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Setting up a Residency Program: The What, Where, and How to Make it Work for Your System

Prepared for Lindsay Unified School District
Teacher and School Leader (TSL) Initiative

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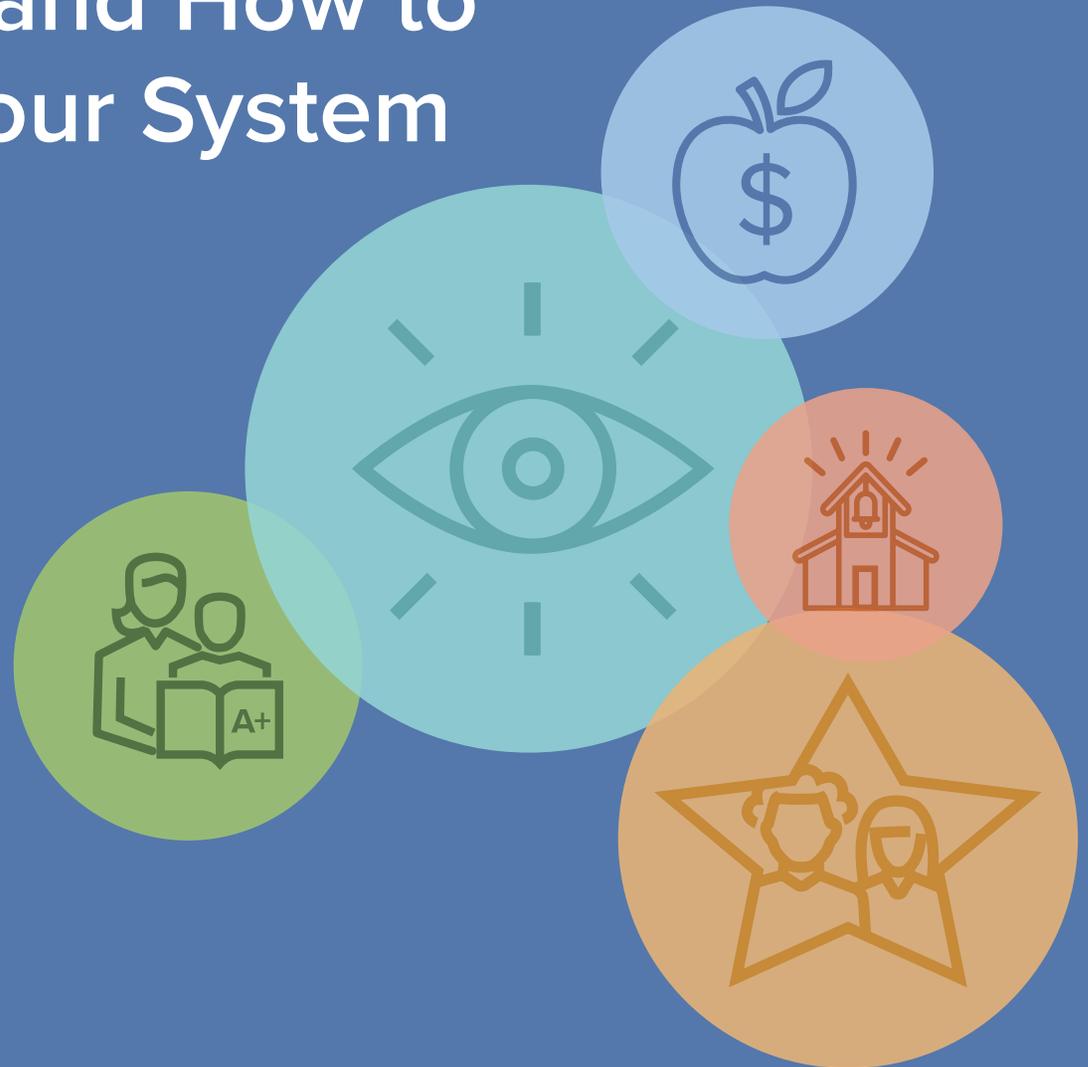


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Common Terms

Residency Partners: Institutes of Higher Education (IHEs) or other organizations that design and coordinate residency programs with schools and districts

System: The school, district, or CMO in which the residency occurs

Residents: Participants in the residency program

Mentors: Experienced, expert teachers who co-teach and support residents during the residency program and then continue to provide support as residents transition into their roles as novice teachers



Introduction

To support Lindsay Unified School District (LUSD), The Learning Accelerator (TLA) conducted a literature review as well as interviews with various systems, residency programs, researchers, and educators to identify the key tenets of effective residency programs as well as the steps required to ensure their successful implementation. LUSD sought to gain a greater understanding of the components required to support a diverse group of residents specifically within the innovative learning space. As such, this document includes three distinct sections:

The What

The key components of successful residency programs as defined by the research literature

