

Executive Summary

The University of Texas San Antonio (UTSA) College of Education and Human Development (COEHD) prepares teacher candidates to become culturally efficacious educators as agents of change who are knowledgeable, community-based, and professional. Grounded in a social justice and transformative theoretical framework, culturally efficacious educators demonstrate strong disciplinary knowledge and critical praxis, personal and professional identities, self-determination, sociocultural competence, efficacy, critical reflexivity (Flores, Clark, Claeys, & Villarreal, 2007; Flores, Claeys, & Gist, 2018), and sustain the community's knowledge and ways of being. Our UTSA Signature Residency program is an exemplar of these goals achieved.

Signature Residency Program

In partnership with local districts and with support from US PREP, UTSA has developed and implemented culturally efficacious teacher residency models. The residency model specifically addresses staffing shortages in EC-6 ESL, Bilingual, Special Education and Secondary Science and Math certification areas. The goal of the model is to prepare culturally efficacious agents of change that are positioned to lead their own classroom by practicing a process of growth, reflection, and action planning to engage in a thriving and rewarding professional teaching career (Flores et al., 2018).

The Residency model elevates the capacity of teacher candidates through community investment in their personal and professional growth. Maximizing synergy, the District and University partners co-construct a strategically-designed model that adapts to the needs of the District and prepares teacher candidates to teach the whole child. Teacher candidates learn in enhanced collaborative environments to become culturally efficacious educators. Teacher candidates participate in district-led learning opportunities and university research, in order to increase their depth of professional knowledge and deepen relationships with their current and future professional peers. The program is strategically designed to connect educational research and theory to authentic classroom experience in order to prepare teachers that are equipped to lead students with the 21st century skills necessary for success in a global society.

During the 2020-2021 year, the COEHD Residency program supported 202 year-long clinical teaching candidates. Ninety-two percent of teaching candidates identified as female; Candidate racial demographics included 74 percent Hispanic, 19 percent White, and 4 percent Black. The student population in Region 20, the Signature Residency Program placement region, is 68 percent Hispanic, 60 percent economically disadvantaged, 17 percent English Language Learners. The emergence of the COVID health pandemic presented new needs for LEAs and exacerbated existing challenge areas such as staffing shortages, teacher retention, student digital divide and mental wellness needs. Data presented by the Department of Education's Office for Civil Rights demonstrated "COVID-19...deepened the impact of disparities in access and opportunity facing many students of color in public schools" and presented additional challenges for English language learners (2021, p. iv). The Signature Residency program provided opportunities to direct customized support to partner districts and participating mentor teachers.

Section I: Innovative Area and Implementation

Supporting districts and mentor teachers through the pandemic

University of Texas at San Antonio's College of Education and Human Developments (COEHD) is one of the leading providers of educators in the San Antonio area and is ranked third in the United States for producing Hispanic educators. This distinction is no accident. The College actively seeks innovative, educator preparation practices to extend the influence of its teacher preparation program locally, nationally and across international borders. The Signature Residency program exemplifies the purposeful incorporation of interconnected, practice-based educator preparation practices and shared governance between the COEHD and San Antonio and Northside Independent School District partners. The Signature Residency aims to 1) Create an authentically embedded experience where exploratory learning and constructivist spaces are provided to cultivate a collaborative, student-centered classroom environment, and 2) Cultivate and build the capacity and confidence of teachers to courageously engage in culturally efficacious practices in the classroom.

The emergence of the COVID pandemic significantly impacted residency district partners' approach to teaching and learning. LEA partners shared their critical needs at the quarterly Governance Meetings prior to the start of the 2020-2021 academic year. San Antonio and Northside Independent School District stakeholders such as principals, human resources representatives, assistant superintendents and teacher leaders participated in the Governance sessions. From those sessions, partner LEAs identified critical shortage areas (i.e. bilingual education, ESL, Special Education, and STEM) as a primary need exacerbated by the pandemic followed by the need for training support in remote instruction, educative technology, and socio-emotional resources. Based on identified staffing needs, UTSA COEHD placed pre-clinical and clinical teachers seeking certification in these areas in partner districts with the goal of having them hired as certified teachers of record.

The shift to a year-long clinical teaching model within the Signature Residency responds to the alarming national trends of teacher attrition and retention along with the growth of ethnically, linguistically, and racially diverse student populations. Teacher attrition and retention rates have become a crisis, as nearly 20 to 40 percent of new teachers leave the field within the first five years of teaching (Gray & Taie, 2015; Brown & Schainker, 2008). Our district partners have shared similar concerns regarding staffing needs. At the same time, classrooms are becoming more racially, ethnically, and linguistically diverse, with more than 76.4 million students enrolled in US schools (US Census Bureau, 2018, Hawkins, 2019). The year-long clinical teaching model promotes inquiry-based learning and prepares 21st century educators by implementing pedagogical practices that are culturally and critically responsive.

