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Partnering on Paid Residencies

A Toolkit for Building
Sustainable Residency
Models That Support a
Diverse Workforce



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Introduction

Despite significant advancements in technology and changing economic and workforce needs, most schools still operate with a one-teacher, one-classroom model that fails to meet the needs of many students and perpetuates an unsustainable teaching model for many educators. Reimagining the role of teachers to better serve all students, particularly those historically marginalized, is paramount.

Strategic school staffing disrupts the one-teacher, one-classroom model in ways that can alleviate many pain points students and teachers experience. Schools and systems in California and across the country are exploring ways to train and organize educators to better meet these emerging needs and provide engaging, affirming and meaningful experiences for students.

One key component of strategic school staffing is designing staffing structures that intentionally cultivate teacher pipelines (Figure 1)¹. Residency models provide excellent opportunities to do just this. Local educational agencies (LEAs) in partnership with educator preparation programs (EPPs) can build sustainable programs and models for better supporting students by 1) identifying and using paid nonteaching roles such as tutors or paraprofessionals as part of teaming structures and 2) developing clear pathways into teaching for these individuals to ensure the educator workforce represents the student population.

Across the country, districts and teacher-preparation programs are building partnerships to share the responsibility for recruiting, developing and retaining effective educators. Residency models are district

OF THE 2,261 TEACHER RESIDENTS RECRUITED AND PREPARED BY THE NCTR NETWORK TEACHER RESIDENCY PROGRAMS IN 2022–2023:

69%
identify as a person of color

92%
of principals report that graduates of teacher residency programs are more effective than the typical first-year teacher

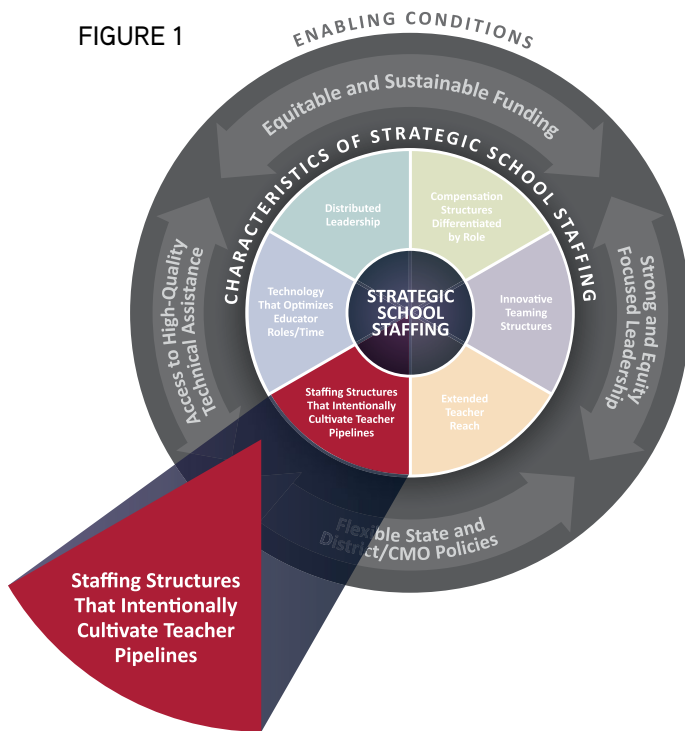
97%
of principals report that residents are integrated into their school community

88%
of teacher residents feel their program prepared them to be effective teachers

86%
of graduates return for a third year of teaching

serving teacher education programs that pair a full-year residency teaching alongside an expert mentor teacher with coursework about teaching and learning that is tightly integrated with clinical practice.²

FIGURE 1



Teacher residencies also provide an alternative pathway to teacher certification for bachelor’s prepared individuals who want to transition into the teacher workforce, a practice that has been supportive in recruiting and retaining teachers of color. A diverse teacher workforce holds significant importance for students and communities. Approximately 54 percent of students in the United States identify as students of color, while only 20 percent of teachers identify as teachers of color. Data from the 2017–2018 school year (the most recent data published by the National Center for Education Statistics) show that while an estimated 15 percent of the nearly 50 million students enrolled in public elementary and secondary schools identify as Black, only 7 percent of teachers are Black.³ Ensuring that students have teachers who share their culture and background can boost the academic performance of students of color.⁴ When entering the teaching profession, teachers of color and those from nontraditional backgrounds face unique barriers such as financial strain, lack of on-the-job training and costs associated with licensure.⁵ Residencies remove some of these barriers by providing a paid residency year while the aspiring teacher receives their licensure, offering additional support to candidates in navigating licensure exams and pairing aspiring teachers with an accomplished mentor teacher during their residency year.

Some Common Features of Successful Residency Models:⁶

- 1. Strong LEA–EPP Partnerships.** LEA(s) and EPP(s)—along with other stakeholders and partners—work together to plan, design, implement and improve the residency program.
- 2. Full-Year Residency Teaching Alongside an Expert Mentor Teacher.** Residents spend a full academic year alongside an experienced mentor and integrate into the school community through professional development, family meetings and school events.
- 3. Expert Mentor Teachers Who Co-Teach With Residents.** Programs recruit and select high-quality mentors who have the experience and willingness to support resident learning and development.
- 4. Coursework About Teaching and Learning That Is Tightly Integrated With Clinical Practice.** Partners develop a coherent and collaborative approach to preparation that includes both coursework, district curricula and clinical experiences.
- 5. Cohorts of Residents Placed in Schools That Model Good Practices With Diverse Learners.** By creating cohorts, programs develop strong learning communities. Identifying residency sites with equitable and effective teaching ensures residents gain experience in school sites that match their future teaching context.

6. Ongoing Mentoring and Support for Graduates.

Residencies offer systems to help candidates bridge preparation and employment, including assistance with licensure requirements and LEA hiring processes. Graduates participate in LEA-sponsored induction programs.

7. High-Ability, Diverse Candidates Recruited to Meet Specific LEA Hiring Needs.

Residencies recruit and prepare diverse candidates to teach in high-need areas and grade levels and to meet the workforce needs of partner LEAs.

8. Financial Support for Residents in Exchange for a 3- to 5-Year Teaching Commitment.

Financial support, especially scholarships and tuition grants, enables comprehensive preparation for a broader and more diverse group of applicants. Residents commit to teaching for 3 to 5 years after completing the program.

WHY WE BUILT THIS TOOLKIT

In 2022, [Education First](#) released the [Partnering on Prep Toolkit](#), aimed at supporting districts and EPPs in developing strong partnerships to strategically hire and retain a diverse and effective educator workforce. Prior to the report's release and even more so now, we've seen partnerships between districts and EPPs flourish. The state of California, for instance, has taken several steps to encourage and incentivize these partnerships. In particular, the state is investing and supporting sustainable residency models that ensure financial support for residents in exchange for a 3- to 5-year teaching commitment.

These partnerships have led to impactful innovations in residency models, indicating that LEA and institute of higher education (IHE) partnerships are essential to these programs' success. This type of partnership takes a shared vision and a significant amount of time and commitment. This toolkit is meant to support these partnerships and builds on the work of the [Partnering on Prep Toolkit](#) with a specific emphasis on sustainable residency models that pay residents a living stipend. This is a core strategy school systems and EPP partners can adopt for better meeting student needs, diversifying the teacher workforce and making the job of teaching more sustainable.

How To Use This Toolkit.

The initial step to a successful district and EPP partnership is selecting who to partner with and ensuring shared values, vision and a strong foundation from which to build. The [Partnering on Prep Toolkit](#) is a wonderful resource with recommendations for how to select a partner.

This toolkit is a companion to [Partnering on Prep](#), specifically for districts and teacher preparation programs that want to design and launch sustainable residency programs that provide a living stipend to residents. The toolkit can also help policymakers, funders, nonprofits and technical assistance providers support these types of partnerships and create enabling conditions that allow them to flourish.

This toolkit is a curation of tools and vignettes designed to help LEAs and their EPP partners design, implement and continuously improve their residency model. The first step is to have the partnership's leadership team complete the [Self-Assessment tool](#) before diving into the toolkit itself. The assessment is broken up into three distinct stages: Initiation, Implementation and Continuous Improvement, and it is informed by the [ten characteristics of](#)

effective residencies developed by the California Department of Education's Residency Lab.⁷ A set of recommendations and steps to take is shared for each stage.

After determining the outcomes of the self-assessment, we suggest reviewing the sections of the toolkit where you have yet to fulfill the recommended steps.

The work of partnering and designing residency models is iterative. As a result, this toolkit is not intended to be linear. Rather, it is meant to meet LEA and EPP partnerships wherever they are in their current design-and-implementation process. Partners can find multiple entry points to engage in joint work but should strive to incorporate all the recommendations in the graphic below.

INITIATION STAGE

1. Partners should establish a trusting partnership, collaboratively setting the residency model's vision and goals and ensuring a shared understanding of equity across both the EPP program and LEA.
2. Districts should recognize their talent pipeline and discuss the needs with their EPP partner.
3. Partners should identify a diverse design team composed of LEA and EPP representatives that will co-design the residency model.
4. Partners should retain a shared understanding of the LEA's instructional priorities to inform the design of the residency model.
5. Partners should develop a financially sustainable residency model.

IMPLEMENTATION STAGE

6. Partners should implement a residency model that engages residents in a year-long, paid clinical teaching experience alongside an accomplished mentor teacher who reflects the diversity of the LEA's student population. Partners should maintain a shared responsibility in selecting, placing and training mentor teachers and residents.
7. Partners should use a co-developed recruitment approach that aligns to the district's hiring strategy and reflects the demographics and background of the community.
8. Partners should ensure residents have access to professional development beyond their EPP coursework aligned with district priorities.

CONTINUOUS IMPROVEMENT STAGE

9. Partners should engage in continuous improvement cycles to assess progress, identify needed improvements and make necessary adjustments.

Gauging Readiness

A Self-Assessment for Partnerships

Complete this assessment checklist to reflect on your partnership and residency model. For each recommendation, check off steps already taken. For those steps not yet taken or requiring a revisit, navigate to this section of the toolkit to access guidance, tools and resources.