The Where

Descriptions of successful programs in context based on interviews with stakeholders in systems

The How

Questions to guide leadership decision making as LUSD launches and adapts its residency program



Key Components of a Successful Residency Program

Successful residency programs address a dual challenge facing systems (particularly those in hard-to-staff locations such as rural areas or underserved communities): quality of instruction and educator retention. Residency programs address these needs by serving as a vehicle through which to recruit educators with specific skills and qualifications, preparing novice teachers with both content knowledge and practical skills, supporting educators with early-career mentoring, and providing financial incentives — all of which encourage retention.¹

To identify the key characteristics of effective residency programs, three research questions guided a search of existing literature:

- 1. What is a residency program?**
- 2. What are the key characteristics of a strong residency?**
- 3. What impact does a residency program have on the system it serves?**

Ultimately, this document aims to provide K-12 systems with a means to identify and align on the ideal outcomes and expectations for a residency program as well as to recognize specific characteristics that serve as indicators for success.

what

What is a residency program?

Based on a model similar to that found in medical residencies, teacher residency programs exist as partnerships between K-12 systems and residency partners such as institutes of higher education or external organizations.² They ensure that residents receive content knowledge specific to the context in which they will be teaching and offer long-term, authentic learning experiences under the supervision of onsite mentors.

Residency programs also address the explicit need to prepare novice educators for the demands of 21st century learning environments that require more than basic instructional skills. The goal of preparing residents with strategies to encourage practices such as deeper-learning, mastery-based progressions, and personalized learning sits at the core of the best practices in teacher residency programs.³

Unlike traditional teacher education programs that often prioritize academic work over clinical experience, or alternative certification programs that offer practical experience without the same level of content knowledge, **a teacher residency program spans a full academic year and is developed in partnership between the local system and the residency partner.** This partnership ensures that the system can meet its hiring needs and that the residents engage in a meaningful learning experience.⁴

The Bank Street College of Education has been studying the tenets of effective teacher residency programs since 2015.⁵ In its examination of the field, it found that teacher preparation requires partnerships that connect research and practice; build foundational knowledge of the learning sciences; develop teachers' content knowledge; introduce culturally responsive and sustained practices; encourage active reflection; recruit candidates from diverse backgrounds; and provide novice educators with tools to challenge existing systemic inequities.



The Three Features of Residency Programs

In their report [The Five Domains for Teacher Preparation Transformation](#), the researchers at Bank Street Education defined high-quality residency programs as containing three critical features:

1. High-quality program curriculum,
2. Specific structural supports, and
3. True partnership between the system and the residency partner to ensure that the program is co-designed to meet specific local needs.⁶

1

High-quality program curriculum

Rather than separate content knowledge and clinical experience, educational theory and pedagogy are introduced and grounded in the residents' practical experiences in the local schools.

Residents learn to situate their instructional practice in research-based principles such that they learn to develop supportive environments, encourage self-directed learning, foster social-emotional skills and habits, and differentiate instruction to create multi-tiered systems of support.⁷

Recognizing the inequities that exist within the education system, residents study culturally responsive and sustaining practices as well as explore personal and systemic biases to develop their own capacities to address issues of equity on behalf of their students.

2

Specific structural supports

Systems and residency partners share responsibility for the development of residents into novice professionals.

Residents work as co-teachers with an experienced educator who has demonstrated strong mentoring capacities. They do not serve as the sole teacher of record.

A residency program follows the academic calendar, giving residents extended clinical experience. This allows residents to experience a full school year with a consistent group of students.

Under the supervision of their mentors, residents assume substantial responsibility in the classroom. They help to plan and deliver lessons and assess student learning, while reflecting on how their practice impacts student growth and learning.

3

Partnerships to meet specific local needs

Residency partners actively recruit residents from under-represented backgrounds and then prepare them with content and context knowledge to meet specific system hiring needs, especially in hard-to-staff areas.

Systems provide financial incentives and support throughout the residency program, often in exchange for a commitment to remain in the system for a minimum amount of time. This ensures a greater retention of novice teachers.

After completing the residency program, novice teachers often receive ongoing mentoring and support.

What are the key characteristics of a strong residency?

Although these key characteristics may be implemented differently depending on the context, specific elements differentiate residency programs from traditional student-teacher or certification programs. In addition to preparing effective teachers, **residency programs strive to retain novice teachers after they enter the classroom, provide more financially feasible pathways for future teachers, recruit individuals from diverse backgrounds, and increase the number of available applicants in hard-to-staff areas.** High-quality residency programs can more easily accomplish these goals when four key characteristics are put into place.⁸

Each of the key characteristics described in this section may be implemented differently depending on the residency program's context. The following questions may help systems begin to analyze the potential for their residency and better position themselves for a strong residency partnership:

1. Why have we decided to engage in collaboration with a residency partner? Why this specific partner (or partners)?
2. What do we need to do internally to ensure that this partnership, and those working with the residency partners, have a voice in our system of

teaching and learning to better align content, understanding, and translation across the board?