Culturally/Linguistically Responsive Pedagogy

One of the pillars of the Signature Residency program is the Culturally Efficacious Framework. The Culturally Efficacious Framework is the lens with which COEHD approaches work with

teacher candidates, district partners, and faculty. Clinical Teacher Evaluation and Support System (CTESS) guides the program's efforts around cultural efficacy. The CTESS is a rubric that includes five domains with the first four domains originating from the Texas Teacher Evaluation and Support System (T-TESS). The fifth domain, Cultural Efficacy Development, was developed by and for the College of Education and Human Development Educator Preparation Program (EPP). Domain 5- Cultural Efficacy Development- is critical to our program's vision as it grounds collaborative efforts with district partners in the Culturally Efficacious Framework's three tenets: Knowledgeable, Community-based, and Professional.

Culturally and linguistically responsive pedagogy is a student-centered approach to teaching in which the students' individual strengths are identified and nurtured to promote academic, linguistic and social emotional growth Sleeter (2012). It recognizes the importance of including the students' lived experiences and connecting them to academic content. It also utilizes each student's linguistic repertoire and uses it as a scaffold to grow students (García & Wei, 2014).

As part of the residency coursework, teacher candidates are taught not only to understand culturally and linguistically responsive pedagogy, they also need to learn how to operationalize it by putting it into practice. This is exemplified in their understanding, planning, and delivery of instruction. Lesson plans are to be contextually and culturally relevant. One example of this is the use of authentic and culturally responsive literature that makes parallel connections to the students' communities and experiences. In essence, this also helps the clinical teachers build sociocultural competence in themselves and their (future) students, while harnessing their multiple capital, e.g., cultural, linguistic, familial, social, etc. (Yosso, 2005).

Curriculum Design for Multilingual/multicultural teacher preparation

The residency course work is intentionally aligned with the College's Conceptual Culturally Efficacious Agents of Change Framework in which graduates are knowledgeable, community-based, and professional. The conceptual framework extends the seminal work of Ladson-Billings (2014), Bartolomé (2008), Darder (2014), and Sleeter (2008) and integrates the concepts of cultural consciousness, cultural proficiency, cultural and critical responsiveness, and cultural efficaciousness into the teacher education curriculum. Critical consciousness is essential in preparing candidates for a multilingual/multicultural society. To achieve COEHD's curricular goals, we broaden our teacher candidates' ways of thinking and beliefs (Garmon, 2005; Flores & Clark, 2017) through the inclusion of other groups' ways of being and understanding. In addition to attending to multicultural/multilingual issues throughout the curriculum, specific coursework in Mexican American, African American, Gender, and Sexuality Studies has been identified as electives in the program of study. An Indigenous Studies course will be included once it is developed. Cultural Proficiency requires recognizing that knowledge and reasoning are constructed in distinct ways, which results in people's unique ways of being and a deeper understanding of the cultural practices and knowledge of various groups (Darder, 2014; Flores et al., 2015; Flores et al., 2018).

Beyond knowing the cultural, political, historical status of a given community, cultural proficiency requires unearthing the power relationships within the learning context (Bartolomé, 2008). Critical responsiveness can be seen as the capacity to use the knowledge, experiences, and skills acquired as tools to respond to the learning needs of a particular individual or group within a

specific context (Darder, 2014; Ladson-Billings, 2014). Cultural efficacy is whereby educators not only have the capacity to teach, but also the confidence that they can make a difference in their students' lives. The coursework, field experiences, and clinical experiences allow our teacher candidates to develop their capacity and confidence as teachers. These experiences engage teacher candidates in authentic activities in which they are provided critical feedback so that they can refine their teaching skills, use evidence-based decision making, and engage in critical reflections about their instruction.

Meeting district needs: Culturally/Linguistically Responsive Pedagogy and Multilingual/multicultural teacher preparation

Mentor teachers are often selected because they are exceptional teachers, but they do not necessarily have the knowledge, preparation, or skills of effective mentoring practices. Oftentimes, mentor teachers do not have consistent opportunities to reflect on who they are and their understanding of what it means to be knowledgeable, community-based, and professional agents of change. As a result, there is a misunderstanding that culturally efficaciousness does not apply to the teacher's routine planning, instruction, and learning environment. Mentor teachers struggle to see how culturally efficacious practices can be woven throughout everything they do. Thus, the Signature Residency's innovation helps mentor teachers to critically reflect on their dispositions and beliefs and support clinical teachers' development, dispositions, beliefs, and practices (Swayer et al., 2020).

