

## Department of Education

Team: Educator Support

Workgroup: Educator Effectiveness

### MEMORANDUM

**DATE:** July 30, 2021

**TO:** Meaghan Brennan

**FROM:** Robert Grey

**RE:** FY22 Year Long Residency Grants

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Please find the state grant applications and budgets for the following recipients of the awards as documented below.

LEA	EPP Partner	Total Awarded
Christina	Relay	\$71,513.50
Colonial	DSU, Relay, WilmU	\$258,888.35
Consortium – LAAA, Red Clay, Caesar Rodney, Capital Christina, Indian River	WilmU	\$774,549.71
Caesar Rodney	Relay	\$64,527.09
Freire	Relay	\$55,275.00
Indian River School District	Relay	\$146,857.99
<b>TOTAL:</b>		<b>\$1,371,611.64</b>



**State of Delaware  
Department of Education  
Subgrant Award Notice  
State Funds**

**Subgrantee Information**

District/Charter School/Agency/Organization: Christina School District  
 Address: 600 North Lombard Street, Wilmington, DE 19801  
 Project Coordinator: Paul Walmsley

**Subgrant Information:**

Subgrantee Project Title: Yearlong Residency Partnership - Christina & Relay Subgrant Number: #01-22

**New**  **Amended**  
 Increased Amount: \$ \_\_\_\_\_ Decreased Amount: \$ \_\_\_\_\_

Subgrantee Dept. ID: 953300

FY: 2022 Appropriation #: 05400 **Total Award:** \$71,513.50

Start Date: 7/1/2021 End Date: 6/30/2022

**Sub-grant Issued:**

Budget Transfer Transfer #: TR22014  
 Intergovernmental Voucher  
 (IVT) to State Entity  
 Voucher to Non-State Entity

Payment Schedule, if Applicable: \_\_\_\_\_

**Department of Education Information and Approvals**

DOE Program Title: Yearlong Teacher Residencies

DOE Dept. ID: 950202 DOE FY: 2022 DOE Appropriation #: 05400

DOE Operating Unit: 95011510 Competitive Subgrant:  Yes  No

Existing RFA:  Yes  No Yearlong Residency Partnership Grant  
 RFA Name: Yearlong Residency Partnership Grant

Existing RFP:  Yes  No DOE RFP#: \_\_\_\_\_ # of Extension: \_\_\_\_\_

Robert Grey *R. Grey* Program Manager Kimberly Rodriguez Program Support Staff 302-735-4032 Work Group Phone #

**Approval Signatures**

<u>Melissa J. Oates</u>	<u>06/29/2021</u>	<u>[Signature]</u>	<u>6/30/21</u>
Program Manager/Director	Date	Associate Secretary or Designee	Date
<u>Cathy Wolfe</u>	<u>7/23/2021</u>	<u>[Signature]</u>	<u>7/26/21</u>
9/19/19 State Funds Education Associate	Date	Director of Finance or Designee	Date



State of Delaware
Department of Education
State Subgrant Application

LEA/Agency/Organization Information

Name: Christina School District Date: January 21, 2021

Address 1: 600 North Lombard Street
Street Address P.O. Box

Address 2: Wilmington
City State Zip Code

Amount of Funding Requested: \$71,513.50 Total Cost of Project: \$71,513.50

Coordinator's Name: Paul Walmsley Email: paul.walmsley@christina.k12.de.us Telephone: 302-552-2643

Proposed Subgrant Project Title: Yearlong Residency Partnership - Christina & Relay

Description of Project: Christina School District will partner with Relay to establish a yearlong teacher residency program.

Objectives and Goals of the Project (How will this subgrant strengthen organization, make improvement, or achieve success?): The residency program will recruit, hire, and retain teachers to fill positions in high needs schools and high needs subject areas

Specific Activities (Include information about service delivery and timeline): The primary services include supporting the teacher residents and providing professional development for the mentor teachers. A detailed timeline is provided in the application document.

Signature of Chief School Officer/Agency Head: [Handwritten Signature]

Printed Name: Dan Skelton Date: 6/14/21

Signature of Business Manager: [Handwritten Signature]

Printed Name: Chongfeller Date: 6/14/21



# State of Delaware Department of Education State Funds Budget Form

**State Subgrant:** Year Long Teacher Residency Grant
**Project Start Date:** 7/1/2021  
**Project Title:** Partnership - Christina & Relay  
**LEA/Agency:** Christina School District
**Project End Date:** 6/30/2022

<b>Expense Types and Account Codes: Salaries (5100) and Other Employee Costs (5120)</b>						
Employee Name	Title	FTE Percentage		State Funds Requested	Matching Funds	Total Funds
<b>PROFESSIONAL:</b>				\$	\$	\$
			<b>Professional Subtotal</b>			
<b>SUBSTITUTES:</b>				\$	\$	\$
			<b>Substitutes Subtotal</b>	\$57,000.00		\$57,000.00
Resident Stipend - high-needs school		1.00		\$25,000.00		\$25,000.00
Resident Stipend - high needs school		1.00		\$25,000.00		\$25,000.00
Mentor Stipends (2)		2.00	3,500 per mentor	\$7,000.00		\$7,000.00
<b>SUPPORT STAFF:</b>				\$	\$	\$
			<b>Support Staff Subtotal</b>			
<b>STUDENTS:</b>				\$	\$	\$
			<b>Students Subtotal</b>			
<b>SALARY TOTAL:</b>				<b>\$57,000.00</b>		<b>\$57,000.00</b>
<b>OTHER EMPLOYEE COSTS:</b>				\$	\$	\$
FICA		6.20%		\$3,534.00		\$3,534.00
Medicare		1.45%		\$826.50		\$826.50
Pension		22.95%		\$883.50		\$883.50
Workman's Comp		1.55%		\$62.70		\$62.70
Unemployment Insurance		<u>0.11%</u>				
		32.26%				
Health Insurance/Other Non-taxed Benefits			(\$15,013 is the average HI cost for FY21)	\$8,342.80		\$8,342.80
<b>OEC TOTAL:</b>				<b>\$13,649.50</b>		<b>\$13,649.50</b>
<b>SALARY AND OEC TOTAL:</b>				<b>\$70,649.50</b>		<b>\$70,649.50</b>



# State of Delaware Department of Education State Funds Budget Form

**State Subgrant:** Year Long Teacher Residency Grant  
**Project Title:** Partnership - Christina & Relay  
**LEA/Agency:** Christina School District

**Project Start Date:** 7/1/2021  
**Project End Date:** 6/30/2022

<b>Expense Types and Account Codes: Travel (5400)</b>					
Destination	Purpose	# of Travelers	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
<b>TOTAL TRAVEL COSTS</b>					

<b>Expense Types and Account Codes: Contractual Services (5500)</b>				
Vendor Name	Service Provided	State Funds Requested	Matching Funds	Total Funds
		\$	\$	\$
Kelly Services	Substitutes for Mentor Teachers 3 days x 2 teachers x \$144/day	\$864.00		\$864.00
<b>TOTAL CONTRACTUAL SERVICES COSTS</b>		<b>\$864.00</b>		<b>\$864.00</b>

<b>Expense Types and Account Codes: Supplies and Materials (5600)</b>					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>					



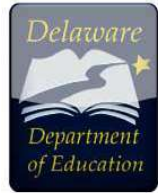
# State of Delaware Department of Education State Funds Budget Form

**State Subgrant:** Year Long Teacher Residency Grant  
**Project Title:** Partnership - Christina & Relay  
**LEA/Agency:** Christina School District

**Project Start Date:** 7/1/2021  
**Project End Date:** 6/30/2022

<b>Expense Types and Account Codes: Capital Outlay (5700)</b>					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
<u>Replacement Equipment</u>			\$	\$	\$
<u>New Equipment</u>					
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>					

<b>GRAND TOTAL</b>	<b>State Funds Requested</b>	<b>Matching Funds</b>	<b>Total Funds</b>
	\$71,513.50		\$71,513.50



**STATE OF DELAWARE  
DEPARTMENT OF EDUCATION**

***BUDGET SUMMARY OF STATE FUNDS***

**LEA/Agency Name:** Christina School District

**State Subgrant Title:** Year Long Teacher Residency Grant

**Project Title:** Partnership - Christina & Relay

<i>Account Code</i>	<i>5100</i>	<i>5120</i>	<i>5400</i>	<i>5500</i>	<i>5600</i>	<i>5700</i>	<i>Total</i>
<i>Account Code Name</i>	<i>Salaries</i>	<i>OEC's</i>	<i>Travel</i>	<i>Contracted Services</i>	<i>Supplies &amp; Materials</i>	<i>Capital Outlay</i>	<i>Budget</i>
<b><i>Total Budget</i></b>	<b>\$57,000.00</b>	<b>\$13,649.50</b>		<b>\$864.00</b>			<b>\$71,513.50</b>

**Completed By:** Chuck Longfellow

**Date:** 14-May-21

**Chief Financial Officer or Business Manager:** Chuck Longfellow

**Date:** 14-May-21



# **Delaware Department of Education**

401 Federal Street, Suite #2

Dover, Delaware 19901

## **Yearlong Residency Partnership Grant**

### **Request for Application**

**FY 2022**

**Educator Support Team**

**Deadline:**

**February 5, 2021**



## YEARLONG RESIDENCY GRANT APPLICATION

### BACKGROUND INFORMATION

Proposal Date: February 3, 2021

#### Lea Information

LEA Name: Christina School District

LEA Educator Preparation Provider: Relay Graduate School of Education

LEA Point of Contact Phone: 302-552-2643

LEA Point of Contact Email: paul.walmsley@christina.k12.de.us

#### IHE Information

IHE Name: Relay Graduate School of Education

IHE Point of Contact Phone: 302-385-6068

IHE Point of Contact Email: [ceisenhauer@relay.edu](mailto:ceisenhauer@relay.edu), [ddavisson@relay.edu](mailto:ddavisson@relay.edu)

**Please indicate below which type of partnership grant you are applying.**

Option 1: Existing Partnerships Option 2: Expand Existing Partnerships Option 3: New Partnerships

CSD is applying for Option 3: New Partnerships

### **SECTION A: NARRATIVE**

#### **CONTEXT & VISION**

Christina School District (CSD) knows that teachers are the single greatest in-school factor influencing academic achievement. Our people matter a lot, and we have cultivated a professional learning community that values teachers and creates opportunities for them to develop and hone their craft. The student body of CSD is 56% children of color. We aim to recruit and retain a teaching staff that reflects the diversity of our children. At the same time, CSD is acutely aware that we are operating amidst a rising teacher shortage, and CSD specifically has had difficulty attracting appropriately certified teachers in the high-need subject areas including math, science, Spanish and special education. Through partnership with Relay GSE, CSD will lay the infrastructure for a teacher pipeline in these high-need subject areas, beginning with a cohort of two candidates undertaking year-long Teacher Residencies in this project beginning in August of 2021.

In approaching this partnership, CSD aims to think beyond recruiting teachers to actively combating attrition. A growing body of evidence ties significantly higher attrition to insufficient teacher preparation. Studies have found that teachers with little to no pedagogical training are 2-3 times more likely to leave teaching after their first year than teachers who receive comprehensive preparation. However, one of the biggest barriers to this valuable preparation is the cost of training programs, especially in a field that frequently pays less than others.[i] Our partnership with Relay solves this, providing a paid school-based placement and tested teacher preparation program at significantly reduced cost to Residents.

Furthermore, research indicates that residencies such as the proposed create long-term benefits for schools, teachers and, most importantly, the students they serve. Our partnership, like other successful residencies, should benefit the crucial areas of (1) Recruitment – Residencies attract more people of color to the teaching workforce and help meet the acute need for more teachers in high-need schools and subjects; (2) Preparedness – Residents feel more prepared to take on leading a classroom than teachers prepared through traditional pathways; (3) Retention – Teachers completing residency programs stay in the profession at higher rates than other novice teachers; and (4) Performance – Early studies indicate that students of teachers who completed a residency program outperform those of non-residency prepared teachers.[ii]

## **SHARED VISION & PARTNERSHIP**

**District Needs & Educator Preparation:** At the most fundamental level, this partnership will enable CSD to recruit and retain aspiring educators in high-need subjects who will participate in a comprehensive residency that integrates graduate

coursework and school-based experience and will graduate from Relay with the appropriate certification. Implemented with fidelity, this partnership should aid in raising certification levels at the school, improving teacher retention, and increasing staff diversity. Additionally, the partnership recruits teachers from critical needs areas, as identified by the Delaware Department of Education, and creates the infrastructure for an effective pipeline by employing systems and practices that will have sustained impact beyond the grant period.

**Data-Driven Decision Making:** CSD and Relay codify effective data usage as a priority for the Residency Partnership, and will monitor the following to ensure a successful program: (1) candidate progress, including Residents passing Gateways; (2) Residents passing edTPA; (3) milestones completed (e.g. certification, degrees awarded); (4) candidates' impact on their students; (5) Residents hired full-time post-program; and (6) qualitative feedback from stakeholders, including Residents (6) LEA specific measures. These measures, particularly student academic outcomes and stakeholder feedback, are also relevant in identifying areas of opportunity and growth in alignment between educator preparation and school needs.

**Reporting:** Paul Walmsley, CSD project lead, will report to DDOE using data and feedback from Relay.

### **BUILDING A RESIDENCY YEAR CURRICULUM**

The Teaching Residency leverages on the work with CSD, creating a new formal partnership to build a consistent pipeline of prepared, diverse new teachers, grounded in evidence-based classroom practices, who refine their craft through substantial clinical experience with students. The program ensures a supported Gradual On-Ramp to teaching over 2 years. In Year 1, Residents act as supporting teachers; in Year 2, they are lead teachers, over the course of both years earning their certification and Master of Arts in Teaching (MAT) degree. Alongside this job-embedded experience, Residents complete a research-based curriculum designed to integrate theory, practice and mindsets to help them get better faster. They further benefit from a supportive environment and community including peer teachers and faculty, a faculty advisor and residency director from Relay, and a Mentor at CSD. Relay faculty and the Mentor bring track records of effective classroom leadership and strong academic outcomes for students in high-need subjects. The residency environment is thus holistic in providing rigorous curriculum, real-world clinical experience and wraparound support for each aspiring teacher. This leads to more prepared, effective teachers entering the classroom on Day 1. Notably, 97% of Relay's teacher candidates report feeling supported by faculty/staff and 96% report Relay has had a positive impact on their teaching. Effective implementation of

Relay's program occurs through in-person, blended and/or virtual learning modalities. This flexibility allows for seamless responses to the ever-changing Covid-19 recommendations of state officials.

**Integrated Coursework & Clinical Practice** – Through this partnership between Relay GSE and CSD, Residents will take part-time synchronous and asynchronous courses while working full-time in a sixth, seventh or eighth grade classroom. These courses are directly aligned to their Gradual On-Ramp; Residents begin to take on additional teaching responsibilities, allowing them to put this concept into action with real students. Finally, Residents are evaluated for proficiency through the gateway assessments. A summary of the coursework and clinical practice follows below:

- **Coursework:** Over the course of two years, Residents complete 36 credit hours of coursework, leading to a Master of Arts in Teaching degree and eligibility for certification. As a response to the global pandemic, this course work was completed entirely online during AY2021. The coursework is designed to support Residents in every phase of the program and includes Core Pedagogy courses taken by all teaching candidates and Content Methods courses specific to the Resident's placement and area of certification. Coursework begins with pre-service training in classroom management and lesson planning and culminates in a capstone project, the Master's Defense, in which Residents present and defend their students' academic growth and achievement over a year. Most courses are "clinical" courses, requiring Residents to complete performance assessments demonstrating their mastery of learning objectives.
  - **Clinical Practice:** Clinical Practice in Year 1 is defined by the Gradual On-Ramp, supported by Deliberate Practice, Gateway Assessments, and School-Based Mentors.
- **The Gradual On-Ramp** for Relay Residents is a one-year, full-time, structured and supervised teaching experience. During this year, Residents increase their teaching time and level of responsibility over the course of the school year as they develop their skills. This results in continual improvement refined by practice, multiple observations and mentoring in the classroom.
  - **Deliberate Practice (DP)** is a weekly 3-hour intensive with Relay faculty and peers to develop and hone teaching skills. Residents review videos of themselves and effective teachers; participate in targeted practice in teaching techniques based on individual needs; rehearse portions of upcoming lessons; and receive expert feedback from faculty coaches to accelerate performance. DP sessions complement and support Relay's MAT classes.

- **Five Gateway Assessments** ensure Residents have mastery of key skills, identified by research on effective teaching, to ground their teaching. Gateway topics are: Mindsets and Professionalism; Classroom Management; Introducing Material; Teaching a Full Lesson; and Full-Time Teaching Placement. To progress to lead teaching in Year 2 and to graduate, Residents must pass all five Gateways in Year 1. Residents are evaluated by Relay faculty and their Mentor, fostering alignment between preparation and authentic school needs.
- **School-Based Mentors** supervise Residents. In Year 1, the Mentor is responsible for the classroom and guides the Resident through the Gradual On-Ramp. Mentors model great instruction, curriculum and lesson planning, communication, and action planning; provide coaching and feedback; and foster support within the CSD school culture. They co-observe with Relay faculty.

In Year 2, Residents become lead teachers under an Emergency certificate, mentored by School-Based Mentors.

#### **FORMATIVE FEEDBACK**

Relay will collaborate with CSD to ensure candidates' experience is aligned and relevant to the classroom and to CSD's professional development and needs. Residents receive feedback from their Mentor, Relay faculty, and their advisor. Feedback pertains to professional and academic skill-building to provide a synergistic understanding of not just *what* one learns but how one *applies* that learning in the classroom. Observations by Relay faculty and Mentors also provide a fuller picture of candidate performance for school leaders. Relay collaborates with leaders and Mentors to provide feedback rooted in coursework-aligned rubrics and CSD's evaluation system DPAS II. In this way, candidate development is contextualized within coursework and the larger school environment, promoting continued improvement in the support systems underpinning the partnership.

#### **PARTNERSHIP GOALS**

Partners have already collaborated to discuss roles and responsibilities in successfully carrying out this project. Through this planning, we have aligned goals and practices to implement the project timeline, achieve milestones and assess progress.

Project objectives are to:

- Develop a consistent pipeline of prepared, diverse teachers for Delaware's high-need subject areas who are committed to teaching for at least 3 years in the Christina School District.
- Create support systems and structures, including ongoing feedback and reflection, for Residents to develop their teaching through intensive clinical experience, rigorous curriculum and continuous improvement.
- Build a strong partnership, refining our mutual capacities to serve aspiring teachers to cultivate their ability to foster equitable student outcomes through effective teaching.
- Support equitable access to great teachers

**Measurable Goals:**

Shared goals:

- Two residents will be accepted to the program.
- 50% of Residents will identify as a teacher of color.

Relay-facing institutional goals:

- 85% of Residents who pass Gateway 5 will successfully graduate from Relay having passed the Praxis and edTPA.
- 80% of Residents who pass Gateway 2 will secure a full-time teaching position in the district (i.e. Pass Gateway 5).

CSD-facing goals:

- Certification rate in high-need subject areas (Math, Science, Special Education) will increase.
- Both Resident teachers will be retained in the Christina School District for three or more years.

**The Partnership's Expectations:**

**New Educators:** The Partnership requires more from its aspiring teachers than simple curriculum completion. Residents must demonstrate mastery of the knowledge and techniques learned at Relay and use of these assets to successfully lead students to meaningful and measurable achievement gains. During the Residency program, in order to graduate, candidates must: (1) earn a minimum grade of 70% (or C-) in all courses in their programs of study, including passing the five Gateway Assessments; (2) earn a cumulative 2.7 GPA; (3) lead students to the equivalent of at least one year's worth of academic gain;

(4) pass the edTPA; and (5) be hired as a lead teacher in Year 2. At CSD, they will be expected on Day 1 to participate as their faculty peers do and have a commitment to equitable student outcomes and high-need schools.

**Mentors** must be effective teachers with a record of high student achievement on CSD's teacher evaluation system, demonstrate a commitment to supporting novice educators, and have the Head of School's endorsement. Daily, they create Residents' schedules and provide opportunities for Residents to apply their learning. Weekly, Mentors meet with Residents to review lessons, outline Resident lesson participation, and share materials; observe and provide feedback; and provide lesson plans for the Resident to use in their Deliberate Practice course. Year-round, they attend required Mentor Training and support sessions, complete observations/evaluations and reports, and communicate regularly with Residents' faculty advisors to ensure alignment between school needs and academic preparation.

**Relay Faculty** provide high-touch instruction and feedback to cultivate candidates in evidence-based practices for effective teaching. They communicate proactively with CSD on each Resident's progress and work to continuously improve alignment between academic preparation and CSD's needs. They also communicate on an ongoing basis with Residents to support their growth and preparation and share knowledge of institutional supports and resources.

**Leaders** CSD and Relay will collaborate toward the success of this project. This includes fostering a data-driven, student-centric project climate and facilitating Residents' pathway to full-time teaching. The project leader will ensure that the project goals are achieved on time and within budget.

## **EVALUATION & CONTINUOUS IMPROVEMENT**

Program success relies on active collaboration and communication between partners, retention of Residents and effective preparation and support of novice teachers. To this end, partners will meet at least quarterly to review progress and address interim needs to ensure progress to goals. The project will be evaluated quarterly using quantitative and qualitative data from all partners for a 360-degree understanding of program impact. This includes reviewing CSD's data dashboards and employing iReady Reading and Mathematics assessments and school-level data to evaluate Residents' job-embedded growth, integrating feedback and reports from Relay faculty and Mentors.

**Partnership Evaluation and Program Impact:** CSD and Relay will work collaboratively in both formative and summative ways to maximize program efficacy. Throughout the implementation of the residency year, there are several cycles of feedback that give Residents, CSD, and Relay an opportunity to reflect on goals and progress as well as areas for improvement. The main levers for this formative feedback are:

- Monthly partner check-ins between Relay project personnel and CSD project personnel.
- Gateway norming, in which Residents self-evaluate and meet with the Mentor and faculty advisor to discuss progress toward becoming a teacher and reflect on their experience in the program as well as strengths and areas for growth.

In addition to formative feedback, the Relay project lead and CSD leader implement quarterly and end-of-year stepbacks to analyze data and program success.

**Timeline:**

- Monthly meetings starting in August
- Quarterly CSD data dashboard review
- Annual:
  - Comprehensive Data Review – June/July
  - Mentor Mid-Year report – January
  - Mentor End-of-Year report – May
  - Resident Feedback Survey – 2x/year
  - Mentor Feedback Survey – May
  - Annual Formative Assessment of Project – July

Our Short and Long-Term Indicators of Success are detailed in the chart below:

Short-Term Indicators of Success	Long-Term Indicators of Success	Activities to Achieve Indicators
100% of Residents passing Gateways	100% of Residents retained in Delaware	<ul style="list-style-type: none"> <li>· Rigorous Relay curriculum rooted in research</li> <li>· Ongoing professional development at CSD</li> </ul>



Mentors' Mid-Year and End-of-Year Progress Reports on Residents show growth	100% of Residents retained in the profession	<ul style="list-style-type: none"> <li>• Gradual on-ramp to teaching</li> <li>• Supportive, ongoing feedback to Residents</li> <li>• Training of Mentors</li> <li>• Mentor and faculty support and involvement</li> <li>• Quantitative and qualitative data collection and review</li> <li>• Communication between partners; feedback loops</li> <li>• Checkpoints for alignment between preparation and clinical experience with CSD and Resident needs</li> </ul>
100% of Residents completing educational milestones (certification, degrees awarded)	Student outcomes – 100% of Residents leading their students to achieve at least 1 year's academic growth	
100% of Residents retained at CSD after residency year (Year 2 of grant)	100% of Residents retained at CSD after completing 3-year commitment	
100% of Residents affirming feeling supported by Relay faculty and School-Based Mentor	100% of Residents affirming positive program impact on their teaching	
100% of Residents improving performance [using iReady tools/assessments etc] (beginning of year vs. end of year)	iReady scores for Residents who become teachers is higher than the baseline for uncertified, new teachers	

**PARTNERSHIP SUSTAINABILITY**

This grant will help CSD establish the infrastructure for an effective teacher pipeline. The practices implemented throughout this grant period will have a systemic and sustained impact beyond the grant period as we continue to support aspiring teachers. This project will build the following capacities:

- **Effective use of data:** Relay and CSD will meet quarterly to review progress and consider programmatic refinements. At project close, we will use quantitative and qualitative data to jointly develop a summative assessment to strengthen the Residency Partnership's next iteration. This data-driven assessment is essential to developing strong, responsive systems supporting teacher retention and student success. It encourages a holistic experience for Residents, synthesizing the academic and professional realms and preparing novice teachers to be more effective on Day 1.

- **Professional development of School-Based Mentors:** Mentor cultivation is one focus of this project, as it relies on a separate, though related, skill set to effective K-12 teaching. We will build mentor capacity to support future aspiring teachers through training in this program. Also, mentors will offer feedback on this preparation to better lead candidates through their on-ramp to teaching. With this knowledge, we will continue to develop tools and understanding to support Mentors and mentees in the teacher pipeline.
- **Resident support systems:** This project will use qualitative and quantitative feedback from Residents to illuminate the supports they leveraged and gaps where we can keep developing systems post-grant.
- **Leadership:** Using the results of this project, school leaders will increase capacity to recruit and retain diverse novice teachers and nurture their growth. Collaborating with CSD, Relay will refine its academic preparation and residency design to strengthen alignment with local needs.

**Financial:** The Residency model provides an affordable pathway into teaching, making the profession accessible to a much broader group of prospective candidates. A sustainable educational and professional ecosystem, including financial support and candidate-centric systems, is crucial and thus is a long-term goal for this Partnership. Post-grant, due to their commitment to a diverse, prepared teaching force, Relay will actively leverage external scholarship funds to help candidates' out-of-pocket costs remain low, typically under \$10,000 to earn their MAT. These funds effectively reduce student debt, contributing to retention in the profession among high-quality teachers in high-need communities (Learning Policy Institute. *How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?* April 2016). Furthermore, all partners will explore other public and private funding opportunities. [iii]

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[i] Learning Policy Institute, "A Coming Crisis in Teaching: Teaching Supply, Demand, and Shortages in the U.S." (2016).

[ii] Learning Policy Institute, "The Teacher Residency: An Innovative Model for Preparing Teachers" (2016).

[iii] Learning Policy Institute, "How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?" (April 2016).

**SECTION B: IMPLEMENTATION PLAN**

The first year (ending June 30, 2021) is devoted to program development. The second year (2021-22) includes our first cohort of teacher residents. Funding applies to FY 21-22 activities; the milestones below reflect the entirety of the partnership and candidates' progression including activities that will occur outside the funding period.

**Program launch (Year 0)**

<b><u>Milestone Activity</u></b>	<b><u>Timeline (By when? Month/year)</u></b>	<b><u>Person Responsible</u></b>
Recruitment Planning Meetings	January 2021	LEA - Paul Walmsley, Ledonnis Hernandez, Deirdra Aikens  Relay – Christine Eisenhauer, Dana Davisson, Yasha Simms
Recruitment Plan Finalized and Launched	February 2021	LEA - Paul Walmsley, Ledonnis Hernandez,  Relay – Dana Davisson
Semi-Annual Project Report Filed with DDOE	December	LEA - Paul Walmsley, Ledonnis Hernandez,
Recruit and select residents	March - May 2021	Relay – Dana Davisson
Residents are identified and apply to Relay and begin onboarding with school district	March – June 2021	LEA - Paul Walmsley, Ledonnis Hernandez,  Relay – Dana Davisson

Mentors selected	May - July 2021	LEA - Deirdra Aikens
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**Year 1 (Fiscal year 2022)**

<u>Milestone Activity</u>	<u>Timeline (By when? Month/year)</u>	<u>Person Responsible</u>
Semi-Annual Project Report Filed with DDOE	July	LEA - Paul Walmsley, Ledonnis Hernandez,
Residents paired with Mentors	July - August	LEA - Deirdra Aikens Relay – Dana Davisson
Residents' Pre-Service Training	July - August	Relay – Dana Davisson and Delaware faculty LEA - Deirdra Aikens
<b>Monthly: Mentor Training &amp; Support Sessions</b>	August - June	Relay – Dana Davisson and national Relay Residency faculty LEA - Deirdra Aikens
Residents participate in new teacher and school-wide professional development at CSD.	August	LEA - Deirdra Aikens

<b>Residents pass Gateway 1</b>	September - October	
Resident successfully complete Coursework	Sept – June	Relay – Dana Davisson
<b>Daily:</b> Resident observes, assists and/or co-teaches with Mentor	Sept – June	LEA - BuildingAdministrators Relay – Dana Davisson
<b>Weekly:</b> Residents Coached by School-Based Mentors	Sept – June	Mentor teacher with support from principal and Relay faculty advisor
Residents Pass Gateway 2	October	
Semi-Annual Project Report Filed with DDOE	December	LEA - Paul Walmsley and Ledonnis Hernandez
Mentors file Mid-Year Residents' Progress Reports	December - January	Mentor teacher with support from Head of School and Relay faculty advisor
<b>Residents Pass Gateway 3</b>	December - January	
<b>Residents Pass Gateway 4</b>	March – April	

Residents Pass Gateway 5; Mentors file Residents’ End-of-Year Final Report; Submit their reflection and feedback to Relay	May	LEA - Paul Walmsley, Ledonnis Hernandez and school principal(s)  Relay – Dana Davisson
Annual Project Report Filed with DDOE	July	LEA - Paul Walmsley and Ledonnis Hernandez
<b>Quarterly:</b> Partners meet for formative assessment and progress stepback	Year-round	LEA - Paul Walmsley, Ledonnis Hernandez, Deirdra Aikens  Relay – Christine Eisenhauer, Dana Davisson, Yasha Simms

**Note:** Residents’ work with Relay and CSD continues beyond the grant-funded residency year. During this time (FY2023):

- Residents will enter their first year of lead teaching in a Christina School District building , teaching a full instructional load. 100% of Residents will complete Year 1 curriculum, pass Gateway 5 (offered a position in CSD ) and gradual on-ramp to teaching.
- Mentor training and support sessions will continue monthly.
- Residents will continue to complete their Relay coursework.
- Residents will receive ongoing coaching by school-based Mentors and Relay faculty.
- Residents will submit edTPA (December 2022 to February 2023)
- Quarterly partner meeting for formative assessment and progress stepback will continue

- 85% of Residents will successfully complete their Relay program testing requirements: Praxis, EdTPA by July 30, 2022.

- 85% of Residents will graduate with MATs, eligible for standard certificate and having completed all program requirements by July 30, 2022.

In parallel to these milestones, there will be a new cohort of Residents beginning that would be receiving the same activities and milestones outlined in Year 2 above.



**State of Delaware  
Department of Education  
Subgrant Award Notice  
State Funds**

**Subgrantee Information**

District/Charter School/Agency/Organization: Colonial School District  
 Address: 318 E. Basin Rd., New Castle, DE 1972  
 Project Coordinator: Elizabeth Fleetwood

**Subgrant Information:**

Subgrantee Project Title: CSD Relay GSE/Wilm U Residency Program Subgrant Number: #02-22

**New**  **Amended**  
 Increased Amount: \$ \_\_\_\_\_ Decreased Amount: \$ \_\_\_\_\_

Subgrantee Dept. ID: 953400

FY: 2022 Appropriation #: 05400 Total Award: \$258,888.35

Start Date: 7/1/2021 End Date: 6/30/2022

**Sub-grant Issued:**

Budget Transfer Transfer #: TR22014  
 Intergovernmental Voucher  
 (IVT) to State Entity  
 Voucher to Non-State Entity

Payment Schedule, if Applicable: \_\_\_\_\_

**Department of Education Information and Approvals**

DOE Program Title: Yearlong Teacher Residencies

DOE Dept. ID: 950202 DOE FY: 2022 DOE Appropriation #: 05400

DOE Operating Unit: 95011510 Competitive Subgrant:  Yes  No

Existing RFA:  Yes  No  
 RFA Name: Yearlong Residency Partnership Grant

Existing RFP:  Yes  No  
 DOE RFP#: \_\_\_\_\_ # of Extension: \_\_\_\_\_

Robert Grey *Robert Grey* Kimberly Rodriguez 302-735-4032  
 Program Manager Program Support Staff Work Group Phone #

**Approval Signatures**

<u>Melissa J. Oates</u> Program Manager/Director	<u>06/29/2021</u> Date	<u>[Signature]</u> Associate Secretary or Designee	<u>6/30/21</u> Date
<u>Cathy Wolf</u> State Funds Education Associate	<u>7/23/2021</u> Date	<u>Jennifer Carlson</u> Director of Finance or Designee	<u>7/26/21</u> Date





**State of Delaware  
Department of Education  
State Subgrant Application**

**LEA/Agency/Organization Information**

**Name:** Colonial School District **Date:** 06/04/2021

Address 1: 318 E Basin Rd P.O. Box  
Street Address

Address 2: New Castle DE 19720  
City State Zip Code

Amount of Funding Requested: 258,888.35 Total Cost of Project: \_\_\_\_\_

Coordinator's Name: Jenn Alexander Email: jennifer.alexander@colonial.k12.de.us Telephone: 302-323-2700

Proposed Subgrant Project Title: Colonial Residency program

**Description of Project:** The Colonial Residency Program is a shared partnership between Colonial School District, Relay Graduate School of Education, Delaware State University, and Wilmington University with a focused commitment towards building a sustainable pipeline of high-quality educators. This partnership will strengthen the current working relationship among the entities by creating a rigorous educational experience grounded in evidence based classroom practices that are developed and refined through substantial clinical practice. All four organizations are focused on increasing the educator of color population within the district. This is a critical need for the district as research suggests that outcomes for students of color increase significantly when given the opportunity to have an educator of color.

**Objectives and Goals of the Project (How will this subgrant strengthen organization, make improvement, or achieve success?):** see application

**Specific Activities (Include information about service delivery and timeline):** see application

Signature of Chief School Officer/Agency Head: *Jeffrey D. Menzer*

Printed Name: Jeffrey D. Menzer Date: 06/07/2021

Signature of Business Manager: *Emily Falcon*

Printed Name: Emily Falcon Date: 06/07/2021



Completed Document Audit Report  
Completed with Docsketch.com

**Title: FY 22 revised residency application**







Document ID: 4037cef1-a4c2-40d7-9c83-5e511ea21a45

**Files**

FY 22 revised residency application.pdf

Jun 04, 2021 18:05:05 UTC

**Activity**

 <b>Lisa Porter</b> IP: 71.58.7.101	created the document	Jun 04, 2021 18:06:03 UTC
 <b>Lisa Porter</b> IP: 71.58.7.101	sent the document to emily.falcon@colonial.k12.de.us and jeffrey.menzer@colonial.k12.de.us	Jun 04, 2021 18:15:18 UTC
 <b>Emily Falcon</b> IP: 108.2.153.117	first viewed the document	Jun 07, 2021 12:52:17 UTC
 <b>Emily Falcon</b> IP: 108.2.153.117	signed the document	Jun 07, 2021 13:03:56 UTC
 <b>Jeffrey D. Menzer</b> IP: 174.249.114.176	first viewed the document	Jun 07, 2021 15:16:34 UTC
 <b>Jeffrey D. Menzer</b> IP: 174.249.114.176	signed the document	Jun 07, 2021 15:16:47 UTC



## State of Delaware Department of Education State Funds Budget Form

State Subgrant: Yearlong Residency Partnership Grant  
 Project Title: Colonial Residency program - award revision  
 LEA/Agency: Colonial School District

Project Start Date: Aug 2021  
 Project End Date: Jun 2022

Expense Types and Account Codes: Salaries (5100) and Other Employee Costs (5120)						
Employee's Name	Title	FTE Percentage		State Funds Requested	Matching Funds	Total Funds
<b>PROFESSIONAL:</b>						
	3 Teacher Advisors (@ \$2,500 each)				\$7,500.00	\$7,500.00
			Subtotal	\$0.00	\$7,500.00	\$7,500.00
<b>SUBSTITUTES:</b>						
	9 Teacher Residents (@\$25K each)			\$200,000.00	\$25,000.00	\$225,000.00
			Subtotal	\$200,000.00	\$25,000.00	\$225,000.00
<b>SUPPORT STAFF:</b>						
						\$0.00
			Subtotal	\$0.00	\$0.00	\$0.00
<b>STUDENTS:</b>						
						\$0.00
			Subtotal	\$0.00	\$0.00	\$0.00
<b>TOTAL SALARIES:</b>				<b>\$200,000.00</b>	<b>\$32,500.00</b>	<b>\$232,500.00</b>
<b>OTHER EMPLOYEE COSTS:</b>						
FICA		6.20%		\$12,400.00	\$2,015.00	\$14,415.00
Medicaid		1.45%		\$2,900.00	\$471.25	\$3,371.25
Pension		22.95%		\$0.00	\$7,458.75	\$7,458.75
Workman's Comp		1.55%		\$3,100.00	\$503.75	\$3,603.75
Unemployment Insurance		0.11%		\$220.00	\$35.75	\$255.75
		32.26%				
Health Insurance/Other Non-taxed Benefits	(\$15,013 is the average HI cost for FY21)			\$40,268.35	\$0.00	\$40,268.35
			Subtotal	\$58,888.35	\$10,484.50	\$69,372.85
<b>TOTAL SALARY &amp; EMPLOYEE COSTS</b>				<b>\$258,888.35</b>	<b>\$42,984.50</b>	<b>\$301,872.85</b>

Expense Types and Account Codes: Travel (5400)					
Destination	Purpose	# of Travelers	State Funds Requested	Matching Funds	Total Funds
					\$0.00
					\$0.00
					\$0.00
<b>TOTAL TRAVEL COSTS</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

Expense Types and Account Codes: Contractual Services (5500)				
Vendor Name	Service Provided	State Funds Requested	Matching Funds	Total Funds
DSU	Professional Development for teachers at residency schools		\$3,000.00	\$3,000.00
Relay	Professional Development for teachers at residency schools		\$3,000.00	\$3,000.00
Wilm U	Professional Development for teachers at residency schools		\$3,000.00	\$3,000.00
<b>TOTAL CONTRACTUAL SERVICES COSTS</b>		<b>\$0.00</b>	<b>\$9,000.00</b>	<b>\$9,000.00</b>

Expense Types and Account Codes: Supplies and Materials (5600)					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
					\$0.00
					\$0.00
					\$0.00
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

Expense Types and Account Codes: Capital Outlay (5700)					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
<b>Replacement Equipment</b>					\$0.00
<b>New Equipment</b>					\$0.00
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

GRAND TOTAL	State Funds Requested	Matching Funds	Total Funds
	\$258,888.35	\$51,984.50	\$310,872.85




**STATE OF DELAWARE  
DEPARTMENT OF EDUCATION**

***BUDGET SUMMARY OF STATE FUNDS***

**LEA/Agency Name:** Colonial School District

**State Subgrant Title:** Yearlong Residency Partnership Grant **Project Title:** Colonial Residency program - award re

<i>Account Code</i>	<i>5100</i>	<i>5120</i>	<i>5400</i>	<i>5500</i>	<i>5600</i>	<i>5700</i>	<i>Total</i>
<i>Account Code Name</i>	<i>Salaries</i>	<i>OEC's</i>	<i>Travel</i>	<i>Contracted Services</i>	<i>Supplies &amp; Materials</i>	<i>Capital Outlay</i>	<i>Budget</i>
<b><i>Total Budget</i></b>	\$200,000.00	\$58,888.35	\$0.00	\$0.00	\$0.00	\$0.00	\$258,888.35

**Completed By:** Emily Falcon  
**Chief Financial Officer or Business Manager:** 

**Date:** 4/14/2021  
**Date:** 4/14/2021



*Delaware Department of Education*

401 Federal Street, Suite #2

Dover, Delaware 19901

**Yearlong Residency Partnership Grant**

**Request for Application**

**FY 2022**

**Educator Support Team**

**Deadline:**

**February 5, 2021**

## YEARLONG RESIDENCY GRANT APPLICATION

### [Budget Form](#)

#### BACKGROUND INFORMATION

Proposal Date: January 19, 2021

##### Lea Information

LEA Name: Colonial School District

LEA Educator Preparation Provider: Jennifer D. Alexander

LEA Point of Contact Phone: 302-323-2700

LEA Point of Contact Email: [jennifer.alexander@colonial.k12.de.us](mailto:jennifer.alexander@colonial.k12.de.us)

##### IHE Information

IHE Name: Relay Graduate School of Education

IHE Point of Contact Phone: 302-385-6068

IHE Point of Contact Email: [ceisenhauer@relay.edu](mailto:ceisenhauer@relay.edu), [ddavisson@relay.edu](mailto:ddavisson@relay.edu)

IHE Name: Delaware State University

IHE Point of Contact Phone: 302-857-6733

IHE Point of Contact Email: [ctimmons@desu.edu](mailto:ctimmons@desu.edu), [srouser@desu.edu](mailto:srouser@desu.edu)

IHE Name: Wilmington University

IHE Point of Contact Phone: 302-342-8604

IHE Point of Contact Email: [tyler.a.wells@wilmu.edu](mailto:tyler.a.wells@wilmu.edu)

**Please indicate below which type of partnership grant you are applying.**

**Option 1:** Existing Partnerships

**Option 2:** Expanding Existing Partnerships

**Option 2:** New Partnerships

#### **SECTION A: NARRATIVE**

**Context and Vision:** Please use this section to explain why the proposed work is necessary and how proposed changes will result in the preparation of new teachers who are day one ready to teach in the district.

Colonial School District serves a diverse and predominantly high needs population of students with all our schools qualifying for Free Lunch based on the Community Eligibility Provision. As with many schools/districts serving high needs students, Colonial struggles to ensure equitable access to highly effective teachers to work in our highest need schools. A review of our teacher retention data indicates that our highest need schools have a lower teacher retention rate than in our more affluent schools. This situation mirrors other high needs schools across the nation. Additionally, Colonial's ratio of teachers of color (21% of teacher population) compared to students of color (67% of student population) is significantly

disproportionate. Understanding that this is a needed area of focus, Colonial created an Educator of Color Workgroup to address the racial imbalance of our staff with a mission to recruit and retain increased numbers of highly effective teachers of color. This Workgroup evolved into the Equity Recruitment and Retention Workgroup in November 2020 with an added focus on providing building leaders with tools to support the fostering of equity minded individuals in their buildings. Research suggests that teachers of color who participate in programs with a strong cultural competency component are more effective in working with students of color.

As a result of the challenges stated above, Colonial entered into a Residency Partnership with Relay Graduate School of Education (Relay GSE) to develop a systematic pipeline to recruit aspiring educators of color to work at New Castle Elementary School. Currently, there are 4 Relay Residents working alongside Colonial teachers at New Castle Elementary. Concurrently, Colonial has an established residency partnership with Wilmington University at McCullough Middle School and Eisenberg Elementary School where we have successfully supported and, ultimately, hired several highly effective educators that are currently working in Colonial today. The preliminary impact of the combination of changes outlined above has resulted in Colonial hiring 30% of new educators that have identified as educators of color.

To further address the aforementioned challenges, Colonial is looking to develop a new Residency Partnership with Delaware State University. This partnership will strengthen the current working relationship both entities have developed based on the work occurring as part of the Rodel Project. A component of this project focuses on establishing yearlong residencies as a means to retaining more qualified and diverse teachers in Delaware schools. Residents from Delaware State University will tentatively be placed at Castle Hills Elementary School and George Read Middle School for the 2021-2022 school year.

In addition to the partnerships outlined above, Colonial has partnered with Relay GSE, Delaware State University and Wilmington University in numerous ways towards positively impacting student outcomes. The partnership with Delaware State University has included bi-annual district mixers where DSU students have the opportunity to learn more about the district through zoom workshops, panel discussions, breakout room small group sessions, and conversations with district

and building administrators and Colonial teachers. These opportunities have led to multiple hires from Delaware State University over the past three years. These other partnerships serve as evidence of and foundations for successful, long-term sustained partnerships.

As identified within this Request for Application (RFA), Colonial, Delaware State University, Wilmington University, and Relay GSE are collaborating to impact the 4 areas as articulated by the National Center for Teacher Residencies: (1) PROVIDING A CONSISTENT PIPELINE OF BETTER-PREPARED NEW TEACHERS, (2) RECRUITING HIGH NUMBERS OF DIVERSE CANDIDATES, (3) MEETING STUDENT AND DISTRICT NEEDS BY REDUCING TURNOVER AND FILLING CHRONIC SHORTAGE AREAS, PROVIDING DIRECT VALUE AND IMPROVEMENT TO SCHOOL COMMUNITIES AND CLASSROOMS (Yearlong Residency Partnership Grant, 2019).

Research from the Learning Policy Institute's ("The Teacher Residency: An Innovative Model for Preparing Teachers." 2016) found that Residencies create long-term benefits for schools, teachers and most importantly, the K-12 students they serve, in these crucial areas: Recruitment, Preparedness, Retention, and K12 Student Outcomes.

**Shared Vision and Partnership:** Please articulate a shared vision and your partnership with the IHE for the proposed project. Explain the problem your proposed joint efforts are intended to solve and provide data to support the explanation of the problem. Specifically discuss the following in terms of your partnership,

- Describe how the partner IHE and your school district will share and use share data to drive decisions about the strategic direction your partnership;
- Describe how district needs have informed changes in the way the IHE is preparing educators; and
- Describe how the IHE and the school district will report on this partnership.

Colonial, Relay GSE, Delaware State University, and Wilmington University have developed a shared vision through the historical partnerships that have been established over the past several years. All four organizations have a focused commitment towards building a sustainable pipeline of high-quality educators. Additionally, they are focused on increasing the educator of color population in Colonial to over 30% in the next 3 years. This is a critical need for the district as research suggests that outcomes for students of color increase significantly when given the opportunity to have an educator of color.



Through conversations with Relay GSE, Delaware State University, and Wilmington University, Colonial has had a regular opportunity to discuss the needs of educators and the general recruitment needs in Colonial. Through these conversations, Relay GSE, Delaware State University, and Wilmington University are able to reflect on their modules of instruction to better prepare educators to meet the demands of the profession in high-needs' schools.

**Data-Driven Decision Making:** Colonial, Relay GSE, Delaware State University, and Wilmington University codify effective data usage as an institutional priority and foundation for the Residency Partnership, monitoring the following to ensure a successful program: 1) Candidate progress including Residents passing Gateways or measure of progress; 2) Number of Residents passing edTPA or PPAT; 3) Milestones completed (certification, degrees awarded); 4) Candidates' impacts on their K-12 students; 5) Number hired full-time post-program; 6) Qualitative feedback from stakeholders, including Residents; 7) Retention rates of teachers from the residency partnerships schools . These measures, particularly K-12 academic outcomes and stakeholder feedback, are further relevant in identifying areas of opportunity and growth in alignment between educator preparation and school/ district needs.

**Reporting:** Jennifer D. Alexander, Director of Talent Development in CSD, will serve as the project lead for Colonial and will be responsible for reporting to DDOE using data and feedback from Relay, Delaware State University, and Wilmington University.

**Building a Residency Year Curriculum:** Describe a teacher resident's experience in the residency program, both in terms of coursework and clinical classroom experience. If seeking a new partnership, describe the process the partners will go through to create the program/partnership.

#### **Relay GSE Residency Experience and Overview**

**Relay GSE's Teaching Residency** leverages five years of previous work with Colonial to build a consistent pipeline of prepared, diverse new teachers grounded in evidence-based classroom practices that are refined through substantial clinical experience with K-12 students. The program ensures a supported, gradual on-ramp to teaching over 2 years: in Year 1, residents act as a supporting teacher; in Year 2, they are the lead teacher, over both years earning their certification and Master of Arts in Teaching (MAT) degree. Alongside this job-embedded experience, Residents complete a research-based curriculum designed to integrate theory, practice and mindsets to help them get better faster. They further benefit from a supportive environment and community including a community of peer teachers and faculty, a faculty advisor and residency director, and a mentor

teacher at their placement school. Relay faculty and the mentor bring track records of effective classroom leadership and strong academic outcomes for students in high-need schools. The residency environment is thus holistic in providing rigorous curriculum, real-world clinical experience and wraparound support for each aspiring teacher. This leads to more prepared, effective teachers entering the classroom on Day 1. ***Notably, 97% of Relay’s teacher candidates report feeling supported by faculty/staff and 96% report Relay has had a positive impact on their teaching.*** Relay achieves these outcomes by carefully integrating core coursework, deliberate practice and embedded year-long coaching through increasing levels of responsibility to ensure that residents are prepared to become teachers. For specific details about this approach, please see Appendix A.

#### **Delaware State University Residency Experience and Overview**

DSU as a Historically Black College and University (HBCU) is uniquely positioned to provide candidates that have a wide breadth of diversity and experience to work with students and contribute to culturally conscious teaching. All students benefit from a diverse teaching field. Through a partnership with the Colonial School district, the goal is to build a deliberate small-scale pipeline of highly effective teachers of color who are committed to serving all students and families, particularly those in a high-needs population. Under the guidance of an experienced mentor using a variety of coaching strategies and high-quality professional development, “Resident Teachers” (residents) will develop the knowledge and skills necessary to be effective on day one and beyond in the classroom. In this partnership Colonial and DSU are jointly responsible for identifying qualified Mentor Teachers, training and supporting residents, providing high-quality on the job professional development for residents and for ensuring all residents have an authentic Year-Long Residency experience (YLR). This professional development will include a specialized seminar series focused on equity, diversity, advocacy and social justice. Delaware State University is responsible for implementing suggestions from NCTR (National Center for Teacher Residencies) to shape the YLR program, and to work collaboratively with Colonial to identify successful candidates and support them throughout their residency placement.

Currently, residents are completing the second semester of the YLR pilot program at Kuumba Academy and evaluation data is pending. The opportunity to work with the Colonial School district will be year 2 of the YLR program.

#### **Wilmington University Residency Experience and Overview**

Within the existing residency program, a strong partnership has been established between partner school districts and Wilmington University. This well-constructed partnership consists of mutually agreeable expectations for candidate entry,

preparation, and exit; which ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes (CAEP Standard 2). Within this partnership, the districts and Wilmington University identify, co-select, prepare and support high quality clinical educators or mentor teachers to guide and coach the teacher candidates through their residency.

During the residency, candidates are selected through a collaborative process and placed as cohorts of residents in teaching schools that model best practices. These sites are typically environments serving diverse populations and learners. The framework of this clinical placement is based on a yearlong experience; one that identifies the teacher candidate as a co-teacher in the classroom rather than that of a student teacher. This extended yearlong experience provides the time in which teacher candidates have the opportunity to apply the learned skills and knowledge with immediate feedback and support by the mentor teacher. *(Appendix B - WilmU YLR Mentor Selection, WilmU YLR Resident Selection, WilmU YLR Site Selection)*

In these placements, teacher candidates co-teach with assigned mentor teachers in all core subject areas over the entire school year and participate and assist with all duties/responsibilities expected of the mentor teachers from the opening of school in the fall through the close of school in late spring. Candidates experience and learn best-practice methodology/pedagogy in a field-based rather than college-based setting; including, but not limited to authentic lesson planning, differentiating instruction, and assessment of student learning. In addition, collection, analysis, and interpretation of immediate, real-time information for making real data-driven decisions about teaching and learning is an essential component of the program. Pedagogy, management, and assessment content is embedded into the Yearlong Clinical Residency in the form of High Priority Program Standards, Gradual Release of Responsibility, and Evaluation of Candidate Performance. This field-based learning approach addresses Delaware Teacher Standards, Delaware Performance Appraisal System II (DPAS) and Wilmington University Program Competencies. *(WilmU YLR Gradual Release of Responsibility and High Priority Program Standards - Appendix)*

**Formative Feedback:** Who will provide feedback to teacher candidates? How will partners ensure that feedback is aligned to the district's expectations for new teachers?