3. What are our goals around financial sustainability for both our residents and our system?
4. How will residents be supported beyond their residency year, either by our system or the residency partner?

1

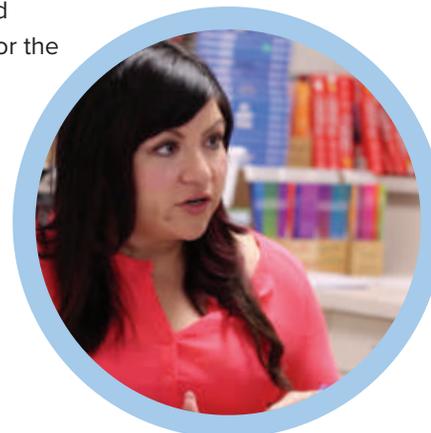
Strong Partnerships

For a residency program to be successful, the system and residency provider collaborate to ensure that the needs of both the system and the resident are met.⁹ To address system-level needs, residency partners recruit residents from diverse backgrounds to fill distinct hiring requirements. Because residents commit to teaching in the local system after graduation, the process of co-designing and implementing the residency ensures that the resident experiences their learning within a school-based context and gains an opportunity to begin building relationships within the school community.

2

Extensive Coursework and Clinical Experience

Residency partners also collaborate with the system to co-design a curriculum that prepares residents with both content and cultural knowledge specific to that context.¹⁰ In addition, the extensive coursework aligns with specific system needs as well as the residents' clinical experience. Because residency programs span a full academic year, residents receive substantially more experience, feedback, mentoring, and responsibility than what would be available through a traditional pre-service, student-teacher program.¹¹ By closely aligning educational theory with practical application over an extended time period, residents can engage in deeper learning and develop the instructional skills to engage in more innovative practices.



3

Financial Sustainability

Prospective educators often work during their undergraduate or graduate studies and still accrue large amounts of debt. Residency programs, if designed with financial sustainability in mind, offer more financially feasible pathways for prospective educators.¹² By providing financial supports such as tuition credits, living stipends, and even the opportunity to earn additional income through substitute teaching or serving as a part-time paraprofessional, residency programs have the potential to attract candidates from more diverse backgrounds who may not otherwise be able to afford such an experience.

Because this level of sustained funding requires more than what may be possible via one-time grants or initial infusions of funding, the *Prepared To Teach* framework advocates that systems consider the “3 Rs” of sustainable residency development.¹³ Systems can **reallocate** resources from existing budgets to cover the costs of a residency program (e.g., residents also serve as part-time substitutes or paraprofessionals); collaborate with residency partners to **reduce** the tuition costs for residents; and **reinvest** savings accrued via the residency program such as those associated with onboarding new teachers or addressing novice teacher-turnover.

4

Ongoing Support

Strong residency programs can also be characterized by the ongoing support that they provide to their residents through mentorships and cohorts.¹⁴ During (and often after) the residency program, residents receive mentoring and coaching from an expert educator in the school. This one-on-one support helps to develop residents’ and novice teachers’ knowledge and skills as well as reduces new teacher attrition.¹⁵ For example, a study of the Boston Teacher Residency program noted that new teachers received ongoing coaching and mentorship for 1-4 years beyond completion of their residency program. Researchers found that this not only increased competency and quality but also the retention of new teachers who had previously left because of frustration or burnout.¹⁶

Beyond the one-on-one support, strong residencies also cluster residents into cohorts both within the university settings and school sites. Because members of cohorts share similar academic and clinical experiences, they benefit from a built-in support network as well as additional opportunities for collaboration. By organizing residents into cohorts, systems and partners create ongoing supports and informal networks for continuous professional learning.



What impact does a residency program have on the system it serves?

Successful residency programs address system recruitment and retention challenges while serving as a vehicle for the development of human capital. Particularly in rural and underserved communities, systems experience high-rates of turnover with novice teachers who feel unprepared or unsupported.¹⁷

The *Prepared To Teach* framework and the Five Domains served as a grounding mechanism to guide and organize the analysis of the interviews conducted by TLA. By presenting concrete examples of how systems enacted strategies with each domain, others in the field may transfer the enactment of specific strategies to their own context. Additionally, the snapshots of the domains in practice presented in the following section will provide systems with real-world examples that they can leverage in order to meet their needs.

