



Annual Report

2019-2020

A Letter from our Executive Director



While 2020 did not follow anyone's plans, it proved to be a powerful year for partnerships, education, equity, and transformation for the US PREP coalition.

I have marveled at the fortitude of our team, teacher prep leaders, teacher educators, teacher candidates, partners, students and entire communities across the country during this challenging time. In the midst of the COVID-19 pandemic, we launched Cohort III, made up of 9 providers from 5 states, we partnered with Public Impact to bring Opportunity Culture to Texas providers, took on ambitious equity and high-leverage content curriculum design work across all 21 providers and their districts, transitioned all of our in-person convenings to virtual environments and introduced a webinar series on shifting to virtual residencies, culturally responsive teaching and much, much, more. We're humbled by the resilience, innovation, and sustainable change so many have and continue to make to improve the outcomes for students and families across the country.

This year has highlighted vivid gaps in teacher preparation, inequities in educational supports and structures, and reinforced the need for transformation in how we prepare our future educators. When COVID-19 hit, the programs in our coalition pivoted slightly and kept going thanks to the governance and strong partnerships in place to communicate and collaborate with their district partners, to ensure the success of students and teacher candidates alike.

In America, we witnessed acts of injustice - George Floyd, Ahmaud Arbery, Breonna Taylor, Christian Cooper, and countless others - and as witnesses, we have a moral obligation to speak up, speak out, and act. We each must do better and be a part of the solution. Systemic racism has been woven into the very fabric of our everyday lives and the society in which we live. At US PREP, our coalition has vowed to not remain silent.

US PREP continues our explicit commitment and actions to disrupt the inequities facing our nation's historically underserved students; most especially our Black, Latinx, Native American, and/or economically disadvantaged students. Whether this is your first introduction to US PREP, or are a seasoned and trusted partner, we can't wait for what this next year will bring. What follows is merely a fraction of the highlight reel from the last....year.

A handwritten signature in black ink that reads "Sarah Beal".

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THE US PREP COALITION

The University-School Partnerships for the Renewal of Educator Preparation (US PREP) National Center provides on-the-ground support and services to a coalition of university-based teacher preparation programs. The current coalition comprises three cohorts of school-university partners with a common mission of attracting, training and retaining high quality, racially diverse teachers for communities that have been historically underserved.

The coalition of universities coheres to a transformed model of teacher preparation, including a yearlong residency, that positively impacts K-12 students by building teacher candidate content knowledge and competency to meet ALL students where they are — especially students who have been historically underserved; such as Black, LatinX, Native American, and/or economically disadvantaged students.

Teacher preparation programs across the nation are charged with equipping the next generation of educators with the mindsets and tools necessary to provide a quality education to all students across the United States, and it begins with the preparers of educators. Because historical forces have resulted in inequitable educational opportunities for students across different races and class, the coalition is particularly committed to taking action to enable educators to redress the balances and disrupt inequities.

The coalition is committed to:

Program Quality

Four primary quality objectives of building teacher competencies, commitment to utilizing data, well-prepared teacher educators, and strong partnerships with local K-12 districts

Scale

Expanding the model from pilot to scale, where all teacher candidates are impacted by the transformed model

Sustainability

High-quality programming has ongoing leadership support, funding, data collection, recruitment and awareness to ensure long-term success

Impact

Measurable outcomes are in place for all quality objectives and reflect impact in underserved populations and communities

US PREP Coalition Providers

- ★ COHORT I
- ★ COHORT II
- ★ COHORT III

OUR LEADERSHIP TEAM



Dedra Lee-Collins
Senior Director of
Content Development
& Programming



Nicole Aveni
Regional Transformation
Specialist



Sarah Beal
Executive Director



Malissa Chavez-Thibault
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Gary Frazier
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Analyst



Stephanie Lund
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Laura LaCroix
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Amanda Anderson
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Liz Lindsey
Business Manager



Ashley Harris
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Specialist



Craig Morton
Senior Director of
Data & Continuous
Improvement



Sarah Saltmarsh
Regional Transformation
Specialist



Lynda Scott
Regional Transformation
Specialist



Calvin Stocker
Senior Director of
Operations &
Strategic Initiatives



Khiandra Woods
Regional Transformation
Specialist

Our Commitment to Diversity, Equity & Inclusion

The US PREP National Center is committed to *intentionally* creating and sustaining an inclusive coalition where diverse voices contribute to all aspects of our organization and work. This commitment is actualized through a culture of inclusion in which different perspectives and backgrounds are encouraged and explored with rigor and curiosity, and held with respect.

Our diversity-focused learning series offered in 2020 garnered participation from over 120 participants representing 40 different organizations.

OUR COMMITMENTS IN ACTION

1

Create an understanding for the **URGENCY** to engage in DEI work utilizing the **Courageous Conversation™** tools.

2

Develop a personal understanding of critical language and concepts involved in DEI work including race, bias, privilege, & systemic racism.

