

FINDINGS FROM THE TEACHER RESIDENTS AND MENTORS

EVALUATION MEASURES

The CRESST evaluation examined the teacher residency using multiple measures collected from three cohorts: 2020-21, 2021-22, and 2022-23.

Samples	Teacher residents	Mentors
Cohort 1	10	10
Cohort 2	16	17
Cohort 3	12	15
Total	38	32*

* Mentors participated in one or more cohorts.

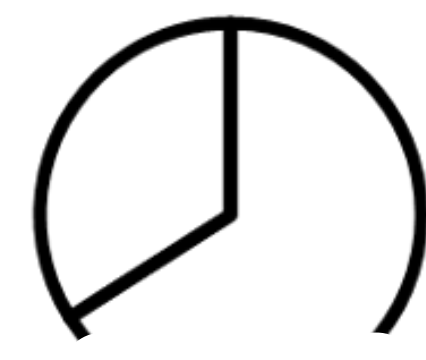
CHARACTERISTICS OF THE TEACHER RESIDENTS AND MENTORS

STEM+C3 met its goal of increasing diversity:



>82%

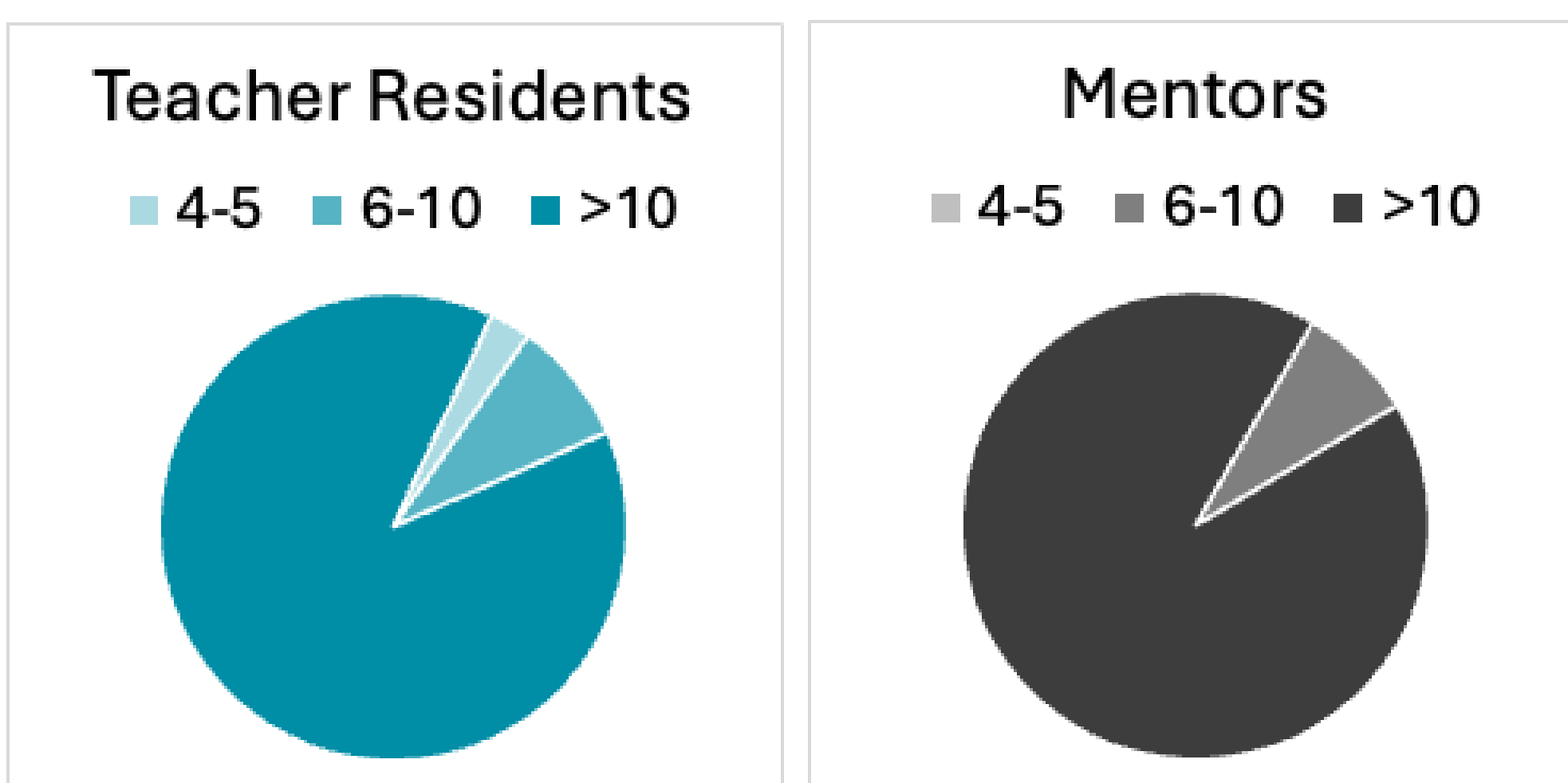
Teachers of color



>70%

First generation college

Almost all teacher residents and mentors plan to stay in the field of education for over 10 years.