Residency programs address recruitment and retention challenges by providing residents with extensive preparation as well as ongoing mentorship. In addition, the professional learning that mentor teachers receive not only increases their ability to support their resident but also strengthens their own practices. In an ideal situation, a cycle of preparation and professional learning evolves as residents become novice teachers and eventually transition into mentors for a new cohort of residents.¹⁸

Through extensive research with a number of residency programs across the country, Bank Street Education developed the *Prepared To Teach* transformation framework¹⁹. Comprised of **five distinct yet interdependent domains**, the framework identifies the ecosystem shifts that need to occur in order for a residency to be high-quality and successful. As systems and residency partners navigate the Five Domains (mind shifts, educator roles, labor market, school improvement, and deeper learning), they will be able to improve their programs and partnerships.

The *Prepared To Teach* framework exists as a theory of change to enable systems and residency partners to identify and leverage concrete strategies to improve their partnerships over time. The first domain — mindset shifts — addresses the leadership considerations required for long-term change. In contrast, the middle three domains discuss the specific shifts that need to occur for the programs to be successful. Finally, the deeper learning domain encourages programs to maintain focus on equitable teaching practices and success for all learners.

Over the course of two years, Bank Street Education facilitated and studied Communities of Practice operating within each of the Five Domains. As the system and residency partner collaborated to establish their program, the different Communities of Practice focused on strategies within the different domains. As a result of their observations, the researchers better operationalized each domain and identified specific activities that occurred within each one.

The Five Domains



Historically, pre-service teachers experienced academic content and clinical practice in silos. The most critical mindset shift to support a successful residency program is a **new alignment between the system and the residency partner to encourage collaboration across theory and practice.** This domain supports leadership from both organizations to ensure a shared vision for learning exists and that system instructional needs will be met.



Too often, future teachers assume debt while working in preparation programs.²⁰ Residency programs **leverage partnerships to provide financial incentives and create meaningful work opportunities for residents while also leveraging existing funding.** *The Prepared To Teach* “Three Rs” framework for sustainability encourages systems and residency partners to find unique ways to (1) *reallocate* funding by offering residents additional opportunities like substitute teaching or working as a paraprofessional; (2) *reduce* program costs by integrating onsite work with the resident’s curriculum, potentially eliminating the need for extra coursework; and (3) *reinvest* back into the system by developing high-quality residents who feel committed to their school community and want to remain after their residency.



A core purpose of a residency program is to build a talent pipeline that meets the needs of the local system. The labor market domain **encourages the system and residency partners to identify specific hiring needs by assessing the number of positions and specializations required by the system.** Then, the two organizations can develop incentive programs as well as community-experiences to ensure that novice teachers will be prepared to meet these specific needs. Beyond supporting traditional residency programs, the labor market domain also encourages systems and partners to examine “Grow Your Own” models. This long-term workforce development model encourages systems to identify and engage current students in pre-service experiences with the intent to bring them back as professionals later in life.



Ultimately, residency programs intend to leverage the partnership between the system and the residency provider to increase the quality of teacher preparation and consequently improve K-12 schools. A critical feature of this domain is the **intentional professional development of mentors to better support residents and increase capacity within the system.** Beyond choosing mentor teachers based on interest or content area, strong partnerships focusing on school improvement develop a strong cadre of mentors as a component of a broader approach to teacher development. This group of mentors, alongside system leaders and residency partners, then explores how to best align the residency curriculum with instructional practices to ultimately improve student learning. As an added benefit, implementing these strategies as part of the school improvement domain means that state and federal funding from programs such as Title I, Title II, and IDEA may be used to offset expenses associated with the residency program.²¹



Great teachers understand how to support the development of students’ cognitive, social, emotional, and psychological capabilities²². The deeper learning domain provides the framework for systems and residency partners to **create opportunities for residents to acquire the necessary skills to foster this whole child development.** By honing in on this domain, systems and residency partners can situate their work in quality, equity, and social justice.

What a Residency Program Looks Like in Action

To better understand how the Five Domains can be leveraged to support a strong residency partnership, TLA interviewed a combination of residency partners and systems (district/CMO). Each interview revealed specific structural and pedagogical decisions that illustrate how the Five Domains might guide action in context.

One common theme from all of the interviews emerged: **the high need for alignment between the residency partner and the system.** This included alignment on content, approach, and needs around sustainability. This theme of alignment also emerged in the analysis of the literature. Given the need to ensure that residents deeply understand the communities and context in which they will ultimately work, systems and residency partners must collaborate in the design and implementation of the residency program.²³

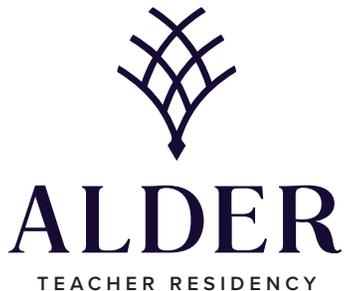
Beyond this theme, it also became clear that each of the interviewed systems and residency partners touched on multiple domains within their work, reinforcing the notion that the Five Domains **should be considered a collection of strategies** that can be implemented together, in some iteration, to bring stronger alignment and partnership throughout the residency tenure. **To showcase the domains themselves, we have matched each interviewee to one of the Five Domains and highlighted one strategy they used to support that domain effectively** within their program and/or partnership. The goal of these “snapshot strategies” is for LUSD and other systems to transfer ideas so that they can scale similar approaches without reinventing the wheel.