3

Develop a strategic process and lens for analyzing, revising and creating US PREP resources, trainings and technical assistance.

4

Integrate DEI learning principles & resources into the technical assistance provided to the coalition based on the **Developmental Framework**.

VIRTUAL


CULTURALLY RESPONSIVE TEACHING

SERIES

OCTOBER 2020
Examining Cultural Competence in Classroom Practices
NOVEMBER 2020
A Culturally Responsive Classroom Environment
FEBRUARY 2021
Culturally Responsive Assessment

CENTER FOR
BLACK EDUCATOR
DEVELOPMENT

CULTURALLY RESPONSIVE LEARNING SERIES



SESSION #1
Reflecting on One's Cultural Lens & Individual Cultural Identity
SESSION #2
Recognizing and Redressing Bias in the System adjacent to our Educated System
SESSION #3
Understanding Micro-Aggression and its Impact on Diverse Learners

2019-2020 Learning Events



US PREP hosted a variety of learning events throughout the year both large and small. Whether it is a nationwide convening or topical webinar series, these events served as opportunities for cohort members and other teacher educators to learn, connect, collaborate, and further their transformation efforts. In 2020, we experienced a dramatic shift in delivery method, cancelling all in-person events and travel and moving online while maintaining quality engagement and high value for the participants. The determination of the team allowed us to not only pivot and offer our learning events, but also, offer timely retreats and webinars to assist teacher preparation programs.

In 2019-2020, development opportunities included learning retreats for Deans, Researchers, Data Leads, Site Coordinators, and Teacher Educators. We held our first Learning Tour in Houston in February 2020, featuring transformation outcomes at both the University of Houston and Texas Tech.

June Convening

191
attendees

The first of our in-person events held virtually was our cohort-wide convening with a timely focus on courageous conversations, culturally responsive teaching, and equity in education. Our featured presenters included:

- Sam Houston State University shared how they re-designed coursework and clinical practice to embed culturally responsive teaching practices
- San Diego State and La Mesa Spring Valley School District shared their engagement with courageous conversations within governance meetings
- Inaugural US PREP leaders shared their Lessons Learned from Transforming four Colleges of Education

Data Lead Retreat

25
attendees

Through monthly meetings, as well as tri-annual retreats and other ad hoc learning opportunities, the 25 coalition Data Leads are provided professional development opportunities and a shared community of practice. The virtual Data Lead Retreats focused on two core areas:

- Socializing Data Leadership – Ensuring impact data is collected, moved, analyzed, and used, necessitates leadership that is committed to making data actionable
- Regular (iterative) Data Processes – Iterative data processes are critical for impact to both be reported and for adjustments to be made in a timely manner

Curriculum Design Retreat

166
attendees

Based on our curriculum design theory of action, these learning retreats put out a call to action for collective impact on the critical need to cohere around common instructional practices (high leverage content & practices, pedagogies, and teacher candidate support). For 4 days, faculty and district staff worked together to achieve the following objectives:

- Collaboratively analyzed one another's syllabi, teaching practices, and evidence of teacher candidate learning.
- Engaged in professional development with fellow teacher educators

Self Study Retreat

25
attendees

Faculty at the inaugural US PREP institutions implemented self-studies for the purpose of understanding each university's data use. The Self Study Leaders use that data to inform program improvement. In September, new coalition members launched their self-studies with the support of the inaugural research leads, serving as Self Study coaches.

Self Study leads presented their research and findings at the annual June Convening and continue to refine their processes and tools to ensure data for continuous improvement is leveraged both within and across programs.

2019-2020 Impact Indicators

During the 2019-2020 Academic Year, the US PREP coalition comprised three cohorts from six different states. The first cohort included four providers, all in Post-Transformation. Cohort II comprises eight providers, all transitioning to scaling work during the 2020-2021 academic year. Cohort III has nine providers who all launched pilots during the pilot phase during the 2020-2021 Academic Year.

US PREP uses two primary methods for assessing transformation:

- The US PREP Developmental Framework assesses the quality of the teacher preparation programs and guides them through the transformation process, cohering to the high quality teacher preparation program components
- Impact data is collected and serves as a direct method of measurement for the program outputs, including candidate confidence in teaching, instructional aptitudes, and quality of partnerships.

Transformation is progressing positively and on-track for all providers. As of the end of the data collection period for 2019-2020, US PREP was either directly or indirectly impacting 5,823 teacher candidates in student teaching annually among all coalition providers. Of those, 1,127 candidates are being directly impacted by a year long teaching residency with support from a highly qualified Site Coordinator and Mentor Teacher.

