Aspiring for More

Deeper Partnerships for Sustainable Residencies

Bank Street
College of Education

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ABOUT *PREPARED TO TEACH*

For the past five years *Prepared To Teach* has studied and promoted the development of teacher preparation/district partnerships focused on sustainably funded teacher residencies. Key to these partnerships' efforts is finding ways to financially support aspiring teachers during their clinical residency placements, where candidates work alongside accomplished mentor teachers for a year, applying their coursework learning to the daily realities of classroom life. These financial supports are critical: Without the means to pay their living expenses, aspiring teachers can't afford to enroll in high-quality programs, and they opt for fast-track preparation pathways that leave them underprepared for teaching.

Based on work with and learning from some 20 partnerships across the country, the project has built a set of resources, including reports, videos, and toolkits, to share lessons learned. We hope you find the website, bankstreet.edu/prepared-to-teach, helpful in your own thinking about how deeper partnerships between programs and districts can provide more equitable access to high-quality preparation pathways. ■

PREPARED TO TEACH PARTNERS
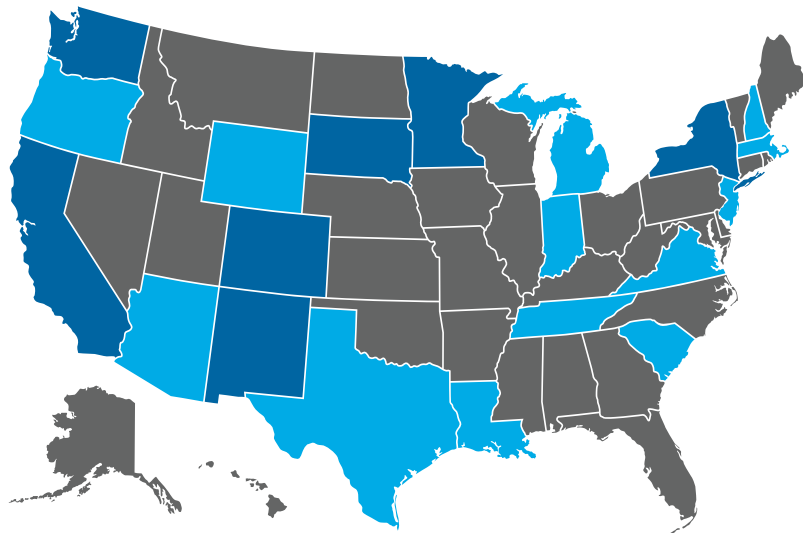
This project was informed by work in all states in either shade of blue. Sites that are currently part of the *Prepared To Teach* National Network are dark blue.

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FOREWORD

Developing a financially sustainable pathway for teachers, especially teachers of color, to enter the teacher workforce is an issue of social justice given the imperative need to increase the diversity of teachers entering the profession. Our mission at UCLA Center X is to transform public schooling to create a more just, equitable, and humane society. We believe that removing financial barriers for teacher candidates committed to working in local public schools is a key part of our work. To that effort, our partnership with Bank Street College's *Prepared To Teach* and participation in the national network of teacher residencies that informed this study has been our first effort in developing a cross-site framework for creating sustainable pathways for teacher education.

Our research within this national network has called attention to the important structures that support teacher and mentor development as well as the systems that are needed in order to develop and sustain productive partnerships with local districts and community organizations. Heartbreakingly, we have also gathered empirical evidence of the financial burdens and stress that our teacher candidates' experience as they prepare to become teachers with full time coursework and student teaching. Together, this research not only makes the case for sustainably funded teacher preparation pathways but also provides insights into the structures and systems that are needed in order to make these a reality.

This work is just beginning. We continue to advocate for federal and state stipends to cover tuition and living expenses for teacher candidates as well as securing teaching assistant or other instructional opportunities for them in our partner districts. We also continue our research into the mechanisms, tools, and resources that are needed to support the rigorous preparation of teachers to work and stay in public schools serving working-class communities of color.

We invite colleagues from across the nation to engage this research, and to join us in pressing forward with local program changes and for broader systems investments in teacher candidates.

Respectfully,

Jarod Kawasaki and Annamarie Francois
UCLA Center X

THE COVID-19 IMPACT ON THE STUDY

The pandemic disrupted project plans, as it did every domain of life. Originally, we had intended to conduct a second round of data collection at the end of the school year to document changes in programs and to explore residents' and mentors' experiences over time. Instead, the project shifted to documenting promising distance-learning practices with partners in the summer of 2020. Accordingly, this report focuses on lessons learned through March of 2020.