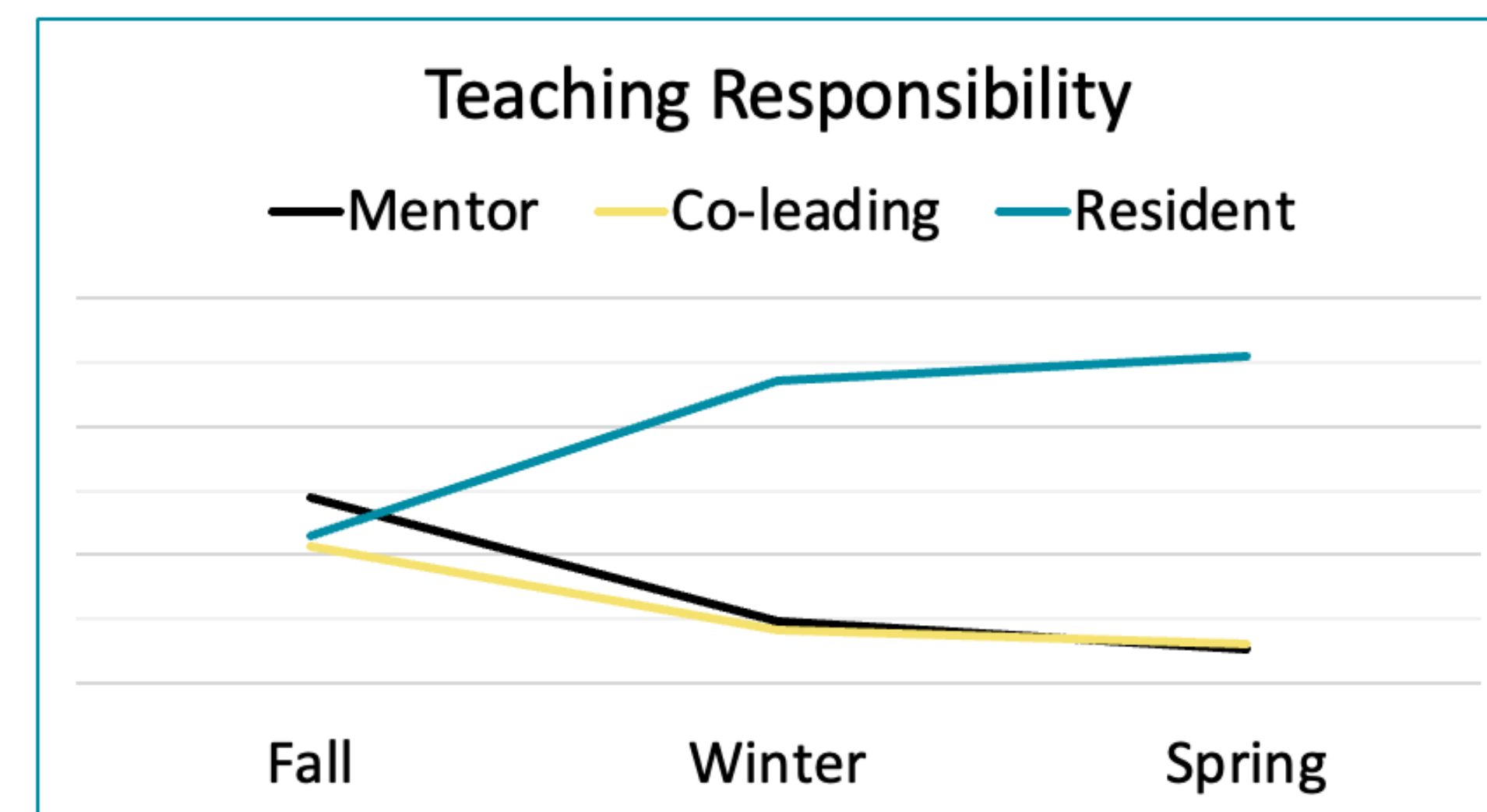


In 5 years, most teacher residents (91%) and mentors (61%) plan to be in the classroom. Most of the others plan to move into school leadership or another role in their school or district.

PROGRAM CHARACTERISTICS

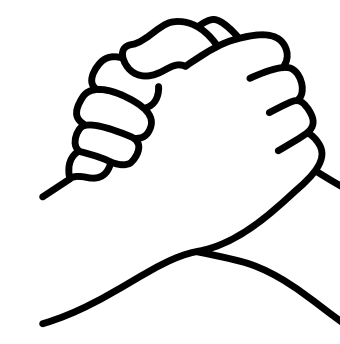
Mentoring Experience

According to the teacher residents and mentors, there was a gradual shift in teaching responsibility.



Outside of instructional time, teacher residents and mentors:

- discussed ideas and issues around positive classroom norms and routines
- talked about needs of individual students
- co-designed or planned lessons



Teacher Resident Learning

On their post surveys, teacher residents were most likely to credit their...

- Mentors with developing their teaching practices:
- Promote student participation in class.
 - Identify resources to support our classroom teaching.
 - Develop formative assessments to monitor student progress.

Coursework with developing their identity/beliefs.

- Develop my identity as a social justice educator.
- Understand my identity in relationship to my students.
- Understand issues around race, gender, sexuality, class, authority, and ability.