1,127

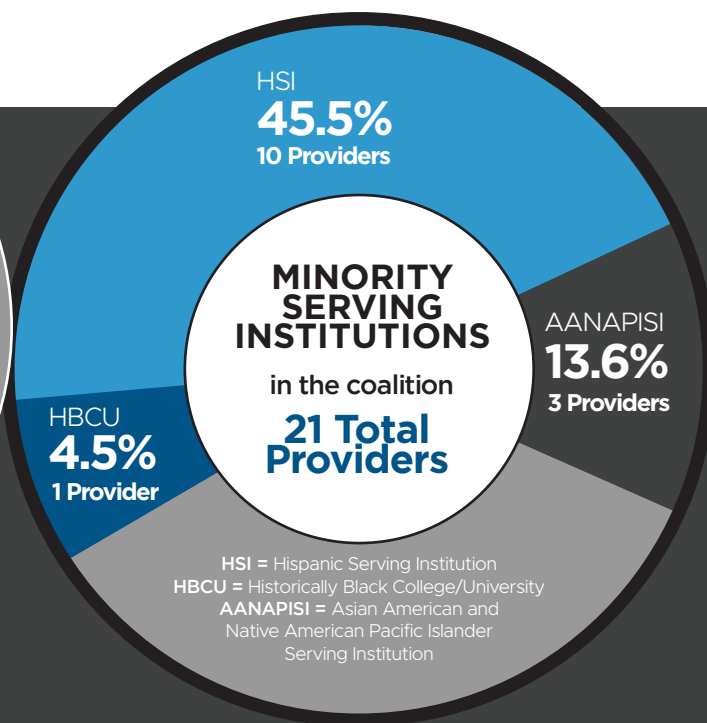
Students in Yearlong
Teacher Residencies