**Relay GSE Formative Feedback to Residents**

Relay collaborates with placement schools to ensure the candidate experience is aligned and relevant in the classroom as well as to school/ district professional development and needs. Feedback for Residents comes from their School-Based Mentor as well as Relay faculty and their advisor. As such, feedback pertains to both professional and academic skill building to provide a synergistic understanding of not just *what* one learns but *how one applies it* in the classroom. It is noteworthy that observations by Relay faculty and Mentors also provide a fuller picture of candidate performance for school leaders. Relay collaborates with leaders and School-Based Mentors to provide feedback rooted in coursework-aligned rubrics and the school/district evaluation system. In this way, candidate development comes full circle, being contextualized within coursework and the larger district environment, thereby promoting continued improvement in the support systems underpinning the partnership. This combination of feedback to candidates and between Relay and [LEA] fosters ongoing grounding in alignment with district expectations for new teachers.

#### **Delaware State University Formative Feedback to Residents**

The Education Department utilizes Taskstream as the unified data collection system. Evaluations, dispositions, and other assessments are collected and analyzed to accurately measure resident performance and program efficiency. This platform is uniquely customized to meet the requirements of each program area. Residents will be evaluated using a crosswalk of the DPAS II and Colonial School District's Teaching and Learning Framework (TLF) evaluation instrument. Evaluation within these frameworks focus on planning, preparation, classroom environment, instruction, and professional responsibilities. Residents will receive consistent, aligned feedback from their Mentor Teacher and the University Supervisor. Prior to beginning the academic year, time will be devoted to providing specialized training for all stakeholders. Mentor Teachers, university supervisors, and residents will engage in professional development focused on the evaluation tool(s) to ensure an understanding of the evaluation process and calibrate their evaluation skills around the criteria for which the residents are being assessed. Observation debriefs will focus on actionable feedback that can be used to continually refine instructional practice.

The mentor teacher and university supervisor will provide ongoing feedback and coaching using the evaluation instrument. This process included a minimum of 12 formal observations conducted by the mentor teacher and university supervisor, followed by a debriefing session which will result in a targeted action step and plan for implementation. In between the 12 formal sessions, informal observations will ensure residents are implementing the assigned action steps with skill. Each

observation and feedback session should result in one new action step to enhance resident performance to positively impact student academic achievement. Weekly feedback meetings will provide the opportunity to routinely analyze data to improve instructional practice and classroom management skills. Teacher professional development, coaching, and feedback sessions will be modified to address any high need areas for resident improvement with the goal of improved student and teacher outcomes. This information will be shared with all stakeholders.

### **Wilmington University Formative Feedback to Residents**

The College of Education features a comprehensive, unified, and effective assessment system (Taskstream) for collection of student data that is part of the University's overall Outcomes Assessment Plan. As such, continuous, timely and appropriate feedback to candidates, is an essential component of the experience. The cohort of mentor teachers and building leaders collaborate together alongside the university supervisor to provide feedback. This process can be viewed in two distinct categories; feedback to provide support, guidance and resources and feedback during evaluation. *Feedback to provide support and resources* - Mentor teachers and university supervisors provide support to the candidate while engaging in all facets of the instructional day; professional growth, classroom culture, assessment, planning and implementing instruction. Within the cohort model, mentor teachers are identified as the content expert and collectively and collaboratively guide candidates exploring various supports and resources. During daily and/or weekly meetings, mentor teachers and university supervisors coach and guide the candidate through his or her analysis and reflection on enactment. *Feedback during evaluation* - Collaboratively, all parties provide direct, immediate, and recorded feedback during formal evaluation of candidate progress aligned to Danielson and DPAS II within various assessment measures along the continuum of the academic year. (*Appendix B - WilmU Taskstream Data Collection System and WilmU YLR Assessment Measures*)

### **Additional Colonial Context**

Colonial-In addition to the on-going feedback from Relay GSE, Delaware State University, and Wilmington University staff members, Colonial will provide feedback and support from the Resident Advisors and instructional coaches at each of the schools. This support allows for alignment with instructional expectations of the district and a deeper understanding of the Colonial Teaching and Learning Framework (Colonial TLF) which is the evaluation system used in Colonial. Educators who have a deeper understanding of the TLF have a proven track record of increased educator success and satisfaction.

**Partnership Goals:** State the specific measurable goals the partnership is aiming to achieve. Describe the key expectations the district and partner provider have for new educators, mentors, district partners, faculty, or other key members of the partnership.

### **General Overview**

Partners have already collaborated to discuss roles and responsibilities in successfully carrying out this project. Thus, we have aligned goals and practices to implement the project timeline, achieve milestones and assess progress. Project objectives are to: (1) Develop a consistent pipeline of prepared, diverse teachers for Delaware’s high needs schools who are committed to teaching for at least 3 years in high-need communities; (2) Create support systems and structures, including ongoing feedback and reflection, for residents to develop their teaching through intensive clinical experience, rigorous curriculum and continuous improvement; along with whole staff professional development to strengthen the residency program; (3) Build a strong partnership, refining our mutual capacities to serve aspiring teachers to cultivate their ability to foster equitable student outcomes through effective teaching.

### **Measurable Goals:**

**Shared goals:** (1) 9 residents will be accepted to the program; (2) 50% of residents will identify as a teacher of color.

**Relay GSE goals:** (1) 85% of residents who pass Gateway 5 will successfully graduate from Relay having passed the Praxis and edTPA, (2) 80% of teachers that pass Gateway 2 will secure a full-time teaching position in the district (i.e. Pass Gateway 5)

**Delaware State University goals:** (1) 100% of candidates will pass PPAT by the completion of the first semester, (2) 100% are teachers of color (3) 100% candidates will maintain a 3.0, (4) no less than 2 of 3 elementary candidates will have or obtain their special education certification, (4) no less than 2 of the 3 candidates will continue to work with Colonial School District for 1- 3 years following completion of the residency, (5) 100% of all candidates who start the residency will complete the residency and graduate with a contract from Colonial.

**Wilmington University goals:** (1) 100% of residents who pass all evaluation measures (including Praxis and PPAT) will graduate from Wilmington University (2) 80% of teachers who pass all evaluation measures (including Praxis and PPAT) will secure a full-time teaching position in the district.

**Colonial goals:** (1) 90% of Residents who graduate from the program will continue to work in Colonial the following year; (2) 70% of Residents who graduate from the program will continue to work in Colonial for a minimum of 3 years; (3) By the end of the Residents' 4th year in Colonial, each candidate will perform at a Level 4 on the Colonial TLF in at least one of Performance Standards 1 through 4.

**Relay Partnership's Expectations:**

**New Educators:** During the Residency program, in order to graduate, candidates are required to: (1) Earn a minimum grade of 70% (or a C-) in all courses in their programs of study including passing the 5 Gateway Assessments; (2) Earn a cumulative 2.7 GPA. 3) Lead K–12 students to the equivalent of at least one year's worth of academic gains; (4) Pass the edTPA; (5) Be hired as a lead teacher in Year 2. At their school site, they are expected on Day 1 to participate as their faculty peers do and have a commitment to equitable student outcomes and high-need schools.

**Mentors** are expected to be effective teachers with a record of high student achievement (scoring Highly Effective/Effective in TLF); commitment to supporting a novice educator and have the support and endorsement of their principal. Over the course of the experience, they will (1) create schedules that ensure residents observe, assist or co-teach; (2) meet with residents to review lessons, (3) observe and provide feedback; (4) provide lesson plans for the resident to use in their Deliberate Practice course and (5) attend professional development and learning sessions to hone their own craft.

**Relay Faculty** will provide high-touch instruction and feedback to cultivate candidates in evidence-based practices for effective teaching. They will communicate proactively and regularly with Colonial on each resident's progress and to continuously improve alignment between academic preparation and district/school needs. They will also communicate proactively and ongoing with residents to support their growth and preparation; this includes sharing knowledge of institutional supports and resources.

**Leaders** (Colonial, Relay) will provide support to the schools and all partners towards the success of this project. This includes fostering a data-driven, student-centric project climate and facilitating residents' pathway to full-time teaching. Project leaders ensure that the project goals are achieved on time and within budget.

**Delaware State University Partnership's Expectations:**

**Teacher Residents**-The residency experience assists pre-professional teachers in developing a set of professional understandings and skills, to learn to examine their practice and learn from their experiences while seeking to meet the needs of their students. The YLR will provide the resident with increasingly comprehensive and complex experiences in differentiated instruction, classroom management, and assessment. The resident will embrace diversity within the classroom which will enhance culturally relevant teaching practices. Residents assume the roles of observer, teacher-as-decision-maker, reflective thinker, facilitator, communicator, and collaborative team member during the residency experience.

**Mentor Teacher**-The mentor teacher plays a critical role in the internship process and demonstrates a commitment to the profession by assisting in the development of a novice professional. Mentor teachers are effective classroom teachers who have assumed the role of teacher educator, coach, and mentor. They serve as examples to the resident by modeling “best practice” in the classroom. They assist and encourage candidates as they develop and improve their professional practice. Mentor teachers work as a collaborative member of the Residency Team along with the university supervisor and the resident to plan internship experiences, assess performance, and suggest ways in which competencies can be strengthened and/or enhanced. Mentor teachers should regularly confer with the resident and the university supervisor regarding the candidate’s professional development and encourage creativity and innovation in the candidate. Ultimately, they should assist the resident in completing all YLR requirements.

**University Supervisor**-The university supervisor is assigned the responsibility of supervising the YLR experience of the DSU resident. University Supervisors serve as teacher educators, mentors, facilitators, and liaisons between the university and the school sites. They serve as a facilitator of the Residency Team (resident, mentor teacher, university supervisor) and assume major responsibility for coordinating and implementing the residency experiences, assessing performance, suggesting ways in which competencies may be strengthened and/or enhanced, and providing guidance and structure for the successful completion of the PPAT (Praxis Performance Assessment for Teachers).

**Director**- The Director of Clinical and Field Experiences assumes primary responsibility for the day-to-day operation of the residency program. The Director provides overall leadership and direction for the YLR to include: data analysis of resident evaluations and overall performance, development of YLR process, and collaboration with school district and school sites.

**Building Administrator/District Lead**- The district representatives work directly with the DSU Director of Clinical and Field Experiences as the primary liaison for all YLR activities. The district representative in consultation with the Director of Clinical



and Field Experiences, works with principals and mentor teachers to make resident assignments, and resolve problems that may arise during the YLR experience. Feedback provided by the district level partners assists the Office of Clinical and Field Experiences in identifying program modifications and refinements.

#### **Wilmington University Partnership's Expectations**

**Mentor Teacher** - The YLR Mentor Teacher provides guided facilitation of coursework competencies and clinical practice in the classroom while engaging and leading a co-teaching environment with the resident. The Mentor Teachers are responsible for all data collection, evaluation of resident performance and prompt and critical feedback. Mentors coach candidates (School Opening to Closing to include parent contact, co-teaching, using data to inform instruction, discipline management, collaborate with colleagues, vertical and horizontal alignment of curriculum, preparation for licensure and certification requirements). The Mentor Teachers plan and lead professional development seminars for YLR residents, integrate residents into all aspects of the "teacher day" and provide opportunities for reflection through daily purposeful conversations. Mentors participate in all professional development and program meetings.

**University Supervisor** - The University Supervisor serves as the liaison between the university and the year-long site. The role of the supervisor is to work closely with the mentor teachers to guide the interns and provide them with an experience that is equivalent to the responsibilities of a full-fledged teacher. Supervisors examine and evaluate the relationship between resident and mentor teacher. Supervisors construct various trainings for mentors, collaborate on resident evaluation and assist with exit performance assessment.

**University Program Chair** - Serves as a liaison between university and school district collaborating in all levels of the program. Assists district with identifying and training mentor teachers and with placement of residents. Provides district-level yearlong residency orientation and professional development. Works with IHE to recruit YLR candidates, prepare and provide initial training for residents and as liaison for intern employment.

**Building Administrator** - The School Building Administrator establishes the culture and community of the YLR experience. The administrator assists with the selection of high-quality Mentor Teachers, participates in resident selection process, identifies appropriate co-teaching environments, participates in YLR team meetings, evaluates resident performance and provides feedback.

**Evaluation and Continuous Improvement:** Outline the plan for evaluating the partnership, assessing program impact and intended outcomes. What will be the indicators of success, both short term and long term? What will the process be to continually evaluate and improve the partnership? What data will be gathered and reviewed and at what frequency to indicate the partnership is having its intended effect? Include a timeline and specific activities the partnership will employ to ensure that the program is meeting its intended goals.

**Evaluating Partnership** - The Strengthening Partnerships Tool is organized around four categories and 13 indicators of effective partnerships: (1) Foundations, (2) Systems and Structures, (3) Planning and Implementation, and (4) Communications. Within each category, indicators with criteria and a series of questions are used to help assess the extent to which each indicator is fully actualized. The tool will be implemented annually by all stakeholders within a 360 evaluation framework in which results are summarized and presented by the executive committee. *(Appendix C – CCSSO: Working Better Together)*

Program success relies on active collaboration and communication between partners, retention of residents and effective preparation and support of novice teachers. To this end, partners will meet quarterly to review progress and address interim needs to ensure progress to goals. The project will be evaluated **quarterly** using quantitative and qualitative data from all partners for a 360-degree understanding of program impact. This includes reviewing Colonial’s **data dashboards** and employing quarterly step actions to **evaluate residents’ job-embedded growth**, integrating feedback and reports from Relay faculty and mentors.

**Partnership Evaluation and Program Impact:**

Colonial, Relay GSE, Delaware State University, and Wilmington University will work collaboratively in both formative and summative ways to ensure that program efficacy is maximized. Throughout the implementation of the residency year, there are several cycles of feedback that give residents, school sites and EPPs (Educator Preparation Program) an opportunity to reflect on goals and progress as well as areas for improvement. The main lever for the EPPs for formative feedback lives in recurring check in with key stakeholders grounded in program goals and resident performance. This includes principals, mentor teachers, residents and district leaders. In addition to formative feedback, the Relay, DSU, and Wilmington University

project leads, and Colonial project lead will implement quarterly and end of year step backs to analyze data and program success.

**Short and Long-term Indicators of Success**

Short-Term Indicators of Success	Long Term Indicators of Success	Activities to Achieve Indicators
% residents passing Gateways	% of residents retained in Delaware	<ul style="list-style-type: none"> <li>● Rigorous curriculum rooted in research</li> <li>● Gradual On-Ramp to teaching</li> <li>● Supportive, ongoing feedback to Residents</li> <li>● Training of Mentors</li> <li>● Mentor and faculty support</li> <li>● Mentor and faculty involvement</li> <li>● Quantitative and qualitative</li> <li>● Data Collection and review</li> <li>● Communication between partners; feedback loops</li> <li>● Checkpoints for alignment between preparation and clinical experience with district and Resident needs</li> </ul>
Mentors’ Mid-Year and End-of-Year Progress Reports on Residents show positive growth	% of residents retained in the profession	
% residents completing educational milestones (certification, degrees awarded)	K-12 student outcomes - % Residents leading their students to achieve at least 1 year’s academic growth.	
% residents retained in their schools/districts after 1 year	% residents retained in their schools/districts after 3 years	
% of residents affirming feeling of being supported by Relay faculty and School-Based Mentor	% of residents affirming positive program impact on their teaching	
% of mentors affirming effectiveness of training	% of mentors affirming effectiveness of residency impact and educator satisfaction.	

Please see milestones and activities table in Section B for details on the frequency and participants in meeting structures to discuss the outcomes articulated above.

**Partnership Sustainability:** Describe the plans for continuing the program once grant-funding ends. How will the partnership be sustained in the long-term? This section of the proposal is an opportunity to describe how planned efforts will allow the partners to develop the leadership, systems, and structures necessary to maintain change following the end of the grant.

#### **Relay GSE Sustainability**

**Financial:** The Residency model provides an affordable pathway into teaching, making the profession accessible to a much broader group of prospective candidates. A sustainable educational and professional ecosystem, including financial support and candidate-centric systems, is crucial and thus is a long-term goal for this Partnership. Post-grant, due to their commitment to a diverse, prepared teaching force, Relay will actively leverage external scholarship funds to help candidates' out-of-pocket costs remain low, typically under \$10,000 to earn their MAT. These funds effectively reduce student debt, contributing to retention in the profession among high-quality teachers in high-need communities (Learning Policy Institute. *How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?* April 2016). Furthermore, all partners will explore other public and private funding opportunities.

Furthermore, all partners will explore other public and private funding opportunities.

**Systems, Capacity & Leadership:** Support systems for aspiring teachers are crucial to their long-term retention. This project will build the following capacities:

1. **Effective usage of data:** We will meet with our school partners quarterly to review progress and consider such programmatic refinements. At the close of the project, we will make a summative assessment together to strengthen the next iteration of this Residency Partnership. This assessment will include quantitative data on Residents (ex. achieving milestones) and their K-12 students' outcomes, as well as qualitative data from Mentors, Residents, Relay faculty and school personnel. This data-driven assessment, a focus of the Partnership, is paramount to developing strong and **responsive systems** to support teacher retention and K-12 success. It further encourages a holistic experience for Residents that synthesizes the academic and professional realms, leading to novice teachers feeling more prepared and being more effective on Day 1. Finally, data will spur continuous improvement of alignment between educator preparation and school/district needs showing areas of success and opportunity.

2. **Professional development of School-Based Mentors:** Mentor cultivation is one focus of this project as it relies on a separate, though related, skill set to being an effective K-12 teacher. We will build mentor capacity to support future aspiring teachers through training in this program. Also, we will gain their feedback on this preparation to lead candidates through their on-ramp to teaching. With this knowledge, we will continue to develop tools and understanding to support Mentors and mentees in the teacher pipeline.
3. **Resident support systems:** This project will use qualitative and quantitative feedback from residents to illuminate the supports they leveraged and gaps where we can keep developing systems post-grant.
4. **Leadership:** Using results of this project, school leaders will increase capacity to recruit and retain diverse novice teachers and nurture their growth as effective teachers. Collaborating with schools/districts, Relay leadership will introduce refinements of its academic preparation and residency design to strengthen alignment with local needs.

### **Delaware State University Sustainability**

Starting in February 2020, Delaware State University has partnered with the National Center for Teacher Residencies (NCTR) to build a sustainable residency model that can provide a new pathway to the profession for undergraduate and graduate students, while leveraging university, district and state resources. Several avenues are under exploration, some of which are part of this partnership:

- Sharing responsibility for stipends with the district
- Lowering tuition costs for residents by leveraging Delaware Teacher Academies and developing an accelerated path to the classroom
- Reducing stipend levels
- Seeking funds through local, state and federal levels

The DSU Residency model is in development and scheduled to be finalized in late Spring 2021.

#### *State Resources*

Beyond the financial resources provided in this grant, the State's forward thinking and investment in Teacher Academies across the state is a resource to be leveraged to build sustainability for the work that is being seeded

through this grant. The Memorandum of Understanding between districts and institutions of higher education outlines agreements for Delaware's high school students to earn college credits prior to their matriculation as a college student. In the case of Delaware State University, this equates to 15 credits, a full semester. This can certainly equate to a semester less of tuition but related to the sustainability and expansion of the residency model this allows for any Delaware student graduating from a Delaware high school's Teacher Pathway to have their senior year freed up for a full year residency with no additional cost to their college expenses. Such a model would not require such a generous stipend as the State is providing for this grant.

#### *University (Scholarships, Grants)*

Delaware State University has several scholarships for DSU students that may not provide such generous stipends for students during the residency, but significantly offset the cost for obtaining their bachelor degree: the Inspire scholarship available for all Delaware high school graduates who meet the requirements, along with the STEP scholarship which is specifically targeted to Delaware high school graduates pursuing a degree in education - often bridging the gap with the Inspire scholarship to allow Delaware State University education students from Delaware to graduate with little to no debt. In this way, the scholarships contribute to the sustainability of the residency model, but reduce costs associated with plans the state may consider in the future such as for student loan forgiveness.

#### **Wilmington University**

Residencies can only be successful if they are both high-quality and financially sustainable. Financially sustainable programs are resistant to short-term financial shocks and they have the resources to seize a new opportunity, such as growing the program to scale, if one arises. They are also recurring, meaning that they are available year after year, rather than temporary. Put another way, financially sustainable programs accomplish three things: (1) Draw funding primarily from variable revenue streams that increase as the number of residents increases, (2) Receive funding from several diverse sources, (3) Obtain funding from recurring funding sources.

Under current program functions, WilmU Yearlong Residency operates without external funding and support. Currently, Wilmington University support of YLR residents consists of the following; (1) tuition reduction to the lowest rate possible, (2) tuition reduction of 50% per the academic year in which the resident is enrolled into the YLR, (3) tuition reduction via a three credit, no tuition performance assessment course allowing for financial aid funds to purchase the DE state required exit performance assessment; (ETS – PPAT), (4) securing of federal, state, or local grants to provide a stipend, and (5) hiring of Mentor Teachers as university adjuncts providing a stipend of \$4,500.

While able to provide and sustain aforementioned **current** district partnerships and programming for a high-quality pathway to educator preparation, limitations within scalability are directly related to lack of employment promise and the non-paid internship aspect of the program. Meaning, the majority of the financial burden falls upon the resident as the experience is a non-paid internship. This financial burden is the root cause for lack of expansion and increased participation within the residency option. As most of the student population at Wilmington University is considered non-traditional, residents are unable to engage in the program due to typical financial commitments.

Three possible options currently exist relative to sustainability of Yearlong Residency options. These three options are presented within the framework of this grant opportunity to **initiate conversation and planning** between district partners and Wilmington University. **Revenue Option 1. Capturing Cost Savings to the District(s)** – WilmU YLR can possibly capture some of the cost savings they produce for their district partners to support their ongoing work. This generally takes the form of a “finder’s fee” to the residency program. The approach establishes a performance contract that ties district payments to program outcomes. In this scenario, the district would defer payments to the residency program until it realizes the cost savings the residency program promised based on metrics both parties agree to at the start of the contract. **Revenue Option 2. Sharing Responsibility for Stipends** - Both IHE and the district partner(s) should take ownership of teacher training, to include financial support. In addition to sharing the cost savings the residency program produces, the district should pay some part of resident and mentor stipends. Typically focused on specific areas of teacher shortages, this type of program follows the *Opportunity Culture* approach where schools completely redesigned how they use staff, time, and resources to extend the reach of excellent teachers to more students. **Revenue Option 3. Access All Eligible Funding Sources** - In addition to the options above, WilmU YLR will continue to seek any federal, state, or local dollars for which the

program might be eligible, as well as financial aid that could offset tuition costs for residents. In addition, WilmU YLR, will provide a 50% reduction of tuition to all residents participating in the residency academic year.

In addition to the aforementioned sustainability options, Colonial will continue to explore the viability of using current, annual funding streams to provide support for each element of the program: recruitment costs, resident stipends, mentor/advising teacher stipends, and scholarships to partnering IHE's. All three partnering organizations are working with other stakeholders organized by the Rodell Foundation to identify sustainable funding sources. This endeavor will continue through the next two school years with the intention that a consistent revenue source will be identified.

**SECTION B: IMPLEMENTATION PLAN**

**Years 1 & 2**

**Context:** The milestones outlined below represent a cyclical approach to resident onboarding, recruitment, development and coaching. The schedule will continue every year that the opportunity is available.

<b><u>Milestone Activity</u></b>	<b><u>Timeline (By when?)</u></b> <b><u>Month/year</u></b>	<b><u>Person Responsible</u></b>
<p><b>Monthly Meetings for Residents:</b> Goals: Monthly meetings for residents will assist:</p> <ul style="list-style-type: none"> <li>- Colonial School District with accepting nine residents to serve the district's diverse and predominantly high needs population of students.</li> <li>- With ensuring 50% of the residents will identify as a teacher of color.</li> </ul>	<p>August 2021-June 2022  August 2022-June 2023</p>	<p>Dana Davissson – Relay  Crystal Timmons - DSU  Tyler Wells – WilmU</p>
<p><b>Teacher Resident Coursework:</b> Goals: The coursework will help:</p> <ul style="list-style-type: none"> <li>- 85% of Relay residents pass Gateway 5, the Praxis, &amp; edTPA.</li> <li>- 100% of DSU residents pass PPAT.</li> </ul>	<p>September 2021-June 2022  September 2022-June 2023</p>	<p>Dana Davissson – Relay  Crystal Timmons - DSU  Tyler Wells - WilmU</p>



<ul style="list-style-type: none"> <li>- 100% of WilmU residents pass all evaluations including Praxis &amp; PPAT.</li> </ul>		
<p><b>Teacher Resident Coaching:</b> Goals: Teacher resident coaching will help:</p> <ul style="list-style-type: none"> <li>- 85% of Relay residents pass Gateway 5, the Praxis, &amp; edTPA.</li> <li>- 100% of DSU residents pass PPAT.</li> <li>- 100% of WilmU residents pass all evaluations including Praxis &amp; PPAT.</li> </ul>	<p>September 2021-June 2022  September 2022-June 2023</p>	<p>Dana Davisson – Relay  Crystal Timmons - DSU  Tyler Wells – WilmU</p>
<p><b>Teacher Advisor Training and Support:</b> Goals: Teacher advisor training and support will assist the district with reaching the goals of:</p> <ul style="list-style-type: none"> <li>- 90% of residents graduating and continuing employment in Colonial the following year.</li> <li>- 70% of the residents working in Colonial for a minimum of 3 years.</li> </ul>	<p>September 2021-June 2022  September 2022-June 2023</p>	<p>Christine Eisenhauer - Relay  Crystal Timmons - DSU  Tyler Wells - WilmU</p>
<p><b>Recruitment Planning Meetings:</b> Goals: Recruitment planning meetings will:</p> <ul style="list-style-type: none"> <li>- Help the Colonial School District with recruiting and accepting nine residents to serve the district’s diverse and predominantly high needs population of students.</li> <li>- Ensure 50% of the residents recruited will identify as a teacher of color.</li> </ul>	<p>November 2021  November 2022</p>	<p>Jennifer Alexander (Colonial), Christine Eisenhauer and Yasha Simms (Relay), Crystal Timmons &amp; Shelley Rouser (DSU), Tyler Wells (WilmU)</p>
<p><b>Finalize Recruitment Plan:</b> Goals: The recruitment plan will:</p> <ul style="list-style-type: none"> <li>- Help the Colonial School District with recruiting and accepting nine residents to serve the district’s diverse and predominantly high needs population of students.</li> </ul>	<p>December 2021  December 2022</p>	<p>Jennifer Alexander (Colonial), Christine Eisenhauer and Yasha Simms (Relay), Crystal Timmons &amp; Shelley Rouser (DSU), Tyler Wells (WilmU)</p>

<ul style="list-style-type: none"> <li>- Ensure 50% of the residents recruited will identify as a teacher of color.</li> </ul>		
<p><b>Recruiting of potential teacher residents (job fairs, para interest meetings, teacher interest meetings):</b></p> <p>Goals: Recruit events will:</p> <ul style="list-style-type: none"> <li>- Help Colonial School District with recruiting and accepting nine residents to serve the district’s diverse and predominantly high needs population of students.</li> <li>- Ensure 50% of the residents recruited will identify as a teacher of color.</li> </ul>	<p>November 2021-January 2022</p> <p>November 2021-January 2023</p>	<p>Jennifer D. Alexander (Colonial), Yasha Simms &amp; Dana Davisson (Relay), Crystal Timmons (DSU), Tyler Wells (WilmU)</p>
<p><b>Resident Feedback Survey:</b></p> <p>Goals: The resident feedback survey will help reach the goal of:</p> <ul style="list-style-type: none"> <li>- 90% of residents graduating and continuing employment in Colonial the following year.</li> <li>- 70% of the residents working in Colonial for a minimum of 3 years.</li> </ul>	<p>January-February 2021</p> <p>January-February 2022</p>	<p>Dana Davisson (Relay), Crystal Timmons (DSU), Tyler Wells (WilmU)</p>
<p><b>Mentor Teacher Mid-Year Review:</b></p> <p>Goals: The mentor teacher mid-year review will help reach the goal of:</p> <ul style="list-style-type: none"> <li>- 90% of residents graduating and continuing employment in Colonial the following year.</li> <li>- 70% of the residents working in Colonial for a minimum of 3 years.</li> </ul>	<p>January 2022</p> <p>January 2023</p>	<p>Dana Davisson (Relay), Crystal Timmons (DSU), Tyler Wells (WilmU), Colonial Principals, Jennifer Alexander (Colonial), Betsy Fleetwood (Colonial), Pete Leida (Colonial)</p>
<p><b>Colonial Resident Mixer:</b></p> <p>Goals: The resident mixer will assist Colonial with:</p> <ul style="list-style-type: none"> <li>- Accepting nine residents to serve the district’s diverse and predominantly high needs population of students.</li> <li>- Ensuring 50% of the residents identify as a teacher of color.</li> </ul>	<p>February 2022</p> <p>February 2023</p>	<p>Jennifer Alexander (Colonial), Katie Strouss (Colonial), Yasha Simms (Relay), Crystal Timmons (DSU), Tyler Wells (WilmU)</p>

<p><b>Process Potential Resident Applications:</b> Goals: The resident application process will assist Colonial with:</p> <ul style="list-style-type: none"> <li>- Accepting nine residents to serve the district’s diverse and predominantly high needs population of students.</li> <li>- Ensuring 50% of the residents identify as a teacher of color.</li> </ul>	<p>February-May 2022  February-May 2023</p>	<p>Dana Davisson (Relay), Crystal Timmons (DSU), Tyler Wells (WilmU)</p>
<p><b>Teacher Resident/Teacher Advisor Match Meetings:</b> Goals: The teacher resident/teacher advisor match meetings will assist Colonial with:</p> <ul style="list-style-type: none"> <li>- Accepting nine residents to serve the district’s diverse and predominantly high needs population of students.</li> <li>- Ensuring 50% of the residents identify as a teacher of color.</li> </ul>	<p>April-May 2022  April-May 2023</p>	<p>Jennifer Alexander (Colonial), Nneka Jones (Colonial), Dana Davisson (Relay), Crystal Timmons (DSU), Tyler Wells (WilmU)</p>
<p><b>Mentor End of Year Report:</b> Goals: The mentor end of year report will help:</p> <ul style="list-style-type: none"> <li>- 85% of Relay residents pass Gateway 5, the Praxis, &amp; edTPA.</li> <li>- 100% of DSU residents pass PPAT.</li> <li>- 100% of WilmU residents pass all evaluations including Praxis &amp; PPAT.</li> </ul>	<p>May 2022  May 2023</p>	<p>Christine Eisenhauer (Relay), Tyler Wells (WilmU), Crystal Timmons (DSU)</p>
<p><b>Residency Reflection Meeting:</b> Goals: The residency reflection meeting will help reach the goal of:</p> <ul style="list-style-type: none"> <li>- 90% of residents graduating and continuing employment in Colonial the following year.</li> <li>- 70% of the residents working in Colonial for a minimum of 3 years.</li> </ul>	<p>June 2022  June 2023</p>	<p>Jennifer Alexander (Colonial), Betsy Fleetwood (Colonial), Pete Leida (Colonial), Nneka Jones (Colonial), Christine Eisenhauer (Relay), Tyler Wells (WilmU), Crystal Timmons &amp; Shelley Rouser (DSU)</p>
<p><b>Resident Feedback Survey:</b> Goals: The resident feedback survey will help reach the goal of:</p>	<p>January 2022  January 2023</p>	<p>Yasha Simms (Relay), Tyler Wells (WilmU), Crystal Timmons (DSU)</p>

<ul style="list-style-type: none"> <li>- 90% of residents graduating and continuing employment in Colonial the following year.</li> <li>- 70% of the residents working in Colonial for a minimum of 3 years.</li> </ul>		
<p><b>Comprehensive Data Review:</b> Goals: The comprehensive data review will help:</p> <ul style="list-style-type: none"> <li>- 85% of Relay residents pass Gateway 5, the Praxis, &amp; edTPA.</li> <li>- 100% of DSU residents pass PPAT.</li> <li>- 100% of WilmU residents pass all evaluations including Praxis &amp; PPAT.</li> <li>- 90% of residents graduating and continuing employment in Colonial the following year.</li> <li>- 70% of the residents working in Colonial for a minimum of 3 years.</li> </ul>	<p>June-July 2022  June-July 2023</p>	<p>Jennifer Alexander (Colonial), Betsy Fleetwood (Colonial), Peter Leida (Colonial), Christine Eisenhauer (Relay), Tyler Wells (WilmU), Crystal Timmons and Sabrina Bailey (DSU)</p>
<p><b>Teacher Resident Summer Training:</b> Goals: The teacher resident summer training will help:</p> <ul style="list-style-type: none"> <li>- 85% of Relay residents pass Gateway 5, the Praxis, &amp; edTPA.</li> <li>- 100% of DSU residents pass PPAT.</li> <li>- 100% of WilmU residents pass all evaluations including Praxis &amp; PPAT.</li> <li>- 90% of residents graduating and continuing employment in Colonial the following year.</li> <li>- 70% of the residents working in Colonial for a minimum of 3 years.</li> </ul>	<p>July-August 2022  July-August 2023</p>	<p>Dana Davisson (Relay), Tyler Wells (WilmU), Crystal Timmons (DSU)</p>
<p><b>Annual Formative Assessment of Project:</b> Goals: The annual formative assessment of the project will help:</p> <ul style="list-style-type: none"> <li>- 85% of Relay residents pass Gateway 5, the Praxis, &amp; edTPA.</li> </ul>	<p>July 2022  July 2023</p>	<p>Jennifer Alexander (Colonial), Christine Eisenhauer (Relay), Tyler Wells (WilmU), Crystal Timmons (DSU)</p>

<ul style="list-style-type: none"> <li>- 100% of DSU residents pass PPAT.</li> <li>- 100% of WilmU residents pass all evaluations including Praxis &amp; PPAT.</li> <li>- 90% of residents graduate and continue employment in Colonial the following year.</li> <li>- 70% of the residents work in Colonial for a minimum of 3 years.</li> </ul>		
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*Add rows as necessary*

**SECTION C: BUDGET**

- State Funds Budget Form-***SEE ATTACHED***
- Budget Narrative - Please include a budget narrative which provides rationale for funds requested, and clearly states:

Colonial, Relay GSE, and Wilmington University have been partnering together in a variety of ways for the past several years and are looking forward to continuing the partnership with an expansion of the Residency Program to include Delaware State University.

As recruitment incentives for these programs, we are seeking funds in a couple of different ways. These funds will be encumbered during the 2021-22 school year. First, we would provide each Teacher Resident with a stipend. The stipends for each program are different as the target population is different. Residents will be paid \$25,000 with health insurance costs added for Relay residents because they are graduate students and may not have other coverage. For Undergraduate Residents at Delaware State University and Wilmington University, we would offer \$25,000 with no benefits. Additionally, we will provide, from local funds, a stipend of (\$2500 per Resident Advisor) for Relay GSE Resident Advisor who share their classroom with the Resident and provide on-site support to the Resident. It is hoped that the stipends provided above will create a high-quality pool of applicants that assists in meeting our teacher equity goals. We have also budgeted \$3,000 for each IHE to provide professional development to the staff of each school hosting residents to strengthen the buy-in for the residency program among all school staff.

- Anticipated number of residents admitted to the program each year;

- It is our goal to have a minimum of 9 residents in Colonial schools from a combination of the three programs.
- Identified schools and/or subject areas.
  - We have identified the following high needs ‘Hub’ schools to serve as hosts for each of the Residency Partnerships.
  - **Wilmington University**-Eisenberg Elementary & McCullough Middle School
  - **Delaware State University**-Castle Hills Elementary & George Read Middle School
  - **Relay GSE**-New Castle Elementary & William Penn High School

**Section D: Evaluation Rubric**

Grant Title: Yearlong Residency Grant

Using the rubric, reviewers will assign numerical scores, prepare comments, and meet to determine consensus.

Plan Criteria	Meets All Criteria	Meet Some Criteria	Meets Few or No Criteria
<b>10 Points</b>	<b>10</b>	<b>5-9</b>	<b>0-4</b>
<b>Alignment to Definition of Teacher Residency Program</b>	The proposal is fully aligned to the definition of a teacher residency program.	The proposal is only partially aligned to the definition of a teacher residency program.	The proposal does not include program details that are aligned to the definition of a teacher residency program.
<b>5 Points</b>	<b>5</b>	<b>2-4</b>	<b>0-1</b>
<b>Clarity of Proposal</b>	Submission has no grammatical or spelling errors. Clearly written and easily understood.	Submission contains some minor grammatical and/or spelling mistakes. Some sections are unclear.	Multiple grammatical and/or spelling mistakes throughout the submission. One or more sections are difficult to understand as written.
<b>10 Points</b>	<b>10</b>	<b>5-9</b>	<b>0-4</b>
<b>Context, Shared Vision and Partnership</b>	The vision is clear, student-focused, and compelling,	There is some evidence of a shared vision, but the	The problem presented is unclear and/or only represents

	<p>and explicitly describes how the residency will help to achieve the vision.</p> <p>There is a compelling shared vision that articulates the purpose and outcomes of the joint effort.</p> <p>The proposal presents clear and compelling problems shared by all partners and supported by data.</p> <p>Roles and responsibilities are clearly identified.</p>	<p>proposal does not clearly articulate the purpose and outcomes of the joint effort.</p> <p>The proposal mentions the problem that the proposed project intends to solve, but lacks detail about how the joint efforts will help to solve these problems.</p> <p>The proposal uses data, but it is limited and somewhat disconnected from the identified problems.</p> <p>Some roles and responsibilities are clearly identified.</p>	<p>one partners' needs and perspectives.</p> <p>The proposal does not use data to support the identified problem.</p> <p>The proposal lacks a shared vision and does not articulate the purpose and proposed outcomes of the joint effort. Roles and responsibilities are not clearly identified.</p>
<b>20 Points</b>	<b>20</b>	<b>10-19</b>	<b>0-9</b>
<b>Residency Curriculum, Program, Formative Feedback</b>	<p>The proposal includes information on the coursework and clinical experience and includes sufficient detail to assess the likelihood of day one readiness of the resident.</p> <p>There is evidence that candidates will receive regular, aligned feedback from multiple stakeholders. Candidate progress will be continuously assessed using data.</p> <p>Candidates will know which skills are assessed and how they are being assessed.</p> <p>There is evidence of plans to provide well-calibrated assessments of prioritized skills, with time devoted to training and calibration before the school year begins and on an ongoing</p>	<p>The proposal includes information on the coursework and clinical experience; however, it lacks the detail required to fully assess whether or not the resident would be ready on day one, to be an effective teacher.</p> <p>The plan includes some opportunities for teacher candidates to receive feedback, but it is not clear how this feedback will be used in relationship to candidates' progress through the program.</p> <p>There are plans for some support and training to calibrate feedback, but the plan may lack detail. There is evidence of a plan to select and support mentor teachers and University Supervisors (or similar role), but the plan may</p>	<p>The proposal does not include sufficient information on what the coursework for a resident includes, nor does it include sufficient information on what the clinical experience includes.</p> <p>The plan seems unlikely to provide regular enough feedback such that candidates know what concrete steps they can take to improve their practice.</p> <p>There is no plan for how feedback will be used in relationship to candidate's progress through the program.</p> <p>If in evidence at all, the plan to provide feedback seems to indicate that feedback will be sporadic and/or uncalibrated.</p> <p>No selection process or training for mentor teachers and University Supervisors (or similar role</p>

	<p>basis thereafter.</p> <p>Mentor teachers and University Supervisors (or similar role) will receive specialized training to observe instruction and provide effective feedback.</p> <p>Continued eligibility to serve as a mentor teacher is based on candidate satisfaction and success</p>	<p>lack detail.</p>	
<b>10 Points</b>	<b>10</b>	<b>5-9</b>	<b>0-4</b>
<b>Evaluation Systems and Structures</b>	<p>The application clearly addresses how the proposed program/activity will be evaluated for success. It addresses specific data points, and includes benchmarks (if applicable) and targeted goals</p>	<p>The application somewhat addresses how the proposed program/activity will be evaluated for success. It addresses some data points and includes benchmarks (if applicable) and targeted goals.</p>	<p>The application does not include an evaluation plan, or the plan to evaluate is weak, or does not include specific measurable data points.</p>
<b>15 Points</b>	<b>15</b>	<b>7-14</b>	<b>0-6</b>
<b>Budget and Budget Narrative</b>	<p>Budget is clear, reasonable and cost effective. Budget narrative itemizes expenses in detail. Budget calculations are correct. Budget does not exceed limits as stated on the application. Budget includes additional funds from another source.</p>	<p>Budget is reasonable and cost effective. Budget narrative identifies expenses and provides general explanation. Budget contains a few errors. Budget does not exceed limits as stated on the application.</p>	<p>Budget is not clear, reasonable and/or cost effective. Budget narrative does not provide detailed explanation of expenditures. Budget contains errors and/or is completed incorrectly. Budget exceeds limits as stated on the application.</p>
<b>10 Points</b>	<b>10</b>	<b>5-8</b>	<b>0-4</b>
<b>Sustainability Plan</b>	<p>The application clearly describes a sustainability plan beyond the life of the grant including partnership structures and a decrease in</p>	<p>The application somewhat describes a sustainability plan beyond the life of the grant and some partnership structures and does not</p>	<p>The application does not clearly describe a sustainability plan beyond the life of the grant, nor does it include long term change in partnership structures and</p>



	reliance of grant funds over time.	include a decrease in reliance of grant funds over time.	does not include a decrease in reliance of grant funds over time.
<b>20 Points</b>	<b>20</b>	<b>10-19</b>	<b>0-9</b>
<b>Implementation Plan</b>	A timeline including all specific steps in the implementation process is included. Milestones listed are linked to goals. All dates are appropriate and reasonable. Key persons responsible are listed.	A timeline that includes steps in the implementation process and appropriate dates are included - and/or-Most key persons responsible are listed. Some activities are linked to goals.	The timeline is limited and includes few steps for implementation and/or specific dates- and/or-Key persons responsible are not listed. Limited activities are linked to goals.

**Appendix A: Relay GSE Program Description Details**

**Relay GSE Teacher Residency Overview:**

**Overview**

Relay Graduate School of Education (Relay GSE), in partnership with select partner school networks, will lead the Relay Teaching Residency to provide aspiring teachers a clear pathway into a career as a highly effective teacher. Residents will receive extensive weekly training and deliberate practice in proven, highly effective teaching techniques. During the program, Residents will learn what it takes to have high-expectations, and be a data-driven, super-planned teacher while providing real value to their schools and delivering quality work on all responsibilities. The Relay Teaching Residency is a two-year experience. Program participants will spend their first year “in residency” at their school, and then transition into a full-time teaching role in their second year while they complete their Master in the Art of Teaching (MAT) degree. The Relay Teaching Residency will provide Residents with a structured, supportive and more sustainable on-ramp into the rewarding and challenging teaching profession, while also providing partner schools with a robust, diverse, and highly selective pipeline of teachers. Residents will be well prepared to have a significant impact on student achievement in the classrooms where they work.

**Relay GSE Curriculum and Training**

Research on teacher residencies is pretty clear: program graduates have much stronger first-year teaching experiences and are able to push achievement gap-closing results much faster than other first-year teachers. The Relay Teaching Residency is rooted in the Relay GSE program, a practical, research-based, curriculum designed specifically to enable graduates to lead their predominantly urban students to demonstrable annual achievement gains. The Residency program will include:

- Five additional days of summer training before the school year starts
- One, 3–4-hour weekly session of intensive, deliberate practice
- Two, 2.5-hour weeknight sessions a month of Relay GSE content pedagogy instruction
- One, 5-hour Saturday session per month for Relay GSE core pedagogy coursework
- State-of-the-art online instruction (8-10 hours per month)
- Aligned Relay GSE assessments that require Residents to demonstrate proficiency in instruction
- Regular supportive and evaluative observations of Residents by the Relay GSE Dean and faculty

### **Deliberate Practice**

One of the most valuable things a teacher can do to prepare for excellence is practice! Deliberate practice—a focus on the concrete and specific teaching skills necessary to maximize impact in the classroom—will be a cornerstone of the Resident training experience. Residents will participate in weekly 3-hour practice sessions to develop and perfect their teaching skills. These practice sessions will complement and support Relay GSE’s Master’s classes. For example, in conjunction with Relay GSE classroom management modules, Residents will practice responding to common classroom management scenarios by applying techniques and strategies they learn in their coursework. They will receive expert feedback, apply that feedback, and do it again to build their management toolboxes, muscle memory, and increase effectiveness as classroom managers over time.

### **Gradual On-Ramp to Teaching**

The Relay Teaching Residency will provide Residents a carefully designed and structured gradual on-ramp into teaching as their skills and effectiveness increase throughout the year. Residents will teach more and take on more responsibilities in the classroom and throughout the school, as their skills develop, and the school year progresses. For example, after Residents have been introduced to and learned about basic classroom management, they will be asked to take on the responsibility of managing transitions in the class or leading the opening procedures to hone their skills. Residents will use these opportunities to demonstrate proficiency by filming themselves for Relay GSE assessments. By late spring, Residents should

be ready to move into more consistent teaching of at least one period a day in order to demonstrate readiness for full-time teaching the following year. Participants in the Relay Teaching Residency will be expected to gradually take on more responsibilities. If a Resident is showing promise, the partner school may accelerate their on-ramp into assigned teaching responsibilities.

### **Gateways**

The acquisition of additional teaching responsibilities for Relay Teaching Residents will be dependent upon successful completion of Gateway assessments. Resident Gateways are designed to ensure that the most valuable skills needed to start a career in teaching are mastered, and that Residents are ready to be hired as full-time teachers after they complete the Residency year.

Gateway #1 - Mindsets and Professionalism: Residents will demonstrate key mindsets of high expectations, personal responsibility, continuing improving effectiveness, as well as professionalism standards.

Gateway #2 – Classroom Management: Residents will be able to manage classroom behavior by applying techniques to ensure positive momentum and learning while executing the first few minutes of class.

Gateway #3 – Introducing Material: Residents must prove that they can teach the introduction to new material while engaging all learners.

Gateway #4 - Teaching a Full Lesson: Residents will submit a full lesson video and be observed teaching a lesson in their schools to determine their readiness for the increased on ramp into teaching in May and ability to run a classroom the following year.

Gateway #5 - Full Time Teaching Placement: In conjunction with partner schools, Residents will be assessed for their readiness of becoming full-time teachers and find placement for the coming year.

Between each Gateway, Relay GSE will ask Residents to complete a variety of assessments focused on specific teaching practices like leading student practice, applying engagement strategies, or checking for understanding.

### **Flexible Job Description**

Partner schools will be invited to create a somewhat flexible job description for their Residents that give them ample time with students, access to a capable Resident Advisor, and a structured and thoughtful increase in teaching responsibilities. All

Residents will be required to have some teaching responsibilities from the beginning of the program in order to practice Relay GSE teaching methods, submit Relay GSE performance-based assessments, and demonstrate competencies for Gateways over the course of the year. These potential responsibilities include, but are not limited to, teaching small groups, supervising meals and transitions, teaching certain elective and enrichment courses, material preparation, and co-teaching. School leaders will determine the specific instructional work each Resident will perform to ensure that Residents support the school and are developing the necessary skills to be a successful teacher in a particular school setting.

### **Resident Advisor**

Each participant in the Relay Teaching Residency is hired by a partner school and placed with a Resident Advisor whose classroom serves as a home base during the training year. Resident Advisors can be existing or potential instructional leaders or strong teachers who do not yet have leadership responsibilities. The Resident Advisor will fulfill several responsibilities to assist the development of the Resident including navigating the professional culture of a school, modeling excellent teaching, creating opportunities for the Resident to practice new techniques, providing instructional and professional feedback, complete Relay GSE assessments and Gateways, providing access to curriculum and lesson plan materials, and communicating regularly with Relay faculty regarding the development of the Resident. Relay GSE will work with schools to select each Resident Advisor.

## **Appendix B: Wilmington University Program Description Details**

### **WilmU YLR Mentor Selection**

#### **Mentor Teacher Eligibility Requirements**

Mentor Teachers will meet the following minimum eligibility requirements:

- Minimum of four years teaching experience
- Satisfactory rating on DPAS II in all areas (for a minimum of three years)
- Approval letter from school administrator and district
- Demonstrates leadership within school and/or district (ex. Building Leadership Team, Council Rep, etc.)
- Completed adjunct application and packet including resume

#### **Mentor Selection Activities and Evidence**

Mentor Teachers are identified at least eight months prior to site adoption and candidate / resident matching.

The Office of Clinical Studies in conjunction with partnership district administration will co-select Mentor Teachers for residency program through the following events and activities:

- Review and evaluation of Professional Growth Plan from DPAS II Component IV
- Past Observation and Evaluation of Instruction - DPAS II Components I, II and III
- Mentor Interview – individual Mentor Teacher Interview
- Mentor Lesson Observation – Observe Mentor Teacher during a lesson
- Mentor Knowledge of Students – written response to guided prompts concerning teacher understanding and knowledge of k-12 student demographics and contextual information.

## **WilmU YLR Site Selection**

### **Training Site Criteria**

Required Elements for School Site:

- Title I school
- 300 Enrollment
- Equal or close to equal Race / Ethnicity
- 10% Students with Disabilities
- Below 90 Attendance Rate
- Meets to Below ELA Proficiency Levels
- Leadership – no less than three years

The identified school site will demonstrate the following:

- Committed to Positive School Culture
- Commitment to Children
- Commitment to Community

### **Selection Process**

1. District and School Leadership review residency model and requirements.
2. University and District / School Leadership discuss options regarding residency implementation at school site.  
Dialogue focuses on implementation fidelity, expectations and requirements.
3. School Leadership presents residency model to Lead Mentor Teachers.
4. University and Mentor Teachers review entire model within open question format.
5. Mentor Teachers / School and District Leadership identify if site can host residents.
6. Professional Development is scheduled during the year prior to residency start.

## **WilmU YLR Resident Selection**

## **Teacher Candidate / Resident Eligibility Requirements**

WilmU YLR Eligibility requirements will be posted in the program specific course catalogue, Degree Program Fact Sheet, Course Sequence Sheet and on WilmU YLR Main Webpage.

