# Table of Contents

Teacher Residency Implementation Playbook ........................................................................................................ 3  
Stage I: Laying the Groundwork ............................................................................................................................ 5  
Stage II: Design ................................................................................................................................................... 6  
Stage III: Implementation .................................................................................................................................... 8  
Stage IV: Continuous Improvement ..................................................................................................................... 10  
Critical Data Needs by Stage ................................................................................................................................ 11
Teacher Residency Implementation Playbook

Teacher residency programs (TRPs) are recognized as an integral part of high-quality teacher preparation and their positive outcomes are widely acknowledged.

Typical TRP Features

- Affordable and accessible pathway to teacher preparation with compensation
- Emphasis on quality and alignment with the needs of the school community
- Long-term immersion in a school community and in clinical experience
- Experiential learning combined with focused coursework
- Professional capacity building under accomplished mentors
- New teachers are prepared as if they are second year and beyond teachers

Outcomes of TRPs

- Enhanced direct pipeline of new teachers that meet district hiring needs
- Diversification of the teacher workforce
- Improved teacher retention rates and decrease in teacher vacancies
- Cost-savings from increased teacher retention
- Strong collaboration between school districts and teacher preparation programs
- Positive outcomes for PK-12 learners when new teachers are prepared to perform at the level of second-year and beyond educators
This playbook outlines the journey of planning and executing effective and sustainable TRPs at scale in a strategic and comprehensive way. Two interrelated perspectives are emphasized throughout:

- **The first is the view of TRPs as ecosystem initiatives.** A collaborative and interconnected network of partners encompassing Educator Preparation Providers (EPPs), Local Education Agencies, Arts and Sciences Faculty, community colleges, community organizations, PK-12 students and families, industry/business partners, labor organizations, and government agencies create and inhabit this ecosystem. United by a shared vision and collective responsibility, they collaborate in the design, implementation, evaluation, and refinement of TRPs, ensuring that individuals across all levels of the ecosystem are engaged.

- **The second is data-informed decision making.** This playbook underscores alignment and collaboration among ecosystem partners by initially prioritizing district and community needs, and then back-mapping efforts to create a coherent and coordinated approach. At the heart of this initial endeavor and its continued execution lies the practice of data utilization with a particular focus on root cause analysis to understand the underlying factors behind events before moving forward with solutions. Additionally, there is a strong emphasis on building outcome measurement systems, leveraging data for program refinement, and ensuring continuous improvement.

In developing this playbook, we recognized that structuring the content into stages could be beneficial for the users. Therefore, we divided the playbook into four stages:

While Continuous Improvement is designated as one of the stages, it should be an ongoing process rather than being reserved for the very end, as indicated by the playbook’s emphasis on data-informed decision making.

Ecosystem partners may gravitate to a specific stage as their starting point. For example, for a residency initiative that is within the implementation stage, Stage III may seem to be the most logical starting point. However, it is important for partners to visit all stages of the work to see where additional attention might be needed. Therefore, the way to engage with this playbook is to read through all stages and their corresponding critical moves, which describe the non-negotiable actions and activities. For any actions that have already been taken and are currently in effect, provide the corresponding evidence. Afterward, map out your path to achieve the actions that are outstanding, warrant additional focus, or lack supporting evidence as listed for each critical move. It is important to note that the list of supporting evidence provided for critical moves is not exhaustive; the form and shape of evidence may vary depending on how ecosystem partners implement these critical moves. It is important to emphasize that while you may have already undertaken some of the stipulated actions, it is likely that as you progress through the stages, additional refinements or enhancements may be necessary.
Laying the Groundwork

STAGE 1

Creating a Vision and Forming a Project Team

Critical moves:
- Identify and engage with the ecosystem partners that are connected to the effort in differing ways and can help develop a direction.
- Establish a project team that oversees the initiative and determine the areas of expertise and decision-making powers that need to be represented among the team members.
- Create and implement a shared governance structure for the team.
- Co-create a simple and inspiring vision.
- Continuously restructure the project team and meeting cadence as program evolves and different needs emerge.

Identifying Focus Areas

Critical moves:
- Analyze teacher pipeline data from the EPP to partner district/school alongside district-level vacancy data to gain a comprehensive understanding of hiring and recruitment needs (e.g., subject areas, grade levels, demographic backgrounds) and use this combined data set to conduct a thorough root cause analysis.
- Identify the competencies (i.e., knowledge, skills, and dispositions) that district partners seek in new teachers.
- Identify focus areas of the teacher residency by using the insights gained from data analysis of hiring needs and desired competencies.
- Set residency placement goals.
## Planning the Learning Experience

**Critical moves:**

- Modify the course rotation, sequence, or degree plan to facilitate seamless program completion for residents, without additional financial or time constraints.
- Establish coherent systems of curriculum, instruction, and assessment that align with the context and curriculum realities of district partners and the competencies they seek in new teachers.
- Develop high-quality clinical experiences that encompass gradual release of responsibility, co-planning and co-teaching, reflective practices, and regular feedback and progress monitoring.
- Identify or develop measures to assess resident satisfaction and effectiveness.