5,823

Students in Clinical
Teaching Placements

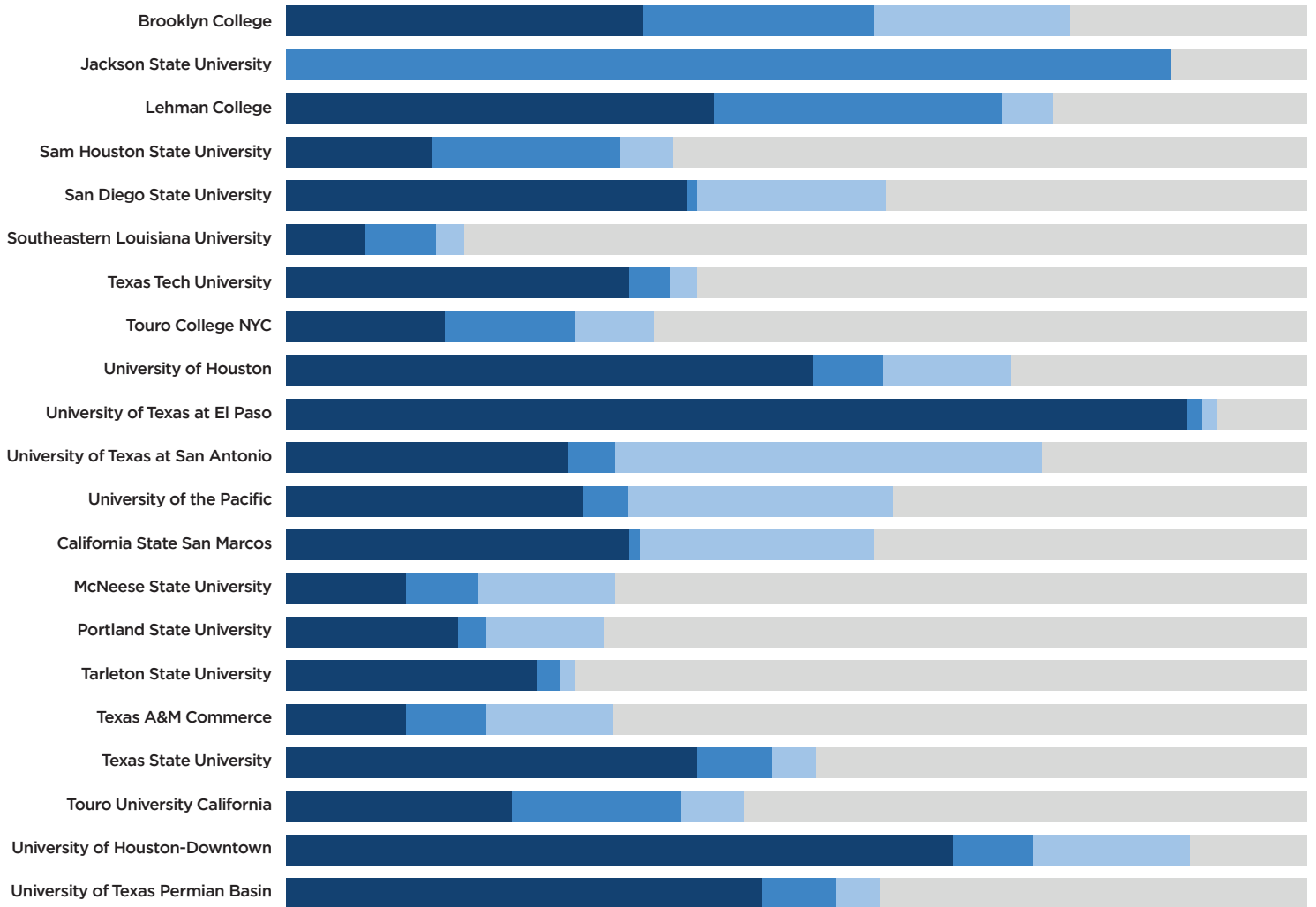
22,349

Students **enrolled** in
Coalition Teacher
Preparation Programs

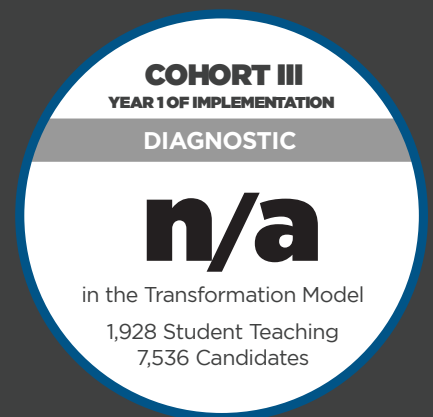
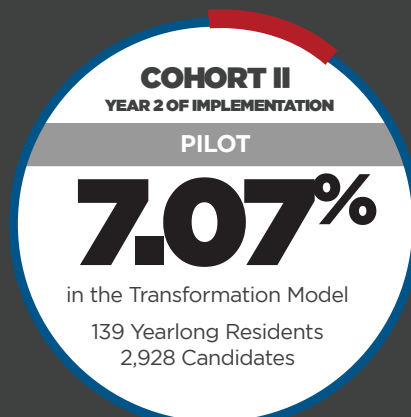
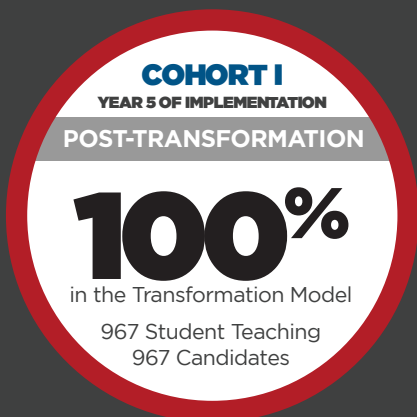


CANDIDATE ENROLLMENT DEMOGRAPHICS

■ Hispanic/Non-Caucasian
 ■ Black
 ■ Other
 ■ White



PROGRAM ENROLLMENT STATISTICS



● Combined 2019-2020 enrollment in teacher preparation program
● Candidates in student teaching during the 2019-2020 Academic Year

Each cohort of providers, based on their transformation phase, has achieved milestones that illustrate their commitment to high-quality preparation of novice teacher.

COHORT I

Cohort I providers are in Post Transformation and receive technical assistance from US PREP focused on refining the transformed model and now support the technical assistance model via clinical coaching and curriculum design. All Cohort I providers maintain Individualized Transformation Plans and have scaled the components of the transformed model, including a year-long residency for all teacher candidates.

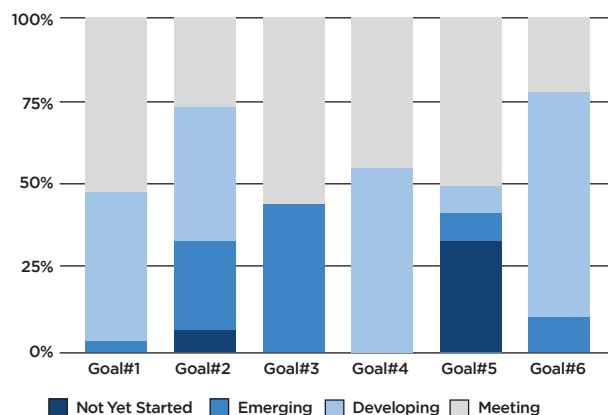
Under the common goal related to growing competency, aggregated scores indicate that 100% of Cohort I providers are either 'Developing' or 'Meeting' on all quality objective indicators of the US PREP Developmental Framework.

Passage of Content Knowledge exams continues to be a barrier for some candidates in Cohort I, though the coalition has taken enhanced steps to develop supports and strategies for ensuring content exam readiness. Cohort I providers' candidates had a 100% pass rate on pedagogical exams and no provider had less than an 82% Pass Rate on the state content exam.

The Cohort I universities were a part of the US PREP coalition prior to the creation of The Developmental Framework. As the coalition worked together on transformation, the inaugural universities came together to create a more detailed and comprehensive set of objectives, as outlined in The Developmental Frame-

work. Although these new objectives still align with the original goals, universities that joined the coalition after the finalization of the framework, had Individual Transformation Plans that tracked progress towards the new objectives.