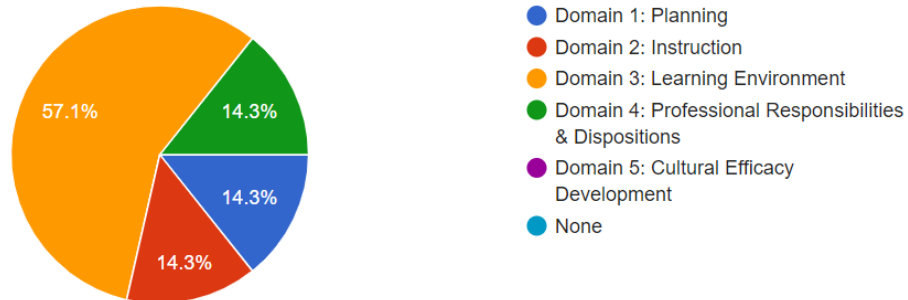
This innovation was identified in partnership with Northside Independent School District and San Antonio Independent School District for several reasons. To begin, research highlights that many teachers may have little practice and skill in using teaching practices that are culturally responsive and sustaining (Lazar, 2007; Mysore, Lincoln, & Wavering, 2006). COEHD survey of district mentor and clinical teachers revealed that they found it difficult to identify and infuse culturally efficacious practices in meaningful and authentic ways. No mentor teachers identified CTESS Domain 5: Cultural Efficacy Development as the domain strongest within their own practice and 43 percent identified it as the Domain with the least amount of evidence on the Mentor Teacher Progress Report.

Figure 1

3. Which CTESS domain is your strongest in your own practice?



7 responses

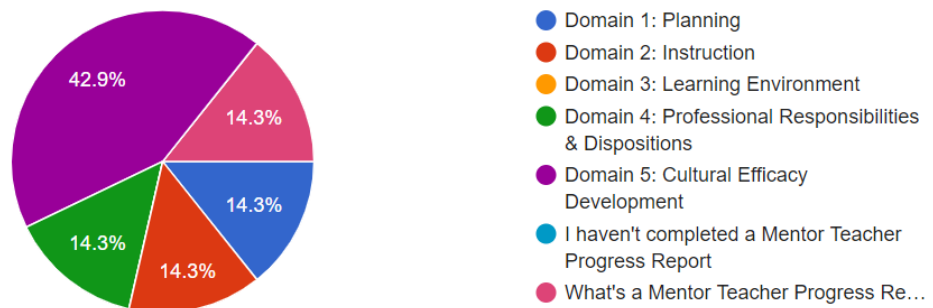


Note: Mentor teachers' survey response to their strongest domain

Figure 2

7. Which CTESS domain had the LEAST amount of evidence on your most recent Mentor Teacher Progress Report?

7 responses



Note: Mentor Teacher's survey response to their weakest domain

The need for professional development centered on culturally efficacious practices including approaches to virtual teaching and learning; wellness strategies and supports; and engagement to support district and mentor teachers was addressed through a co-cultivated professional learning series for district and mentor teachers.

District and Mentor Teacher Learning Series

The Professional learning series consisted of sessions that placed emphasis on CTESS Domain 5, cultural efficacy development and other critical needs identified by district partners at the quarterly governance meeting. Sessions focused on identifying ways to operationalize equity and cultural efficacy in the pandemic classroom in a collaborative effort with teacher candidates, the mentor teachers, and the supervisors. Teacher candidates, mentor teachers, and clinical supervisors were able to widen their lens to recognize how their world view directly impacts their classroom practices.

The professional learning session goals aligned to the following tenets:

1. **Knowledgeable:** Provide our stakeholders with clear explanations and examples of cultural efficacy.
2. **Community-based:** Ensure continuity in our messaging with all stakeholders so that understandings are consistent.
3. **Professional:** Prepare cadres of clinical teachers, mentor teachers, and supervisors who are culturally efficacious agents of change for themselves, students, and community at large.

Implementation of current innovative practices during the 2020-2021 academic year

During the 2020-2021 residency programming, residents were purposefully placed with a highly effective mentor teacher within high-need schools. Proceeding the summer governance meetings with districts, COEHD began implementing supports to district mentor teachers and extending those supports to all teachers at residency sites. Support was grounded in building teachers (mentor, residents and clinical) understanding and operationalization of the Clinical Teacher Evaluation and Support System (CTESS) and also included training on virtual co-teaching and remote teaching and learning.

The CTESS includes a rubric embedded in an evidence-based multiphase holistic process that provides teacher candidates with opportunities for continuous growth and reflection. The CTESS was developed by and for our Educator Preparation Program in response to a need for a culturally relevant teacher preparation metric. The five domains of the CTESS include: 1. Planning, 2. Instruction, 3. Learning Environment, 4. Professional Responsibilities and Dispositions, and 5. Cultural Efficacy Development. It was designed in a way that aligns with the expectations of the four domains of the Texas Teacher Evaluation and Support System (T-TESS), while expanding on a key element to teacher effectiveness- Cultural Efficacy. Broadly defined, “the culturally efficacious teacher is one who is socioculturally conscious, has a strong sense of ethnic/racial identity, is adept at building relationships with students and helping them create bridges to learning, has the ability and disposition to engage in critical reflection, and believes that she or he can make a difference in the lives of students regardless of their backgrounds” (Flores, Claeys, & Gist, 2018, p.viii). The added fifth domain, Cultural Efficacy Development, is a critical component of our CTESS because it serves as a lens for which educators can use to prepare, reflect, and implement effective teaching practices that are inclusive for *all* students.

