41%	83,212	0	0	0	36,028	36,749
Melinda VanDevelder (Sec. Teacher Residency Coord.)	13%	88,264	11,042	0	0	0	0
Melinda VanDevelder (Sec. Teacher Residency Coord.)	55%	88,264	0	49,075	0	0	0
Melinda VanDevelder (Sec. Teacher Residency Coord.)	41%	88,264	0	0	37,265	0	0
Melinda VanDevelder (Sec. Teacher Residency Coord.)	39%	88,264	0	0	0	36,305	37,031
Megan Vaughn (Spec. Ed. Residency Coord.)	38%	75,000	28,500	0	0	0	0
Megan Vaughn (Spec. Ed. Residency Coord.)	50%	75,000	0	38,250	0	0	0
Megan Vaughn (Spec. Ed. Residency Coord.)	60%	75,000	0	0	46,818	47,755	0
Megan Vaughn (Spec. Ed. Residency Coord.)	40%	75,000	0	0	0	0	32,473
Dottie Walsh (Sr. Financial Analyst)	26%	77,300	20,098	0	0	0	0
Dottie Walsh (Sr. Financial Analyst)	49%	77,300	0	38,248	0	0	0
Dottie Walsh (Sr. Financial Analyst)	58%	77,300	0	0	46,243	0	0
Dottie Walsh (Sr. Financial Analyst)	40%	77,300	0	0	0	32,812	33,469
Faith Wilkerson (Minority Ed. Center Coord.)	49%	76,201	37,278	0	0	0	0
Faith Wilkerson (Minority Ed. Center Coord.)	0%	76,201	0	0	0	0	0
Faith Wilkerson (Minority Ed. Center Coord.)	14%	76,201	0	0	11,091	0	0
Faith Wilkerson (Minority Ed. Center Coord.)	40%	76,201	0	0	0	32,346	32,993
Natasha Williams-Walker (Financial Specialist)	35%	51,500	18,025	0	0	0	0
Natasha Williams-Walker (Financial Specialist)	51%	51,500	0	26,985	0	0	0
Natasha Williams-Walker (Financial Specialist)	60%	51,500	0	0	32,149	32,791	33,447
TBD (Pro. Learning Residency Coord.)	38%	72,000	27,360	0	0	0	0
TBD (Pro. Learning Residency Coord.)	80%	72,000	0	58,752	0	0	0

Name	% Effort	Input salary	Year 1	Year 2	Year 3	Year 4	Year 5	
TBD (Pro. Learning Residency Coord.)	70%	72,000	0	0	52,436	0	0	
TBD (Pro. Learning Residency Coord.)	40%	72,000	0	0	0	30,563	31,174	
Lacey Seaton (Co-PI, Curriculum Director , Yr1-5)	30%	89,438	26,831	27,368	27,915	28,474	29,043	
Whitney Newcomb (Curriculum Design Advisor)	7%	195,700	13,699	13,973	14,252	0	0	
Whitney Newcomb (Curriculum Design Advisor)	5%	195,700	0	0	0	10,384	10,592	
Joan Rhodes (Clinical Exp. Coord.)	15%	152,358	22,854	23,311	23,777	0	0	
Joan Rhodes (Clinical Exp. Coord.)	10%	152,358	0	0	0	16,168	16,492	
Wendy Rodgers (Special Education Faculty)	16%	101,512	16,100	16,422	16,750	0	0	
Wendy Rodgers (Special Education Faculty)	10%	101,512	0	0	0	10,773	10,988	
Hillary Parkerhouse (Social Studies Faculty)	15%	102,608	15,391	0	0	0	0	
Hillary Parkerhouse (Social Studies Faculty)	21%	102,608	0	21,769	22,205	0	0	
Hillary Parkerhouse (Social Studies Faculty)	10%	102,608	0	0	0	10,889	11,107	
Megain Depue (Education Specialist)	10%	57,680	5,768	5,883	6,001	0	0	
Megain Depue (Education Specialist)	5%	57,680	0	0	0	3,061	3,122	
Kendra Johnson (Professor of Practice)	10%	94,760	9,476	9,666	9,859	0	0	
Kendra Johnson (Professor of Practice)	5%	94,760	0	0	0	5,028	5,129	
June Jones (Coord. of Clin Placmt & Licensure)	7%	70,296	4,921	5,019	5,120	0	0	
June Jones (Coord. of Clin Placmt & Licensure)	5%	70,296	0	0	0	3,730	3,805	
Patrick Mullen (Chair, Counseling & Spec. Ed.)	7%	164,800	11,536	11,767	12,002	0	0	
Patrick Mullen (Chair, Counseling & Spec. Ed.)	5%	164,800	0	0	0	8,744	8,919	
TBD (Chair, Teach & Learnng)	7%	170,000	11,900	12,138	12,381	0	0	
TBD (Chair, Teach & Learnng)	5%	170,000	0	0	0	9,020	9,201	
Jesse Senechal (Senior Project Evaluator)	20%	119,010	23,802	0	0	0	0	
Jesse Senechal (Senior Project Evaluator)	15%	119,010	0	18,209	18,573	18,944	19,323	
Lisa Abrams (Project Evaluator, Yr1-5)	2%	155,965	3,119	3,182	3,245	3,310	3,376	
Meleah Ellison - Y1 (Evaluator)	35%	72,100	25,235	0	0	0	0	
Meleah Ellison - Y2-Y5 (Evaluator)	20%	72,100	0	14,708	15,003	15,303	15,609	
Jamelle Simmons (Evaluator)	20%	72,100	14,420	14,708	0	0	0	
Xun Lui (Statistician)	10%	72,100	7,210	7,354	7,501	0	0	
TBD (Career Coach, Yrs. 1-5)	25%	100,000	25,000	25,500	26,010	26,530	27,061	
TBD -Leadership Mentor Coordinator (Yrs. 1-5)	25%	80,000	20,000	20,400	20,808	21,224	21,649	
Subtotals			**586,751**	**855,191**	**870,473**	**797,929**	**797,656**	**3,908,000**

Summer & Part-Time Faculty

Name	% Effort	Input salary	Year 1	Year 2	Year 3	Year 4	Year 5	
Leadership Support Staff (4x$10,000)			40,000	0	0	0	0	
			0	0	0	0	0	
Subtotals			**40,000**	**0**	**0**	**0**	**0**	**40,000**
Subtotal Personnel			**626,751**	**855,191**	**870,473**	**797,929**	**797,656**	**3,948,000**
Fringe Faculty & Classified			232,940	339,512	345,578	316,774	316,667	

Fringe Summer & Part-Time Faculty	3,200	0	0	0	0	
Fringe Hourly	0	0	0	0	0	
Postdoctoral Health Ins.	0	0	0	0	0	
Subtotal Fringe	236,140	339,512	345,578	316,774	316,667	1,554,671
Total Personnel and Fringe	**862,891**	**1,194,703**	**1,216,051**	**1,114,703**	**1,114,323**	**5,502,671**
Consultants						
Restorative Justice Training Consultant (Alliance for Unitive Justice)	1,000	0	0	0	0	
Contracted Residency Coordinators	51,779	28,145	18,142	19,451	19,441	
Keith Brooks (Noble Story Group)	20,000	10,000	0	0	0	
The Greater Richmond SCAN	5,000	5,000	0	0	0	
School Leader Support Network	9,500	4,500	4,500	4,500	4,500	
Subtotals Consultants	**87,279**	**47,645**	**22,642**	**23,951**	**23,941**	**205,458**
Supplies						
Internet, Telecomm, Printer Services	5,423	8,080	8,080	8,080	8,080	
Computers and data processing supplies for Project Staff	15,000	0	0	0	0	
Project Supplies	3,500	2,000	1,400	1,889	1,500	
Social Media Advertisement	1,450	0	0	0	0	
Community Building	5,000	0	0	0	0	
Printing (NTC and RJ Material, other printing, recruitment material, Mkt material, etc.)	5,000	0	0	0	0	
Transcription Services (Eval)	0	1,500	1,500	1,500	1,500	
Incentive Program (Graduate Prog Interviews, $25 pp, Eval)	0	500	500	500	500	
SLLA Test Prep ($100 per person x 12 ,14, 14, 15, 15)	1,200	1,400	1,400	1,500	1,500	
End of Year Colloquium (note: present data, etc.)	5,000	1,000	1,000	1,000	1,000	
Subtotals Supplies	**41,573**	**14,480**	**13,880**	**14,469**	**14,080**	**98,482**
Travel						
(Itemize)						
US DOE Conference Travel	3,000	3,000	3,000	3,000	3,000	
US DOE Conference Travel (Eval)	2,500	2,500	2,500	2,500	0	
NCTR Meeting	0	3,000	3,000	3,000	3,000	
NTC Meeting	3,000	3,000	3,000	3,000	3,000	
Special events and national presenters	0	0	3,000	3,000	3,000	
National Conference Travel (dissemination of findings)	0	0	3,000	3,000	3,000	
Local Travel to Supervision Sites (mileage)	2,200	1,000	1,000	1,000	4,255	
Subtotals Travel	**10,700**	**12,500**	**18,500**	**18,500**	**19,255**	**79,455**
Other						
Professional learning opportunities and materials for staff	1,000	1,000	1,000	1,000	1,000	
New Teacher Center	50,000	0	0	0	0	