Teacher Candidates will meet the following minimum eligibility requirements for full acceptance into the Residency Program:

- Successful completion of Praxis II examination - content specific - passage by June of the academic school year prior to the Residency
- Minimum GPA of 3.0 of the previous semester or transfer semester
- Curriculum alignment per enrolled program of study

## **Coursework and Curriculum Alignment Verification per Program**

To participate in the Yearlong Residency, candidates must be aligned to the coursework structure *as much as possible*. The structure below is a basic framework and is flexible with the exceptions of Practicum III, Student Teaching and Clinical Assessment (EDU specific). If you have questions as to your coursework structure, please contact Tyler Wells; [tyler.a.wells@wilmu.edu](mailto:tyler.a.wells@wilmu.edu)

### *Undergraduate – EDU (B-2, K-6)*

During the Fall semester, candidates will register for the following courses – EDU 392, EDU 402, EDU 403 EDU 404, EDU 405

During the Spring semester, candidates will register for the following courses – EDU 452 and EDU 451

### *Undergraduate – EDU (Middle Level)*

During the Fall semester, candidates will register for the following courses – EDU 392 and the one required methods course aligned to your program of study.

During the Spring semester, candidates will register for the following courses – EDU 452 and EDU 451

### *Graduate – MEE (Elementary Education)*

During the Fall semester, candidates will register for the following courses – MEE 7998, MEE 7633, MEE 7634, MEE 7637, MEE 7638

During the Spring semester, candidates will register for the following courses – MEE 8805 and MEE 8801

#### *Graduate – MAS (Secondary Level)*

During the Fall semester, candidates will register for the following courses – MAS 7998, MAS 7801 and MAS 8805

During the Spring semester, candidates will register for the following courses – MAS 8801

#### *Graduate – MSE (Special Education)*

During the Fall semester, candidates will register for the following courses – MSE 7993 and MSE 8805

During the Spring semester, candidates will register for the following courses – MSE 8802

### **Teacher Candidate / Residency Selection Activities and Evidence**

#### Initial Screening

- Satisfactory rating on Dispositions Intake Interview
  - Identifier of Met / Not Met, according to rubric
- Satisfactory rating on Dispositions Reflections Tasks
  - Minimum score of 3 on reflections
- Teacher Candidate Written Response
  - Minimum score of 3 on written response
- Teacher Candidate Video Recording
- Teacher Candidate Lesson Observation – All candidates within all programs must teach and record a minimum of four lessons prior to eligibility timeline. Candidates must score a 3 or better on the Delaware Performance Appraisal System (DPAS II) rubric. Mentor Teachers will observe and review recorded lessons focusing on “best fit” for his or her classroom.

#### Initial Interview



- Teacher Candidate interview with university faculty (cross colleges), external stakeholders and graduates of YLR program.

#### Secondary Interview

- Teacher Candidate Interview – Candidates will be interviewed (county specific) by all stakeholders representing all partnership sites; mentor teachers, building administrators, human resource directors, faculty and graduate of program. Focus will be “best fit” into the Mentor Teacher’s classroom.

#### **WilmU Taskstream Data Collection System**

The College of Education features a comprehensive and effective assessment system that is part of the University's overall Outcomes Assessment Plan. Program assessments, designed to demonstrate the attainment of Wilmington University Program and Graduation Competencies, InTASC and related SPA Standards, are embedded in all programs.

To support this effort, the College of Education utilizes a suite of tools [Taskstream] as a unified system for collecting student and program data. This reinforces our student-centered accreditation and assessment data collection processes, allowing us to use data, organize information, and make it actionable to drive improvement. As noted by the Board of Examiners in our most recent Unit accreditation report, “The unit successfully evaluates the capacity and effectiveness of its assessment system, particularly in terms of providing evidence of desired candidate proficiencies and their progression through transition points. Examination of evidence demonstrates a commitment to utilization of sound measures directed at evaluation of candidate performance prior to program completion.”

All students at Wilmington University are required to successfully complete competencies unique to their preparation programs and common graduation competencies/educational values at either the undergraduate or graduate levels. The program competencies specify what the students need to know and be able to do to successfully complete their preparation programs, while the graduation competencies and educational values specify what those students need to know and be able to do to earn their undergraduate or graduate degrees. The educational values are more dispositional in nature. The program competencies are largely built around relevant state and national standards.

### WilmU YLR Assessment Measures

#### **Fall Semester Timeframe – September to December:**

Action Plan for Improvement: Within each semester, and if warranted and agreed upon by both the mentor teacher and university supervisor, a formal mechanism to provide a clear plan of action for improvement can be utilized. This structured plan of action applies to all aspects and facets of the experience.

Professional Responsibilities Form: Teachers engage in many professional activities as they develop teaching skills. During your clinical fieldwork (Practicum I, II, III and Student Teaching) you will gather evidence of such activities that focus on professional growth within the context of school, district, and student. This form is to be updated throughout the experience. Once ready, candidates select the instructor and click on request comments.

Philosophy of Education: Candidates will compose their personal teaching philosophy. An educational philosophy is a personal statement of a teacher's guiding principles about "big picture" education-related issues, such as how student learning and potential are most effectively maximized, as well as the role of educators in the classroom, school, community, and society. Each teacher comes to the classroom with a unique set of principles and ideals that affects student performance. A statement of educational philosophy sums up these tenets for self-reflection, professional growth, and sometimes sharing with the larger school community. Candidates will base their personal teaching philosophy on current practice and research.

Formal Observation and Evaluation #1 and #2: The observation requires candidates to use the new "Teaching and Learning Roadmap" and the Pre/Post Observation form for evaluation of teaching performance. Candidates will be required to create their teaching and learning roadmap using the "Lesson, Units and Rubrics" tab in Taskstream.

Thematic Unit or Concept of Study – Unit or Area #1 and #2 (decided upon in collaboration with the Mentor Teacher):

ELA, Math, Social Studies, and/ or Science - Using the Wilmington University Unit Plan Format found within the Lessons, Units and Rubrics Tool on Taskstream, and the Next Generation Science and (all content) Common Core Standards, the teacher candidate will complete and submit an age-appropriate unit of lesson plans which includes a variety of methods and materials to teach Science across content areas, including the application of critical thinking and problem-solving skills. The thematic Unit

of lessons must address cultural differences, different developmental levels, different learning styles and ability levels. It must also include both formative and summative assessment strategies, and digital age learning experiences to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. The teacher candidate will facilitate a lesson from the Unit to demonstrate the teaching of science, to build student understanding for personal and social applications, and to convey the nature of science. Candidates must also incorporate, as appropriate, the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students within the planned unit.

Dispositions Post Survey: Completed by the teacher candidate as they complete the Fall semester. This is the final self-evaluation on teacher dispositions.

Mid Term Evaluation of Candidate Performance: This section is completed by the supervisor evaluating candidate performance at a designated "halfway" point during the experience.

Candidate Mid-Term Self- Evaluation: This section is to be completed by the candidate at the end of the Fall semester timeframe. Candidates reflect on their experience to date providing details on coursework, instructor, mentor teacher, etc.

Multicultural Survey: An area of importance for teacher candidates is to ensure that they work with students, families, and communities in ways that reflect the dispositions expected of teachers as delineated in professional, state, and institutional standards. BS candidates must recognize, develop, and model dispositions that are expected of beginning teachers. In order to assess a teacher candidate's dispositions and values, the College of Education administers the "Inventory of Beginning Teacher's Dispositions" and "Multicultural Inventory" during clinical courses in the undergraduate program. Because of the importance accorded to these surveys, teacher candidates are expected to participate fully and to comply with these tasks as assigned.

## **Spring Semester Timeframe – January to June**

Action Plan for Improvement: Within each semester, and if warranted and agreed upon by both the mentor teacher and university supervisor, a formal mechanism to provide a clear plan of action for improvement can be utilized. This structured plan of action applies to all aspects and facets of the experience.

Praxis Performance Assessment for Teachers: The PPAT by Education Testing Systems (ETS) assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher. It is designed to: develop more effective teachers in the classroom, identify strengths and areas for improvement of practice, allow student teachers to continually refine their teaching practices, and contribute to a development plan for professional growth.

Professional Responsibilities Form: This form is to be updated throughout the experience. Once ready, candidates select the instructor and click on request comments.

Formal Observation and Evaluation #3, #4 and #5: The observation requires candidates to use the new “Teaching and Learning Roadmap” and the Pre/Post Observation form for evaluation of teaching performance. Candidates will be required to create their teaching and learning roadmap using the “Lesson, Units and Rubrics” tab in Taskstream.

Final Dispositions Evaluation: Teacher candidates are evaluated in a variety of ways throughout their program of study. This Dispositions Assessment is designed to evaluate the intern’s professional conduct that impacts student learning as well as the intern’s professional growth. University supervisors and cooperating teachers collaboratively support teacher candidates’ advancement of clearly defined professional responsibilities and dispositions that characterize successful educators.

Thematic Unit or Concept of Study – Unit or Area #3 and #4: (decided upon in collaboration with the Mentor Teacher): See above for detailed descriptions

Final Evaluation of Candidate Performance: This section is completed by the supervisor and mentor teacher evaluating candidate's performance at the end of the student teaching experience. The final evaluation provides the teacher candidate a culminating view into his/her experience.

Candidate Final Self Evaluation: This section is to be completed by the candidate at the end of his/her experience providing details as to the experience, placement, setting, supervisor and mentor teacher.

**Delaware State University**

DSU is in progress with revising the pilot handbook under the consult of NCTR and will include partner districts in the revision process during Spring 2021.



**State of Delaware  
Department of Education  
Subgrant Award Notice  
State Funds**

**Subgrantee Information**

District/Charter School/Agency/Organization: Red Clay/Capital/Indian River  
 Address: 1502 Spruce Street, Wilmington, DE 19805  
 Project Coordinator: Stacie Zdrojewski

**Subgrant Information:**

Subgrantee Project Title: Yearlong Residency Consortium Subgrant Number: #03-22-02

**New**  **Amended**  
 Increased Amount: \$ \_\_\_\_\_ Decreased Amount: \$ \_\_\_\_\_

Subgrantee Dept. ID: 953200

FY: 2022 Appropriation #: 05225 Total Award: \$371,611.64

Start Date: 7/1/2021 End Date: 6/30/2022

**Sub-grant Issued:**

Budget Transfer Transfer #: TR22014  
 Intergovernmental Voucher  
 (IVT) to State Entity  
 Voucher to Non-State Entity

Payment Schedule, if Applicable: \_\_\_\_\_

**Department of Education Information and Approvals**

DOE Program Title: Yearlong Teacher Residencies

DOE Dept. ID: 950205 DOE FY: 2022 DOE Appropriation #: 05225

DOE Operating Unit: 95011500 Competitive Subgrant:  Yes  No

Existing RFA:  Yes  No Yearlong Residency Partnership Grant  
 RFA Name: p Grant

Existing RFP:  Yes  No DOE RFP#: \_\_\_\_\_ # of Extension: \_\_\_\_\_

Robert Grey *Robert Grey* Kimberly Rodriguez 302-735-4032  
 Program Manager Program Support Staff Work Group Phone #

**Approval Signatures**

Melissa J. Oates 07/20/2021 [Signature] 7/20/2021  
 Program Manager/Director Date Associate Secretary or Designee Date  
Cathy Wolf 7/23/2021 [Signature] 7/26/21  
 State Funds Education Associate Date Director of Finance or Designee Date



**State of Delaware  
Department of Education  
Subgrant Award Notice  
State Funds**

**Subgrantee Information**

District/Charter School/Agency/Organization: Red Clay/Capital/Indian River  
 Address: 1502 Spruce Street, Wilmington, DE 19805  
 Project Coordinator: Stacie Zdrojewski

**Subgrant Information:**

Subgrantee Project Title: Yearlong Residency Consortium Subgrant Number: #03-22-01

**New**  **Amended**  
 Increased Amount: \$ \_\_\_\_\_ Decreased Amount: \$ \_\_\_\_\_

Subgrantee Dept. ID: 953200

FY: 2022 Appropriation #: 05400 **Total Award:** \$402,938.07

Start Date: 7/1/2021 End Date: 6/30/2022

**Sub-grant Issued:**

Budget Transfer Transfer #: TR22014  
 Intergovernmental Voucher  
 (IVT) to State Entity  
 Voucher to Non-State Entity

Payment Schedule, if Applicable: \_\_\_\_\_

**Department of Education Information and Approvals**

DOE Program Title: Yearlong Teacher Residencies

DOE Dept. ID: 950202 DOE FY: 2022 DOE Appropriation #: 05400

DOE Operating Unit: 95011510 Competitive Subgrant:  Yes  No

Existing RFA:  Yes  No Yearlong Residency Partnership Grant  
 RFA Name: p Grant

Existing RFP:  Yes  No DOE RFP#: \_\_\_\_\_ # of Extension: \_\_\_\_\_

Robert Grey *Robert Grey* Kimberly Rodriguez 302-735-4032  
 Program Manager Program Support Staff Work Group Phone #

**Approval Signatures**

<u>Melissa J. Oates</u> Program Manager/Director	<u>07/20/2021</u> Date	<u>[Signature]</u> Associate Secretary or Designee	<u>7/20/2021</u> Date
<u>Cathy Wolf</u> State Funds Education Associate	<u>7/23/2021</u> Date	<u>Jennifer Carlson</u> Director of Finance or Designee	<u>7/26/21</u> Date



State of Delaware
Department of Education
State Subgrant Application

LEA/Agency/Organization Information

Name: Red Clay/Capital/Indian River Date: 6/6/2021

Address 1: 1502 Spruce Avenue Street Address P.O. Box

Address 2: Wilmington, Delaware 19805 City State Zip Code

Amount of Funding Requested: \$774,549.71 Total Cost of Project: \$774,549.71

Coordinator's Name: Stacie Zdrojewski Email: stacie.zdrojewski@redclay.k12.de.us Telephone: 302-552-3793

Proposed Subgrant Project Title: Yearlong Residency Consortium

Description of Project: See grant application

Objectives and Goals of the Project (How will this subgrant strengthen organization, make improvement, or achieve success?): This grant will allow the consortium districts to diversify the teacher pipelines. Please see grant application for additional info.

Specific Activities (Include information about service delivery and timeline): See grant application

Signature of Chief School Officer/Agency Head: [Handwritten Signature]

Printed Name: Darrell Green Date: 6/7/21

Signature of Business Manager: [Handwritten Signature]

Printed Name: Jill M. Floore Date: 6/7/21





# State of Delaware Department of Education State Funds Budget Form

<b>State Subgrant:</b>	Year Long Residency	<b>Project Start Date:</b>	7/1/2021
<b>Project Title:</b>	Year Long Residency	<b>Project End Date:</b>	
<b>LEA/Agency:</b>	Red Clay/Capital/Indian River		

### Expense Types and Account Codes: Salaries (5100) and Other Employee Costs (5120)

Employee Name	Title	FTE Percentage		State Funds Requested	Matching Funds	Total Funds
<b><u>PROFESSIONAL:</u></b>				\$	\$	\$
<b>Professional Subtotal</b>						
<b><u>SUBSTITUTES:</u></b>				\$	\$	\$
Red Clay Wilm U residents (2) salary 18,300				\$36,600.00		\$36,600.00
Red Clay Wilm U residents (9 @ high needs schools) salary 22,870				\$205,830.00		\$205,830.00
Capital Wilm U residents (8) salary 18,300				\$146,400.00		\$146,400.00
Capital Wilm U High Needs residents (3) salary 22,870				\$68,610.00		\$68,610.00
Indian River FY 21 Residents (1) salary 18,300				\$18,300.00		\$18,300.00
Indian River FY 21 Residents (10) high needs schools salary 22,870				\$228,700.00		\$228,700.00
<b>Substitutes Subtotal</b>				<b>\$704,440.00</b>		<b>\$704,440.00</b>
<b><u>SUPPORT STAFF:</u></b>				\$	\$	\$
<b>Support Staff Subtotal</b>						
<b><u>Reported Time/Casual Season</u></b>				\$	\$	\$
<b>Students Subtotal</b>						
<b>SALARY TOTAL:</b>				<b>\$704,440.00</b>		<b>\$704,440.00</b>
<b><u>OTHER EMPLOYEE COSTS:</u></b>				\$	\$	\$
FICA		6.20%		\$43,675.28		\$43,675.28
Medicare		1.45%		\$10,214.38		\$10,214.38
Pension		23.02%				
Workman's Comp		1.55%		\$10,918.82		\$10,918.82
Unemployment Insurance		0.11%		\$774.88		\$774.88
		32.33%				
Health Insurance/Other Non-taxed Benefits			27,986.88			
<b>OEC TOTAL:</b>				<b>\$65,583.36</b>		<b>\$65,583.36</b>
<b>SALARY AND OEC TOTAL:</b>				<b>\$770,023.36</b>		<b>\$770,023.36</b>



# State of Delaware Department of Education State Funds Budget Form

**State Subgrant:** Year Long Residency  
**Project Title:** Year Long Residency  
**LEA/Agency:** Red Clay/Capital/Indian River

**Project Start Date:** 7/1/2021  
**Project End Date:** \_\_\_\_\_

Expense Types and Account Codes: Travel (5400)					
Destination	Purpose	# of Travelers	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
<b>TOTAL TRAVEL COSTS</b>					

Expense Types and Account Codes: Contractual Services (5500)				
Vendor Name	Service Provided	State Funds Requested	Matching Funds	Total Funds
		\$	\$	\$
	Subs for Fall Institute (dec 2021)	\$750.00		\$750.00
	Subs for Spring Institute (April 2022)	\$750.00		\$750.00
	Summer Celebration	\$776.35		\$776.35
	sub services Dec and April for development for 22/23 SY	\$2,250.00		\$2,250.00
<b>TOTAL CONTRACTUAL SERVICES COSTS</b>		<b>\$4,526.35</b>		<b>\$4,526.35</b>

Expense Types and Account Codes: Supplies and Materials (5600)					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>					



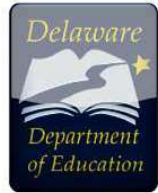
# State of Delaware Department of Education State Funds Budget Form

**State Subgrant:** Year Long Residency  
**Project Title:** Year Long Residency  
**LEA/Agency:** Red Clay/Capital/Indian River

**Project Start Date:** 7/1/2021  
**Project End Date:** \_\_\_\_\_

<b>Expense Types and Account Codes: Capital Outlay (5700)</b>					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
<b>Replacement Equipment</b>			\$	\$	\$
<b>New Equipment</b>					
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>					

<b>GRAND TOTAL</b>	<b>State Funds Requested</b>	<b>Matching Funds</b>	<b>Total Funds</b>
	<b>\$774,549.71</b>		<b>\$774,549.71</b>



**STATE OF DELAWARE  
DEPARTMENT OF EDUCATION**

***BUDGET SUMMARY OF STATE FUNDS***

**LEA/Agency Name:** Red Clay/Capital/Indian River

**State Subgrant Title:** Year Long Residency

**Project Title:** Year Long Residency

<i>Account Code</i>	<i>5100</i>	<i>5120</i>	<i>5400</i>	<i>5500</i>	<i>5600</i>	<i>5700</i>	<i>Total</i>
<i>Account Code Name</i>	<i>Salaries</i>	<i>OEC's</i>	<i>Travel</i>	<i>Contracted Services</i>	<i>Supplies &amp; Materials</i>	<i>Capital Outlay</i>	<i>Budget</i>
<b>Total Budget</b>	<b>\$704,440.00</b>	<b>\$65,583.36</b>		<b>\$4,526.35</b>			<b>\$774,549.71</b>

**Completed By:** Deborah L Roberts

**Date:** 7/15/2020

**Chief Financial Officer or Business Manager:** \_\_\_\_\_

**Date:** \_\_\_\_\_

DE DOE Yearlong Residency Partnership Grant  
AY 21/22 - YLR Consortium – Caesar Rodney, Capital, Christina, Indian River, Red Clay, Seaford, and WilmuU  
**Cover Page**

**AY 21/22 YEARLONG RESIDENCY GRANT APPLICATION**

Proposal Date: 2/1/21

**LEA Information**

LEA Name: Capital School District  
LEA Educator Preparation Provider: Jocelyn Brown - Supervisor of Instruction  
LEA Point of Contact Phone: 302-857-4224  
LEA Point of Contact Email: Jocelyn.Brown@capital.k12.de.us

LEA Name: Caesar Rodney School District  
LEA Educator Preparation Provider: Amanda Mazzola - Supervisor of Human Resources  
LEA Point of Contact Phone: 302-698-4851  
LEA Point of Contact Email: amanda.mazzola@cr.k12.de.us

LEA Name: Christina School District  
LEA Educator Preparation Provider: Paul Walmsley - Human Resources Director  
LEA Point of Contact Phone: 302-381-3247  
LEA Point of Contact Email: paul.walmsley@christina.k12.de.us

LEA Name: Indian River School District  
LEA Educator Preparation Provider: Celeste Bunting – Human Resources Director  
LEA Point of Contact Phone: (302) 436-1000  
LEA Point of Contact Email: celeste.bunting@irsd.k12.de.us

LEA Name: Red Clay School District  
LEA Educator Preparation Provider: Stacie Zdrojewski – Human Resources Education Associate  
LEA Point of Contact Phone: 302-552-3793  
LEA Point of Contact Email: stacie.zdrojewski@redclay.k12.de.us

LEA Name: Seaford School District  
LEA Educator Preparation Provider: Jason Cameron - Director of Human Resources  
LEA Point of Contact Phone: 302-629-4587  
LEA Point of Contact Email: jason.cameron@seaford.k12.de.us

**IHE Information**

IHE Name: Wilmington University  
IHE Point of Contact Phone: 302-342-8604  
IHE Point of Contact Email: tyler.a.wells@wilmu.edu

**Please indicate below which type of partnership grant you are applying.**

**Option 1:** Existing Partnerships

**Option 3:** New Partnerships

### **Context and Vision**

The face of education has changed drastically over the last decade. It is imperative that future educators are fully immersed and engaged in process and practice in order to understand and demonstrate what it means to be a teacher. In addition, teacher preparation programs have experienced increased scrutiny on programming, outcomes, and overall effectiveness in preparing residents for the teaching profession. This readiness factor connects directly to the areas of teacher quality, retention, recruitment, and Kindergarten through 12th grade (K-12) student achievement (Appendix A District Data - Contextual and Demographic). The residency concept is often associated with the medical school approach to training doctors. “Teacher residencies are based on the same premise: that those learning to teach need authentic learning experiences with expert mentorship in the context in which they will eventually be teaching” (Guha et al., 2017, p. 3). According to Darling-Hammond (Guha et al., 2017), “Research suggests that well-designed and well-implemented teacher residency models can create long-term benefits for districts, for schools, and ultimately and most importantly, for the students they serve” (p. ii).

### **Shared Vision and Partnership**

Now in its sixth year of operations, WilmU Yearlong Residency has graduated more than ### candidates, 99% being hired in the teaching profession, and 95% teaching in the state of Delaware. Within Academic Year 20/21, WilmU and three LEA partners (Capital, Indian River, and Red Clay School Districts) created a statewide **Yearlong Residency Consortium**; a partnership formed allowing stakeholders to leverage their combined resources and expertise to achieve results that are more significant. Within the timeline of AY 21/22, the consortium is planning the inclusion of three additional districts to expand opportunities, enhance access, and more equitably distribute high-quality graduates; respectively - Christina, Caesar Rodney, and Seaford School Districts. During AY 21/22, Las Americas ASPIRA Academy (the first charter school partnership) will enter into consortium transition with emphasis on enhancing diversity aligned to ASPIRA’s mission: empower the Puerto Rican and Latino community through advocacy and the education and leadership development of its youth. The YLR Consortium supports the implementation of a full immersion clinical model to: (1) **Improve** the clinical training of student teacher/teacher interns, (2) Utilize a **cohort** approach to the organization and placement of residents, (3) Transform the **role** of the cooperating teacher to that of a clinical educator - and **enhance** the prestige and professional dignity of that position, (4) Provide **training** for mentor teachers and interns PRIOR to placement of resident, (5) Cultivate an atmosphere of **professional collegiality** - communities of support, and (6) Create a clinical teacher education model that can be **evaluated, expanded, and replicated** (Appendix B WilmU YLR Consortium).

**Section A**

**Problem: Teacher Retention** - According to new research from the Alliance for Excellent Education, schools nationwide lose between \$1 billion and \$2.2 billion annually in attrition costs due to teachers leaving the profession (Haynes & Alliance for Excellent, 2014). One-third of all teachers vacate the profession within the first three years and greater than half of all urban teachers leave within five years (Barnes, Crowe, & NCTAF, 2007). Often, departing is the result of lacking preparation, not evidencing a lack of passion for teaching. Ingersoll and May (2012) state the amount of practice a resident is afforded, their opportunities to observe other teachers, and the amount of feedback residents received on their teaching is significantly related to whether new teachers remain in teaching (Appendix C Teacher Retention District Data).

**Problem: Teacher Recruitment** – Both School Districts and Educator Preparation programs, locally and nationally, identify difficulty in the recruitment of Teacher Residents within specific areas: diversity, mid-career professionals, and critical shortage areas (mathematics, science, special education, and bilingual / ESL education). In September 2015, the Albert Shanker Institute released an extensive report on teacher diversity in the United States arguing that “teacher diversity is an educational civil right for students” and provides recommendations for addressing the lack of diversity in the American education system (Shanker Institute, 2015, p. 1) (Appendix D Teacher Recruitment District Data).

**Problem: Quality of Teaching and Student Achievement** - Research points to the salutary effects of high quality and extensive clinical preparation on Teacher Residents’ confidence and sense of efficacy as they prepare to become a full time teacher of record (Kee, 2012). Studies have demonstrated that teacher efficacy is one of the strongest predictors of student achievement (Woolfolk, Hoy, & Davis, 2009). Goddard & Salloum (2012) define teacher efficacy as a teacher’s belief in his/her ability to complete a task. They have demonstrated efficacy has a stronger relationship with student achievement than either poverty or ethnicity (Appendix E Teacher Quality District Data).

**Data Driven Partnership** - To ensure accuracy and transparency within program planning, implementation, program health, data analysis, and eventual dissemination of data to the general public, district partners and Wilmington University will establish three main strategic teams that will provide the essential guidance to sustain and cultivate the residency model. The three strategic teams: Executive Committee, Implementation Team, and Advisory Council will monitor the following to ensure a successful program: 1) Resident progress including evaluation measures, 2) Number of Residents passing PPAT, 3) Milestones completed (certification, degrees awarded), 4) Resident’s impact on their K-12 students, 5) Number of Residents hired full-time post-program, 6) Qualitative feedback from stakeholders, including Residents, and 7) Retention rates of Residents who are hired as teachers from the residency partnerships schools (Appendix B WilmU YLR Consortium).

DE DOE Yearlong Residency Partnership Grant  
AY 21/22 - YLR Consortium – Caesar Rodney, Capital, Christina, Indian River, Red Clay, Seaford, and WilmU  
**Section A**

**District Needs Impacting Preparation** – Within all partner districts, the following challenges and concerns exist: 1) minority teacher population is significantly less compared to the minority student population, 2) small percentage of bilingual teachers compared to bilingual students, 3) struggles in employing teachers in critical needs areas, 4) first year readiness skills evaluated in the areas of classroom environment and instruction, and 5) improving and increasing teacher retention. All district partners have experienced more challenges in recruiting aspiring educators who are prepared to meet the demands of our students. In conjunction with Consortium Partners, the following areas have been identified as district areas of need aligned to the residency programming and preparation: (1) increasing Middle and Secondary Education YLR candidates, (2) Increased minority YLR candidates, (3) infusing coursework aligned to ELL / ESL certification.

**Partnership Data Reporting**

During Fall and Spring Institutes, resident performance data will be shared to all district partners. By using the College of Education’s Data Dashboard in Taskstream in partnership with evaluations conducted by district mentor teachers and school leaders, the consortium will be able to share and publish resident effectiveness monitored within the residency experience and five years after employment.

**Residency Year Curriculum**

**Clinical Practice** - Within the existing residency program, a strong partnership has been established between partner school districts and Wilmington University (Appendix F WilmU YLR District Memorandum of Understanding). This well-constructed partnership consists of mutually agreeable expectations for resident entry, preparation, and exit, which ensure that theory and practice are linked, maintain coherence across clinical and academic components of preparation, and share accountability for resident outcomes ([CAEP Standard 2](#)). Within this partnership, the districts and Wilmington University identify, co-select, prepare, and support high quality clinical educators or mentor teachers to guide and coach the teacher residents through their residency (Appendix G - WilmU YLR Mentor Selection); ultimately, leading to employment within Delaware schools (Appendix H - WilmU YLR Resident Contract).

During the residency, residents are selected through a collaborative process and placed as cohorts of residents in teaching schools that model best practices (Appendix I - WilmU YLR Site Selection). These teaching sites are typically environments serving diverse populations and learners. The framework of this clinical placement is based on a yearlong experience, one that identifies the teacher resident as a co-teacher in the classroom rather than that of a student teacher. This extended yearlong experience provides



**Section A**

the time in which teacher residents have the opportunity to apply the learned skills and knowledge with immediate feedback and support by the mentor teacher (Appendix J - WilmU YLR Resident Selection).

In these placements, teacher residents co-teach with assigned mentor teachers in all core subject areas over the entire school year; participating and assisting with all duties/responsibilities expected of the mentor teachers from the opening of school in the fall through the close of school in late spring. Residents experience and learn best-practice methodology/pedagogy in a field-based rather than college based setting; including, but not limited to, authentic lesson planning, differentiating instruction, and assessment of student learning. In addition, collection, analysis, and interpretation of immediate, real-time information for making real data-driven decisions about teaching and learning is an essential component of the program. Pedagogy, management, and assessment content are embedded into the Yearlong Clinical Residency in the form of High Priority Program Standards, Gradual Release of Responsibility, and Evaluation of Resident Performance. This field-based learning approach addresses Delaware Teacher Standards, Delaware Performance Appraisal System II (DPAS), and Wilmington University Program Competencies (Appendix K- WilmU YLR Gradual Release of Responsibility and Appendix L - High Priority Program Standards).

**Integrated Coursework** - Yearlong Residency residents are traditional and nontraditional Wilmington University students enrolled in one of the many Educator Preparation programs within the College of Education. Within the undergraduate population, residents are experiencing the Yearlong Residency during the last year of their typical four-year program of study. These individuals earn a bachelor's degree in either Elementary Education or Middle Level Education, content specific (Math, ELA, Science, or Social Studies). Within the graduate population, residents are experiencing the Yearlong Residency during the final year of a typical 18 to 24 month program. These individuals earn a bachelor's degree in either Elementary Education, a Master's in Special Education or Secondary Education, content specific (Math, ELA, Science, or Social Studies).

**New Partnership Expansion** - Expansion of Consortium Partners to include – Caesar Rodney, Christina, and Seaford School District. In an effort to construct a state-wide, collaborative partnership, integrating these district from each county will assist in the recruitment of additional candidates into the residency option and enhance the opportunities for equitable distribution of highly prepared, learner ready novice teachers. This expansion for AY 21/22 will align to the grants focus to plan, prepare, and ready additional “new” partners. This expansion will consist of two aspects; (1) Incorporating new consortium partners into the planning and development of AY 21/22 and AY 22/23 residency years, (2) Seeking funds to assist in new partner school site and mentor teacher preparation and professional development for eventual placement of YLR candidates in AY 22/23.

**Formative Feedback**

**Data Collection and Feedback** - The College of Education features a comprehensive, unified, and effective assessment system (Taskstream) for collection of student data that is part of the University's overall Outcomes Assessment Plan (Appendix M -WilmU YLR DPAS II Alignment and Appendix N - WilmU Taskstream Data Collection System). As such, continuous, timely, and appropriate feedback to residents is an essential component of the experience. The cohort of mentor teachers and building leaders collaborate alongside the university supervisor to provide feedback. This process is viewed in two distinct categories: feedback to provide support, guidance, and resources and feedback during evaluation.

*Feedback to provide support and resources* - Mentor teachers and university supervisors provide support to the resident while engaging in all facets of the instructional day: professional growth, classroom culture, assessment, planning and implementing instruction. Within the cohort model, mentor teachers are identified as the content expert and collectively and collaboratively guide residents exploring various supports and resources. During daily and/or weekly meetings, mentor teachers and university supervisors coach and guide the resident through his or her analysis and reflection on enactment.

*Feedback during evaluation* - Collaboratively, all parties provide direct, immediate, and recorded feedback during formal evaluation of resident progress aligned to Danielson and DPAS II within various assessment measures along the continuum of the academic year (Appendix O - WilmU YLR Assessment Measures).

*Feedback alignment to district* – To ensure district expectations are met, building and district level administration will engage in the feedback loop incorporating those specific initiatives and ideologies relative to the overall goals of the district.

### **Partnership Goals**

Partners have collaborated to discuss roles and responsibilities in successfully executing this project. We have aligned goals and practices to implement the project timeline, achieve milestones, and assess progress.

**Overall Program Goals:** (1) Develop a consistent pipeline of prepared, diverse educators for Delaware’s high needs schools who are committed to teaching for at least 3 years in high-need communities, (2) Create support systems and structures, including ongoing feedback and reflection, for Residents to develop their teaching through intensive clinical experience, rigorous curriculum, and continuous improvement, and (3) Maintain partnership to refine our mutual capacities in serving aspiring teachers to cultivate their ability to foster equitable student outcomes through effective teaching.

**Consortium Goals:** (1) 25% increase in cohort diversity (color &/or male) each academic year of residency consortium partnership, (2) 25% increase in Middle and Secondary Education cohort program enrollment, (3) 100% of cohort residents will be interviewed for positions, (4) 80% of cohort residents will be hired within the district of residency, (5) Recruit and maintain 50% of the cohort

**Section A**

residents interviewed and selected for positions beyond the three year commitment, (6) 25% increase in mentor teacher cohort diversity within residency consortium partnership.

**Roles and Responsibilities of Stakeholders**

Role	Responsibility
School District Mentor Teacher	The YLR Mentor Teacher provides guided facilitation of coursework competencies and clinical practice in the classroom while engaging and leading a co-teaching environment with the resident. The Mentor Teachers are responsible for all data collection, evaluation of resident performance, and prompt and critical feedback. The Mentor Teachers plan and lead professional development seminars for YLR residents, integrate residents into all aspects of the “teacher day”, and provide opportunities for reflection through daily purposeful conversations. Mentors participate in all professional development and program meetings (Appendix P – WilmU YLR Role of the Mentor Teacher).
School Building Administrator	The School Building Administrator establishes the culture and community of the YLR experience. The administrator assists with the selection of high quality Mentor Teachers, participates in resident selection process, identifies appropriate co-teaching environments, participates in YLR team meetings, evaluates resident performance, and provides feedback.
District Liaison	The District Liaison facilitates communication between the university and the school district. The role of the District Liaison is to ensure that residents have access to the information, resources and support necessary to fulfill their role within the district. The District Liaison will work with the university to help facilitate the candidate selection and placement process within the district, coordinate payment of stipends to YLRs within the district, support grant implementation for respective districts, and participate in coordination meetings between university and LEAs when possible.
University Supervisor	The University Supervisor serves as the liaison between the university and the yearlong site. The role of the supervisor is to work closely with the mentor teachers, to guide the interns, and provide them with an experience that is equivalent to the responsibilities of a full-fledged teacher. Supervisors examine and evaluate the relationship between resident and mentor teacher (Appendix Q – WilmU YLR Role of the Supervisor).
University YLR Coordinator	The YLR Coordinator works closely with University Program Chair to communicate the objectives of YLR to COE Faculty and provide updates at regular intervals. Recruitment of potential residents, serving as a resource for supervisors, attendance at YLR interest meetings of potential sites, and assisting in the development and update of a guidebook for students, mentor teachers, and supervisors are key responsibilities.

**Evaluation and Continuous Improvement**

Measuring the effectiveness of teacher residencies is imperative to preparing successful graduates, ensuring continuous improvement, and demonstrating impact. The unique structure of residency programs requires cross disciplinary assessment that begins with the program pipeline, from applicant to resident to graduate, and extends to the core building blocks of the residency program – mentor, coach, training site, and supervisor. Partners will use formative and summative measures to ensure program and partnership success. Within the residency year, aforementioned strategic teams will construct opportunities to analyze and reflect on program and partnership goals and progress.

**Evaluating Partnership** - The Strengthening Partnerships Tool is organized around four categories and 13 indicators of effective partnerships: (1) Foundations, (2) Systems and Structures, (3) Planning and Implementation, and (4) Communications.

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Within each category, indicators with criteria and a series of questions are used to help assess the extent to which each indicator is fully actualized. The tool will be implemented annually by all stakeholders within a 360 evaluation framework, in which results are summarized and presented by the executive committee (NTEP - [CCSSO: Working Better Together](#)).

**Assessing Program Impact** - Evaluating program impact requires the collection, analysis, and sharing of data aligned to various indicators and elements within the residency program. Under six main measures represented below, program evaluation will occur annually for Applicant, Resident, and Graduate / Employment Impact and bi-annually each academic year for Mentor Teacher, Training Site, and Supervisor Impact. Within the context of this grant opportunity, short and long-term indicators of success have been provided.

	Main Measures of Program Impact	Short Term Indicators of Success	Long Term Indicators of Success
Applicant	<ul style="list-style-type: none"> <li>Recruitment / Selection and Matching</li> </ul>	<ul style="list-style-type: none"> <li>Increase YLR applicants</li> </ul>	<ul style="list-style-type: none"> <li>Increase of residents selected for YLR program.</li> </ul>
Resident	<ul style="list-style-type: none"> <li>District Human Capital Goals</li> <li>Performance Data, Summative Assessments (PPAT), Teacher Evaluation Data</li> <li>Resident, Supervisor, Mentor, Building Leader, and K-12 Student Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Increase in number of residents passing Praxis II</li> <li>Increase in positive growth ratings using teacher evaluation assessments.</li> <li>Increase in overall ratings of readiness from Mentor, Building Leader, and Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>100% matching and selection rate with no removal or dissatisfaction.</li> <li>Increase of residents of color (and/or male).</li> <li>Increase of residents matched to high needs employment areas.</li> </ul>
Graduate	<ul style="list-style-type: none"> <li>Self-Perception and Employment Surveys</li> <li>Retention Rate Surveys</li> <li>Student Growth Data, Teacher Effectiveness Ratings, and Observation Data</li> <li>Building Leader Survey</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of residents completing educational milestones (certification, degrees awarded)</li> <li>Increased of residents retained in same placement schools/districts after 1 year</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of residents retained in Delaware</li> <li>Increased number of residents retained in the profession</li> <li>Percentage of residents leading their students to achieve at least 1 year’s academic growth</li> <li>Increased number residents retained in their schools/districts after 3 years</li> </ul>
Mentor Teacher	<ul style="list-style-type: none"> <li>Demographics</li> <li>Mentor Effectiveness Data</li> <li>Mentor Self-Preparedness Survey</li> <li>Resident Survey</li> </ul>	<ul style="list-style-type: none"> <li>Increase in the number of residents affirming support by district Mentor Teacher</li> <li>Increase in the number of Mentor Teachers affirming readiness to guide resident</li> </ul>	<ul style="list-style-type: none"> <li>Increased numbers of Mentor Teachers of color</li> <li>Percentage of mentors affirming effectiveness of residency impact and educator satisfaction.</li> </ul>
Training Site/ District	<ul style="list-style-type: none"> <li>Demographics and Effectiveness Data</li> <li>Resident and Supervisor Survey</li> </ul>	<ul style="list-style-type: none"> <li>Increase perception that Building Leader is supportive and active in the program</li> </ul>	<ul style="list-style-type: none"> <li>Increase in the number of training sites on boarded into program</li> </ul>
Supervisor/ IHE	<ul style="list-style-type: none"> <li>Demographics</li> <li>Effectiveness Data</li> <li>Mentor Teacher, Resident, and Building Leader Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Increased satisfaction rating of supervisor by Resident, Mentor Teacher, and Building Leader</li> </ul>	

**Partnership Sustainability**

DE DOE Yearlong Residency Partnership Grant  
AY 21/22 - YLR Consortium – Caesar Rodney, Capital, Christina, Indian River, Red Clay, Seaford, and WilmU  
**Section A**

Under current program functions, WilmU Yearlong Residency operates without external funding and support. Currently, Wilmington University support of YLR residents consists of the following: (1) tuition reduction to the lowest rate possible, (2) tuition reduction of 50% per the academic year in which the resident is enrolled in the YLR, (3) tuition reduction via a three credit, no tuition performance assessment course which allows for financial aid funds to purchase the DE state required exit performance assessment (ETS – PPAT), (4) securing of federal, state, or local grants to provide a stipend, and (5) hiring of Mentor Teachers as university adjuncts, providing a stipend of \$4,500. While able to provide and sustain aforementioned **current** district partnerships and programming for a high quality pathway to educator preparation, limitations within scalability are directly related to the non-paid internship aspect of the program. Meaning, the majority of the financial burden falls upon the resident as the experience is a non-paid internship. This financial burden is the root cause for lack of expansion and increased participation within the residency option.

Three possible options currently exist relative to sustainability of Yearlong Residency options. These three options are presented within the framework of this grant opportunity to **initiate conversation and planning** between district partners and Wilmington University. **Revenue Option 1. Capturing Cost Savings to the District(s)** – This generally takes the form of a “finder’s fee” to the residency program. The approach establishes a performance contract that ties district payments to program outcomes. In this scenario, the district would defer payments to the residency IHE partner until it realizes the cost savings the residency program promised based on metrics both parties agree to at the start of the contract. **Revenue Option 2. Sharing Responsibility for Stipends** - Both IHE and the district partner(s) should take ownership of teacher training, to include financial support. In addition to sharing the cost savings that the residency program produces, the district should pay some part of resident and mentor stipends. Typically focused on specific areas of teacher shortages, this type of program follows the [Opportunity Culture](#) approach where schools completely redesigned how they utilize staff, time, and resources. **Revenue Option 3. Access All Eligible Funding Sources** - In addition to the options above, WilmU YLR will continue to seek any federal, state, or local dollars for which the program might be eligible, as well as financial aid that could offset tuition costs for residents. In addition, WilmU YLR will provide a 50% reduction of tuition to all resident participating in the residency academic year.

DE DOE Yearlong Residency Partnership Grant  
YLR Consortium – Capital, Indian River, Red Clay and WilmU

**Section B – Implementation Plan**

**Year 1 - AY 21/22**

Milestone Activity	Timeline (By when? Month/year)	Person Responsible
Existing Residency Program, Procedures, and Protocols		
Existing Consortium district need and recruitment planning meetings – For AY 21/22 (Overall Goal #1 and #2) (Consortium Goal #1, #2, #3)	September 2020	District Representatives, Program Chair and Supervisors
Resident Recruitment (Consortium Goal #1, #2)	November 2020 – February 2021	District Representatives, Alumni, Supervisors, Mentor Teachers, and Program Chair
Initial Resident Meetings and Selection / Matching (Consortium Goal #1, #2)	March 2021 – May 2021	Program Chair, Supervisors, Mentor Teachers, District Level Personnel
Residency Start	August 2021 – depending on district mentor teacher start date	All Stakeholders
Teacher Resident Coursework, Coaching, and Mentoring (Overall Goal #1 and #2)	Ongoing – Entire academic year	Mentor Teachers and Supervisors
Monthly Meetings for Residents (Overall Goal #1 and #2)	August 2021 – May 2022	Supervisors
Formal Evaluation of Resident Performance – measured 5 times throughout academic year. (Overall Goal #1 and #2)	October to December 2021, February to May 2022	District Mentor Teacher, Supervisor, and Resident
Resident, Mentor Teacher, Building Level Leader Mid-Year Survey (Overall Goal #1 and #2) (Consortium Goal #3, #4, and #5)	December 2021	District HR Representative, Mentor Teachers, Building Leadership, Supervisors, Residents
Mid Year Evaluation of Resident Progress Consortium Goal #3, #4, and #5)	January 2022	District HR Representative, Mentor Teachers, Building Leadership, Supervisors, Residents
Mentor Teacher and District Level – Promotional Mixers – Prospective AY 22/23 Candidates (Consortium Goal #1, #2)	November 2021 – January 2022	Program Chair, Mentor Teachers, and District Personnel
Resident, Mentor Teacher, Building Level Leader End of Year Survey (Overall Goal #1 and #2)	May 2022	District HR Representative, Mentor Teachers, Building Leadership, Supervisors, Residents
Final Evaluation of Residency Progress Consortium Goal #3, #4, and #5)	May 2022	District HR Representative, Mentor Teachers, Building Leadership, Supervisors, Residents
Residency Completion and Celebration Event	June 2022	All Stakeholders
Residency Reflection and Summer Celebration and Closing the Loop Data Review - Consortium Mentor Teacher, Building Leader, and Supervisor Training (all districts – all stakeholders) (Consortium Goal #1, #2, #3, #4, and #5) (Overall Goal #1 and #2)	June 2022	All current YLR Residents, District Stakeholders, YLR Graduates, and all WilmU YLR Stakeholders

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**Section B – Implementation Plan**

<u>Milestone Activity</u>	<u>Timeline (By when? Month/year)</u>	<u>Person Responsible</u>
AY 21/22 Comprehensive Data Review (Overall Goal #1, #2, and #3)	July 2022	Executive Team
AY 21/22 Annual Mentor Teacher Summer training (Overall Goal #1, #2, and #3)	July 2022	District Representatives, Supervisors, Program Chair
Existing and New Consortium Partners		
AY 21/22 New Consortium Partners – Team Meeting for Site and Mentor Teacher Selection (Overall Goal #1, #2, and #3)	June 2021	New Site Building Leadership, District Representatives, Supervisors, and Program Chair
AY 21/22 New Consortium Partners – New Site and Mentor Teacher “Kick-Off” Meeting (Overall Goal #1, #2, and #3)	August 2021	New Site Building Leadership, District Representatives, Mentor Teachers, Supervisors, and Program Chair
AY 21/22 New Consortium Partners - Training Site and Mentor Teacher Professional Development (Overall Goal #1, #2, and #3)	October 2021 – June 2022 (ongoing throughout the academic year)	Program Chair, Supervisors, Mentor Teachers, District Level Personnel
Consortium Team meeting (Overall Goal #1, #2, and #3)	November 2021	All Consortium Partners
Fall Institute and Mid-Year Status- Consortium Mentor Teacher, Building Leader, and Supervisor Training (all districts – all stakeholders) (Overall Goal #1, #2, and #3)	December 2021	District Representatives, Mentor Teachers, Supervisors, and Program Chair
Executive Team planning and expansion meeting (Overall Goal #1, #2, and #3)	May 2022	All Consortium Partners
Spring Institute / End Year Status - Consortium Mentor Teacher, Building Leader, and Supervisor Training (all districts – all stakeholders) (Overall Goal #1, #2, and #3)	April 2022	District Representatives, Mentor Teachers, Supervisors, and Program Chair

**Year 2 - AY 22/23**

<u>Milestone Activity</u>	<u>Timeline (By when? Month/year)</u>	<u>Person Responsible</u>
Existing Consortium district need and recruitment planning meetings – For AY 22/23 (Overall Goal #1 and #2) (Consortium Goal #1, #2, #3)	September 2021	District Representatives, Program Chair and Supervisors
Resident and Mentor Teacher Interviews, Matching, and Selection events for AY 22/23 (Consortium Goal #1, #2)	February 2022 – March 2022	All District Stakeholders, YLR Graduates, and all WilmU YLR Stakeholders
Initial Resident Meetings and Selection / Matching (Consortium Goal #1, #2)	March 2021 – May 2021	Program Chair, Supervisors, Mentor Teachers, District Level Personnel
Residency Start	August 2022 – depending on district mentor teacher start date	
Teacher Resident Coursework, Coaching, and Mentoring (Overall Goal #1 and #2)	Ongoing – Entire academic year	Mentor Teachers and Supervisors
Monthly Meetings for Residents (Overall Goal #1 and #2)	August 2022 – May 2023	Supervisors

DE DOE Yearlong Residency Partnership Grant  
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**Section B – Implementation Plan**

<u>Milestone Activity</u>	<u>Timeline (By when? Month/year)</u>	<u>Person Responsible</u>
New Consortium Partners / Site / Mentor Teacher Meeting (Overall Goal #1, #2 and #3)	June 2022	
Formal Evaluation of Resident Performance – measured 5 times throughout academic year. (Overall Goal #1 and #2)	October to December 2022, February to May 2023	District Mentor Teacher, Supervisor, and Resident
Resident, Mentor Teacher, Building Level Leader Mid-Year Survey (Overall Goal #1 and #2) (Consortium Goal #3, #4, and #5)	December 2022	Program Chair
Mentor Teacher and District Level – Promotional Mixers – Prospective AY 23/24 Candidates (Consortium Goal #1, #2)	November 2022 – January 2023	Program Chair, Mentor Teachers, and District Personnel
Mid Year Evaluation of Resident Progress (Consortium Goal #3, #4, and #5)	January 2023	District HR Representative, Mentor Teachers, Building Leadership, Supervisors, Residents
AY 22/23 New Training Site and Mentor Teacher professional development (Overall Goal #1, #2, and #3) (Consortium Goal #6)	December 2022 – March 2023	Building Leadership, Mentor Teachers, Existing Mentor Teachers, Supervisor and Program Chair
Initial Executive Team meeting (All Goals)	November 2022	All Stakeholders
Expansion District Site Selection and Mentor Teacher Recruitment (Overall Goal #1, #2, and #3) (Consortium Goal #6)	November 2022	District Leadership, Building Leadership, Supervisors, and Program Chair
Fall Institute and Mid-Year Status- Consortium Mentor Teacher, Building Leader, and Supervisor Training (Overall Goal #1, #2, and #3)	December 2022	District Representatives, Mentor Teachers, Supervisors, and Program Chair
AY 23/24 Resident training site and classroom visits, Mentor Teacher visits and initial greetings, Residency program meetings, and District social mixers. (Consortium Goal #1, #2)	February 2023 – April 2023	All District Stakeholders, YLR Graduates, and all WilmU YLR Stakeholders
Executive Team planning and expansion meeting (All Goals)	May 2023	All Executive Team Stakeholders
Expansion District Mentor Teacher Professional Development (Overall Goal #1, #2, and #3) (Consortium Goal #6)	May 2023 – July 2023	District and WilmU Stakeholders
Spring Institute / End Year Status - Consortium Mentor Teacher, Building Leader, and Supervisor Training (Overall Goal #1, #2, and #3)	April 2023	District Representatives, Mentor Teachers, Supervisors, and Program Chair
AY 23/24 Resident and Mentor Teacher Interviews, Matching, and Selection events (Consortium Goals #1, #2)	April 2023-May 2023	All District Stakeholders, YLR Graduates, and all WilmU YLR Stakeholders
Resident, Mentor Teacher, Building Level Leader End of Year Survey (Overall Goal #1, #2, and #3)	May 2023	District Representatives, Mentor Teachers, Residents, Supervisors, and Program Chair



DE DOE Yearlong Residency Partnership Grant  
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**Section B – Implementation Plan**

<b><u>Milestone Activity</u></b>	<b><u>Timeline (By when? Month/year)</u></b>	<b><u>Person Responsible</u></b>
Residency Reflection and Summer Celebration and Closing the Loop Data Review - Consortium Mentor Teacher, Building Leader, and Supervisor Training (all districts – all stakeholders) (All Goals)	June 2023	All current YLR Residents, District Stakeholders, YLR Graduates, and all WilmU YLR Stakeholders
AY 22/23 Comprehensive Data Review (Overall Goal #1, #2, and #3) (Consortium Goals #3, #4, #5, #6)	July 2023	Executive Team
AY 23/24 Annual Mentor Teacher Summer training (Overall Goal #1, #2, and #3)	July 2023	District Representatives, Mentor Teachers, Supervisors, Program Chair
AY 23/24 Teacher Resident Summer training (Overall Goal #1, #2, and #3)	July 2023-August 2023	Residents, Supervisors and Program Chair

**Section C – Budget Narrative**

**Overview**

Wilmington University and District Partners are seeking funds to support and expand the Yearlong Residency model, currently, in its sixth year of implementation. At present, Wilmington University support of YLR residents fall within these parameters: (1) tuition reduction to the lowest rate possible, \$297 undergraduate credit hour, (2) tuition reduction of 50% per the academic year in which the resident is enrolled into the YLR, (3) tuition reduction via a three credit, no tuition performance assessment course allowing for financial aid funds to purchase the DE state required exit performance assessment (ETS – PPAT), (4) securing of federal, state, or local grants to provide a stipend, and (5) hiring of Mentor Teachers as university adjuncts providing a stipend of \$4,500.