Table 1

2021-2022 UTSA COEHD Signature Residency Implementation Process		
June - August 2020	<ul style="list-style-type: none"> ● Quarterly Governance meeting with district partners and stakeholders ● CTESS Revision Planning meetings (focus on domain 5: cultural efficacy development) <ul style="list-style-type: none"> ○ Review feedback from EPP faculty, students, and LEA ○ CTESS revision committee held bi-weekly meetings to make revisions based on stakeholder feedback(Meeting dates: 4/22/2021; 4/29/2021; 5/4/2021; 4/18/2021; 5/28/2021; 6/10/2021; 6/21/2021; 7/6/2021; 7/8/2021; 7/20/2021; 7/21/2021; 7/22/2021; 7/23/2021; 7/26/2021; 7/28/2021) ● Professional Learning Session Planning meetings (focus on cultural efficacy - domain 5 - bridging theory to practice) <ul style="list-style-type: none"> ○ Planning professional learning session objectives, sequence, and materials 	<p>Implementation Highlights:</p> <ul style="list-style-type: none"> ● <i>Critical district needs identified; cohorting plan established to address staffing needs; professional development topics identified for participating district mentor teachers and residents</i> ● <i>COEHD identified additional supports (mental wellness resources; social-emotional learning training; online teaching tools training) for residents and mentor teachers</i>
September - December 2020	<ul style="list-style-type: none"> ● CTESS embedded throughout clinical teaching experience (e.g. weekly seminars, evaluation tool used by supervisors & mentor teachers) ● Implementation of Professional Learning Sessions (focus on cultural efficacy - domain 5 -Topics:Bridging theory to practice; identify teacher and student actions and potential impact on K-12 students that align with CTESS 5.4 descriptors; identify and explain culturally inclusive content in a lesson plan that aligns with CTESS 5.3 ● Quarterly Governance meeting with district partners and stakeholders 	<p>Implementation Highlights:</p> <ul style="list-style-type: none"> ● <i>Professional learning series session dates: 12/1/2020; 12/3/2020; 12/8/2020; 12/16/2020; 12/18/2020</i> ● <i>Mentor Progress Support Survey administered</i> ● <i>CTESS Assessment administered</i>

<p>January 2021 - September 2021</p>	<ul style="list-style-type: none"> ● CTESS Evidence Evidence Form 2020-2021 <ul style="list-style-type: none"> ○ Frequency will correspond to the teacher candidate's POP (pre-observation, observation, post-observation) cycle ● Mentor Teacher Reports (Midway & Summative - informed by the CTESS rubric) ● Professional learning sessions 	<p>Implementation Highlights: <i>Professional learning series session dates:</i> 3/23/2021; 4/22/2021; 4/27/2021; 5/4/2021; 5/18/2021; 5/26/2021; 6/21/2021; 9/8/2021; 9/23/2021</p>
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Modifications to the implementation process were made to address the changing public health conditions and district needs. Sessions were delivered virtually which allowed opportunities for unique cohorting across the two district partners - San Antonio ISD and Northside ISD. Based on professional learning series session feedback, sessions were adjusted to allot more time to participants to apply concepts to their individual context.

Section II: Success and Scale of Innovation

Description of the progress monitoring and continuous improvement practices used to implement the area of innovation

The impact and effectiveness of the professional learning series in meeting the critical needs of district partners and mentor teachers is continuously monitored via the [CTESS Rubric](#). The CTESS rubric measures teacher candidate's progress toward proficiency across the five domains - 1. Planning, 2. Instruction, 3. Learning Environment, 4. Professional Responsibilities and Dispositions, and 5. Cultural Efficacy Development and provides COEHD with real-time data on mentor teachers' capacity and effectiveness to support candidates in the identified areas.

Proficiency in all five domains and 21 dimensions of CTESS demonstrates that a clinical teacher has the knowledge, skills, dispositions, and cultural efficacy to be recommended for certification to teach in Texas public schools. Clinical teachers are assessed twice each semester by their mentor teacher.

Table 2



Clinical Teacher Evaluation and Support System (CTESS)¹ Rubric - (Revised Summer 2021)
The University of Texas at San Antonio, College of Education and Human Development prepares culturally efficacious agents of change who are knowledgeable, community-based, and professional.