Cohort I - Transformation Progress by Goal

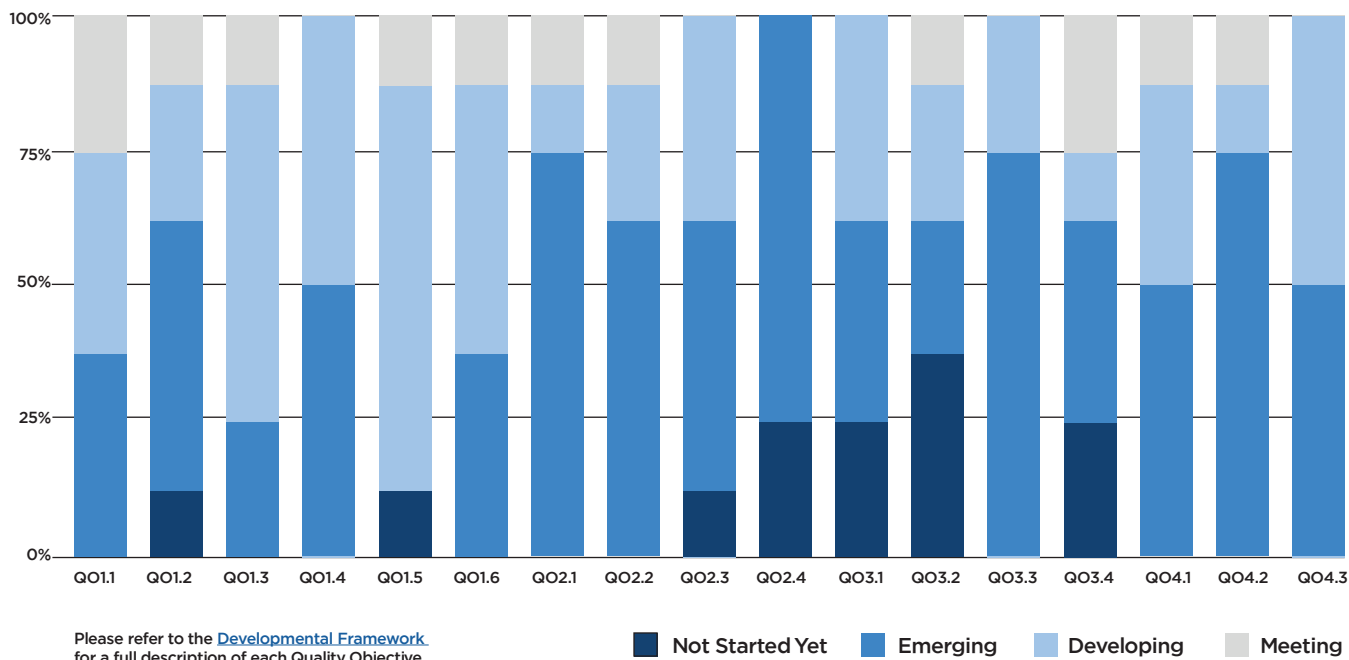


COHORT II

Cohort II was in the Pilot phase of transformation during the 2019-2020 academic year. All programs are meeting projected benchmarks for Scale:

- All 8 providers have implemented and sustained the use of a common instructional tool.
- 6 programs currently have clinical experiences for student teachers that allow for a full-year residency with a co-teaching model from day 1. New York City providers are currently implementing half-year residencies.

Cohort II - Transformation Progress by Indicator



- 7 of the programs have established measures to monitor candidates' development at the end of the program with all programs expected to implement quality control gates by the end of 2020-2021 academic year.
- All providers have implemented processes for quarterly shared governance with district partners that include regular meetings that are attended by both the district and university leadership.
- 50% of the programs are at the 'Meeting' level of transformation in the areas of Content Knowledge.
- No program had less than an 83% Pass Rate for candidates on content or pedagogical exams.