NTC Instructional Coaching		36,400	0	0	0	0	
NCTR Membership Fees		0	13,000	13,000	13,000	13,000	
SLATE (application system)		30,000	0	0	0	0	
District Events (note: food, supplies, etc.)		3,500	3,500	1,500	1,500	1,500	
Rent		4,790	5,226	5,501	5,407	5,433	
Subtotals Other		**125,690**	**22,726**	**21,001**	**20,907**	**20,933**	**211,257**

Stipend Support

School Leader Resident Stipends ($14,000 per resident - 12 Yr 1, 14 Yr 2&3, 15 Yr 4&5)	168,000	196,000	196,000	210,000	210,000	
School Leader Mentor ($3,500 per resident - 12 Yr 1, 14 Yr 2&3, 15 yr 4&5	42,000	49,000	49,000	52,500	52,500	
Teacher Resident ($18,000 per resident -15 Yr 1, 20 Yr 2&3, 25 Yr 4&5)	270,000	360,000	360,000	450,000	450,000	
Subtotal Stipend Support	**480,000**	**605,000**	**605,000**	**712,500**	**712,500**	**3,115,000**

Subtotal Direct Cost at VCU	***1,608,133***	***1,897,054***	***1,897,074***	***1,905,030***	***1,905,032***	***9,212,323***

Subawards

Subawardee #1							Sub Totals
Virginia Union University	*Direct*	277,778	0	0	0	0	277,778
	Indirect	22,222	0	0	0	0	22,222

Direct Subawards	**277,778**	**0**	**0**	**0**	**0**	**277,778**
Indirect Subawards	**22,222**	**0**	**0**	**0**	**0**	**22,222**
Subtotals Subawards	**300,000**	**0**	**0**	**0**	**0**	**300,000**

Total Direct	1,908,133	1,897,054	1,897,074	1,905,030	1,905,032	9,512,323
F&A Base	1,148,343	1,286,828	1,286,573	1,187,123	1,187,099	6,095,966
Total F&A	**91,867**	**102,946**	**102,926**	**94,970**	**94,968**	**487,677**
Total Costs	**2,000,000**	**2,000,000**	**2,000,000**	**2,000,000**	**2,000,000**	**10,000,000**

Input Data Sheet

Project Title:	RTR-SLR (School Leader Residency)
PI Name:	Kim McKnight
Sponsor:	US Dept of Education

Increment Rate	2.00%	Non Personnel
Increment Rate	2.00%	Personnel
Fac. & Class. Fringe	39.70%	
Hourly Fringe Rate	8.00%	
F&A Rate	0.00%	

Personnel

Faculty & Classified

Name	% Effort	Input salary	Cost Year 1 Planning Year Oct. 2024-2025	Cost Year 2 Cohort 1 Oct. 2025-26	Cost Year 3 Cohort 2 2026-27	Cost Year 4 Cohort 3 2027-28	Cost Year 5 Cohort 4 2028-29	
Lacey Seaton (Assistant Professor)	7%	89,438	6,261	6,386	6,514	6,644	6,777	
Whitney Newcomb (Dept. Chair Ed. Leadership)	5%	195,700	9,785	9,981	10,181	10,385	10,593	
Joan Rhodes (Clinical Exp. Coord.)	10%	152,358	15,236	15,541	15,852	16,169	16,492	
Wendy Rodgers (Special Education Faculty)	5%	101,512	5,076	5,177	5,281	5,387	5,495	
Hillary Parkerhouse (Social Studies Faculty)	5%	102,608	5,130	5,233	5,338	5,445	5,554	
Meghan Depue (Education Specialist)	10%	57,680	5,768	5,883	6,001	6,121	6,243	
Jesse Senechal (Senior Evaluator)	10%	119,010	11,901	12,139	12,382	12,630	12,883	
Kendra Johnson (Professor of Practice)	10%	94,760	9,476	9,666	9,859	10,056	10,257	
June Jones (Coord. of Clin Placmt &Licensure)	5%	70,296	3,515	3,585	3,657	3,730	3,805	
Patrick Mullen (Chair Dept. of Counseling & Special Ed.)	5%	164,800	8,240	8,405	8,573	8,744	8,919	
T&L Chair	5%	170,000	8,500	8,670	8,843	9,020	9,200	
Lisa Abrams (Project Evaluator)	2%	155,965	3,119	3,182	3,246	3,311	3,377	
Kim McKnight (Director of CTL)	30%	159,642	47,893	48,850	49,827	50,824	51,840	
Carla Dannouf (Finance Manager)	30%	101,193	30,358	30,965	31,584	32,216	32,860	
Meera Mehtaji (Special Ed. Coord.)	50%	91,900	45,950	46,869	47,806	48,762	49,737	
Donte' Sharpe (Academic Advisor)	50%	55,157	27,579	28,130	28,693	29,267	29,852	
Kristin Tait (Assistant Director)	50%	100,000	50,000	51,000	52,020	53,060	54,121	
Jose Alcaine (Director of Research Services)	20%	107,979	21,596	22,028	22,469	22,918	23,376	
Scott Stech (Ex Dir of Finance & Bus Admin)	1%	141,429	1,414	1,443	1,472	1,501	1,531	
Tomika Ferguson (Associate Dean for Student Affairs)	1%	146,940	1,469	1,499	1,529	1,560	1,591	
Lu de Oliveira (Associate Dean for Academ Affairs)	5%	196,777	9,839	10,036	10,237	10,442	10,651	
Kathleen Rudasill (Interim Dean of SOE)	7%	208,542	14,598	14,890	15,188	15,492	15,802	
Jenna Lenhardt (Coordinator of Recruitment)	10%	103,856	10,386	10,593	10,805	11,021	11,241	
Pam Bebout (Tech Assistance)	5%	94,208	4,710	4,805	4,901	4,999	5,099	
Sania Marcoccia (Assistant Director of SOE)	2%	83,876	1,678	1,711	1,745	1,780	1,816	
Tybias Whitehead (Human Resources Manager)	1%	81,746	817	834	851	868	885	
Krystal Andrews (Director of Student Success)	5%	85,301	4,265	4,350	4,437	4,526	4,617	
Kevin Sutherland (Professor)	5%	169,942	8,497	8,667	8,840	9,017	9,197	
Serra De Arment (Associate Professor)	10%	118,232	11,823	12,060	12,301	12,547	12,798	
Ross Collin (Professor)	2%	120,489	2,410	2,458	2,507	2,557	2,608	
Val Robnolt (Associate Professor)	5%	102,092	5,105	5,207	5,311	5,417	5,525	
Katherine Dabney (Associate Professor)	5%	104,320	5,216	5,320	5,426	5,535	5,646	
Elizabeth Edmonson (Sec. Science & Math Coord.)	7%	115,793	8,106	8,268	8,433	8,602	8,774	
		92,628	0	0	0	0	0	
Subtotals			**405,714**	**413,831**	**422,109**	**430,553**	**439,162**	**2,111,369**

Summer & Part-Time Faculty

Name	% Effort	Input salary	Year 1	Year 2	Year 3	Year 4	Year 5	
	0%	0	0	0	0	0	0	
	0%	0	0	0	0	0	0	
	0%	0	0	0	0	0	0	
	0%	0	0	0	0	0	0	
Subtotals			**0**	**0**	**0**	**0**	**0**	**0**

Hourly & Postdoctoral

Name	Hrs. Worked	Input Rate Per Hr	Year 1	Year 2	Year 3	Year 4	Year 5	
	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	
Subtotals			**0**	**0**	**0**	**0**	**0**	**0**

Nonfringe & Students

Name	% Effort	Input Salary	Year 1	Year 2	Year 3	Year 4	Year 5	
	0%	0	0	0	0	0	0	
	0%	0	0	0	0	0	0	
	0%	0	0	0	0	0	0	
	0%	0	0	0	0	0	0	
Subtotals			**0**	**0**	**0**	**0**	**0**	**0**

Subtotal Personnel			405,714	413,831	422,109	430,553	439,162	2,111,369

Fringe Faculty & Classified	161,068	164,291	167,577	170,930	174,347	
Fringe Summer & Part-Time Faculty	0	0	0	0	0	
Fringe Hourly	0	0	0	0	0	
Postdoctoral Health Ins.	0	0	0	0	0	
Subtotal Fringe	161,068	164,291	167,577	170,930	174,347	838,213
Total Personnel and Fringe	**566,782**	**578,122**	**589,686**	**601,483**	**613,509**	**2,949,582**

In-kind/Cash Contributions

(Names)