ACKNOWLEDGMENTS

INTRODUCTION

Strengthening the teacher preparation system in the United States is no easy task. Other countries that have strong or fast-improving systems can tap into centralized governance structures, whether at the country or regional levels, to coordinate learning about and implementing new, strong, proven, or promising designs for education.[1] Not so in the United States. The nation hosts more than 14,000 school districts and 3,500 teacher preparation providers, all operating within at least 54 distinct legal frameworks for education, many aspects of which preserve local controls for decision-making.[2] And those localities vary widely. Every preparation program serves a particular set of students who have chosen to enroll; every district serves students with distinctive life histories and funds of knowledge. Every local partnership between preparation programs and districts must find ways to link program candidates with the students they will serve in classrooms—even if only for a short time during student teaching. Each approach partnerships develop is unique.

As a result, it is hard to find ways to lift up sharable lessons across the education sector that move beyond the ideas that localities might implement. Where improvements in the sector do happen, they are as likely to be idiosyncratic as they are to be systemic or replicable.

This project embraced the challenge of working across six states to build a learning agenda to surface lessons that could be universally supportive of shifts in the teacher preparation field towards teacher residencies. In collaboration with a network of programs and their district partners, we sought to better understand the change processes, the systems behind, and the experiences within residency partnerships while sites were universally trying to engage a new set of work: finding dollars to support their candidates during yearlong clinical practice placements. The network included some partnerships that were just starting to work with residency models and others that had featured residencies funded through grants for years but whose grants had ended, so they were seeking ways to sustain the work without grant funding (see Appendix 1 for partner list). Large and small; public, private, and non-profit; expensive and well-subsidized—the sample of programs in the network represented the complex variation in teacher preparation programs across the nation. What they had in common was the need for sustainable funding streams to help teacher candidates manage their financial needs during their extended clinical practice placements.

This report chronicles lessons learned from the 12 partnerships that were able to complete participation during the 2019-2020 academic year, the year of residency implementation for the project. Nine partnerships contributed to formal qualitative data collection, with three additional partnerships participating in informal data collection through communications, individual meetings, and convenings.

The research project focused on six domains. One domain, sustainability, was designed by *Prepared To Teach*, and sought to answer two questions:

1 *How might partnerships build towards sustainable models that ensure candidates from all backgrounds can afford to enter their programs?*

2 *What kinds of financial barriers do candidates face during clinical practice?*

In addition to the sustainability focus that *Prepared To Teach* brought to the project, researchers from the partnerships met during two two-day, in-person convenings to collaboratively create a shared learning agenda. First, they identified five domains for exploration:

1 **Partnership Development:** *How do partnerships structure and guide their work together to ensure mutual benefits for schools, districts, and program participants?*

A WORKING DEFINITION OF RESIDENCY

Based on extant research and our own study of programs across the nation, we offer the following three-part description of common features in high-quality residency programs. [3]

PROGRAM CURRICULUM
- Foundational knowledge in content, educational theory, and pedagogy are tightly integrated into residents' placement experiences.
- Residents' instructional practice is grounded in research-based principles from research on learning and development,[4] not simply in mastery of techniques.
- Residents study and practice culturally responsive and sustaining practices and explore personal and systemic biases to develop capacities to disrupt systemic inequities.

STRUCTURAL PRINCIPLES
- Responsibility for residents' development as novice professionals is shared by school, district, and program partners.
- Residents do not serve as teachers of record. Rather, they work as co-teachers with an accomplished teacher who has strong mentoring capacities.
- Residents follow the P-12 calendar for full-time clinical placements, generally at least four days a week or half a day each day, experiencing the arc of the school year with a consistent set of students.
- Residents' roles in their classrooms are substantive. They help plan, deliver, assess, and reflect on their own and their co-teachers' impacts on student growth and learning.

CO-DESIGN APPROACHES TO MEET SPECIFIC LOCAL NEEDS
- Partnerships make concerted efforts, often including strong incentive packages, to recruit residents from under-represented backgrounds and prepare them for specific district hiring needs, especially in shortage areas.
- Districts provide financial support during the residency year, often in exchange for a commitment to teach in the district for a minimum number of years.
- Once hired in the district, residency graduates often receive ongoing mentoring and support.

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2 Program Redesign: *What changes to preparation programs and curriculum do partnerships prioritize, and why do they do so?*

3 Supporting School Improvement by Building Authentic School Learning Communities: *How might mutually beneficial residency partnerships support schools?*

4 Mentor Development: *How are mentors' roles and supports designed and experienced?*

5 Resident Learning: *What do teacher candidates think about their residency experiences?*

They further developed "Guiding Questions" within those domains (Appendix 2), which then informed the interview and focus group protocol (Appendix 3) that were approved via virtual discussions through Zoom and other media. The concepts embedded within those protocol informed the coding system for thematic analysis of the data (Appendix 4).