DOMAIN	Sources of Evidence
PLANNING	<ul style="list-style-type: none"> ● Conferences and conversations with the clinical teacher and mentor teacher. ● Formal observations/walkthroughs ● Classroom artifacts ● Student Growth Processes ● Analysis of Student Data
INSTRUCTION	<ul style="list-style-type: none"> ● Conferences and conversations with the clinical teacher and mentor teacher. ● Formal observations/walkthroughs ● Classroom artifacts ● Student Growth Processes ● Analysis of Student Data
LEARNING ENVIRONMENT	<ul style="list-style-type: none"> ● Conferences and conversations with the clinical teacher and mentor teacher. ● Formal observations/walkthroughs ● Classroom artifacts ● Student Growth Processes
PROFESSIONAL RESPONSIBILITIES & DISPOSITIONS	<ul style="list-style-type: none"> ● Conferences and conversations with the clinical teacher and mentor teacher. ● Formal observations/walkthroughs ● Classroom artifacts ● Student Growth Processes ● Daily Interactions with Others
CULTURAL EFFICACY DEVELOPMENT	<ul style="list-style-type: none"> ● Seminars ● Coursework ● Goal-setting Plan ● POP Conferences

Much like the process and system of education, the CTESS itself is not a fixed and permanent structure - it is a live document that is both influencing and being influenced by its practitioners. Threaded throughout the program are opportunities for mentor teachers and teacher candidates to interact with the CTESS document, observe and reflect upon how Domain 5 and its dimensions might be represented in in-service teachers' classroom - lending the document to be a vital tool for monitoring progress for the purpose of improving upon supports provided.

Demonstrated Success of the innovative practice implementation in 2020-2021

Goal: Cultivate and build the capacity and confidence of teachers to courageously engage in culturally efficacious practices in the classroom.

Clinical observation forms depict that cultural efficacy increased by 14% for all candidates over the course of at least 3 observations. Teacher candidate survey data depicts that UTSA Residency students answered "Often" (4.0), above the rate of non-residency students of 3.69 (between sometimes and often) when asked how often they engaged in - culturally responsive pedagogy in K-12 schools. Similarly residency students indicated they were well prepared to meet the needs of culturally and linguistically diverse students (3.82). Moreover, mentor teacher evaluations further demonstrate residency students' success. Residency students outshone non-residency students on the Mentor Teacher Progress Reports (MTPR) in 2020-2021 where the aggregate score was 3.34/5 for residency students (between proficient and accomplished)

but 2.5/5 for non-residency students (between developing and proficient). The MTPR survey is administered twice a semester.

Through achievement of these goals, UTSA COEHD Signature Residency candidates and graduates are more thoroughly prepared to lead their own classrooms as culturally efficacious agents of change that are knowledgeable, professional, and community-based.

Our goals are linked to each of the tenets of our culturally efficacious framework and are described below.

1. **Knowledgeable:** Provide our stakeholders with clear explanations and examples of cultural efficacy.
2. **Community-based:** Ensure continuity in our messaging with all stakeholders so that understandings are consistent.
3. **Professional:** Prepare cadres of clinical teachers, mentor teachers, and supervisors who are culturally efficacious agents of change for themselves, students, and community at large.

Also embedded in the conceptual framework guiding Residency graduates to be culturally efficacious agents of change that are knowledgeable, professional, and community-based are *enduring understandings*, or inferences and ideas that our teacher candidates internalize that last far beyond graduation and ultimately inform their careers as educators (Wiggins & McTighe, 2013). The enduring understandings composed by faculty and staff synthesize what UTSA EPP teacher candidates will understand--not only know or do--as a result of participation in our EPP. Spanning language, literacy, professional responsibilities, environment, instruction, and planning, the enduring understandings were composed in consideration of and in alignment with the performance outcome domains on the C-TESS feedback and observation instrument for consistency of expectations across both coursework and clinical teaching experiences.

Some sample Enduring Understandings from those that guide the EPP include:

- “Equity-based practices include advocating for and providing school-based opportunities to respect and support students’ diverse social, cultural, and linguistic identities,” (Cultural Efficacy/Diversity, equity and inclusion),
- “Equitably planned learning opportunities include aligning goals, objectives, assessments, instructional strategies and materials/modalities to meet the diverse individual needs of students,” (Planning)
- “Iterative cycles of culturally responsive instruction are driven by interpretation of data about student performance and teaching effectiveness,” (Instruction) and
- “Knowledge of local, state, and national educational contexts and policies enables educators to advocate with and for themselves, students, families and communities” (Professional Responsibilities).

Plans to adjust and sustainably scale positive impact long term

The Signature Residency model was created through reciprocal collaboration with local school districts maximizing synergy with the ultimate goal to prepare culturally efficacious teachers. As

the program looks to sustainably scale efforts to develop teacher candidates' capacity and confidence in culturally efficacious knowledge and practices over time, UTSA COEHD plans to continue shared governance with district partners to select, support, and develop strong mentor teacher-clinical teacher relationships. Additionally, COEHD's commitment to continuous improvement will lead to critical and continuous reflection on evidence-based feedback to extend knowledge and practice of culturally efficacious instruction. Lastly, the program plans to collaborate and make positive contributions to a network of support and continuous professional learning opportunities through interactive Professional Learning Communities (PLCs) and seminars. These seminars provide professional development opportunities for mentor teachers and teacher candidates as they move through the program. They are designed to focus on topics and issues pertinent to the teacher candidates' success within partner district schools.