SLR Salary and Fringe (School Divisions - third party)	1,533,336	1,824,670	1,861,170	2,033,997	2,074,680	
VDOE FY24 (State)	1,664,397					
Subtotals Consultants	**3,197,733**	**1,824,670**	**1,861,170**	**2,033,997**	**2,074,680**	**10,992,250**
						0

Equipment (>$5,000 each)

(Itemize, budget in year desired)

	0	0	0	0	0	
	0	0	0	0	0	
Subtotals Equipment	**0**	**0**	**0**	**0**	**0**	**0**

Supplies

(Itemize)

	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
Subtotals Supplies	**0**	**0**	**0**	**0**	**0**	**0**

Travel

(Itemize)

	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
Subtotals Travel	**0**	**0**	**0**	**0**	**0**	0

Other

(Itemize)

	0	0	0	0	0	
	0	0	0	0	0	
Rent	0	0	0	0	0	0
Subtotals Other	**0**	**0**	**0**	**0**	**0**	**0**
	0	0	0	0	0	
Subtotals Tuition	**0**	**0**	**0**	**0**	**0**	**0**
Subtotal Direct Cost at VCU	*3,764,515*	*2,402,792*	*2,450,856*	*2,635,480*	*2,688,189*	*13,941,832*

Subawards

							Sub Totals
Subawardee #1							
	Direct	0	0	0	0	0	0
	Indirect	0	0	0	0	0	0
Subawardee #2							
	Direct	0	0	0	0	0	0
	Indirect	0	0	0	0	0	0

Direct Subawards	**0**	**0**	**0**	**0**	**0**	**0**
Indirect Subawards	**0**	**0**	**0**	**0**	**0**	**0**
Subtotals Subawards	**0**	**0**	**0**	**0**	**0**	**0**

Total Direct	**3,764,515**	**2,402,792**	**2,450,856**	**2,635,480**	**2,688,189**	**13,941,832**
F&A Base	3,764,515	2,402,792	2,450,856	2,635,480	2,688,189	13,941,832
Total F&A	**0**	**0**	**0**	**0**	**0**	**0**
Total Costs	**3,764,515**	**2,402,792**	**2,450,856**	**2,635,480**	**2,688,189**	**13,941,832**

	Match @ 100% of total costs per year	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	10,000,000
	Var	1,764,515	402,792	450,856	635,480	688,189	3,941,832

RTR TEACHER AND SCHOOL LEADER RESIDENCY BUDGET NARRATIVE

Personnel

This section describes all positions for which partial or full salary support is requested. All salaries are inflation adjusted at the rate of 2% during each year of the project.

Project Director: Dr. Kim McKnight will serve as PI and Project Director, devoting 21-30% of her time to the project. As PI and Project Director, Dr. McKnight will be responsible for ensuring that all project activities are developed and implemented according to the prescribed timeline, directing the efforts of all project staff, ensuring that all funds are expended in a timely manner, and representing the project at the Project Directors' meeting. Because of current RTR (formerly known as Richmond Teacher Residency) commitments that entail similar responsibilities, we are requesting funds for 21% of her effort in Year 1 and 30% in Years 2-5 funds to support 21-30% of her effort.

Data and Admissions Specialist: Dr. Samantha Hope will serve as Co-PI and oversee admissions to RTR Teacher and School Leader Residency and the VCU Graduate School, providing student services to admitted teacher and school leader residents (from navigating the VCU admissions systems to understanding next steps for licensure to locating financial resources). Specific responsibilities will include: (1) vetting transcripts and working with faculty to determine eligibility for Teacher and School Leader Residency; (2) working with potential applicants to assist in the application process; (3) managing Slate, the application platform; (4); tracking teacher and school leader residents progress through the program and service requirements; and (5) preparing all reports needed for the Teacher and School Leader Residency

on candidates, residents, and graduates. We are requesting funds to support 0% effort for this position in Year 1, 12% in Year 2, 7% in Year 3 and 11% in Years 4-5.

Curriculum Director: Dr. Lacey Seaton will serve as Co-PI and the Curriculum Director for the school leader portion of the RTR Teacher and School Leader Residency, responsible for the curriculum redesign of the Post Masters Certificate and the integration of other modules and activities that blend the theory taught in VCU coursework with practical applications. Dr. Seaton is an ideal Curriculum Director from her experience earning an administration degree in a yearlong school leader residency program at North Carolina State University before earning her Ed.D. We are requesting funds to support 30% of her effort in Years 1-5.

Curriculum Design Advisor: Dr. Whitney Newcomb, School of Education (SOE) Chair of the Department of Educational Leadership, will advise the project on the initial curriculum redesign and revisions needed as the curriculum changes are tested and data collected on effectiveness of the new program. Dr. Newcomb will also work with the entire faculty of the Ed Leadership Department to determine how best practices from the school leader portion of the Teacher and School Leader Residency may be integrated into all current Ed Leadership programs. Dr. Newcomb will also help train the leadership coaches/mentors and support the School Leader Support Network. We are requesting 7% of her effort in Years 1-3 and 5% in Years 4-5 .

Education Specialist: As a current administrator, Kelly Denny, will be able to support the connection between research and practice for our K-12 partners and our teacher and leader residency program. We are requesting 60% of her effort in Year 3 and 40% in Years 4-5.

Assistant Director: Dr. Kristin Tait will serve as the liaison for RTR to build and maintain collaborative relationships with school district partners, VCU, and private foundations,

overseeing all aspects of the expansion of RTR, including the proposed Teacher and School Leader Residency project. Dr. Tait will work with stakeholders to facilitate the successful implementation of the project with school district partners; and work with community partners to develop partner-specific recruitment incentives. We are requesting 14% of her effort in Year 1, 35% in Year 2, 25% in Year 3 and 20% in Years 4-5.

Senior Project Evaluator: As the senior project evaluator, Dr. Jesse Senechal will be responsible for designing and implementing the comprehensive project evaluation plan, writing annual evaluation reports, and presenting the findings to local, state, and national audiences. We are requesting 20% of his time in Year 1 and 15% in Year 2-5 for effort.

Project Evaluator: As project evaluator, Dr. Lisa Abrams will assist Dr. Jesse Senechal with designing and implementing the comprehensive project evaluation plan, writing annual evaluation reports, and presenting the findings to local, state, and national audiences. We are requesting 2% of her time in Years 1-5 for effort.

Evaluator: Meleah Ellison will assist in developing evaluation instruments, data collection and data analysis activities, and writing reports. We are requesting 35% in Year 1 and 20% in Years 2-5 for effort.

Evaluator: Jamelle Simmons will assist in developing evaluation instruments, data collection and data analysis activities, and writing reports. We are requesting 20% in Years 1-2 for effort.

Statistician: Xun Lui will assist in developing evaluation instruments, leading data analysis activities, and writing reports. We are requesting 10% in Years 1-3 for effort.

Elementary Residency Coordinator: Dr. Jodi Larson will support the elementary mentor-resident pairs as a Residency Coordinator. She will offer office hours and conduct mentor

and resident check-ins; assist in course development and instruction; review and provide feedback on gradual release residency tasks and benchmarks; and support residents' growth and development through a rigorous evaluation of standards on VCU's Clinical Evaluation Continuum. Additionally, Dr. Larson will observe and provide feedback on residents' lead and solo teaching and monitor their clinical hours required for initial licensure. In an effort to build and sustain partnerships with LEAs, Dr. Larson will conduct fall and spring school site visits, with an emphasis on holding in-person check-ins with host principals. We are requesting funds to support 19% in Year 1, 0% in Year 2 and 41% in Years 3-5 for effort.

Special Education Coordinator: Dr. Meera Mehtaji will plan and facilitate office hours and monthly seminars for special education teacher residents. Additionally, she will develop and teach online courses and manage programs of study. Dr. Mehtaji will serve as a liaison for the department of special education to ensure the residency and the coursework are aligned and integrated. In addition, Dr. Mehtaji serves on the Diversity, Equity, and Inclusion committee in the School of Education to support inclusive practices for coursework and student success. We are requesting funds to support 20% in Year 1, 40% in Year 2 and 30% in Years 3-5 for effort.

Project Coordinator: Sharrie Merritte will serve as the lead project coordinator. Sharrie Merritte will coordinate all aspects of RTR training and events associated with the Teacher and School Leader Residency . This will include such things as (1) creating invitations and other materials needed; (2) securing space; (3) communicating with participants in the residency program, RTR Alumni Network, School Leader Support Network, and district partners; (4) setting up and breaking down the trainings/events; (5) ordering food; and (6) doing any follow up on the previously mentioned events. In addition, as the current coordinator of the RTR Teacher Alumni Network, she will ensure that RTR alums are informed and encouraged to apply

to the school leader portion of the Teacher and School Leader Residency and will coordinate the work of the School Leader Support Network that will support both graduates of the Teacher and School Leader Residency and current school leaders. We are requesting funds to support 38% in Year 1, 51% in Year 2, 50% in Year 3 and 40% in Years 4-5 for effort.

