

# California Teacher Residency Program

## Formative Evaluation Overview

WestEd is conducting an external formative evaluation of the Teacher Residency Grant Program administered by the California Commission on Teacher Credentialing, which is intended to help:

- \* practitioners know whether the changes they are making are likely to move their residency programs closer to desired [residency characteristics](#);<sup>1</sup>
- \* policymakers and funders know the extent to which residency programs are implementing effective practices that are the precursors to improved outcomes; and
- \* technical assistance providers know how grantees participating in the [California Residency Lab](#)<sup>2</sup> are experiencing the Residency Lab system of support and to know which aspects of the support that are especially effective.

The evaluation activities are intended to provide feedback quickly and to enable stakeholders to modify, adapt, and adjust their work as this initiative launches and continues through the next few years.

All partnerships receiving Teacher Residency Grants will be considered part of the evaluation, regardless of whether they are participating in the Residency Lab. The evaluation activities are intended to provide feedback quickly and to enable stakeholders to modify, adapt, and adjust their work as this initiative launches and continues through the next few years. The first phase of the evaluation work begins September 1, 2019, and ends August 31, 2020.

WestEd's evaluation is designed to minimize the data-collection burden for grantees. Wherever possible, we will use existing sources of data. In addition, we will support development of a set of measures that can be used by programs on an ongoing basis in their future work.

### Guiding Questions for the Formative Evaluation

Three central questions will drive data identification, collection, and analysis:

1. What is the nature of the implementation of the residencies?
2. What is the early evidence that the residencies are supporting a strong teacher pipeline?
3. What is the Residency Lab system of support for participating grantees? How do participating grantees experience their Residency Lab system of support?<sup>3</sup>

<sup>1</sup> <https://sites.google.com/consultedgroup.com/lab/the-characteristics>

<sup>2</sup> <https://sites.google.com/consultedgroup.com/lab>

<sup>3</sup> The question about how grantees are experiencing Residency Lab support will only be applicable to those 18 partnerships that are participating in the Residency Lab activities in 2019/20.

Potential data sources corresponding to each of the questions are listed in table 1, below. WestEd will work with the Commission on Teacher Credentialing to build data systems that support long-term implementation of the residency grant program and to enable WestEd’s access to these data for formative evaluation purposes.

**TABLE 1. DATA SOURCES, GUIDING QUESTIONS, TIMING**

Data Sources	Guiding Questions	Timing
<b>Surveys of key stakeholders</b> (program leads, mentor teachers, residents, supervisors)	<b>Q1.</b> What is the nature of the implementation of the residencies?  <b>Q3.</b> How do participating grantees experience their Residency Lab system of support?	Fall; Winter  <i>For Residency Lab participants only:</i>  Feedback survey at end of each Residency Lab convening
<b>Resident Pipeline and Financial Data</b> (from data reported to the CTC)	<b>Q2.</b> What is the early evidence that the residencies are supporting a strong teacher pipeline?	Fall; Spring
<b>Key Documents</b> (e.g., Residency Lab Team Workbook)	<b>Q1.</b> What is the nature of the implementation of the residencies?	Ongoing
<i>Select sites only:</i> <b>Interviews/focus groups</b> with program leads and other key stakeholders	<b>Q1.</b> What is the nature of the implementation of the residencies?  <b>Q3.</b> How do participating grantees experience their Residency Lab system of support?	Fall; Winter

### Sharing our Learning

WestEd will provide short evaluation briefs to all grantees at three points in 2019/20, the first of which is this one. Our team also hopes to be able to share with each Residency Program team a partnership-specific analysis of survey data after each round of surveys (if sample sample sizes allow). Finally, we will prepare a short report at the end of summer 2020 that summarizes learnings from the first year of the Residency Grant Program. That report is intended for policymaker and funder audiences and will also be made available to grantees. Table 2 summarizes the planned dissemination points.

**TABLE 2. DISSEMINATION TIMELINE**

Products	Timing	Primary Audience
Partnership-specific survey results*	Winter, spring 2019/2020	Individual partnerships (only audience)
Presentations at Residency Lab convenings	Fall, winter, spring 2019/20	Grantees (Residency Lab participants only)
Cross-program evaluation briefs	Fall, winter, spring 2019/2020	Grantees (all)
Report summarizing Year 1 learnings	Late summer 2020	Policymakers, funders

\*as possible given sample sizes

## Frequently Asked Questions

### **Q: Are we required to participate in the evaluation?**

**A.** Yes, grantees, as part of their grant, are required to participate in evaluation activities. Evaluation activities will include grantee reporting to the CTC, interviews and surveys with key stakeholders in the Residency Grant Program, and document review.

### **Q. With whom will evaluation results be shared? How is WestEd handling confidentiality?**

**A.** WestEd intends to provide opportunities for grantees and other stakeholders to learn from the data we collect while, at the same time, minimizing unnecessary “exposure” of individual programs to outside audiences. As such, the focus of WestEd’s written reporting will be on trends across partnerships. WestEd’s policy about sharing information from the evaluation is governed by the ethical considerations and the resulting research requirements put in place by WestEd’s Institutional Review Board. The core principle of conducting research involving human subjects is that researchers reduce the risk of harm to study participants. With this in mind, our reports will aim to present data on concerns, challenges, etc. in aggregated ways that minimize identifiability. In some instances, however, we may seek to identify partnerships that present examples others might want to emulate, and/or to identify people or organizations whose identification could be beneficial (e.g., crediting them for successful practices). Prior to identifying any individuals, we will check with those individuals to gain their approval.

WestEd will provide information from the stakeholder surveys and case studies (if applicable) from each team with that team.

### **Q. For Residency Lab participants: How does continuous improvement work intersect with the evaluation work?**

**A.** WestEd’s continuous improvement support and evaluation work are intended to be complementary. Residency Lab Team Workbooks will be used as a data source for the evaluation to help identify trends

in how partnerships are approaching the work and where there are successes and challenges. Any reporting on the action-planning workbooks will be in the aggregate and will be non-identifiable.

**Q. How are CTC and WestEd going to use the data collected through CTC's grantee reporting requirements?**

**A.** Grantee reporting to the CTC is based on a legislative reporting requirement, and it will also serve as a key source of data for the formative evaluation, minimizing evaluators' need to request new or different program data. Data reported to the CTC will be treated as confidential and will only be shared by WestEd in the aggregate.

**Q. The CTC already has completer and mentor teacher surveys in place. Is the evaluation team going to duplicate those survey efforts?**

**A.** WestEd is leveraging existing data collections to the extent possible. However, annual surveys are too infrequent to provide grantees with timely information as they build or scale their programs. We hope to be able to access and use data from these surveys wherever possible.

**More questions or feedback?**

WestEd points of contact are Melissa Eiler White at [mwhite@WestEd.org](mailto:mwhite@WestEd.org) and Sola Takahashi at [stakaha@WestEd.org](mailto:stakaha@WestEd.org).

They welcome your questions! Please reach out to them via email anytime.

© 2020 WestEd. All rights reserved.

Suggested citation: *California Teacher Residency Program formative evaluation overview*. (2020) WestEd.



**About WestEd** > WestEd is a nonpartisan, nonprofit agency that conducts and applies research, develops evidence-based solutions, and provides services and resources in the realms of education, human development, and related fields, with the end goal of improving outcomes and ensuring equity for individuals from infancy through adulthood. For more information, visit [WestEd.org](http://WestEd.org). For regular updates on research, free resources, solutions, and job postings from WestEd, subscribe to the *E-Bulletin*, our semimonthly e-newsletter, at [WestEd.org/subscribe](http://WestEd.org/subscribe).