Despite these initiatives, the majority of the financial burden falls upon the resident as the experience is a non-paid internship. This financial burden is the root cause for lack of expansion and increased participation within the residency option. The large majority of Wilmington University students are considered non-traditional; therefore, most residents are unable to engage in the program due to typical financial commitments.

- **WilmU YLR Tuition Reduction** – for those candidates participating in the YLR program, the University will reduce the cost of tuition by 50%.
  - *YLR Tuition Reduction Undergraduate...*      \$148.00 (per 3-credit YLR undergraduate course)
  - *YLR Tuition Reduction Graduate...*              \$233.00 (per 3-credit YLR graduate course)

**High Needs / Title 1**

Currently, the following schools are identified as Training Sites for WilmU YLR program: \*Training site identified as having completed the process of becoming a site, mentor teachers have been selected and trained, and residents have been hosted in the current year or years past.

District	School	“High Needs” - ESSA	Title I - ESSA
Appoquinimink School District	Cedar Lane Elementary		
Red Clay School District	Richey Elementary Richardson Park Elementary Shortlidge (Evan G.) Academy Stanton Middle School Skyline Middle School duPont (Alexis I.) High School	Yes Yes	Yes  Yes Yes Yes
Capital School District	North Dover Elementary Towne Point Elementary William Henry Middle School	Yes	Yes Yes
Colonial School District	Eisenberg (Harry O.) Elementary McCullough (Calvin R.) Middle School	Yes Yes	
Indian River School District	East Millsboro School District Georgetown Middle School Indian River High School	Yes	Yes  Yes

**Expansion Sites – New Consortium Partners (AY 22/23)**

District	School	“High Needs” - ESSA	Title I - ESSA
Caesar Rodney School District	Elementary (TDB – Site and Mentor Selection and Professional Development required) Middle School (TDB – Site and Mentor Selection and Professional Development required) Caesar Rodney High		

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**Section C – Budget Narrative**

District	School	“High Needs” - ESSA	Title I - ESSA
Christina School District	Elementary (TDB – Site and Mentor Selection and Professional Development required)	Yes	
	Bayard Middle School	Yes	
	High (TDB – Site and Mentor Selection and Professional Development required)	Yes	
Seaford School District	Frederick Douglas Elem.	Yes	
	Seaford Middle School		
	Seaford High School	Yes	

**Budget Explanation**

Within the existing residency program, a strong partnership has been established between partner school districts and Wilmington University. Since 2014, we have partnered with districts for implementation of the residency program. More importantly, we have built strong and healthy relationships with the original residency mentor teachers within these districts. These teachers have not only shared their expertise, yet also, have committed to a program in which they vehemently believe has a significant impact on teacher preparation in the state.

Expansion is a primary focus in AY 21/22 DE DOE RFA YLR. Keeping within the goals of the program, a focus on increasing minority candidates within “High Needs Settings” as well as “High Needs Employment Areas” will be the driving force during this timeframe. Expansion will also take the form of incorporating additional schools and a district(s) into the Consortium. Specifically, Caesar Rodney, Christina, and Seaford School Districts will enter into the Consortium for planning, preparation and implementation of the residency program. While not necessarily hosting candidates during AY 21/22, the integration of key district stakeholders will be necessary to address the needs of the district’s K-12 student population while constructing a residency program unique to each district AY 22/23.

Note\* Red Clay Consolidated School District has agreed to be the LEA fiduciary.

**AY 21/22 Budget Plan**

**Consortium Mentor Teachers and Supervisor Training (all districts – all stakeholders – including new partners)**

Timeframe	Title – Name	Materials / Supplies / Misc.	Cost
December 2021	Fall Institute / Mid-Year Status	Substitute Services Reproducible / Copies	<b>\$3,000</b>
April 2022	Spring Institute / End Year Status	Substitute Services Reproducible / Copies	<b>\$3,000</b>
July 2022	Summer Celebration and Closing the Loop Data Review	Lunch / <b>Meals</b> Reproducible / Copies	<b>\$1,500</b>
			<b>\$7,500</b>

**New Consortium Partners – Site and Mentor Teacher Professional Development for AY 22/23 (all stakeholders)**

Timeframe	Title – Name	Materials / Supplies / Misc.	Cost
October 2021	YLR PD Session 1	Substitute Services	<b>\$3,000</b>
December 2021	YLR PD Session 2	Reproducible / Copies	
January 2022	YLR PD Session 3	Substitute Services	<b>\$3,000</b>
February 2022	YLR PD Session 4	Reproducible / Copies	
March 2022	YLR PD Session 5		

DE DOE Yearlong Residency Partnership Grant  
 AY 21/22 - YLR Consortium – Caesar Rodney, Capital, Christina, Indian River, Red Clay, Seaford, and WilmU

**Section C – Budget Narrative**

Timeframe	Title – Name	Materials / Supplies / Misc.	Cost
July 2022	YLR PD Session 6	Lunch / <b>Meals</b> Reproducible / Copies	<b>\$3,000</b>
			<b>\$9,000</b>

**Residents by District, School and Associated Cost AY 2021/2022**

**Capital School District**

School	# Residents in High Needs (ESSA)	# Residents in High Needs Employment	# Residents Title I	Total # Residents	Stipend per Resident	Total Stipend
Towne Point Elementary		4		4	\$20,000	\$80,000
North Dover Elementary		4		4	\$20,000	\$80,000
<b>William Henry Middle School</b>	3	*also high needs		3	\$25,000	\$75,000
<b>Dover High</b>		2		2	\$20,000	\$40,000
				13		<b>\$275,000</b>

**Indian River School District**

School	# Residents in High Needs (ESSA)	# Residents in High Needs Employment	# Residents Title I	Total # Residents	Stipend per Resident	Total Stipend
<b>GT Elementary</b>	8			8	\$25,000	\$200,000
Georgetown Middle	3	*also high needs		3	\$25,000	\$75,000
Indian River High School		2		2	\$20,000	\$40,000
				13		<b>\$315,000</b>

**Red Clay School District**

School	# Residents in High Needs (ESSA)	# Residents in High Needs Employment	# Residents Title I	Total # Residents	Stipend per Resident	Total Stipend
Richey Elementary		4		4	\$20,000	\$80,000
<b>Richardson Park Elementary</b>	4			4	\$25,000	\$100,000
<b>Stanton Middle School</b>	3	*also high needs		3	\$25,000	\$75,000
<b>McKean High School</b>	2	*also high needs		2	\$25,000	\$50,000
				13		<b>\$305,000</b>

**Total Statewide Stipend and Professional Development AY 21/22**

	Total # of Residents	Stipend per Resident	Total Stipend
# High Needs (ESSA)	23	\$25,000	\$575,000
# High Needs Employment Areas	16	\$20,000	\$320,000
# Title I			
Consortium Mentor Teachers and Supervisor Training			\$7,500
New Consortium Partners – Site and Mentor Teacher Professional Development			\$9,000
			<b>\$911,500 Total Request AY 21/22</b>

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 AY 21/22 - YLR Consortium – Caesar Rodney, Capital, Christina, Indian River, Red Clay, Seaford, and WilmU  
**Section C – Budget Narrative**

**AY 22/23 Budget Plan**

**Consortium Mentor Teachers and Supervisor Training (all districts – all stakeholders – including new partners)**

Timeframe	Title – Name	Materials / Supplies / Misc.	Cost
December 2022	Fall Institute / Mid-Year Status	Substitute Services Reproducible / Copies	\$3,000
April 2023	Spring Institute / End Year Status	Substitute Services Reproducible / Copies	\$3,000
July 2023	Summer Celebration and Closing the Loop Data Review	Lunch / Meals Reproducible / Copies	\$1,500
			<b>\$7,500</b>

**New Consortium Partners – Site and Mentor Teacher Professional Development for AY 23/24 (all stakeholders)**

Timeframe	Title – Name	Materials / Supplies / Misc.	Cost
October 2022 December 2022	YLR PD Session 1 YLR PD Session 2	Substitute Services Reproducible / Copies	\$3,000
January 2023 February 2023 March 2023	YLR PD Session 3 YLR PD Session 4 YLR PD Session 5	Substitute Services Reproducible / Copies	\$3,000
July 2023	YLR PD Session 6	Lunch / Meals Reproducible / Copies	\$3,000
			<b>\$9,000</b>

**Residents by District, School and Associated Cost AY 2022/2023**

**Capital School District**

School	# Residents in High Needs (ESSA)	# Residents in High Needs Employment	# Residents Title I	Total # Residents	Stipend per Resident	Total Stipend
Towne Point Elementary		3		3	\$20,000	\$60,000
North Dover Elementary		3		3	\$20,000	\$60,000
William Henry Middle School	1	*also high needs		1	\$25,000	\$25,000
Dover High		1		1	\$20,000	\$20,000
						<b>\$165,000</b>

**Caesar Rodney School District**

School	# Residents in High Needs (ESSA)	# Residents in High Needs Employment	# Residents Title I	Total # Residents	Stipend per Resident	Total Stipend
Elementary (TDB – Site and Mentor Selection and Professional Development required)		3		3	\$20,000	\$60,000
Middle School (TDB – Site and Mentor Selection and Professional Development required)		1		1	\$20,000	\$20,000
Caesar Rodney High		1		1	\$20,000	\$20,000
						<b>\$100,000</b>

DE DOE Yearlong Residency Partnership Grant  
 AY 21/22 - YLR Consortium – Caesar Rodney, Capital, Christina, Indian River, Red Clay, Seaford, and WilMU  
**Section C – Budget Narrative**

**Christina School District**

School	# Residents in High Needs (ESSA)	# Residents in High Needs Employment	# Residents Title I	Total # Residents	Stipend per Resident	Total Stipend
Elementary (TDB – Site and Mentor Selection and Professional Development required)	3			3	\$25,000	\$75,000
Bayard Middle School	1			1	\$25,000	\$25,000
High (TDB – Site and Mentor Selection and Professional Development required)	1			1	\$25,000	\$25,000
						<b>\$125,000</b>

**Indian River School District**

School	# Residents in High Needs (ESSA)	# Residents in High Needs Employment	# Residents Title I	Total # Residents	Stipend per Resident	Total Stipend
Clayton Elementary		5		5	\$20,000	\$100,000
Georgetown Middle	2	*also high needs		2	\$25,000	\$50,000
Indian River High School		1		1	\$20,000	\$20,000
						<b>\$170,000</b>

**Red Clay School District**

School	# Residents in High Needs (ESSA)	# Residents in High Needs Employment	# Residents Title I	Total # Residents	Stipend per Resident	Total Stipend
Richey Elementary		3		3	\$20,000	\$60,000
Richardson Park Elementary	3			3	\$25,000	\$75,000
Stanton Middle School	1	*also high needs		1	\$25,000	\$25,000
McKean High School	1	*also high needs		1	\$25,000	\$25,000
						<b>\$185,000</b>

**Seaford School District**

School	# Residents in High Needs (ESSA)	# Residents in High Needs Employment	# Residents Title I	Total # Residents	Stipend per Resident	Total Stipend
Frederick Douglas Elem.	3			3	\$25,000	\$75,000
Seaford Middle School		1		1	\$20,000	\$20,000
Seaford High School	1			1	\$25,000	\$25,000
						<b>\$120,000</b>

**Total Statewide Stipend and Professional Development AY 22/23**

	Total # of Residents	Stipend per Resident	Total Stipend
# High Needs (ESSA)	17	\$25,000	\$425,000
# High Needs Employment Areas	22	\$20,000	\$440,000
# Title I			
Consortium Mentor Teachers and Supervisor Training			\$7,500
New Consortium Partners – Site and Mentor Teacher Professional Development			\$9,000
			<b>\$881,500 Total Request AY 22/23</b>

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**Appendix**

**Appendix A - District Demographics and Contextual Details**

**ASPIRA Academy**

The Las Américas ASPIRA Academy (LAAA) is the direct outgrowth of the mission of ASPIRA of Delaware, Inc., an associate office of the national ASPIRA Association. ASPIRA, since its start with ASPIRA New York, has had over fifty years of experience creating and implementing formal and informal education programs that build up youth self-esteem, cultural awareness, and leadership abilities. ASPIRA associate offices successfully operate charter schools in Philadelphia and Chicago. Originally founded as a Puerto-Rican organization, ASPIRA Associate Offices in the 7 states of Connecticut, Delaware, Florida, Illinois, New York, New Jersey, and Pennsylvania and the commonwealth of Puerto Rico now serve a diverse population of youth, with the specific mission to empower the Puerto Rican and Latino community through advocacy and the education and leadership development of its youth.

Las Américas ASPIRA Academy opened its doors in August 2011 with just over 300 students in grades K-5. In the 2020-2021 school year, LAAA will be serving over 1,000 students across two campuses in Newark, Delaware. Our East Campus will consist of grades K-8 and our high school will be located at the West Campus. Our East Campus is located at 326 Ruthar Drive in Newark, Delaware. Our West Campus is located at 750 Otts Chapel Road in Newark, Delaware.

Enrollment includes all students in preschool through 12th grade in traditional school districts, charter schools and vocational-technical schools

<b>Grades Served</b>	KN-08
<b>Race/Ethnicity</b>	
American Indian or Alaska Native	0.42%
Asian American	1.16%
Black or African American	12.79%
Hispanic or Latino	66.60%
Multi-Racial	1.69%
Native Hawaiian or Other Pacific Islander	0.21%
White or Caucasian	17.12%
<b>Residence</b>	
Foster Care	*
Homeless	*
Migrant	*
Military Family	2.43%
<b>Other Characteristics</b>	
English Learners	35.52%
Low Income	24.74%
Students with Disabilities	10.68%

**English Language Arts**



**50.42%**

50.42% of students were proficient in English language arts (ELA) last school year.

[More Info](#)

**Mathematics**



**40.17%**

40.17% of students were proficient in math last school year.

[More Info](#)

DE DOE Yearlong Residency Partnership Grant  
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**Appendix**

***Caesar Rodney School District***

The Caesar Rodney School District officially came into existence as State Consolidated District No. 1 on July 1, 1915 under the authority of a state consolidation law. Shortly thereafter, residents of the area voted 52 to 1 to approve a \$12,000 bond to supplement an \$18,000 appropriation from the state for the construction of a new school building for grades one through twelve. Not long after, the school board adopted the name Caesar Rodney for the district and school in honor of the Revolutionary War hero and statesman who had made his home near St. Jones Neck in the eastern part of the county. Three years later the state legislature passed another consolidation law in an effort to eliminate many of the one-room schoolhouses that dotted the state. On July 1, 1919 the Caesar Rodney Consolidated School District was joined with six smaller surrounding districts to form the Caesar Rodney Special School District.

In 2015, exactly 100 years after the Camden-Wyoming community passed their referendum consolidating their schools into the Caesar Rodney School District, the Caesar Rodney community passed an operating and capital expense referendum with 62 percent voting in favor of the referendum. The success of the 2015 referendum created additional classroom space at both McIlvaine and the high school as well; a 9th grade academy; the connection of C and D wings at CRHS; and new athletic fields. The Caesar Rodney School District is currently building a state-of-the-art elementary school in Magnolia. The Department of Defense also plans to build a new elementary/middle school on Dover Air Force Base. The district is also acquiring the St. Thomas More building to add another middle school to the district for the 2021-2022 school year.

From the joining of several one room schoolhouse districts in 1915 that were housed in several aging frame structures and served a mere handful of students the Caesar Rodney School District has grown to one of America's premiere public school districts, serving over 8,,000 students whose families are spread over more than 140 square miles and whose buildings are among the finest school facilities in the state. The Caesar Rodney School District takes pride in its long history of service to its community and is committed to continuing its record of service, accomplishment and improvement in the years to come.



**Caesar Rodney Demographics**

Enrollment includes all students in preschool through 12th grade in traditional school districts, charter schools and vocational-technical schools

**Race/Ethnicity**

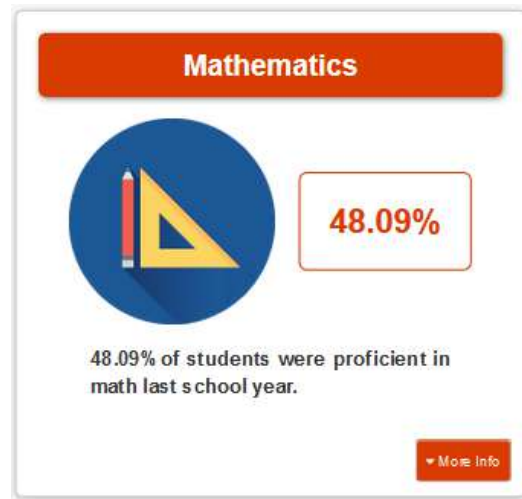
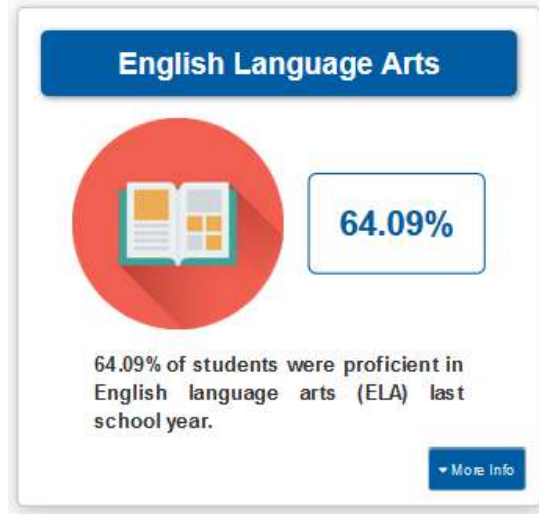
American Indian or Alaska Native	0.24%
Asian American	3.14%
Black or African American	25.77%
Hispanic or Latino	9.21%
Multi-Racial	7.30%
Native Hawaiian or Other Pacific Islander	0.13%
White or Caucasian	54.20%

**Residence**

Foster Care	0.26%
Homeless	2.05%
Migrant	*
Military Family	18.61%

**Other Characteristics**

English Learners	4.14%
Low Income	26.24%
Students with Disabilities	16.3%



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***Capital School District***

Capital School District continues to develop models of excellence for our students and families. We continue to offer a diverse set of programs and courses to ensure our students will be successful in school and in life. This year we will expand the intervention and enrichment opportunities we have available to our students at the secondary level. We also continue to support and expand the career pathways offered to ensure our students will be prepared for college and the career of their choice.

Capital School District sits in the center of Delaware and is identified as the capital city- Dover, Delaware. Dover, Delaware is the second largest city in Delaware (2017 census) with a population of over 38,079 and is consists of 23.24 square miles with a population density of 1,638.18. The median income is \$49,738 with 14,757 households in the city with 2.42 average size. Average rent is \$994 per month with 50.2% identified as homeowners. Adults over 25 have been identified as 11.22 percent having less than a high school diploma, 25.66% having a high school diploma, 25.69% with some college, 7.8% with an Associate's Degree, 16.73% with a Bachelor's Degree, and 12.89% with a Graduate Degree. The recent population demographics for Dover identified the population as 45.92% White, 42.80% African American, 5.83% Two or More Races, 2.9% Asian, 0.54% Native American, 1.87% Other Race, and 0.14% Native Hawaiian/Pacific Islander with 52.31% female and 47.69% male. The school district consists of 6,519 enrolled students with a recent graduation cohort of 77.08%, previous years graduation cohorts showed 81.76% (2016) and 85.36% (2017). The 2018 school year saw a 3.4% dropout number equal to 66 students overall. The student enrollment is broken down as follows: African Americans (51.74%), Asian Americans (2.5%), Hispanic/Latino (13.04%), Multi-Racial (4.46%), Native American (0.98%), Native Hawaiian/Pacific Islander (0.2%), and White (27.07%) based on fall enrollment. Student enrollment by gender includes 47.49% female and 52.51% male. We identified 448 students (6.87%) as English Learners, 3,074 (47.15%) students as low income, and 1,324 students (20.3%) as students with disabilities during the 2019 school year. Of these we identified 57 students in Foster Care, 198 students as homeless, and 124 as a member of a military family. Student discipline overall showed 290 (3.89%) students with In-School Suspensions and 862 Out-of-School Suspensions for 11.55% of our students. The student to teacher ratio across the school district is 13.4:1. Our overall population is diverse and our programming is expansive in relation to supporting these students.

Currently our schools average 53% or higher populations of low income students (Dover High School -55%, Central Middle School -67%, William Henry Middle School -68%, Booker T. Washington Elementary-72%, East Dover Elementary -80%, Fairview Elementary -70%, Hartly Elementary -53%, Kent County Community School -83%, North Dover Elementary -66%, South Dover Elementary -71%, and Towne Point Elementary -80% based on an April 12, 2018 snapshot of SNAP, TANF, and Medicaid report completed by DDOE. This report verifies that all schools are eligible for Title I (40% or higher low income).

Capital's ELA proficiency ratings showed that we had 43% of our students meeting or exceeding the benchmark for 2019, down from 45% meeting in 2018 in grades 3-11 (DeSSA (grades 3-8) and SAT (grade 11)). The African American population were approximately on par with the State data (35% Capital as compared to 36% Delaware) as compared to Hispanic/Latino data (38% proficient Capital/41% proficient Delaware), and White Capital (60%) and Delaware (66%). Math proficiency ratings for 2019 identified 32% meeting or exceeding the state benchmark, down from 33% for 2018. African American meets or exceeds data (Capital) equals 23% for math and Delaware data equals 24%. Capital at 29% meeting or exceeding with Delaware data at 33% for the Hispanic/Latino subgroup. The White subgroup for Capital identified 45% meeting or exceeding math benchmark with Delaware data at 56% meeting or exceeding.

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Capital School District Demographics

Enrollment includes all students in preschool through 12th grade in traditional school districts, charter schools and vocational-technical schools

**Race/Ethnicity**

American Indian or Alaska Native	0.98%
Asian American	2.50%
Black or African American	51.74%
Hispanic or Latino	13.04%
Multi-Racial	4.46%
Native Hawaiian or Other Pacific Islander	0.20%
White or Caucasian	27.07%

**Residence**

Foster Care	0.87%
Homeless	3.04%
Migrant	*
Military Family	1.9%

**Other Characteristics**

English Learners	6.87%
Low Income	47.15%
Students with Disabilities	20.31%

**English Language Arts**



**43.3%**

43.3% of students were proficient in English language arts (ELA) last school year.

[More Info](#)

**Mathematics**



**31.26%**

31.26% of students were proficient in math last school year.

[More Info](#)

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**Christina School District**

The Christina School District is one of Delaware's largest public school systems, serving more than 14,400 students and employing 2,600 people. Our district currently serves the City of Newark and its surrounding suburban areas as well as a portion of the City of Wilmington.

Christina has 2 early education centers, 14 elementary schools, 2 elementary/middle schools, 3 middle schools, and 3 traditional comprehensive high schools. In addition, the District is home to the Brennen School (Delaware Autism Program), Delaware School for the Deaf, Douglass School, REACH Program, Middle School Honors Academy at Christiana High School, Networks School for Employability Skills, and Sarah Pyle Academy.

**Mission**

The mission of the Christina School District is to improve student outcomes and give every student opportunities to learn in an academically challenging, safe, equitable, and nurturing school environment. We pledge to value parents, caregivers, and families as partners in educating all students to learn, live, and lead in the 21st century and beyond.

**Vision**

Together, educating every student for excellence.

**Enrollment includes all students in preschool through 12th grade in traditional school districts, charter schools and vocational-technical schools**

**Race/Ethnicity**

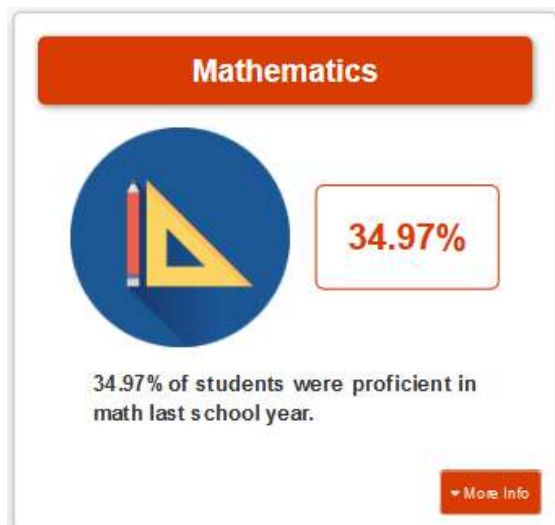
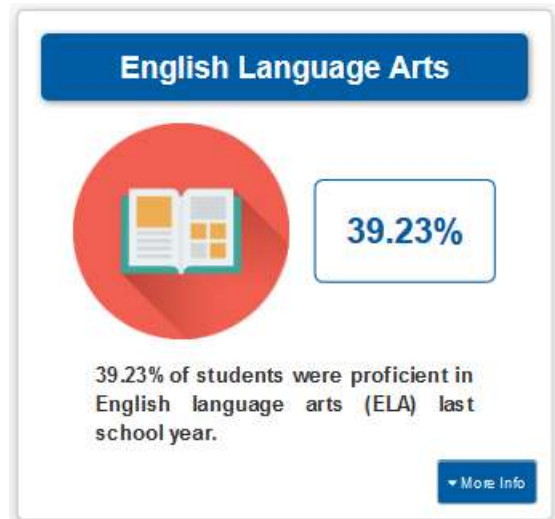
American Indian or Alaska Native	0.18%
Asian American	6.08%
Black or African American	39.10%
Hispanic or Latino	22.41%
Multi-Racial	5.04%
Native Hawaiian or Other Pacific Islander	0.18%
White or Caucasian	27.01%

**Residence**

Foster Care	0.33%
Homeless	1.57%
Migrant	*
Military Family	0.83%

**Other Characteristics**

English Learners	13.6%
Low Income	40.53%
Students with Disabilities	21.77%



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**Indian River School District**

The Indian River School District, located in Southeastern Sussex County, is one of the largest school districts in the State of Delaware. Formed in 1969 by the consolidation of several smaller districts, the Indian River School District serves the towns of Selbyville, Frankford, Dagsboro, Fenwick Island, Bethany Beach, Ocean View, Millville, Clarksville, Gumboro, Millsboro and Georgetown.

The Mission of Indian River School District is to assure that students attain the knowledge, skills, and attitudes needed to realize their potential, meet the challenges of their life choices, and fulfill their responsibilities as citizens of the State of Delaware, United States and world through a partnership of students, parents, staff, administrators, Board of Education and community.

Indian River School District Demographics

Enrollment includes all students in preschool through 12th grade in traditional school districts, charter schools and vocational-technical schools

**Race/Ethnicity**

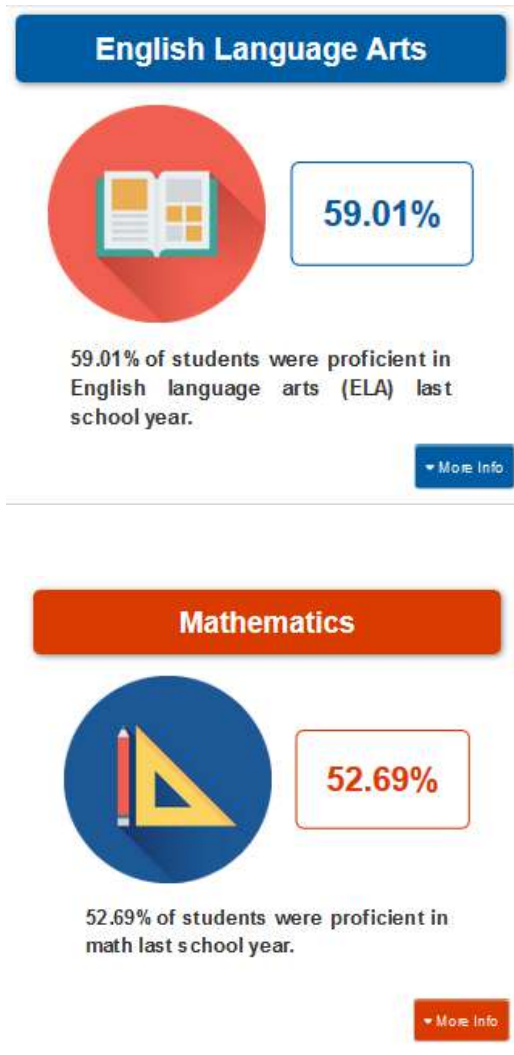
American Indian or Alaska Native	0.60%
Asian American	1.17%
Black or African American	12.06%
Hispanic or Latino	33.83%
Multi-Racial	4.02%
Native Hawaiian or Other Pacific Islander	0.07%
White or Caucasian	48.25%

**Residence**

Foster Care	0.26%
Homeless	0.57%
Migrant	0.34%
Military Family	2.54%

**Other Characteristics**

English Learners	20.32%
Low Income	32.1%
Students with Disabilities	16.9%



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***Red Clay School District***

The Red Clay Consolidated School District was formed on July 1, 1981. It is one of four districts created when the New Castle County School District was reorganized. Red Clay includes northwestern sections of the City of Wilmington and its suburbs, all the way to the Pennsylvania state line, from the Brandywine Creek to the Pike Creek Valley area, and along the Christina River back to the city line.

Including our charters, Red Clay is the largest public school district in the state. The district serves more than 16,000 students in 15 elementary schools, six middle schools, five high schools, and two special education schools. For information about the schools and their locations, please see the “Our Schools” link on the district homepage.

Of the more than 2,300 full-time employees, about 1,100 are teachers. The district operates on a budget of more than \$265 million. About thirty-eight percent of that amount is derived from local property taxes based on a rate of \$2.174 per \$100 of assessed property value. The remainder comes from state and federal funds.

Red Clay is a comprehensive K-12 public school system with excellent educational opportunities for students of all levels. The instructional program begins with the mastery of basic skills by all students and is centered around individualized programs to meet the needs of each student, from the least able to the most gifted. All Red Clay schools feature libraries, and there are planetariums and observatories, swimming pools, science labs, technology labs, industrial arts shops, and theatre and music facilities in the district. The district offers distinctive magnet programs including – Cab Calloway School of the Arts (grades 6-12), Conrad Schools of Science (grades 6-12), and Lewis Dual Language Elementary School (kindergarten-grade 5)

Other features of the program are:

- College prep, vocational/occupational, business and agriculture courses
- Programs for gifted students from age four through grade 12, including early graduation and early college enrollment opportunities
- A full array of interscholastic and intramural sports
- Extracurricular programs, including instrumental music instruction beginning at grade 3
- Free and appropriate programs for children requiring special education, based on the least restrictive environment and mainstreaming
- 100% of teachers state certified; all high schools accredited
- In-school and out-of-school alternative programs for disruptive students
- World languages including Chinese, Latin, French, German, Italian and Spanish

Red Clay School District Student Demographics

Enrollment includes all students in preschool through 12th grade in traditional school districts, charter schools and vocational-technical schools

**Race/Ethnicity**

American Indian or Alaska Native	0.32%
Asian American	6.72%
Black or African American	20.41%
Hispanic or Latino	26.97%
Multi-Racial	3.43%
Native Hawaiian or Other Pacific Islander	0.02%
White or Caucasian	42.12%

**Residence**

Foster Care	0.24%
Homeless	0.6%
Migrant	0.04%
Military Family	1.32%

**Other Characteristics**

English Learners	14.63%
Low Income	31.9%
Students with Disabilities	14.97%

**English Language Arts**



**51.42%**

51.42% of students were proficient in English language arts (ELA) last school year.

[More Info](#)

**Mathematics**



**39.76%**

39.76% of students were proficient in math last school year.

[More Info](#)

**Seaford School District**

The Seaford School District encompasses 82 square miles in lower Delaware, including the communities of Seaford and Blades. Our district consists of four elementary, one middle, and one high school and serves approximately 3500 students in grades Pre K - 12.

Enrollment includes all students in preschool through 12th grade in traditional school districts, charter schools and vocational-technical schools

**Race/Ethnicity**

American Indian or Alaska Native	0.23%
Asian American	0.63%
Black or African American	35.95%
Hispanic or Latino	23.04%
Multi-Racial	6.85%
Native Hawaiian or Other Pacific Islander	0.03%
White or Caucasian	33.28%

**Residence**

Foster Care	0.6%
Homeless	4.72%
Migrant	*
Military Family	2.65%

**Other Characteristics**

English Learners	18.91%
Low Income	42.43%
Students with Disabilities	17.89%

**English Language Arts**



**52.58%**

52.58% of students were proficient in English language arts (ELA) last school year.

[More Info](#)

**Mathematics**



**44.34%**

44.34% of students were proficient in math last school year.

[More Info](#)



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**Appendix B - WilmU YLR Consortium**

**Overview**

District partners have approved the creation of a statewide Yearlong Residency Consortium; a partnership formed allowing stakeholders to leverage their combined resources and expertise to achieve results that are more significant. Moreover, this consortium supports a program that creates a pipeline of qualified teachers, each agreeing to teach a minimum of three years in one of the partner districts. The YLR Consortium supports the implementation of a full immersion clinical model to: (1) Improve the clinical training of student teacher/teacher interns, (2) Utilize a cohort approach to the organization and placement of residents, (3) Transform the role of the cooperating teacher to that of a clinical educator - and enhance the prestige and professional dignity of that position, (4) Provide training for mentor teachers and interns PRIOR to placement of resident, (5) Cultivate an atmosphere of professional collegiality - communities of support, and (6) Create a clinical teacher education model that can be evaluated, expanded, and replicated.

**Executive Committee**

The Executive Committee provides the overall structure and guidance of the Yearlong Residency. The Executive Committee will meet twice a year. The team will be comprised of key leadership from distinct anchor organizations.

<b>Partner</b>	<b>Position</b>
Caesar Rodney School District	Amanda Mazzola
Capital School District	Jocelyn Brown
Christina School District	Paul Walmsley
Indian River School District	Lori Hudson / Celeste Bunting
Red Clay School District	Stacie Zdrojewski
Seaford School District	Jason Cameron
Wilmington University	Tyler Wells
Wilmington University	Al Diemedio
Delaware Department of Education	TBD

**Implementation Team (Currently AY 21/22)**

The Implementation Team is the driving force behind the Yearlong Residency model. This team works collaboratively to engage in the execution of the YLR model. Led by the Program Chair, the team makes programmatic decisions on all aspects of the YLR model. The team will meet three times a year. During Year 2 – Expansion to include Christina School District

<b>Partner</b>	<b>Position</b>	<b>Individual</b>
Wilmington University	Program Chair	Tyler Wells
	YLR Coordinator	Sandra Countley
	YLR Supervisor	Laura Burke
	YLR Supervisor	Betty Wyatt-Dix
	YLR Supervisor	Leah VanGelder

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<b>Partner</b>	<b>Position</b>	<b>Individual</b>
Caesar Rodney School District	Building Leadership and Mentor Teachers in school sites will be identified during AY 21/22	
Capital School District	Mentor Teacher Mentor Teacher Mentor Teacher Mentor Teacher Mentor Teacher Mentor Teacher Mentor Teacher Building Administrator Building Administrator District Level Representative	Amy Bowen Julie Powell Stacy Respoli Amanda Alexander Kimberly Fitzpatrick Theresa Trice Cheryl Terrell Cindy Berkey Kelly Green Charles Sheppard Sylvia Henderson
Christina School District	Building Leadership and Mentor Teachers in school sites will be identified during AY 21/22	
Colonial School District	Mentor Teacher Mentor Teacher Mentor Teacher Building Level Administrator District Level Representative District Level Representative	TBD TBD TBD David Distler Peter Leida Elizabeth Fleetwood
Indian River School District	Mentor Teacher Mentor Teacher Mentor Teacher Mentor Teacher Mentor Teacher Building Administrator Building Administrator District Level Representative District Level Representative	Jenna Kirk Michelle Anderson Crystal Schwenk Karen Coty Vickie Pendleton Neil Stong Michael Williams Lori Hudson Celeste Bunting
Red Clay School District	Mentor Teacher Mentor Teacher Mentor Teacher Mentor Teacher Mentor Teacher Mentor Teacher Mentor Teacher Building Administrator Building Administrator Building Administrator Building Level Representative	Angela Morrrow Maggie Brady Sara Corcoran Ashley Jones Sierra Eaton Brian Elliot James Bencrowsky Stephanie Armstrong Jason Martin Tasha Parnell-Fisher Stacie Zdrojewski

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Partner	Position	Individual
Seaford School District	Building Leadership and Mentor Teachers in school sites will be identified during AY 21/22	

Defining Roles and Responsibilities

Position	Roles	Responsibilities
WilmU Supervisor	Training, observation, evaluation, meetings, coach,	<p>Train and work with mentor teachers and act as liaison between the University, the teacher resident and the school.</p> <p>Work with candidates to complete tasks for the practicum 3 coursework.</p> <p>Teach lesson planning, unit building, staff relationships, discipline management, professionalism, dispositions, professional responsibilities and growth.</p> <p>Work with mentor teachers to facilitate methods and PLCs.</p> <p>Conduct training for mentor teachers on Taskstream, unit planning, grading, coaching, liaison with the mentor and student teaching coordinators.</p> <p>Collaborate with sites to coordinate school professional development.</p> <p>Classroom visits, observations, written lesson evaluations using the state of DE required DPAS II system.</p> <p>Training and coaching on the exit performance assessment (PPAT) as well as licensure and certification.</p> <p>Video lesson requirements and conferencing.</p>
Mentor Teacher	Adjunct Professor for Wilmington University	<p>Teach Methods Courses &amp; Grade All Units on Taskstream <b>Elementary</b> (Science, Math, ELA, and Social Studies) <b>Middle School</b> (focus of units on content area and literacy)</p> <p>Model best practices in all areas including lesson planning &amp; instruction, classroom management, assessment, and professional responsibilities</p>
	Mentor Teacher	Plan with candidates daily/weekly

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Position	Roles	Responsibilities
		<p>Coach candidates (School Opening to Closing to include parent contact, co-teaching, using data to inform instruction, discipline management, collaborate with colleagues, vertical and horizontal alignment of curriculum, preparation for licensure and certification requirements)</p> <p>Conduct formal and informal observations on a regular basis to promote reflection and growth</p> <p>Work with University Supervisor to provide professional development for areas of need (classroom management, technology, etc.)</p> <p>Facilitate a co-teaching environment utilizing various models of co-teaching with shared responsibilities for students (grading, report cards, conferences, etc.) -Provide opportunities for candidates to attend leadership trainings and attend professional development within the school/district</p>
District Coordinator / Liaison		<p>Assists district with identifying and training mentor teachers and with placement of student teachers. Provides district-level student teacher orientation and PD. Works with IHE to recruit YLR students.</p> <p>Provides support to mentor teachers and student teachers as needed. Serves as a mediator/problem solver when issues occur.</p> <p>Serves as a liaison between university and school district. Communicates with the university and district about the program. Serves as the district level PR person for the program.</p> <p>Works as district liaison for intern employment interviews following yearlong residency.</p>
Building Administrator		<p>Provides support to mentor teachers and student teachers as needed. Serves as a mediator/problem solver when issues occur.</p> <p>Conduct formal and informal observations as needed to promote reflection and growth</p> <p>Provide professional development opportunities to both mentor teacher and candidate.</p> <p>Monitor for best practices and provide additional support as needed.</p>

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**Appendix**

<b>Position</b>	<b>Roles</b>	<b>Responsibilities</b>
YLR Graduates / Mentor Teacher in Training	<ul style="list-style-type: none"> <li>-Marketing/ Advocate of Program</li> <li>-Recruitment for future candidates</li> <li>-Continual professional growth as an educator</li> </ul>	<p>Practicum visits to provide information about the requirements, responsibilities and benefits of participating in the YLR.</p> <p>Attend the Educators Rising Delaware K-12 Teacher Academy Conference seeking high quality future candidates.</p> <p>Attend professional development, continue active participation in the WilmU YLR program, obtain leadership roles in our schools, district and community. Involvement will prepare YLR graduates for the transition into the role of mentor position.</p>

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**Appendix C – Teacher Retention Data**

**Caesar Rodney School District**

The Caesar Rodney School District loses 7-10% of the staff through attrition annually. On average we hire 60 teachers each year. Some who are returning following a temporary contract the previous year and others who are brand new to the district.

**Capital School District**

Capital School District overall retention rate is approximately 87%. We consistently hire about 80 educators a year. We experience a slight dip in retention at the 5-10 year mark.

**Christina School District**

Information not available at time of grant proposal.

**Indian River School District**

District issues related to retention:

- Attrition rate year 1 – 3%
- Attrition rate year 5 – 5%

**Seaford School District**

The district overall retention rate is approximately 75%.

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**Red Clay School District**

Retention and Attrition Data

**ATTRITION FROM SY 2018-2019 TO SY 2019-2020**

In reviewing data from March 2019 through the present, the following information is revealed:

REASON	COUNT	% OF WORKFORCE
RESIGN	47	3.5
RETIRE	25	1.8
NON-RENEWAL	10	.75
TOTAL	82	6.1
HIRED	118	INCREASE IN UNIT COUNT AND TUITION POSITIONS

**RETENTION**

The following information is sourced from the Department of Education and based on data from 2013-2017. Red Clay consistently outperforms state averages for these measurements:

**FIRST YEAR AND EARLY CAREER RETENTION, RCCSD AND STATE AVERAGES**

1 <sup>ST</sup> YR TEACHERS	RED CLAY AVG%	STATE AVG%	STATE AVG% ALL TEACHERS/ SAME SCHOOL	RED CLAY AVG% ALL TEACHERS/ SAME SCHOOL
RETENTION/ SAME SCHOOL	76	72	84	85
RETENTION/ SAME DISTRICT	82	77	88	
EARLY CAREER*				
RETENTION/SAME SCHOOL	80	75		
RETENTION/SAME DISTRICT	85	80		

\*1-3 YEARS EXPERIENCE

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**Appendix**

School Year	Race	Experience	Level	Retention Rate	Same School Retention Rate	Transfer Within District	Transfer Between Districts	Left DE Schools
2018-2019	ALL	ALL	Statewide	One Year	85%	5%	4%	6%
2018-2019	ALL	Early Career	Statewide	One Year	78%	4%	8%	10%
2018-2019	ALL	Experienced	Statewide	One Year	87%	5%	3%	5%
2018-2019	Teachers of Color	ALL	Statewide	One Year	82%	5%	6%	7%
2018-2019	Teachers of Color	Early Career	Statewide	One Year	75%	4%	9%	12%
2018-2019	Teachers of Color	Experienced	Statewide	One Year	85%	5%	5%	5%

2018-2019	ALL	ALL	Red Clay	One Year	87%	5%	3%	5%
2018-2019	ALL	Early Career	Red Clay	One Year	81%	9%	4%	6%
2018-2019	ALL	Experienced	Red Clay	One Year	88%	4%	3%	5%
2018-2019	Teachers of Color	ALL	Red Clay	One Year	88%	4%	5%	3%
2018-2019	Teachers of Color	Early Career	Red Clay	One Year	90%	8%	0%	3%
2018-2019	Teachers of Color	Experienced	Red Clay	One Year	87%	3%	7%	3%

**Note:** Sample includes full-time early career classroom teachers employed in 2017-2018 school year and retained in the following school year (2018-2019) in any position.

Early career teachers are considered those with 4 or less years of teaching experience, whereas experienced teachers are considered those teachers with 5 or more years of experience.



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School Year	Race	Experience	Level	Retention Rate	Same School Retention Rate	Transfer Within District	Transfer Between Districts	Left DE Schools
2018-2019	ALL	ALL	Statewide	Two Years	75%	7%	6%	12%
2018-2019	ALL	Early Career	Statewide	Two Years	64%	7%	12%	17%
2018-2019	ALL	Experienced	Statewide	Two Years	78%	7%	5%	10%
2018-2019	Teachers of Color	ALL	Statewide	Two Years	68%	8%	8%	16%
2018-2019	Teachers of Color	Early Career	Statewide	Two Years	57%	5%	14%	24%
2018-2019	Teachers of Color	Experienced	Statewide	Two Years	72%	8%	7%	13%

2018-2019	ALL	ALL	Red Clay	Two Years	78%	7%	5%	10%
2018-2019	ALL	Early Career	Red Clay	Two Years	69%	10%	8%	13%
2018-2019	ALL	Experienced	Red Clay	Two Years	80%	7%	4%	9%
2018-2019	Teachers of Color	ALL	Red Clay	Two Years	74%	8%	7%	11%
2018-2019	Teachers of Color	Early Career	Red Clay	Two Years	86%	6%	0%	8%
2018-2019	Teachers of Color	Experienced	Red Clay	Two Years	72%	9%	8%	11%

**Note:** Sample includes full-time early career classroom teachers employed in 2016-2017 school year and retained in the two following school years in any position.

For example, a teacher employed in 2016-2017 who kept working in any capacity in your district in 2017-2018 and 2018-2019 school years was identified as retained in this analysis.

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School Year	Race	Experience	Level	Retention Rate	Same School Retention Rate	Transfer Within District	Transfer Between Districts	Left DE Schools
2018-2019	ALL	ALL	Statewide	Three Years	66%	9%	8%	17%
2018-2019	ALL	Early Career	Statewide	Three Years	53%	8%	15%	24%
2018-2019	ALL	Experienced	Statewide	Three Years	68%	10%	7%	15%
2018-2019	Teachers of Color	ALL	Statewide	Three Years	60%	9%	11%	20%
2018-2019	Teachers of Color	Early Career	Statewide	Three Years	50%	5%	16%	30%
2018-2019	Teachers of Color	Experienced	Statewide	Three Years	63%	10%	10%	17%

2018-2019	ALL	ALL	Red Clay	Three Years	67%	9%	7%	17%
2018-2019	ALL	Early Career	Red Clay	Three Years	55%	8%	13%	24%
2018-2019	ALL	Experienced	Red Clay	Three Years	69%	10%	6%	15%
2018-2019	Teachers of Color	ALL	Red Clay	Three Years	63%	11%	11%	15%
2018-2019	Teachers of Color	Early Career	Red Clay	Three Years	69%	3%	3%	24%
2018-2019	Teachers of Color	Experienced	Red Clay	Three Years	61%	12%	13%	14%

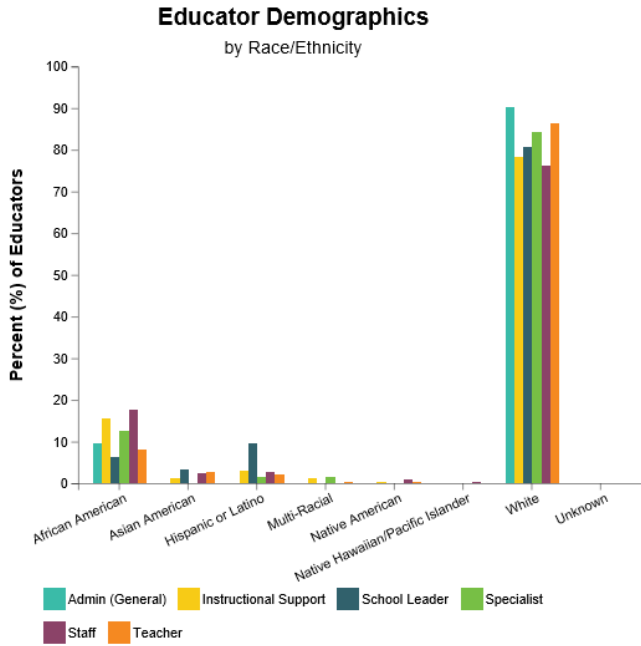
**Note:** Sample includes full-time early career classroom teachers employed in 2015-2016 school year and retained in the three following school years in any position.

For example, a teacher employed in 2015-2016 who kept working in any capacity in your district in 2016-2017, 2017-2018 and 2018-2019 school years was identified as retained in this analysis.

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**Appendix D – Teacher Recruitment District Data**

**Caesar Rodney School District**

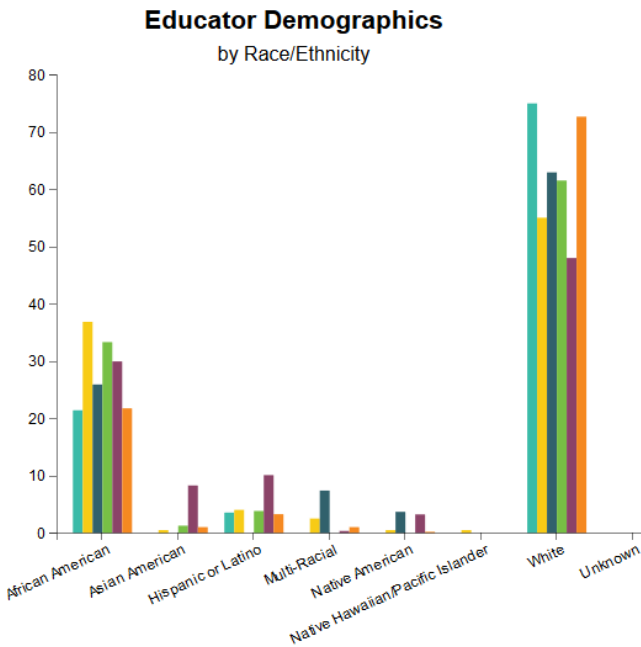


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**Capital School District**

Capital’s educators consist of 72.69% White Educators, 21.77% African American, 3.29% Hispanic or Latino, 1% Asian American, 1% Multi-Racial, and 0.21% Native American. Of this population 78.85% of teacher educators are female with 21.15% of teacher educators as male. Average spending per student is \$13,734 as compared to Delaware at \$15,154 per student. Of this amount 84.14 percent of funding is spent on personnel and 15.87 percent of funding is spent on non-personnel.

The district uses a variety of recruitment strategies including but not limited to, Join Delaware Schools online application site, local and regional recruitment fairs, relationships with local IHEs, para to teacher/ARTC programs, word of mouth. The district has focused on regional HBCUs and sent out material to a larger audience in order to attract minority candidates. The District’s Para to Teacher pipeline has been successful as a means of recruiting minority candidates. In addition, initiatives such as focused recruiting for particular positions have seemed to assist in the hiring process.