	Recommendation	Steps You Can Take
INITIATION STAGE	1. We establish a trusting partnership, collaboratively setting the residency model's vision and goals and ensuring a shared understanding of equity across both the EPP program and LEA.	<ul style="list-style-type: none"> ■ Develop and share a clearly defined vision for the residency model. ■ Align on equity goals and agreed on a shared set of equity principles to guide the design process. ■ Agree on goals and metrics to measure success and impact. ■ Co-develop a strategy for engaging key stakeholders and communicating the purpose and benefits of the residency model.
	2. We recognize our district talent pipeline and discussed the needs together.	<ul style="list-style-type: none"> ■ Provide vacancy data across the LEA, highlighting subject and other staffing needs (e.g., diversity goals). ■ Provide demographic information, achievement data and other key data on students served by the LEA partner. ■ Review data together to identify student and workforce needs.
	3. We identify a diverse design team composed of LEA and EPP representatives that will co-design the residency model.	<ul style="list-style-type: none"> ■ Select a design team that represents the school community being served and has individuals from both institutions empowered to make critical decisions. ■ Develop a shared governance structure to build internal capacity to implement the residency models. ■ Build an MOU and revisit it, as appropriate.
	4. We retain a shared understanding of the LEA's instructional priorities to inform the design of the residency model.	<ul style="list-style-type: none"> ■ Clearly define the resident's role and job description and ensured it fulfills immediate instructional needs in their placement school (e.g., residents as substitutes, paraprofessionals, tutors). ■ Collaborate to ensure that EPP coursework and resident evaluations connect to LEA instructional priorities (e.g., implementation of HQIM).
	5. We develop a financially sustainable residency model.	<ul style="list-style-type: none"> ■ Share and discuss budgets to align and ensure financial sustainability of the residency model. ■ Identify funding sources for the residency model, and if utilizing grant funding for the design and initiation stages, develop a clear plan for shifting to fully sustainable funding within three years. ■ Provide financial support and incentives, including a living stipend, to residents during their residency year. ■ Consider and address local and state policy contexts that may impact the design of the residency model.

	<i>Recommendation</i>	<i>Steps You Can Take</i>
IMPLEMENTATION STAGE	6. We implement a residency model that engages residents in a year-long, paid clinical teaching experience alongside an accomplished mentor teacher who reflects the diversity of the LEA's student population. Partners maintain a shared responsibility in selecting, placing and training mentor teachers and residents.	<ul style="list-style-type: none"> ■ Intentionally select school sites that provide residents with an environment representative of the school they will be hired to teach in, including a pool of highly qualified mentor teachers. ■ Co-develop a rubric and criteria by which to select mentor teachers at training sites. ■ Ensure that selected mentor teachers are diverse and highly effective at teaching and coaching residents. ■ Provide regular professional development for mentor teachers that aligns their support with EPP coursework and residency expectations. ■ Develop an evaluation/assessment system to gauge mentor teacher effectiveness. ■ Implement a cohort model that includes residents and mentors from resident partner schools.
	7. We co-develop a recruitment approach that aligns to the district's hiring strategy and reflects the demographics and background of the community.	<ul style="list-style-type: none"> ■ Collaboratively determine a strategy for recruiting candidates. ■ Align the recruitment strategy with LEA demographic and content area needs. ■ Design a targeted strategy to identify and recruit candidates from non-credentialed roles within the district (e.g., paraprofessionals, substitute teachers, etc.) into the residency program.
	8. Partners should ensure residents have access to professional development beyond their EPP coursework aligned with district priorities.	<ul style="list-style-type: none"> ■ Crosswalk district instructional priorities with EPP coursework and district professional learning opportunities. Identify knowledge and skills aligned to district priorities not covered in existing coursework and professional learning and identify opportunities for residents to develop in these areas. ■ Provide residents opportunities to engage in professional learning experiences alongside their mentor teacher, with time to debrief their learning together for applications to practice. ■ Update EPP coursework to ensure residents have opportunities to practice planning for and delivering instruction using district-adopted instructional materials. Ensure residents have multiple opportunities to collaboratively plan for instruction with teams of teachers utilizing district-adopted instructional materials.
CONTINUOUS IMPROVEMENT STAGE	9. We engage in continuous improvement cycles to assess progress, identify needed improvements and make necessary adjustments.	<ul style="list-style-type: none"> ■ Use a shared governance structure to determine any shifts to the partnership and residency model. ■ Share and frequently look at formative and summative outcome data together, identifying areas for continuous improvement. ■ Establish a cadence in which both partners can frequently assess coursework and professional learning opportunities to ensure they align with LEA priorities.

Initiation Stage

INTRODUCTION TO THE INITIATION STAGE

Initiating a trusting and collaborative partnership to develop a sustainable teacher residency program can pose significant opportunities and challenges to both LEAs and EPPs. Partners should be willing to commit a substantial amount of time to understand collective pipeline needs, to assure the proper people have decision-making power and to set a vision and goals for the paid residency partnership. Most importantly, the residency partnership should be grounded in equity principles to ensure teacher candidates reflect the community they will serve. This includes designing a financially stable residency model that provides teacher candidates with a stipend or living wage for their time in the classroom. Additionally, EPPs must be willing to collaborate with LEAs to ensure their coursework and activities align to the LEA's instructional priorities so that when the resident becomes a teacher, they can fulfill their job responsibilities beginning on Day 1. The following steps and tools are designed to support partnerships in reaching these goals during initiation.

Below are a set of resources and tools to support partners in their residency design process.

Residency Design Process Tools and Resources

- [Sample Timeline and Sequence for the Residency Design Process](#)
- [Decision Tracker Template](#)
- [Sample Agenda: District Residency Design Session #1](#)
- [Sample Agenda: District Residency Design Session #2](#)
- [Sample Agenda: District Residency Design Session #3](#)
- [Sample Agenda: District Residency Design Session #4](#)
- [Sample Agenda: District Residency Design Session #5](#)
- [Sample Agenda: School Residency Design Session #1](#)
- [Sample Agenda: School Residency Design Session #2](#)
- [Sample Agenda: School Residency Design Session #3](#)
- [Sample Agenda: School Residency Design Session #4](#)
- [Clinical Practice Framework \(NCTQ\)](#)

[VIEW ALL TOOLS](#)

RECOMMENDATIONS

1. Partners should establish a trusting partnership, collaboratively setting the residency model's vision and goals and ensuring a shared understanding of equity across both the EPP program and LEA.
2. Districts should recognize their talent pipeline and discuss the needs with their EPP partner.
3. Partners should identify a diverse design team composed of LEA and EPP representatives that will co-design the residency model.
4. Partners should retain a shared understanding of the LEA's instructional priorities to inform the design of the residency model.
5. Partners should develop a financially sustainable residency model.

Partners should establish a trusting partnership, collaboratively setting the residency model's vision and goals and ensuring a shared understanding of equity across both the EPP program and LEA.

Successful implementation of a sustainable residency requires that the partners develop shared vision and goals for the program and partnership. The vision and goals should be student centered and focused on the needs of the LEA and its students and teachers. Partners should co-define equity principles that will guide the design and implementation of the residency and ensure it supports equitable outcomes for students and teacher candidates as they enter the profession.

STEPS YOU CAN TAKE

- Develop and share a clearly defined vision for the residency model.
- Align on equity goals and agree on a shared set of equity principles to guide the design process.
- Agree on goals and metrics to measure success and impact.
- Co-develop a strategy for engaging key stakeholders and communicating the purpose and benefits of the residency model.

Development of a Shared Vision

As partners prepare to launch a residency model, they must have candid conversations to agree on the residency vision and goals. This includes discussing positive and negative experiences to understand how both institutions can strengthen and improve the partnership. Such transparency builds a trusting relationship and a sustainable partnership with a student-centered vision. Designing and launching a residency model should start with identifying the specific district, teacher and student needs the residency program can address. Some factors partners should consider include: the current district talent-management strategy and vision; specific shortage needs that residencies aim to address (e.g., subject area, certificated areas, grade level); target candidate numbers for the residency; reform initiatives applicable to teachers/principals (e.g., federal strategies, priority for tutoring or SEL); and overall district student-achievement goals. As partners are developing this vision, Education First encourages districts to use a design brief for ideating and problem-solving throughout the design process. The brief outlines space for districts to determine the key decisions they will need to add in the design stage.

With these needs in mind, partners should draft a vision for the residency program. Once they co-create the vision, the LEA and EPP should jointly develop goals to realize the vision. Those goals may include the following: specific student groups; specific subject areas or grades; impact of specific educator workforce needs or shortages; a stipend amount for the resident and mentor teacher; professional development for residents and mentor teachers; and equity.

Equity Goals

In meeting a district's needs, residency programs should be designed around supporting diversity, equity and inclusion. Residency partnerships demonstrate their commitment to equity by providing supports to teacher candidates⁸ such as:

- A mission and values that emphasize a commitment to supporting underserved populations and publicly recognize the importance of teachers who reflect the students they serve.
- A diverse residency program staff on both the EPP and LEA sides to better recruit and retain aspiring teachers.
- A commitment to addressing financial barriers to entering the profession such as providing a living stipend, working with partner EPPs to lower tuition costs and employing policies such as waiving application and assessment fees for aspiring teachers who need this support.

Centering equity throughout the design process leads to more equitable outcomes for students and teacher candidates. For example, when Education First works

with partnerships to design a residency program, they use the [equityXdesign](#) framework and incorporate the following guiding principles into the design process:

- **Design at the Margins:** Prioritize a focus on equity and inclusion by elevating voices on the margins to identify root causes of inequity and the ways they can manifest.
- **Start With Your Self:** Acknowledge your identities and how biases may impact thoughts, choices and assumptions.
- **Cede Power:** Allow for change and seek evolution in areas of design such as role definition, decision-making and knowledge-sharing so that there is shared power among the team.
- **Make the Invisible Visible:** Be transparent about potential issues that may impede the design process by naming the problems and using a team approach to solve them. Counteract White Dominant Culture norms by setting priorities and timelines focused on team member sustainability and equity.
- **Speak to the Future:** Use language that imagines and reinforces the design goals and be willing to embrace the evolution of the goals.

When partners begin working together on the design, they should establish a clear set of equity principles to help provide guideposts to determine equity-specific goals for the residency model, such as ensuring the district’s teaching force matches the student population and removing barriers to the profession for diverse, nontraditional district and school staff. For example, [Santa Maria-Bonita School District \(SMBSD\)](#) approached partner selection by considering partners that had an equal investment in equity. One of the primary goals of SMBSD’s residency was to recruit and retain teachers who matched the demographics of its students. SMBSD partners with [California Lutheran University \(CLU\)](#) for its residency program, and both organizations share the same commitment to diversifying the teacher workforce and contributing to the diversity of the SMBSD community.

Metrics to Measure Impact

After partners have aligned on their vision and equity goals, the next step is to agree on metrics to measure the impact of the residency model. Partners should consider 1) how they plan to monitor and evaluate success based on the district’s current accountability and/or evaluation systems and 2) how those systems could measure the residency program’s success. By establishing these measures at the onset, the district and EPP can plan residency sequencing and job description to align with the key vision and goals both partners have set.

On the EPP side, faculty and staff should consider how their current evaluation systems (e.g., field observations, coursework) currently meet LEA needs. In addition to these considerations, both partners should think about the frequency of the agreed-upon evaluation metrics. Education First developed a tool with sample evaluation questions, variables to measure, data sources and frequency of data collection for partners to use during this stage in the design process.

Messaging

As partners set their vision and co-develop their residency model, it’s important that various stakeholders—teachers, parents, community members—understand why and how the program is being designed and its value proposition. These stakeholders can be critical in providing program feedback and adding to the word-of-mouth pipeline of potential candidates. Feedback from these stakeholders is also an example of demonstrating the equity principles mentioned above. By engaging these critical collaborators, partners have an opportunity to “design at the margins” and engage people most proximate to the problem.