where

Mindset Shifts

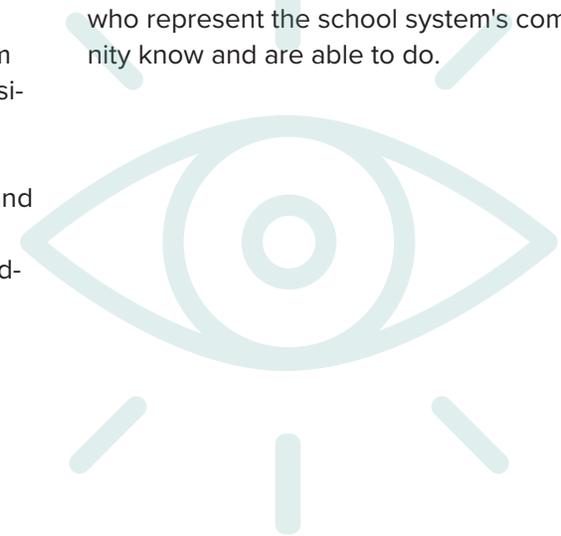
Snapshot Strategy: Partnering through Placement

Alder GSE



Alder GSE not only says it has a deep partnership with its school systems but takes it a step further and hires a full-time Director to work within the district throughout the partnership to support mentors and residents as well as to work with the system towards focused impact. This Director is hired from within the system (e.g., a former principal or assistant principal) through an interview process that involves both Alder GSE and the school system to ensure a strong relationship and understanding of the system from the beginning. The Director's salary is almost entirely paid by Alder GSE and the person becomes a full part of the Alder GSE team attending staff retreats, while also representing the school system and ensuring alignment to “share responsibility equally in the designs for and work of preparing future teachers by creating stronger collaboration across academic and clinical portions of preparation.”²⁴ As illustrated by the research, to ensure Mindset Shifts, “partners need to co-create deeply shared goals and collaborative structures so they can design programs

that fully integrate study and practice, meet the needs of P-12 students, and prepare new teachers in the best ways possible.”²⁵ By literally placing someone within Alder GSE who can authentically speak for the system, they build that bridge for those conversations, alignment, and integration of needs across all stakeholders. In addition to the Director playing this keystone role, Alder also creates intentional relationships and cross communication with the Superintendent, CEO, CAO and heads of Human Resources and Recruiting — sharing annual ROI reports and seeking to be in real conversation about what excellent teachers who represent the school system's community know and are able to do.



Educator Roles

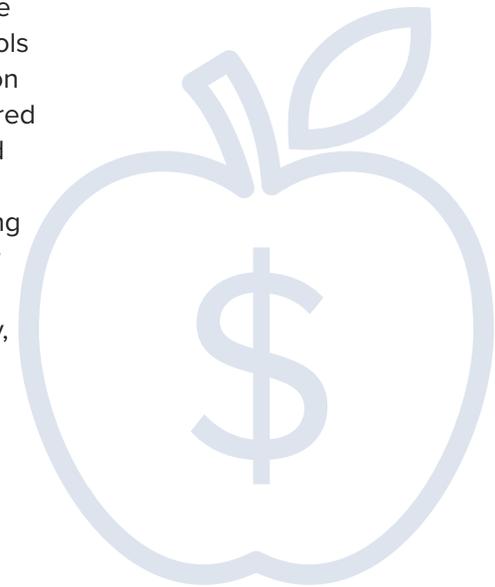
Snapshot Strategy: Opportunities to Earn While Learning

St. Vrain Valley Schools



St. Vrain Valley Schools, in partnership with the [Innovation Center](#), offer their high school students the opportunity to participate in the [P-TEACH Program](#) – a rigorous, college-level experience where they can earn up to 31 college credits while preparing for a career in education and beyond. This year, the program will graduate 27 P-TEACH students, and currently all of them have been accepted and will attend colleges or universities to study education. Eight of those students will be attending the University of Colorado Denver, where they will have the opportunity to be full-time students while also part-time paraprofessionals in two elementary schools within St. Vrain Valley Schools. This position will replace any work-study programs offered to support their financial aid packages and allow them to apply what they learn as a teacher apprentice. Then, after participating for three years as a paraprofessional, their fourth year will be a full-time residency program where they will earn more money,

gain more experience, and continue to support their degree financially. As mentioned in the research, it is important for partnerships to “create opportunities for aspiring teachers to ‘earn while learning,’ designing meaningful paid work opportunities that support both P-12 student growth and candidates’ learning.”²⁶ St. Vrain Valley is an example of one approach that takes educator roles a step further and enables future educators to literally pay for their education through their residency prior to even graduating.