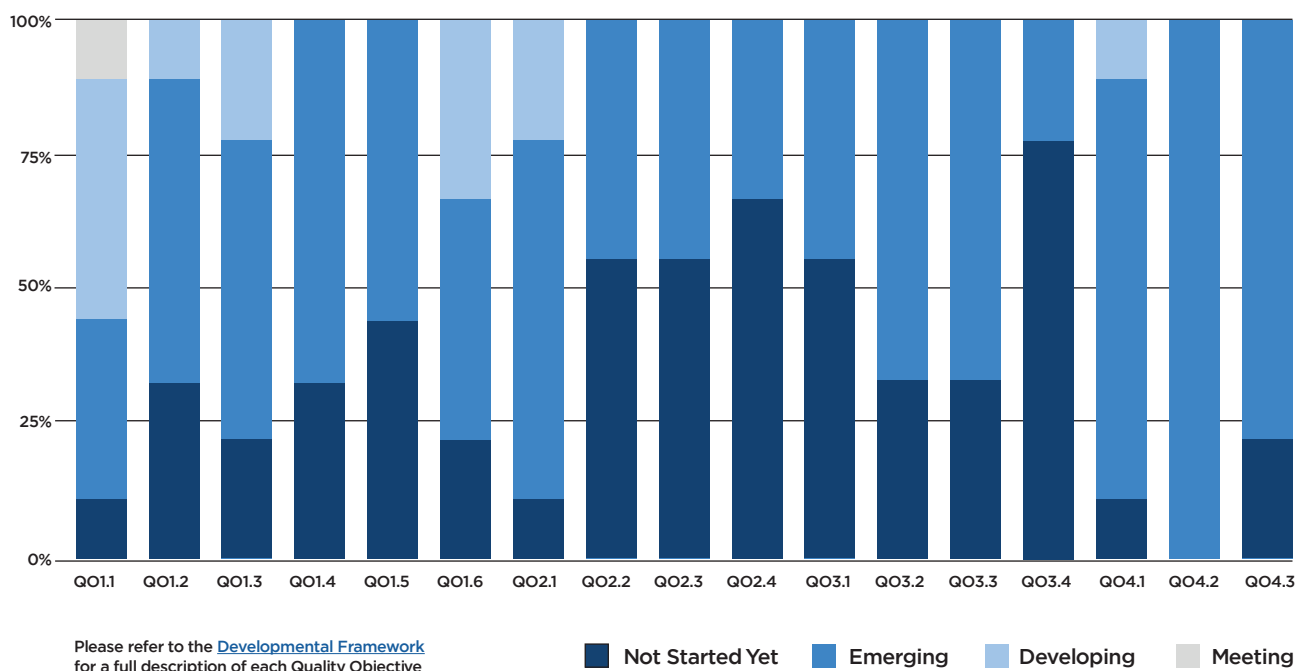
COHORT III

Cohort III was in their Diagnostic Phase of Transformation during the 2019-2020 academic year. The purpose of this stage of evaluation is to establish baseline data for each program and to establish

program improvement goals:

- Early indicators suggest that all 9 providers are positioned for success because of their coherence to US PREP's enabling conditions, with over half exceeding first year projections on benchmark assessments.
- In general, the programs have an aggregated average of 37% Black and Hispanic representation within their programs.
- On candidate standardized metrics of evaluation, candidate passage rates on content knowledge exams is 88% and 95% on pedagogical exams.
- Four providers were able to participate in the US PREP Teacher Candidate Survey in the spring of 2020. Candidates from these providers identified high scores that indicate a strong perception and implementation of the Transformed Model:
 - 98.5% Agreed or Strongly Agreed that they had confidence in their ability to be effective teachers.
 - 99.0% Agreed or Strongly Agreed that they were prepared to be effective teachers.

Cohort III - Transformation Progress by Indicator



CANDIDATE RESPONSE

When asked about their teacher preparation program experience agree or strongly agree that...