Coordinating communications to these stakeholders can support future teacher-candidate recruitment efforts and build strong buy-in and support for the program.

Across all audiences, messaging about the residency should include the following key points:

- Reasons the district has decided to pursue this residency model.

- Reasons the district has chosen its EPP partner.
- Value of the residency model for the district.
- Goals of the residency.

Once partners have decided the key stakeholders with whom they will need to communicate, they should differentiate messages for various audiences. For example:

- **School Staff:** Staff should have a basic understanding of the residency model so they can field questions about the program or know who to approach when students or families have questions. Additionally, once the basic tenets of the program are designed, school staff and leadership will help design key components if they are hosting a resident.
- **Community Members and Community Partners:** Volunteers, other school staff, community-based organizations and so on should understand that the residency program exists broadly to inform school community members and to potentially attract future applicants to the residency and to the district.

- **Parents and Families:** Parents and families should understand what their children are experiencing in school and why two adults may be in some classrooms. Also, parents and families may be interested in applying for the residency program in the future.
- **Students:** Students should know the role of each adult in the classroom.

Education First offers a tool to help partnerships develop a communications strategy and determine who needs to receive what messages (included below).

The following tools may be used to support partners in implementing this recommendation.

TOOLS AND RESOURCES

- [Partnering on Prep Self-Assessment](#)
- [Design Brief Example](#)
- [Residency Model Measures of Success](#)
- [Exploring Strategic Staffing Design](#)
- [Strategic, Sustainable Residencies Can Help Solve the Teacher Shortage \(Claremont Graduate University & Cal EPIC\)](#)



Strong Mutually Beneficial Partnerships

Santa Maria-Bonita School District and Cal Lutheran University Residency Partnership

A strong partnership between an LEA and EPP should be mutually beneficial but should primarily aim to meet the specific talent needs of an LEA. It is not enough for LEAs to simply serve as teacher resident hosts. EPPs must also be willing to make significant shifts to their programs to ensure the resident teachers they develop will be good long-term fits for the districts in which they will ultimately be placed.

SMBSD developed this type of mutually beneficial partnership with CLU. Shelli Hart, a program specialist for SMBSD, was looking for a partnership with an EPP responsive to the unique needs of SMBSD, a rural school district in central California. “I wanted someone that was flexible. I needed a partnership, not just someone who would produce residents for us to host.” This was critical for SMBSD because no less than 80 percent of the students they serve are multilingual learners, and much of the student population qualifies for free or reduced lunch. They needed a partner who could work with existing paraprofessionals interested in a pathway toward teacher certification.

“We really wanted to break down barriers for our candidates. I’ve been a teacher in this district for 23 years, and I always worked with these amazing bilingual instructional assistants who were natural teachers, but they often did not have credentials.” Some of the common barriers these aspiring

teachers faced were being unable to go without work for a period to earn their credential or, due to the rural location of the district, being unable to commute to attend courses at the nearest universities. CLU and SMBSD developed a partnership that addressed both issues by providing a paid residency program with coursework by CLU hosted at SMBSD district offices.

Also, SMBSD and CLU were aligned in their desire to ensure a culturally responsive program that would prepare residents to adequately serve students in the Santa Maria Valley. “We just clicked. After reading their mission and vision and my initial discussions with them, I knew they would be a natural fit. They were very focused on equity and supporting our community, and that is exactly what we needed for our program.” Being able to develop and grow your own teacher program and recruit from the community has been a game changer for the district because teachers reflect the diversity of the community and are better prepared to be effective as a teacher after their residency year. “Our residents that we recruit—they are our people.”

The mutually beneficial partnership between SMBSD and CLU is a prime example of compromising to develop a program responsive to the LEA community’s needs.

Districts should recognize their talent pipeline and discuss the needs with their EPP partner.

Once the foundation is set with a trusting partnership, the next step is to examine district and EPP data to understand the needs of students and schools and workforce trends. Partners use these data to drive their vision- and goal-setting conversations to ensure the needs of both partners are met throughout the planning and implementation of the residency model.

STEPS YOU CAN TAKE

- Provide vacancy data across the LEA, highlighting subject and other staffing needs (e.g., diversity goals).
- Provide demographic information, achievement data and other key data on students served by the LEA partner.
- Review data together to identify student and workforce needs.

Provide and Review Data Together

Identifying and analyzing data to support recruitment objectives is an important initial phase in fostering a robust partnership. As noted in *Partnering on Prep*, districts seeking robust partnerships with EPP partners should begin by centralizing the collection and organization of data. This involves capturing high-need areas, student and teacher demographics

and hiring and retention patterns. These data serve as the foundation for designing the residency model, ensuring that recruitment and preparation efforts are tailored to meet the specific needs of both students and districts. For instance, [Chicago Public Schools](#) hired a [Harvard Strategic Data Fellow](#) to create data visualization maps to share with partners that mapped trends in student teacher placement and hiring, which helped highlight opportunities and challenges.

Partners should collaboratively review historical, present and anticipated teacher vacancy rates along with student demographics to ensure alignment with both district and student needs. Districts should also compile and distribute pipeline data, including detailed district hiring data, retention rates and areas with high demand for educators.



Similarly, EPPs should disaggregate and provide insights into historical cohort profiles, licensure pass rates and program components. This collaborative approach to data collection and comprehension of pipeline requirements is vital for tailoring the residency model to suit the unique context of the district.

The partnership should leverage this data analysis to pinpoint disparities between the EPP student body and the district’s vacancy trends. If the EPP is training educators from backgrounds not currently identified as high-need areas for the district, collaborative efforts can be directed toward bridging the gap between teacher supply and demand. When executed well, this collaboration proves highly effective, fostering alignment of goals and objectives among partners and, more significantly, enhancing teacher quality and educational outcomes.

For instance, research shows that novice teachers perform better in their first year of teaching if their residency experience occurs in a school similar to their first classroom.⁹ If districts use hiring data to identify the schools and grade levels in which they will most likely be hiring, they can inform the

partnership about what schools to select for placing residents. Education First has created a sample Data and Document request form, found in the tools and resources below, that partnerships may use to organize and highlight key data.

The following tools may be used to support partners in implementing this recommendation.

TOOLS AND RESOURCES

- [Data and Document Request](#)
- [Data Visualization Map \(CPS\)](#)
- [Educator Vacancy Data Tool for EPPs and Partner Districts \(Branch Alliance for Educator Diversity\)](#)
- [Insights on Diversifying the Education Workforce: A Data Tool for Practitioners \(American Institutes for Research\)](#)
- [Partnering for the Future Webinar \(CalEPIC, Claremont Graduate University, CNUSD, Education First\)](#)



Data-Driven Residency Model

Claremont Graduate University and Corona-Norco Unified School District

One of the first steps a partnership can take to move away from the common transactional relationships LEAs and EPPs typically have is to share, analyze and make decisions based on data around district needs and teacher candidate experiences. This is what [Claremont Graduate University \(CGU\)](#) and [Corona-Norco Unified School District \(CNUSD\)](#) did as they began the process of designing their residency partnership. Glen Gonsalves, assistant superintendent of Human Resources for CNUSD, faced a common challenge that many districts in the country face: multiple teachers retiring and not enough diverse new teachers in the pipeline to replace them in high-demand subject areas.

“We hired a ton of teachers in the mid-nineties, and since then our growth slowed significantly, as it has in much of the State of California. Our data showed that many of our teachers were getting ready to retire, and we were facing a replacement crisis, which pushed us to get creative and develop our own way of recruiting and bringing teachers to our pipeline. This set the stage for our partnership with CGU. It was love soaked right away because they are very values driven in their approach to this work, and this was an absolute match for us.”

CGU leadership deliberately characterizes their program, relationships and pedagogy as “love soaked,” a term that attracted Glen and showed him CGU would be responsive and relational in their approach to meeting CNUSD’s unique needs. Given the overall makeup of students in Corona-Norco, their data showed a need for a more diverse teacher pipeline as well as more teachers certified in key areas such as special education. Rebecca Hatkoff, interim director of Teacher Education and clinical assistant professor at CGU, stresses the importance of CGU’s commitment to diversity, social justice and humanizing relationships as a core characteristic of their teacher residency program.

“The question we ask at CGU is what keeps teachers going and how can we best serve them so that in turn, they can better support their students? Research tells us that

teachers want opportunities to learn, grow and engage in the intellectual work of teaching. They also want respect, trust and compensated additional responsibilities that help them feel like they are growing, valued and developing their learning ecologies. Lastly, we know that teachers want a genuine and inclusive community, especially our teachers of color, who often feel excluded by the dominant norms of schools. We aim to contribute to an ecology that doesn’t just focus on the teachers that we’re supporting, but really considers the broader community.”

Due to CGU’s commitment to building an inclusive program, the teachers attracted to CNUSD have been diverse and a strong fit, and they immediately impacted both students and mentor teachers. Rebecca Hatkoff states, “Our mentor teachers tell us that this is the most growth-oriented year of their careers because of the community that has been built around valuing them holistically. It has also challenged them to articulate and think about their practice in different ways. Students on campuses are also benefiting because they have more folks they can run to that can meet their needs and make them feel known, valued and loved. Students have also commented on how valuable it is for them to get two different perspectives in the classroom, especially [in] high school classes.”

Residents in CNUSD are confident they’ll be ready to meet their students’ needs when they enter their own classrooms as teachers of record because of the range of experiences they’ve had working with colleagues, students and families in their placement school communities.

Responsive partnerships like this reaffirm key attributes of strong residency models highlighted by the California Teacher Residency Lab, namely, “specific hiring needs are defined and filled each year with the recruitment of resident candidates who reflect the LEA’s and community’s unique diversity” and, “equity and justice are defined and advanced at all levels of residency work.”¹⁰

Partners should identify a diverse design team composed of LEA and EPP representatives that will co-design the residency model.

The design team plays a crucial role in spearheading the design, planning and execution of residency models. The team establishes a comprehensive vision, identifies potential obstacles and proposes policy adjustments, as needed. Additionally, the team engages in problem-solving and continuously monitors progress to ensure effectiveness. This design stage lays the foundation for the residency program, and therefore, it's essential for the team to comprise decision-makers capable of advancing the residency model within LEA and the EPP. In addition, the team should include voices that advocate for the equity-focused objectives mutually established by both partners.

STEPS YOU CAN TAKE

- Select a design team that represents the school community being served and has individuals from both institutions empowered to make critical decisions.
- Develop a shared governance structure to build internal capacity to implement the residency models.
- Build an MOU and revisit it, as appropriate.