Labor Market

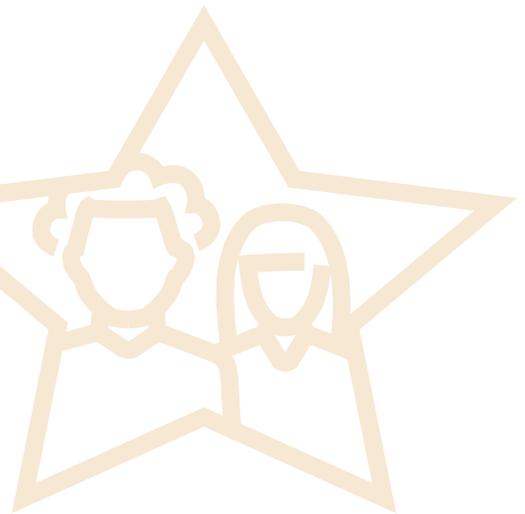
Snapshot Strategy: Shift Rules to Support Needs

Public Education & Business Coalition (PEBC)



As the Public Education & Business Coalition (PEBC) looked to expand in rural areas around Denver, it noticed the pure residency model, as outlined in the research synthesis, didn't match the needs of those districts. These rural districts consistently struggled with teacher vacancies that couldn't be filled, so they had neither the capacity nor the staffing to take on a traditional residency program. Before offering a district something they didn't need, PEBC was able to "assess where the matches and mismatches [were] between the number and certification areas of program graduates and the hiring needs of local schools and districts."²⁷ In response, it shifted its model, and rules, to support those needs and enable residents to serve as the sole teacher in the classroom during their residency in areas where vacancies were hard to fill and full-time teachers were in high need. Now PEBC offers two pathways – Teacher of Record Pathway and its traditional Teacher Residency Pathway. Both pathways are supported by PEBC mentors and coaches, as well as offer access to five

years of professional development from PEBC. The Teacher of Record Pathway is geared towards candidates with significant experience working with students in an education setting, while the Teacher Residency Pathway is open to all candidates, even those with no teaching experience. To better serve the needs of each system and resident candidate, PEBC also allows systems to combine the two pathways to build a stronger pipeline, while also ensuring teachers and mentors alike are receiving a quality learning experience that meets their needs.



School Improvement

Snapshot Strategy: Rigorous Approach to Mentoring

Marshall Street



In order to make sure mentors are successful and impacting residents' learning experiences effectively, the Marshall Teacher Residency ensures “mentors are integral partners [that benefit from] authentic teacher leadership opportunities, helping re-engage veteran educators in their profession.”²⁸ This is done by not only who they choose as mentors, but how they match their mentors to residents and support them throughout the experience. Mentors, or Cooperating Teachers (CTs) as Marshall Street refers to them, are experienced employees of the school who have gone through a rigorous vetting process that includes tenure, credentialing, school leader recommendation, mindset, and more. Once they are chosen as a mentor, they are matched with a resident based on content knowledge, experience, and even working style which ensures a stronger relationship and partnership. This “ensures that the program's curriculum is integrated and aligned with partner schools' work, which can support powerful system changes”²⁹ and builds human capital as a whole. To further support

extended learning and growth for the mentors as teachers and instructional leaders, which 100% of CTs indicated as a strength of the program, mentors themselves participate in quarterly professional development (PD) on innovative teaching and coaching practices (e.g., self-directed learning, whole child, data-driven instruction, anti-racist pedagogy, etc.). As part of the quarterly PD, and as separate opt-in sessions offered monthly, mentors are also engaged in communities of practice to problem solve with each other across schools to again ensure they build and support a strong community and leader pipeline.