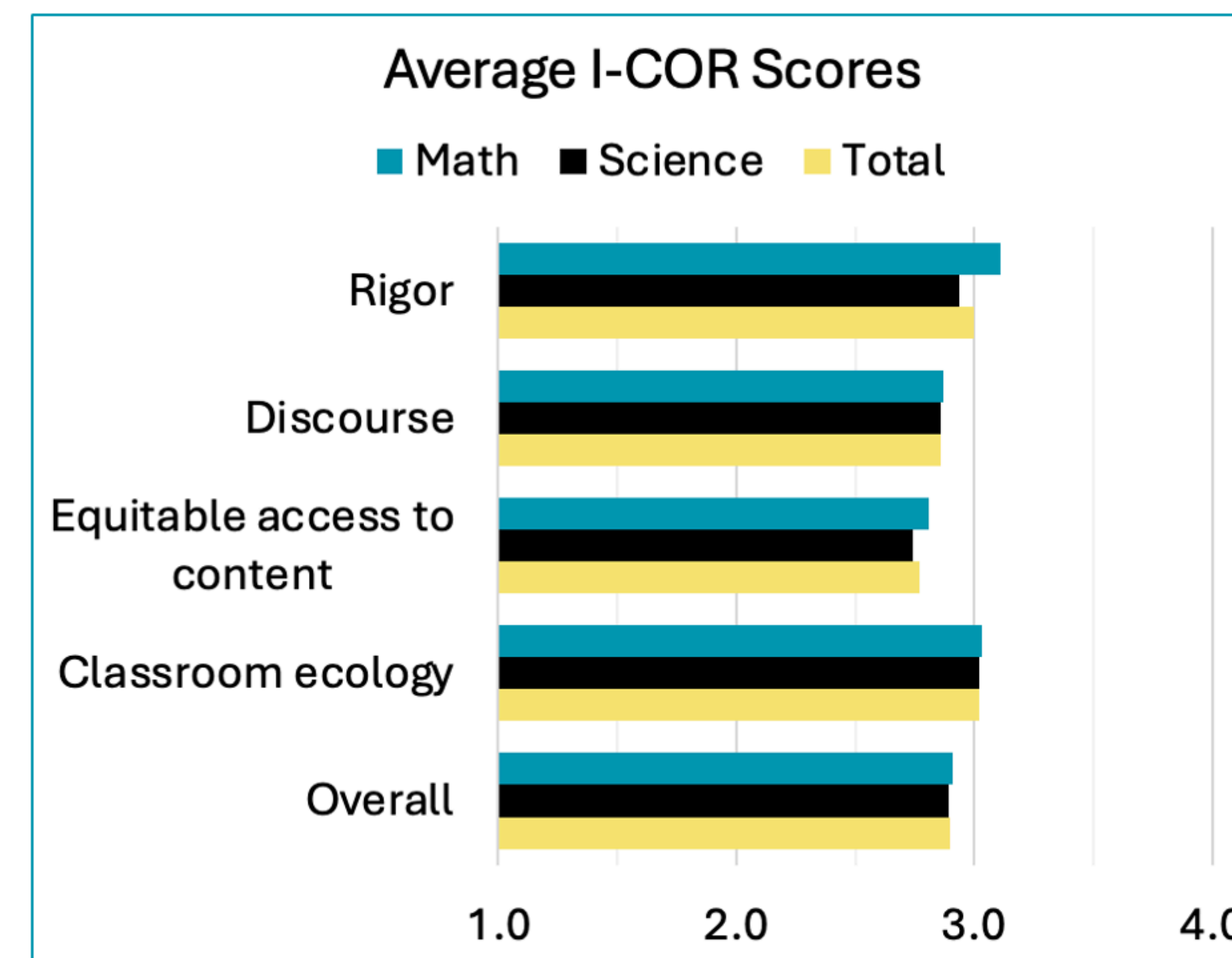
Mentors gave high ratings to their teacher residents regarding both of these areas.

PROGRAM OBJECTIVE

STEM+C3 teacher residents will demonstrate effectiveness based on multiple measures, including edTPA, observation ratings, and instructional logs.

I-COR Observations

Teacher residents approached or achieved the program goal of threes (integrating) during the observations conducted by STEM+C3 faculty across the school year.



During the spring observations, teacher residents exceeded the goal:

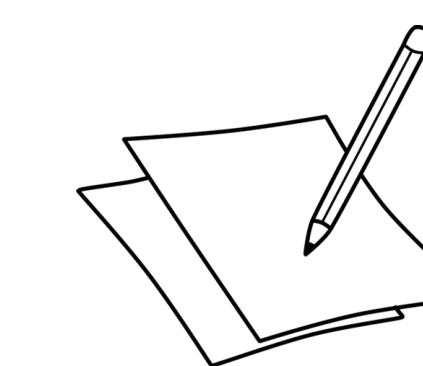
- Dimensions = 3.03 to 3.34
- Overall = 3.16



Instructional Logs

Teacher residents submitted ~10 subject specific logs each during the spring of their field experience. On average, they selected at least one indicator per dimension.

Dimension	Math		Science	
	#	Avg.	#	Avg.
Rigor	4	1.4	4	1.4
Discourse	4	1.2	4	1.4
Equitable access to content	6	1.4	6	2.4
Classroom ecology	4	1.2	7	2.4