Academic Advisor: Donté Sharpe will serve as the academic advisor for the teacher residents. As academic advisor, Mr. Sharpe will help create, audit, monitor and evaluate individual student academic progress. He will keep precise records of student coursework, schedule and meet regularly with advisees, assist with course registration, provide counseling for residents working with difficult courses or life challenges, and effectively communicate institutional standards for graduation. In addition, he will be the communication bridge between the residency coordinators and VCU faculty. We are requesting funds to support 10% in Year 1, 31% in Years 2-3, and 30% in Years 4-5 for effort.

Lead Elementary and Secondary Residency Coordinator: Wenda Thompson-Morton will serve as the lead residency coordinator for the RTR-TR elementary and secondary programs. Wenda will coach in-field Residency Coordinators in their role to support mentor-resident pairs. She will work with the Assistant Director to secure high-quality elementary and secondary mentor teachers in each of our partner LEAs, as well as ensure residents' clinical placements and hours are fulfilled. Ms. Thompson-Morton will co-assess program quality by creating and progress monitoring all residency systems and tasks. We are requesting funds to support 18% in Year 1, 60% in Year 2, and 40% in Years 3-5 for effort.

Lead Special Education and School Leader Residency Coordinator: Suhani Vakil will serve as the lead residency coordinator for both the RTR-TR special education program and the RTR-SLR program. Ms. Vakil will coach the in-field Residency Coordinator and Leadership

Mentor Coordinator in their role to support mentor-resident pairs. She will work with the Assistant Director to secure special education mentor teachers and leaders in each of our partner LEAs, as well as ensure clinical placements and hours are fulfilled. Additionally, Suhani will facilitate career development for RTR-SLR graduates through a two year post-residency coaching program. Suhani will co-assess program quality by creating and progress monitoring all residency systems and tasks. We are requesting funds to support 20% in Year 1, 62% in Year 2, 42% in Year 3 and 41% in Years 4-5 for effort.

Secondary Teacher Residency Coordinator: Dr. Mindy VanDevelder will support the secondary mentor-resident pairs as a Residency Coordinator. She will offer office hours and conduct mentor and resident check-ins; teach courses; review and provide feedback on gradual release residency tasks and benchmarks; and support residents' growth and development through a rigorous evaluation of standards on VCU's Clinical Evaluation Continuum. Additionally, Dr. VanDevelder will observe and provide feedback on residents' lead and solo teaching and monitor their clinical hours required for initial licensure. In an effort to build and sustain partnerships with LEAs, Dr. VanDevelder will conduct fall and spring school site visits, with an emphasis on holding in-person check-ins with host principals. We are requesting funds to support 13% in Year 1, 55% in Year 2, 41% in Year 3 and 39% in Years 4-5 for effort.

Professional Learning Residency Coordinator (TBD): RTR will hire a Professional Learning Residency Coordinator. This Coordinator will co-plan and facilitate professional learning for teacher residents and mentors including: NTC Foundational Institute; Resident Seminars; and Mentor PLCs. Additionally, this person will co-plan and facilitate other professional development including instructional leadership seminars for SLR, monthly PLC for New Teacher Coaches, and external professional learning. Finally this Coordinator will review

and provide support for teachers in their first and second years. We are requesting funds to support 38% in Year 1, 80% in Year 2, 70% in Year 3 and 40% in Years 4-5 for effort.

Leadership Mentor Coordinator: The Leadership Mentor Coordinator (LMC) will (1) oversee the establishment of criteria and a selection process for identifying Leadership Mentors (LMs); (2) serve as the lead trainer for LMs and career coaches (CCs); (3) facilitate the monthly professional development meetings for LMs and CCs; (4) monitor the effectiveness of LMs and CCs, stepping in to provide additional support for the SLRs as needed; and (5) coordinate closely with the Residency Coordinator to ensure that the needs of SLRs are being met by the LMs and CCs. We are requesting funds to support 25% of the LMC's effort in Years 1-5.

Minority Education Center Coordinator: Dr**.** Faith Wilkerson's role as coordinator of the Minority Education Center, which is housed in the Center for Teacher Leadership, will help attain the project objectives to increase the recruitment of a diverse workforce and promote inclusive pre-service and in-service support through ongoing culturally-centered mentoring and induction support to improve the success of minoritized educators. By offering culturally-centered co-curricular experiences tailored to the academic and social needs of minoritized educators, administer financial programs to support minoritized educators, and provide wrap-around support to improve the recruitment, support, and retention of preservice and inservice educators of color. We are requesting funds to support 49% in Year 1, 0% in Year 2, 14% in Year 3 and 40% in Years 4-5 for effort.

Recruitment Coordinator: Ms. Sabrina Evans will serve as the RTR recruitment coordinator to (1) design and implement recruitment strategies and materials that attract high-quality teacher and school leader candidates from diverse backgrounds; (2) identify and cultivate strong referral sources for candidates (3) work closely with the Office of Human

Resources of our partner LEAs to identify teacher and school leader staffing needs; and (4) conduct information sessions and use social media to educate others about the RTR teacher and school leader residency programs. Because the RTR teacher residency program will be a major source of potential SLR candidates, Ms. Evans will continue to recruit for both RTR and RTR-SLR residency programs. We are requesting funds to support 0% of her effort in Year 1, 4% in Years 2, 3% in Year 3 and 11% in Years 4-5.

Lead Professional Learning Coordinator: Ms. Bridget Taylor will serve as the Teacher and School Leader Professional Learning Coordinator. As such, she will be responsible for all training related to Objectives 1 and 2. Ms. Taylor will serve as CTL's liaison with the New Teacher Center, supporting all trainers, and adapting the NTC training to the needs of school leaders. We are requesting funds to support 9% of her effort in Year 1, 51% in Year 2, 31% in Year 3 and 41% in Years 4-5.

Special Education Residency Coordinator: Megan Vaughn will support the special education mentor-resident pairs as a Residency Coordinator. She will conduct mentor and resident check-ins; review and provide feedback on gradual release residency tasks and benchmarks; and support residents' growth and development through a rigorous evaluation of standards on VCU's Clinical Evaluation Continuum. Additionally, Megan will observe and provide feedback on residents' lead and solo teaching and monitor residents' clinical hours required for initial licensure. In an effort to build and sustain partnerships with LEAs, Megan will conduct fall and spring school site visits, with an emphasis on holding in-person check-ins with host principals. We are requesting funds to support 38% of her effort in Year 1, 50% in Year 2, 60% Years 3-4 and 40% in Year 5.

Senior Financial Analyst: Ms. Dottie Walsh will serve as the RTR Sr. Financial Analyst. Ms. Walsh will be responsible for processing resident stipends, reconciling all aspects of the budget, assisting the Project Director in the development of project reports, and coordinating effort reporting. We are requesting funds to support 26% of her effort in Year 1 and 49% in Year 2, 58% in Year 3 and 40% in Years 4-5.

Finance Manager: Ms. Carla Dannouf will serve as the RTR Finance Manager. She will manage the team of grant financial specialists, Ms. Dottie Walsh and Ms. Natasha Williams-Walker, on procedures associated with grant management. She trains, manages, evaluates, and coaches the performance of assigned staff members to meet the administrative goals and requirements of the unit. We are requesting funds to support 12% in Year 1 and 25% in Years 2-5 of Ms. Carla Dannouf's effort

Financial Specialist: Ms. Natasha Williams-Walker will serve as the RTR financial specialist. Ms. Williams-Walker will be responsible for all purchasing, travel arrangements and reimbursements, contracts, and other related activities for the project. We are requesting funds to support 35% of her effort in Year 1, 51.% in Year 2, and 60% in Years 3-5.

Executive Assistant: Elizabeth Escobar will support the project by assisting with scheduling, organizing, prioritizing, maintaining records, and taking meeting notes. She will monitor the RTR email and phone and will be the first to assist potential residents and community members when they have questions or need assistance. We are requesting funds to support 38% in Year 1, 50% in Years 2-3 and 40% Years 4-5 of effort.

Career Coach: A career coach will be hired to provide strong, consistent, on-going support to RTR-SLR graduates--creating a bridge from the residency year to and through their first two critical years as school leaders. The Career Coach will be a highly-skilled, former

principal or superintendent of a high-needs school who has been trained to use the New Teacher Center (NTC) coaching model of support. Career Coach responsibilities will include forming a trusting and reflective professional partnership with the SLR graduate; providing one-on-one coaching for at least one hour a week for first-year school leaders (at least one hour every other week for second-year school leaders); and responding to the new school leader's developmental needs and context. We are requesting funding for 25% effort in Years 1-5.