Deeper Learning

Snapshot Strategy: Setting the Stage for Effective SEL

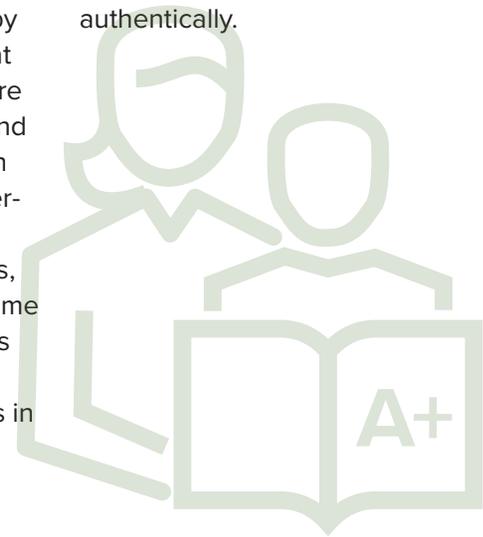
Brooklyn Laboratory Charter School



BROOKLYN LAB
CHARTER SCHOOL

Brooklyn Lab Charter School, along with other schools and systems, has long realized that in order to be truly successful and impactful, teachers must be competent in skills beyond basic classroom practices and content-based strategies; they must also be ready and able to support students' social and emotional needs. For “teaching is a multidimensional profession, one where adults must know how to support human development across the full array of social, emotional, and intellectual capacities” and in order for residents to be successful “programs need to find ways to support the deeper learning of their own candidates” around these areas. Brooklyn Labs aims to support this need by first partnering with resident programs that offer assignments and modules that require community engagement, self-reflection, and support around how to work with and plan for students with a variety of learning differences. These modules ask educators to consider their own identities, backgrounds, etc., and to look at their students in the same way in order to build bridges with students and families. In addition to the content support, Brooklyn Labs engages residents in

grade level, weekly Professional Learning Communities (PLCs) where they are offered the time and space to go through instructional practices and priorities specially focused on supporting students' social/emotional needs, with the support of both a social worker and special education educator. The agenda for these communities include family engagement, adjusting online learning practices (e.g., to address individual student needs pertaining to being on camera or having a quiet space to work), as well as organizing weekly student check-ins (success coaching) so that residents are given the tools to support their students effectively and authentically.



Questions to Ensure the Residency Program Matches Your Needs

Successful residency programs address a dual challenge facing systems (particularly those in hard-to-staff locations such as rural areas or underserved communities): quality of instruction and educator retention. Residency programs address these needs by serving as a vehicle through which to recruit educators with specific skills and qualifications, preparing novice teachers with both content knowledge and practical skills, supporting educators with early-career mentoring, and providing financial incentives — all of which encourage retention.¹

For example, systems may inquire about specific supports needed for residents to be successful within their singular model. However, in other instances, leveraging the domains requires understanding which questions to ask in order to ensure that the system and residency partner are acting in alignment and fully leveraging the partnership.

The following question bank, organized around the Five Domains, intends to support clear communication around expectations, needs, and partnerships, as well as to

surface additional requirements early in the residency process. The table of questions should be considered a collection of options rather than a rigid document. LUSD, and other systems, should choose which questions seem most aligned to the goals for their residency program and then build out a pre-, mid-, and post-discussion document to better ensure that they can implement key strategies associated with high-quality residency programs.

how

Mindset Shifts

Opportunities: Share innovative approaches with the residency partner to better align and learn together.



Pre-alignment

Where does the content need to be supplemented to meet our needs? Who will do that? How?

What do you hope to learn from this partnership?
What will you teach us?

How will you ensure someone from our system has a voice within the residency program and input into its core curriculum to ensure alignment?

Mid-process check-in

How is the partnership and resident support doing around:

- Content
- Collaboration
- Alignment

Are residents feeling supported with their current curriculum?

Where are there gaps?

Are all voices being heard?

Post-reflection

Did the content support our residents to be successful within our system? If not, where would we need to push more for future partnerships?

What is one specific approach the system and/or residency partner has learned from each other?

Do we feel that voices were heard (both from the system and the resident partners) to ensure consistent alignment?

What is one example in which the system and/or resident partner helped to shift curriculum?

Educator Roles

Opportunities: Leverage creative staffing models that enable stronger financial support for residents.



Pre-alignment

Have you helped implement creative staffing models to ensure residents are given access to additional salary funds?

Are there ways to integrate onsite work with the curriculum to potentially eliminate the need for extra course-work?

How can we get residents invested in the school and community so they stay after residency? (e.g., Post-residency, PLC, etc.)

Mid-process check-in

Have you spoken to the residents about their financial situations?

Are residents feeling supported financially, emotionally?

Are there ways we can creatively push on the staffing model to open up more financial support for residents?

How can we ensure residents are invested in the system?

Post-reflection

Were residents given opportunities for additional salary funds? If so, where and was it successful?

Were the residents able to financially sustain themselves without going into too much debt?

How many residents are planning to stay in the system post-residency? If some are leaving, why?

Labor Market

Opportunities: Identify areas where a resident could support and learn from more than one teacher to gain experience with additional content and instructional approaches.



Pre-alignment

What is your impact goal for residents and the system's sustainability?

How will this residency partnership match our needs around a diverse pipeline?

What other types of pathways or opportunities do you offer for residents? (e.g., Pre-service experiences, Teacher of Record (TOR))

Mid-process check-in

Looking at the data, how has this residency partnership built the system's sustainability?

Have the system's needs changed around teacher capacity and pipeline since the launch of the program?

Are there ways to engage potential residents early to ensure future sustainability?

Post-reflection

Were the impact goals met for residents and the system's sustainability?

