Introduction

This worksheet has six tabs, A to F. Please review each of these tabs and fill in the yellow cells.

The U.S. Department of Education's Institute of Education Sciences (IES) is conducting a large-scale evalu about the characteristics, effectiveness, and retention of teachers from different types of teacher prepara used by teacher residency programs that could be implemented more broadly.

As part of this evaluation we are asking residency programs to participate in an interview. The in-depth in structure of residency programs and the instruction and support they provide to their participants.

Your participation in the study is voluntary and you may refuse to answer any questions you are not comf this spreadsheet file which will take about 15 minutes on your own time to complete and a phone intervie additional follow-up.

Per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Sec reports prepared for this study will summarize findings across the sample and will not associate response information that identifies you or your district to anyone outside the study team, except as required by la informed consent of the respondent, is a class E felony.

Paperwork Reduction Act Statement: Public reporting burden for this collection of information is estimate searching existing data sources, gathering and maintaining the needed data, and completing and reviewi required to respond to, a collection of information unless it displays a currently valid OMB control numbe 04/30/2024. Send comments regarding this burden estimate or any other aspect of this collection of infor Park, Suite 100 Princeton, NJ 08540 ATTN: Melissa Clark. Do not return the completed form to this addres

Proceed to next tab, A. Background

ation of teacher residency programs. The evaluation will provide comprehensive information
tion programs. It will also aim to shed light on effective approaches to teacher preparation

nformation collected through this interview will provide a better understanding of the

ortable answering. The interview will pose minimal risk to you. It is conducted in two parts:
ew which will take about 60 minutes to complete. Some of the questions may require

tion 183, responses to this data collection will be used only for research purposes. The
s with a specific residency program, district, school, or individual. We will not provide
w. Any willful disclosure of such information for nonstatistical purposes, without the

Table A. Background

Please provide general background information on your residency program. Fill in yellow cells.

		Years operating
A1.	How long has your residency program been operating?	

		Year
A2.	In what year did the first program graduates begin their first teaching jobs? *By program graduate, we mean someone who has completed the program requirements and is eligible to become a teacher of record.*	

		Months
A3.	What is the overall length of the program for a full-time student, from the time the student initially enters the program and begins taking coursework until the time the participant completes the program requirements and can begin a job as a teacher of record?	

		Yes/No
A4.	Does your residency program have different pathways or requirements based on resident type? For instance residents focused on STEM or English Learners have different program requirements than non-STEM or non-English Learner residents.	Select drop down

		List the different types of residents in your program that have different pathways or requirements.
A4a.	IF YES TO A4, What are the different types of residents or pathways in your program? Please list them all.	

If you have any comments or additional explanations you would like to add for any of the above responses, please include them here.	

Proceed to next tab, B. Recruiting

Number of academic terms	Please explain how you define academic terms. Are these quarters, semesters, full school years (fall to spring semseters), or something else?

Table B. Recruiting

Please provide information on how your residency program recruits new applicants. Fill

B1.	**How many residents did you aim to recruit overall for the <u>2021-2022 school year</u>?**

B2.	**How many applications <u>did you receive</u> for the 2021-2022 school year?**

B3.	**How many applicants <u>were accepted or admitted</u> to the program for the 2021-2022 school year?**

B4.	**How many <u>enrolled</u> for the 2021-2022 school year?**

B4a.	**What proportion (or number) of the 2021-2022 enrollees...** **are <u>male</u>?**
	are <u>female</u>?
	are <u>another gender</u>?
	What proportion (or number) of the 2021-2022 enrollees... **are <u>white</u>?**
	are <u>Black or African American</u>?
	are <u>Asian</u>?
	are <u>Native Hawaiian or Other Pacific Islander</u>?
	are <u>American Indian or Alaska Native</u>?
	What proportion (or number) of the 2021-2022 enrollees are of Hispanic, Latino, or Spanish origin?

B4b.	**What fields of studies are the 2021-2022 enrollees planning on entering (specify)? For each field of study, what proportion (or number) of the 2021-2022 enrollees are planning on entering that field of study?**
	Fill in first field of study

Fill in second field of study
Fill in third field of study
Fill in fourth field of study
Fill in fifth field of study

B5.	**How did enrollment in the 2021-2022 school year compare to enrollment in the year prior to the pandemic (2019-2020)?**

If you have any comments or additional explanations you would like to add for any of the above responses, please include them here.

Proceed to next tab, C. Incentives

in yellow cells.

Number of residents

Number of applications

Number of applicants

Number of enrollees

Proportion (%) of enrollees		**Number of enrollees**
	OR	
	OR	
	OR	
	OR	
	OR	
	OR	
	OR	
	OR	

	OR	

Proportion (%) of enrollees		**Number of enrollees**
	OR	

	OR	

	OR	
	OR	
	OR	

Enrollment in 2021-2022 was _ _ _ _ than in 2019-2020.

Select drop down

Table C. Incentives

Please provide the following information about financial supports

C1.