Clinical Experience Coordinator: As faculty member of the Department of Teaching and Learning, as well as Clinical Experience Coordinator, Dr. Rhodes will help lead the elementary program group to ensure all program requirements, accreditation standards, and clinical experiences are met. Dr. Rhodes continues to teach courses for the elementary residents while also assisting other instructors to provide wrap-around support for residents. She will help facilitate clinical placements for residents and arrange multiple aspects of the clinical experience including coordinating site visits. Lastly, she will serve as liasion when communicating with the Virginia Department of Education for licensure and curriculum. We are requesting funds to support 15% in Years 1-3 and 10% Years 4-5 of effort.

Special Education Faculty: As faculty and program coordinator in the Department of Special Education and Counseling, Dr. Wendy Rodgers will contribute to RTR-TR by developing special education programs of study and aligning in-field residency activities and benchmarks with special education coursework. Dr. Rodgers will ensure the residency experience, including residency tasks and graduate coursework, meet state and accreditation requirements. We are requesting funds to support 16% in Years 1-3 and 10% Years 4-5 of effort.

Social Studies Faculty: As faculty and secondary program coordinator in the Department of Teaching and Learning, Dr. Hillary Parkhouse will contribute to RTR-TR by

developing secondary programs of study and aligning in-field residency activities and benchmarks with coursework. Dr. Parkhouse will ensure the residency experience, including residency tasks and graduate coursework, meet state and accreditation requirements. We are requesting funds to support 15% in Year 1, 21% in Years 2-3 and 10% Years 4-5 of effort.

Education Specialist: Meghan Depue will support teacher residents' initial licensure requirements by coordinating elementary and special education practicum placements in partner LEAs. Practicum placements entail experience working in multiple settings (e.g., for special education a minimum of 30 hours of supervised experience in special education, general curriculum settings at both the elementary and secondary levels). Meghan's role includes productively communicanting with LEAs, principals, and cooperating teachers to encourage a high-quality experience for resident teachers. We are requesting funds to support 10% in Years 1-3 and 5% Years 4-5 of effort.

Professor of Practice: Dr. Kendra Johnson will teach courses, lead community engagement work for preservice residents both within and outside the university, and ensure fidelity to quality mentor support. As the Professor of Practice, Dr. Johnson advances initiatives to support new teacher induction, particularly in our hardest to staff schools. Dr. Johnson will support our project objectives through her ongoing commitment to advance access, equity, and quality education for learners from historically marginalized and underrepresented minority populations living in poverty and the educators that serve them. We are requesting funds to support 10% in Years 1-3 and 5% Years 4-5 of effort.

Coordinator of Clinical Placement & Licensure: June Jones will ensure VCU's compliance with state educator preparation and teacher certification regulations. She will collaborate with academic program managers and internal faculty and staff to ensure compliance

requirements are communicated and implemented. As licensure coordinator, she will work closely with our residents seeking a Virginia state teaching license or leadership certification. Additionally, Ms. Jones will maintain records of relevant data for licensure. We are requesting funds to support 7% in Years 1-3 and 5% Years 4-5 of effort.

Chair of the Department of Counseling & Special Education: Dr. Patrick Mullen will advise the project on the curriculum redesign and revisions needed as the curriculum changes are tested and data collected on effectiveness of the special education program. Dr. Mullen will also work with the entire faculty of the Counseling & Special Education Department to determine how best practices from the special education teacher portion of the Teacher and School Leader Residency may be integrated into all current VCU Special Education programs. We are requesting funds to support 7% in Years 1-3 and 5% Years 4-5 of effort.

Teaching and Learning Department Chair: TBD The Chair of the Teaching and Learning Department will advise the project on the curriculum redesign and revisions needed as the curriculum changes are tested and data collected on effectiveness of the teaching program. The Teaching and Learning Department Chair will also work with the entire faculty of the Teaching and Learning Department to determine how best practices from the teacher portion of the Teacher and School Leader Residency may be integrated into all current Teaching and Learning programs. We are requesting funds to support 7% in Years 1-3 and 5% Years 4-5 of effort.

Leadership Support Staff (4x$10,000): Part-time Leadership Support Staff will oversee all aspects of the residency year. They will serve as a liaison between the school sites and the Center for Teacher Leadership (CTL) to monitor the implementation of the school leader residency and will coordinate closely with the curriculum design team to ensure that the needs of

SLR are being met by the LM and the required curriculum/training experiences. Leadership support staff will support the SLR/LM partnership by supporting the use of the NTC electronic formative assessment tools and the Gradual Release Calendar to document the growth of SLRs; monitoring and facilitating ongoing formative and summative assessments of SLRs; and troubleshooting problems that arise at the school site.

Fringe Benefits: Fringe benefits are requested at the current Virginia Commonwealth University rate of 39.70% for full-time faculty, academic year salary, and for full time classified staff members. Fringe benefits include FICA (7.13%), Retirement (12.17%), group life (1.33%), health insurance (14.80%), retirement health insurance credit (1.10%), unemployment compensation (0.12%), workers compensation (0.38%), long-term disability (0.02%), VRS long-term disability (0.16%), faculty-staff tuition waivers (0.72%), short term disability (0.03%), leave balances upon separation (0.91%), and cash match plan (0.83%). Fringe benefits for summer faculty time, part-time staff, hourly staff, and post doc fellows are requested at the rate of 8%. Part time fringe benefits include FICA (7.52%), unemployment compensation (0.12%), and workers compensation (0.36%).

Consultants

The chart below identifies the amounts of consultants. There are Contracted Residency Coordinators who will coordinate the residency experience for SLRs and leadership mentors. The other consultants will provide additional training and expertise for Objective 3/Competitive Preference Priority 3—Meeting the Student Social, Emotional, and Academic Needs and provide much-needed practical applications to the content of the VCU Coursework. These consultants include:

The Alliance for Unitive Justice (AUJ) will facilitate 4 days of Restorative Justice Training, along with ongoing mentoring and coaching throughout the year for both SLRs and LMs. As noted in the project narrative, AUJ has a record of success with implementing these practices at Armstrong High School in Richmond Public Schools.

Contracted Residency Coordinators will oversee all aspects of the residency year. The contracted residency coordinator will serve as a liaison between the school sites and the Center for Teacher Leadership (CTL) to monitor the implementation of the school leader residency and will coordinate closely with the curriculum design team to ensure that the needs of SLR are being met by the LM and the required curriculum/training experiences. The RC will support the SLR/LM partnership by supporting the use of the NTC electronic formative assessment tools and the Gradual Release Calendar to document the growth of SLRs; monitoring and facilitating ongoing formative and summative assessments of SLRs; and troubleshooting problems that arise at the school site.

Noble Story Group will create modules that go beyond technical skills to develop emotional intelligence of school leaders. The organization's approach operationalizes the concepts of self-awareness, self-management, social awareness, and relationship management from Goleman's (1995) work on emotional intelligence and is centered around personal values. The modules will provide leaders with a road map for shifting the way that they see themselves and their roles in order to address adaptive challenges and make sustainable impact.

Greater Richmond SCAN (Stop Child Abuse Now) will hold initial meetings to meet with RTR staff to obtain understanding of existing curriculum, structure / framework of current program, specific topics / content included in the current program. SCAN staff

will assist VCU RTR leadership with developing a plan to roll out and introduce Trauma Informed Coursework within the existing curriculum. SCAN staff will create curriculum documents to include Trauma-Informed coursework content for syllabi, comprehensive slide deck, classroom materials (group exercises, discussion questions, video clips, case examples, etc.). Training topics include (but are not limited to): Introduction to Trauma Informed Practice, Trauma Informed Schools: Classroom Strategies, Managing the Impact of Trauma Exposure in the Classroom (vicarious trauma/secondary traumatic stress), and Strategies for Wellness and Resilience in the Classroom

School Leader Support Network We are requesting $9,500 for Y1 and $4,500 for each following year of the project to support programming for the School Leader Network meetings and professional development opportunities. This would include stipends for exemplary school leaders to conduct workshops on specific topics, as well the cost of materials, supplies, and food for attendees.

Consultants	Year 1	Year 2	Year 3	Year 4	Year 5
Alliance for Unitive Justice	$1,000	-	-	-	-
Contracted Residency Coordinators	$51,779	$28,145	$18,142	$19,451	$19,441
Keith Brooks (Noble Story Group)	$20,000	$10,000	-	-	-
Greater Richmond SCAN	$5,000	$5,000	-	-	-
School Leader Support Network	$9,500	$4,500	$4,500	$4,500	$4,500
Total	$87,279	$47,645	$22,642	$23,951	$23,941

Supplies

Internet, Telecom, and Printing Services: We are requesting $5,423 in Year 1 and $8,080 in Years 2-5 to support the cost of the internet, Telecom, and contract for CTL's large printer which will save us in printing costs for documents that are not needed in large quantities or in a publication-type format.

Computers and data processing supplies for project staff: We are requesting $15,000 in Year 1 to provide computers and data processing supplies for new project staff—most of whom will be onboarded in the first year.