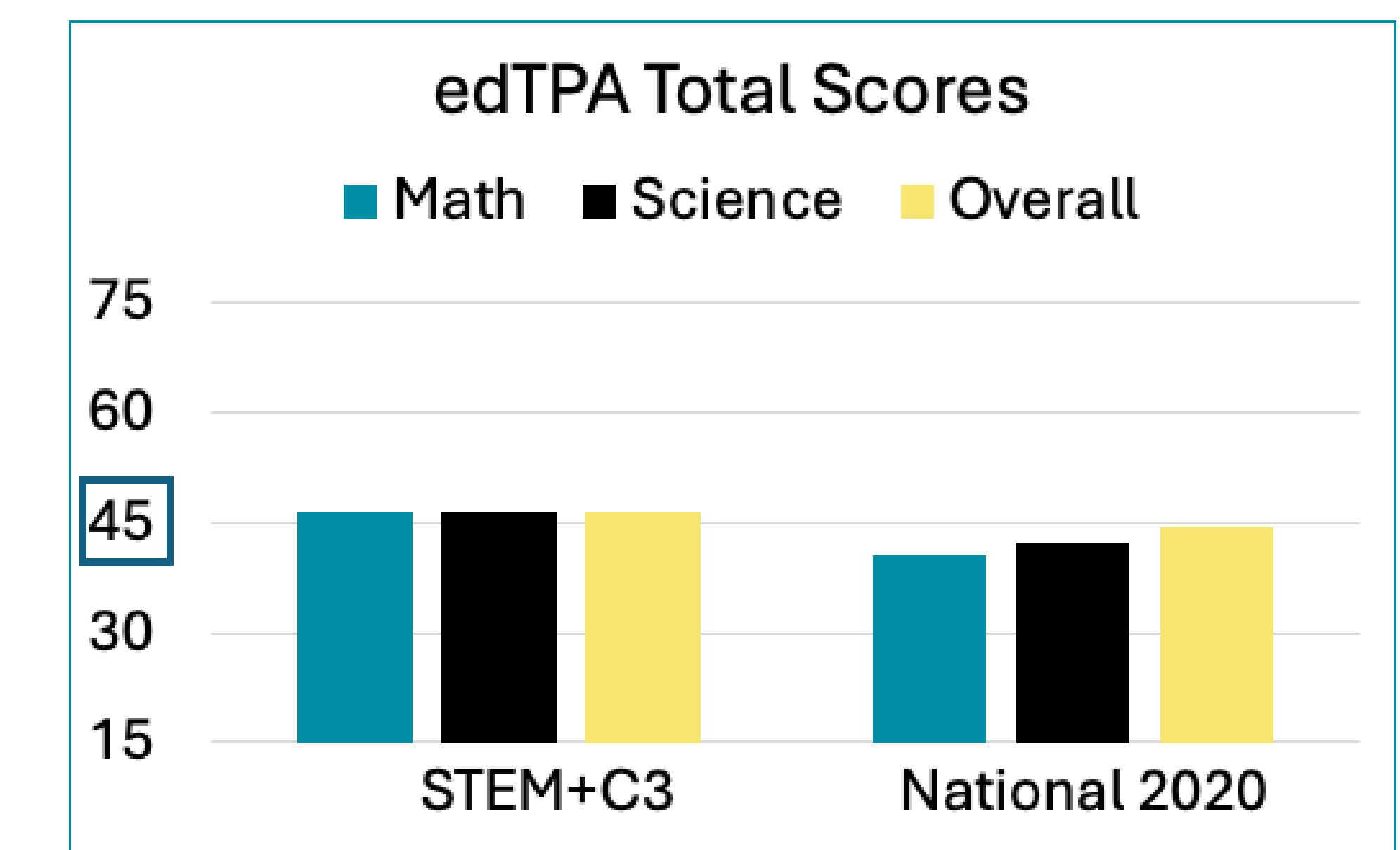
edTPA

The edTPA is a subject specific assessment consisting of 15 rubrics across three tasks:



- Planning for instruction and assessment
- Instructing and engaging students in learning
- Assessing student learning

Overall, STEM+C3 teacher residents performed better than the 2020 national sample.



Residents varied in how well they did on the tasks, which were each worth 5 to 25 points.

Task 2 (14.8) → Task 1 (15.3) → Task 3 (16.3)

GPRA OUTCOMES

STEM+C3 is meeting their targets for their first three cohorts.

	GPRA Measure	Cohorts	Target	Actual
1	Certified within one year of graduating	1-3	94%	97%
2	Certified within one year of graduating (math, science)	1-3	94%	97%
4	1-year employment retention	1-3	88%	93%
5	3-year employment retention	1-2	82%	96%

Note. Cohort 4 will be included in the final analysis.