Selection of the Design Team

The design process involves several critical decisions such as determining staffing and resident placement. Ideally, the design team is comprised of decision-makers from the LEA and the EPP who have the authority to execute these decisions (e.g., assistant superintendents, EPP program directors and district HR chiefs). Since decisions regarding stipends, budgets and professional development for both residents and mentor teachers should be decided early in the design process, involving representatives from finance, new teacher induction and academic teams provides valuable insights during this stage.

Stacy Smalling, assistant superintendent of Human Resources at [Morongo Unified School District \(MUSD\)](#), recognized the significance of ensuring the participation of all these key stakeholders in the residency model design process. As she noted, “[Designing and implementing the residency] required coordination across instructional services, business services at the district office and school sites. Principals and a small leadership team from each school training site contributed to designing and planning the residency model. Having such diverse

representation throughout the design process fostered investment and alignment across the team, ensuring comprehensive implementation of all aspects of the residency program.”

Once the design team is formed, members should establish a reasonable timeline and schedule for working through the residency’s design and implementation. In setting up the timeline and schedule, it’s important not to underestimate the necessary logistics and planning. Leaders at partner institutions are busy, and to help create and sustain engagement, those on the design team and driving the program development need to create time and space for the work. Having a designated (or third party) facilitator, getting meetings on people’s calendars and drafting and circulating agendas based on feedback are critical to ensuring that partners are meeting with enough frequency for the planning work involved and that meetings are valuable in moving the residency design forward and deepening the partnership relationship.

Shared Governance

As the design team begins meeting regularly, they should establish and codify a shared governance structure, which helps drive innovations and provides for a mutually beneficial partnership. A shared governance structure outlines how the team will come together to assess impact and identify areas for continuous improvement.¹¹ This includes developing continuous improvement cycle meeting cadences, data collection windows and communication structures. An example of a shared governance structure from [US](#)

PREP found in the tools section offers a template for how to develop this. Some of the key steps partners must take to develop a governance structure include:

- Establishing a coordinator who can help plan, communicate and prepare governance meetings.
- Determining who should attend governance meetings.
- Developing a scope and sequence of topics to be included in governance meeting agendas.
- Engaging in data collection, sharing and analysis based on agreed-upon metrics.
- Setting expectations for how stakeholders will follow up on identified improvement actions.

It is crucial for both partners to take ownership of the preparation for design sessions and subsequent follow-up tasks. This may include confirming that agreed-upon next steps are carried out after each session, designating individuals from both the LEA and the EPP to oversee their components of project design and management and staying informed about the status of decisions.

Education First offers a sample Decision Tracker in which teams can visualize key decisions and questions to consider as the design team approaches each decision. US PREP offers a sample structure for the design team to deliberate on who should be in the meetings, what topics to follow (e.g., coaching models, mentor training topics, school selection), relevant data that should be discussed and steps to follow the meeting. These two tools can be used for both partners to stay up to date on any major developments that may impact the design and implementation of the residency. The governance structures that both partners put in place can also be used for the continuous improvement stage as they make any necessary adjustments to the residency.

Establishing MOUs

Partners may differ in their perspectives on MOUs; while some view them as living documents they revisit often, others view the MOU as more of a formality. However, most agree that partnerships must have

an MOU and that it must include nonnegotiables and expectations for all partners. MOUs should prioritize details such as responsibilities of both partners, individually and jointly. MOUs can also include details like teacher candidate criteria and requirements. The sample MOU below outlines the partners' shared responsibilities and goals.

The following tools may be used to support partners in implementing this recommendation.

TOOLS AND RESOURCES

- [Sample Design Timeline](#)
- [Opportunity Culture Design Team Launch \(Public Impact\)](#)
- [Sample Governance Meeting Agenda \(US PREP\)](#)
- [Sample MOU \(Claremont Graduate University\)](#)

Amy Murillo, Continuous Improvement Coach at Branch Alliance for Educator Diversity

Having a diverse design team with individuals who have decision-making power is critical to the success of a residency partnership. Amy Murillo, a continuous improvement coach at [Branch Alliance for Educator Diversity](#), coaches LEAs and EPPs to support them in establishing residency model partnerships. "The most successful partnerships are willing and ready to dedicate a significant amount of time and effort to design the residency model and have design teams that consist of key leaders from each organization. Often people who are leading these programs are one or two steps down from upper leadership, and the work stalls out. Having individuals like deans and superintendents able to dedicate the time and effort to the design process can help propel the partnership."

Partners should retain a shared understanding of the LEA's instructional priorities to inform the design of the residency model.

Partners should use their data and set goals together to ensure that resident roles and responsibilities fulfill the immediate instructional needs of their placement or training schools. These needs should also influence EPP coursework to ensure coherence between what is expected of residents and the training they are receiving.

STEPS YOU CAN TAKE

- Clearly define the resident's role and job description and ensure it fulfills immediate instructional needs in their placement school (e.g., residents as substitutes, paraprofessionals, tutors).
- Collaborate to ensure that EPP coursework and resident evaluations connect to LEA instructional priorities (e.g., implementation of HQIM).

As referenced in Recommendation 2, partners should have a clear understanding of the LEA's pipeline needs after analyzing comprehensive staffing data. Partners should use this understanding to develop residency models that align with those staffing needs. As described in more detail in Recommendation 5, LEAs can employ multiple models to reallocate existing dollars to fund stipends for residents and mentor teachers. These models include reallocation of a variety of district funds (e.g., teacher vacancy, substitute, paraprofessional or tutoring) depending on the needs identified during partners' goal-setting process.¹² Reallocation can be implemented in a variety of ways, depending on the staffing need of the LEA.

Define Resident Role and Job Descriptions

Once a model meeting the LEA's instructional needs has been selected, partner design teams can begin crafting resident roles and responsibilities aligned to the model being implemented. Partners can use the sample Design Brief provided, which offers guiding questions for prioritizing resident responsibilities, including:

- What training and support do residents need to be successful in the model(s) identified (e.g., tutors need content and grade-specific knowledge and instructional tools)?

- What hours is the resident required to engage in their teacher residency versus other tasks assigned at their school?
- How will the roles and responsibilities of residents impact their weekly schedule?

Most often, districts create job descriptions to communicate the roles and responsibilities of teacher residents since the resident will become a district employee during their residency year. If a district does not have a current resident job description to start with, they can refer to the example Resident Job Description in the tool section of this recommendation.

Connect EPP Coursework to LEA Priorities

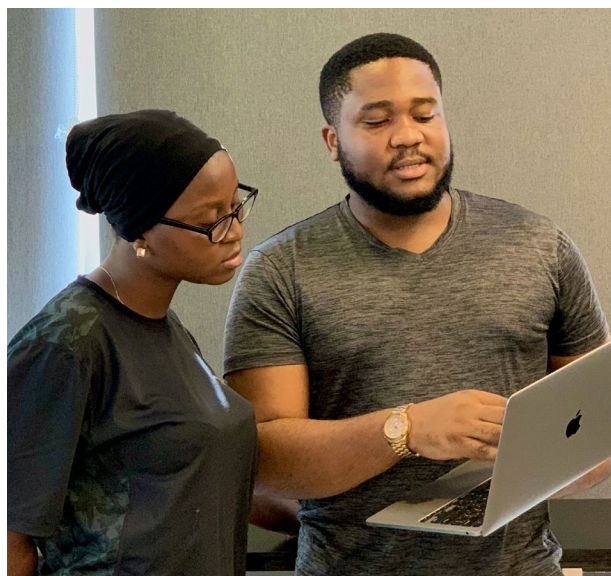
As this process is taking place, EPPs should look at the learning experiences residents will engage with in their coursework and ensure they develop knowledge and skills aligned to the model the LEA is implementing. It is recommended that resident responsibilities follow a gradual release model in coordination with the EPP curriculum, which provides residents a runway into delivering full-classroom instruction. The job description and gradual release model can be used to clearly outline resident milestones and program expectations. CGU has developed a Residency Clinical Pacing Guide that outlines resident responsibilities, teacher moves, frequency of actions and related coursework competencies. For example, residents in the fall semester are expected to spend most of their time observing their mentor teacher and leading a portion of the mentor teacher planned instruction twice per week. This prepares residents in the spring to take on more responsibility as they are required to plan and teach three whole lessons three times each week. Pacing guides like this provide a clear roadmap that

allows partners to ensure alignment between the residency model and the coursework residents are engaging with.

The following tools may be used to support partners in implementing this recommendation.

TOOLS AND RESOURCES

- [Sample Resident Job Description \(Corona-Norco Unified School District & Claremont Graduate University\)](#)
- [Clinical Pacing Guide \(Claremont Graduate University\)](#)
- [School Selection Criteria](#)



Aligning EPP Coursework to the LEA's Vision for Academics

Christine Briggs, partner at [TNTP](#), works with several districts across Texas to support strategic school staffing initiatives, including paid teacher residencies. One of the key readiness indicators she looks for with district and EPP partnerships is a joint understanding of what teaching and learning look like at the LEA level. “First, LEAs must establish and understand their academic vision for what teaching and learning looks like and then consistently work to ensure that schools across the district are living into that vision. It is hard for EPPs to meet the needs of an LEA if every school has their own vision for student learning simply because the EPP cannot meet all the different styles, approaches and instructional practices across differing schools. If the academic vision is well established, then the EPP and LEA can come together to ensure the coursework that residents are engaging in is preparing them to execute the academic vision of the district.”

This is a critical step for both the LEA and the EPP. The more aligned the LEA and EPP are, the more invested school leaders are in supporting the residency partnership. “It is tricky when school and district leaders are not invested in the EPP program and don’t see themselves playing an active role in supporting the development of the residency program. LEA

leadership needs to see that the EPP is responsive to the academic vision of the district.” When this type of partnership is in place, it benefits everyone in the system. Residents are better prepared for their first year as a teacher of record, school leadership teams spend less time training first-year teachers in the systems and structures that support the LEA’s academic vision, and EPPs get valuable and actionable feedback that strengthens their residency program.

This type of partnership is easier to facilitate if LEAs have adopted and are implementing HQIM and if EPPs are willing to shift their coursework to support residents with implementation of these materials. “When we are selecting schools to support strategic staffing initiatives, we look for districts that are implementing HQIM. If the EPP program can latch onto the instructional practices that best support the curriculum, it better prepares teachers to systematically provide students with grade-level instruction. If the EPP program is willing to learn the curriculum the LEA has adopted, this is a game changer. A willingness to customize and tailor the student, teacher and resident experience to the district is critical for an EPP and LEA residency partnership.”

Partners should develop a financially sustainable residency model.

Once partners have established their design teams and have a clear understanding of the district needs, they must ensure the partnership is focused on designing a sustainable residency model. By making strategic resource tradeoffs and implementing innovative learning models, districts and higher education partners can work together to build sustainable residency programs that benefit students and residents and meet district needs.¹³

STEPS YOU CAN TAKE

- Share and discuss budgets to align and ensure financial sustainability of the model.
- Identify funding sources for the residency model, and if utilizing grant funding for the design and initiation stages, develop a clear plan for shifting to fully sustainable funding within three years.
- Provide financial support and incentives, including a living stipend, to residents during their residency year.
- Consider and address local and state policy contexts that may impact the design of the residency model.