Do residents get <u>any</u> financial support, such as a living stipend or salary, tuition reduction, loans or grants, or loan forgiveness?

Please consider financial support provided by the program or support only available to program participants, not general financial aid from the university.

C2.

After residents become full-time teachers of record, do participants in your program routinely receive any additional financial support above and beyond their regular district-provided salary?

Please consider financial support provided by the program or support only available to program participants, not general financial aid from the university.

C2a.

IF YES TO C2, What is the <u>average amount of the financial support</u> that participants receive per year, while fulfilling their commitment to this program and the hiring district?
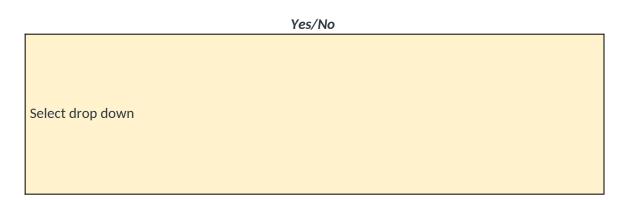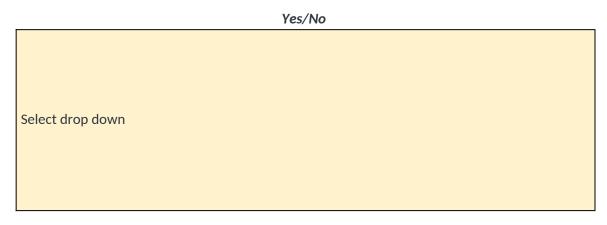
C2b.

IF YES TO C2, How many <u>years</u> do they receive this financial support?

If you have any comments or additional explanations you would like to add for any of the above responses, please include them here.

Proceed to next tab, D. Coursework

for residents in your program. Fill in yellow cells.

Yes/No

Select drop down

Yes/No

Select drop down

Average amount

Number of years

Table D. Coursework

Please provide the following information about the coursework residents complete during their acade

D1. **How many days per week and hours per day is a student taking courses in each academic ter**

Time period	First academic term
Days per week	
Hours per day	

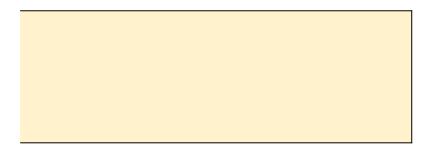|	Yes/No
D2. Do the days per week and hours per day per student reported at D1 vary based on resident type? For example, residents focused on STEM or English Learners have different requirements than those not focused on STEM or English Learners.	Select drop down
If you have any comments or additional explanations you would like to add for any of the above responses, please include them here.	

Proceed to next tab, E. Clinical Experience

emic terms. Fill in yellow cells.

·m?

	Second academic term	Third academic term (if applicable)	Fourth academic term (if applicable)

Fifth academic term (if applicable)	Sixth academic term (if applicable)

Table E. Clinical experience

Please provide the following information about the clinical experience your program offers. Fill in y

E1.

> **In each academic term, during a typical five-day school week, how many hours per week is the resident expected to spend <u>in the mentor's classroom</u>?**
> *The mentor or cooperating teacher maintains ultimate responsibility for the classroom of the resident. A mentor or cooperating teacher has teaching experience or expertise and typically provides information, advice, support, coaching, and feedback to residents.*

E2.

> **In each academic term, what is the minimum number of hours per week that the resident is expected to be <u>fully in charge of the classroom</u>?**

E3.

> **Do the hour expectations reported at E1 or E2 vary based on resident type?**
> **For example, residents focused on STEM or English Learners have different expectations than those not focused on STEM or English Learners.**

> **If you have any comments or additional explanations you would like to add for any of the above responses, please include them here.**

Proceed to next tab, F. Post-residency placement

ellow cells.

First academic term	Second academic term	Third academic term (if applicable)

Yes/No

Select drop down

Fourth academic term (if applicable)	Fifth academic term (if applicable)	Sixth academic term (if applicable)

Table F. Post-residency placement and support

Please provide information on how your program graduates are placed into teaching positions. Fil

	Number of graduates
F1. About how many residents graduated from the program in <u>spring or summer 2021</u>?	

	Number of graduates passing exams
F1a. About how many of these spring or summer 2021 graduates passed their licensure or certification exams?	

F2. Considering all the resident graduates who became a full-time teacher of record in the 20 subject areas?

	Elementary
Total resident graduates placed	
Multiple subjects, teaching self-contained classes for general education students	
Multiple subjects, teaching self-contained classes for students with disabilities	
English, reading, writing, or language arts	
English learner or bilingual programs	
Social studies or history	
Science	
Mathematics	
Foreign language(s)	
Something else?	
Something else?	
Something else?	

If you have any comments or additional explanations you would like to add for any of the above responses, please include them here.	

End of worksheet. {Please return to [Name] at [email address]. / Please let [Name] at [email addre

l in yellow cells.

21–2022 school year, how many were placed into schools in the following grade levels and

Middle	High	Please describe this other type of placement

ess] know that you completed the file.} Thank you!