We are presently working with four TCLAS funded school districts, Edgewood, Harlandale, North East, and San Antonio to expand and create a sustainability plan for our signature residency educator preparation.

Section III: Evidence of Impact and Research Foundation (Attachments)

Data-based Outcomes

Outcome 1: Teacher candidates increase effective implementation of culturally efficacious practices.

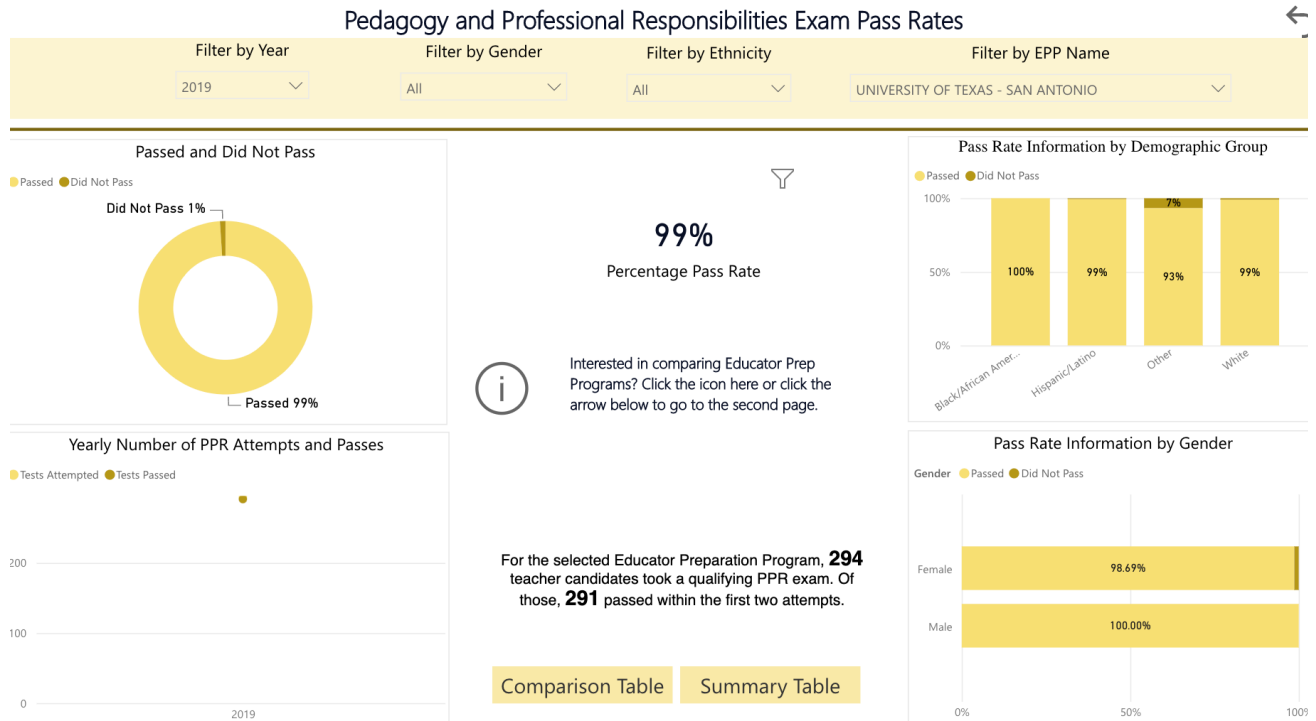
The innovative practices embedded within the Signature Residency program - specifically those practices related to supporting districts and mentor teachers- have resulted in increased teacher efficacy in the implementation of culturally efficacious practices. A priority COEHD goal is to build the competencies of teacher candidates to meet the needs of all students, especially historically underserved students. The data reflects that authentic, practice-based approaches embodied within the residency program, such as targeted training on CTESS Domain 5 for mentor teachers and candidates, are successful in increasing residents' capacity to promote learning for all students. In the most recent MTPR, 81 percent of residents met the standard for Domain 5. Moreover, 87 percent of residents met the same standard based on the most recent principal survey and a 99 percent pass rate for candidates on the Pedagogy and Professional Responsibilities Exam.

Figure 3: Principal Survey of the Preparation of First-Year Teachers, 2018-2019

Educator Preparation Program Commendation Application Packet
 Category 4: Innovative Educator Preparation Commendation
 EPP: University of Texas at San Antonio, College of Education and Human Development



Figure 4: PPR Exam Pass Rates



Northside ISD Principal Comment:

"The teacher candidates I interviewed [within the NISD Signature Residency] were as poised as some of the actual teachers I interviewed this summer to fill new positions at our school."