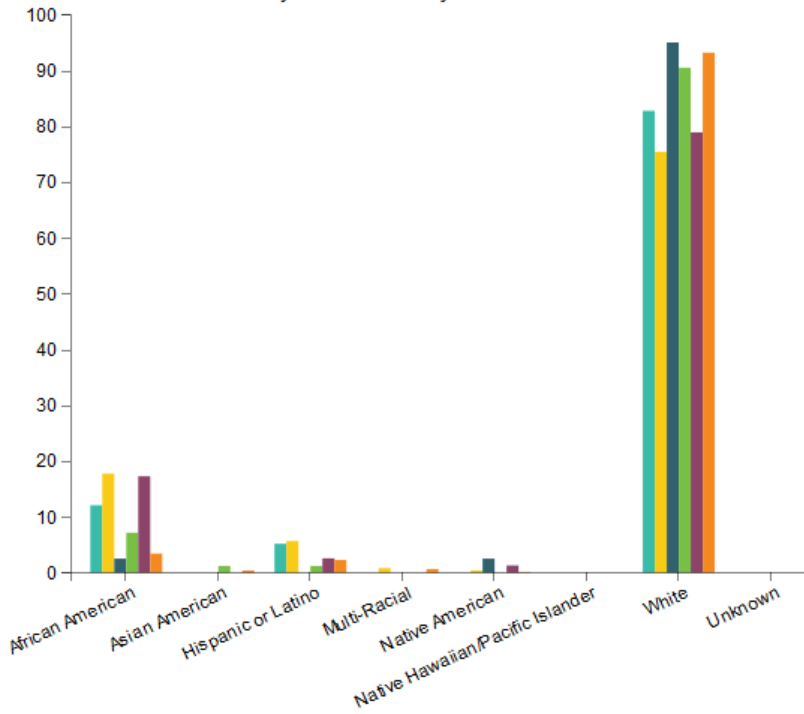


**Indian River School District**

District issues related to recruitment:

- Recruitment of minority teachers –
  - Asian – less than 1%
  - African American – less than 1%
  - Hispanic – less than 1%

**Educator Demographics**  
by Race/Ethnicity



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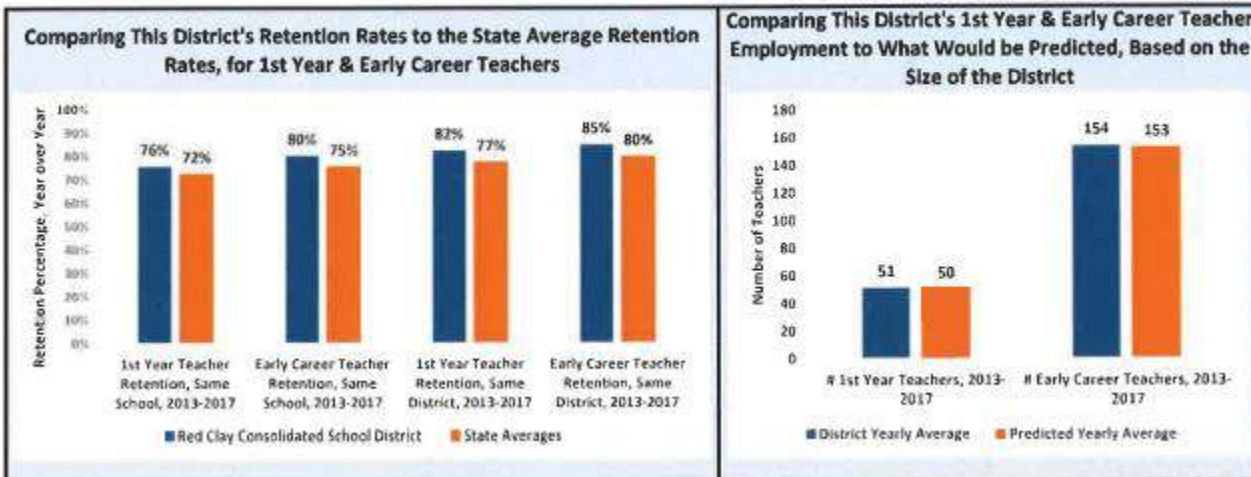
**Red Clay School District**

**1st Year & Early Career Teacher Employment & Retention**

This table shows the number of first year and early career (years 1, 2, and 3) teachers employed by this district. Data is from 2013-2017; numbers shown are the averages across the five years of data. For comparison, the table also provides the number of teachers at those levels which would be predicted, based on the district size. This table also shows the average percentage of teachers at these levels retained in the same school and the same district, year over year. For comparison, the table provides the state average retention rates (within the same school and within the same district) for teachers at these levels and for teachers at all levels.

1st Year Teachers	This District's Yearly Average	State Average Retention Rates (1st Year Teachers)	State Average Retention Rates (All Teachers)
Number of teachers	51		
Retention, In the Same School	76%	72%	84%
Retention, In the Same District	82%	77%	88%

Early Career Teachers	This District's Yearly Average	State Average Retention Rates (Early Career Teachers)	State Average Retention Rates (All Teachers)
Number of teachers	154		
Retention, In the Same School	80%	75%	84%
Retention, In the Same District	85%	80%	88%

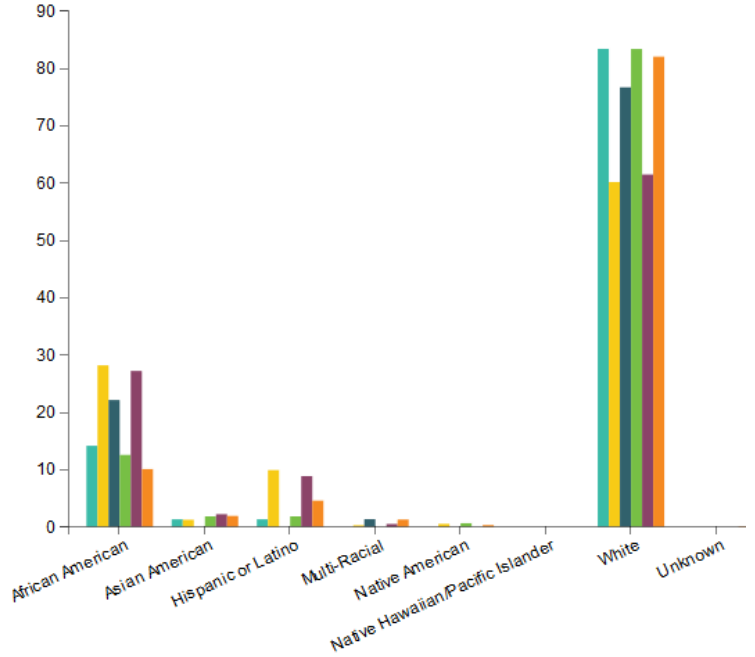


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School Name	# Early Career Teachers Employed (average, per year)	Predicted # Early Career Teachers Employed
STATE AVERAGE	15.95	
32 DISTRICT AVERAGE	15.4	15.3
292 A.I. duPont High School	7.4	11.2
274 A.I. duPont Middle School	5.6	5.9
252 Baltz Elementary School	9.4	6.9
261 Brandywine Springs School	3.4	10.2
286 Cab Calloway School of the Arts	4	8.2
527 Central School (The)	2.2	2.8
284 Conrad Schools of Science	4.4	10.4
290 Dickinson High School	5.8	8.4
276 duPont (H.B.) Middle School	3.4	7.9
530 First State School	0.6	1.4
240 Forest Oak Elementary School	5	5.7
242 Heritage Elementary School	2	6.1
244 Highlands Elementary School	7.8	4.4
246 Lewis (William C.) Dual Language Elementary School	13	5.6
250 Linden Hill Elementary School	3.8	7.5
256 Maibrook Elementary School	4.6	5.7
294 McKean (Thomas) High School	14.4	9.9
516 Meadowood Program	3.6	4.0
264 Mote (Anna P.) Elementary School	7	6.2
270 North Star Elementary School	1.2	7.0
210 Red Clay District Administration	0.4	1.1
254 Richardson Park Elementary School	6.8	6.3
526 Richardson Park Learning Center	5.2	5.0
260 Richey Elementary School	2.6	4.9
248 Shortlidge (Evan G.) Academy	5	4.7
280 Skyline Middle School	6.2	8.0
202 Special Services Center	0.2	1.1
282 Stanton Middle School	7.8	7.1
266 Warner Elementary School	10.2	6.8
271 William Cooke Jr Elementary School	1	2.7

Educator Demographics  
by Race/Ethnicity

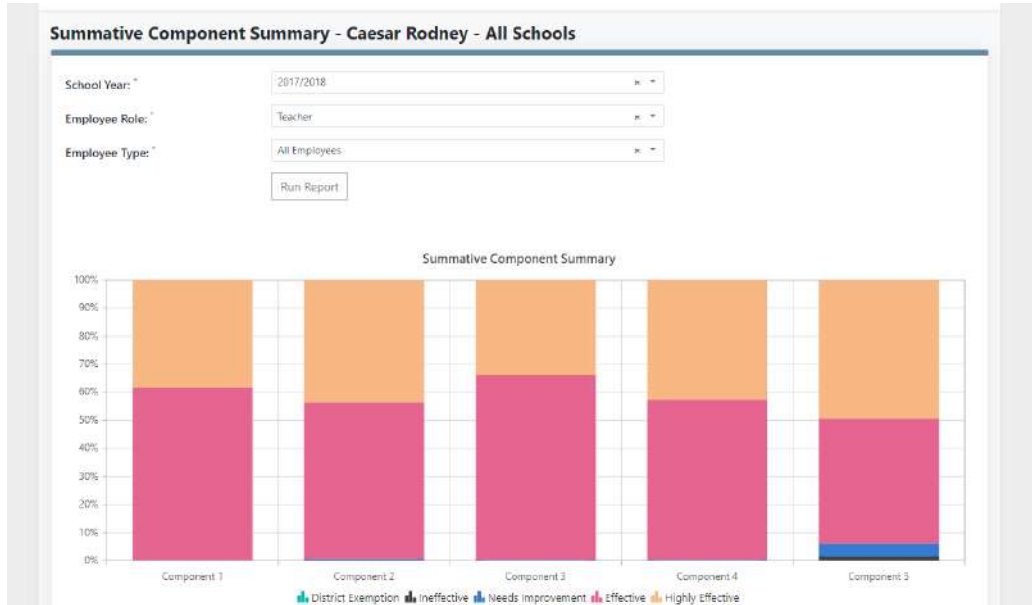


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**Appendix E - Teacher Quality District Data**

**Caesar Rodney School District**

2017/2018



2018/2019



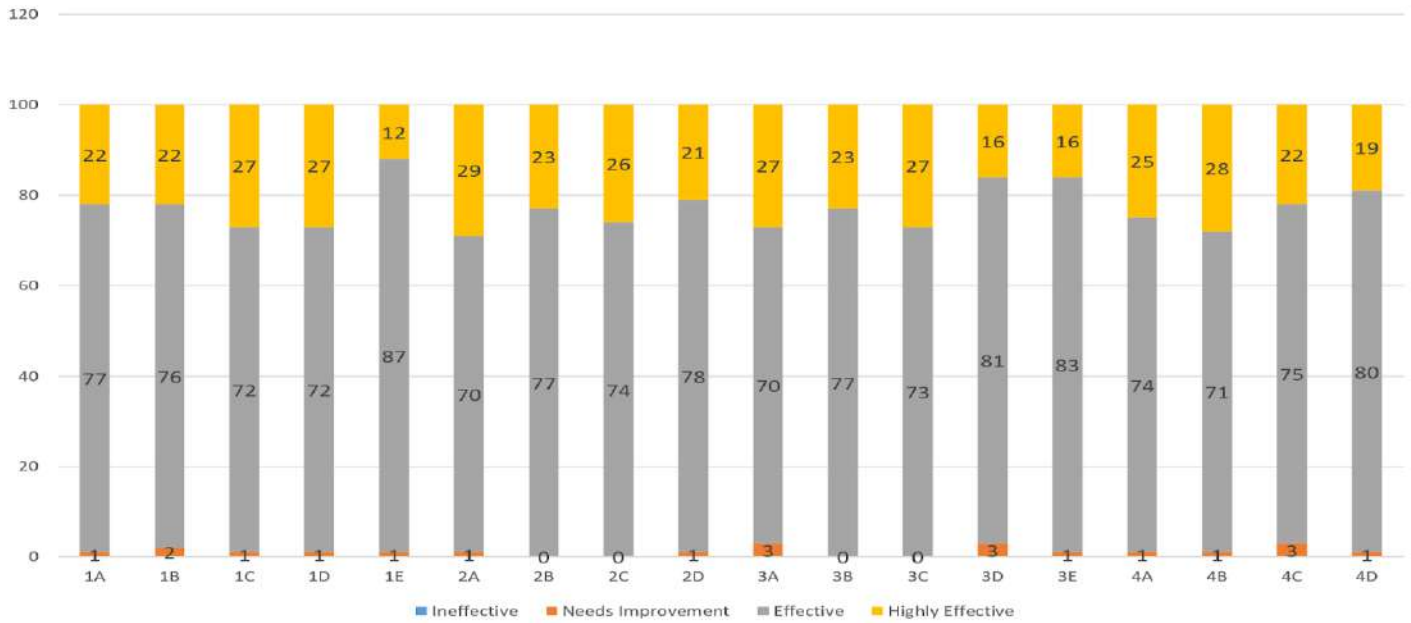


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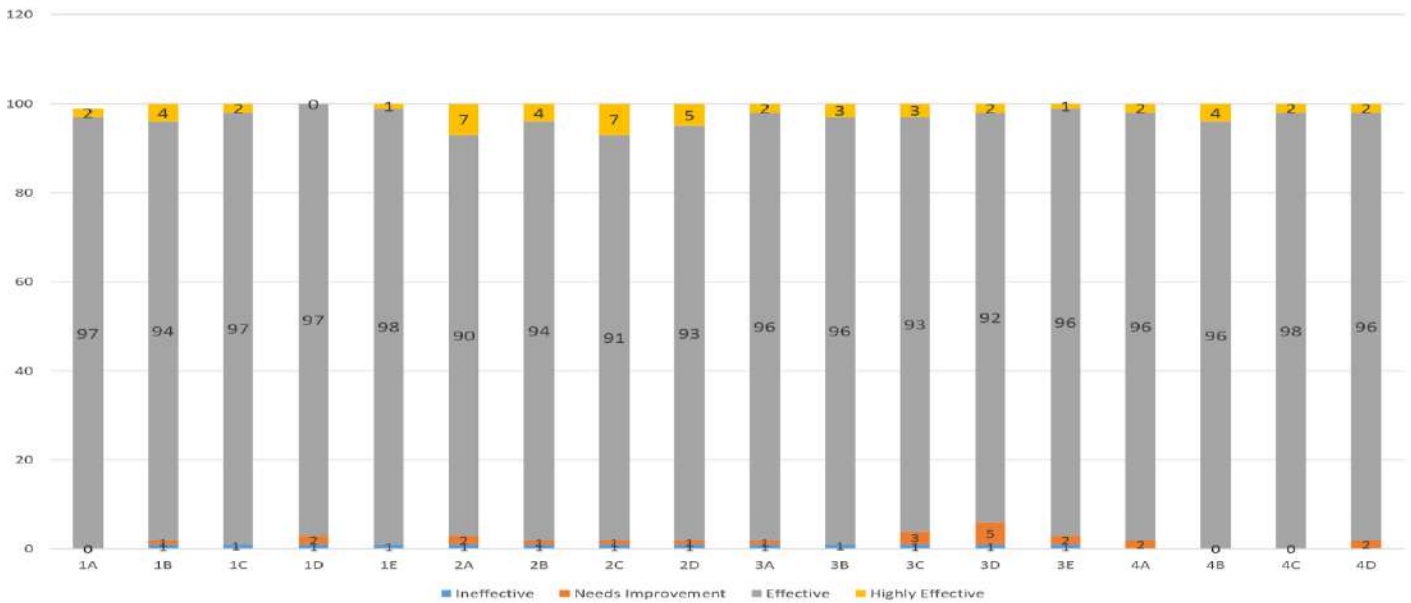
**Capital School District**

Looking at DPAS II Teacher Effectiveness Data over the last 2 years, it is evidenced that novice teachers are showing an area of need across several components including Planning & Preparation, Classroom Environment and Instruction. In these areas, the Novice teachers are scoring significantly below our more experienced teachers. Additionally, the percentage of teachers scoring in the Highly Effective category is much less than that of our experienced teachers.

Summative Criterion Experienced Teachers Only 2017-2018



Summative Criterion Novice Teachers Only 2017-2018



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**Appendix**

**Indian River School District**


Teacher	Planning and Preparation				
	1A Inst Goals (Removed in IRES)	1B Coherent Inst	1C Content Knowledge (Optional)	1D Knowledge of Students (Optional)	1E Assessment Design
Highly Effective	3	257	1	10	193
Effective	10	445	2	22	508
Needs Improvement	0	1	0	0	1
Ineffective	0	0	0	0	0
Not Observed	0	0	0	0	0
District Approved Exemption	703	13	713	684	14
<b>Total</b>	<b>716</b>	<b>716</b>	<b>716</b>	<b>716</b>	<b>716</b>

Teacher	Classroom Environment			
	2A Classroom Procedures (Optional)	2B Student Behavior (Optional)	2C Learning Environment	2D Physical Space (Removed in IRES)
Highly Effective	4	6	248	11
Effective	7	13	459	6
Needs Improvement	0	0	0	0
Ineffective	0	0	0	0
Not Observed	0	0	0	0
District Approved Exemption	705	697	9	699
<b>Total</b>	<b>716</b>	<b>716</b>	<b>716</b>	<b>716</b>

Teacher	Instruction				
	3A Engagement	3B Flexibility (Optional)	3C Communication (Removed in IRES)	3D Questioning	3E Assessment
Highly Effective	219	0	1	109	158
Effective	495	3	1	596	553
Needs Improvement	2	0	0	6	0
Ineffective	0	0	0	1	1
Not Observed	0	0	0	0	0
District Approved Exemption	0	713	714	4	4
<b>Total</b>	<b>716</b>	<b>716</b>	<b>716</b>	<b>716</b>	<b>716</b>

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**Appendix**

Red Clay School District



1

HIGH-QUALITY

*educators*

KEY PERFORMANCE INDICATORS	BASELINE 2015-16	YEAR 2016-17	YEAR 2017-18	YEAR 2018-19
PERCENT OF SPECIALISTS RATED HIGHLY EFFECTIVE USING RCCSD PERFORMANCE RATING PROGRAM	34%	30%	48%	44%
PERCENT OF TEACHERS RATED HIGHLY EFFECTIVE USING RCCSD PERFORMANCE RATING PROGRAM	25%	0%	30%	35%
PERCENT OF ADMINISTRATORS RATED HIGHLY EFFECTIVE	49%	34%	23%	60%
NUMBER OF PARTICIPANTS IN ASPIRING ADMINISTRATOR COHORT*	0	N/A	18	20
NUMBER OF PARTICIPANTS IN ASPIRING PRINCIPAL COHORT	0	0	15	20
NUMBER OF PROFESSIONAL LEARNING WORKSHOPS TARGETED TO INDIVIDUALIZED PROFESSIONAL DEVELOPMENT NEEDS	N/A	N/A	40	25
PERCENT OF STAFF REPORTING THAT PROFESSIONAL LEARNING HAD A POSITIVE IMPACT ON STUDENT ACADEMIC ACHIEVEMENT	N/A	N/A	80%	65%
PERCENT OF STAFF REPORTING THAT AFTER PROFESSIONAL LEARNING THEY USED THE STRATEGIES/CONTENT LEARNED	N/A	N/A	87%	65%
PERCENT OF STAFF REPORTING THAT AFTER PROFESSIONAL LEARNING THEIR JOB PERFORMANCE IMPROVED BECAUSE OF THE CONTENT LEARNED	N/A	N/A	77%	65%
NUMBER OF DRAS II EXPERT EVALUATOR FORMATIVE REVIEWS	16	75	100	101
PERCENT OF SATISFACTORY DRAS II EXPERT EVALUATOR FORMATIVE REVIEWS	93%	94%	96%	96%
NUMBER OF PROFESSIONAL LEARNING OPPORTUNITIES PLANNED FOR NEW ADMINISTRATORS (MENTORING PROGRAM)	5	6	10	12

\*SEE ENDNOTES

DE DOE Yearlong Residency Partnership Grant  
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**Appendix**

**Appendix F- WilmU YLR District Memorandum of Understanding**

**College of Education**

**FIELD EXPERIENCE AGREEMENT / MOU**

This Agreement made this \_\_\_\_ day of \_\_\_\_\_, by and between Wilmington University (University) and the \_\_\_\_\_ (District) recites as follows.

WHEREAS, University seeks to provide opportunities to its students which allow them to teach or observe classroom teaching in a public school setting.

WHEREAS, the District is able and willing to provide such opportunities to University students who meet appropriate requirements as set forth herein.

WHEREAS, the District and University have identified \_\_\_\_\_ as appropriate location(s) to provide such teaching and observation opportunities:

NOW WHEREFORE, in consideration of the mutual promises herein contained, the parties enter into the Agreement as follows.

1. **Timeframe.** The District will permit qualified University students in good standing to teach as students or observe classroom instruction in the assigned school setting during the period from \_\_\_\_\_ to \_\_\_\_\_, subject to the provisions hereof.
2. **Selection of Teacher Candidates.** The University in conjunction with the District shall be responsible for the selection of qualified students to participate in the field experience. Selected students must have the appropriate educational background and skills consistent with the contemplated education experience offered by the District. The District and the University will mutually agree upon the number of teacher candidates to be assigned to the District for said field experiences.
3. **Education of Teacher Candidates.** The University shall be responsible for the administration of the program, the curriculum content, and the requirements of matriculation, grading and graduation. The program directly and predominantly further the essential purposes Wilmington University (i.e. preparing teachers academically for employment in school districts). The University will assign a faculty member or supervisor to monitor and evaluate the candidate's performance during the field experience and be responsible for all costs associated with faculty supervision of the candidate.
4. **Experience Schedule.** The daily/hourly schedule of such teaching or classroom observation shall be established by the District at its discretion in consultation with the individual school and appropriate personnel.
5. **Mentor Teacher Eligibility Requirements.** Each mentor teacher/staff member selected to supervise the field experience candidate(s) shall hold a current Delaware license and certificate in the subject area/grade level to which the field experience is assigned. The cooperating teacher will have a minimum of three (3) years of full time experience and in his/her current assignment in a school district for a minimum of one year. The District and University will collaborate and co-select the mentor teacher best suited to the teacher candidates needs.
6. **Placement Clearances:** The placement of all University student teaching candidates or practicum candidates is contingent upon completion of a satisfactory criminal history records check, including fingerprinting. The District and

**Appendix**

University reserves the right to reject, in its sole discretion, any student proposed for placement based on the student's criminal history records check and in accordance with Delaware law. The University will also collect and distribute upon request to the District, TB/PPD examinations, Child Protection Registry results and all Health / Immunization records.

7. Liability. Neither of the parties shall assume any liabilities to each other, except as specifically stated in this Agreement. As to liability for damage, injuries or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this Agreement unless such a waiver is expressly and clearly written into a part of this Agreement.
8. Program, Placement, and Clinical Experience options and arrangements: Parameters and protocols of Program, Placement, and Clinical Experience options can forego rules and statements within this agreement. See Appendix A
9. The parties agree that each shall comply with all federal and state antidiscrimination laws and regulations. University agrees that it will comply with all applicable District policy.
10. District shall indemnify and hold harmless the University and any of its authorized agents, employees, successors or assigns with respect to all claims, causes of actions, lawsuits or claims for money damages of any kind arising out of any negligence or intentional act of omission on the part of District, its employees, successors, assigns or agents regarding its student teaching or observing pursuant to this Agreement.
11. All University students shall teach or observe under the supervision of District assigned mentor teachers and shall follow the direction of District building administrators, mentor teachers and other authorized staff while present in any District school.
12. The University reserves the right to terminate the participation of any University student in the activities described herein. The District reserves the right to terminate the participation of any University student in the activities described herein.
13. The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.
14. Family Education Rights and Privacy Act (FERPA) and FERPA regulations.

(a) University acknowledges that District may or will provide to University and its students records which contain personally identifiable information pertaining to students and which may or will constitute "educational records" within the meaning of FERPA and its implementing regulations found at 20 United States Code (USC) 1232g and 34 Code of Federal Regulations (CFR) 99, *et seq.*, respectively.

(b) University and its students agree not to disclose or redisclose any educational records to any other person or entity, obtained or created pursuant to this contract.

(c) University and its students are prohibited from using such educational records for any purpose other than the purpose for which any disclosure of same was made by District to University and its students.

15. This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regard to this relationship.

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16. The term of this agreement is in effect from \_\_\_\_\_ to \_\_\_\_\_. It will remain in effect for the stated period unless written notification to terminate is provided by one party to the other thirty (30) calendar days, or as soon as practical, prior to the proposed termination date. All amendments and modifications must be in writing, have a specified effective date, and be accepted by both parties. The understanding may be renewed by mutual agreement for a specified period of time.

The parties by their signatures hereto agree to the above.

\_\_\_\_\_  
Wilmington University

\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

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**(Name of District) and Wilmington University**

**Field Based Experience Agreement**

**District Approved Program, Placement, and Clinical Experience Parameters**

Practicum Placement – *District has approved to implement this component within the timeline of the signed agreement.*

Practicum is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Three Practica are required during the candidate's clinical requirements totaling 180 hours. Candidates are assigned a mentor teacher who is a teacher of record aligned to the program in which the candidate is enrolled.

1. District will identify quality mentor teachers who meet placement requirements.
  - a. Minimum of three years teaching
  - b. Satisfactory rating on DPAS II
  - c. Completes WU Mentor and Coach Online Module
2. District and WU placement coordinator will establish or follow existing protocol and procedures for placement of Practicum candidates.
3. Mentor Teachers will receive a certificate of clock hours for housing a WU candidate.
4. Mentor Teachers will be provided all materials, handbooks, and access to online modules to assist with candidate success.
5. Mentor Teachers will allow candidates to engage in instructional, classroom, and behavior management activities.
6. Mentor Teachers will allow candidates to obtain the necessary documentation required for those items detailed in Appendix A
7. WU Practicum supervisor will establish communication at the onset of the semester and maintain communication throughout.
8. WU Practicum supervisor will communicate expectations and requirements to Mentor Teacher.

Traditional Student Teaching - *District has approved to implement this component within the timeline of the signed agreement.*

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Birth to Second Grade, Elementary Education, Middle Level Education 6-8, Secondary Level Education and Special Education. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio.

1. District will identify quality mentor teachers who meet placement requirements.
  - a. Minimum of three years teaching
  - b. Satisfactory rating on DPAS II
  - c. Completes WU Mentor and Coach Online Module
  - d. Participation in semester-based, virtual professional development sessions
2. District and WU placement coordinator will establish or follow existing protocol and procedures for placement of Traditional Student Teaching candidates.
3. Mentor Teachers will receive a certificate of clock hours for housing a WU candidate.

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4. Mentor Teachers will be compensated by WU, based on the College of Education’s compensation schedule for Traditional Student Teaching.
5. Mentor Teachers will be provided all materials, handbooks, and access to online modules to assist with candidate success.
6. Mentor Teachers will allow candidates to engage in co-teaching environments and solo teaching events.
7. Mentor Teachers will allow candidates to engage in instructional, classroom, and behavior management activities. Mentor Teachers will allow candidates to obtain the necessary documentation required for those items detailed in Appendix B
8. Mentor Teachers will guide and coach candidates through the 80 day experience.
9. WU will assign a supervisor to the candidate for the entirety of the 80 days.
10. WU Supervisor will establish communication with assigned mentor and provide details about all expectations required by the candidate.
11. WU supervisor, in conjunction with the mentor, will observe, provide feedback, and evaluate candidate performance.

Collaborative Partnership Experience – *District has approved to implement this component within the timeline of the signed agreement.*

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Birth to Second Grade, Elementary Education, Middle Level Education 6-8, Secondary Level Education and Special Education. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio.

In addition to the aforementioned traditional Student Teaching format, the collaborative partnership establishes a cohort based approach in one facility /site in which the mentor teacher and the supervisor collaborate on coaching, mentoring, observation, feedback, and the evaluation of the candidate. In the Collaborate Partnership approach, the mentor is given more responsibility in working, shaping, and constructing the clinical experience for the candidate.

1. District / School building administrator and WU representatives will co-select mentor teachers.
  - a. Review and evaluation of Professional Growth Plan from DPAS II Component IV
  - b. Past Observation and Evaluation of Instruction - DPAS II Components I, II and III
  - c. Mentor Interview – individual Mentor Teacher Interview
  - d. Mentor Lesson Observation – Observe Mentor Teacher recorded lesson
  - e. Mentor Knowledge of Students – written response to guided prompts concerning teacher understanding and knowledge of k-12 student demographics and contextual information.
2. Mentor Teachers will receive a certificate of clock hours for housing a WU candidate.
3. Mentor Teachers will be compensated by WU, based on the College of Education’s compensation schedule for Collaborative Partnership.
4. Mentor Teachers, prior to the clinical experience, will be provided professional development in all areas within teacher preparation programs including candidate observation, coaching, mentoring, feedback process, co-teaching, and evaluation.
5. Mentor Teachers become adjuncts of the university.
6. Mentor Teachers will be provided all materials, handbooks, and access to online modules to assist with candidate success.
7. Mentor Teachers will allow candidates to engage in co-teaching environments and solo teaching events.
8. Mentor Teachers will allow candidates to engage in instructional, classroom, and behavior management activities. Mentor Teachers will allow candidates to obtain the necessary documentation required for those items detailed in Appendix B
9. Mentor Teachers will guide and coach candidates through the 80 day experience.
10. WU will assign a supervisor to the candidate for the entirety of the 80 days.



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11. WU Supervisor will establish communication with assigned mentor and act as a liaison between the university, mentor, and candidate.
12. WU Supervisor will assist and guide the mentor as he or she conducts observation, feedback, and evaluation of candidate performance.
13. WU Supervisor will assist the integration of co-teaching experiences within the classroom environment.

*Yearlong Residency – District has approved to implement this component within the timeline of the signed agreement.*

In addition to the Collaborative Approach model, the Yearlong Residency establishes a full immersion, medical type residency approach. The Teacher Candidate in the residency conducts a 200 day integrated experience in a cohort based model.

Within our existing residency program, well-constructed partnerships consists of mutually agreeable expectations for candidate entry, preparation, and exit; which ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes. Within partnerships, the districts and Wilmington University identify, co-select, prepare, and support high quality clinical educators or cooperating teachers to guide and coach the teacher candidates through their residency.

During the residency, candidates are selected through a collaborative process and placed as cohorts of residents in teaching schools that model best practices. These sites are typically environments serving diverse populations and learners. The framework of this clinical placement is based on a yearlong experience; one that identifies the teacher candidate as a co-teacher in the classroom rather than that of a student teacher. This extended yearlong experience provides the time in which teacher candidates have the opportunity to apply the learned skills and knowledge with immediate feedback and support by the mentor teacher.

In these placements, teacher candidates co-teach with assigned mentor teachers in all core subject areas over the entire school year, and participate and assist with all duties/responsibilities expected of the mentor teachers from the opening of school in the fall through the close of school in late spring. Candidates experience and learn best-practice methodology/pedagogy in a field-based rather than college based setting as well as authentic lesson planning, differentiating instruction, and assessment of student learning. In addition, the collection, analysis, and interpretation of immediate, real-time information for making real data-driven decisions about teaching and learning is an essential component of the program.

1. District / School building administrator and WU representatives will co-select mentor teachers.
  - a. Review and evaluation of Professional Growth Plan from DPAS II Component IV
  - b. Past Observation and Evaluation of Instruction - DPAS II Components I, II and III
  - c. Mentor Interview – individual Mentor Teacher Interview
  - d. Mentor Lesson Observation – Observe Mentor Teacher recorded lesson
  - e. Mentor Knowledge of Students – written response to guided prompts concerning teacher understanding and knowledge of k-12 student demographics and contextual information.
2. Building level principal participates in Mentor Teacher selection process
3. Building level principal participates in YLR advisory board meetings
4. Mentor Teachers will receive a certificate of clock hours for housing a WU candidate.
5. Mentor Teachers will be compensated by WU, based on the College of Education’s compensation schedule for Yearlong Residency.
6. Mentor Teachers, prior to the clinical experience, will be provided professional development in all areas within teacher preparation programs including, but not limited to, candidate observation, coaching, mentoring, feedback process, co-teaching, and evaluation. Mentor Teachers will engage in professional development throughout the course of the academic year.
7. Mentor Teachers become adjuncts of the university.

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8. Mentor Teachers will be provided all materials, handbooks, and access to online modules to assist with candidate success.
9. Mentor Teachers will allow candidates to engage in co-teaching environments and solo teaching events.
10. Mentor Teachers will allow candidates to engage in instructional, classroom, and behavior management activities. Mentor Teachers will allow candidates to obtain the necessary documentation required for those items detailed in Appendix B.
11. Mentor Teachers will guide and coach candidates through the yearlong experience.
12. WU will assign a supervisor to the candidate for the entirety of the 80 days.
13. WU Supervisor will establish communication with assigned mentor and act as a liaison between the university, mentor, and candidate.
14. WU Supervisor will assist and guide the mentor as he or she conducts observation, feedback, and evaluation of candidate performance.
15. WU Supervisor will assist the integration of co-teaching experiences within the classroom environment.

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**Appendix G – WilmU YLR Mentor Selection**

**Mentor Teacher Eligibility Requirements**

Mentor Teacher eligibility requirements are posted on the WilmU YLR homepage. They are clearly posted in the promotional package for presentations to district leadership.

Mentor Teachers will meet the following minimum eligibility requirements:

- Minimum of four years teaching experience
- Satisfactory rating on DPAS II in all areas (for a minimum of three years)
- Approval letter from school administrator and district
- Demonstrates leadership within school and/or district (ex. Building Leadership Team, Council Rep, etc.)
- Completed adjunct application and packet including resume

**Mentor Selection Activities and Evidence**

Mentor Teachers are identified at least eight months prior to site adoption and candidate / resident matching.

The Office of Clinical Studies in conjunction with partnership district administration will co-select Mentor Teachers for residency program through the following events and activities:

- Review and evaluation of Professional Growth Plan from DPAS II Component IV
- Past Observation and Evaluation of Instruction - DPAS II Components I, II and III
- Mentor Interview – individual Mentor Teacher Interview
- Mentor Lesson Observation – Observe Mentor Teacher during a lesson
- Mentor Knowledge of Students – written response to guided prompts concerning teacher understanding and knowledge of k-12 student demographics and contextual information.

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**Appendix H - WilmU YLR Resident Contract**

**Teacher Candidate Resident Agreement Contract**

This Agreement, dated \_\_\_\_\_, 2019 is entered into between Wilmington University Yearlong Residency (“WilmU YLR”), and \_\_\_\_\_ (the “Resident”).

This Agreement describes the commitments, benefits, and conditions related to the Resident’s participation in the WilmU YLR Program. This document includes appendices A that are integral parts of the agreement.

This agreement is not an offer or guarantee of placement, an academic degree or employment. Employment is at the sole discretion of the district and is subject to funding, vacancies, and district employment policies and practices.

**1. DEFINITIONS**

**a. Residency Year:**

The period, roughly estimated, between July, 2019 – June, 2020 during which the Resident participates in WilmU YLR coursework and works on a daily basis (Monday – Friday) during the district academic school year with the Mentor Teacher to whom the Resident is assigned.

**b. Residency Program Partners:**

The program partners are Wilmington University YLR the following school districts: Appoquinimink, Capital, Colonial, Indian River and Red Clay.

**c. Residency Placement:**

The ten-month, classroom-based experience during which the Resident conducts a full immersion yearlong experience at the assigned district where the Resident trains under the guidance of his/her designated Mentor-Teacher on planning, instruction, assessment, collaboration with colleagues and families, and other duties.

**d. Residency Graduate:**

A Resident who by the end of the academic year, completes all program and Wilmington University degree requirements.

**e. Teacher Mentor:**

A certified teacher employed by the district whom the WilmU YLR Program determines to be qualified to serve as a regular trainer and guide to the Resident to facilitate the Resident’s professional development.

**f. High-Need School:**

A district school where at least 40% of student enrollment is low income (i.e., eligible for the federal Free/Reduced Lunch program) and which meets other criteria determined from time-to-time by the WilmU YLR Program’s governing body in its sole discretion.

**2. GENERAL COMMITMENTS AND WILMU YLR PROGRAM REQUIREMENTS**

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The Resident will comply with the WilmU YLR Program requirements and commitment set forth in this Agreement, the Appendices and Resident Handbook. The Resident acknowledges and agrees that his/her participation in the WilmU YLR Program and any right that he/she may have to receive any of the benefits provided under the WilmU YLR Program are subject to the terms and conditions of this Agreement. In the event that the Resident does not comply with the terms and conditions of this Agreement as determined by the program partners, then the Resident's eligibility to receive the benefits under this Agreement shall be limited in whole or in part.

**3. TERM OF COMMITMENT**

The term of the Resident's commitment to the WilmU YLR Program shall commence upon the date the Resident signs this agreement Effective Date and, unless earlier terminated, will end upon the completion of the district's academic year.

**4. STIPEND**

**a. Description:**

As a benefit of participating in the WilmU YLR Program, the Resident is eligible to receive a Stipend, *if one comes available*, which would either be dispersed over the term of the Residency year or at the end of the experience. This stipend is subject to the Resident meeting the eligibility requirements, terms, commitments and conditions set forth in this Agreement. The Stipend will be administered by WilmU YLR. There is no promise or guarantee of stipend for the AY 2019/ 2020 experience.

**b. Eligibility:**

The Resident's eligibility to receive the Stipend is conditioned upon the Resident meeting the following requirements, the satisfaction of which will be determined collectively by the WilmU YLR partners:

- i. The Resident must participate fully in the WilmU YLR Program during the Residency Year;
- ii. Upon request, the Resident shall serve as a Substitute for the Mentor Teacher when Mentors are participating in WilmU YLR activities (such as classroom visits, WilmU YLR Professional Development, Selection Day) and depending on the district in which assigned can be entitled to additional compensation outside of the Stipend;
- iii. The Resident must comply with the policies, procedures and guidelines of the faculty and staff of Wilmington University and WilmU YLR partners;
- iv. The Resident must be a student in good standing with WilmU YLR through the end of each month for which a Stipend payment is scheduled; and
- v. The Resident must fulfill the commitments to WilmU YLR and district partners described in this agreement.

**c. Funding Condition:**

Wilmington University and the College of Education, in partnership with the National Center for Teacher Residencies has secured the funding for the academic year 2019 / 2020. If WilmU YLR, in its sole discretion, determines that it cannot maintain the stated amounts to fund Residents' Stipends, then none the aforementioned partners shall have any duty or obligation to fund the Stipends.

**d. Loss of Eligibility:**

If the Resident fails to comply with any of the eligibility requirements or leaves the WilmU YLR Program during the Residency Year, whether voluntarily or involuntarily, the Resident will no longer be eligible to receive the Stipend and the final installment payment of

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the Stipend will cover only the time through the last day that the Resident was in the WilmU YLR Program and in compliance with the eligibility requirements.

**e. Tax Reporting:**

It is the responsibility of the Resident and his or her tax advisor to determine if the Stipend received is reportable on the Resident's annual tax returns.

**5. COMMITMENT TO THE WilmU YLR and COLLEGE OF EDUCATION**

The Resident agrees to satisfy the following commitments as a condition to the Resident's eligibility to receive the WilmU YLR Program benefits described in this Agreement:

- a. Remain in good standing with WilmU YLR Program requirements as described in the WilmU YLR handbook and the College of Education Teacher Preparation programs.
- b. Maintain a grade point average (GPA) of at least 3.0; in the event the Resident's GPA falls below 3.0 for any term, the Resident agrees to comply with a remediation plan developed by WilmU YLR and College of Education.
- c. Make payment of all Wilmington University Program tuition and all associated fees and costs, including but not limited to books, application fee, and graduation fee for all semesters during which they are enrolled in the program.
- d. Attend all WilmU YLR Program meetings including any that may be scheduled during times that the district schools do not conduct classes (e.g., vacation, holiday or other periodic breaks during the district academic year).
- e. Attend district training that may be scheduled for teachers of their assigned schools on all days when the schools are in session for teachers.

**6. TERMINATION**

- a. The Resident may leave the WilmU YLR Program voluntarily at any time during the Residency Year. Once removed, the Resident cannot be reinstated.
- b. The Resident may be terminated involuntarily from the WilmU YLR Program any time during the Residency Year for failure to comply with the agreement including the information and in the Appendices and Resident Handbook. Involuntary terminations are within the sole discretion of the WilmU YLR and district partners acting collectively.
- c. If the Resident leaves the WilmU YLR Program, whether voluntarily or involuntarily, the Resident can return to the traditional teacher preparation pathway within the degree program. This return is subject to the conditions of the degree program and at the discretion of the College of Education based upon University and Program Codes of Conduct.

**7. PUBLICITY**

WilmU YLR Program, district partners and its designees may take photographs and create videos, case studies, reports, blog entries, articles, advertising, marketing and publicity materials. These materials may be used in any manner and media and for any purpose without further permission or compensation. The Resident further agrees that the WilmU YLR Program may disclose information about the Resident and use the name of the Resident in WilmU YLR publicity materials and in other public communications for promotional or other purposes without further permission or compensation.

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**8. SIGNATURES**

By their signatures below, the parties hereby acknowledge that each has read the Agreement, including Appendices A and the Resident Handbook, understands the terms and conditions of these documents, and agrees to be bound thereby.

**FOR WILMU YLR PROGRAM**

\_\_\_\_\_ Tyler Wells, Chair – Office of Clinical Studies \_\_\_\_\_

Signature

Printed Name and Title

Date

**FOR RESIDENT**

\_\_\_\_\_

Signature

Printed Name

Date

**Appendix**

**Appendix I - WilmU YLR Site Selection**

**YLR Training Site Criteria**

Required Elements for School Site:

- Title I school
- 300 Enrollment
- Equal or close to equal Race / Ethnicity
- 10% Students with Disabilities
- Below 90 Attendance Rate
- Meets to Below ELA Proficiency Levels
- Leadership – no less than three years

The identified school site will demonstrate the following:

- Committed to Positive School Culture
- Commitment to Children
- Commitment to Community

Selection Process -

1. District and School Leadership review residency model and requirements.
2. University and District / School Leadership discuss options regarding residency implementation at school site. Dialogue focuses on implementation fidelity, expectations and requirements.
3. School Leadership presents residency model to Lead Mentor Teachers.
4. University and Mentor Teachers review entire model within open question format.
5. Mentor Teachers / School and District Leadership identify if site can host residents.
6. Professional Development is scheduled during the year prior to residency start.



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**Appendix J- WilmU YLR Resident Selection**

**Teacher Candidate / Resident Eligibility Requirements**

WilmU YLR Eligibility requirements will be posted in the program specific course catalogue, Degree Program Fact Sheet, Course Sequence Sheet and on WilmU YLR Main Webpage.

Teacher Candidates will meet the following minimum eligibility requirements for full acceptance into the Residency Program:

- Successful completion of Praxis II examination - content specific - passage by June of the academic school year prior to the Residency
  - BS Birth to 2 – Test Code 5024
  - BS K-6 – Test Code 5001
  - BS Middle Level – Content Specific – Test Code(s) ELA – 5047, Math 5169, Science 5440 and Social Studies 5089
  - MS Elementary Education K-6 – Test Code 5001
  - MS Secondary Education – Content Specific – (Various test codes per ETS within approved content area)
  - MS Special Education – Content Specific - (Various test codes per ETS within approved content area)
- Minimum GPA of 3.0 of the previous semester or transfer semester
- Curriculum alignment per enrolled program of study

Coursework and Curriculum Alignment Verification per Program

To participate in the Yearlong Residency, candidates must be aligned to the coursework structure **as much as possible**. The structure below is a basic framework and is flexible with the exceptions of Practicum III, Student Teaching and Clinical Assessment (EDU specific). If you have questions as to your coursework structure, please contact Tyler Wells; [tyler.a.wells@wilmu.edu](mailto:tyler.a.wells@wilmu.edu)

***Undergraduate – EDU (B-2, K-6)***

During the Fall semester, candidates will register for the following courses – EDU 392, EDU 402, EDU 403 EDU 404, EDU 405

During the Spring semester, candidates will register for the following courses – EDU 452 and EDU 451

***Undergraduate – EDU (Middle Level)***

During the Fall semester, candidates will register for the following courses – EDU 392 and the one required methods courses aligned to your program of study.

During the Spring semester, candidates will register for the following courses – EDU 452 and EDU 451

***Graduate – MEE (Elementary Education)***

During the Fall semester, candidates will register for the following courses – MEE 7998, MEE 7633, MEE 7634, MEE 7637, MEE 7638

During the Spring semester, candidates will register for the following courses – MEE 8805 and MEE 8801

***Graduate – MAS (Secondary Level)***

During the Fall semester, candidates will register for the following courses – MAS 7998, MAS 7801 and MAS 8805

During the Spring semester, candidates will register for the following courses – MAS 8801

***Graduate – MSE (Special Education)***

During the Fall semester, candidates will register for the following courses – MSE 7993 and MSE 8805

During the Spring semester, candidates will register for the following courses – MSE 8802

\*Candidates must seek course review per program chair for MSE

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**Teacher Candidate / Residency Selection Activities and Evidence**

**Initial Screening**

- Satisfactory rating on Dispositions Intake Interview
  - See Professional Dispositions Expected of a Candidate
  - See Dispositions Overview
  - Identifier of Met / Not Met, according to rubric
- Satisfactory rating on Dispositions Reflections Tasks
  - See Professional Dispositions Expected of a Candidate
  - See Directions for Dispositions Reflections Tasks
  - min. score of 3 of 5, according to rubric
- Teacher Candidate Written Response -
  - See Directions for YLR Written Response
  - See Written Response Scoring Guide
- Teacher Candidate Video Recording -
  - See Directions for YLR Video Self Biography
- Teacher Candidate Lesson Observation – All candidates within all programs must teach and record a minimum of four lessons prior to eligibility timeline. Candidates must score a 3 or better on the Delaware Performance Appraisal System (DPAS II) rubric. Mentor Teachers will observe and review recorded lessons focusing on “best fit” for his or her classroom.
  - See DPAS II Rubric

**Initial Interview**

- Teacher Candidate interview with university faculty (cross colleges), external stakeholders and graduates of YLR program.

**Secondary Interview**

- Teacher Candidate Interview – Candidates will be interviewed (county specific) by all stakeholders representing all partnership sites; mentor teachers, building administrators, human resource directors, faculty and graduate of program. Focus will be “best fit” into the Mentor Teacher’s classroom.