## Establishing Comprehensive Supports

**Critical moves:**

- Develop strategies to eliminate barriers to access and success (e.g., licensure test preparation supports, courses offered online or at a district-centric location after work hours, access to transportation, childcare, textbooks, etc.).
- Establish a peer support system (e.g., a cohort system, peer mentoring/tutoring program, study groups, etc.) to foster social connections and a sense of belonging.
- Set up comprehensive advising services that cover the entire program journey from start to finish, including support for navigating the application process, and ensure that advising is positioned as more than course selection.
STAGE 2

Design

Structuring a Residency Model

Critical moves:

- Investigate state-specific parameters and local policies or practices that may impact the design process for a teacher residency (e.g., union policies, policies on student/teacher ratio, policies that may prevent candidates from being alone with PK-12 students).

- Identify the model that addresses the needs of both residents and the schools they serve (e.g., residents as substitutes, residents as co-teachers, residents as tutors, etc.).

- Conduct cost-of-living and program cost analysis to determine appropriate compensation and/or cost savings to make the residency affordable and accessible.

- Determine appropriate mentor stipend amount or other incentives.

- Develop and finalize an MOU between all parties involved.

Outlining Roles and Responsibilities

Critical moves:

- Outline the desired characteristics and responsibilities for a mentor teacher and teacher resident.

- Establish eligibility and selection criteria for teacher residents and mentor teachers.
STAGE 3

Implementation

Recruiting

Critical moves:

- Identify a recruitment approach (e.g., outreach spaces and populations).
- Create and implement a communications and marketing plan.
- Plan and implement recruitment efforts that are data-informed, revealing what kinds of recruitment activities generate the highest interest or best results.
- Create and implement processes for receiving and reviewing applications and selecting residents and mentors.

Identifying Focus Areas

Critical moves:

- Plan and implement professional development to build mentor teacher capacity (e.g., adult learning theory, coaching and effective feedback, co-teaching strategies, as well as knowledge of coursework completed by residents).
- Develop a process or tool to collect evidence on mentor teacher perception of their role and impact.
- Develop a process or tool to collect evidence on resident perceptions of mentoring (i.e., effectiveness and satisfaction).
Orienting and Onboarding Residents

Critical moves:

- Create orientation activities to introduce residents to their mentors, complete necessary paperwork, and provide key information (e.g., introduction to school policies and procedures, setting up log-in, instruction on equipment, building tour, etc.).
- Create onboarding activities to fully integrate residents into the school culture and community (e.g., regular meetings with mentors and principals, participation in PLCs, attendance at community events, etc.).
- Develop a process/tool to assess the quality of resident orientation and onboarding.
Continuous Improvement

STAGE 4

Planning the Learning Experience

Critical moves:
- Engage in an active culture of inquiry with data to inform the revision, development, and fine tuning of practices and processes, while keeping a keen focus on identifying root causes.
- Update district/school level data collected in Stage 1 to see how residents are filling vacancies.
- Review outcome data to determine whether goals are achieved.
- Document and delineate timelines and action steps for closing the loop.

Scaling and Sustaining

Critical moves:
- Scale the residency program to maximize its impact (e.g., scale to another district, scale with additional areas of focus, scale with more teacher candidates, etc.).
- Transition from catalytic/start-up funds toward durable resources to sustain the program long-term.
# Critical Data Needs by Stage

## STAGE 1*  
**Laying the Groundwork**

*At this stage, collection and analysis of these data at the district level are crucial. School level data for projected school placements for residents would be beneficial.*

### District/School Level
- % of free and reduced lunch/economically disadvantaged
- # of FTE classroom teachers
- Demographics of teachers
- Demographics of students
- # of vacancies at the start of the school year

### EPP Level Data
- # of program completers overall
- # of program completers per area of focus
- Demographics of completers overall

## STAGE 2  
**Design**

- Total resident compensation disaggregated by funding sources (e.g., grants, district/school contribution, substitute pay, employment as paraprofessional or after school staff, etc.)
- Reduced costs to residents (e.g., tuition reduction, fee waivers)
- Total program cost versus net cost after compensation and cost reduction
- Mentor stipend amount or other incentives

## STAGE 3  
**Implementation**

- Data on resident performance (i.e., licensure exam scores, classroom observation data, impact on PK-12 student learning)
- Data on program satisfaction and effectiveness (i.e., resident, principal, mentor surveys/focus groups)

## STAGE 4  
**Continuous Improvement**

- Data on resident employment (i.e., # and diversity of completers who are residents, # of residents hired in the district)
- Data on resident completers retained in the district 1-3 years