In analyzing the more than 870 pages of interviews, focus groups, and project notes, we followed two principles in hopes of elevating ideas that might support other preparation programs that wanted to shift towards sustainably funded residencies. First, we adopted an appreciative inquiry lens highlighting what partners had found helpful in supporting positive shifts.[5] Second, we surfaced representative participant voices from the field in order to ground larger lessons learned in a sense of the participants' lived experiences.[i]

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[i] In this report, we used three kinds of participant voice: short direct quotes, composites of frequent phrases that varied little across speakers, and longer self-contained quotes that illustrate elements that surfaced within the narrative. All quotes were scrubbed of identifying information and edited for clarity.

FINDINGS FROM THE SUSTAINABILITY LEARNING AGENDA

Sustainability—which for this study we defined as stable, equitable funding streams to support residents' financial needs—was the one study area that was predetermined by *Prepared To Teach*. As participants in the network, partnerships all had agreed to try to find more sustainable financial supports for residents during clinical placements and to document their progress towards that goal. They also agreed to allow *Prepared To Teach* to survey their institutions' enrollees to better understand how financial burdens impact aspiring teachers. The project pursued two main questions around sustainability the first of which is addressed in this report, the second in a companion report, *#MoreLearningLessDebt: Voices of Aspiring Teachers on Why Money Matters*:[6]

1   *How might partnerships build towards sustainable models that ensure candidates from all backgrounds can afford to enter their programs?*

2   *What kinds of financial barriers do candidates face during clinical practice?*

Each of the partnerships strove to bring 15 residents into residencies, with a target of having at least 20 percent of the local substitute teacher salary being provided to each resident through combinations of stipends, pay for work in schools, and cost savings like tuition reductions. Across the 12 partnerships, they greatly exceeded the aspirational goals of finding sustainable dollars for their candidates. Averaging over 18 residents per program, partnerships found just over $5,000 per resident on average to support expenses during the residency (see Table 1).

Partnerships found many ways to provide financial supports for residents, most of which would be available to preparation programs across the country, as documented in the following pages.[ii]

Table 1: Final Study Site Resident Numbers and Financial Supports

	Goal	Actual
Total number of residents	180	221
Average documented financial supports per candidate	$4,200	$5,000
Documentable sustainable dollars found in first year*	$756,000	$1,105,000

* In some cases, partners were aware of additional resources that were secured for residents but, due to confidentiality constraints, they could not quantify how much the resource added to candidates' financial situations. These additional dollars are not included in the total in Table 1, and sources of additional, undocumented dollars are indicated with an asterisk (*) in the following descriptions.

[ii] *Prepared To Teach* is scheduled soon to release a suite of additional reports and resources, including case studies and vignettes of programs from across the nation that have strengthened their sustainability. See bankstreet.edu/prepared-to-teach, beginning mid-April, to access those materials.

SUSTAINABILITY SOURCES

FINANCIAL SUPPORTS FROM PREPARATION PROGRAMS

*SCHOLARSHIPS: Many universities have discretionary scholarships that can support individuals in education programs. Some institutions made the decision to maximize funding for residency candidates using scholarship funds that were eligible for such designations.

TUITION RELIEF THROUGH COURSE REDUCTION: Increasingly, partnerships are discovering that tightly aligning coursework with residency experiences opens up possibilities for redesigning courses in ways that not only can deepen candidates' learning through integrated clinical and classroom experiences, but also can reduce the total number of coursework hours needed, resulting in tuition relief for candidates.

SUPPORTS FROM WORK OPPORTUNITIES IN SCHOOLS

TUTORING: An easy win for many programs was to create formal structures for candidates to fill using before- and after-school paid tutoring roles.

SUBSTITUTE TEACHING AND OTHER SUPPORTS FOR INSTRUCTION: Almost every program found ways to integrate their candidates' learning with districts' needs for additional instructional supports, particularly with substitute teaching. One partnership, Western Washington University/Ferndale School District, created formal structures for candidates to be hired as paraprofessional substitute teachers to ensure the district could provide new state-mandated professional development for its paraprofessional staff (see *Co-Designing Teacher Residencies: Sharing Leadership, Finding New Opportunities*, a report on that partnership's efforts).