They have confidence to begin their teaching career

97.3%

96.7%

95.8%

Their program has a shared vision for effective teaching

95.4%

89.0%

84.4%

They are well prepared for the classroom

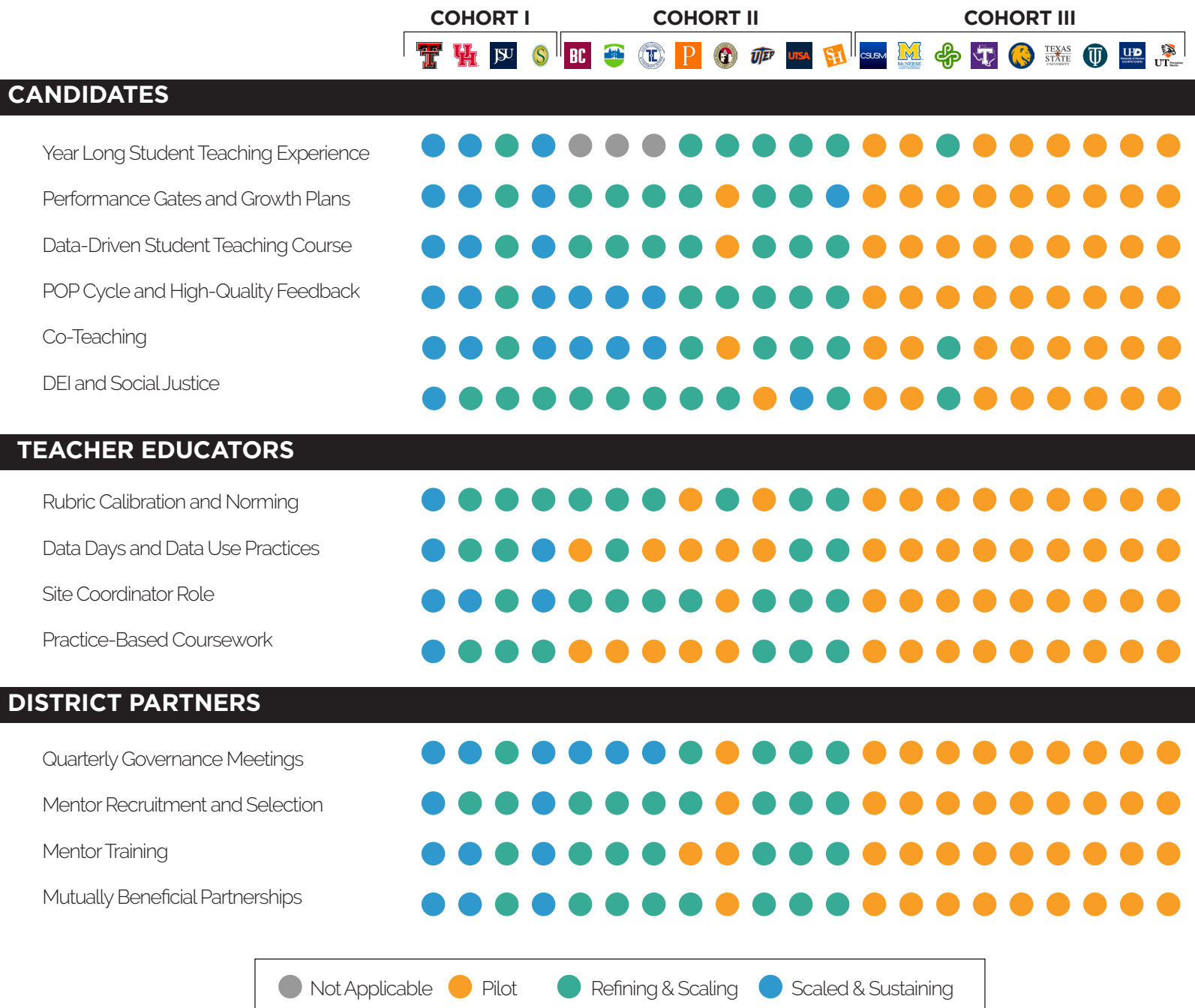
97.5%

91.7%

100.0%

Scale and Sustainability of High Quality Programs

Aligned to the US PREP Developmental Framework, US PREP promotes and supports the scaling and sustainability of 14 components of a high-quality residency program. US PREP, alongside its providers and district partners, closely monitors the implementation, refinement, and scaling of each of these components across all programs, pathways, and districts in which residents are placed. The chart below illustrates each coalition member's current 'scale & sustain' progress on each of the components



CREATING SUSTAINABLE TRANSFORMATION

The Inaugural Cohort of providers (Cohort I) in the coalition began their transformation process in 2016. These institutions, including Texas Tech University (Lubbock, Texas), University of Houston (Houston, Texas), Southeastern Louisiana University (Hammond, Louisiana), and Jackson State University (Jackson, Mississippi) have each developed, scaled, and sustained a high-quality teacher preparation program that coheres to the coalition's developmental framework. In June of 2019, the inaugural providers entered the "Post-Transformation" phase after three and a half years of technical assistance.



Cohort I includes programs that collectively train & develop 967 candidates annually. As a part of the center's commitment to continuous improvement, US PREP partnered with Educational Policy Initiative at Carolina (EPIC), a research and evaluation team at the University of North Carolina - Chapel Hill, to complete an external evaluation that supported the measurement of scale and sustainability for Cohort I & II providers in the US PREP Coalition. As part of the external evaluation, EPIC facilitated a series of site visits and interviews as well as examined data on teacher candidate performance and perception surveys related to Cohort I's scale and sustainability efforts. Preliminary findings, some of which are highlighted below, demonstrate that Cohort I coalition members have scaled and sustained the goals of transformation to a high-quality teacher preparation program.



Build Competency Through Practice

100% of the programs are scaled to provide a full-year student teaching residency for all the candidates they prepare.

97.3% of all candidates state that they agree or strongly agree that they have confidence to begin their teaching career.

97.5% of all candidates state that they agree or strongly agree that they are well prepared.

100% of the programs have reallocated funding to staff Site Coordinators, who supervise resident cohorts, select and train mentor teachers, facilitate quarterly district partnership meetings, and teach methods courses.

100% of programs continue to implement a common evaluation rubric that is used for all clinical experience observations. A common evaluation rubric throughout the program that is used for observations of all candidates within the program demonstrates a shared vision for teacher effectiveness.

88.5% of all candidates that participated in the Teacher Candidate Survey agree or strongly agree that the teacher preparation program has a shared vision for what effective teaching looks like.



Use Data for Continuous Improvement

100% of programs continue to use data at governance meetings.