Project Supplies: A total of $3,500 for Year 1, $2,000 for Year 2, $1,400 for Year 3, $1,889 for Year 4 and $1,500 for Year 5 is requested for basic office supplies. No funds are requested for equipment or supplies for technology enhancement.

Social Media Advertisement: We are requesting $1,450 for Year 1 to support the development of recruitment materials and social media advertisement for RTR-SLR. This will enable us to reach a broader audience to not only recruit, but also to share information about our innovative model of school leader preparation.

Community Building: We are requesting $5,000 for Year 1 of the project to support community building activities for both SLR residents and graduates for the purpose of providing opportunities in which they can learn from one another and support one another. A lesson learned from the RTR teacher residency program is the importance of providing designated time and dedicated space for this purpose. Because these activities will be offered after school, we believe it is important for both morale and attendance to host them in a more relaxed, casual environment. In this way we can provide the time and space to build community among the teacher and school leader residents and also provide a structured way for both groups to learn

strategies for dealing with difficult situations. The requested funding will cover venue and food costs for these activities.

Printing: A are requesting $5,000 for Year 1 to support the offsite printing of project informational and recruitment materials, Restorative Justice training materials, programmatic onboarding materials, annual reports for the Advisory Board, and materials to share with stakeholders and potential funders, including dissemination of the VCU-RTR results.

Transcription Services: A total of $1,500 is requested each year in Years 2-5, to transcribe recorded interview data to text to be able to analyze the data for thematic content and other analysis.

Incentive Program: A total of $500 is requested for each year in Years 2-5. A research payment of $25 will be given as an incentive for each participant to complete surveys and focus groups in Years 2-5.

SLLA Test Prep: We are requesting $100 per SLR to hire an individual to conduct 3-4 tutoring sessions to prepare the residents for the School Leader Licensure Assessment (SLLA) required by Virginia to grant a license to become a school administrator. Year 1 request is for $1,200, in Years 2-3 for $1,400, and Years 4-5 is for $1,500 based on our target recruitment goals.

End-of-Year Colloquium: We are requesting $5,000 in Year 1, and $1,000 each year in Years 2-5, to conduct an End-of-Year Colloquium to share data on RTR-TR-SLR with all stakeholders as a way of keeping them informed and engaged on our progress and evaluation findings. This will cover the cost of a venue, food, and materials. Just as our 2018 Sustainable Residency Funding Symposium led to a shared investment model in which the state, LEAs, and philanthropic organizations have now provided significant funding for RTR, we believe this kind

of annual event will not only bring about more funding for the sustainability of RTR-TR-SLR,

but also will be a venue in which we can share our work with other universities and LEAs across

the Commonwealth.

Indirect Costs: Indirect costs are requested at the allowable rate of 8%. Indirect costs

are not requested on resident stipends as they are participants in the RTR-TR-SLR program and

as such these costs are excluded from indirect cost charges in line with modified total direct cost

(MTDC) calculations.

Travel

We are requesting grant funding to support: (1) Travel to the US DOE meeting each year for PI

and other key staff in Years 1-5; (2); Travel to the US DOE meeting for dissemination of data in

Years 1-4; (3) Travel for PI and/or other key staff to attend the National Center for Teacher

Residencies (NCTR) annual meetings where best practices and research findings are shared in

Years 2-5; (4) Travel for Professional Learning Coordinator and Leadership Mentor Coordinator

to attend the New Teacher Center (NTC) induction network meetings in Years 1-5; (5) Special

events and national presenters in Years 3-5; (6) PI and research team attendance at national

conferences for professional learning and for the dissemination of findings in Years 3-5; and (7)

local mileage allowance to travel to local supervision sites in Years 1-5 of the project. Requested

amounts per year are provided in the table below.

Activity	Year 1	Year 2	Year 3	Year 4	Year 5
1. PI US DOE Conference Travel	$3,000	$3,000	$3,000	$3,000	3,000
2. US DOE Conference Travel (Eval)	$2,500	$2,500	$2,500	$2,500	-
3. Travel to NCTR bi-annual meetings	-	$3000	$3000	$3000	$3000

4. NTC induction network meetings	$3,000	$3,000	$3,000	$3,000	$3,000
5. Special events and national presenters	-	-	$3,000	$3,000	$3,000
6.National Conference Travel (dissemination of findings)	-	-	$3,000	$3,000	$3,000
7. Local Travel to Supervision Sites (mileage)	$2,200	$1,000	$1,000	$1,000	$4,225
Total	$10,700	$12,500	$18,500	$18,500	$19,255

Special Events and National Presenters: We are requesting $3,000 for Years 3-5 to cover the cost of special events in which staff from both VCU and our partner LEAs will come together for kick-off orientation, end of year celebration, and learning opportunities with National Speakers to enhance the RTR-TR-SLR program. Costs include such things as food, venue, and speaking fees.

Other

Professional learning opportunities and materials for staff: Through book studies, professional learning communities, and online training, the staff of this project remain committed to continuous growth to best meet the needs of our stakeholders, including the students, teachers, leaders, and communities we serve. We are requesting $1,000 for each year 1-5.

New Teacher Center: In order to effectively mentor and support future teachers and school leaders, we utilize the job-embedded coaching and mentoring that have been the cornerstones of the New Teacher Center's (NTC) approach to teacher development since NTC was founded in 1998. NTC mentoring prioritizes development of beginning teachers' instructional skills by fostering strong personal relationships between mentors and mentees.

Using our NTC licenses in various contexts provides an opportunity to continuously innovate based on learning from the field. NTC tools illustrate the commitment to continuous improvement that underscores the importance of teachers who have the tools and skills to meet their student's individual needs and support them to thrive academically, socially, and emotionally. We are requesting $50,000 in Year 1.

NTC Instructional Coaching & Mentoring Training: We are requesting funding to cover the cost of NTC training for each SLR (School Leader Resident) and LM (Leadership Mentor). The participant fee covers the cost of 4 full days of training and 2 additional 1.5 hour modules, including the cost of trainers, food, audio visual, training materials, and other supplies necessary to support training activities. We are requesting $36,400 to cover this training.

National Center for Teacher Residencies (NCTR) Membership Fees: NCTR is a non-profit, national network dedicated to developing, supporting, and accelerating the impact of both teacher and school leader residency programs. RTR participated in the NCTR two-year Residency for Residencies program designed to ensure fidelity to the NCTR model. NCTR has evaluated and advised RTR each year through mid-year and end-of-year surveys and individual consultations. In addition, NCTR hosts two meetings a year and monthly virtual meetings in which network members share best practices. We are requesting $13,000 in Years 2-5 to maintain our membership in the NCTR Network so we can continue to learn best practices from fellow directors and NCTR staff and to continue to receive individual consultation as the RTR-SLR proposal is implemented.

Slate (application system): Slate is an application system explicitly designed to optimize communications and streamline application processing. We will adapt Slate to our needs ensuring a personalized approach for our RTR-TR-SLR applicants. We are requesting $30,000 in

Y1 for the purchase.

District Events: As a way to build community, show appreciation, and seek feedback from school district partners, collaborative events will take place on school sites that include coffee chats, popcorn parties, and after school treats that are centered on professional learning and reflective practice. We are requesting $3,500 in Yrs 1-2 and $1,500 in Yrs 3-5.

Rent: We are requesting funds to rent a space to host teacher residents, school leader residents, mentors, and our consultant partners for orientations, meetings, training, and professional learning opportunities. We are requesting the following amounts: $4,790 in Y1; $5,226 in Y2; $5,501 in Y3; $5,407 in Y4; and $5,433 in Y5.

Stipend Support

School Leader Residents (SLR) Stipends: We are requesting a stipend of $14,000 which will enable us to recruit a more diverse pool of candidates and ensure that the SLRs are able to focus on their preparation during the first summer of intensive professional development prior to the start of VCU coursework in August. See chart below for the total stipend request for each year of the grant based on recruitment goals.

Teacher Resident (TR) Stipends: We are requesting a stipend of $18,000 per teacher resident which will enable us to recruit a more diverse pool of candidates. See chart below for the total stipend request for each year of the grant based on recruitment goals.

Leadership Mentor (LM) Stipends We are requesting a $3,500 per year stipend for each of the Leadership Mentors (LMs). The LM stipend provides a financial incentive and compensation for the time of the highly qualified leadership mentors to attend NTC and

Restorative Justice training, the LM Forums, and the daily mentoring and coaching of the School Leader Resident.

Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Stipend for RTR-SLRs	12@$14K= $168,000	14@$14K= $196,000	14@$14K= $196,000	15@$14K $210,000	15@$14K $210,000
Stipend for RTR-TRs	15@18K = $270,000	20@18K= $360,000	20@18K= $360,000	25@18K= $450,000	25@18K= $450,000
Stipends for Leadership Mentors (LMs)	12@$3500= $42,000	14@3500= $49,000	14@$3500= $49,000	15@$3500= $52,500	15@$3500= $52,500
Total	$480,000	$605,000	$605,000	$712,500	$712,500

Subawards

Subawardee Virginia Union University: We are requesting funds to support a $277,778 subcontract that VCU will award to Virginia Union University (VUU), one Historically Black college and university (HBCUs) in the Greater Richmond area. The subcontract will be awarded in Year 1 to hire an individual who will serve for four years as the liaison with RTR and to attend all planning meetings, training, and other activities that are central to the successful completion of the project objectives. This will enable VUU to learn how to launch successful teacher and school leader residencies and identify other ways VCU can collaborate with these HBCUs to recruit a more diverse group of teacher and school leader residents, as well as strengthen our equity focus.

Contributed Support for the Project

In this section, we describe the time commitments of other VCU faculty and staff members who will contribute their time to the project. We are not requesting any grant support for these individuals.

Interim Dean of the VCU School of Education: Interim Dean Kathleen Rudasil will contribute 7% of time each year as the leader of the School of Education and advocate for the VCU RTR program in the Richmond-metro area, and in other higher education forums, such as the Deans of public schools of education state and national meetings. In addition, she will solicit participation and funding from the Richmond business community to establish long-term funding for the program and assist in its sustainability. She also meets monthly with the PI and will ensure support.

Class Instructors: Drs. Lacey Seaton, Wendy Rogers, Joan Rhodes, Hillary Parkhouse, Kendra Johnson, Serra De Arment, Ross Collin, Val Robnolt, Katherine Dabney, and Elizabeth Edmonson will contribute by teaching courses for residents in their respective fields and help coordinate the course of studies for each pathway. Their indicated effort demonstrates the creation and teaching of each course that allows for online modalities to meet the needs of learners across our partner LEAs each year of the project.

Director of Research Services: Dr. Jose Alcaine, Director of Research Services in the Office of Research and Faculty Development and Affiliate Faculty in the Department of Foundations in the School of Education, will contribute 20% of his time each year to the project. Dr. Alcaine brings years of experience in research, research administration, and research management, and will be instrumental in advising on the setup of the grant once awarded and will assist in dealing with institutional structures to ensure the proper set up and management of the project as it unfolds.

Accounting: Ms. Sania Marcoccia will contribute 2% of her time in each year of the project to assist in accounting, transactional and financial matters related to the grant project. Her time contribution will ensure sound fiscal management of the grant funds.

SOE Director of Finance: Mr. Scott Stech, SOE Director of Finance, HR, and technology, will contribute 1% of his time in each year of the project to assist in accounting, transactional, and financial matters related to the grant project.

Student Services: Ms. Krystal Andrews, Director of Student Success, will contribute 5% of her time each year towards the enrollment and management of the school leader residents as they matriculate in the program as graduate students and continue through the program to graduation.

Associate Dean for Student Affairs: Dr. Tomika Ferguson, Associate Dean for Student Affairs, will contribute 1% of her time each year. In this role, she will assume primary responsibility for coordinating advising activities in the School of Education related to the RTR-TR-SLR residents.

Associate Dean for Academic Affairs: Dr. Luciana De Oliveira, Associate Dean of Academic Affairs, will contribute 5% of her time during each year of the project. In this role, she will assume primary responsibility for coordinating admissions of RTR residents into the Graduate School and communicating project activities with the VCU Provost's office and Graduate Council.

Associate Dean for Research: Dr. Kevin Sutherland, Associate Dean for Research, will contribute 5% of his time during each year of the project. In this role, he will assume primary responsibility for research within VCU and serve as liaison for VCU Office of Vice President for Research and Innovation. He will also serve as liaison for the Office of Sponsored Programs.

Coordinator of Recruitment: Dr. Jenna Lenhardt, SOE Graduate Admissions Manager, will contribute 10% of her time to assist the RTR teacher and school leader residency recruitment

coordinator in developing recruitment strategies and integrating them into the broader SOE recruitment efforts.

Human Resource Manager: Tybias Whitehead SOE Human Resource Manager will serve as the project's Human Resource Manager and devote 1% of his time to the project activities during Years 1-5 of the project. This period will involve the hiring of project staff and on boarding of all residents to the SOE system, as well as support for all human resource functions for staff involved in the project.

Technology Support: Ms. Pam Moorehead, Director of the VCU School of Education Office of Technology, will devote 5% of her time in each year of the project as the project's Technology Director. In this role, she will be responsible for supporting the instructional technology needs of the RTR-SLR program, staff, and school leader residents.

In-kind/Cash Contributions to the Project

LEA Contributions

The following section describes the contributions that the LEA will make to the proposed project. These contributions have been developed through multiple planning sessions with the partners. Below are the descriptions of the in-kind or cash contributions provided by LEAs for each year of the grant for staff release time and the salary and fringe for the school leader residents.

SLR Salary and Fringe: As noted in the project narrative, all LEA partners have agreed to hire the SLRs in a school leadership position during the residency year and free them for at least three hours a day to learn how to be an effective school leader by working alongside their Leadership Mentor (LM). School leader positions below the principalship range from $79,113 to

$103,428 in our partner LEAs. However, some of the SLRs will be hired in leadership positions based on a 260-day teacher salary which is $70,520. We have taken the average of these three figures ($84,354) to determine the cash match that our LEA partners are providing. In Year 1 salary + fringe @ 40% rate would be $127,778 per SLR (12) for a total of $1,533,336 in Year 1. With a 2% increase in salary + fringe each year, the totals will be $1,824,670 in Year 2 for 14 SLRs; $1,861,170 for Year 3 for 14 SLRs. $2,033,997 in Year 4 for 15 SLRs; and $2,074,680 in Year 5 for 15 SLRs.

State Contribution

Virginia Department of Education (VDOE) - FY24 State Funds: The Virginia General Assembly appropriated state funding for a teacher residency partnership between university teacher preparation programs and hard-to-staff school divisions to help improve new teacher training and retention for hard-to-staff schools. These funds are used for the implementation of the teacher residency program. For Year 1, the total awarded through the competitive grant process is $1,664,397.

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

Applicant Information

Legal Name:

Virginia Commonwealth University

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1. Project Objective:

Refine and implement an integrated teacher and school leader residency program for high-need schools.

1.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
a. By the end of Year 1, 12 school leader residents and 15 teacher residents will have completed the RTR-TR-SLR Residency	PROGRAM		27 / 27	100.00

1.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
b. By the end of Year 2, 26 school leader residents and 35 teacher residents will have completed the RTR-TR-SLR Residency	PROGRAM		61 / 61	100.00

1.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
c. By the end of Year 3, 40 school leader residents and 55 teacher residents will have completed the RTR-TR-SLR Residency	PROGRAM		95 / 95	100.00

1.d. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
d. By the end of Year 4, 55 school leader residents and 80 teacher residents will have completed the RTR-TR-SLR Residency	PROGRAM		135 / 135	100.00

1.e. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
e. By the end of Year 5, 70 school leader residents and 105 teacher residents will have completed the RTR-TR-SLR Residency	PROGRAM		175 / 175	100.00

1.f. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
f. Performance Measure 1: Certification/Licensure Rate: The percentage of TRs and SLRs who attain state certification/licensure within one year of program completion.	PROGRAM		161 / 175	92.00

1.g. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
g. Performance Measure 2: Shortage Area Certification. The percentage of participating teachers fully certified in math/science, SPED, ELL, and other identified teacher shortage areas where program graduates that attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of program completion, if applicable to the applicant or grantee's project.	PROGRAM		/	

1.h. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
h. Performance Measure 3: One-Year Persistence. The percentage of program participants who were enrolled in the postsecondary program in the previous grant reporting period who did not graduate, and persisted in the postsecondary program in the current grant reporting period.	GPRA		175 / 175	100.00

1.i. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
I. Performance Measure 4: One-Year Employment Retention. The percentage of program completers who were employed as teachers or school leaders in the preceding year by the partner high-need LEA or ECE program and were retained for the current school year.	GPRA		175 / 175	100.00

1.j. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
j. Residency Satisfaction: Residents will report satisfaction with the residency program through annual surveys.	GPRA		161 / 175	92.00

1.k. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
k. Diversity of Graduates: Over the five years of the grant, at least 40% of program graduates will be people of color.	PROGRAM		70 / 175	40.00

1.l. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
1 Curriculum Adaptation: VCU curriculum for the RTR programs will be adapted for online learning and will align with the residency experience.	PROGRAM		/	

2. Project Objective:

Enhance instructional leadership capacity among prepared school leaders.

2.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
1. Increased self-reported instructional leadership practices among SLRs, as measured by pre- and post-program surveys. (qualitative)	PROJECT		/	

2.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
2. Perceptions of mentor effectiveness according to data collected annually. (qualitative)	PROJECT		/	

2.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
3. Perceptions of increased self-efficacy in leadership for equity according to data collected annually. (qualitative)	PROJECT		/	

2.d. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
4. Increased instructional practices among TRs, as measured by pre- and post-program surveys. (qualitative)	PROJECT		/	

3. Project Objective:

Foster a collaborative culture of continuous improvement that supports the social, emotional, and academic needs of students.