Share Budgets To Ensure Financial Sustainability

Partners investing in residency programs typically face costs averaging between \$35,000 to \$60,000 per resident.¹⁴ This does not include potential investments made by residents to participate in the program. Therefore, it is imperative for partnerships to proactively strategize for the long-term financial sustainability of the residency program from the outset of the design process and identify multiple funding sources and how those funds may be used. For instance, when the [San Bernardino County Office of Education](#) began to explore developing residency programs between the districts it serves and EPPs, they started by closely looking at the California funding system and understanding the allowable expenses within each of their ongoing funding streams. Next, they built a comprehensive list of all potential funding sources, identifying those funding streams where funds could be reallocated or reinvested toward residency programs. As highlighted earlier in the toolkit, including LEA and EPP finance team members

in the design process will ensure deep engagement and comprehensive financial planning throughout program development.

The primary cost drivers of residency programs include tuition, resident stipend, mentor stipend and program costs/overhead. Offering residents a living stipend during their residency year is critical for helping break down barriers that prevent high-quality, diverse and nontraditional candidates from entering the workforce. The residency experience involves rigorous preparation lasting at least one full year, during which residents undergo intensive training to become effective educators. Compensation for this training time is essential. Without financial support and incentives including living stipends, student loan forgiveness, and/or tuition remittance in exchange for residents commitment to teach in a district for a

“Traditional pathways of student teaching are unpaid, which by design closes a lot of doors for people. When we talk about recruiting for diversity, we’re recruiting for diversity of experience and distributed expertise based on lived experience. A door opener is working while earning your credential. You have a couple of years to clear the credential, but you can be in the classroom teaching and earning a living wage. So providing a resident stipend is a door opener—it values the work and honors the experience that candidates are coming in with.”

Dr. Stephanie Houston, Assistant Superintendent-Innovation and Engagement for the [San Bernardino County Superintendent of Schools](#)

specified period of time, residents may accumulate debt, which can impede their ability to fully engage in the program and ultimately affect midyear residency retention rates. Research indicates that 20 hours of work per week negatively impacts a college student’s classroom performance and academic productivity.¹⁵

Identify Funding Sources and Design for Sustainability



to help districts and EPP partners consider the financial aspects of sustainability, which they call the “3 Rs”—reallocation, reduction and (re)investment.¹⁶ The organization also developed a set of materials that provides district and EPP partnerships with examples, tools and advice for how to achieve financial sustainability. As teams work through the design process, the 3 Rs framework can be useful for identifying funding sources for the residency model.

- **Reallocation** helps *partnerships* redesign work roles to better support preparation efforts and to allow candidates to earn compensation during their clinical practice.
- **Reduction** helps *universities* maximize access to financial aid sources and minimize costs associated with quality programs.
- **(Re)investment** helps *districts* find ways to make shifts that can permanently embed residency funding into local budgets.

In applying this framework and as a guide to discussions and decisions, partners should consider several questions including:

- What sources of funding are available, and where can funds be reallocated? Given this, what residency models will be available in the district, and how might funds be reallocated to support this model?
- What constitutes a living wage in the region? Taking this and the funding sources into consideration, what stipend amount will be given for teacher residents and mentor teachers?

- How will funds be made available, and what, if any, funding restrictions and guidance must be communicated to schools?

As *Prepared To Teach* notes in its publications, **reallocation** is the most frequently used approach to support residency program sustainability because it allows district and EPP partnerships to leverage important goals without seeking new funds.¹⁷ Reallocation of instructional and other responsibilities can serve a dual purpose: fostering the learning of teacher candidates while addressing school and district needs. Funding may be reallocated in several ways including designing instructional roles for teacher residents that provide income to the resident, which offers more personalized instruction for students and creates a sustainable model.

Below are examples of several approaches for reallocating funds:¹⁸

- **Approach #1 Teacher Vacancy Reallocation:** One common approach is for school districts to reallocate teacher vacancy funds. This model uses existing funds in the school budget set aside for vacant full-time teacher positions—or other similar roles such as instructional coaches or assistant principals—and reallocates those funds to support stipends for residents and mentor teachers. The primary benefit of this model is that residents spend all their time in the classroom with their mentors, learning directly from highly effective teachers. Additionally, students often have the benefit of two teachers in the classroom. While this model does sometimes lead to increased class sizes, research shows that teacher quality has a greater effect on student learning than having a smaller class size.
- **Approach #2 Substitute Reallocation:** Like the teacher vacancy reallocation approach, some schools choose to reallocate funds set aside to hire long- and short-term substitutes. The schools then use these funds to pay the resident and mentor teacher stipends. In this innovative staffing model, residents spend part of the week in the classroom with their mentor teacher and part of their week serving as a substitute teacher in a separate classroom on their own. Residents

can learn from an experienced mentor teacher while filling the school's need for substitute teachers.

- **Approach #3 Paraprofessional Reallocation:** Some schools reallocate funds set aside for paraprofessionals to residents and mentor teachers. In this innovative staffing model, multiple residents can fill the need for a full-time paraprofessional hire. Residents spend part of the week serving as a paraprofessional and the remaining time with their mentor teachers. Since this model frequently pulls current paraprofessionals, the paraprofessional resident often has deep ties to the community and is likely to stay in the classroom longer. Paraprofessionals are also more likely to be educators of color and teach in hard-to-staff subject areas.

Collectively, teaching assistants and substitute teachers constitute approximately 18 percent of the instructional staff across the United States. By thinking creatively about how to associate these positions with a residency model, considerable financial assistance can be extended to aspiring educators while increasing the number of qualified adult mentors available to support students.¹⁹ For instance, in CNUSD, a teacher residents' day is split between conducting small-group intervention support for students and learning alongside their mentor teacher.

Several tools exist to help district and EPP partners consider appropriate funding sources including a web-based budgeting tool *Prepared To Teach* has created. This tool allows users to test different reallocation and budget scenarios and envision how those would play out in practice.

The following tools may be used to support partners in implementing this recommendation.

TOOLS AND RESOURCES

- [Innovative Staffing Models to Sustain Teacher Residencies](#)
- [Strategic Staffing Sustainable Funding Plan](#)
- [Ontario-Montclair's Teacher Residency Partnership with Claremont Graduate University: A Strategic Staffing Approach](#)
- [Resources to Support Sustainable Residencies \(Prepared To Teach and LPI\)](#)
- [Sustainable Strategies for Funding Teacher Residencies: Lessons from California \(Prepared To Teach\)](#)
- [Strengthening the Education Workforce of Tomorrow Through Financially Stable Teacher Residency Programs \(Education Resource Strategies\)](#)



Implementation Stage

INTRODUCTION TO THE IMPLEMENTATION STAGE

As partners begin implementing their sustainable residency model, it is important to focus on teacher recruitment, selection and placement. Partners also have a shared commitment to collaborate in selecting and training mentor teachers to ensure a symbiotic relationship between the resident and mentor teacher. These decisions should be undergirded by the LEA's staffing needs so teacher residents are placed in training sites that mirror the diverse environments in which they will ultimately teach. Additionally, professional development for mentors, provided in collaboration between the LEA and EPP, is key to ensuring mentors are successful in their coaching and development of residents. It is equally important for residents to receive professional learning alongside their mentor teacher so they begin to understand the full scope of their roles and responsibilities when they become a district employee. The steps outlined in this section provide insights and tools on how partners can navigate their residency model implementation.

RECOMMENDATIONS

6. Partners should implement a residency model that engages residents in a year-long, paid clinical teaching experience alongside an accomplished mentor teacher who reflects the diversity of the LEA's student population. Partners should maintain a shared responsibility in selecting, placing and training mentor teachers and residents.
7. Partners should use a co-developed recruitment approach that aligns to the district's hiring strategy and reflects the demographic and background of the community.
8. Partners should ensure residents have access to professional development beyond their EPP coursework aligned with district priorities.



[VIEW ALL TOOLS](#)

Partners should implement a residency model that engages residents in a year-long, paid clinical teaching experience alongside an accomplished mentor teacher who reflects the diversity of the LEA's student population. Partners should maintain a shared responsibility in selecting, placing and training mentor teachers and residents.

Recruiting, selecting and matching quality mentor teachers with teacher residents are critical steps in developing a strong residency model. Mentor teachers play a significant role in supporting the resident in bridging their coursework to practical application in the classroom and school setting. Also, they support helping the resident teacher feel a sense of belonging, which is why intentional matching is critical, especially for diverse, nontraditional teacher candidates. The LEA and EPP should also develop and implement a plan to build mentor teacher capacity through professional development aligned to the feedback and needs of residents.

STEPS YOU CAN TAKE

- Intentionally select school sites that provide residents with an environment representative of the school they will be hired to teach in, including a pool of highly qualified mentor teachers.
- Co-develop a rubric and criteria by which to select mentor teachers at training sites.
- Ensure that selected mentor teachers are diverse and highly effective at teaching and coaching residents.
- Provide regular professional development for mentor teachers that aligns their support with EPP coursework and residency expectations.
- Develop an evaluation/assessment system to gauge mentor teacher effectiveness.
- Implement a cohort model that includes residents and mentors from resident partner schools.

School Site Selection

Partners should use the staffing data collected and reviewed during the design stage to identify the school sites and communities that have the greatest need for new teachers or that provide residents with a school environment and culture representative of their post-residency placement. Ideally, teacher residents should be placed in high-needs schools because new teachers often begin their careers in similar environments. By immersing them in such settings, residents can better prepare for their first year on the job. However, it is important that those training sites also provide a strong clinical experience for residents.

Some of the characteristics these schools should have include: 1) a record of strong student achievement in a high-needs area, 2) strong and stable administration, 3) teachers with experience and results that can serve as mentor teachers and 4) schools committed to providing a strong clinical experience for resident teachers by regularly communicating and collaborating with EPP representatives. If a high-needs school, where residents will eventually train, lacks these essential characteristics, it's advisable for residents to complete their residency year at another location that exhibits these traits. This alternative school should reflect the demographic and environmental realities of the school population where the residents will eventually be placed.

Develop Criteria and Process for Mentor Teacher Selection

As schools are selected, partners should also be developing and identifying criteria for mentor teacher selection. Ideally residency models build a sense of belonging with diverse, nontraditional teacher candidates of color through strategic matching of residents and mentor teachers. This step often requires several conversations between partners to identify the most important standards and criteria to set. A tool located at the end of this recommendation is The Mentor Teacher Selection Criteria, which provides a great starting place as partners begin outlining the criteria for selecting mentor teachers to pair with residents. Key characteristics important

for mentor teachers to possess are a track record of successfully supporting student growth and development, deep knowledge of state standards, strong implementation of district curriculum and embodiment of the principles that the LEA values. These values may include demonstrated ability to be a team player and collaborator, an orientation toward developing and supporting culturally responsive practices, a growth mindset and willingness to coach the resident teacher. Teaching is an unpredictable job, and each day brings unique challenges. Ensuring that resident teachers are paired with a mentor teacher who can model how to overcome these challenges is critical.

