

FRESNOSTATE[®]

Teacher Residency Collaborative

5/17/21 CIC Meeting

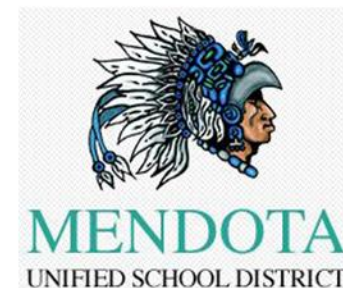
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Fresno Unified School District

WE BELIEVE
MADERA UNIFIED



Residency Characteristics

1. Strong district/university partnerships
2. Coursework about teaching and learning tightly integrated with clinical practice
3. Full-year residency teaching alongside an expert mentor teacher
4. High-ability, diverse candidates recruited to meet specific district hiring needs, typically in fields where there are shortages
5. Financial support for residents in exchange for a three- to five-year teaching commitment
6. Cohorts of residents placed in “teaching schools” that model good practices with diverse learners and are designed to help novices learn to teach
7. Expert mentor teachers who co-teach with residents
8. Ongoing mentoring and support for graduates

Source:

Strong Partnerships

Prioritized Knowledge, Skills, and Dispositions

Clinically Oriented

Data Driven CI

Promote Educational Opportunity

Shared Vision

Considers school districts as the end user

Complementary to partners needs

Collaborative

Shared Resources

Commitment to disrupting inequity
-remove barriers to teaching, especially for people of color
-Critical conversations

Credential Curriculum grounded in inquiry, universal design for learning, developmentally appropriate practice, and culturally and linguistically sustaining pedagogy.

Make High Impact Skills Visible

Asset-based mindset

Double the clinical hours required by the state.

Highly experienced, skilled Mentor Teacher who focuses on relationships and coaching with their student teacher

Instructional activities approach in university coursework (Modeling, Rehearsals, etc.)

Formative, actionable feedback

Center DEI in data collection

Grounded in improvement science - +each problem focused on DEI

Program-Level Inquiry Cycles (e.g., PDSA)

Hire, suport, and retain faculty of color & socially conscious faculty

Prepare teachers to honor students funds of knowledge who are socially conscious and politically aware in how they approach meeting the needs of culturally & linguistically diverse students.

Influence systems to close persistent opportunity gaps and work collaboratively to disrupt inequity in schools and communities.

Key Outcomes of our Collaborative



1100+

Clinical Hours



Credential El. Ed,
SPED, or Bilingual

+

Master's Degree

65%

Culturally &
Linguistically
Diverse Resident
Graduates



87%

3rd year district
employment retention rate



Retention rate =
\$1.2 million in
savings for an
urban district that
loses 55 teachers
annually

**Rural Teacher
Residency Program**
(Kerman, Firebaugh, Golden Plains)
Trauma informed Practices

Contact: Brooke Berrios
bberrios@fcoe.org

**Fresno Teacher
Residency Program**
STEM, SpEd, Bilingual Education
-Spanish & Hmong DLI

Contact: Dr. Steve Hart
smhart@csufresno.edu

**Madera Teacher
Residency Program**
Bilingual Education -Spanish DLI

Contact: Dr. Luz Herrera
Lherrera@mail.fresnostate.edu

**Residency Partnership
Coordinator**

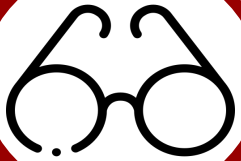
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Sanger Teacher Residency
Universal Design for Learning

