

The SERVE Center at the University of North Carolina at Greensboro  
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## The Winston Salem-Forsyth County (NC) Schools/University of North Carolina at Greensboro (UNCG) Teacher Residency Program Evaluation Project ENRICH at UNCG - Teacher Quality Partnership Grant

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## Project ENRICH at UNCG



[http://www.uncg.edu/soe/project\\_enrich/](http://www.uncg.edu/soe/project_enrich/)



## Educational Network for Renewal, Innovation, Collaboration and Help - ENRICH

- Outgrowth of the partnership between the [Winston-Salem/Forsyth County \(NC\) Schools](#) and The University of North Carolina at Greensboro.
- Conceived for the purpose of simultaneous improvement of teacher education and PK-12 education.
- Project ENRICH is funded by the United States Department of Education – Teacher Quality Partnership Funding.
- Total federal funds awarded are \$6,948,132 (66% of total costs). The recipient non-federal contribution is \$3,595,106 (34% of total costs).



## The UNCG ENRICH Program

- Implement and evaluate two innovative approaches to preparing teachers for successful work with students in high need schools and with diverse populations.
- Altogether expected to prepare approximately 475 teachers during the five year period
- 100 Teachers Residents (Masters level) in math, science, special education and English Language Learners
- 375 undergraduates in a variety of fields that include elementary, middle and secondary teachers from multiple areas: math, science, English, social studies, foreign languages as well as music, art, physical education, literacy.



## ENRICH Teacher Residency Program

- The Residency Program is a partnership between UNCG and Winston-Salem/Forsyth County Schools that is focused on establishing a pool of highly-qualified teacher candidates willing and committed to working in high-need areas.
- ENRICH Teacher Residents are college graduates paid a stipend to complete a one-year, full-time internship in a high-need school while completing coursework for a master's degree in education.
- Master's degree must be completed in 18 months.
- Residency program begins the first summer school session each May; candidates graduate in December of the following year.
- Residents agree to teach for at least three years in a high need school in Winston-Salem/Forsyth County following graduation.



## Teacher Resident Selection Criteria

- Rigorous application and interview process.
- Potential candidates were asked to share their beliefs and values about teaching and demonstrate their teaching skills.
- Teacher Residents are assigned to schools in teams of four (special education, ELL, math, and science) to encourage Residents to support each other and with the expectation that the multidisciplinary team would offer Residents a broader experience.
- Residents spend four days/week in classroom working with Clinical Teacher, continue regular Masters level coursework, and participate in a weekly seminar led by Resident Coach, a full-time academic coach who served as a liaison between host schools and UNCG.



## Teacher Resident Selection Criteria (cont'd)

- Talented, dedicated individual with a bachelors' degree who wishes to become a teacher in one of the following areas:
  - [Middle Grades Science \(Grades 6-9\)](#)
  - [Middle Grades Mathematics \(Grades 6-9\)](#)
  - [Secondary Science \(Grades 9-12\)](#)
  - [Special Education \(General Curriculum\)](#)
  - [English for Speakers of Other Languages \(ESOL\)](#)
- Have at least a 3.0 grade point average from prior coursework.
- Special Education and English for Speakers of Other Languages candidates can have any undergraduate major.
- Science and math candidates must have a major or at least 24 semester hours in the area they plan to teach.
- Do not hold and have not met the requirements to hold a teaching license in any field.
- Have not taught as a lateral entry teacher.

7



## Participating Schools/Clinical Teachers

- Schools hosting Teacher Residents were selected by school district based on level of need as well as the quality and experience of their current teaching staff.
- Clinical Teachers (mentor teachers) applied and were selected based on ability to positively impact student learning, the administrator's recommendation, and a first-hand evaluation—observation plus interview.
- Process helps confirm the commitment and ensure that teaching practices align with the objectives of program.

8



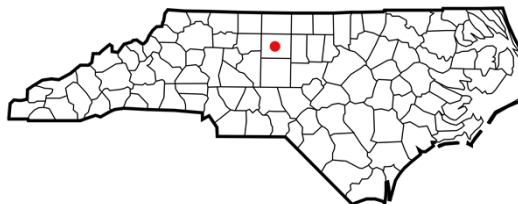
## UNCG Teacher Resident Coach

- Works with the Residents' Clinical Teachers to ensure that they understand their role and are providing quality assistance to the Residents.
- Mediates and resolves problems that might have come up during the course of the year.
- Establishes a learning community among the Residents.