Partnerships' models for paid instructional support roles differed along three dimensions—when residents were allowed to serve in the roles, where they could serve, and what roles they were eligible for (see Table 2). Considerations and potential benefits differ across models; each locality selected their approaches based on their needs.

SUPPORTS THROUGH DISTRICT INVESTMENT IN THE RESIDENCY

DIRECT REALLOCATION OF GENERAL FUNDS: In districts with high rates of teacher turnover, residencies can help stabilize staff. In these contexts, there may be current salary savings in the district because of unfilled positions or from newer teachers being hired at lower salary rates than retiring veteran

Table 2: Dimensions of Substitute Supports for Instruction

Time	Placement	Role
• Set days all year • University breaks • Extended absences • After the program ends • Before residency begins	• In the residency classroom • In the residency building • Across the district	• Classroom teacher • Paraprofessional • Assessment assistant

teachers. If a residency program is designed to articulate with district instructional and hiring needs, district leadership can make the case for reallocating those savings to invest in stipends for residents. For example, one large partner district has found $500,000 a year to support the residency from the "salary savings" category that teacher turnover and unfilled positions has created. Investing in residents, who then commit to teach in the district after graduation both addresses teacher shortages and ensures the investment is a good use of public dollars.[7]

USE OF FEDERAL FUNDING: Because well-designed residencies support instruction in schools, and because both mentor teachers and residents qualify for professional development that is funded federally, districts are able to allocate both roles and dollars associated with their allocations from the federal Every Student Succeeds Act (ESSA) appropriations. Several partners use ESSA Title II professional development funding and some have tapped into ESSA Title I instructional funding to help support either mentors or residents.[8]

SUPPORTS FROM EXTERNAL SOURCES

STATE FUNDING OPPORTUNITIES: In several states, legislatures have established programs that can support residencies. In California, a $75-million residency funding program for STEM and special education helped fund candidates; in Virginia, partners tapped into funding set aside for schools most in need of improvement.

LOCAL FOUNDATION SUPPORTS: Local philanthropies may not have resources to underwrite residents' full set of financial needs, but they may be able to support in small but significant ways. In Virginia, small grants for housing assistance during the residency year were provided by a local donor.

*FUNDS FROM WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) PROGRAMS: The federal government has many programs with billions of dollars in funding targeted to support workforce development, and every state has offices that coordinate these funds. By documenting teaching as a high-need profession with the state WIOA board, one program was able to register as an approved provider of training for teachers to fill high-need positions. Candidates who meet financial need eligibility requirements can now access these funds for tuition and other expenses during the residency.

"I chose a residency program because I was going into my professional year and I was really struggling with the fact that I wasn't going to make any money and be working 40 hours at a school. The residency program looked like a great alternative that helped me with my income and also helped me be more in the school."

—Resident

Such funding sources offer an important start to growing high-quality teacher residencies that aspiring teachers from all backgrounds can afford. Still, as the recently-released partner report for this study, *#MoreLearningLessDebt: Voices of Aspiring Teachers on Why Money Matters*, makes clear, financial barriers continue to take their toll on many aspiring teachers as they pursue certification.[9]

FINDINGS FROM THE CO-CONSTRUCTED LEARNING AGENDA

PARTNERSHIP DEVELOPMENT

All the partnerships either already had or established co-led groups to support their efforts to develop more sustainably funded residencies. These groups varied in their size, formality, and norms, but all served to advise a partnership's residency development. The project adopted "advisories" as a general term to describe the groups, which were the primary resource for exploring this question:

> *How do partnerships structure and guide their work together to ensure mutual benefits for schools, districts, and program participants?*

BUILDING THE WORK TOGETHER

When the project started, partnerships in the network could be loosely categorized into three groups in terms of their advisories. Some had well-developed, existing residencies with active advisories that included district and university leadership; they added a focus on integrating sustainability into their leadership discussions. Others had existing residencies that were largely university based, mostly led by faculty; they focused on opening up shared decision-making and bringing new district and school perspectives into their work. The third group was new to residencies, so they built their advisories from

"I think this is not just an initiative that has to do with funding residents, which in itself is a really good thing to do because of the time candidates have to spend finding part-time jobs and the effect of that on to learning how to teach. I think that this initiative is also significant for strengthening partnerships between school districts and teacher education programs, matching, through shared reflection, the goals of teacher preparation and the goals of school improvement that districts have. "

—*Program Leader*

scratch, addressing sustainability in addition to designing the residency program itself, which often required making shifts in clinical practice away from historic approaches.