It is helpful to codify and clearly communicate the criteria established. For instance, [The University of Texas Rio Grande Valley](#) worked closely with its LEA partner, [Harlingen Consolidated Independent School District](#), to create a clinical teaching program handbook detailing the expectations and selection assessment criteria for mentor teachers.

Once the LEA and EPP have set the criteria for mentor teacher selection, the next step is to begin

“We can have these days where we say: Did that really happen? I can show [resident] without scaring him. This is teaching. This is what you will not learn in a textbook. How are you going to handle this? How are you going to face tomorrow and not lose your passion or mindset of why we got into this [profession] in the first place? I love these hard days when we come together and know that tomorrow will be better.”

—Current Mentor Teacher

actively recruiting mentor teachers. LEAs can start by sharing a job description (like [this one](#) developed by Ontario-Montclair School District in collaboration with Claremont Graduate University) with teachers who are strong candidates for the mentor role, specifically prioritizing mentor teachers in schools that will become resident training sites. For instance, in

[Richland Parish Schools](#), staff members visited every school in the district to identify teachers that might meet the criteria to build a pool of candidates and then invited candidates to complete a mentor teacher application and attend a selection experience.

Develop High-Quality Professional Development

After a pool of mentor teachers has been identified and selected, the next step is to ensure that the LEA and EPP develop a professional development plan to build mentor teacher capacity to coach and mentor resident teachers. Specific skills that mentor teachers need are: understanding how to develop trust and relationship with their resident, engaging in observation and coaching, feedback cycles, real-time coaching and being reflective in their practice to be able to illustrate to the resident how they achieve success with students. Mentor teachers also need to be coachable so they can improve their teaching practice alongside that of the resident. Partners can develop a scope and sequence of development for mentor teachers by taking stock of training provided at the teacher and instructional coach levels within the LEA. The more partners can align mentor development to existing coaching and feedback structures being implemented by the district, the better prepared residents will be when they become teachers of record.

A normed upon evaluation process to gauge mentor teacher performance is also crucial. During this stage, partners should norm on rubrics for mentor teacher evaluation and the data to collect to gauge mentor teacher effectiveness and where support may be needed. The data to consider collecting include surveying resident teachers on their experiences with mentor teachers through anonymous surveys and focus groups, EPP and LEA observations of mentor teachers and monitoring the success of the resident teacher in the program.

Develop a Cohort Model

Lastly, it is critical for resident teachers to be part of a cohort model in which teachers take their coursework with other resident teachers teaching in the same school or community. This is particularly helpful for residents coming from diverse, nontraditional teacher backgrounds. A cohort model gives resident teachers

a network of individuals with similar experiences, bringing a level of understanding and validation that a mentor teacher may not be able to fill. This practice has shown promise in building a positive climate for aspiring teachers of color and has been associated with longer term retention of teachers.²⁰ NCTR recently launched their **Black Educators Initiative (BEI)** to support efforts to bring more Black teachers into the teaching profession. NCTR found that BEI participants noted the most consistent indicator of positive climate among residency participants (residents and staff) was the level of support and sense of community the program offered. Residents participating in cohort models named the community as a positive factor in their feelings of support.

The following tools may be used to support partners in implementing this recommendation.

TOOLS AND RESOURCES

- [Mentor Teacher Selection Criteria](#) (Boston University and Boston Public Schools)
- [Clinical Teaching Program Handbook](#) (The University of Texas Rio Grande Valley and Harlingen Consolidated Independent School District)
- [Mentor Teacher Job Description](#) (Ontario-Montclair School District)
- [Mentor Teacher Application](#) (Richland Parish Schools)
- [Mentor Teacher Scope and Sequence](#) (Louisiana Department of Education)



Partners should use a co-developed recruitment approach that aligns to the district’s hiring strategy and reflects the demographic and background of the community.

Partners should collaborate to develop a recruitment strategy rooted in data and tailored to meet the specific demographic and content area needs of the LEA. By aligning the recruitment strategy to these data, partners underscore their commitment to fostering a diverse and qualified teacher workforce and breaking down barriers for diverse, nontraditional teacher candidates.

STEPS YOU CAN TAKE

- Collaboratively determine a strategy for recruiting candidates.
- Align the recruitment strategy with LEA demographic and content area needs.
- Design a targeted strategy to identify and recruit candidates from non-credentialed roles within the district (e.g., paraprofessionals, substitute teachers, etc.) into the residency program.

Partners should develop a targeted, comprehensive recruitment strategy for recruiting residents. The process used to develop the plan is important, as data and other inputs should be examined prior to setting program goals and developing a shared vision for how to achieve these goals, individually and collectively. When delving into the process, several inputs should be considered, including but not limited to articulating the roles and responsibilities of each partner; collecting and analyzing historical, current and projected LEA workforce vacancies to inform strategies; developing a value proposition that outlines the uniqueness of the program; and identifying cost-savings based on the number of teachers needed to fulfill LEA needs. Lastly, the LEA and EPP should identify which recruitment outcome data they wish to collect to refine practices over time.

Californians Dedicated to Education Foundation (CDEF) has outlined four key considerations for partners when developing a recruitment plan:

1. Identify who and how many will be recruited and when recruitment will take place based on data.
2. Determine the value proposition of the program.
3. Communicate the program’s value proposition. This includes the recruitment methods (virtual or in-person) partners will use and who will execute them at both the LEA and EPP level.

4. Identify how recruitment data will be collected to refine recruitment practices.

Jeanna Perry, director of the **California Statewide Residency Technical Assistance Center (SRTAC)** for **Santa Clara County Office of Education (SCCOE)**, emphasizes the importance of having a compelling value proposition to attract teacher candidates to the program. “Why should somebody join this program? What makes it unique from an internship or a student teaching program offered by most EPPs? This is the sales pitch that helps candidates determine if your program is the right one for them. This is going to be different depending on your audience, so you have to use your data to determine what the LEA need is and ensure that you align your value proposition to the group of teacher candidates you are trying to recruit. For example, providing coursework outside of the IHE space and holding it in a more accessible space—the coursework is taught by adjunct staff that work in the district, so you’re getting the most relevant instruction you can get before you enter one of our classrooms.”

In addition to providing a compelling value proposition to candidates, partners should collect recruitment data and continuously refine the strategy. Jeanna Perry states, “You want to ensure you are using your resources effectively. Data collection is a critical step to making this happen. You want to understand how candidates heard about the program and what barriers prevented certain candidates from moving forward with the program. Though they are simple questions, these data can help you determine how to allocate your resources and where to refine recruitment methods.”

An MOU or partnership agreement may include many of these components, particularly an outline of roles and responsibilities and division of labor across the

partnership. Recruitment plans can also be developed to formally house valuable information about recruitment targets and strategies. Once these initial tasks and documents are complete, partners can co-create a plan for setting and achieving program goals.

Effective Strategies for Candidate Recruitment

One of the most effective recruitment practices for residency models is to recruit from a particular community for a particular community. Teachers recruited in this manner experience higher retention rates, and because these educators live locally and often share the cultural background of students in their training school, they can serve as role models for their students, build deeper connections with families and improve academic outcomes.

Partners must also ensure that the recruitment strategy is culturally responsive and supports candidates during pre-enrollment and post-enrollment. Often, aspiring teachers from diverse backgrounds do not possess the cultural capital needed to navigate higher education systems. Providing additional support is critical to ensuring that teachers make it to and through their certification program.

When partners design their recruitment plan, they should consider employing the following culturally responsive strategies:

- Call candidates directly to encourage them to apply, especially those referred by a school leader or residency program alumni.
- Follow up with strong candidates to help them meet application deadlines.
- Provide assistance, coaching and preparation courses or clinics for licensure examinations.
- Adopt a cohort model whereby teacher residents take their coursework as a group, ideally while teaching at the same school. Cohort models are proven to help aspiring teachers feel supported in and outside of school.

These strategies help break down barriers for aspiring teachers looking for a nontraditional route into the teaching profession. When the SMBSD began recruiting from their community and advertised the value proposition of their residency program with CLU, it was met with a high level of interest.

“We really wanted to break down barriers for our candidates. I’ve been a teacher in this district for 23 years, and I always get these amazing bilingual instructional assistants that just are natural teachers, but they don’t have credentials. This happens over and over and over. So, I knew we had amazing people. I knew there were barriers to becoming a teacher... We reached out to paraprofessionals in the district and asked, ‘Would you be interested?’ Within 24 hours we had 115 of our employees with bachelor’s degrees respond, saying, ‘Yes, please build this program.’ And then it was a moral imperative like, then I didn’t have a choice. It’s like, oh, God! Now we have to build it.”

Shelli Hart, Program Specialist, Teacher Development, Interim Teaching and Learning Coordinator at SMBSD

The following tools may be used to support partners in implementing this recommendation.

TOOLS AND RESOURCES

- [Residency Flyer](#) (San Diego State University, University of California San Diego and Sweetwater Union High School District)
- [Teacher Resident FAQ](#) (CalStateTEACH and ISANA)
- [District Communications Plan](#)
- [Strategic Recruitment Strategies](#) (California Teacher Residency Lab and Statewide Residency Technical Assistance Center)
- [Recruitment and Retention of Black Educators: Promising strategies at eight U.S. teacher residencies](#) (National Center for Teacher Residencies)
- [Residency Program Recruitment Activities Guidance](#)

Partners should ensure residents have access to professional development beyond their EPP coursework aligned with district priorities.

While residency models are designed to prepare aspiring teachers to be ready for their first day of instruction as a teacher of record, additional professional learning beyond the residency program coursework is needed for a teacher to be fully prepared to deliver on the full range of district priorities. Partners must compare district instructional priorities and professional development with EPP coursework. This identifies professional learning needed for residents and EPP coursework adjustments to better align with district priorities. To support these decisions, partners should also spend time collecting data and hearing from a variety of stakeholders taking part in the residency program.

STEPS YOU CAN TAKE

- Crosswalk district instructional priorities with EPP coursework and district professional learning opportunities. Identify knowledge and skills aligned to district priorities not covered in existing coursework and professional learning and identify opportunities for residents to develop in these areas.
- Provide residents opportunities to engage in professional learning experiences alongside their mentor teacher, with time to debrief their learning together for applications to practice.
- Update EPP coursework to ensure residents have opportunities to practice planning for and delivering instruction using district-adopted instructional materials. Ensure residents have multiple opportunities to collaboratively plan for instruction with teams of teachers utilizing district-adopted instructional materials.