Signature Residency Teacher Candidate Comment:

"The smaller classes provided more talking time, richer discussion, more heavy engagement, people more willing to participate because we knew that everyone cared, everyone's voice matters and would be heard. I wasn't afraid to affirm or disagree with others. We were a community of learners that trust, respect, and care about each other and the content at a deep level. We were all active participants."

Outcome 2: Operationalize and develop culturally relevant teaching practice metrics

The structures of continuous improvement embedded within the Signature Residency program provide multiple iterations of data sharing. For example, the feedback received from residents and mentor teachers who engaged in CTESS and *multilingual/multicultural* training provided data that allowed COEHD to revise Domain 5 to better meet the needs of residents, mentor teachers, and districts. Table _ indicates the key revisions to CTESS Domain 5 that were largely informed by the residency program's collaborations with district partners and stakeholders.

Table 3

CTESS Domain 5 - Culturally Efficacy Development	
2019 Domain 5 Dimensions	Proposed 2021 Domain 5 Dimensions
<p>1. Diversity - Develop consciousness of differences: The clinical teacher demonstrates a respect for diversity via chosen and designed curriculum, instructional activities, and classroom culture.</p>	<p>1. Knowledge of Self- The clinical teacher participates in continual reflexive praxis and demonstrates awareness of their culture, beliefs, and identities. <i>*NEW* (longitudinal)</i> <i>Potential inclusion in Pre/Post Conferences</i></p>
<p>2. Understand cultural ethno-racial identity development: The clinical teacher creates an environment that promotes an appreciation for diverse cultural practices and individual students' linguistic capital.</p>	<p>2. Knowledge of Diversity- The clinical teacher promotes equity by demonstrating a consciousness and respect for diversity and student identities. <i>Combination of 2019 5.1, 5.2, & 5.4 (longitudinal)</i> <i>Potential inclusion in Pre/Post Conferences</i></p>
<p>3. Social interactions: Improve interpersonal relationships: the clinical teacher builds interpersonal relationships with the students as well as provide opportunities for them to develop relationships with each other.</p>	<p>3. Knowledge of Culturally Inclusive Content - The clinical teacher acknowledges the various historical and community contexts that influence and impact students' cultural knowledge to make authentic connections between the students' lives and/or communities and academic content. <i>From 2019 5.7</i> <i>Evidence collected in Domain/Dimensions</i></p>
<p>4. Culturally Safe classroom context: clinical teachers establish a positive emotional climate by encouraging self-regulated learning and risk-taking.</p>	<p>4. Knowledge of Academic Language Learning - The clinical teacher acknowledges and utilizes appropriate pedagogical strategies to provide scaffolded opportunities for students to access their full linguistic repertoire and promote language development in/across academic disciplines. <i>Similar to 2019 5.6</i> <i>Evidence collected in Domain/Dimensions</i></p>
<p>5. Self-regulated learning: The clinical teacher will provide a learning environment that encourages self-discipline and responsibility for their own learning.</p>	<p>5. Knowledge of Culturally-Caring Practices and Social Emotional Development- The clinical teacher contributes to building positive and supportive classroom communities, advocating agency for all. <i>*Combination of 2019 5.3, 5.4, 5.5, & 5.8 with addition of SEL specific (Longitudinal)</i> <i>Evidence collected in Domain/Dimensions</i></p>

Letters of support from candidates, LEAs, and other EPP partners



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Texas Education Agency
Innovative Educator Preparation Commendation Committee

RE: UTSA Educator Preparation Program Commendation

On behalf of Northside Independent School District, it is an honor to provide a letter in support of the Innovative Educator Preparation Commendation application being submitted to the Texas Education Agency by the University of Texas at San Antonio's Educator Preparation Program. As a leader, UTSA Educator Preparation Program implements innovative ideas that are research-based to enhance the educational opportunities for our students.

Over the years, we have had many successful partnerships that mutually supported our district goals to ensure that all students have access to equitable educational opportunities. We have noted the exceptional qualities of UTSA clinical teacher residents, and appreciate UTSA's willingness to support our efforts and district initiatives. As a result of our partnerships, Northside students have benefitted from having UTSA clinical teacher residents in our classrooms.

We look forward to expanding our existing partnerships with UTSA to better prepare our clinical teacher residents for success in High-Need Schools and to support district teachers in becoming culturally efficacious mentors and teachers.

We happily recommend that UTSA's Educator Preparation Program receive the Innovative Educator Preparation Commendation.

Cordially,

Natalie Gray
Director of Professional Learning
Northside ISD



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Innovative Educator Preparation Commendation Committee

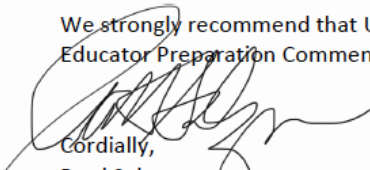
RE: UTSA Educator Preparation Program Commendation

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We look forward to expanding our existing partnerships with UTSA to better prepare our clinical teacher residents for success in High-Need Schools and to support district teachers in becoming culturally efficacious mentors and teachers.