9



## External Evaluators - SERVE Center at the University of North Carolina at Greensboro



10



## SERVE Center Work



11



## SERVE Center

Mission is to foster empowered, information-rich educational systems by:

- finding and translating the best current knowledge,
- generating new knowledge, and
- partnering with stakeholders to identify and apply best evidence to practice.

PEOPLE \* POSSIBILITIES \* PROMISE

12



## SERVE Center – External Evaluation of UNCG ENRICH Project

At the request of the UNCG School of Education, SERVE agreed to act as the external evaluator for this project (although SERVE is affiliated with UNCG's School of Education, SERVE is not directly involved with any departments within the School).

13



## Purpose of Evaluation Activities – Formative Evaluation

- Understand how well the Teacher Residency Program worked in the first year.
- Identify specific strengths or challenges that participants encountered.

14



## Methodology

1. Focus groups (plus one interview) with Teacher Residents
2. Interview with UNCG Academic Coach
3. Interviews with Principals at schools hosting Teacher Residents
4. Focus groups with Clinical (Mentor) Teachers

15



## 1. Focus Group with Teacher Residents

- Focus group of eight of the nine Residents.
- UNCG project staff arranged focus group.
- One Resident interviewed at the school where assigned as a full-time substitute teacher.
- Focus group lasted approximately one hour.
- Participants were initially asked to respond to a series of pre-determined questions with spontaneous follow-up questions based on participants' responses to the pre-determined questions.
- The focus group session and the Resident interview were taped, and tapes were subsequently transcribed, coded using ATLAS.ti software and analyzed for themes and specific quotes to illustrate the themes.

16



## 2. Interview with Academic Coach

- One-hour interview conducted by a SERVE staff member while Teacher Residents participated in the focus group.
- Purpose of the interview was to better understand the role of the Academic Coach and the process used to work with Resident and Clinical Teachers.
- Asked to respond to a series of pre-determined questions with spontaneous follow-up questions based on participant's responses to the pre-determined questions.
- The interview was taped, and tapes were subsequently transcribed, coded using ATLAS.ti software and analyzed for themes and specific quotes to illustrate the themes.

17



## 3. Interviews with Principals

- Interviews held at two participating schools; each lasted approximately one hour.
- Scheduled by WSFC District Office.
- Principals were initially asked to respond to a series of pre-determined questions with spontaneous follow-up questions based on participants' responses to the pre-determined questions.
- Interview was taped, and tapes were subsequently transcribed, coded using ATLAS.ti software and analyzed for themes and specific quotes to illustrate the themes.

18



## 4. Focus Groups with Clinical Teachers

- Two focus groups held at two participating schools; each lasted approximately one hour.
- Focus groups were scheduled by WSFC District Office.
- All high school Clinical (mentor) Teachers, plus one elementary school Clinical Teacher participated in a focus group.
- Participants were initially asked to respond to a series of predetermined questions with spontaneous follow-up questions based on participants' responses to the predetermined questions.
- The focus group session and the Resident interview were taped, and tapes were subsequently transcribed, coded using ATLAS.ti software and analyzed for themes and specific quotes to illustrate the themes.

19



## Results

- Agreement by all that the Residency Program was an effective means for preparing new teachers.
- Residents were very positive about the program and believed that they benefited tremendously from the additional time in the classroom.
- There were a number of challenges that Teacher Residents struggled to overcome including the financial structure for Residents, course programming, and future employment with Winston-Salem/Forsyth County Schools.
- For the Clinical Teachers, most of the challenges that were encountered the first year seemed to be the result of poor communication and the need to clarify roles and responsibilities among those involved.

20



## Results (cont'd)

- Clinical Teachers reported that they felt a great deal of uncertainty and confusion regarding their role and expectations for working with Residents. This situation seemed to improve when the Academic Coach was hired, but for some of the Clinical Teachers, it was difficult to recover from the lack of guidance.
- Another major challenge reported by the Clinical Teachers was the difficulty in finding uninterrupted time in order to plan effectively with Residents.

21



## Recommendations

- Consider providing additional training or orientation that clearly articulates expectations of all Resident and Clinical Teachers. It will be important to conduct this training early in the school year so that teachers do not feel frustrated or confused about their participation.
- Provide professional development for the Clinical Teachers that focuses on their role as mentor (e.g. how to provide constructive criticism, evaluative feedback to Teacher Residents), making sure that the training is offered early enough in the fall to be practical and worthwhile.
- Ensure that both Resident and Clinical Teachers have an opportunity to communicate with UNCG.
- Provide forums that encourage both groups to ask questions or clarify information regarding the program.

22



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23