Crosswalk District Instructional Priorities and EPP Coursework

A first step is to conduct a crosswalk between district instructional priorities, EPP coursework and existing district professional learning plans to ensure improved coherence and alignment. Resident teachers must experience learning opportunities within their EPP coursework and in district-led PD aligned to district priorities and initiatives. School and districts should plan for opportunities for residents to shadow experienced teachers whose responsibilities include developing individualized education plans and 504 plans, engaging in Admission, Review and Dismissal (ARD) meetings, administering assessments,

understanding how to use district technology, leading parent-teacher conferences and partnering with families. Having to balance these responsibilities with teaching can be overwhelming for new teachers if they are not properly supported and onboarded to these roles and responsibilities.

Stacy Smalling from MUSD understands how critical continued professional learning beyond residency coursework is for teacher residents. A part of MUSD's residency program includes a Resident Coordinator, who checks in monthly with both resident mentors and teacher residents to get a pulse on how resident teachers are progressing through their residency and to identify areas where residents may need more professional learning to support their transition to a teacher of record.

MUSD also has residents take part in professional learning experiences alongside teachers of record in the district to support a smooth transition to the classroom. "We made sure that our residents attended anything that our teachers attended. For example, they attend Summer Institute, which they take part in before the school year starts. We have them attend the new teacher pathway along with their mentor teachers so they can collaborate and build on their learning there. We also ensure that residents can attend school-specific training with their mentor teacher so they can see how district priorities flow into individual school priorities. Lastly, we offer a new teacher professional development series at the beginning of the school year in the evenings that residents can attend during their residency year and are invited to attend during their first year as

a teacher of record. We try to make sure that our onboarding is as supportive for residents as it is for our new teachers, if not more so.”

Update EPP Coursework

Preparing residents to support district and school priorities is not just a district responsibility. EPPs must also find ways to embed district instructional priorities into their coursework. For example, Dallas College has gone to great lengths to ensure their math and literacy coursework is aligned with Texas’ push for school districts to adopt and implement HQIM. Dallas College’s work in this area was recently recognized by the Texas Education Agency ([see here for more information](#)). Since teachers who have access to HQIM are no longer responsible for designing their own instructional units and lessons, they must learn how to engage in lesson study to both effectively execute and adapt lessons to meet students’ needs. Dallas College understood that designing and internalizing a lesson are different skills, and if teachers were expected to engage in internalization in their districts, then they would be doing a disservice to students by not teaching them to engage in this process.

Shannon Watson, the associate dean of Educator Certification, shared the journey it has been to engage students in this shift. “In our math methods course we added the concept on internalization into coursework. Initially it was quite the shift for our residents because they’ve all been told all along that teaching is about creating lessons, and we are asking them not to create lessons. We’re asking them to take a lesson that is already created, study it to understand the strategies, procedures, and representations used to build student learning, identify areas of priority and areas where students might struggle, and rehearse key elements. It can be overwhelming in the beginning for students to learn this process, and we got quite a bit of push back against it because it is hard to take a rigorous math lesson and make sense of it. In my experience, initially, it takes just as long to internalize

a lesson as it does to create one, but in the long term, it does save them time as they get more familiar with the instructional materials. Additionally, the lessons created are not typically as rigorous and often lack focus on grade-appropriate content to sufficient depth. Once the residents are in the field, the light bulbs start to go off, and they show appreciation for having gone through the internalization process in class.”

At Dallas College, supporting faculty members to understand and to implement the state’s shift toward HQIM and lesson internalization was also a journey. Dallas College spent a significant amount of time engaging faculty in collective learning to better understand the instructional materials districts are adopting, and faculty members have gone to resident training sites to observe these curricula in action. These actions have made faculty more supportive of the shift.

As priorities continue to change in school districts, partners must ensure they are consistently reevaluating coursework and professional learning provided to residents. Ensuring the residency program experience matches up to what residents will experience as first-year teachers is critical to teacher satisfaction and longevity in the profession. Additionally, districts must take care in developing an induction and professional learning sequence for residents as they transition from resident to full-time classroom teacher. The induction program should support new teachers with the full range of responsibilities they will have beyond teaching in their classroom.

The following tool may be used to support partners in implementing this recommendation.



TOOLS AND RESOURCES

- [District-University Professional Development Plan](#)

Continuous Improvement Stage

INTRODUCTION TO THE CONTINUOUS IMPROVEMENT STAGE

Partners must engage in continuous improvement cycles regularly to ensure the residency program meets all stakeholders' needs. Continuous improvement lies at the heart of effective educational practice, driving innovation and evolution in the partnership and residency model. Embracing a shared governance structure, facilitating collaborative decision-making and responding to emerging problems and needs are key to a strong paid residency partnership and development of a sustainable residency model. The following recommendation and tools can support partners to take this critical step.

RECOMMENDATION

9. Partners should engage in continuous improvement cycles to assess progress, identify needed improvements and make necessary adjustments.



[VIEW ALL TOOLS](#)

Partners should engage in continuous improvement cycles to assess progress, identify needed improvements and make necessary adjustments.

After the residency program is underway, partners need to engage in continuous learning and improvement cycles. By systematically gathering and analyzing data for improvement, partners can enact meaningful adjustments to the existing structures and systems that support residents throughout their preparation. Regularly evaluating the partnership and the program allows partners to ensure that the teacher residency meets district and school needs and is effectively preparing teacher candidates for their placement schools.

STEPS YOU CAN TAKE

- Use a shared governance structure to determine any shifts to the partnership and residency model.
- Share and frequently look at formative and summative outcome data together, identifying areas for continuous improvement.
- Establish a cadence in which both partners can frequently assess coursework and professional learning opportunities to ensure they align with LEA priorities.

A key phase of residency model implementation efforts is the continuous improvement stage. As reported by *Prepared To Teach*, a research team examining residency partnerships found that both partners need to be adaptable for a residency to be successful.²¹ To enact any change, partners must commit to making change together through acts such as redesigning existing processes to better suit the residency and frequently engaging in transparent and equitable communication about the residency and the partnership.

Use a Shared Governance Structure

To initiate and engage in a continuous learning and improvement cycle, partners need to first establish a dedicated team responsible for leading the effort that will follow the shared governance structure established during the design stage. This team may consist of individuals who served on the design team and any other stakeholders identified as critical for maintaining program sustainability and coherence across partners. For instance, key stakeholders who are the closest to the experiences of residents should be part of governance teams. This includes residency site coordinators, mentor teachers, school administrators who are hosting teacher residents and

university faculty. Having these individuals participate in governance structures ensures that changes made to the residency program are user centered and specific to problems residents are experiencing. [Videos](#) and [case studies](#) from US PREP highlight the importance of shared governance and how it can support implementation of residency models.

High-quality processes for improvement should include identifying areas of improvement based on data, feedback or observations; developing strategies or action plans to address the areas of improvement; implementing the strategies and assessing their effectiveness; and reflecting on the new strategies or interventions to adjust the program. These cycles should be iterative and dynamic and include all partners.

Collect and Analyze Data Together:

Once a process is developed, the team can identify which data will be collected. These data may include surveys of residents, mentors, graduates, school leaders; program demographics; graduate and resident retention rates; licensure exam pass rates; and student achievement data, where available. Site visits, instructional rounds and classroom observations are effective and asset-based ways to capture actionable data and provide feedback.

The partnership can also incorporate these additional steps to improve collaboration and focus on data, thus driving continuous improvement:

- Establish regular communication between the district and EPP partner to discuss talent pipeline needs and adjust as necessary.

- Establish vehicles for ongoing data sharing to ensure recruitment efforts remain aligned with evolving district and student needs.
- Leverage the district and EPP partnership to identify additional sources of data such as teacher performance evaluations and student achievement outcomes to inform continuous improvement efforts.

Site visits are critical to continuous improvement because they allow partners to understand how the residency operates in practice. Education First conducted several multi-day site visits using interview and observation protocols that give partners a sense of the candidate, mentor teacher and school leader experiences, providing qualitative data that can be used to improve the program. These tools can be accessed in the tools section of this recommendation.

A set of principles from improvement science can help guide shifts in the residency model after data collection and analysis. These principles are:

1. Make the work problem specific and user centered.

Key decision-makers must engage early and often with participants doing the work to fully understand the core problem that needs solving in a residency model. This ensures that proposed solutions are rooted in the experiences of those in the field and are more likely to take hold and be implemented well.

2. Address variation in performance as the core problem.

The critical issue is not what works but rather what works, for whom and under what set of conditions. Partners should aim to advance efficacy by making microchanges that aim to improve the conditions of those enacting the residency program.

3. See the system that produces the current outcomes.

Seeing how local conditions shape the processes of teacher residency is critical to fully understanding the problems partners are trying to solve. Partners must conduct site visits, observing instruction, residency coursework and professional learning.

4. Evaluate impact of the change by defining and measuring goals.

Any proposed residency model change should have goals and ways to measure them to evaluate if the change is improving the residency experience. As change is enacted, unintended consequences will arise, and these should also be measured.

5. Anchor practice improvement in disciplined inquiry.

Partners should engage in rapid cycles of Plan, Do, Study, Act (PDSA) to learn fast, fail fast and improve quickly. Failures will occur, but it's important to learn from those failures. Partners must establish and honor a cadence for continuous improvement.

6. Accelerate improvements through networked communities.

Partners can identify solutions to common problems in the field by engaging in communities of practice and learning from other partners also engaged in strategic staffing partnerships.

Using these principles to guide continuous improvement of teacher residency models honors the experience of teacher residents and ensures that partners are mutually benefiting from the strategic staffing partnership.

The following tools may be used to support partners in implementing this recommendation.

 **TOOLS AND RESOURCES**

- [Governance Meeting Critical Attributes \(US PREP\)](#)
- [Scale Progress Monitoring Tool \(US PREP\)](#)
- [Site Visit Agenda](#)
- [Site Visit Observation Protocol](#)
- [Mentor Teacher Site Visit Interview Protocol](#)
- [Site Visit Interview Protocols \(Resident, Mentor and School Leader\)](#)

Tool Round-Up

TOOL ROUND-UP

Tools and Resources To Support the Design Process

Sample Timeline and Sequence for the Residency Design Process

Education First

District and school design teams can use this sample timeline and sequence during the residency design process.

Decision Tracker Template

Education First

District and school design teams can use this tool to document decisions made in residency design sessions. The sample agendas linked below include references to the decision points included in this tracker.

Sample Agenda: District Residency Design Session #1

Education First

A design team might use this sample agenda for its first district design session. Objectives include:

- Building working and personal relationships between district, Education First and the EPP and discussing roles.
- Understanding the design process and the design team's role.
- Establishing district-specific innovative staffing goals/vision and discussing incorporating equity by design principles.
- Introducing and providing an overview of innovative staffing models, roles and characteristics of a strong design.
- Deepening understanding of innovative staffing models, roles and stipends and beginning to discuss what could be available in the district.
- Beginning to plan for school selection.
- Exploring career pathways, stipends and position exchanges.