We strongly recommend that UTSA's Educator Preparation Program receive this Innovative Educator Preparation Commendation.


Cordially,
Patti Salzmann
Deputy Superintendent, Academics and School Leadership

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The University of Texas at San Antonio
UTSA Education and Human Development

Texas Education Agency
Innovation Educator Preparation Commendation Committee

RE: UTSA Educator Preparation Program Commendation

November 30, 2021

It is my pleasure to write a letter in support of the Innovative Educator Preparation Commendation application being submitted to the Texas Education Agency by the University of Texas at San Antonio's Educator Preparation Program.

As a former student of the Educator Preparation Program, I have benefited first hand from the dedication and support provided by the program. Each student is afforded the opportunity to learn and grow as future educators from experienced veterans of the field whose knowledge and expertise extend beyond the textbook and into the very nature of the role students are seeking to fill. In my time at UTSA, I learned valuable skills and received support from the program that continues today, long since my graduation in 2015. I have now been in education for seven years and in that time received nominates for Teacher of the Year and translated my skills into a role as an instructional coach at the same campus in which I began my teaching career. Much of this was possible with the support and guidance of mentors that continued to be available to me as I grew in my profession.

As a proud former Roadrunner, current public educator, and member of the San Antonio community, I fully support the efforts of UTSA's EPP as they seek TEA Commendations. UTSA's Educator Preparation Program provides the city and state with highly qualified teachers who are ready and willing to tackle the complex and ever-changing duties of leading the children within our communities.

Sincerely,

Alicia San Miguel
Alicia San Miguel
Instructional Coach
Southside Independent School District

The University of Texas at San Antonio
UTSA Education and Human Development

Texas Education Agency
Innovative Educator Preparation Commendation Committee

RE: UTSA Educator Preparation Program Commendation

November 29, 2021

It is my pleasure to write a letter in support of the Innovative Educator Preparation Commendation application being submitted to the Texas Education Agency by the University of Texas at San Antonio's Educator Preparation Program.

During the global pandemic, the most challenging time in modern day, UTSA's EPP managed to safely and effectively deliver the best experience for individuals pursuing a career in education. The main goal of the program is to create culturally efficacious teachers who are knowledgeable, professional, and community-based. Correspondingly, the faculty/staff provided me the support to indulge in self-discovery towards becoming an educator of their highest standard. Their knowledge, adaptability, and resources were crucial in my development as a future educator.

In conclusion, I fully support the efforts of UTSA's EPP as they seek TEA Commendations. The department is collectively dedicated to their students. That dedication sets up future educators for success and is the foundation that helped me transcend from student to professional.

Sincerely,



Tirzo O. Martinez
Art Teacher
Harlandale Independent School District

Research Summary

Residency Models

Framed after medical residency models that place medical students at hospitals to learn and practice medicine under the guidance of experienced mentors (and earn a salary as they do), teacher residency models have emerged as means to ground teacher preparation deep in the actual schooling context and provide teacher candidates compensation for the work they do as student/clinical teachers. Guha et al. (2016) note the potential of residency programs to recruit teachers for high-need fields and locations, to offer strongly connected content and practical preparation specifically designed for the schools in which the teacher candidates will likely work, and to provide financial incentives that will hopefully retain teacher candidates to work in the districts in which they are prepared. Furthermore, Guha et al. (2016) assert that “strong” residencies will (1) build on strong district/university partnerships, (2) integrate coursework with clinical practice, (3) place teacher candidates with experienced, skilled mentor teachers (MTs), (4) recruit teacher candidates that match district needs, (5) provide financial support in exchange for a teaching commitment to the district, (6) occur in schools with demonstrated support of clinical and novice teachers, (7) integrate various co-teaching models as teacher candidates progress through the residency, and (8) have ongoing mentoring and support for new teachers as they move from the residency to the autonomy of their own classroom. Given the urban setting of our university, the linguistic diversity present in this urban area, and the conceptual alignment of the College of Education in which teacher certification is situated, a residency model fits the needs of both the school district partners and the teacher education program. Our own research demonstrates that residency experiences encourage clinical teachers to become culturally efficacious by promoting extended opportunities for critical self-reflection, collaboration with fellow residents, and analysis of clinical practices (Swoyer & Lindahl, forthcoming).

Culturally and linguistically responsive pedagogy

Two constructs undergirding the EPP’s conceptual framework and therefore the residency practicum are culturally and linguistically responsive pedagogy (Flores et al., 2018; Ladson-Billings, 1996; Lucas & Villegas, 2013), which we define as pedagogy that acknowledges, responds to, and celebrates students’ cultural backgrounds as well as draws upon linguistic repertoires to access complex language demands of content-area formal school settings. Current scholarship on U.S. K-12 teacher education in general advocates for pedagogical approaches that are both culturally *and* linguistically sustaining for the diverse groups of children and adolescents served in formal schooling contexts (Swoyer & Lindahl, forthcoming).

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