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**Appendix K- WilmU YLR Gradual Release of Responsibility**

Month	Important Items – Submission by Candidate	Mentor Role	Candidate Responsibilities
June to August	<ul style="list-style-type: none"> <li>• Taskstream Placement Data entry.</li> <li>• Submit course registration forms.</li> <li>• Submit signed copy of YLR contract.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and schedule implementation of the various co-teaching formats to be utilized during the experience.</li> <li>• Schedule weekly / bi-weekly Mentor to Resident meetings, identify topical areas to be addressed, decide upon structure of the meetings and agree upon timelines. Establish schedule and list of responsibilities and daily time to meet with candidate.</li> <li>• Review and explain the various curriculum standards, approaches, instructional strategies and activities required by the district and school.</li> <li>• Identify and discuss the classroom culture and environment. Identify and discuss the building culture and environment. Discuss building level RTI, FBA and other behavior engagement strategies.</li> <li>• Discuss and demonstrate the process of the Learning Cycle and implementation throughout the experience.</li> <li>• Attend Mentor Teacher Professional Development Session (Overview of YLR, Expectations, Lesson Planning and Observations)</li> <li>• Mentor teacher gives candidate grade level curricula and CCSS.</li> <li>• Mentor teacher reviews curricula materials</li> <li>• Mentor teacher reviews beginning of year responsibilities. (i.e., How to set up the classroom expectations, procedures, etc. along with the rationale )</li> <li>• Mentor teacher discusses and reviews school policies, school handbook, Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Register for appropriate fall YLR Residency course work. Obtain a three ring binder to store all lesson plans, university requirements, etc. Obtain Wilmington University I.D. and appropriate school district I.D.</li> <li>• Attend scheduled YLR summer meetings and schedule pre-residency experience meetings with mentor teacher to discuss grade level curricula, assignments, etc. (Those areas to be prepared during the summer) - Familiarize yourself with grade level curricula.</li> <li>• Check TaskStream to make sure there are no overdue assignments or missed competencies from previous years. Contact appropriate Wilmington University faculty for assistance.</li> <li>• Review Practicum III and Methods Course requirements.</li> <li>• Begin planning for a unit as per mentor teacher and supervisor guidelines.</li> <li>• Contact mentor teacher to assist with beginning of school year duties and activities - Assist mentor teacher with room preparation. Attend school and district level professional development with mentor teacher. Establish schedule and list of responsibilities. Establish daily time to meet with mentor. Discuss collaboration and co-teaching with mentor teacher.</li> <li>• Familiarize self with lesson plan format used by mentor or district. *WilmU Roadmap use for all formal lesson observation and evaluation. Review and discuss lesson reflection tool with mentor teacher and supervisor.</li> <li>• Learn about school polices re: fire drills, evacuation and lock down procedures, medical emergency procedures.</li> <li>• Introduce self to others in the building.</li> <li>• Design ice-breaker for first meeting with students. Submit to mentor teacher for review. *Can also be submitted to building level principal and supervisor upon request.</li> </ul>

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Month	Important Items – Submission by Candidate	Mentor Role	Candidate Responsibilities
		<ul style="list-style-type: none"> <li>• Mentor teacher reviews ice-breaker activity and letter of introduction</li> <li>• Mentor teacher reviews PPAT Guidelines for Task 1 and assists candidate in gathering pertinent information</li> <li>• Mentor teacher gives teacher candidate a copy of school and district calendars including professional development sessions, etc.</li> <li>• Mentor teacher introduces candidate to staff in the building including principal, nurse, educational diagnostician, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a letter to be sent home to parents. Submit to mentor teacher and supervisor for review. *Can also be submitted to building level principal and supervisor upon request.</li> <li>• Review Exit Performance Assessment - PPAT Guidelines. Plan and prepare for the collection of data for Task I of PPAT.</li> <li>• Attend scheduled meetings with YLR Supervisor and Mentor Teacher</li> <li>• Submit a copy of mentor teacher’s daily schedule to supervisor.</li> <li>• Assist mentor teacher for the first days of class as needed and/or assigned by mentor teacher.</li> <li>• Teach small group lessons.</li> </ul>
September	<ul style="list-style-type: none"> <li>• Collect video recording permission forms, scan and digitize for eventual upload into ETS.</li> <li>• Taskstream – completion of Multicultural Survey.</li> <li>• Taskstream – Update Professional Responsibilities and Growth Form</li> </ul>	<ul style="list-style-type: none"> <li>• Actively observe and provide feedback to Resident performance during informal lessons.</li> <li>• Provide necessary resources to Residents for preparing as needed</li> <li>• Collaborate with Resident as needed to determine learning targets and appropriate assessment strategies</li> <li>• Continue implementing co-teaching and provide solo teaching opportunities.</li> <li>• Mentor teacher models best practices in instruction using a variety of teaching strategies and methods; explains rationale to teacher candidate; follow up by having intern teach similar lesson and repeat</li> <li>• Allow teacher candidate to observe mentor; mentor teacher and candidate meet and discuss observation</li> <li>• Meet with teacher candidate to determine which content are will be the focus for first methods unit, due date for requesting comments, start date, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Students - Gain information about the students in the classroom. Complete Student Inventory Survey.</li> <li>• Design, plan, teach and record an informal lesson – upload into video gallery and annotate – Complete lesson reflection tool</li> <li>• Continue planning and develop for first methods course unit / concept with adjustments. Schedule date for requesting of comments by mentor teacher. Schedule for implementation of unit or concept area after adjustments and final approval provided by mentor teacher.</li> <li>• Conference with mentor teacher about Growth Goals (DPAS II) / assist with collection k-12 student data</li> <li>• Start assisting students by working with individual / small groups using the mentor(s) lesson plans.</li> <li>• Teacher candidate takes partial responsibility within the co-teaching environment. Teach various subjects / lessons.</li> <li>• Start fulfilling agreed upon responsibilities. Assume all duties as directed by the principal.</li> </ul>

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Month	Important Items – Submission by Candidate	Mentor Role	Candidate Responsibilities
		<ul style="list-style-type: none"> <li>• Mentor teacher review growth goals with teacher candidate (DPAS II)- Mentor teacher and candidate meet with DPAS II evaluator together</li> <li>• Mentor teacher shows teacher candidate where to access IEPs, cum folders, etc.</li> <li>• Review candidates Student Interest Inventory (SIS)</li> <li>• Review, discuss, and analyze all Beginning of Year (BOY) assessments with teacher candidate; discuss how to use data to inform instruction (forming groups for reading, Rtl groups, etc.)</li> <li>• Assist teacher candidate in understanding the lesson plan format and review lesson plan (both formal WilmU RoadMap for methods units, LFS template, and skill focus template for small group.</li> <li>• Work collaboratively to develop a complete lesson plan (LFS format;) This should be done together for the first lesson taught in each content area</li> <li>• Gradually assign lessons to teacher candidate (read alouds, small groups)</li> <li>• Review lessons with teacher candidate prior to candidate teaching the lesson</li> <li>• Observe teacher candidate and provide feedback Clinical Studies – Site Based Clinical Report</li> <li>• Mentor Teacher’s Form (Minimum 1 per week)</li> <li>• Conference with teacher candidate after each lesson taught during the week to provide feedback and reflect</li> <li>• Meet with teacher candidate daily to discuss classroom activities, lessons, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Review student files especially the IEP’s of students with special needs.</li> <li>• Participate in all staff meetings. Participate in all staff professional development. Participate in all PLC.</li> <li>• Meet with mentor daily to reflect on daily classroom activities, events, lessons and procedures. Be prepared with questions for mentor teacher.</li> <li>• Participate in any scheduled WILMU mandatory seminars.</li> </ul>

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Month	Important Items – Submission by Candidate	Mentor Role	Candidate Responsibilities
		<ul style="list-style-type: none"> <li>• Mentor teacher discusses and allows teacher candidate to assist in preparing for Back to School/Open House Night</li> <li>• Mentor teacher introduces teacher candidate to members of grade level Professional Learning Community (PLC)</li> </ul>	
October	<ul style="list-style-type: none"> <li>• Video Gallery – Upload of informal or formal lessons</li> <li>• Taskstream – Methods – Submission of Unit I or Concept of Study Module I for Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Actively observe and provide feedback to Resident performance during informal lessons.</li> <li>• Provide necessary resources to Residents for preparing as needed</li> <li>• Collaborate with Resident as needed to determine learning targets and appropriate assessment strategies</li> <li>• Continue implementing co-teaching and provide solo teaching opportunities.</li> <li>• Attend Mentor Teacher professional Development session (Navigating TAskStream; scoring Units, etc.)</li> <li>• Mentor teacher reviews and provides feedback on candidates daily and unit lesson plans prior to candidate teaching lesson</li> <li>• Mentor teacher completes a formal evaluation of a lesson in unit; reviews and discusses observation with teacher candidate</li> <li>• Conducts weekly observations and discusses with candidate</li> <li>• Explain rationale for all instructional activities and decisions; model reflective practices</li> <li>• Mentor teacher shares “Professional Responsibilities” form with teacher candidate to help them begin to complete their form.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach lessons of Unit One / Concept area. Submit Unit One / concept area into Task Stream for final evaluation by mentor teacher. (this could serve as a formal or informal lesson - Record Informal Lesson – upload into Video Gallery and annotate)</li> <li>• Update Professional Responsibilities and Growth Form. (DPAS IV) Send for requesting of comments to supervisor</li> <li>• Meet with supervisor to discuss observed lessons as well as schedule, observations, issues and concerns.</li> <li>• Observe / discuss behavioral management techniques / strategies / programs used in the classroom / school. Discuss these with mentor and supervisor.</li> <li>• Meet with mentor daily to reflect on daily classroom activities, events, lessons and procedures. Be prepared with questions for mentor teacher.</li> <li>• Participate in mandatory seminars.</li> </ul>

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Month	Important Items – Submission by Candidate	Mentor Role	Candidate Responsibilities
		<ul style="list-style-type: none"> <li>• Mentor teacher continues to model and discuss effective teaching practices and behavioral management techniques/strategies used in the classroom and in the school</li> <li>• Meet with teacher candidate daily to reflect on classroom activities, events, lessons, procedures; Answer any questions candidate may have</li> <li>• Mentor teacher participates in professional development sessions and includes teacher candidates</li> </ul>	
November	<ul style="list-style-type: none"> <li>• Taskstream – Completion of Post Dispositions Survey</li> <li>• Taskstream – Methods – Submission of Unit 2 or Concept of Study Module 2 for Evaluation</li> <li>• Taskstream – Practicum III – Formal Lesson 1 - Submission of Pre and Post Observation form for Evaluation</li> <li>• Video Gallery – Upload of informal or formal lessons</li> <li>• Taskstream – Update Professional Responsibilities and Growth Form</li> <li>• Taskstream – Complete content competency assessment in Arts, Health and Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Actively observe and provide feedback to Resident performance during informal lessons.</li> <li>• Provide necessary resources to Residents for preparing as needed</li> <li>• Collaborate with Resident as needed to determine learning targets and appropriate assessment strategies</li> <li>• Continue implementing co-teaching and provide solo teaching opportunities.</li> <li>• Models and observes candidate while they teach both whole and small group lessons</li> <li>• Grade teacher candidate’s first unit on Task Stream and discuss with candidate (formal observation)</li> <li>• Discuss and assist as teacher candidate prepares to teach Unit 2; schedule dates for requesting comments, implementation, etc.</li> <li>• Mentor teacher models how to conduct parent teacher conferences while teacher candidate observes</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Growth Goals (DPAS I)</li> <li>• Teach small and whole groups.</li> <li>• Design, plan and implement lesson for Unit Two / concept area and submit to Mentor Teacher for review. Continue planning and develop for first methods course unit / concept with adjustments. Schedule date for requesting of comments by mentor teacher. Schedule for implementation of unit or concept area after adjustments and final approval provided by mentor teacher.</li> <li>• Gain knowledge of the school’s report card scoring system and assist mentor with preparing report cards and comments. Attend parent / IEP meetings if possible.</li> <li>• LESSON 1 Formal Observation</li> <li>• Discuss behavioral strategies with mentor and supervisor to meet student needs.</li> <li>• Meet with mentor daily to reflect on daily classroom activities, events, lessons and procedures. Be prepared with questions for mentor teacher. Participate in mandatory seminars.</li> </ul>

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Month	Important Items – Submission by Candidate	Mentor Role	Candidate Responsibilities
		<ul style="list-style-type: none"> <li>• Mentor teacher demonstrates how to do report cards and allows candidate to assist in the process</li> <li>• Read over and provide feedback on all daily lesson plans and unit plans</li> <li>• Continue to observe teacher candidate using formal and informal methods and discuss/reflect with candidate</li> <li>• Mentor teacher shows candidate how to enter various data required by district (DSC Curriculum progress monitoring, Grades, report cards, etc.)</li> <li>• Meet with teacher candidate daily/weekly to reflect on classroom activities, events, lessons, etc.</li> </ul>	
December	<ul style="list-style-type: none"> <li>• Taskstream – Submit finalized Philosophy of Education</li> <li>• Taskstream – Practicum III – Formal Lesson 2 - Submission of Pre and Post Observation form for Evaluation</li> <li>• Video Gallery – Upload of informal or formal lessons</li> <li>• SUPERVISOR and MENTOR TEACHER – collaborate to complete Mid-YLR Experience Evaluation of Candidate Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Actively observe and provide feedback to Resident performance during informal lessons.</li> <li>• Provide necessary resources to Residents for preparing as needed</li> <li>• Collaborate with Resident as needed to determine learning targets and appropriate assessment strategies</li> <li>• Continue implementing co-teaching and provide solo teaching opportunities.</li> <li>• Mentor teacher</li> <li>• Allows teacher candidate to increase teaching responsibilities and lesson planning</li> <li>• Review all lessons prior to candidate teaching and provide feedback</li> <li>• Observe teacher candidate (formal/informal) weekly/bi-weekly</li> </ul>	<ul style="list-style-type: none"> <li>• LESSON 2 Formal Observation</li> <li>• Increase lesson planning/delivery.</li> <li>• Update Professional Responsibilities and Growth Form. (DPAS IV) Send for requesting of comments to supervisor</li> <li>• Discuss behavioral strategies with mentor and supervisor to meet student needs.</li> <li>• Meet with mentor daily to reflect on daily classroom activities, events, lessons and procedures. Be prepared with questions for mentor teacher. Participate in mandatory seminars. Ask for feedback on your lessons.</li> <li>• Update Philosophy of Education.</li> <li>• Participate in mandatory seminars.</li> </ul>



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Month	Important Items – Submission by Candidate	Mentor Role	Candidate Responsibilities
		<ul style="list-style-type: none"> <li>• Meet with teacher candidate daily/weekly to reflect on classroom activities, events, lessons, etc.</li> <li>• Assist candidate in selecting content and instructional focus for PPAT Tasks 2 and 3</li> <li>• Discuss topic/content area for Unit 3; review due dates and implementation dates</li> <li>• Complete Mid-Year Evaluation and attend conference with candidate and University Supervisor (TaskStream)</li> </ul>	
January	<ul style="list-style-type: none"> <li>• Taskstream – Methods – Submission of Unit 3 or Concept of Study Module 3 for Evaluation</li> <li>• Taskstream – Student Teaching – Formal Lesson 3 - Submission of Pre and Post Observation form for Evaluation</li> <li>• Video Gallery – Upload of informal or formal lessons</li> <li>• ETS – Submit Task 1 and all artifacts</li> <li>• Taskstream – Update Professional Responsibilities and Growth Form</li> </ul>	<ul style="list-style-type: none"> <li>• Actively observe and provide feedback to Resident performance during informal lessons.</li> <li>• Provide necessary resources to Residents for preparing as needed</li> <li>• Collaborate with Resident as needed to determine learning targets and appropriate assessment strategies</li> <li>• Continue implementing co-teaching and provide solo teaching opportunities.</li> <li>• Schedule dates and timelines for teacher candidate to teach Unit 3</li> <li>• Continue to read and provide feedback on all lesson plans</li> <li>• Conduct Formal Observation and provide feedback to candidate</li> <li>• Allow teacher candidate to plan and teach lessons;</li> <li>• Use various models of co-teaching within the classroom for various subject areas</li> <li>• Meet with teacher candidate daily/weekly to reflect on activities, events, lessons, procedures, etc. .</li> </ul>	<ul style="list-style-type: none"> <li>• Design, plan and implement lesson for Unit THREE / concept area and submit to Mentor Teacher for review. Continue planning and develop for first methods course unit / concept with adjustments. Schedule date for requesting of comments by mentor teacher. Schedule for implementation of unit or concept area after adjustments and final approval provided by mentor teacher.</li> <li>• Lesson 3 Formal Observation</li> <li>• Meet with mentor daily to reflect on daily classroom activities, events, lessons and procedures. Be prepared with questions for mentor teacher. Participate in mandatory seminars. Ask for feedback on your lessons.</li> <li>• Participate in mandatory seminars.</li> </ul>

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Month	Important Items – Submission by Candidate	Mentor Role	Candidate Responsibilities
		<ul style="list-style-type: none"> <li>• Include teacher candidate in all professional development sessions, etc.</li> </ul>	
February	<ul style="list-style-type: none"> <li>• Taskstream – Methods – Submission of Unit 4 or Concept of Study Module 4 for Evaluation</li> <li>• ETS – Submit Task 2 and 3 and all artifacts</li> <li>• SUPERVISOR and MENTOR TEACHER – collaborate to complete YLR Dispositional Candidate Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Actively observe and provide feedback to Resident performance during informal lessons.</li> <li>• Provide necessary resources to Residents for preparing as needed</li> <li>• Collaborate with Resident as needed to determine learning targets and appropriate assessment strategies</li> <li>• Continue implementing co-teaching and provide solo teaching opportunities.</li> <li>• Attend Professional Development Session (Socratic Questioning)</li> <li>• Mentor teacher</li> <li>• Assists candidate in preparing for parent/teacher conferences</li> <li>• Conduct Socratic Questioning session for PPAT Tasks 2 and Task 3</li> <li>• Grade Unit 3 on Taskstream and meet with candidate to provide feedback</li> <li>• Meet with candidate daily to reflect on classroom activities, lessons, procedures, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and Plan Unit FOUR / concept area and submit to Mentor Teacher for review. Continue planning and develop for first methods course unit / concept with adjustments. Schedule date for requesting of comments by mentor teacher. Schedule for implementation of unit or concept area after adjustments and final approval provided by mentor teacher.</li> <li>• Meet with mentor daily to reflect on daily classroom activities, events, lessons and procedures. Be prepared with questions for mentor teacher. Participate in mandatory seminars. Ask for feedback on your lessons.</li> <li>• PPAT submission / work / timeline</li> </ul>
March to May	<ul style="list-style-type: none"> <li>• Taskstream –Student Teaching – Formal Lesson 4 and 5 - Submission of Pre and Post Observation form for Evaluation</li> <li>• Video Gallery – Upload of informal or formal lessons</li> <li>• ETS – Submit Task 4 and all artifacts</li> </ul>	<ul style="list-style-type: none"> <li>• Actively observe and provide feedback to Resident performance during informal lessons.</li> <li>• Provide necessary resources to Residents for preparing as needed</li> <li>• Collaborate with Resident as needed to determine learning targets and appropriate assessment strategies</li> </ul>	<ul style="list-style-type: none"> <li>• LESSON 4 and 5 Formal Observation</li> <li>• Meet with mentor daily to reflect on daily classroom activities, events, lessons and procedures. Be prepared with questions for mentor teacher. Participate in mandatory seminars. Ask for feedback on your lessons.</li> <li>• PPAT submission / work / timeline</li> <li>• Engage in mock interviews</li> <li>• Dispositions Evaluation</li> <li>• Final Evaluation</li> </ul>

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Month	Important Items – Submission by Candidate	Mentor Role	Candidate Responsibilities
	<ul style="list-style-type: none"> <li>• SUPERVISOR and MENTOR TEACHER – collaborate to complete Final-YLR Experience Evaluation of Candidate Experience</li> <li>• Submit Final Professional Responsibilities and Professional Growth Form</li> <li>• Taskstream – Submit all Lesson Reflection Tools</li> <li>• Taskstream – Complete Feedback on Clinical Experience Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Continue implementing co-teaching and provide solo teaching opportunities.</li> <li>• Meet with candidate to plan Unit 4; review dates for implementation, etc.</li> <li>• Grade Unit 4 on Task Stream and discuss with candidate</li> <li>• Mentor teacher films teacher candidate for Task 4 PPAT</li> <li>• Conduct formal and informal observations and discuss with candidate</li> <li>• Complete Dispositions Evaluation on Taskstream (March/April)</li> <li>• Complete Final Evaluation of teacher candidate; meet with supervisor for conference (May)</li> <li>• Attend and participate in Mock Interviews (April/May)</li> <li>• Attend YLR End of Year Celebration</li> </ul>	
June			<ul style="list-style-type: none"> <li>• Meet with mentor daily to reflect on daily classroom activities, events, lessons and procedures. Be prepared with questions for mentor teacher. Participate in mandatory seminars. Ask for feedback on your lessons.</li> <li>• Final student growth data</li> <li>• End of school year procedures</li> </ul>

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**Appendix L - High Priority Program Standards**

High Priority National Program Standards / Outcomes	High Priority State Program Outcomes	High Priority <u>Resident Knowledge</u>	High Priority Resident <u>Performance Skills</u>	High Priority Resident <u>Dispositions</u>
<p><b>INTASC Standard #1: Learner Development.</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p><b>Danielson Domain I and Delaware Performance Appraisal System (DPAS II) Component I</b></p> <ul style="list-style-type: none"> <li>• Selecting Instructional Goals</li> <li>• Designing Coherent Instruction</li> <li>• Demonstrating Knowledge of Content and Pedagogy</li> <li>• Demonstrating Knowledge of Students</li> <li>• Designing Student Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• 1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.</li> <li>• 1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.</li> <li>• 1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</li> <li>• 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible</li> </ul>	<ul style="list-style-type: none"> <li>• 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</li> <li>• 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</li> <li>• 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>• 1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.</li> <li>• 1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.</li> <li>• 1(j) The teacher takes responsibility for promoting learners’ growth and development.</li> </ul>

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		and instruction relevant, accessible, and challenging.		
<p><b>Standard #2: Learning Differences.</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p><b>Danielson Domain I and Delaware Performance Appraisal System (DPAS II) Component I</b></p> <ul style="list-style-type: none"> <li>• Selecting Instructional Goals</li> <li>• Designing Coherent Instruction</li> <li>• Demonstrating Knowledge of Content and Pedagogy</li> <li>• Demonstrating Knowledge of Students</li> <li>• Designing Student Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</li> <li>• 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</li> <li>• 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</li> <li>• 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</li> </ul>	<ul style="list-style-type: none"> <li>• 2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</li> <li>• 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</li> <li>• Performance - 2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings</li> <li>• 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family,</li> </ul>	<ul style="list-style-type: none"> <li>• 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</li> <li>• 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</li> <li>• 2(n) The teacher makes learners feel valued and helps them learn to value each other.</li> <li>• 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</li> </ul>

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		<ul style="list-style-type: none"> <li>• 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.</li> </ul>	<p>and community experiences and cultural norms.</p> <ul style="list-style-type: none"> <li>• 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</li> <li>• 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</li> </ul>	
<p><b>Standard #3: Learning Environments.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p><b>Danielson Domain II and Delaware Performance Appraisal System (DPAS II) Component II</b></p> <ul style="list-style-type: none"> <li>• Managing Classroom Procedures</li> <li>• Managing Student Behavior</li> <li>• Creating an Environment to Support Learning</li> <li>• Organizing Physical Space</li> </ul>	<ul style="list-style-type: none"> <li>• 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</li> <li>• 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</li> <li>• 3(k) The teacher knows how to collaborate with learners to establish and monitor</li> </ul>	<ul style="list-style-type: none"> <li>• 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</li> <li>• 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</li> </ul>	<ul style="list-style-type: none"> <li>• 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</li> <li>• 3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.</li> <li>• 3(p) The teacher is committed to</li> </ul>

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		<p>elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <ul style="list-style-type: none"> <li>• 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</li> <li>• 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</li> </ul>	<ul style="list-style-type: none"> <li>• 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.</li> <li>• 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</li> <li>• 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</li> <li>• 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</li> <li>• 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</li> </ul>	<p>supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <ul style="list-style-type: none"> <li>• 3(q) The teacher seeks to foster respectful communication among all members of the learning community.</li> <li>• 3(r) The teacher is a thoughtful and responsive listener and observer.</li> </ul>

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<p><b>Standard #4: Content Knowledge.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p><b>Danielson Domain III and Delaware Performance Appraisal System (DPAS II) Component III</b></p> <ul style="list-style-type: none"> <li>• Engaging Students in Learning</li> <li>• Demonstrating Flexibility and Responsiveness</li> <li>• Communicating Clearly and Accurately</li> <li>• Using Questioning and Discussion Techniques</li> <li>• Using Assessment in Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</li> <li>• 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</li> <li>• 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</li> <li>• 4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.</li> <li>• 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</li> </ul>	<ul style="list-style-type: none"> <li>• 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.</li> <li>• 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</li> <li>• 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</li> <li>• 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</li> <li>• 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</li> <li>• 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.</li> <li>• 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</li> </ul>



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			<ul style="list-style-type: none"> <li>• 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</li> <li>• 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</li> <li>• 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</li> <li>• 4(i) The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.</li> </ul>	
<p><b>Standard #5: Application of Content.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem</p>	<p><b>Danielson Domain III and Delaware Performance Appraisal System (DPAS II) Component III</b></p> <ul style="list-style-type: none"> <li>• Engaging Students in Learning</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>• 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual</li> </ul>	<ul style="list-style-type: none"> <li>• 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</li> <li>• 5(r) The teacher values knowledge outside his/her own content area and how such</li> </ul>

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<p>solving related to authentic local and global issues.</p>	<ul style="list-style-type: none"> <li>• Communicating Clearly and Accurately</li> <li>• Using Questioning and Discussion Techniques</li> <li>• Using Assessment in Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</li> <li>• 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</li> <li>• 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning</li> <li>• 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</li> <li>• 5(o) The teacher understands creative thinking processes and how</li> </ul>	<p>information and social studies to examine policy implications).</p> <ul style="list-style-type: none"> <li>• 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</li> <li>• 5(c) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.</li> <li>• 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</li> <li>• 5(e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</li> <li>• 5(f) The teacher engages learners in generating and evaluating new ideas and</li> </ul>	<p>knowledge enhances student learning.</p> <ul style="list-style-type: none"> <li>• 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</li> </ul>

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		<p>to engage learners in producing original work.</p> <ul style="list-style-type: none"> <li>• 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</li> </ul>	<p>novel approaches, seeking inventive solutions to problems, and developing original work.</p> <ul style="list-style-type: none"> <li>• 5(g) The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</li> <li>• Performance - 5(h) The teacher develops and implements supports for learner literacy development across content areas.</li> </ul>	
<p><b>Standard #6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p><b>Danielson Domain III and Delaware Performance Appraisal System (DPAS II) Component III</b></p> <ul style="list-style-type: none"> <li>• Engaging Students in Learning</li> <li>• Demonstrating Flexibility and Responsiveness</li> <li>• Communicating Clearly and Accurately</li> <li>• Using Questioning and Discussion Techniques</li> <li>• Using Assessment in Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</li> <li>• 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</li> <li>• 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for</li> </ul>	<ul style="list-style-type: none"> <li>• 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</li> <li>• 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</li> <li>• 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.</li> <li>• 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</li> <li>• 6(s) The teacher is committed to providing</li> </ul>

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		<p>communicating this feedback.</p> <ul style="list-style-type: none"> <li>6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</li> <li>6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</li> </ul>	<p>timely and effective descriptive feedback to learners on their progress.</p> <ul style="list-style-type: none"> <li>6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</li> </ul>
<p><b>Standard #7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p><b>Danielson Domain I and Delaware Performance Appraisal System (DPAS II) Component I</b></p> <ul style="list-style-type: none"> <li>Selecting Instructional Goals</li> <li>Designing Coherent Instruction</li> <li>Demonstrating Knowledge of Content and Pedagogy</li> <li>Demonstrating Knowledge of Students</li> <li>Designing Student Assessments</li> </ul>	<ul style="list-style-type: none"> <li>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</li> <li>7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</li> <li>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them</li> </ul>	<ul style="list-style-type: none"> <li>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners</li> <li>7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners</li> <li>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to</li> </ul>	<ul style="list-style-type: none"> <li>7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.</li> <li>7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</li> <li>7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of</li> </ul>

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High Priority National Program Standards / Outcomes	High Priority State Program Outcomes	High Priority <u>Resident Knowledge</u>	High Priority Resident <u>Performance Skills</u>	High Priority Resident <u>Dispositions</u>
		<p>effectively to plan instruction that meets diverse learning needs.</p> <ul style="list-style-type: none"> <li>• 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</li> </ul>	<p>demonstrate knowledge and skill.</p> <ul style="list-style-type: none"> <li>• 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</li> <li>• 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.</li> <li>• 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.</li> <li>• 7(g) The teacher understands content and content standards and how these are organized in the curriculum.</li> <li>• 7(h) The teacher understands how integrating crossdisciplinary skills in instruction engages learners</li> </ul>	<p>assuring student learning.</p> <ul style="list-style-type: none"> <li>• 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</li> </ul>

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High Priority National Program Standards / Outcomes	High Priority State Program Outcomes	High Priority <u>Resident Knowledge</u>	High Priority Resident <u>Performance Skills</u>	High Priority Resident <u>Dispositions</u>
			<p>purposefully in applying content knowledge.</p> <ul style="list-style-type: none"> <li>7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</li> </ul>	
<p><b>Standard #8: Instructional Strategies.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p><b>Danielson Domain III and Delaware Performance Appraisal System (DPAS II) Component III</b></p> <ul style="list-style-type: none"> <li>Engaging Students in Learning</li> <li>Demonstrating Flexibility and Responsiveness</li> <li>Communicating Clearly and Accurately</li> <li>Using Questioning and Discussion Techniques</li> <li>Using Assessment in Instruction</li> </ul>	<ul style="list-style-type: none"> <li>8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</li> <li>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</li> <li>8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</li> <li>8(m) The teacher understands how multiple forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</li> <li>8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</li> <li>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</li> <li>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a</li> </ul>	<ul style="list-style-type: none"> <li>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</li> <li>8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</li> <li>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</li> </ul>

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High Priority National Program Standards / Outcomes	High Priority State Program Outcomes	High Priority <u>Resident Knowledge</u>	High Priority Resident <u>Performance Skills</u>	High Priority Resident <u>Dispositions</u>
		<p>(oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p> <ul style="list-style-type: none"> <li>• 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</li> <li>• 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</li> </ul>	<p>variety of products and performances.</p> <ul style="list-style-type: none"> <li>• 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</li> <li>• 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information</li> <li>• 8(h) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.</li> <li>• 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</li> </ul>	
<p><b>Standard #9: Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional</p>	<p><b>Danielson Domain IV and Delaware Performance Appraisal System (DPAS II) Component IV</b></p>	<ul style="list-style-type: none"> <li>• 9(j) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for</li> </ul>	<ul style="list-style-type: none"> <li>• 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and</li> </ul>	<ul style="list-style-type: none"> <li>• 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to</li> </ul>

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<b>High Priority National Program Standards / Outcomes</b>	<b>High Priority State Program Outcomes</b>	<b>High Priority Resident Knowledge</b>	<b>High Priority Resident Performance Skills</b>	<b>High Priority Resident Dispositions</b>
<p>learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<ul style="list-style-type: none"> <li>• Communicating with Family</li> <li>• Recording Data in a Student Record System</li> <li>• Growing and Developing Professionally</li> <li>• Reflecting on Professional Practice</li> </ul>	<p>learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <ul style="list-style-type: none"> <li>• 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system- wide priorities.</li> </ul>	<p>learning experiences based on local and state standards.</p> <ul style="list-style-type: none"> <li>• 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</li> <li>• 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences</li> </ul>	<p>improve planning and practice.</p> <ul style="list-style-type: none"> <li>• 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</li> <li>• 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</li> <li>• 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</li> </ul>



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High Priority National Program Standards / Outcomes	High Priority State Program Outcomes	High Priority <u>Resident Knowledge</u>	High Priority Resident <u>Performance Skills</u>	High Priority Resident <u>Dispositions</u>
<p><b>Standard #10: Leadership and Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p><b>Danielson Domain IV and Delaware Performance Appraisal System (DPAS II) Component IV</b></p> <ul style="list-style-type: none"> <li>• Communicating with Family</li> <li>• Recording Data in a Student Record System</li> <li>• Growing and Developing Professionally</li> <li>• Reflecting on Professional Practice</li> </ul>	<ul style="list-style-type: none"> <li>• 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts</li> <li>• 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning</li> <li>• 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners</li> <li>• 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</li> <li>• 10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</li> <li>• 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</li> <li>• 10(s) The teacher takes responsibility for contributing to and advancing the profession.</li> <li>• 10(t) The teacher embraces the challenge of continuous improvement and change.</li> </ul>

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High Priority National Program Standards / Outcomes	High Priority State Program Outcomes	High Priority <u>Resident Knowledge</u>	High Priority Resident <u>Performance Skills</u>	High Priority <u>Resident Dispositions</u>
<p><b>ISTE Standard #2.</b> Design and develop digital age learning experiences and assessments</p>			<ul style="list-style-type: none"> <li>• Performance - a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</li> <li>• b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress</li> <li>• c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</li> </ul>	
<p><b>ISTE Standard #4.</b> Promote and model digital citizenship and responsibility</p>			<ul style="list-style-type: none"> <li>• b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources</li> <li>• c. promote and model digital etiquette and responsible social interactions related to the use of technology and information</li> </ul>	

**Appendix**

**Appendix N - WilmU Taskstream Data Collection System**

The College of Education features a comprehensive and effective assessment system that is part of the University's overall Outcomes Assessment Plan. Program assessments, designed to demonstrate the attainment of Wilmington University Program and Graduation Competencies, InTASC and related SPA Standards, are embedded in all programs.

To support this effort, the College of Education utilizes a suite of tools [Taskstream] as a unified system for collecting student and program data. This reinforces our student-centered accreditation and assessment data collection processes, allowing us to use data, organize information, and make it actionable to drive improvement. As noted by the Board of Examiners in our most recent Unit accreditation report, "The unit successfully evaluates the capacity and effectiveness of its assessment system, particularly in terms of providing evidence of desired candidate proficiencies and their progression through transition points. Examination of evidence demonstrates a commitment to utilization of sound measures directed at evaluation of candidate performance prior to program completion."

All students at Wilmington University are required to successfully complete competencies unique to their preparation programs and common graduation competencies/educational values at either the undergraduate or graduate levels. The program competencies specify what the students need to know and be able to do to successfully complete their preparation programs, while the graduation competencies and educational values specify what those students need to know and be able to do to earn their undergraduate or graduate degrees. The educational values are more dispositional in nature. The program competencies are largely built around relevant state and national standards.

**Feedback and Support of Collected Data:**

Continuous, timely and appropriate feedback to YLR Teacher Candidates, is an essential component of the experience. The construct of the feedback process can be viewed in two distinct categories; feedback to provide support, guidance and resources and feedback during evaluation.

Feedback to provide support and resources - Mentor teachers and university supervisors provide one-on-one support to the candidate while planning units and lessons. This guidance and coaching can take the form of formal and informal feedback and suggestions.

Within the formal context, the candidate can request comments and suggestions through Taskstream when constructing and designing units and lessons. The system allows for the university supervisors, mentor teacher and candidate to create a history of all comments, changes, and actions taken during the design and planning process. In this manner, there is not only a mechanism to record the comments and feedback but it is presented in such a manner that candidates, mentor teachers and university supervisors may revisit the process to highlight strengths and weakness. Informally, during daily and/or weekly meetings, mentor teachers and university supervisors will coach and guide the candidate through his or her thought and implementation process regarding the planning, designing and implementation of lessons.

Feedback during evaluation - Mentor teachers and university supervisors provide direct and immediate feedback during the evaluation of implemented units and lessons.

The process of candidate instructional performance evaluation occurs once candidates implement their lesson, video record their lesson, and submit a pre/post observation form. During this time, the mentor teacher will conduct a post observation conference with the candidate discussing areas of strength and areas that need improvement. This conference provides both parties to utilize the video recording to analyze instruction and reflect on what additional resources or supports are required. In addition, goals are established for the next evaluation and recorded during the evaluation.

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**Appendix O - WilmU YLR Assessment Measures**

***Fall Semester Timeframe – September to December:***

**Action Plan for Improvement:** Within each semester, and if warranted and agreed upon by both the mentor teacher and university supervisor, a formal mechanism to provide a clear plan of action for improvement can be utilized. This structured plan of action applies to all aspects and facets of the experience.

**Professional Responsibilities Form:** Teachers engage in many professional activities as they develop teaching skills. During your clinical fieldwork (Practicum I, II, III and Student Teaching) you will gather evidence of such activities that focus on professional growth within the context of school, district, and student. This form is to be updated throughout the experience. Once ready, candidates select the instructor and click on request comments. Candidates DO NOT submit for final score in Practicum III. Candidates will ultimately submit for a final score during Student Teaching or the Spring semester of the residency experience.

**Philosophy of Education:** Candidates will compose their personal teaching philosophy. An educational philosophy is a personal statement of a teacher's guiding principles about "big picture" education-related issues, such as how student learning and potential are most effectively maximized, as well as the role of educators in the classroom, school, community, and society. Each teacher comes to the classroom with a unique set of principles and ideals that affects student performance. A statement of educational philosophy sums up these tenets for self-reflection, professional growth, and sometimes sharing with the larger school community. Candidates will base their personal teaching philosophy on current practice and research. The document is uploaded into Taskstream, candidate selects instructor of the course and clicks on SUBMIT FOR SCORING. A final score is provided during the Fall semester timeframe.

**Formal Observation and Evaluation #1 and #2:** The observation requires candidates to use the new "Teaching and Learning Roadmap" and the Pre/Post Observation form for evaluation of teaching performance. Candidates will be required to create their teaching and learning roadmap using the "Lesson, Units and Rubrics" tab in Taskstream. Candidates will send their lesson plan to the instructor using the "Request Comments" option. In addition, when completing the Pre/Post Observation form, candidates will need to utilize the "Request Comments (PRE)" and the "Submit Work (POST)" functions of Taskstream for this section allowing for instructor feedback and eventual rubric scoring. Candidates will record their lesson and upload the full length video into COE Video Gallery.

***Thematic Unit or Concept of Study – Unit or Area #1 and #2 (decided upon in collaboration with the Mentor Teacher):***

**ELA** - Using the Wilmington University Unit Plan Format found within the Lessons, Units and Rubrics Tool on TaskStream, and the Common Core Standards, the teacher candidate will complete and submit an age-appropriate unit of lesson plans which includes a variety of methods and materials to teach reading across content areas, including the application of critical thinking and problem-solving skills. The thematic lesson must address cultural differences, different developmental levels, different learning styles and ability levels. Evidence of appropriate formative and summative assessments designed by the candidate must be included in the unit design. The candidate must incorporate the use of technology to support and engage the learners in assessment practices. Candidate must also incorporate, as appropriate, the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students within the planned unit.

**Social Studies** - Using the Wilmington University Unit Plan Format found within the Lessons, Units and Rubrics Tool on TaskStream, and the Common Core Standards, the teacher candidate will complete and submit an age-appropriate unit of lesson plans which includes a variety of methods and materials to teach Social Studies across content areas, including the application of critical thinking and problem-solving skills. The thematic lesson must address cultural differences, different developmental levels, different learning styles and ability levels. Evidence of appropriate formative and summative assessments designed by the candidate must be included in the unit design. The candidate must incorporate the use of technology to support and engage the learners in assessment practices. Candidate must also incorporate, as appropriate, the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students within the planned unit.

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**Science** - Using the Wilmington University Unit Plan Format found within the Lessons, Units and Rubrics Tool on Taskstream, and the Next Generation Science and Common Core Standards, the teacher candidate will complete and submit an age-appropriate unit of lesson plans which includes a variety of methods and materials to teach Science across content areas, including the application of critical thinking and problem-solving skills. The thematic Unit of lessons must address cultural differences, different developmental levels, different learning styles and ability levels. It must also include both formative and summative assessment strategies, and digital-age learning experiences to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. The teacher candidate will facilitate a lesson from the Unit to demonstrate the teaching of science, to build student understanding for personal and social applications, and to convey the nature of science. Candidate must also incorporate, as appropriate, the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students within the planned unit.

**Math** - Using the Wilmington University Unit Plan Format found within the Lessons, Units and Rubrics Tool on TaskStream, and the Common Core Standards, the teacher candidate will complete and submit an age-appropriate unit of lesson plans which includes a variety of methods and materials to teach mathematics across content areas, including the application of critical thinking and problem-solving skills. The thematic lesson must address cultural differences, different developmental levels, different learning styles and ability levels. Evidence of appropriate formative and summative assessments designed by the candidate must be included in the unit design. The candidate must incorporate the use of technology to support and engage the learners in assessment practices. Candidate must also incorporate, as appropriate, the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students within the planned unit.

**Dispositions Post Survey:** Completed by the teacher candidate as they complete the Fall semester. This is the final self-evaluation on teacher dispositions.

**Observation #2 Written Response:** This section requires candidates to upload their written response to the guided prompts from, “Implementing and Analyzing Instruction to Promote Student Learning”.

**Mid Term Evaluation of Candidate Performance:** This section is completed by the supervisor evaluating candidate performance at a designated “half way” point during the experience.

**Candidate Mid-Term Self- Evaluation:** This section is to be completed by the candidate at the end of the Fall semester timeframe. Candidates reflect on their experience to date providing details on coursework, instructor, mentor teacher, etc.

**Multicultural Survey:** An area of importance for teacher candidates is to ensure that they work with students, families, and communities in ways that reflect the dispositions expected of teachers as delineated in professional, state, and institutional standards. BS candidates must recognize, develop, and model dispositions that are expected of beginning teachers. In order to assess a teacher candidate’s dispositions and values, the College of Education administers the “Inventory of Beginning Teacher’s Dispositions” and “Multicultural Inventory” during clinical courses in the undergraduate program. Because of the importance accorded to these surveys, teacher candidates are expected to participate fully and to comply with these tasks as assigned.

### Assessments - Spring Semester Timeframe – January to June

**Action Plan for Improvement:** Within each semester, and if warranted and agreed upon by both the mentor teacher and university supervisor, a formal mechanism to provide a clear plan of action for improvement can be utilized. This structured plan of action applies to all aspects and facets of the experience.

**Praxis Performance Assessment for Teachers:** The PPAT by Education Testing Systems (ETS) assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher. It is designed to:

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develop more effective teachers in the classroom, identify strengths and areas for improvement of practice, allow student teachers to continually refine their teaching practices, and contribute to a development plan for professional growth.

**Professional Responsibilities Form:** This form is to be updated throughout the experience. Once ready, candidates select the instructor and click on **request comments**. **Candidates DO NOT submit for final score in Practicum III.** Candidates will ultimately submit for a final score during Student Teaching.

**Formal Observation and Evaluation #3, #4 and #5:** The observation requires candidates to use the new “Teaching and Learning Roadmap” and the Pre/Post Observation form for evaluation of teaching performance. Candidates will be required to create their teaching and learning roadmap using the “Lesson, Units and Rubrics” tab in Taskstream. Candidates will send their lesson plan to the instructor using the “Request Comments” option. In addition, when completing the Pre/Post Observation form, candidates will need to utilize the “Request Comments (PRE)” and the “Submit Work (POST)” functions of Taskstream for this section allowing for instructor feedback and eventual rubric scoring. Candidates will record their lesson and upload the full length video into COE Video Gallery.

**Final Dispositions Evaluation:** Teacher candidates are evaluated in a variety of ways throughout their program of study. This Dispositions Assessment is designed to evaluate the intern’s professional conduct that impacts student learning as well as the intern’s professional growth. University supervisors and cooperating teachers collaboratively support teacher candidates’ advancement of clearly defined professional responsibilities and dispositions that characterize successful educators.

**Thematic Unit or Concept of Study – Unit or Area #3 and #4: (decided upon in collaboration with the Mentor Teacher):** See above for detailed descriptions

**Final Evaluation of Candidate Performance:** This section is completed by the supervisor and mentor teacher evaluating candidate’s performance at the end of the student teaching experience. The final evaluation provides the teacher candidate a culminating view into his/her experience.

**Candidate Final Self Evaluation:** This section is to be completed by the candidate at the end of his/her experience providing details as to the experience, placement, setting, supervisor and mentor teacher.

**Appendix**

**Appendix P – WilmU YLR Role of the Mentor Teacher**

THE CHANGING ROLE OF MENTOR TEACHERS

We see the role of the Mentor Teacher becoming that of a teacher educator, an equal partner in the process of teacher preparation. In addition to mentoring, coaching, serving as a personal and professional confidante, and modeling, we want Supervising Teachers to:

1. Engage Teacher Candidates in shared decision making about curriculum, expectations for student learning, organizational behavior, classroom environment, interaction, etc.
2. Help Teacher Candidates understand and reflect on the major components of professional practice as described in the Framework for Teaching and Delaware’s Professional Teaching Standards; facilitate the use of the WilmU Lesson Plan Template for planning, analysis, and reflection.
3. Treat Teacher Candidates as beginning professionals (rather than teacher aides or assistants) and support active, authoritative classroom participation (rather than passive, subordinate observation).
4. Help Teacher Candidates analyze and reflect on personal/professional actions and consequences (success as well as errors), and explore alternative courses of action (focusing on aspects of Teacher Candidate behavior that can be strengthened).
5. Insist that Teacher Candidates meet the highest standards of verbal and written communication.
6. Insist that Teacher Candidates plan and conduct lessons/activities that are based on goals suitable for the students in the group.
7. Reflect school, district and state content/teaching standards.
8. Include a clear assessment of outcomes. (“What effects did I have on student learning, and how can I prove it?”)
9. Provide Teacher Candidates with opportunities to explore the broader school culture and gain experiences in diverse settings (different age/grade levels, special classes, ESL, LEP, classes for exceptional children, etc.).
10. Provide opportunities/freedom for Teacher Candidates to modify learning environments and to explore alternative approaches to classroom management.
11. Emphasize close working relationships with parents and families.
12. Help Teacher Candidates maintain positive and collegial relationships with the total school staff. Encourage Teacher Candidates to engage in collaborative lesson/unit planning and peer observation.
13. Participate in regular progress/problem-solving seminars (“conversations about teaching”) and in University-sponsored professional development seminars.
14. Help Teacher Candidates develop high quality program portfolios.
15. Participate in collaborative assessments of Teacher Candidate growth (a mid-term checklist, final checklist and final narrative report).

Mentor Teachers are also asked to...

- Introduce the Teacher Candidate to the faculty, staff, and parents/families.
- Give the Teacher Candidate advice on what to include in a letter of introduction to parents/families.
- Make sure that the building principal gets to meet the Teacher Candidate, and, if possible, talk with the Teacher Candidate about the school’s mission, expectations, etc.
- Provide appropriate materials and supplies.
- Communicate openly and honestly about issues of appearance, behavior, and ethics.
- Provide a copy of the school and district calendar, copies of school policies, etc.
- Help the Teacher Candidate obtain a photo ID, if required by the school.
- Make sure that the Teacher Candidate understands copy machine procedures, limitations, etc.
- Involve the Teacher Candidate in creating bulletin boards/displays, furniture arrangements, classroom decorations, etc.
- Review emergency procedures and make sure that Teacher Candidate has a clear understanding of responsibilities and authority.

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- Give the Teacher Candidate specific responsibilities related to supervision, extra duties, new students, substitute teachers, assemblies, before school, opening exercises, hallway movement, lunch, recess, dismissal, student homework, after school, etc.
- Expect that the Teacher Candidate will make some mistakes.
- Encourage self-reflection, analysis, and professional growth.
- Expect enthusiasm, a desire to learn, and interpersonal sensitivity.
- Expect lesson plans to be appropriate and submitted ON TIME.
- Develop a systematic plan for reviewing lesson plans.
- Provide timely, FRANK, honest feedback. Don't wait, and don't mislead the Teacher Candidate by pretending that everything is OK if that is not the case.
- Allow the Teacher Candidate to make some choices and decisions about materials, resources, strategies and classroom environment.
- Model what you are doing; i.e., explain why what you are doing is appropriate for this group of learners, what outcomes you expect, and how you intend to measure them.
- Arrange for the Teacher Candidate to visit other teachers in the school; then talk about and reflect on those visits.
- Support the importance of the Teacher Candidate's degree and program requirements (e.g., lesson planning components, participation in seminars, the professional portfolio, research projects, reflective journals, logs, etc.).

#### TIPS/SUGGESTIONS FOR CONFERENCING WITH TEACHER CANDIDATES

Teacher Candidates need personal, professional, and instructional guidance. Teacher Candidates are more likely to become competent, reflective teachers when they have honest, sensitive feedback throughout the Teacher Candidateship experience.

Many Supervising Teachers (Mentor Teachers and/or Mentor Teachers) are apprehensive about "telling others what to do," and are reluctant to be too critical of Teacher Candidates.

Supervising Teachers want their Teacher Candidates to succeed. Sometimes Supervising Teachers feel that a Teacher Candidate's lack of knowledge or experience is a negative reflection on the Supervising Teacher's own competence. Sometimes, the close relationship that develops between a Supervising Teacher and Teacher Candidate causes the Supervising Teacher to "soften" a lesson analysis in a desire to protect the feelings of the Teacher Candidate. Yet, when surveyed, Teacher Candidates consistently express a strong desire for their Supervising Teachers to observe lessons and provide honest, frank feedback.

Researchers have found that conferences with Teacher Candidates often feature far too much "teacher" talk – where the Teacher Candidate assumes a subordinate role and just listens to the Supervising Teacher. It is extremely important for the Supervising Teacher treat the Teacher Candidate as a colleague and confidante, to minimize teacher talk, and to encourage Teacher Candidate analysis and reflection.



**Appendix**

**Appendix Q – WilmU YLR Role of the Supervisor**

WHAT ARE THE RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR?

It is important to understand that the primary function of Wilmington University supervisors is changing from the traditional role of periodic inspection to one of continuous support and collaboration. Our intentions are for Wilmington University supervisors to serve as valuable links between the University and our partner schools, and to help support the instructional programs and educators in those schools. This means that the Wilmington University supervisors are expected to be much more than “sit-in-the-back-of-the-room” evaluators of lessons. We want our University Supervisors to emphasize team-building, problem-solving, and shared decision-making.

We expect our University Supervisors to be good listeners, good coaches, good (meaning honest, knowledgeable and forthright) critics, and, most of all, good teachers. We expect our University-based supervisors to support and promote the mission of the University and to understand and implement the conceptual framework on which our teacher preparation programs are based. We expect our University-based supervisors to have an unwavering commitment to the worth, potential, and dignity of every individual; and we expect advisors to maintain a firm conviction that every child can and will learn. We expect our University Supervisors to work closely with Teacher Candidates, University faculty, and the Mentor Teacher to articulate a clear and shared vision of what effective schools and teaching should be. We expect the University supervisors to work collaboratively with site-based teacher educators toward implementation of school improvement initiatives and to facilitate achievement of local, state, and national goals. All Wilmington University supervisors have had extensive public school teaching experience. They understand the demands and realities of teaching in today’s schools. They can, by drawing on their own experience and the resources of the University, provide practical assistance to the Teacher Candidates and the Mentor Teachers by identifying and solving problems, recommending alternative approaches and resources, suggesting methodologies, establishing mutual goals, designing management strategies, aligning curriculum and content standards, and assessing outcomes.

We are trying to establish an atmosphere of collaboration, mutual trust, respect, professional collegiality, reciprocity and equity. We want all stakeholders (teachers, Teacher Candidates, University faculty, school administration, parents, etc.) to feel a sense of ownership and empowerment in the teacher preparation process. In simpler terms, we believe that the schools and the University should be professional partners, working together to solve common problems and to create learning environments that work.

You should expect the University Supervisor to...

- Help Teacher Candidates make “seamless” transitions from the University to the classroom.
- Make personal contacts with partner schools and the Mentor Teachers prior to the beginning of placements.
- Provide alternative and efficient methods of communication (home telephone, e-mail).
- Provide clear and accurate information regarding program expectations.
- Be familiar with a variety of teaching strategies and show how those strategies can be used most effectively
- Conduct all conferences in a professional manner.
- Visit, counsel and coach Teacher Candidates on a regular basis (once each week) and keep documentation.
- Recommend early intervention strategies (including removal of the Teacher Candidate) in cases of unsatisfactory skills, attitudes, behaviors, or performance.
- Demonstrate a thorough and sensitive understanding of school culture and issues of concern to the school and community.
- Exemplify the characteristics of a competent, reflective practitioner and professional colleague.
- Provide and explain all necessary forms and documents.
- Be familiar with Delaware Professional Teaching Standards.
- Be familiar with Delaware Content Standards.
- Affirm the view that schools in a democratic society are enriched by cultural diversity, equality, and an emphasis on interpersonal relationships, fairness, and interdependence.
- Make suggestions regarding effective classroom management and organizational techniques.

DE DOE Yearlong Residency Partnership Grant  
YLR Consortium – Capital, Indian River, Red Clay and WilmU

**Appendix**

- Be familiar with a variety of current texts and curriculum materials, including those used at the placement site.
- Arrange and conduct regular seminars for Teacher Candidates.
- Develop professional, collegial relationships with school principals and support staff.
- Provide guidance to Teacher Candidates regarding portfolio preparation and other clinical requirements.
- Collaborate with Mentor Teachers and/or Mentor Teacher and the Teacher Candidates in the preparation of all evaluation reports.
- Arrange for periodic review and assessment conferences.
- Be flexible, prompt, and dependable in arranging classroom visits and conferences.
- Arrange for additional supervisory and instructional support when necessary.
- Participate in the portfolio review process at the end of each semester.

DE DOE Yearlong Residency Partnership Grant  
YLR Consortium – Capital, Indian River, Red Clay and WilmU  
**Appendix**

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**State of Delaware  
Department of Education  
Subgrant Award Notice  
State Funds**

**Subgrantee Information**

District/Charter School/Agency/Organization: Caesar Rodney School District  
 Address: 7 Front Street, Wyoming, DE 19934  
 Project Coordinator: Amanda Mazzola

**Subgrant Information:**

Subgrantee Project Title: Caesar Rodney School District/Relay Yearlong Residency Partnership 2021-2022 Subgrant Number: #04-22

**New**  **Amended**  
 Increased Amount: \$ \_\_\_\_\_ Decreased Amount: \$ \_\_\_\_\_

Subgrantee Dept. ID: 951000  
 FY: 2022 Appropriation #: 05400 Total Award: \$64,527.09  
 Start Date: 7/1/2021 End Date: 6/30/2022

**Sub-grant Issued:**

Budget Transfer Transfer #: TR22014  
 Intergovernmental Voucher  
 (IVT) to State Entity  
 Voucher to Non-State Entity

Payment Schedule, if Applicable: \_\_\_\_\_

**Department of Education Information and Approvals**

DOE Program Title: Yearlong Teacher Residencies  
 DOE Dept. ID: 950202 DOE FY: 2022 DOE Appropriation #: 05400  
 DOE Operating Unit: 95011510 Competitive Subgrant:  Yes  No  
 Yes  No  
 Existing RFA: Yearlong Residency Partnership Grant  
 RFA Name: \_\_\_\_\_  
 Yes  No  
 Existing RFP: DOE RFP#: \_\_\_\_\_ # of Extension: \_\_\_\_\_

Robert Grey *RLG* Kimberly Rodriguez 302-735-4032  
 Program Manager Program Support Staff Work Group Phone #

**Approval Signatures**

<u>Melissa J. Oates</u> <u>06.29.2021</u>	<u>[Signature]</u> <u>6/30/21</u>
Program Manager/Director Date	Associate Secretary or Designee Date
<u>Cathy Wolfe</u> <u>7/23/21</u>	<u>[Signature]</u> <u>7/26/21</u>
9/19/19 State Funds Education Associate Date	Director of Finance or Designee Date



**State of Delaware  
Department of Education  
State Subgrant Application**

**LEA/Agency/Organization Information**

**Name:** Caesar Rodney School District **Date:** 02.05.2021

**Address 1:** 7 Front Street  
Street Address P.O. Box

**Address 2:** Wyoming, DE. 19934  
City State Zip Code

**Amount of Funding Requested:** \$64,527.09 **Total Cost of Project:** \$64,527.09

**Coordinator's Name:** Amanda Mazzola **Email:** amanda.mazzola@cr.k **Telephone:** 302-698-4851  
12.de.us

**Proposed Subgrant Project Title:** Caesar Rodney School District/Relay Yearlong Residency Partnership 2021-2022

**Description of Project:** This is a collaboration between the Caesar Rodney School District and Relay to establish a diverse pool of Yearlong Residents at Caesar Rodney High School in high needs areas such as math, science and special education.