100% of programs continue to implement data days and leverage data at school/district governance meetings



Develop Teacher Educators

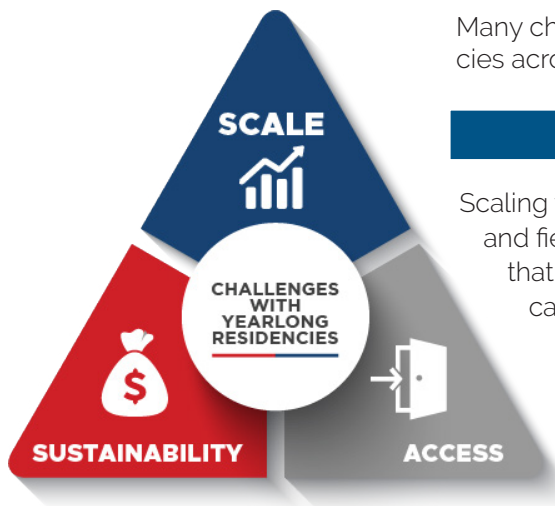
100% of programs continue to provide consistent professional development for teacher educators (site coordinators, mentor teachers, and faculty).



Develop Strong Partnerships with Schools

100% of inaugural providers have sustained partnership governance meetings with districts.

YEAR LONG RESIDENCIES



Many challenges exist with scaling and sustaining yearlong teaching residencies across the nation:

Scaling

Scaling yearlong residencies necessitates transforming not just coursework and field experience structures, but also faculty roles and responsibilities that put an emphasis on the clinical experience in district schools in which candidates will be hired.

Sustaining

Sustaining yearlong residencies requires reallocating resources and roles that connect districts and educator preparation providers, along with coursework and the clinical experience.

Accessing

Historically, yearlong residencies have been exclusive- only accessible to a small percentage of teacher candidates. US PREP coalition providers work hard to ensure the yearlong residency is both accessible to all candidates and increasingly becomes accessible to those candidates who necessitate earning an income while in the residency year.

DESIGNING ACCESSIBLE RESIDENCIES



For several years, Public Impact's Opportunity Culture initiative has helped districts and schools extend the reach of excellent teachers and reallocate existing funds to pay sizable teacher leader stipends and pay for paraprofessionals. A third-party study has shown dramatic results for students in Opportunity Culture classrooms. The cornerstone role in Opportunity Culture Schools is Multi-Classroom Leadership, in which carefully selected teacher leaders lead teaching teams. Multi-Classroom Leader teams can be designed for residents to be funded by reallocation of existing dollars during the Opportunity Culture design process.

In 2019, US PREP partnered with Public Impact to bring together residencies and Opportunity Culture staffing models. Together, US PREP and Public Impact have worked with seven educators preparation programs and nine school districts to expand the opportunity culture models to support hundreds of new residents and teacher leaders. Initial design and implementation began with the University of Texas Permian Basin and two partner districts: Ector County ISD and Midland ISD. As a result, in the 2020-21 school year (as part of the UTPB pilot) 25 teacher candidate residents are receiving sustainably funded stipends of about \$24,000 plus benefits, while completing a full-year residency in a multi-classroom leader's team. This structure meets immediate personnel needs of the school districts, ensures high-quality development of novice teacher candidates, and establishes a sustainable, scalable staffing model that positively impacts student achievement.



• El Paso ISD • Socorro ISD • Fort Worth ISD • Aldine ISD • Klein ISD •
• Ector County ISD • Midland ISD • La Vega ISD • Waco ISD •

Articles, Publications & Collaborations



HUB & SPOKE: US PREP'S DIRECT AND NETWORK ASSISTANCE MODELS



A Toolkit for Collaborative Self-Study of Data Use Practices in Teacher Education

The US PREP Coalition is committed to codifying and sharing of the best practices developed across the nation to improve the quality of teacher preparation and disrupt inequities in K-12 communities. The coalition is pleased to share the following articles, publications, and resources that highlight some of the ways in which the coalition is collaborating to make sustainable change:

- [An Explicit and Direct Request for Action](#)
- [Daring Leadership: Codifying Lessons Learned](#)
- [Hub & Spoke: US PREP'S Direct and Network Assistance Models](#)
- [Renewing Educator Preparation: High Quality Standards for Every Teacher Preparation Pathway](#)
- [A Toolkit for Collaborative Self-Study of Data Use Practices in Teacher Education](#)
- [Online Developmental Framework Toolkit](#)
- [Evidence Based Decision Making and Program Improvement at the University of Houston](#)
- [San Diego State University Self-Study Report, 2020 – Diversity, Equity, and Data Use in Teacher Preparation](#)
- [Touro College – New York Self-Study Report, 2020 – Data Use Practices in Teacher Preparation](#)
- [Striving for Continuous Program Improvement: Teacher Education Programs Explore their Data Practices](#), Cross-paper collaboration between US PREP, SDSU, Touro-NY, and UTSA submitted and accepted to the 2021 AERA conference as a symposium



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