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

3.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
1. Improvement of at least 25% in school climate indicators, such as teacher perceptions of leadership practices and relational trust, measured through annual school climate surveys in schools where RTR-SLR graduates are placed and retained as school leaders.	PROJECT		18 / 70	25.71

3.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
2. 90% of teachers will remain in high-need schools for three consecutive years after program participation.	GPRA		95 / 105	90.48

3.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
3. Improved student achievement scores of at least 25% (e.g., standardized test scores in English, mathematics, and science) in schools led by SLR graduates, compared to control schools.	PROJECT		18 / 70	25.71

3.d. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Teacher and school leader residents will feel prepared to meet the social, emotional, and academic needs of students. (qualitative)	PROJECT		/	

3.e. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
5. Teacher and school leader residents will feel prepared to build relational trust through restorative practices. (qualitative)	PROJECT		/	

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4. Project Objective:

Strengthen and improve community and family engagement.

4.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
1. Community Engagement Initiatives: Number of community and family engagement initiatives developed and implemented by SLRs and TRs each year.	PROJECT		/	

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

4.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
2. Enhanced Understanding of Community Engagement: Program graduates will report an enhanced understanding of ways to increase family and community engagement. (qualitative)	PROJECT			/		

INSTRUCTIONS
GRANT APPLICATION FORM FOR
PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:

  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.

- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.

2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

  1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

  2. **PROGRAM:** Measures established by the program office for the particular grant competition.

  In addition, you will be required to report on any project-specific performance measures **(PROJECT)** that you established in your grant application to meet your project objectives.

  In the **Measure Type** field, select one (1) of the following measure types**: GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

  The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%).**

  For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

  For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column,** and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Kimberly	W	McKnight	

* Project Director Level of Effort (percentage of time devoted to grant): 26

Address:

* Street1: ▮▮▮▮▮▮▮▮

Street2:

* City: Richmond

County:

* State: VA: Virginia

* Zip Code: 232360000

* Country: USA: UNITED STATES

* Phone Number (give area code)   Fax Number (give area code)

▮▮▮▮▮▮

* Email Address:

▮▮▮▮▮▮

Alternate Email Address:

OPE ID(s) (if applicable)

NCES School ID(s) (if applicable)

NCES LEA/School District ID(s) (if applicable)

2. New Potential Grantee or Novice Applicant:

☒ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

☐ Yes   ☐ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Federal Wide Assurance #(s), if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | | Add Attachment | Delete Attachment | View Attachment |

4. Infrastructure Programs and Build America, Buy America Act Applicability:

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

☒ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

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NOTICE TO ALL APPLICANTS:
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

> Project leaders will encourage enrollment of a diverse group of residents by marketing and recruiting from within VCU and outside of VCU at neighboring universities that serve diverse populations, such as our local HBCUs (Virginia Union University and other institutions in the area). Recruiting locally has proven critical to our success. We have a record of recruiting a diverse cohort of residents with greater than 40% of our residents being of color for the past three years.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

> Barriers include limited access to resources for the urban and rural settings. The Metro Richmond area is a geographically diverse community with some areas needing significant investments in human capital and resources. This project will increase the resources available for teacher recruitment despite these limitations and will help develop a workforce pipeline for people to work in hard to staff schools.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

> Project leaders will encourage enrollment of a diverse group of residents by marketing and recruiting from within VCU and outside of VCU at neighboring universities that serve diverse populations, such as our local HBCUs (Virginia Union University and others). Recruiting locally has proven critical to our success. We have a record of recruiting a diverse cohort of residents with greater than 40% of our residents being of color for the past three years. Project leaders will recruit mentor teachers from our partnering districts. We will hold recruitment sessions in schools to obtain a diverse array of classroom settings and diverse CRCs to serve as the initial mentors of our students. Project leaders will work with the districts to recruit a diverse pool of New Teacher Coaches and Career Coaches who have taught in these high-needs school districts and who reflect the demographics of the schools. Coursework for all students and induction sessions will be conducted in facilities that are ADA compliant, to ensure equal access to participants with disabilities. Materials developed for classes and induction meetings will be made available to participants in a variety of formats to allow participants with disabilities to access them.

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4. What is your timeline, including targeted milestones, for addressing these identified barriers?

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This team will begin to develop a document explaining the component of the
RTR-TR-SLR model. The Project team will then develop an initial plan to
share it with teachers, administrators and the Superintendent to receive
feedback on the plan and make modifications. In the spring we will recruit
and train teachers and leaders for the summer NTC Mentoring Model training,
so that they can serve as mentors during the academic year.
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Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.

2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale   ☐ Promising Evidence   ☐ Moderate Evidence   ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Glazerman, S., E. Isenberg, S. Dolfin, M. Bleeker, A. Johnson, M. Grider, and M. Jacobus. (2010). Impacts of Comprehensive Teacher Induction: Final Results From a Randomized Controlled Study (NCEE 2010-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://files.eric.ed.gov/fulltext/ED565837.pdf Note: only teacher outcomes (retention rates) are presented on the WWC website. The full report presents significant findings related to student achievement. This report was prepared under version 3.0 of the WWC Handbook; Met WWC without reservations https://ies.ed.gov/ncee/wwc/Study/77774	The proposed RTR and NTC models of teacher induction follow the evidence-based components of the comprehensive teacher induction program reviewed in this report including carefully selected and trained full-time mentors, a curriculum of intensive and structured support for beginning teachers (orientation, professional development opportunities, weekly meetings with mentors, observation of experienced teachers, formative assessment tools, and outreach to administrators.) (page 37 of report). During induction, treatment teachers received more support than control teachers. The third year following a comprehensive induction program showed a positive and statistically significant (p < .05) impact on student achievement in reading (effect size= .11; 4 percentile points) and math (effect size = .20; 8 percentile points). (Figure ES.3. Impacts on Test Scores, Year 3, grades with current and prior year tests, p. xxxii of report)	A total of 1,009 K-6 beginning teachers participated in this study . These teachers were from 17 urban school districts in 13 states that met the inclusion criteria: at least 570 teachers in elementary schools, at least 10 elementary schools with 50 percent or more students eligible for free and reduced lunch/FRL, and no existing comprehensive induction program. (p. 9-12 of report) These study samples overlap with both the elementary (grades 1-5) and middle (grade 6) school populations and settings (% FRL ranging from 44-99%) proposed for the project.
Young, V. M., Schmidt, R., Wang, H., Cassidy, L., & Laguarda, K. (2017, December). A comprehensive model of teacher induction: Implementation and impact on teachers and students. Evaluation of the New Teacher Center's i3 Validation grant, final report. Prepared for the New Teacher Center. Menlo Park, CA: SRI International. Retrieved from: evaluation brief- https://www.sri.com/sites/default/files/publications/ntc_i3_validation_eval_brief.pdf	The proposed RTR and NTC models of teacher induction follow the evidence-based components of the comprehensive teacher induction program reviewed in this report including carefully selected full-time mentors (100 hrs training) supporting first and second year teachers in multiple schools with a ratio of 15:1 or lower. New teachers received 2 years of coaching, meeting with their mentors weekly for a min. of 180 minutes per month, worked through a system of NTC-developed online formative assessments, including tools to guide observation cycles and to develop teachers' skills in planning lessons	Most of the sample was from above average percentage of students eligible for free or reduced-price lunch. Eligibility can be found on p. D-1. The students in this analysis were predominantly African American (37 to 45 percent) and Hispanic (35 to 49 percent). They were low-income, with close to 90 percent qualifying for free or reduced-price lunch. (Exhibit A-16) The teachers of these students were similar to the study sample, predominantly white and female

full report/ appendix- https://www.sri.com/ sites/default/files/publications/ ntc_i3_validation_eval_appendix_1.pdf This report was prepared by SRI (Schmidt et al., 2017); The study meets WWC 3.0 standards without reservations (randomized control trial (see Exhibit 2, p. 6). Although differential attrition between treatment and control groups was not evident overall, baseline equivalence was examined in the achievement test scores of the students included in each analysis (Exhibit A-21, p. 30 of report).	and analyzing student work. Student Impact: NTC's induction program had an overall positive effect. For those students who were in an NTC teacher supported classroom, ELA achievement effect size was .09 and math was .15. This is equivalent to approximately 2 to 3.5 additional months and 2.4 to 4.5 additional months of learning, respectively. (page 5 of research brief, pgs. 92-94 of full report/appendix).	(Exhibit 3, p. 6.) These study samples overlap with both the elementary (grades 1-5) and middle (grade 6) school populations and settings (%FRL ranging from 44-99%; African American 20-94%) proposed for the project.

Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.

2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)

   a. **Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.

   b. **Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.

   c. **Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	*(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."* *(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.*	*(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.*

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).	*(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.*	*(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.*
Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf *Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).*	*The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.* *The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.* *This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).*	*The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.*