**Objectives and Goals of the Project (How will this subgrant strengthen organization, make improvement, or achieve success?):** To recruit and retain aspiring educators in high-need subjects who will participate in a comprehensive residency that integrates graduate coursework and school-based experience and will graduate from Relay with the appropriate certification. Implemented with fidelity, this partnership should aid in raising certification levels at the school, improving teacher retention, and increasing staff diversity.

**Specific Activities (Include information about service delivery and timeline):** Through this partnership between Relay GSE and the CRSD, Residents will take part-time synchronous and asynchronous courses while working full-time in a Gr. 9-12 classroom. These courses are directly aligned to their Gradual On-Ramp; Residents begin to take on additional teaching responsibilities, allowing them to put this concept into action with real students. Finally, Residents are evaluated for proficiency through the gateway assessments. A summary of the coursework and clinical practice follows below:

- **Coursework:** Over the course of two years, Residents complete 36 credit hours of coursework, leading to a Master of Arts in Teaching degree and eligibility for certification. (As a response to the global pandemic, this course work was completed entirely online during AY2021). The coursework is designed to support Residents in every phase of the program and includes Core Pedagogy courses taken by all teaching candidates and Content Methods courses specific to the Resident's placement and area of certification. Coursework begins with pre-service training in classroom management and lesson planning and culminates in a capstone project, the Master's Defense, in which Residents present and defend their students' academic growth and achievement over a year. Most courses are "clinical" courses, requiring Residents to complete performance assessments demonstrating their

mastery of learning objectives.

• **Clinical Practice:** Clinical Practice in Year 1 is defined by the Gradual On-Ramp, supported by Deliberate Practice, Gateway Assessments, and School-Based Mentors.

o The Gradual On-Ramp for Relay Residents is a one-year, full-time, structured and supervised teaching experience. During this year, Residents increase their teaching time and level of responsibility over the course of the school year as they develop their skills. This results in continual improvement refined by practice, multiple observations and mentoring in the classroom.

o Deliberate Practice (DP) is a weekly 3-hour intensive with Relay faculty and peers to develop and hone teaching skills. Residents review video of themselves and effective teachers; participate in targeted practice in teaching techniques based on individual needs; rehearse portions of upcoming lessons; and receive expert feedback from faculty coaches to accelerate performance. DP sessions complement and support Relay's MAT classes.

o Five Gateway Assessments ensure Residents have mastery of key skills, identified by research on effective teaching, to ground their teaching. Gateway topics are: Mindsets and Professionalism; Classroom Management; Introducing Material; Teaching a Full Lesson; and Full-Time Teaching Placement. To progress to lead teaching in Year 2 and to graduate, Residents must pass all five Gateways in Year 1. Residents are evaluated by Relay faculty and their Mentor, fostering alignment between preparation and authentic school needs.

o School-Based Mentors supervise Residents. In Year 1, the Mentor is responsible for the classroom and guides the Resident through the Gradual On-Ramp. Mentors model great instruction, curriculum and lesson planning, communication, and action planning; provide coaching and feedback; and foster support within the Caesar Rodney High School culture. They co-observe with Relay faculty.

In Year 2, Residents become lead teachers under an Emergency certificate, mentored by School-Based Mentors.

Signature of Chief School Officer/Agency Head:

Printed Name:

Kevin Fitzgerald

Date:

6/11/21

Signature of Business Manager:

Printed Name:

Kimberly Judy

Date:

6/11/2021





# State of Delaware Department of Education State Funds Budget Form

**State Subgrant:** \_\_\_\_\_  
**Project Title:** Yearlong Residency Partnership Grant  
**LEA/Agency:** Caesar Rodney School District

**Project Start Date:** 7/1/2021  
**Project End Date:** 6/30/2022

Expense Types and Account Codes: Salaries (5100) and Other Employee Costs (5120)						
Employee Name	Title	FTE Percentage		State Funds Requested	Matching Funds	Total Funds
<b>PROFESSIONAL:</b>				\$	\$	\$
<b>Professional Subtotal</b>						
<b>SUBSTITUTES:</b>				\$	\$	\$
<b>Substitutes Subtotal</b>						
<b>SUPPORT STAFF:</b>				\$	\$	\$
<b>Support Staff Subtotal</b>						
<b>STUDENTS:</b>				\$	\$	\$
<b>Students Subtotal</b>						
<b>SALARY TOTAL:</b>						
<b>OTHER EMPLOYEE COSTS:</b>				\$	\$	\$
FICA		6.20%				
Medicare		1.45%				
Pension		22.95%				
Workman's Comp		1.55%				
Unemployment Insurance		0.11%				
		32.26%				
<b>Health Insurance/Other Non-taxed Benefits</b> (\$15,013 is the average HI cost for FY21)						
<b>OEC TOTAL:</b>						
<b>SALARY AND OEC TOTAL:</b>						



## State of Delaware Department of Education State Funds Budget Form

State Subgrant: \_\_\_\_\_  
 Project Title: Yearlong Residency Partnership Grant  
 LEA/Agency: Caesar Rodney School District

Project Start Date: 7/1/2021  
 Project End Date: 6/30/2022

Expense Types and Account Codes: Travel (5400)					
Destination	Purpose	# of Travelers	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
<b>TOTAL TRAVEL COSTS</b>					

Expense Types and Account Codes: Contractual Services (5500)				
Vendor Name	Service Provided	State Funds Requested	Matching Funds	Total Funds
		\$	\$	\$
	Resident Stipend (1 @ \$20,000 each)	\$20,000.00		\$20,000.00
	Resident OECs (1 @ 9.5%; excluding Pension)	\$1,900.00		\$1,900.00
	Resident's Healthcare (1 residents; State & Local share)	\$17,920.09		\$17,920.09
	Mentor Stipend (1 @ \$2,500 each)	\$2,500.00		\$2,500.00
	Substitutes for Mentor Teacher (1 mentor; 2 mtgs/year)	\$314.00		\$314.00
	Teacher of Record Local Salary (1 @ 13,100)	\$13,100.00		\$13,100.00
	Teacher of Record OECs (pension-eligible position)	\$4,323.00		\$4,323.00
	Teacher of Record Healthcare (local share)	\$2,900.00		\$2,900.00
	Teacher of Record Substitutes (10 eligible days per year)	\$1,570.00		\$1,570.00
<b>TOTAL CONTRACTUAL SERVICES COSTS</b>		<b>\$64,527.09</b>		<b>\$64,527.09</b>

Expense Types and Account Codes: Supplies and Materials (5600)					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>					




# State of Delaware Department of Education State Funds Budget Form

State Subgrant: \_\_\_\_\_  
 Project Title: Yearlong Residency Partnership Grant  
 LEA/Agency: Caesar Rodney School District

Project Start Date: 7/1/2021  
 Project End Date: 6/30/2022

Expense Types and Account Codes: Capital Outlay (5700)					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
<u>Replacement Equipment</u>			\$	\$	\$
<u>New Equipment</u>					
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>					

<b>GRAND TOTAL</b>	<b>State Funds Requested</b>	<b>Matching Funds</b>	<b>Total Funds</b>
	\$64,527.09		\$64,527.09

  
 \_\_\_\_\_  
 Superintendent

  
 \_\_\_\_\_  
 Director of Finance



**STATE OF DELAWARE  
DEPARTMENT OF EDUCATION**

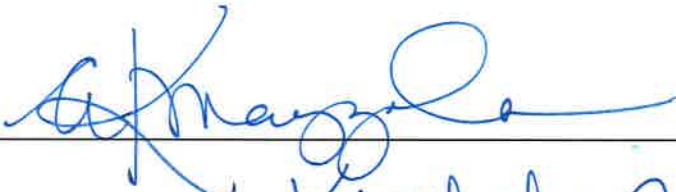
**BUDGET SUMMARY OF STATE FUNDS**

LEA/Agency Name: Caesar Rodney School District


State Subgrant Title: \_\_\_\_\_

Project Title: Yearlong Residency Partnership Grant

<i>Account Code</i>	<i>5100</i>	<i>5120</i>	<i>5400</i>	<i>5500</i>	<i>5600</i>	<i>5700</i>	<i>Total</i>
<i>Account Code Name</i>	<i>Salaries</i>	<i>OEC's</i>	<i>Travel</i>	<i>Contracted Services</i>	<i>Supplies &amp; Materials</i>	<i>Capital Outlay</i>	<i>Budget</i>
<b>Total Budget</b>				\$64,527.09			\$64,527.09

Completed By: 

Date: 06/29/2021

Chief Financial Officer or Business Manager: 

Date: 06/29/2021

## YEARLONG RESIDENCY GRANT APPLICATION

### BACKGROUND INFORMATION

Proposal Date: 2/03/21

#### Lea Information

LEA Name: Caesar Rodney School District

LEA Educator Preparation Provider: Relay Graduate School of Education

LEA Point of Contact Phone: 302-698-4851

LEA Point of Contact Email: [amanda.mazzola@cr.k12.de.us](mailto:amanda.mazzola@cr.k12.de.us)

#### IHE Information

IHE Name: Relay Graduate School of Education

IHE Point of Contact Phone: 302-385-6068

IHE Point of Contact Email: [ceisenhauer@relay.edu](mailto:ceisenhauer@relay.edu), [ddavisson@relay.edu](mailto:ddavisson@relay.edu)

**Please indicate below which type of partnership grant you are applying.**

**Option 1: Existing Partnerships Option 2: Expand Existing Partnerships Option 3: New Partnerships**

This is a new partnership with the Caesar Rodney School District

## **SECTION A: NARRATIVE**

### **CONTEXT & VISION**

The Caesar Rodney School District knows that teachers are the single greatest in-school factor influencing academic achievement. Our people matter a lot, and we have cultivated a professional learning community that values teachers and creates opportunities for them to develop and hone their craft. As a result, our teacher retention is historically strong, and we attract a diverse teaching staff (17% of staff identified as people of color in 2020-21). At the same time, the CRSD is acutely aware that we are operating amidst a rising teacher shortage, and the CRSD specifically has had difficulty attracting appropriately certified teachers in the high-need subject areas including math, science, Spanish and special education. Through partnership with Relay GSE, the CRSD will lay the infrastructure for a teacher pipeline in these high-need subject areas, beginning with a cohort of three candidates undertaking year-long Teacher Residencies in this project beginning August 2021.

In approaching this partnership, the CRSD aims to think beyond recruiting teachers to actively combating attrition. A growing body of evidence ties significantly higher attrition to insufficient teacher preparation. Studies have found that teachers with little to no pedagogical training are 2-3 times more likely to leave teaching after their first year than teachers who receive comprehensive preparation. However, one of the biggest barriers to this valuable preparation is the cost of training programs, especially in a field that frequently pays less than others.[i] Our partnership with Relay solves this, providing a paid school-based placement and tested teacher preparation program at significantly reduced cost to Residents.

Furthermore, research indicates that residencies such as the proposed create long-term benefits for schools, teachers and, most importantly, the students they serve. Our partnership, like other successful residencies, should benefit the crucial areas of (1) Recruitment – Residencies attract more people of color to the teaching workforce and help meet the acute need for more teachers in high-need schools and subjects; (2) Preparedness – Residents feel more prepared to take on leading a classroom than teachers prepared through traditional pathways; (3) Retention – Teachers completing residency programs

stay in the profession at higher rates than other novice teachers; and (4) Performance – Early studies indicate that students of teachers who completed a residency program outperform those of non-residency prepared teachers.[ii]

## **SHARED VISION & PARTNERSHIP**

**District Needs & Educator Preparation:** At the most fundamental level, this partnership will enable the CRSD to recruit and retain aspiring educators in high-need subjects who will participate in a comprehensive residency that integrates graduate coursework and school-based experience and will graduate from Relay with the appropriate certification. Implemented with fidelity, this partnership should aid in raising certification levels at the school, improving teacher retention, and increasing staff diversity. Additionally, the partnership recruits teachers from critical needs areas, as identified by the Delaware Department of Education, and creates the infrastructure for an effective pipeline by employing systems and practices that will have sustained impact beyond the grant period.

**Data-Driven Decision Making:** The CRSD and Relay codify effective data usage as a priority for the Residency Partnership, and will monitor the following to ensure a successful program: (1) candidate progress, including Residents passing Gateways; (2) Residents passing edTPA; (3) milestones completed (e.g. certification, degrees awarded); (4) candidates' impact on their students; (5) Residents hired full-time post-program; and (6) qualitative feedback from stakeholders, including Residents. These measures, particularly student academic outcomes and stakeholder feedback, are also relevant in identifying areas of opportunity and growth in alignment between educator preparation and school needs.

**Reporting:** Amanda Mazzola, CRSD project lead, will report to DDOE using data and feedback from Relay.

## **BUILDING A RESIDENCY YEAR CURRICULUM**

Over the past two years, one CRSD teacher has participated in the alternative route to certification through Relay Delaware. The Teaching Residency leverages on this previous work with the CRSD creating a new formal partnership to build a consistent pipeline of prepared, diverse new teachers, grounded in evidence-based classroom practices, who refine their craft through substantial clinical experience with students. The program ensures a supported Gradual On-Ramp to teaching over 2 years. In Year 1, Residents act as supporting teachers; in Year 2, they are lead teachers, over the course of both years earning their certification and MAT degree. Alongside this job-embedded experience, Residents complete a research-based

curriculum designed to integrate theory, practice and mindsets to help them get better faster. They further benefit from a supportive environment and community including peer teachers and faculty, a faculty advisor and residency director from Relay, and a Mentor at the CRSD. Relay faculty and the Mentor bring track records of effective classroom leadership and strong academic outcomes for students in high-need subjects. The residency environment is thus holistic in providing rigorous curriculum, real-world clinical experience and wraparound support for each aspiring teacher. This leads to more prepared, effective teachers entering the classroom on Day 1. Notably, 97% of Relay's teacher candidates report feeling supported by faculty/staff and 96% report Relay has had a positive impact on their teaching. Effective implementation of Relay's program occurs through in-person, blended and/or virtual learning modalities, facilitating flexibility to respond to state COVID-19 guidelines as they evolve.

**Integrated Coursework & Clinical Practice** – Through this partnership between Relay GSE and the CRSD, Residents will take part-time synchronous and asynchronous courses while working full-time in a Gr. 9-12 classroom. These courses are directly aligned to their Gradual On-Ramp; Residents begin to take on additional teaching responsibilities, allowing them to put this concept into action with real students. Finally, Residents are evaluated for proficiency through the gateway assessments. A summary of the coursework and clinical practice follows below:

- **Coursework:** Over the course of two years, Residents complete 36 credit hours of coursework, leading to a Master of Arts in Teaching degree and eligibility for certification. (As a response to the global pandemic, this course work was completed entirely online during AY2021). The coursework is designed to support Residents in every phase of the program and includes Core Pedagogy courses taken by all teaching candidates and Content Methods courses specific to the Resident's placement and area of certification. Coursework begins with pre-service training in classroom management and lesson planning and culminates in a capstone project, the Master's Defense, in which Residents present and defend their students' academic growth and achievement over a year. Most courses are "clinical" courses, requiring Residents to complete performance assessments demonstrating their mastery of learning objectives.
- **Clinical Practice:** Clinical Practice in Year 1 is defined by the Gradual On-Ramp, supported by Deliberate Practice, Gateway Assessments, and School-Based Mentors.

- **The Gradual On-Ramp** for Relay Residents is a one-year, full-time, structured and supervised teaching experience. During this year, Residents increase their teaching time and level of responsibility over the course of the school year as they



develop their skills. This results in continual improvement refined by practice, multiple observations and mentoring in the classroom.

- **Deliberate Practice (DP)** is a weekly 3-hour intensive with Relay faculty and peers to develop and hone teaching skills. Residents review video of themselves and effective teachers; participate in targeted practice in teaching techniques based on individual needs; rehearse portions of upcoming lessons; and receive expert feedback from faculty coaches to accelerate performance. DP sessions complement and support Relay's MAT classes.
- **Five Gateway Assessments** ensure Residents have mastery of key skills, identified by research on effective teaching, to ground their teaching. Gateway topics are: Mindsets and Professionalism; Classroom Management; Introducing Material; Teaching a Full Lesson; and Full-Time Teaching Placement. To progress to lead teaching in Year 2 and to graduate, Residents must pass all five Gateways in Year 1. Residents are evaluated by Relay faculty and their Mentor, fostering alignment between preparation and authentic school needs.
- **School-Based Mentors** supervise Residents. In Year 1, the Mentor is responsible for the classroom and guides the Resident through the Gradual On-Ramp. Mentors model great instruction, curriculum and lesson planning, communication, and action planning; provide coaching and feedback; and foster support within the Caesar Rodney High School culture. They co-observe with Relay faculty.

In Year 2, Residents become lead teachers under an Emergency certificate, mentored by School-Based Mentors.

## **FORMATIVE FEEDBACK**

Relay will collaborate with the CRSD to ensure candidates' experience is aligned and relevant to the classroom and to the CRSD's professional development and needs. Residents receive feedback from their Mentor, Relay faculty, and their advisor. Feedback pertains to professional and academic skill-building to provide a synergistic understanding of not just *what* one learns but how one *applies* that learning in the classroom. Observations by Relay faculty and Mentors also provide a fuller picture of candidate performance for school leaders. Relay collaborates with leaders and Mentors to provide feedback rooted in coursework-aligned rubrics and the Gateway evaluation system. A performance and proficiency-based program. There are multiple performance assessments and gateways throughout the year to share feedback, support Residents in their growth

and development. There are 5 areas of focus as part of the Gateways evaluations: Mindsets and Expectations, Classroom Culture; Introducing New Material, Teaching a Full Lesson and Full-Time Teaching Placement.

## **PARTNERSHIP GOALS**

Partners have already collaborated to discuss roles and responsibilities in successfully carrying out this project. Through this planning, we have aligned goals and practices to implement the project timeline, achieve milestones and assess progress.

Project objectives are to:

- Develop a consistent pipeline of prepared, diverse teachers for Delaware’s high-need subject areas who are committed to teaching for at least 3 years at the CRSD.
- Create support systems and structures, including ongoing feedback and reflection, for Residents to develop their teaching through intensive clinical experience, rigorous curriculum and continuous improvement.
- Build a strong partnership, refining our mutual capacities to serve aspiring teachers to cultivate their ability to foster equitable student outcomes through effective teaching.
- Support equitable access to great teachers

## **Measurable Goals:**

Shared goals:

- 2 Residents will be accepted to the program.
- 50% of Residents will identify as a teacher of color.

Relay-facing goals:

- 50% of Residents who pass Gateway 2 will secure a full-time teaching position in the district (i.e. Pass Gateway 5).
- 100% of Residents who pass Gateway 5 will successfully graduate from Relay having passed the Praxis and edTPA.

LEA-facing goals:

- Certification rate in high-need subject areas will increase.
- 100% of Residents who graduate from the program will continue to work in CRSD the following year
- 50% of Residents who graduate from the program will continue to work in CRSD for a minimum of 3 years

- By the end of the Residents' 4th year in CRSD, each candidate will perform at an overall Proficient level on the DPAS II Teacher Evaluation System.

### **The Partnership's Expectations:**

**New Educators:** The Partnership requires more from its aspiring teachers than simple curriculum completion. Residents must demonstrate mastery of the knowledge and techniques learned at Relay and use of these assets to successfully lead students to meaningful and measurable achievement gains. During the Residency program, in order to graduate, candidates must: (1) earn a minimum grade of 70% (or C-) in all courses in their programs of study, including passing the five Gateway Assessments; (2) earn a cumulative 2.7 GPA; (3) lead students to the equivalent of at least one year's worth of academic gain; (4) pass the edTPA; and (5) be hired as a lead teacher in Year 2. At the CRSD, they will be expected on Day 1 to participate as their faculty peers do and have a commitment to equitable student outcomes and high-need schools.

**Mentors** must be effective teachers with a record of high student achievement on the CRSD's teacher evaluation system, demonstrate a commitment to supporting novice educators, and have the Head of School's endorsement. Daily, they create Residents' schedules and provide opportunities for Residents to apply their learning. Weekly, Mentors meet with Residents to review lessons, outline Resident lesson participation, and share materials; observe and provide feedback; and provide lesson plans for the Resident to use in their Deliberate Practice course. Year-round, they attend required Mentor Training and support sessions, complete observations/evaluations and reports, and communicate regularly with Residents' faculty advisors to ensure alignment between school needs and academic preparation.

**Relay Faculty** provide high-touch instruction and feedback to cultivate candidates in evidence-based practices for effective teaching. They communicate proactively with the CRSD on each Resident's progress and work to continuously improve alignment between academic preparation and the CRSD's needs. They also communicate on an ongoing basis with Residents to support their growth and preparation and share knowledge of institutional supports and resources.

**Leaders** (The CRSD & Relay) will collaborate toward the success of this project. This includes fostering a data-driven, student-centric project climate and facilitating Residents' pathway to full-time teaching. The project leader will ensure that the project goals are achieved on time and within budget.

## EVALUATION & CONTINUOUS IMPROVEMENT

Program success relies on active collaboration and communication between partners, retention of Residents and effective preparation and support of novice teachers. To this end, partners will meet at least quarterly to review progress and address interim needs to ensure progress to goals. The project will be evaluated quarterly using quantitative and qualitative data from all partners for a 360-degree understanding of program impact. This includes reviewing the CRSD's data dashboards and employing Gateway and school-level data to evaluate Residents' job-embedded growth, integrating feedback and reports from Relay faculty and Mentors.

**Partnership Evaluation and Program Impact:** The CRSD and Relay will work collaboratively in both formative and summative ways to maximize program efficacy. Throughout the implementation of the residency year, there are several cycles of feedback that give Residents, the CRSD and Relay an opportunity to reflect on goals and progress as well as areas for improvement. The main levers for this formative feedback are:

- Monthly partner check-ins between Relay project personnel and the CRSD project personnel.
- Gateway norming, in which Residents self-evaluate and meet with the Mentor and faculty advisor to discuss progress toward becoming a teacher and reflect on their experience in the program as well as strengths and areas for growth.

In addition to formative feedback, the Relay project lead and the CRSD leader implement quarterly and end-of-year stepbacks to analyze data and program success.

### **Timeline:**

- Monthly meetings starting in August
- Quarterly the CRSD data dashboard review
- Annual:
  - Comprehensive Data Review – June/July
  - Mentor Mid-Year report – January
  - Mentor End-of-Year report – May
  - Resident Feedback Survey – 2x/year
  - Mentor Feedback Survey – May

- Annual Formative Assessment of Project – July

Our Short and Long-Term Indicators of Success are detailed in the chart below:

Short-Term Indicators of Success	Long-Term Indicators of Success	Activities to Achieve Indicators
100% of Residents passing Gateways	100 % of Residents retained in Delaware	<ul style="list-style-type: none"> <li>· Rigorous Relay curriculum rooted in research</li> <li>· Ongoing professional development at the Caesar Rodney School District</li> <li>· Gradual on-ramp to teaching</li> <li>· Supportive, ongoing feedback to Residents</li> <li>· Training of Mentors</li> <li>· Mentor and faculty support and involvement</li> <li>· Quantitative and qualitative data collection and review</li> <li>· Communication between partners; feedback loops</li> <li>· Checkpoints for alignment between preparation and clinical experience with the Caesar Rodney School District and Resident needs</li> </ul>
Mentors' Mid-Year and End-of-Year Progress Reports on Residents show growth	100% of Residents retained in the profession	
100% of Residents completing educational milestones (certification, degrees awarded)	Student outcomes – 100% of Residents leading their students to achieve at least 1 year’s academic growth	
2/3 of Residents retained at the Caesar Rodney School District after residency year (Year 2 of grant)	100% of Residents retained at the Caesar Rodney School District after completing 3-year commitment	
100% of Residents affirming feeling supported by Relay faculty and School-Based Mentor	100% of Residents affirming positive program impact on their teaching	
100% of Residents improving performance Gateway (beginning of year vs. end of year)	DPAS II scores for Residents who become teachers is higher than the baseline for uncertified, new teachers. New teachers will, at minimum, be effective on DPAS II.	

## **PARTNERSHIP SUSTAINABILITY**

This grant will help the CRSD establish the infrastructure for an effective teacher pipeline. The practices implemented throughout this grant period will have a systemic and sustained impact beyond the grant period as we continue to support aspiring teachers. This project will build the following capacities:

- **Effective use of data:** Relay and the CRSD will meet quarterly to review progress and consider programmatic refinements. At project close, we will use quantitative and qualitative data to jointly develop a summative assessment to strengthen the Residency Partnership's next iteration. This data-driven assessment is essential to developing strong, responsive systems supporting teacher retention and student success. It encourages a holistic experience for Residents, synthesizing the academic and professional realms and preparing novice teachers to be more effective on Day 1.
- **Professional development of School-Based Mentors:** Mentor cultivation is one focus of this project, as it relies on a separate, though related, skill set to effective K-12 teaching. We will build mentor capacity to support future aspiring teachers through training in this program. Also, mentors will offer feedback on this preparation to better lead candidates through their on-ramp to teaching. With this knowledge, we will continue to develop tools and understanding to support Mentors and mentees in the teacher pipeline.
- **Resident support systems:** This project will use qualitative and quantitative feedback from Residents to illuminate the supports they leveraged and gaps where we can keep developing systems post-grant.
- **Leadership:** Using the results of this project, school leaders will increase capacity to recruit and retain diverse novice teachers and nurture their growth. Collaborating with the CRSD, Relay will refine its academic preparation and residency design to strengthen alignment with local needs.

**Financial:** The Residency model provides an affordable pathway into teaching, making the profession accessible to a much broader group of prospective candidates. A sustainable educational and professional ecosystem, including financial support and candidate-centric systems, is crucial and thus is a long-term goal for this Partnership. We will explore other public and

private funding opportunities. Specifically, the Caesar Rodney School District, will seek grant opportunities to supplement and sustain the program. Further, due to their commitment to a diverse, prepared teaching force, Relay will actively leverage external scholarship funds to help candidates' out-of-pocket costs remain low, typically under \$10,000 to earn their MAT. These funds effectively reduce student debt, contributing to retention in the profession among high-quality teachers in high-need communities (Learning Policy Institute. *How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?* April 2016).

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[i] Learning Policy Institute, "A Coming Crisis in Teaching: Teaching Supply, Demand, and Shortages in the U.S." (2016).

[ii] Learning Policy Institute, "The Teacher Residency: An Innovative Model for Preparing Teachers" (2016).

[iii] Learning Policy Institute, "How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?" (April 2016).



**State of Delaware  
Department of Education  
Subgrant Award Notice  
State Funds**

**Subgrantee Information**

District/Charter School/Agency/Organization: Freire Charter School Wilmington  
 Address: 201 West 14th Street, Wilmington, DE 19801  
 Project Coordinator: Madeline Weckel

**Subgrant Information:**

Subgrantee Project Title: Freire Year Long Teacher Residency Subgrant Number: #05-22

**New**  **Amended**  
 Increased Amount: \$ \_\_\_\_\_ Decreased Amount: \$ \_\_\_\_\_

Subgrantee Dept. ID: 961200

FY: 2022 Appropriation #: 05400 **Total Award:** \$55,275.00

Start Date: 7/1/2021 End Date: 6/30/2022

**Sub-grant Issued:**

Budget Transfer Transfer #: TR22014  
 Intergovernmental Voucher  
 (IVT) to State Entity  
 Voucher to Non-State Entity

Payment Schedule, if Applicable: \_\_\_\_\_

**Department of Education Information and Approvals**

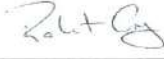
DOE Program Title: Yearlong Teacher Residencies

DOE Dept. ID: 950202 DOE FY: 2022 DOE Appropriation #: 05400

DOE Operating Unit: 95011510 Competitive Subgrant:  Yes  No

Existing RFA:  Yes  No  
 RFA Name: Yearlong Residency Partnership Grant

Existing RFP:  Yes  No  
 DOE RFP#: \_\_\_\_\_ # of Extension: \_\_\_\_\_

Robert Grey  Kimberly Rodriguez 302-735-4032  
 Program Manager Program Support Staff Work Group Phone #

**Approval Signatures**

<u>Melissa J. Oates</u>	<u>06/29/2021</u>		<u>6/30/21</u>
Program Manager/Director	Date	Associate Secretary or Designee	Date
<u>Cathy Wolf</u>	<u>7/23/2021</u>	<u>Jennifer Carlson</u>	<u>7/26/21</u>
State Funds Education Associate	Date	Director of Finance or Designee	Date





State of Delaware  
Department of Education  
State Subgrant Application

**LEA/Agency/Organization Information**

Name: Madeline Weckel Date: 6/8/2021

Address 1: 201 West 14th Street  
Street Address P.O. Box

Address 2: Wilmington, DE 19801  
City State Zip Code

Amount of Funding Requested: \$55,275 Total Cost of Project: \$75,000

Coordinator's Name: Madeline Weckel Email: madeline.weckel@freirewilmington.org Telephone: 302-407-4800

Proposed Subgrant Project Title: Freire Year Long Teaching Residency

**Description of Project:**

In partnership with Relay Graduate School of Education, Freire will employ three Resident Teachers during the 2021-2022 school year. In their first year, the Teaching Resident will complete a one year apprenticeship at Freire while enrolled in a teacher preparation program with Relay Graduate School of Education. In their second year, the Teaching Resident will become a full time teacher and complete their coursework with Relay, earning a Master of Arts in Teaching.

**Objectives and Goals of the Project (How will this subgrant strengthen organization, make improvement, or achieve success?):**

The Teaching Residency is built on the belief that great teachers are made, not born. The Residency provides access for aspiring teachers to learn what it means to be a teacher by internalizing the knowledge, skills, and mindsets required to improve student growth, achievement, and character. Through hands-on experience in the classroom of a mentor teacher and successful completion of associated coursework through Relay, we believe Resident Teachers will be acutely prepared to take on a full time teaching role in the 2022-2023 school year.

**Specific Activities (Include information about service delivery and timeline):**

Spring 2021: Recruit, interview and hire candidates  
Spring 2021: Recruit and interview potential Resident Advisor  
Summer 2021: Train Resident Advisors  
Summer 2021: Residents will meet their Resident Advisors, participate in new staff onboarding and begin their coursework with Relay  
August 2021 - June 2022: Residents will complete apprenticeship in the classroom of Resident Advisor while taking classes at Relay.  
June 2021: LEA will assess the progress of each resident and make determinations about employment for the 2022-2023 school year.

Signature of Chief School Officer/Agency Head:

*M Weckel*

Printed Name: Madeline Weckel

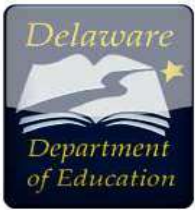
Date: 6/9/2021

Signature of Business Manager:

*W Ray*

Printed Name: William Ray

Date: 6/9/2021



# State of Delaware Department of Education State Funds Budget Form

**State Subgrant:** \_\_\_\_\_  
**Project Title:** Teacher Residency Program (FY22)  
**LEA/Agency:** Freire Charter School Wilmington

**Project Start Date:** 7/1/2021  
**Project End Date:** 6/30/2022

<b>Expense Types and Account Codes: Salaries (5100) and Other Employee Costs (5120)</b>						
Employee Name	Title	FTE Percentage		State Funds Requested	Matching Funds	Total Funds
<b>PROFESSIONAL:</b>				\$	\$	\$
TBD	Teacher Resident	100%		\$13,930.90	\$11,069.10	\$25,000.00
TBD	Teacher Resident	100%		\$13,930.89	\$11,069.11	\$25,000.00
TBD	Teacher Resident	100%		\$13,930.89	\$11,069.11	\$25,000.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
			<b>Professional Subtotal</b>	<b>\$41,792.68</b>	<b>\$33,207.32</b>	<b>\$75,000.00</b>
<b>SUBSTITUTES:</b>				\$	\$	\$
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
			<b>Substitutes Subtotal</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>SUPPORT STAFF:</b>				\$	\$	\$
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
			<b>Support Staff Subtotal</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>STUDENTS:</b>				\$	\$	\$
						\$0.00
						\$0.00
			<b>Students Subtotal</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>SALARY TOTAL:</b>				<b>\$41,792.68</b>	<b>\$33,207.32</b>	<b>\$75,000.00</b>
<b>OTHER EMPLOYEE COSTS:</b>				\$	\$	\$
FICA		6.20%		\$2,591.15	\$2,058.85	\$4,650.00
Medicare		1.45%		\$605.99	\$481.51	\$1,087.50
Pension		22.95%		\$9,591.42	\$7,621.08	\$17,212.50
Workman's Comp		1.55%		\$647.79	\$514.71	\$1,162.50
Unemployment Insurance		0.11%		\$45.97	\$36.53	\$82.50
		<u>32.26%</u>				
Health Insurance/Other Non-taxed Benefits			(\$15,013 is the average HI cost for FY21)			
<b>OEC TOTAL:</b>				<b>\$13,482.32</b>	<b>\$10,712.68</b>	<b>\$24,195.00</b>

**SALARY AND OEC TOTAL:**

**\$55,275.00**

**\$43,920.00**

**\$99,195.00**

**Expense Types and Account Codes:  
Travel (5400)**

Destination	Purpose	# of Travelers	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
					\$0.00
					\$0.00
					\$0.00
					\$0.00
<b>TOTAL TRAVEL COSTS</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

**Expense Types and Account Codes:  
Contractual Services (5500)**

Vendor Name	Service Provided	State Funds Requested	Matching Funds	Total Funds	
		\$	\$	\$	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
<b>TOTAL CONTRACTUAL SERVICES COSTS</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

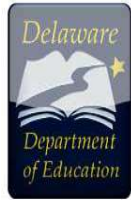
**Expense Types and Account Codes:  
Supplies and Materials (5600)**

Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
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					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

**Expense Types and Account Codes:  
Capital Outlay (5700)**

Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
<u>Replacement Equipment</u>			\$	\$	\$
					\$0.00
					\$0.00
<u>New Equipment</u>					\$0.00
					\$0.00
					\$0.00
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

GRAND TOTAL	State Funds Requested	Matching Funds	Total Funds
	\$55,275.00	\$43,920.00	\$99,195.00



**STATE OF DELAWARE  
DEPARTMENT OF EDUCATION**

***BUDGET SUMMARY OF STATE FUNDS***

**LEA/Agency Name:** Freire Charter School Wilmington

**State Subgrant Title:** 0

**Project Title:** Teacher Residency Program (FY22)

<i>Account Code</i>	<i>5100</i>	<i>5120</i>	<i>5400</i>	<i>5500</i>	<i>5600</i>	<i>5700</i>	<i>Total</i>
<i>Account Code Name</i>	<i>Salaries</i>	<i>OEC's</i>	<i>Travel</i>	<i>Contracted Services</i>	<i>Supplies &amp; Materials</i>	<i>Capital Outlay</i>	<i>Budget</i>
<b>Total Budget</b>	<b>\$41,792.68</b>	<b>\$13,482.32</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$55,275.00</b>

**Completed By:** William Ray, Controller

**Date:** 2/4/2021

**Chief Financial Officer or Business Manager:** 

**Date:** 2/4/2021

## YEARLONG RESIDENCY GRANT APPLICATION

Proposal Date: February 5, 2021

### LEA Information

LEA Name: Freire Charter School Wilmington (FCSW)

LEA Educator Preparation Provider: Relay Graduate School of Education

LEA Point of Contact Phone: 302-407-4800

LEA Point of Contact Email: madeline.weckel@freirewilmington.org

### IHE Information

IHE Name: Relay Graduate School of Education

IHE Point of Contact Phone: 302-385-6068

IHE Point of Contact Email: ceisenhauer@relay.edu

**Please indicate below which type of partnership grant you are applying.**

**Option 1: Existing Partnerships**   Option 2: Expand Existing Partnerships   Option 3: New Partnerships



## **SECTION A: NARRATIVE**

**CONTEXT & VISION:** Freire knows that teachers are the single greatest in-school factor influencing academic achievement. Our people matter a lot, and we have cultivated a professional learning community that values teachers and creates opportunities for them to develop and hone their craft. As a result, our teacher retention is historically strong, and we attract a diverse teaching staff (51% of staff identified as people of color in 2020-21). At the same time, Freire Wilmington is acutely aware that we are operating amidst a rising teacher shortage, and Freire has specifically had difficulty attracting appropriately certified teachers in the high-need subject areas including math, science, Spanish and special education. Through our partnership with Relay GSE, Freire Wilmington will continue to build a teacher pipeline in these high-need subject areas, with a second cohort of three candidates undertaking year-long Teacher Residencies in 2020-21.

With this partnership, FCSW aims to broaden its focus beyond teacher recruitment to include actively combating attrition. A growing body of evidence ties significantly higher attrition to insufficient teacher preparation. Studies have found that teachers with little to no pedagogical training are 2-3 times more likely to leave teaching after their first year than teachers who receive comprehensive preparation. However, one of the biggest barriers to this valuable preparation is the cost of training programs, especially in a field that frequently pays less than others.[i] Our partnership with Relay addresses this, providing a paid school-based placement and tested teacher preparation program at a significantly reduced cost to Residents.

Furthermore, research indicates that residencies such as ours create long-term benefits for schools, teachers and, most importantly, the students they serve. Our partnership, like other successful residencies, should benefit the crucial areas of (1) Recruitment – Residencies attract more people of color to the teaching workforce and help meet the acute need for more teachers in high-need schools and subjects; (2) Preparedness – Residents feel more prepared to take on leading a classroom than teachers prepared through traditional pathways; (3) Retention – Teachers completing residency programs stay in the profession at higher rates than other novice teachers; and (4) Performance – Early studies indicate that students of teachers who completed a residency program outperform those of non-residency prepared teachers.[ii]

## **SHARED VISION & PARTNERSHIP**

**District Needs & Educator Preparation:** This partnership will enable Freire Wilmington to recruit and retain aspiring educators in high-need subjects who will participate in a comprehensive residency that integrates graduate coursework and

school-based experience and will graduate from Relay with the appropriate certification. Implemented with fidelity, this partnership should aid in raising certification levels at the school, improving teacher retention, and increasing staff diversity. Additionally, the partnership recruits teachers from critical needs areas, as identified by DDOE, and creates the infrastructure for an effective pipeline by employing systems and practices that will have sustained impact beyond the grant period.

**Data-Driven Decision Making:** Freire Wilmington and Relay codify effective data usage as a priority for the Residency Partnership and will monitor the following to ensure a successful program: (1) candidate progress, including Residents passing Gateways; (2) Residents passing edTPA; (3) milestones completed (e.g., certification, degrees awarded); (4) candidates' impact on their students; (5) Residents hired full-time post-program; and (6) qualitative feedback from stakeholders, including Residents (6) LEA specific measures. These measures, particularly student academic outcomes and stakeholder feedback, are also relevant in identifying areas of opportunity and growth in alignment between educator preparation and school needs.

**Reporting:** Madeline Weckel, Freire project lead, will report to DDOE using data and feedback from Relay.

**BUILDING A RESIDENCY YEAR CURRICULUM:** Relay GSE has been a valuable partner to FCSW since the school's opening. The Teaching Residency leverages this previous work, creating a new formal partnership (currently in its first year) to build a consistent pipeline of prepared, diverse, new teachers, grounded in evidence-based classroom practices, who refine their craft through substantial clinical experience with students. The program ensures a supported Gradual On-Ramp to teaching over two years. In Year 1, Residents act as supporting teachers; in Year 2, they are lead teachers, and over the course of both years, they earn their certification and MAT degree. Alongside this job-embedded experience, Residents complete a research-based curriculum designed to integrate theory, practice and mindsets to help them get better faster. They further benefit from a supportive environment and community, including peer teachers and faculty, a faculty advisor and residency director from Relay, and a Mentor at Freire Wilmington. Relay faculty and Mentors bring track records of effective classroom leadership and strong academic outcomes for students in high-need subjects. Thus, the residency environment is holistic in providing a rigorous curriculum, real-world clinical experience, and wraparound support for each aspiring teacher. This leads to more prepared, effective teachers entering the classroom on Day 1. Notably, 97% of Relay's teacher candidates report feeling supported by faculty/staff, and 96% report Relay has had a positive impact on their teaching. Relay's program occurs through in-person, blended and/or virtual learning modalities, which allows flexibility in seamlessly responding to the ever-changing effects of COVID-19 on learning environments (e.g., In AY2021, coursework was completed entirely online).

**Integrated Coursework & Clinical Practice** – Residents will take part-time synchronous and asynchronous courses at Relay while working full-time in an FCSW high school classroom. These courses are directly aligned to their Gradual On-Ramp; Residents begin to take on additional teaching responsibilities, allowing them to put concepts into action with real students. Finally, Residents are evaluated for proficiency through the gateway assessments. A summary of the coursework and clinical practice follows below:

- **Coursework:** Over two years, Residents complete 36 credit hours of coursework, leading to a Master of Arts in Teaching degree and certification eligibility. Coursework is designed to support Residents in every phase of the program and includes Core Pedagogy courses taken by all teaching candidates and Content Methods courses specific to the Resident’s placement and area of certification. Coursework begins with pre-service training in classroom management and lesson planning and culminates in a capstone project, the Master’s Defense, in which Residents present and defend their students’ academic growth and achievement over a year. Most courses are “clinical” courses, requiring Residents to complete performance assessments demonstrating mastery of learning objectives.
- **Clinical Practice:** Clinical Practice in Year 1 consists of the Gradual On-Ramp, supported by Deliberate Practice, Gateway Assessments, and School-Based Mentors.
  - **The Gradual On-Ramp** for Relay Residents is a one-year, full-time, structured, and supervised teaching experience. Residents increase teaching time and level of responsibility over the course of the school year as they develop their skills. This approach results in continual improvement refined by practice, multiple observations, and classroom mentoring.
  - **Deliberate Practice (DP)** is a weekly 3-hour intensive with Relay faculty and peers to develop and hone teaching skills. Residents review video of themselves and effective teachers; participate in targeted practice in teaching techniques based on individual needs; rehearse portions of upcoming lessons; and receive expert feedback from faculty coaches to accelerate performance. DP sessions complement and support Relay’s MAT classes.
  - **Five Gateway Assessments** ensure Residents have mastery of research-based key skills to ground their teaching. The Gateway topics are: Mindsets and Professionalism; Classroom Management; Introducing Material; Teaching a Full Lesson; and Full-Time Teaching Placement. Residents must pass all five Gateways in Year 1 to progress to Lead

Teacher in Year 2 and graduate. Residents are evaluated by Relay faculty and their school-based Mentor, fostering alignment between preparation and authentic school needs.

- **School-Based Mentors** supervise Residents. In Year 1, the Mentor is responsible for the classroom and guides the Resident through the Gradual On-Ramp. Mentors model great instruction, curriculum and lesson planning, communication, and action planning; provide coaching and feedback; foster support within the school community; and co-observe with Relay faculty.

In Year 2, Residents become lead teachers under an Emergency certificate, mentored by School-Based Mentors.

**FORMATIVE FEEDBACK:** Relay will collaborate with Freire Wilmington to ensure candidates' experience is aligned and relevant to the classroom and to Freire's professional development and needs. Residents receive feedback from their Mentor, Relay faculty, and their advisor. Feedback pertains to professional and academic skill-building to provide a synergistic understanding of not just *what* one learns but how one *applies* that learning in the classroom. Observations by Relay faculty and Mentors also provide a fuller picture of candidate performance for school leaders. Relay collaborates with leaders and Mentors to provide feedback rooted in coursework-aligned rubrics and Freire Wilmington's evaluation system, which includes the Freire Schools Deeper Learning Rubric. In this way, candidate development is contextualized within coursework and the larger school environment, promoting continuous improvement in the partnership's support systems.

**PARTNERSHIP GOALS:** Having worked together in AY2021 on the first year of this YLTR, partners have already collaborated to discuss and refine roles and responsibilities for successfully carrying out this project. We have aligned goals and practices to implement the project timeline, achieve milestones and assess progress. Project objectives are to:

- Develop a consistent pipeline of prepared, diverse teachers for Delaware's high-need subject areas who are committed to teaching for at least 3 years at Freire.
- Create support systems and structures, including ongoing feedback and reflection, for Residents to develop their teaching through intensive clinical experience, rigorous curriculum, and continuous improvement.
- Build a strong partnership, refining our mutual capacities to serve aspiring teachers to cultivate their ability to foster equitable student outcomes through effective teaching.
- Support equitable access to great teachers

**Measurable Goals:** Our project goals for this second cohort of our YLTR are:

- **Shared goals:** (1) 3 Residents will be accepted to the program, and (2) 50% of Residents will identify as people of color.
- **Relay-facing goals:** (1) 85% of Residents who pass Gateway 5 will successfully graduate from Relay having passed the Praxis and edTPA, and (2) 80% of Residents who pass Gateway 2 will secure a full-time teaching position in the LEA (i.e., Pass Gateway 5).
- **LEA-facing goals:** (1) Certification rate in high-need subject areas will increase, and (2) Freire Schools Deeper Learning Rubric scores for teachers who have completed the residency will be higher than the baseline for uncertified, new teachers in 2020-21, which was 2.3 across all five domains.

**The Partnership's Expectations:**

**New Educators:** The Partnership requires more from its aspiring teachers than simple curriculum completion. Residents must demonstrate mastery of knowledge and techniques learned at Relay and the application of this knowledge to successfully lead students to meaningful and measurable achievement gains. To graduate from the Residency program, candidates must: (1) earn a minimum grade of 70% (or C-) in all courses in their programs of study, including passing the five Gateway Assessments; (2) earn a cumulative 2.7 GPA; (3) lead students to the equivalent of at least one year's worth of academic gain on a Resident-selected metric; (4) pass the edTPA; and (5) be hired as a lead teacher in Year 2. At Freire Wilmington, they will be expected from Day 1 to participate in the school community as their faculty peers do and demonstrate a commitment to equitable student outcomes and high-need schools.

**Mentors** must be effective teachers with a record of high student achievement on Freire Wilmington's teacher evaluation system, demonstrate a commitment to supporting novice educators, and have the Head of School's endorsement. Daily, they create Residents' schedules and provide opportunities for Residents to apply their learning. Weekly, Mentors meet with Residents to review lessons, outline Resident lesson participation, and share materials; observe and provide feedback; and provide lesson plans for the Resident to use in their Deliberate Practice course. Year-round, they attend required Mentor Training and support sessions, complete observations/evaluations and reports, and communicate regularly with Residents' faculty advisors to ensure alignment between school needs and academic preparation.

**Relay Faculty** provide high-touch instruction and feedback to cultivate candidates in evidence-based practices for effective teaching. They communicate proactively with Freire Wilmington on each Resident's progress and work to continuously improve alignment between academic preparation and school needs. They also communicate on an ongoing basis with Residents to support their growth and preparation and share knowledge of institutional supports and resources.

**Leaders** (Freire Wilmington & Relay) will collaborate to ensure project success, including fostering a data-driven, student-centric project climate, and facilitating Residents' pathway to full-time teaching. The project leader will ensure that the project goals are achieved on time and within budget.

**EVALUATION & CONTINUOUS IMPROVEMENT:** Program success relies on active collaboration and communication between partners, retention of Residents, and effective preparation and support of novice teachers. To this end, partners will meet at least quarterly to review progress and address interim needs to ensure progress to goals. The project will be evaluated quarterly using quantitative and qualitative data from all partners for a 360-degree understanding of program impact. This includes reviewing Freire Wilmington's data dashboards and employing Deeper Learning Rubric and other school-level data to evaluate Residents' job-embedded growth, integrating feedback and reports from Relay faculty and Mentors.

**Partnership Evaluation and Program Impact:** Freire Wilmington and Relay will collaborate in both formative and summative ways to maximize program efficacy. Embedded throughout the residency year are several feedback cycles that give Residents, Freire, and Relay an opportunity to reflect on their goals, progress, and areas for improvement. The main levers for this formative feedback are:

- Monthly partner check-ins between Relay project personnel and Freire Wilmington project personnel
- Gateway norming, in which Residents self-evaluate and meet with Mentors and faculty advisors to discuss progress toward becoming a teacher and reflections on their program experience and strengths and areas for growth.

In addition to formative feedback, the Relay project lead and Freire Wilmington leader implement quarterly and end-of-year stepbacks to analyze data and program success.

**Evaluation Timeline:**

- Monthly meetings starting in August
- Quarterly Freire Wilmington data dashboard review

- Annual: (1) Comprehensive Data Review – June/July; (2) Resident Feedback Survey – 2x/year; (3) Mentor Mid-Year report – January; (4) Mentor End-of-Year report – May; (5) Mentor Feedback Survey – May; and (6) Annual Formative Assessment of Project – July.

Our Short and Long-Term Indicators of Success are detailed in the chart below:

Short-Term Indicators of Success	Long-Term Indicators of Success	Activities to Achieve Indicators
% of Residents passing Gateways	% of Residents retained in DE	<ul style="list-style-type: none"> <li>· Rigorous Relay curriculum rooted in research</li> <li>· Ongoing professional development at Freire Wilmington</li> <li>· Gradual on-ramp to teaching</li> <li>· Supportive, ongoing feedback to Residents</li> <li>· Training of Mentors</li> <li>· Mentor and faculty support and involvement</li> <li>· Quantitative and qualitative data collection and review</li> <li>· Communication between partners; feedback loops</li> <li>· Checkpoints for alignment between preparation and clinical experience with Freire Wilmington and Resident needs</li> </ul>
Mentors' Mid-Year and End-of-Year Progress Reports on Residents show growth	% of Residents retained in the profession	
% of Residents completing educational milestones (certification, degrees awarded)	Student outcomes – % of Residents leading their students to achieve at least 1 year's academic growth	
% of Residents retained at Freire Wilmington after residency year (Year 2 of grant)	% of Residents retained at Freire Wilmington after completing 3-year commitment	
% of Residents affirming feeling supported by Relay faculty and School-Based Mentor	% of Residents affirming positive program impact on their teaching	
% of Residents improving performance using the DLR (beginning of year vs. end of year)	Deeper Learning Rubric scores for Residents who become teachers is higher than the baseline for uncertified, new teachers	

**PARTNERSHIP SUSTAINABILITY:** This grant will help Freire Wilmington establish the infrastructure for an effective teacher pipeline. The practices implemented throughout this grant period will have a systemic and sustained impact beyond the grant period as we continue to support aspiring teachers. This project will build the following capacities:

- **Effective use of data:** Relay and FCSW will meet quarterly to review progress and consider program refinements. At project close, we will use quantitative and qualitative data to jointly develop a summative assessment to strengthen the Residency Partnership's next iteration. This data-driven assessment is essential to developing robust, responsive systems supporting teacher retention and student success. It encourages a holistic experience for Residents, synthesizing the academic and professional realms and preparing novice teachers to be more effective on Day 1.

