

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

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

portable answering. The interview will pose minimal risk to you. It is conducted in two parts:
ow 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

ould to average 15 minutes per response, including the time for reviewing instructions,
ing the collection of information. An agency may not conduct or sponsor, and a person is not
r. The valid OMB control number for this information collection is 1850-0960 which expires
mation, including suggestions for reducing the burden, to Mathematica, 600 Alexander
is.

Table A. Background

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

| | | |
|------|---|--|
| A1. | How long has your residency program been operating? | Years operating |
| A2. | <p>In what year did the first program graduates begin their first teaching jobs? <i>By program graduate, we mean someone who has completed the program requirements and is eligible to become a teacher of record.</i></p> | Year |
| A3. | <p>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?</p> | Months |
| A4. | <p>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.</p> | Yes/No Select drop down |
| A4a. | <p>IF YES TO A4, What are the different types of residents or pathways in your program? Please list them all.</p> | <i>List the different types of residents in your program that have different pathways or requirements.</i> |
| | <p>If you have any comments or additional explanations you would like to add for any of the above responses, please include them here.</p> | |

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 semesters), or something else?

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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 2021-2022 school year?

B2. How many applications did you receive for the 2021-2022 school year?

B3. How many applicants were accepted or admitted to the program for the 2021-2022 school year?

B4. How many enrolled for the 2021-2022 school year?

B4a. What proportion (or number) of the 2021-2022 enrollees...
are male?
are female?
are another gender?
What proportion (or number) of the 2021-2022 enrollees...
are white?
are Black or African American?
are Asian?
are Native Hawaiian or Other Pacific Islander?
are American Indian or Alaska Native?

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

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Number of applications

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Number of applicants

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Number of enrollees

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Proportion (%) of enrollees

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Number of enrollees

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Proportion (%) of enrollees

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Number of enrollees

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

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| Select drop down |
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Table C. Incentives

Please provide the following information about financial supports:

C1.

Do residents get any 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 average amount of the financial support that participants receive per year, while fulfilling their commitment to this program and the hiring district?

C2b.

IF YES TO C2, How many years 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 acad

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

| <i>Time period</i> | <i>First academic term</i> |
|--------------------|----------------------------|
| Days per week | |
| Hours per day | |

D2.

| | <i>Yes/No</i> |
|---|------------------|
| 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

ademic terms. Fill in yellow cells.

m?

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

| <i>Fifth academic term</i> <i>(if applicable)</i> | <i>Sixth academic term</i> <i>(if applicable)</i> |
|--|--|
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| | |

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 in the mentor's classroom?

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 fully in charge of the classroom?

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.

| <i>First academic term</i> | <i>Second academic term</i> | <i>Third academic term (if applicable)</i> |
|----------------------------|-----------------------------|--|
| | | |
| | | |

Yes/No

Select drop down

| <i>Fourth academic term (if applicable)</i> | <i>Fifth academic term (if applicable)</i> | <i>Sixth academic term (if applicable)</i> |
|---|--|--|
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Table F. Post-residency placement and support

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

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

| | |
|--|--|
| | <i>Number of graduates passing exams</i> |
| 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?

| | <i>Elementary</i> |
|---|-------------------|
| 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 address]