Sample Agenda: District Residency Design Session #2

Education First

A district design team might use this sample agenda for its second district residency design session. Objectives include:

- Discussing teacher residency parameters and responsibilities that will inform school design plans.
- Determining model, role availability and teacher career pathways to consider when designing the residency model.
- Discussing compensation for roles that ensure financial sustainability of the residency model.
- Discussing funding options for residency models.
- Drafting selection criteria and teacher resident positions, developing job descriptions.
- Previewing selection and recruitment timelines and school information sessions.

TOOL ROUND-UP

Sample Agenda: District Residency Design Session #3
Education First

A district design team might use this sample agenda for its third district residency design session. Objectives include:

- Discussing and confirming teacher residency design parameters for school-level design.
- Determining timeline, criteria and processes for identifying, hiring, selecting and developing mentors and residents.

Sample Agenda: District Residency Design Session #4
Education First

A district design team might use this sample agenda for its fourth district residency design session. Objectives include:

- Providing updates from school design sessions.
- Addressing outstanding design decisions related to selection, hiring and communications.
- Developing an approach for professional development and evaluation.
- Discussing an approach to supporting residency program implementation.

Sample Agenda: District Residency Design Session #5
Education First

A district design team might use this sample agenda for its fifth district residency design session. Objectives include:

- Addressing outstanding design decisions, including those related to funding, professional development, evaluation and communications.
- Reviewing draft school strategic staffing plans.
- Reflecting on the design process and identifying next steps.

Sample Agenda: School Residency Design Session #1
Education First

A school and district design team might use this sample agenda for its first school design session. Objectives include:

- Introducing key components of innovative staffing, the role of the school design team and district vision and goals for innovative staffing.
- Assessing school strengths and needs.
- Developing school-level strategic staffing goals.
- Discussing considerations around financial sustainability.
- Drafting initial staffing plans.

Sample Agenda: School Residency Design Session #2
Education First

A school and district design team might use this sample agenda for its second school design session. Objectives include:

- Introducing the strategic staffing school plan.
- Developing school goals for strategic staffing.
- Discussing current staffing plans and scheduling implications and updates.

TOOL ROUND-UP

Sample Agenda: School Residency Design Session #3
Education First

A school and district design team might use this sample agenda for its third school design session. Objectives include:

- Addressing outstanding design decisions from previous meeting(s).
- Developing an evaluation plan.
- Developing a professional development plan based on district parameters.
- Developing a communications plan based on district parameters.

Sample Agenda: School Residency Design Session #4
Education First

A school and district design team might use this sample agenda for its fourth school design session. Objectives include:

- Finalizing school strategic staffing plans.
- Discussing considerations for Year 1 implementation and Year 2 redesign.
- Answering general Q&A as schools get ready for implementation.
- Reflecting on the design process and identifying next steps.

Clinical Practice Framework
NCTQ

NCTQ's Clinical Practice Framework details six areas of clinical practice—backed by research and supported by the field—that lead to a strong clinical practice experience. This framework outlines action items that school districts, prep programs, and states can take to support strong clinical preparation.

1. Partners should establish a trusting partnership, collaboratively setting the residency model's vision and goals and ensuring a shared understanding of equity across both the EPP program and LEA.

Partnering on Prep Self-Assessment
Education First

Districts can use this self-assessment to understand where they are in developing their partnership with an EPP and how to identify steps moving forward. This self-assessment is a companion to the self-assessment included in this toolkit.

Design Brief Example
Education First

Partnerships can use this design brief to document notes and ideas generated during the design session, including documenting the program's vision and goals.

Residency Model Measures of Success
Education First

Partnerships can consider these measures of success to evaluate the impact of their residency program.

Exploring Strategic Staffing Design
Education First

These slides provide an overview of sustainable residency models that incorporate strategic staffing roles and the design process.

Strategic, Sustainable Residencies Can Help Solve the Teacher Shortage
Claremont Graduate University (CGU) and CalEPIC

This article published in EdSource and written by Dr. Rebecca Hatkoff (CGU) and Debra Russell (CalEPIC) describes the benefits of sustainable residencies and provides an example of how to describe the benefits when communicating with different stakeholders.

TOOL ROUND-UP

2. Districts should recognize their talent pipeline and discuss the needs together.

Data and Document Request Education First	LEAs can organize their pipeline data with this document as well as organize key documents and information needed to inform the residency design process.
Data Visualization Map Chicago Public Schools (CPS)	CPS and its partner programs created these maps, which highlight trends in student teacher placement across Chicago, to help drive strategic changes to the student teacher placement process. Partnerships may consider tracking similar data to inform decision-making.
Educator Diversity Vacancy Tool for EPPs and Partner Districts Branch Alliance for Educator Diversity	EPPs and district partners can review three consecutive years of vacancy data with this tool. The workbook automatically generates visualizations that highlight gaps and surpluses in selected concentration areas. <i>(Note: Sign up required to access the tool)</i>
Insights on Diversifying the Education Workforce: A Data Tool for Practitioners American Institutes for Research	EPPs and districts can use these tools to examine educator workforce diversity gaps. Separate tools designed specifically for EPPs and districts are available.
Partnering for the Future Webinar CalEPIC, Claremont Graduate University, CNUUSD, Education First	CalEPIC collaborated with their education partners, Claremont Graduate University (CGU), Corona-Norco USD (CNUUSD) and Education First, to share their collective story about building a teacher residency program rooted in humanizing relationships and developing a strategic school staffing model focused around their paraprofessional educators.

3. Partners should identify a diverse design team composed of LEA and EPP representatives that will co-design the residency model.

Sample Design Timeline Education First	Partners can use this example of a high-level timeline for the overarching design process.
Opportunity Culture Design Team Launch Public Impact	This tool outlines guidance for identifying a district design team and action steps for starting the design process.
Sample Governance Meeting Agenda US PREP	A running governance meeting agenda might look like this example.
Sample MOU Claremont Graduate University	Partners can use this sample MOU as a template to organize and agree upon responsibilities.

TOOL ROUND-UP

4. Partners should retain a shared understanding of the LEA's instructional priorities to inform the design of the residency model.

Sample Resident Job Description Partners can use a resident job description like this sample developed by Corona-Norco Unified School District & Claremont Graduate University
CNUSD and CGU.

Clinical Pacing Guide Residents can follow a gradual release model like this one over the course of their student teaching experience.
Claremont Graduate University

School Selection Criteria LEAs considering schools in which to implement their residency programs can use this document outlining factors for selecting school sites.
Education First

5. Partners should develop a financially sustainable residency model.

Innovative Staffing Models to Sustain Teacher Residencies This brief highlights successful sustainable residency approaches.
Education First

Strategic Staffing Sustainable Funding Plan This CA district's sample plan shows how they reallocated resources and identified funding streams to move toward a sustainable residency model.
Education First

Ontario-Montclair's Teacher Residency Partnership with Claremont Graduate University: A Strategic Staffing Approach This document outlines Ontario-Montclair School District's sustainable residency model in partnership with Claremont Graduate University.
Ontario-Montclair School District & Claremont Graduate University

Resources to Support Sustainable Residencies Partners can access a wide range of materials developed by *Prepared To Teach* that address financial aspects of residency funding with a focus on policy, school finance and student finance.
Prepared To Teach

Sustainable Strategies for Funding Teacher Residencies: Lessons from California These examples provide sustainable residency funding strategies that have been successful in California.
Prepared To Teach

Strengthening the Education Workforce of Tomorrow Through Financially Stable Teacher Residency Programs This resource offers strategies to sustainably fund residency programs.
Education Resource Strategies

TOOL ROUND-UP

6. Partners should implement a residency model that engages residents in a year-long, paid clinical teaching experience alongside an accomplished mentor teacher who reflects the diversity of the LEA's student population. Partners should maintain a shared responsibility in selecting, placing and training mentor teachers and residents.

Mentor Teacher Selection Criteria This resource provides a sample of mentor teacher selection criteria co-developed by the BU and BPS partnership in the Student Teaching Partnership Consortium.
Boston University and Boston Public Schools

Clinical Teaching Program Handbook This example of a comprehensive clinical teaching handbook provides expectations and selection criteria for mentor teachers.
The University of Texas Rio Grande Valley and Harlingen Consolidated Independent School District

District Mentor Teacher Job Description This sample mentor teacher job description outlines desired qualities and mentor responsibilities.
Ontario-Montclair School District

Mentor Teacher Application This is an example of a mentor teacher job application that includes a hiring exercise.
Richland Parish Schools

Mentor Teacher Scope and Sequence This document contains an overview of the process of recruiting and training mentor teachers. The section titled "Step Three: Train and Support," contains a suggested scope and sequence for mentor teacher training.
Louisiana Department of Education

7. Partners should use a co-developed recruitment approach that aligns to the district's hiring strategy and reflects the demographic and background of the community.

Residency Flyer A sample residency program marketing flyer like this one for current secondary education SDSU students can be used to promote your program's value proposition.
San Diego State University, University of California San Diego and Sweetwater Union High School District

Teacher Resident FAQ Partners can use this sample residency program FAQ document to create an outline of frequently asked questions that includes resident requirements.
CalStateTEACH and ISANA

District Communications Plan A communications plan like this outlines which stakeholders should be informed of the strategic staffing model to support promotion of the paid residency program.
Education First

Strategic Recruitment Strategies Partners may use the four considerations in this deck as they develop a residency recruitment plan.
California Teacher Residency Lab and Statewide Residency Technical Assistance Center

TOOL ROUND-UP

Recruitment and Retention of Black Educators: Promising strategies at eight U.S. teacher residencies

National Center for Teacher Residencies

A range of strategies like those in this report can be used to recruit and retain Black teacher residents.

Residency Program Recruitment Activities Guidance

Education First

School districts and EPPs can collaborate on a timeline of activities to support a sustainable teacher residency program.

8. Partners should ensure residents have access to professional development beyond their EPP coursework aligned with district priorities.

District-University Professional Development Plan

Education First

In partnership with an EPP, LEAs should provide a professional development plan and sequence like this example.

9. Partners should engage in continuous improvement cycles to assess progress, identify needed improvements and make necessary adjustments.

Governance Meeting Critical Attributes

US PREP

LEAs can use these critical attributes to build a running agenda for governance meetings with an EPP partner.

Scale Progress Monitoring Tool

US PREP

Partners can track their residency scaling progress with this tool.

Site Visit Agenda

Education First

A residency site visit agenda such as this one should be developed to support continuous improvement.

Site Visit Observation Protocol

Education First

An observation protocol like this example can be conducted during the site visit.

Site Visit Interview Protocols (Resident, Mentor and School Leader)

Education First

Interview protocols like these can be used during site visits to gather information about the impact of the residency.

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Education First had the pleasure of interviewing many partnerships and technical assistance providers to help inform this toolkit, but more organizations and partnerships are doing terrific work to build and support sustainable teacher residencies. If you and your district or teacher preparation program partner are doing something innovative or have tools to share, please contact [Kelly Kovacic Duran](#). We would love to hear from you.