Contact: Dr. Kimberly Coy
kcoy@mail.fresnostate.edu

**Clovis Teacher
Residency Program**
CLSP, SpEd

Contact: Dr. Mike Mahoney
mwmm@mail.fresnostate.edu



Shared
Vision

*Meeting the specific needs of our
district partners*

Grow your own philosophy

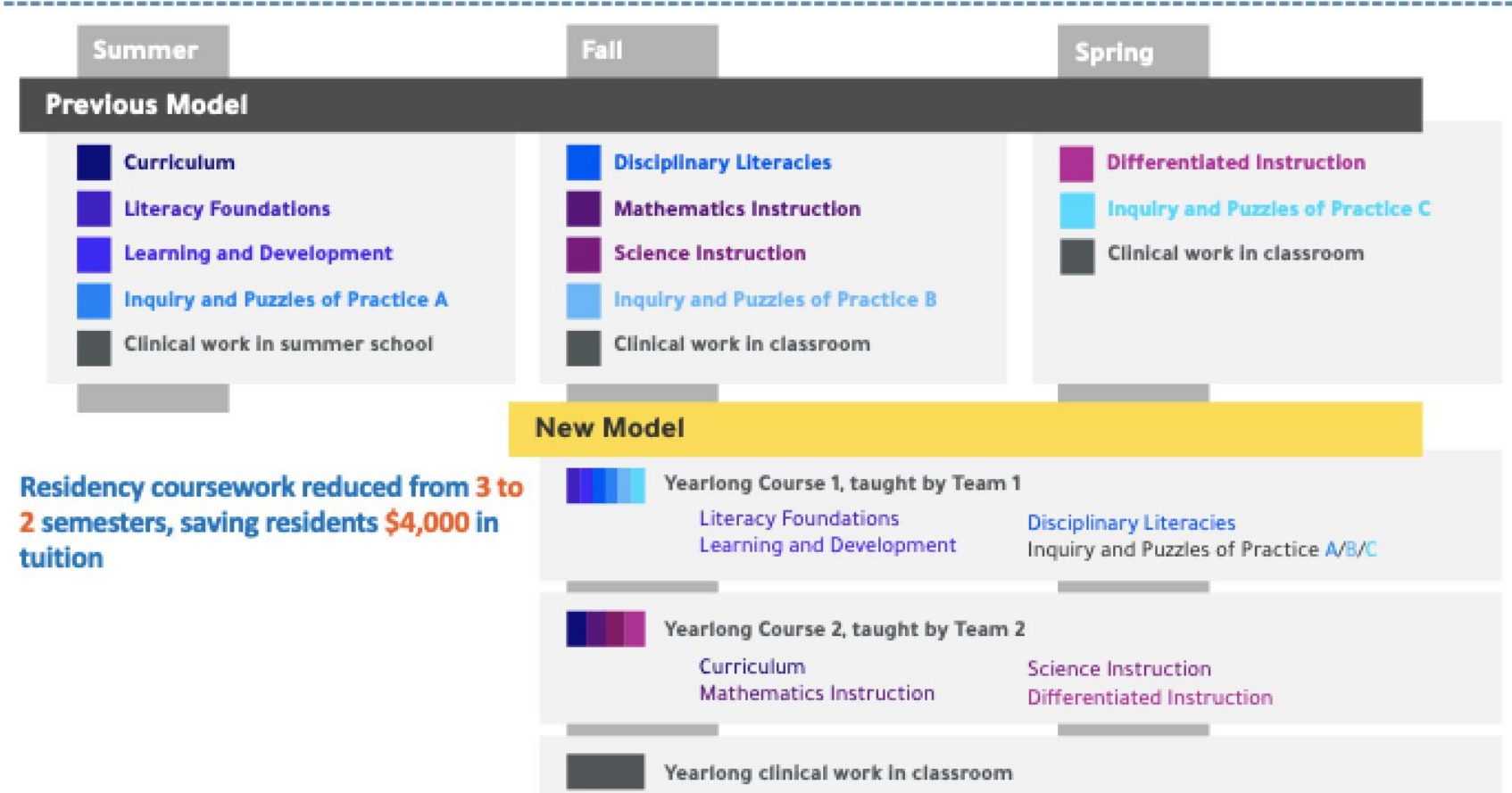


Authentic
Partnerships

Diversify Teaching Workforce

Equitable Hiring Opportunities

Integrating Coursework for Access and Quality: Fresno State



Outcomes

Resident Recruitment - 25/Cohort

Year	# of Resident Recruited 3 year model	# of Residents Recruited 2 year model
2017-2018	28	--
2018-2019	31	--
2019-2020	--	36
2020-2021	--	42
2021-2022	--	53

Resident Retention

Year	# of Resident who left 3 year Model	# of Residents who left 2 year model
2017-2018	3	--
2018-2019	2	--
2019-2020	--	1
2020-2021	--	3

Performance Outcomes

Resident Teacher Performance Assessment - Passing Rates for SVP

Year	# of Resident who did not pass first attempt 3 year model	# of Residents who did not pass first attempt 2 year model
2017-2018	2	--
2018-2019	2	--
2019-2020	--	1
2020-2021	--	2
2021-2022	--	1

Resident TPA Distribution of Scores - Part 2: SVP Implementation

Year	Score 2	Score 3	Score 4
Fall 2018	51.06%	36.17%	11.70%
Fall 2019	35.66%	51.16%	12.40%
Fall 2020	34.10%	57.23%	8.67%

Opportunities of Practice

Growing Responsibly as more students want a two semester program

Sustaining and supporting faculty in their co-teaching practices

Maintaining “Grow your own” philosophy

Diversifying the workforce; closing the educator diversity gap

Leveraging existing partnerships - Afterschool Networks and Teacher Residency Pipeline; How might we leverage afterschool programming to accelerate resident and K-6 student learning?