Did the residency partnership build a more diverse pipeline for the system?

How will residents continue to engage with each other and the system post-residency?

School Improvement

Opportunities: Design ways for mentors to network and partner with each other to share best practices and learn together.



Pre-alignment

How do you choose mentors and match them to residents?

What is the ROI for mentors? (e.g., Time commitment vs. learning opportunities, leadership experience, PD, support, etc.)

Will mentors have a voice in the residency curriculum and instructional practices to ultimately improve student learning? If so, how?

Mid-process check-in

After interviewing and/or polling mentors, how are they feeling about:

- Capacity
- Support
- Learning Opportunities

Have the residents and mentors built strong relationships?

Where and how could the system and residency partners better support their mentors?

Are all voices being heard?

Post-reflection

How did the mentors and residents rate their experience together?

After interviewing and/or polling mentors, how did they feel about the ROI of mentoring?

Were there specific learning opportunities that impacted their teaching and/or leadership skills?

How many mentors plan to stay with the program and mentor other residents if the partnership continues?

Deeper Learning

Opportunities: Enable residents to connect, learn from, and understand the community in which they serve in authentic ways (both in and out of the classroom).



Pre-alignment

How do you support residents to learn about themselves as learners and to recognize their role as educators to ensure education equity for all students?

What curriculum do you offer that goes beyond basic content-based instruction and focuses on whole child development?

How do you ensure residents are well versed in equitable practices, culturally relevant pedagogy, etc. so they support all students in a supportive and equitable manner?

Mid-process check-in

What work have residents done around understanding their own identities, backgrounds, etc.?

How have they put their curriculum into practice with regards to whole child development?

Where are there gaps in the content and/or support needed to go deeper within this work?

Post-reflection

How were residents able to reflect on their own identities and understand how that impacts themselves as learners and educators?

Did the content support our residents to be successful with supporting students' whole child development needs? If not, where would we need to push more for future partnerships?

What are some ways the residents were able to implement equitable practices, culturally relevant pedagogy, etc.? How could we improve on this work in the following years?

Acknowledgements

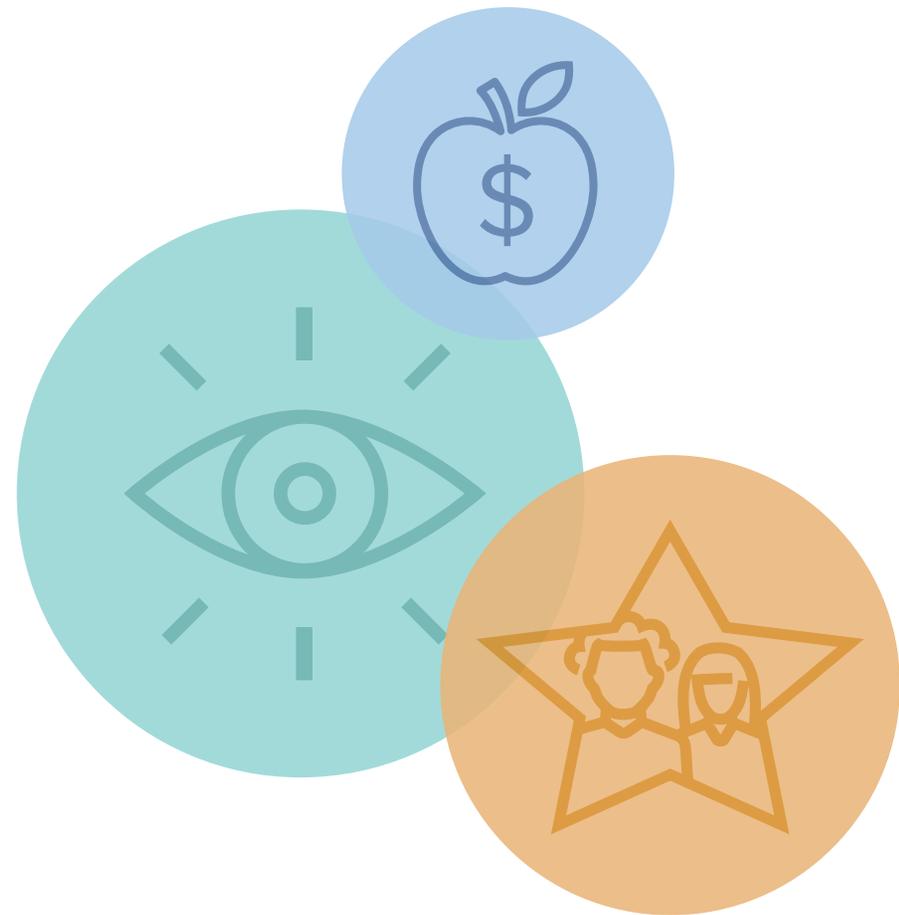
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