- **Professional development of School-Based Mentors:** Mentor cultivation is one focus of this project, as it relies on a separate, though related, skill set to effective K-12 teaching. We will build mentor capacity to support future aspiring teachers through training in this program. Also, mentors will offer feedback on this preparation to better lead candidates through their on-ramp to teaching. With this knowledge, we will continue to develop tools and understanding to support Mentors and mentees in the teacher pipeline.
- **Resident support systems:** This project will use qualitative and quantitative feedback from Residents to illuminate the supports they leveraged and gaps where we can keep developing systems post-grant.
- **Leadership:** Using this project’s results, school leaders will increase their capacity to recruit and retain diverse novice teachers and nurture their growth. Collaborating with Freire Wilmington, Relay will refine its academic preparation and residency design to strengthen alignment with local needs.

**Financial:** The Residency model provides an affordable pathway into teaching, making the profession accessible to a much broader group of prospective candidates. Post-grant, due to their commitment to a diverse, prepared teaching force, Relay will actively leverage external scholarship funds to help candidates’ out-of-pocket costs remain low, typically under \$10,000 to earn their MAT. These funds effectively reduce student debt, contributing to retention in the profession among high-quality teachers in high-need communities. Furthermore, all partners will explore other public and private funding opportunities. [iii] Furthermore, all partners will explore other public and private funding opportunities. Specifically, the Freire Foundation will work with the Freire Wilmington Board to support this partnership’s sustainability through foundation, corporate, and individual giving. The Foundation has historically raised between \$100K and \$200K annually to support innovative programming. To support this fundraising goal, Freire Foundation and Freire Wilmington will conduct ongoing engagement events and individual outreach in Wilmington and the surrounding communities, build partnerships with educational and cultural organizations, and continue their focus on foundation relations and strategic communications.

[i] Learning Policy Institute, “A Coming Crisis in Teaching: Teaching Supply, Demand, and Shortages in the U.S.” (2016).

[ii] Learning Policy Institute, “The Teacher Residency: An Innovative Model for Preparing Teachers” (2016).

[iii] Learning Policy Institute, “How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?” (April 2016).



**SECTION B: IMPLEMENTATION PLAN**

Freire Wilmington first received a YLTR grant from DDOE in FY2021 to fund our first Teacher Resident. We are currently requesting funds to support our second cohort of Teacher Residents in FY2022. The requested funding applies solely to FY2022 activities for this second cohort of Teacher Residents; the milestones below reflect the entirety of the partnership and candidates’ progression, including Cohort 2 planning and recruitment activities that will occur before the funding period and post-grant period activities that culminate in teacher certification.

**Pre-Grant Activities (January 2021 to June 2021)**

<b><u>Milestone Activity</u></b>	<b><u>Timeline (By when? Month/year)</u></b>	<b><u>Person Responsible</u></b>
Recruitment Planning Meetings	January 2021	FCSW – Madeline Weckel, Selena Castro  Relay – Christine Eisenhauer, Dana Davisson, Yasha Simms
Recruitment Plan Finalized and Launched	February 2021	FCSW– Madeline Weckel, Selena Castro  Relay - Dana Davisson
Recruit and select residents	March - May 2021	Relay – Dana Davisson
Residents are identified and apply to Relay and begin onboarding with school district	March - June 2021	FCSW – Madeline Weckel, Darren Rainey  Relay – Dana Davisson
Mentors selected	May - July 2021	FCSW – Madeline Weckel, Darren Rainey

**YLTR Grant Activities -- Freire Cohort 2 (July 2021 to June 2022)**

<b><u>Milestone Activity</u></b>	<b><u>Timeline (By when? Month/year)</u></b>	<b><u>Person Responsible</u></b>
Semi-Annual Project Report Filed with DDOE	July	FCSW – Madeline Weckel and Melanie Reiser
Residents paired with Mentors	July - August	FCSW – Madeline Weckel, Darren Rainey Relay – Dana Davisson
Residents’ Pre-Service Training	July - August	Relay – Dana Davisson and Relay Delaware faculty FCSW – Madeline Weckel, Darren Rainey
<b>Monthly:</b> Mentor Training & Support Sessions	August - June	Relay – Dana Davisson and national Relay Residency faculty FCSW – Darren Rainey
Residents participate in new teacher and school-wide professional development at FCSW	August	FCSW – Madeline Weckel, Darren Rainey
Residents pass Gateway 1	September - October	
Resident successfully complete coursework	Sept - June	Relay – Dana Davisson

<b>Daily:</b> Resident observes, assists and/or co-teaches with Mentor	Sept - June	FCSW – Darren Rainey Relay – Dana Davisson
<b>Weekly:</b> Residents Coached by School-Based Mentors	Sept - June	Mentor teacher with support from principal and Relay faculty advisor
Residents Pass Gateway 2	October	
Semi-Annual Project Report Filed with DDOE	December	FCSW – Madeline Weckel and Melanie Reiser
Mentors file Mid-Year Residents' Progress Reports	December - January	Mentor teacher with support from Head of School and Relay faculty advisor
Residents Pass Gateway 3	December - January	
Residents Pass Gateway 4	March – April	
Residents Pass Gateway 5; Mentors file Residents' End-of-Year Final Report; Submit their reflection and feedback to Relay	May	FCSW – Darren Rainey Relay – Dana Davisson
Annual Project Report Filed with DDOE	July	FCSW – Madeline Weckel and Melanie Reiser

<b>Quarterly:</b> Partners meet for formative assessment and progress stepback	Year-round	FCSW – Madeline Weckel, Darren Rainey  Relay – Christine Eisenhauer, Dana Davisson, Yasha Simms
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The Partnerships’ goal is that 85% of Residents will complete Year 1 curriculum, pass Gateway 5 (offered a position at Freire Wilmington), and complete the gradual on-ramp to teaching.

**Post-Grant Activities**

Residents’ work with Relay and Freire Wilmington continues beyond the grant-funded residency year. Post-grant activities (FY2023) are detailed below:

<b><u>Milestone Activity</u></b>	<b><u>Timeline (By when? Month/year)</u></b>	<b><u>Person Responsible</u></b>
Residents pass Praxis and enter their first year of lead teaching at Freire Wilmington.	August 2022	FCSW – Madeline Weckel, Darren Rainey
Residents continue to complete their Relay coursework	June 2022 - June 2023	Relay – Dana Davisson
Residents receive ongoing coaching by school-based Mentors and Relay faculty.	June 2022 - June 2023	Mentor teacher with support from principal and Relay faculty advisor
Residents submit edTPA	December 2022 to February 2023	Relay Delaware Faculty with support from principal

<p><b>Quarterly:</b> Partners meet for formative assessment and progress stepback</p>	<p>Year-round</p>	<p>FCSW – Madeline Weckel, Darren Rainey</p> <p>Relay – Christine Eisenhauer, Dana Davisson, Yasha Simms</p>
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The Partnerships’ post-grant goals are:

- (Cohort 2) 85% of Residents will successfully complete their Relay program testing requirements: Praxis, EdTPA by July 30, 2023.
- (Cohort 2) 85% of Residents will graduate with MATs, be eligible for standard certification, and have completed all program requirements by July 30, 2023.

**Additional Cohort Information**

While this grant application concentrates on FY2022, which will be Freire Wilmington’s second cohort of Teaching Residents, it is important to note other cohort activity that will be happening concurrently. Specifically, our Cohort 1 Resident will be completing his residency, earning his MAT and certification at the same time that Cohort 2 is completing its first year (i.e., grant-funded activities). Then, while our proposed Cohort 2 is meeting its post-grant milestones in FY2023, we intend for there to be another new cohort of Residents (Cohort 3) beginning that would be receiving the same activities and milestones outlined in YLTR Grant Activities above.

**Key Personnel**

The following individuals are committed to executing the grant activities described above with fidelity:

Freire Wilmington:

- Madeline Weckel – Co-Head of School, Freire Wilmington
- Darren Rainey – Director of Curriculum and Instruction, Freire Wilmington
- Selena Castro –Director of Talent Acquisition, Freire Schools
- Melanie Reiser – Director of Mission Advancement, Freire Schools

Relay GSE:

- Dana Davisson – Director of Residency, Relay Delaware
- Christine Eisenhauer – Regional Dean, Relay
- Yasha Simms –Manager of Operations, Relay Delaware

**SECTION C: BUDGET NARRATIVE**

Number of Teacher Residents: 3

LEA in which they will be assigned: **Freire Charter School Wilmington**

Assignment Type: High-Needs Subject Area (i.e. Math, Science, Special Education, or other critical need subjects)

Freire Charter School Wilmington is requesting \$75,000 for the Year-Long Teacher Residency.

**Year 1 Budget (July 1, 2021-June 30, 2022) – Request: \$75,000**

A. Salary –

**Resident Stipends**

State Funds Requested – \$56,706.49

Freire Wilmington and Relay GSE will identify 3 Residents to be assigned to Freire Wilmington in high needs/critical needs subject areas. Residents will receive a stipend of \$25,000 each, aligned with the minimum requirement as expressed in the YLTR Request for Application. (3 Residents at \$25,000 stipend each = \$75,000 total request)

B. Other Employee Costs –

**Resident Benefits**

State Funds Requested: \$18,293.51

Description: Benefits associated with Teacher Resident stipends for program development. Includes FICA at 6.2%, Medicare at 1.45%, Pension at 22.95%, Workman’s Comp at 1.55% and Unemployment Insurance at 0.11%.



**State of Delaware  
Department of Education  
Subgrant Award Notice  
State Funds**

**Subgrantee Information**

District/Charter School/Agency/Organization: Indian River School District  
 Address: 31 Hosier Street, Selbyville, DE 19975  
 Project Coordinator: Celeste T. Bunting

**Subgrant Information:**

Subgrantee Project Title: Yearlong Residency Partnership - Indian River & Relay Subgrant Number: #06-22

**New**    **Amended**  
 Increased Amount: \$ \_\_\_\_\_ Decreased Amount: \$ \_\_\_\_\_

Subgrantee Dept. ID: 953600  
 FY: 2022 Appropriation #: 05400 Total Award: \$146,857.99  
 Start Date: 7/1/2021 End Date: 6/30/2022

**Sub-grant Issued:**

Budget Transfer      Transfer #: TR22014  
 Intergovernmental Voucher  
 (IVT) to State Entity  
 Voucher to Non-State Entity

Payment Schedule, if Applicable: \_\_\_\_\_

**Department of Education Information and Approvals**

DOE Program Title: Yearlong Teacher Residencies

DOE Dept. ID: 950202      DOE FY: 2022      DOE Appropriation #: 05400

DOE Operating Unit: 95011510      Competitive Subgrant:     Yes     No

Existing RFA:       Yes     No      Yearlong Residency Partnership Grant  
 RFA Name: \_\_\_\_\_

Existing RFP:       Yes     No      DOE RFP#: \_\_\_\_\_ # of Extension: \_\_\_\_\_

Robert Grey      Kimberly Rodriguez      302-735-4032  
 Program Manager      Program Support Staff      Work Group Phone #

**Approval Signatures**

Melissa J. Oates      06/29/2021      \_\_\_\_\_      6/30/21  
 Program Manager/Director      Date      Associate Secretary or Designee      Date  
Cathy Wolfe      7/23/2021      \_\_\_\_\_      \_\_\_\_\_  
 State Funds Education Associate      Date      Director of Finance or Designee      Date





**State of Delaware  
Department of Education  
State Subgrant Application**

**LEA/Agency/Organization Information**

**Name:** Indian River School District **Date:** June 29, 2021

Address 1: 31 Hosier Street P.O. Box  
Street Address

Address 2: Selbyville, Delaware 19975  
City State Zip Code

Amount of Funding Requested: \$146,857.99 Total Cost of Project: \$146,857.99

Coordinator's Name: Celeste T. Bunting Email: celeste.bunting@irsd.k12.de.us Telephone: 302-436-1000 extension 101145

Proposed Subgrant Project Title: Yearlong Residency Partnership - Indian River & RELAY

**Description of Project:** Indian River School District will partner with RELAY to continue the yearlong teacher residency programhis subgrant strengthen IRSD in the following ways:

1. Address the ongoing teacher shortage.
2. Increase teachers of color.
3. Provide an enriched experience that will translate to better-prepared teachers.
4. Enable teachers to enter the classroom during their first year better prepared to teach all children.
5. Provide an opportunity for residents to spend an entire year in a classroom learning from a master teacher.
6. Allow residents to be fully embedded in the school culture.
7. Grow culturally-responsive teachers.
8. Create the best learning opportunities for our students.
9. Increase teacher residencies in Sussex County, DE and the Indian River School District.

**Objectives and Goals of the Project (How will this subgrant strengthen organization, make improvement, or achieve success?):** The IRSD/RELAY Residency Program will enable the Indian River School District to continue to recruit, hire, and retain teachers to fill positions in high needs schools and high needs subject areas.

**Specific Activities (Include information about service delivery and timeline):**  
 The primary services include supporting the teacher residents and providing professional development for the mentor teachers.  
**March 2021-May 2021- Identify Teacher Residents and Teacher Mentors**  
**June 2021-Match Residents and Teachers**

July 2021-August 2021-Yearlong residency institutes for residents and mentors  
August 2021-IRSD Teacher Resident Induction  
August 2021-June 2022- Teacher Residency Year  
June 2022-August 2022-Hiring of successful residents

Repeat for the 2022-2023 school year if grant is approved.

Signature of Chief School Officer/Agency Head:



Printed Name:

Jack F. Owens Jr

Date:

6-29-21

Signature of Business Manager:



Printed Name:

Tammy B. Smith

Date:

06/29/21



# State of Delaware Department of Education State Funds Budget Form

State Subgrant: \_\_\_\_\_  
 Project Title: Yearlong Residency Partnership - Indian River & RELAY  
 LEA/Agency: Indian River School District

Project Start Date: 7/1/2021  
 Project End Date: 6/30/2022

Expense Types and Account Codes: Salaries (5100) and Other Employee Costs (5120)						
Employee Name	Title	FTE Percentage		State Funds Requested	Matching Funds	Total Funds
<b>PROFESSIONAL:</b>				\$	\$	\$
Professional Subtotal						
<b>SUBSTITUTES:</b>				\$	\$	\$
Substitutes Subtotal						
<b>SUPPORT STAFF:</b>				\$	\$	\$
Support Staff Subtotal						
<b>STUDENTS:</b>				\$	\$	\$
<u>Residency Stipend-5 High Needs School</u>				\$119,500.00	\$5,500.00	\$125,000.00
Residency Stipend-1 High Needs Area				\$14,850.00	\$5,150.00	\$20,000.00
Students Subtotal				\$134,350.00	\$10,650.00	\$145,000.00
<b>SALARY TOTAL:</b>				<b>\$134,350.00</b>	<b>\$10,650.00</b>	<b>\$145,000.00</b>
<b>OTHER EMPLOYEE COSTS:</b>				\$	\$	\$
FICA		6.20%		\$8,329.70	\$660.30	\$8,990.00
Medicare		1.45%		\$1,948.08	\$154.43	\$2,102.50
Pension		22.95%				
Workman's Comp		1.55%		\$2,082.43	\$165.08	\$2,247.50
Unemployment Insurance		0.11%		\$147.79	\$11.72	\$159.50
		32.26%				
Health Insurance/Other Non-taxed Benefits (\$15,013 is the average HI cost for FY21)						
<b>OEC TOTAL:</b>				<b>\$12,507.99</b>	<b>\$991.52</b>	<b>\$13,499.50</b>
<b>SALARY AND OEC TOTAL:</b>				<b>\$146,857.99</b>	<b>\$11,641.52</b>	<b>\$158,499.50</b>



# State of Delaware Department of Education State Funds Budget Form

**State Subgrant:** \_\_\_\_\_  
**Project Title:** Yearlong Residency Partnership - Indian River & RELAY  
**LEA/Agency:** Indian River School District

**Project Start Date:** 7/1/2021  
**Project End Date:** 6/30/2022

Expense Types and Account Codes: Travel (5400)					
Destination	Purpose	# of Travelers	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
<b>TOTAL TRAVEL COSTS</b>					

Expense Types and Account Codes: Contractual Services (5500)				
Vendor Name	Service Provided	State Funds Requested	Matching Funds	Total Funds
		\$	\$	\$
<b>TOTAL CONTRACTUAL SERVICES COSTS</b>				

Expense Types and Account Codes: Supplies and Materials (5600)					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
			\$	\$	\$
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>					



# State of Delaware Department of Education State Funds Budget Form

**State Subgrant:** \_\_\_\_\_  
**Project Title:** Yearlong Residency Partnership - Indian River &  
RELAY  
**LEA/Agency:** Indian River School District

**Project Start Date:** 7/1/2021  
**Project End Date:** 6/30/2022

<b>Expense Types and Account Codes: Capital Outlay (5700)</b>					
Item Description	Quantity	Unit Price	State Funds Requested	Matching Funds	Total Funds
<u>Replacement Equipment</u>			\$	\$	\$
<u>New Equipment</u>					
<b>TOTAL SUPPLIES AND MATERIALS COSTS</b>					

GRAND TOTAL	State Funds Requested	Matching Funds	Total Funds
	<b>\$146,857.99</b>	<b>\$11,641.52</b>	<b>\$158,499.50</b>



**STATE OF DELAWARE  
DEPARTMENT OF EDUCATION**

**BUDGET SUMMARY OF STATE FUNDS**

**LEA/Agency Name:** Indian River School District

**State Subgrant Title:** \_\_\_\_\_

**Project Title:** Yearlong Residency Partnership - Indian River

<i>Account Code</i>	<i>5100</i>	<i>5120</i>	<i>5400</i>	<i>5500</i>	<i>5600</i>	<i>5700</i>	<i>Total</i>
<i>Account Code Name</i>	<i>Salaries</i>	<i>OEC's</i>	<i>Travel</i>	<i>Contracted Services</i>	<i>Supplies &amp; Materials</i>	<i>Capital Outlay</i>	<i>Budget</i>
<b>Total Budget</b>	\$134,350.00	\$12,507.99					\$146,857.99

**Completed By:** 

**Date:** 4/23/2021

**Chief Financial Officer or Business Manager:** 

**Date:** 4/23/21



# *Delaware Department of Education*

401 Federal Street, Suite #2

Dover, Delaware 19901

## **Yearlong Residency Partnership Grant**

### **Request for Application**

**FY 2022**

**Educator Support Team**

**Deadline:**

**February 5, 2021**

## YEARLONG RESIDENCY GRANT APPLICATION

### BACKGROUND INFORMATION

Proposal Date: 1/15/2020

#### Lea Information

LEA Name: Indian River School District, Celeste T. Bunting, Director of Personnel

LEA Educator Preparation Provider: RELAY Graduate School of Education

LEA Point of Contact Phone: 302.436.1000 Extension 1145

LEA Point of Contact Email: celeste.bunting@irsd.k12.de.us

#### IHE Information

IHE Name: RELAY Graduate School of Education

IHE Point of Contact Phone: 302-385-6068

IHE Point of Contact Email: [ceisenhauer@RELAY.edu](mailto:ceisenhauer@RELAY.edu), [rgoldberg@RELAY.edu](mailto:rgoldberg@RELAY.edu)

**Please indicate below which type of partnership grant you are applying.**

- Option 1: Existing Partnerships**
- Option 2: Expand Existing Partnerships**
- Option 3: New Partnerships**

### SECTION A: NARRATIVE

**Context and Vision:** Please use this section to explain why the proposed work is necessary and how proposed changes will result in the preparation of new teachers who are day one ready to teach in the district.

The proposed continuation of the existing partnership between RELAY and IRSD is of necessity for teacher retention and student growth in our high needs schools and/or in our high needs subject areas. This has never been more true than it is now. During the 2020-2021 school year, even in a pandemic, our RELAY residents were ready to lead classroom learning and student needs. We believe strongly that this existing partnership will continue to provide teacher candidates an avenue to spend their first year learning the district initiatives and curriculum and policy and procedures. Yearlong residents with the IRSD can help to bridge a teacher shortage, developing "home-grown" teachers who are committed to working in their home district. If the Indian River School District did not have this partnership, we would have been unable to remain in hybrid status at John M. Clayton Elementary School. In short, our RELAY residents kept students in school when many students across the country were unable to do so.

The yearlong residency initiative enables prospective teacher to devote an entire year working and collaborating with a mentor teacher, from setting up the classroom to closing for the year end.



Research from the Learning Policy Institute's ("The Teacher Residency: An Innovative Model for Preparing Teachers." 2016) found that Residencies create long-term benefits for schools, teachers and most importantly, the K-12 students they serve, in these crucial areas:

- **Recruitment**: Residencies attract more people of color into the teaching workforce, and help meet the acute need for more teachers in high-need schools and subjects.
- **Preparedness**: Residents feel more prepared to take on leading a classroom than teachers prepared through traditional pathways.
- **Retention**: Teachers completing residency programs stay in the profession at higher rates than other novice teachers. **K-12**
- **Student Outcomes**: Early studies indicate that students of teachers who completed a residency program outperform those of non-residency prepared teachers.

**Shared Vision and Partnership**: Please articulate a shared vision and your partnership with the IHE for the proposed project. Explain the problem your proposed joint efforts are intended to solve and provide data to support the explanation of the problem.

Specifically discuss the following in terms of your partnership,

- Describe how the partner IHE and your school district will share and use share data to drive decisions about the strategic direction your partnership;
- Describe how district needs have informed changes in the way the IHE is preparing educators; and
- Describe how the IHE and the school district will report on this partnership.

**District Needs & Educator Preparation**: The Indian River School District seeks to recruit and retain effective teachers. The Indian River School District actively seeks to recruit and retain teachers of color to serve as role models to our diverse student and community populations.

**Data-Driven Decision Making**: Indian River School District (IRSD) and RELAY codify effective data usage as an institutional priority and foundation for the Residency Partnership, monitoring the following to ensure a successful program: 1) Candidate progress including Residents passing Gateways; 2) Number of Residents passing edTPA; 3) Milestones completed (certification, degrees awarded); 4) Candidates' impacts on their K-12 students; 5) Number hired full-time post-program; 6) Qualitative feedback from stakeholders, including Residents. These measures, particularly K-12 academic outcomes and stakeholder feedback, are further relevant in identifying areas of opportunity and growth in alignment between educator preparation and school/ district needs.

**Reporting:** Lori Y. Hudson, District Recruiter/New Teacher Mentor and Celeste T. Bunting, Director of Personnel, project leads for IRSD, will be responsible for reporting to DDOE using data and feedback from RELAY.

**Building a Residency Year Curriculum:** Describe a teacher resident's experience in the residency program, both in terms of coursework and clinical classroom experience. If seeking a new partnership, describe the process the partners will go through to create the program/partnership.

**RELAY GSE's Teaching Residency** leverages four years of previous work with IRSD to build a consistent pipeline of prepared, diverse new teachers grounded in evidence-based classroom practices that are refined through substantial clinical experience with K-12 students. The program ensures a supported, gradual on-ramp to teaching over 2 years: in Year 1, residents act as a supporting teacher; in Year 2, they are the lead teacher, over both years earning their certification and Master of Arts in Teaching (MAT) degree. Alongside this job-embedded experience, Residents complete a research-based curriculum designed to integrate theory, practice and mindsets to help them get better faster. They further benefit from a supportive environment and community including a community of peer teachers and faculty, a faculty advisor and residency director, and a mentor teacher at their placement school. RELAY faculty and the mentor bring track records of effective classroom leadership and strong academic outcomes for students in high-need schools. The residency environment is thus holistic in providing rigorous curriculum, real-world clinical experience and wraparound support for each aspiring teacher. This leads to more prepared, effective teachers entering the classroom on Day 1. *Notably, 97% of RELAY's teacher candidates report feeling supported by faculty/staff and 96% report RELAY has had a positive impact on their teaching.*

#### **INTEGRATED COURSEWORK & CLINICAL PRACTICE HIGHLIGHTS**

Residents take part-time synchronous and asynchronous courses while working full-time in a K-12 classroom. These courses are directly aligned to their Gradual On-Ramp, residents begin to take on additional teaching responsibilities, allowing them to put this concept into action with real students. Finally, residents are evaluated for proficiency through the gateway assessments.

**A) Coursework:** Over the course of two years, residents complete 36 credit hours of coursework, leading to a Master of Arts in Teaching degree and eligibility for certification. The coursework is designed to support Residents in every phase of the program, and includes Core Pedagogy courses that are taken by all teaching candidates and Content Methods courses specific to the Resident's placement and area of certification. Coursework begins with pre-service training in classroom management and lesson planning and culminates in a capstone project, the Master's Defense, in which Residents present and defend their

students' academic growth and achievement over the course of a year. Most courses are "clinical" courses, which require Residents to complete performance assessments that demonstrate their mastery of learning objectives.

#### **B) Clinical Practice:**

Clinical Practice in Year 1 is defined by the Gradual On-Ramp, supported by Deliberate Practice, Gateway Assessments, and School-Based Mentors. In Year 2, Residents become lead teachers under an Emergency certificate. Residents continue to be mentored by School-Based Mentors.

1. **The Gradual On-Ramp** for RELAY Residents is a one-year, full-time, structured and supervised apprentice teaching experience. During this year, Residents increase their teaching time and level of responsibility over the course of the school year as they grow in their skills. This results in continual improvement refined by practice, multiple observations and mentoring onsite in the classroom.
2. **Deliberate Practice** is a weekly 3-hour intensive with RELAY faculty and peers to develop and hone teaching skills. Residents review instructional video of themselves and effective teachers; participate in short 'bursts' of practice to target growth in particular teaching techniques based on individual needs; rehearse portions of upcoming lessons; and receive expert feedback from faculty coaches to accelerate performance. These Deliberate Practice (DP) sessions complement and support RELAY's MAT classes. For example, in conjunction with RELAY classroom culture coursework, Residents practice responding to common classroom-management scenarios by applying techniques and strategies that they learn in their coursework.
3. **Five Gateway Assessments** ensure residents have mastery of key skills, identified by research on effective teaching, to ground their teaching careers. The Gateway topics are: Mindsets and Professionalism; Classroom Management; Introducing Material; Teaching a Full Lesson; Full-Time Teaching Placement. Residents must pass all 5 Gateways in Year 1 in order to progress to lead teaching in Year 2 and to graduate. Notably, Residents are evaluated by RELAY faculty and their Mentor, fostering alignment between preparation and authentic school needs.
4. **School-Based Mentors** supervise Residents. In Year 1, the Mentor has responsibility for the classroom and guides the Resident through the gradual on-ramp. Mentors model great instruction, curriculum and lesson planning, communication, and action planning; provide coaching and feedback; and foster support within the K-12 school culture. They co-observe with RELAY faculty.

**Formative Feedback:** Who will provide feedback to teacher candidates? How will partners ensure that feedback is aligned to the district's expectations for new teachers?

RELAY collaborates with placement schools to ensure the candidate experience is aligned and relevant in the classroom as well as to school/ district professional development and needs. Feedback for Residents comes from their School-Based Mentor as well as RELAY faculty and their advisor. As such, feedback pertains to both professional and academic skill building to provide a synergistic understanding of not just *what* one learns but *how one applies it* in the classroom. It is noteworthy that observations by RELAY faculty and Mentors also provide a fuller picture of candidate performance for school leaders. RELAY collaborates with leaders and School-Based Mentors to provide feedback rooted in coursework-aligned rubrics and the school/district evaluation system. In this way, candidate development comes full circle, being contextualized within coursework and the larger district environment, thereby promoting continued improvement in the support systems underpinning the partnership. This combination of feedback to candidates and between RELAY and IRSD fosters ongoing grounding in alignment with district expectations for new teachers.

**Partnership Goals:** State the specific measurable goals the partnership is aiming to achieve. Describe the key expectations the district and partner provider have for new educators, mentors, district partners, faculty, or other key members of the partnership.

Partners have already collaborated to discuss roles and responsibilities in successfully carrying out this project. Thus, we have aligned goals and practices to implement the project timeline, achieve milestones and assess progress. Project objectives are to:

- Develop a consistent pipeline of prepared, diverse for Delaware's high needs schools who are committed to teaching for at least 3 years in high-need communities.
- Create support systems and structures, including ongoing feedback and reflection, for Residents to develop their teaching through intensive clinical experience, rigorous curriculum and continuous improvement.
- Build a strong partnership, refining our mutual capacities to serve aspiring teachers to cultivate their ability to foster equitable student outcomes through effective teaching.

### **Measurable Goals:**

Shared goals:

- 7 residents will be accepted to the program
- 50% of residents will identify as a teacher of color

RELAY-facing goals:

- 85% of residents who pass Gateway 5 will successfully graduate from RELAY having passed the Praxis and edTPA.
- 80% of teachers that pass Gateway 2 will secure a full-time teaching position in the district (i.e. Pass Gateway 5)

IRSD-facing goals

- Placement of 5 residents at John M. Clayton Elementary School who seek dual certification in elementary and special education
- Placement of 2 residents at either Indian River High School or Millsboro Middle School who seek certification in middle level and/or secondary English, math or science.
- 80% of residents successfully complete 8 observations and assessments using IRES-Indian River School District's DDOE-approved alternative teacher assessment program. IRSD residents will receive more observations than current IRSD teachers. These observations and assessments will be completed by school-based and district-level evaluators.

### **The Partnership's Expectations:**

**New Educators:** The Partnership requires more from its aspiring teachers than simply completing the curriculum; Residents must demonstrate that they have mastery of the knowledge and techniques they have learned at RELAY and are using these assets to successfully lead K–12 students to meaningful and measurable achievement gains. During the Residency program, in order to graduate candidates are required to: 1) Earn a minimum grade of 70% (or a C-) in all courses in their programs of study including passing the 5 Gateway Assessments; 2) Earn a cumulative 2.7 GPA. 3) Lead K–12 students to the equivalent of at least one year's worth of academic gains; 4) Pass the edTPA; 5) Be hired as a lead teacher in Year 2. At their school site, they are expected on Day 1 to participate as their faculty peers do and have a commitment to equitable student outcomes and high-need schools.

**Mentors** are expected to be effective teachers with a record of high student achievement (scoring Highly Effective/Effective in DPAS-II); commitment to supporting a novice educator and have the support and endorsement of their principal. Daily, they will create schedules that ensure Residents observe, assist or co-teach, and provide them with opportunities to apply

what they are learning. Weekly, Mentors meet with residents to review lessons, share materials and outline their participation in these; observe and provide feedback; provide lesson plans for the Resident to use in their Deliberate Practice course. Year-round, they must attend required Mentor Training and support sessions, complete observations/evaluations and reports, and communicate regularly with Residents' faculty advisors to ensure ongoing alignment between school needs and academic preparation.

**RELAY Faculty** will provide high-touch instruction and feedback to cultivate candidates in evidence-based practices for effective teaching. They will communicate proactively and regularly with IRSD on each Resident's progress and to continuously improve alignment between academic preparation and district/school needs. They will also communicate proactively and ongoing with Residents to support their growth and preparation; this includes sharing knowledge of institutional supports and resources (ex. academic and certification resources; student health program, financial aid office, etc.)

**Leaders** ([LEA], RELAY) will provide support to the schools and all partners towards the success of this project. This includes fostering a data-driven, student-centric project climate and facilitating Residents' pathway to full-time teaching. Project leaders ensure that the project goals are achieved on time and within budget.

**1. Evaluation and Continuous Improvement:**

- a) Outline the plan for evaluating the partnership, assessing program impact and intended outcomes.
- b) What will be the indicators of success, both short term and long term?
- c) What will the process be to continually evaluate and improve the partnership?
- d) What data will be gathered and reviewed and at what frequency to indicate the partnership is having its intended effect?
- e) Include a timeline and specific activities the partnership will employ to ensure that the program is meeting its intended goals.

Program success relies on active collaboration and communication between partners, retention of Residents and effective preparation and support of novice teachers. To this end, partners will meet monthly to review progress and address interim needs to ensure progress to goals. The project will be evaluated **quarterly** using quantitative and qualitative data from all partners for a 360-degree understanding of program impact. This includes reviewing IRSD's **data dashboards** and employing IRES to **evaluate residents' job-embedded growth**, integrating feedback and reports from RELAY faculty and Mentors.

**Partnership Evaluation and Program Impact:**

The LEA and RELAY will work collaboratively in both formative and summative ways to ensure that program efficacy is maximized. Throughout the implementation of the residency year, there are several cycles of feedback that give residents, school sites and RELAY an opportunity to reflect on goals and progress as well as areas for improvement. The main levers for this formative feedback are:

- Monthly partner check-ins between RELAY project personnel and school project personnel
- Gateway norming - When residents self-evaluate and meet with both the Mentor and faculty advisor to discuss progress toward becoming a teacher, and cull feedback on experience as a resident as well as strengths and areas for growth.

In addition to formative feedback, the RELAY project lead and LEA leader implement quarterly and end of year stepbacks to analyze data and program success.

**Timeline:**

- Monthly meetings starting in August
- Quarterly data dashboard review
- Annual:
  - Comprehensive Data Review - June/July
  - Mentor Mid-Year report – January
  - Mentor End-of-Year report – May
  - Resident Feedback Survey - 2x/year
  - Mentor Feedback Survey - May
  - Annual Formative Assessment of Project – July
- Short and Long-term Indicators of Success

Short-Term Indicators of Success	Long Term Indicators of Success	Activities to Achieve Indicators
% residents passing Gateways	% of residents retained in Delaware	<ul style="list-style-type: none"> <li>● Rigorous curriculum rooted in research</li> <li>● Gradual On-Ramp to teaching</li> </ul>
Mentors' Mid-Year and End-of-Year Progress Reports on Residents show positive growth	% of residents retained in the profession	

% residents completing educational milestones (certification, degrees awarded)	K-12 student outcomes - % Residents leading their students to achieve at least 1 year's academic growth.	<ul style="list-style-type: none"> <li>● Supportive, ongoing feedback to Residents</li> <li>● Training of Mentors</li> <li>● Mentor and faculty support</li> <li>● Mentor and faculty involvement</li> <li>● Quantitative and qualitative</li> <li>● Data Collection and review</li> <li>● Communication between partners; feedback loops</li> <li>● Checkpoints for alignment between preparation and clinical experience with district and Resident needs</li> </ul>
% residents retained in their schools/districts after 1 year	% residents retained in their schools/districts after 3 years	
% of residents affirming feeling of being supported by RELAY faculty and School-Based Mentor	% of residents affirming positive program impact on their teaching	
% of mentors affirming effectiveness of training	% of mentors willing to serve as mentors	
% of residents hired by the IRSD	% of residents retained as IRSD teachers	

**Partnership Sustainability:** Describe the plans for continuing the program once grant-funding ends. How will the partnership be sustained in the long-term? This section of the proposal is an opportunity to describe how planned efforts will allow the partners to develop the leadership, systems, and structures necessary to maintain change following the end of the grant.

**Financial:** The Residency model provides an affordable pathway into teaching, making the profession accessible to a much broader group of prospective candidates. A sustainable educational and professional ecosystem, including financial support and candidate-centric systems, is crucial and thus is a long-term goal for this Partnership. Post-grant, due to their commitment to a diverse, prepared teaching force, RELAY will actively leverage private scholarship funds to help candidates' out-of-pocket costs remain low, typically under \$10,000 to earn their MAT. They also are considering a partnership with AmeriCorps for additional student support funds to sustain the Residency partnership. These funds effectively reduce student debt, contributing to retention in the profession among high-quality teachers in high-need communities (Learning Policy Institute. *How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?* April 2016). Furthermore, all partners will explore other public and private funding opportunities.

**Systems, Capacity & Leadership:** Support systems for aspiring teachers are crucial to their long-term retention. This project will build the following capacities:



- 1. Effective usage of data:** We will meet with our school partners quarterly to review progress and consider such programmatic refinements. At the close of the project, we will make a summative assessment together to strengthen the next iteration of this Residency Partnership. This assessment will include quantitative data on Residents (ex. achieving milestones) and their K-12 students' outcomes, as well as qualitative data from Mentors, Residents, RELAY faculty and school personnel. This data-driven assessment, a focus of the Partnership, is paramount to developing strong and responsive systems to support teacher retention and K-12 success. It further encourages a holistic experience for Residents that synthesizes the academic and professional realms, leading to novice teachers feeling more prepared and being more effective on Day 1. Finally, data will spur continuous improvement of alignment between educator preparation and school/district needs showing areas of success and opportunity.
- 2. Professional development of School-Based Mentors:** Mentor cultivation is one focus of this project as it relies on a separate, though related, skill set to being an effective K-12 teacher. We will build mentor capacity to support future aspiring teachers through training in this program. Also, we will gain their feedback on this preparation to lead candidates through their on-ramp to teaching. With this knowledge, we will continue to develop tools and understanding to support Mentors and mentees in the teacher pipeline.
- 3. Resident support systems:** This project will use qualitative and quantitative feedback from Residents to illuminate the supports they leveraged and gaps where we can keep developing systems post-grant.
- 4. Leadership:** Using results of this project, school leaders will increase capacity to recruit and retain diverse novice teachers and nurture their growth as effective teachers. Collaborating with schools/districts, RELAY leadership will introduce refinements of its academic preparation and residency design to strengthen alignment with local needs.

**SECTION B: IMPLEMENTATION PLAN**

**Year 1:**

*Note: Year 1 Milestone Activities represent both what will be occurring in 2019 – 2020; and what we do programmatically for the first year in the program*

<b><u>Milestone Activity</u></b>	<b><u>Timeline (By when? Month/year)</u></b>	<b><u>Person Responsible</u></b>
Recruitment Planning Meetings	December 2020- January 2021	IRSD-Lori Hudson, District Recruiter and Celeste Bunting, Director of Personnel Relay – Christine Eisenhauer
Recruitment Plan Finalized and Launched	January 2021	IRSD-Lori Hudson, District Recruiter and Celeste Bunting, Director of Personnel  Relay-Dana
Recruit and select residents	January 2021- March 2021	Relay – Dana Davisson
Residents are identified and apply to Relay and begin onboarding with school district	February 2021 – June 2021	IRSD-Lori Hudson, District Recruiter, Allisa Booth, John M. Clayton Principal, Michael Williams, Indian River High School Principal, Bradford Breasure, Millsboro Middle School Principal and Celeste Bunting, Director of Personnel Relay – Dana Davisson
Mentors selected	June 2021	IRSD-Lori Hudson, District Recruiter, Allisa Booth, John M. Clayton Principal, Michael Williams, Indian River High School Principal, Bradford Breasure, Millsboro Middle School Principal and Celeste

		Bunting, Director of Personnel
Residents paired with Mentors	June 2021- August 2021	IRSD-Lori Hudson, District Recruiter, Allisa Booth, John M. Clayton Principal, Michael Williams, Indian River High School Principal, Bradford Breasure, Millsboro Middle School Principal and Celeste Bunting, Director of Personnel  Relay – Dana Davisson
Residents' Pre-Service Training	July 2021 – August 2021	Relay – Christine Eisenhaue IRSD-Lori Hudson, District Recruiter, Allisa Booth, John M. Clayton Principal, Michael Williams, Indian River High School Principal, Bradford Breasure, Millsboro Middle School Principal and Celeste Bunting, Director of Personnel
Monthly: Mentor Training & Support Sessions	August 2021- June 2022	Relay – Dana Davisson IRSD-Lori Hudson, District Recruiter, Allisa Booth, John M. Clayton Principal, Michael Williams, Indian River High School Principal, Bradford Breasure, Millsboro Middle School Principal
Residents pass Gateway 1	September 2021- October 2021	
Resident successfully complete Coursework	Sept 2021 – June 2022	Relay – Dana Davisson

<b>Daily:</b> Resident observes, assists and/or co-teaches with Mentor	Sept 2021 – June 2022	IRSD-Lori Hudson, District Recruiter, Allisa Booth, John M. Clayton Principal, Michael Williams, Indian River High School Principal, Bradford Breasure, Millsboro Middle School Principal  Relay – Dana Davisson
<b>Weekly:</b> Residents Coached by School-Based Mentors	Sept 2021– June 2022	Mentor teacher with support from principal and Relay faculty advisor
Residents Pass Gateway 2	October 2021	
Mentors file Mid-Year Residents' Progress Reports	January 2022	Mentor teacher with support from principal and Relay faculty advisor
Residents Pass Gateway 3	January 2022	
Residents Pass Gateway 4	March 2022– April 2022	
Residents Pass Gateway 5; Mentors file Residents' End-of-Year Final Report; Submit their reflection and feedback to Relay	May 2022	IRSD-Lori Hudson, District Recruiter, Allisa Booth, John M. Clayton Principal, Michael Williams, Indian River High School Principal, Bradford Breasure, Millsboro Middle School Principal  Relay – Dana Davisson
Annual Project Report Filed with DDOE	June 2022	IRSD-Celeste Bunting, Director of Personnel
<b>Quarterly:</b> Partners meet for formative assessment and progress stepback	Year-round	IRSD-Lori Hudson, District Recruiter, Celeste Bunting, Director of Personnel Relay – Christine Eisenhauer

*Add rows as necessary*

**Year 2**

*Note: In Year 2, parallel to these milestones, there will be a new cohort of Residents beginning that would be receiving the same activities and milestones outlined in Year 1 above*

<b><u>Milestone Activity</u></b>	<b><u>Timeline (By when? Month/year)</u></b>	<b><u>Person Responsible</u></b>
Residents enter their first year of lead teaching		
85% of Residents complete Year 1 curriculum, pass Gateway 5 (offered a position in their school) and gradual on-ramp to teaching	June 1	Relay – Christine Eisenhauer
<b>Monthly:</b> Mentor Training & Support Sessions	August - June	Relay – Christine Eisenhauer IRSD-Lori Hudson, District Recruiter, Allisa Booth, John M. Clayton Principal, Michael Williams, Indian River High School Principal, Bradford Breasure, Millsboro Middle School Principal IRSD-Lori Hudson, District Recruiter, and Celeste Bunting, Director of Personnel
Resident continue to successfully complete Relay coursework	Sept – June	Relay – Christine Eisenhauer
<b>Daily:</b> Resident teaches a full instructional load	Sept – June	IRSD-Lori Hudson, District Recruiter and Allisa Booth, John M. Clayton Principal, Michael Williams, Indian River High School Principal, Bradford Breasure, Millsboro Middle School Principal  Relay – Christine Eisenhauer

<b>Ongoing: Residents Coached by School-Based Mentors and Relay faculty</b>	<b>Sept – June</b>	<b>IRSD-Allisa Booth, JMC Principal, Michael Williams, Indian River High School Principal, Bradford Breasure, Millsboro Middle School Principal IRSD-Lori Hudson, District Recruiter, I, Relay – Christine Eisenhauer</b>
<b>Residents submit edTPA</b>	<b>December 2021 – February 2022</b>	
<b>Quarterly: Partners meet for formative assessment and progress stepback</b>	<b>Year-round</b>	<b>IRSD-Lori Hudson, District Recruiter, Allisa Booth, John M. Clayton Principal, Michael Williams, Indian River High School Principal, Bradford Breasure, Millsboro Middle School Principal and Celeste Bunting, Director of Personnel  Relay – Christine Eisenhauer</b>
<b>85% of Residents will successfully complete their Relay program testing requirements: Praxis, EdTPA</b>	<b>July 30</b>	<b>Relay – Christine Eisenhauer</b>
<b>85% of Residents will graduate with MATs, eligible for standard certificate and having completed all program requirements</b>	<b>July 30</b>	<b>Relay – Christine Eisenhauer</b>
<b>Final Project Report Filed with DDOE</b>	<b>August 15</b>	<b>IRSD-Lori Hudson, District Recruiter, Allisa Booth, John M. Clayton Principal, a Michael Williams, Indian River High School Principal, Bradford Breasure, Millsboro Middle School Principal and Celeste Bunting, Director of Personnel</b>

**SECTION C: BUDGET**

- State Funds Budget Form
- Budget Narrative - Please include a budget narrative which provides rationale for funds requested, and clearly states:
  - Anticipated number of residents admitted to the program each year;
  - Anticipated cost per resident;
  - Identified schools and/or subject areas.

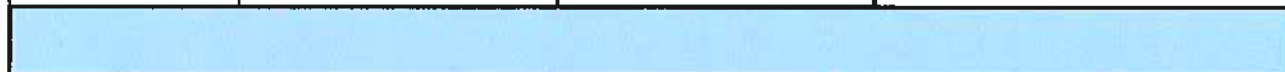
**SECTION D: EVALUATION RUBRIC**

**Grant Title: Yearlong Residency Partnership Grant**

Using the rubric, reviewers will assign numerical scores, prepare comments, and meet to determine consensus.

Plan Criteria	Meets All Criteria	Meets Some Criteria	Meets Few or No Criteria
<b>10 Points</b>	<b>10</b>	<b>5-9</b>	<b>0-4</b>
<b>Alignment to Definition of Teacher Residency Program</b>	The proposal is fully aligned to the definition of a teacher residency program.	The proposal is only partially aligned to the definition of a teacher residency program.	The proposal does not include program details that are aligned to the definition of a teacher residency program.
<b>5 Points</b>	<b>5</b>	<b>2-4</b>	<b>0-1</b>
<b>Clarity of Proposal</b>	Submission has not grammatical or spelling errors. Clearly written and easily understood.	Submission contains some minor grammatical and/or spelling mistakes. Some sections are unclear.	Multiple grammatical and/or spelling mistakes throughout the submission. One or more sections are difficult to understand as written.
<b>10 Points</b>	<b>10</b>	<b>5-9</b>	<b>0-4</b>
<b>Context, Shared Vision, and Partnership</b>	The vision is clear, student-focused, and compelling, and explicitly describes how the residency will help to achieve the vision.  There is a compelling shared vision that	There is some evidence of a shared vision, but the proposal does not clearly articulate the purpose and outcomes of the joint effort.  The proposal mentions the problem that the	The problem presented is unclear and/or only represents one partners' needs and perspectives.  The proposal does not use data to support the identified problem.

	<p>articulates the purpose and outcomes of the joint effort.</p> <p>The proposal presents clear and compelling problems shared by all partners and supported by data.</p> <p>Roles and responsibilities are clearly identified.</p>	<p>proposed project intends to solve, but lacks detail about how the joint efforts will help to solve these problems.</p> <p>The proposal uses data, but it is limited and somewhat disconnected from the identified problems.</p> <p>Some roles and responsibilities are clearly identified.</p>	<p>The proposal lacks a shared vision and does not articulate the purpose and proposed outcomes of the joint effort.</p> <p>Roles and responsibilities are not clearly identified.</p>
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<b>20 Points</b>	<b>20</b>	<b>10-19</b>	<b>0-9</b>
<p><b>Residency Curriculum, Program, Formative Feedback</b></p>	<p>The proposal includes information on the coursework and clinical experience and includes sufficient detail to assess the likelihood of day one readiness of the resident.</p> <p>There is evidence that candidates will receive regular, aligned feedback from multiple stakeholders.</p> <p>Candidate progress will be continuously assessed using data.</p> <p>Candidates will know which skills are assessed and how they are being assessed.</p> <p>There is evidence of plans to provide well-calibrated assessments of prioritized skills, with time devoted to training and calibration before the school year</p>	<p>The proposal includes information on the coursework and clinical experience; however, it lacks the detail required to fully assess whether or not the resident would be ready on day one, to be an effective teacher.</p> <p>The plan includes some opportunities for teacher candidates to receive feedback, but it is not clear how this feedback will be used in relationship to candidates' progress through the program.</p> <p>There are plans for some support and training to calibrate feedback but the plan may lack detail.</p> <p>There is evidence of a plan to select and support mentor</p>	<p>The proposal does not include sufficient information on what the coursework for a resident includes, nor does it include sufficient information on what the clinical experience includes</p> <p>The plan seems unlikely to provide regular enough feedback such that candidates know what concrete steps they can take to improve their practice.</p> <p>There is no plan for how feedback will be used in relationship to candidate's progress through the program.</p> <p>If in evidence at all, the plan to provide feedback seems to indicate that feedback will be sporadic and/or uncalibrated.</p> <p>No selection process or training for mentor teachers and University Supervisors (or similar role</p>



	<p>begins and on an ongoing basis thereafter.</p> <p>Mentor teachers and University Supervisors (or similar role) will receive specialized training to observe instruction and provide effective feedback.</p> <p>Continued eligibility to serve as a mentor teacher is based on candidate satisfaction and success.</p>	<p>teachers and University Supervisors (or similar role), but the plan may lack detail.</p>	
<b>10 Points</b>	<b>10</b>	<b>5-9</b>	<b>0-4</b>
<b>Evaluation Systems and Structures</b>	<p>The application clearly addresses how the proposed program/activity will be evaluated for success. It addresses specific data points, and includes benchmarks (if applicable) and targeted goals.</p>	<p>The application somewhat addresses how the proposed program/activity will be evaluated for success. It addresses some data points, and includes benchmarks (if applicable) and targeted goals.</p>	<p>The application does not include an evaluation plan, or the plan to evaluate is weak, or does not include specific measurable data points.</p>
<b>15 Points</b>	<b>15</b>	<b>7-14</b>	<b>0-6</b>
<b>Budget and Budget Narrative</b>	<p>Budget is clear, reasonable and cost effective. Budget narrative itemizes expenses in detail. Budget calculations are correct. Budget does not exceed limits as stated on the application. Budget includes additional funds from another souIRSDe.</p>	<p>Budget is reasonable and cost effective. Budget narrative identifies expenses and provides general explanation. Budget contains a few errors. Budget does not exceed limits as stated on the application.</p>	<p>Budget is not clear, reasonable and/or cost effective. Budget narrative does not provide detailed explanation of expenditures. Budget contains errors and/or is completed incorrectly. Budget exceeds limits as stated on the application.</p>

10 Points	10	5-8	0-4
<b>Sustainability Plan</b>	The application clearly describes a sustainability plan beyond the life of the grant including partnership structures and a decrease in reliance of grant funds over time.	The application somewhat describes a sustainability plan beyond the life of the grant and some partnership structures and does not include a decrease in reliance of grant funds over time.	The application does not clearly describes a sustainability plan beyond the life of the grant nor does it include long term change in partnership structures and does not include a decrease in reliance of grant funds over time.
20 Points	20	10-19	0-9
<b>Implementation Plan</b>	A timeline including all specific steps in the implementation process is included. Milestones listed are linked to goals. All dates are appropriate and reasonable. Key persons responsible are listed.	A timeline that includes steps in the implementation process and appropriate dates are included - <i>and/or</i> -Most key persons responsible are listed. Some activities are linked to goals.	The timeline is limited and includes few steps for implementation <i>and/or</i> specific dates- <i>and/or</i> -Key persons responsible are not listed. Limited activities are linked to goals.