Meeting structures varied widely across the partnerships. Some had regularly scheduled weekly meetings of the entire advisory; others met in person as needed to discuss more complicated issues and then dealt with other matters via phone or email. Many partners consciously scheduled meeting times and locations to be maximally convenient for school and district personnel, convening in school or district offices at the very beginning or end of the day. All partners also met with stakeholders outside their immediate advisories to promote the goals of the residency partnership. For example, some partnerships met with legislators; others scheduled meetings with district staff and faculty who were less aware of the residency efforts; and still others met with state education officers to begin discussions of how the state might support high-quality residency development and funding for residents and mentors.

Every partnership had at least one program person who served as the primary lead for the advisories, although sometimes the leadership work was shared across two individuals. Individuals with this role took care of logistics, managed communications, served as point people to deal with any challenges that arose, and generally ensured the project was progressing well. In most cases, those in this role took on the work in addition to their existing duties since few partnerships had funding for a project manager and the *Prepared To Teach* project was supporting the research effort, not implementation.

Advisory members also provided crucial conceptual and project supports.

Superintendents, principals, human resource officers, mentor teachers, deans, department chairs, and faculty were common members of the advisories. They supported direction-setting and the actual work of a host of activities, as one lead noted, "including but not limited to admissions, interviewing, course progression, master teacher selection, school site selection, payments, etcetera."

BETTER COMMUNICATION, GREATER TRUST

"How do we ensure that it's a two-way give and take, so that they feel the benefit of having our students in their district, so that they feel like they're partnering with us and not just giving us access to place our candidates in their schools?" That question guiding one university's efforts to build authentic relationships through their advisories reflected the tenor of partnerships across the study. In most sites, understanding both the district's and the program's needs—most often initiated through discussions of the financial needs of residents—was the entrance to the advisories' discussions.

Those discussions surfaced realities that helped partnerships reframe long-held assumptions. For example, districts' requests for residents to graduate more quickly or to receive additional credentials—such as in bilingual or special education—had sometimes been interpreted by higher education partners as evidence that districts did not care about quality preparation. Through advisory discussions, exactly the opposite proved true. Districts so valued their university partners' graduates that they wanted more of them, precisely so they could avoid hiring much less-prepared teacher from quick-entry programs. For their part, districts often were unaware of the degree to which teacher preparation regulations and accreditation processes drive many program features—and that alternative programs often do not operate with those same requirements.

A better understanding of constraints and needs opened up spaces for new ideas that were mutually beneficial. As a university program lead shared, with "decisions being made with all partners at the table," partnerships were able to ensure in real time, before things were set in stone, that plans would benefit everyone involved.

Repeatedly, interviewees noted that improved communication was both a goal of and a result of the advisories. "Early on, and even now… we did have to learn how to communicate and work together. But now, if there is ever a situation, program leadership will call me, or I will call them, to keep the lines of

"The university truly came and asked us if we would be partners, and they've treated us like partners. I really feel like we've had the opportunity to share what we think would strengthen not only the residents, but also our teachers and the school site. There's really been mutual planning. I really appreciated it at the early stages, and as it has worked all the way through to today. I've really enjoyed the partnership. I've enjoyed the collaborative opportunities in trying to structure this program, this opportunity for the residents."
—Principal

communication open." Program leadership also attested to learning "to respect each other deeply" through their work with the district. Said one dean, "My lines of communication are much more open and more frequent with this partnership compared to some of our other university programs where it's much more informal." The mutually reinforcing focus on transparent communication fostered greater trust between partners than most had experienced before, even with years of positive experiences together before they began this more structured work.

MAKING CHANGE TOGETHER

In some cases, spending more time together actually saved time in other areas, especially around issues connected to residents. Partnerships often found communications to become more streamlined. Hours spent troubleshooting communications between residents, mentors, and schools were solved with systemic access to district emails for residents. Internal conversations on one "side" of the partnership—district or higher education—strategizing how to address challenges with a resident or mentor disappeared; a single phone call to a trusted partner could now address the issue.

Partnerships also found ways to redesign longstanding, time-consuming tasks associated with resident selection and placement. School and district personnel almost universally wanted to be part of selection and placement processes, and the combination of P-12 professionals' tighter schedules and new thinking from the advisories often resulted in more streamlined processes. Long periods of rolling reviews by separate faculty members to accept applicants into a program shifted to a single meeting or two, with both program and district staff reviewing and discussing residents together and making real-time, consensus-based decisions. Similarly, weeks of effort on the part of programs to find clinical placement sites, with back and forth between programs and principals acting as go-betweens with mentor teachers—followed by another round of the same when initial placements did not work—turned into two-hour meetings where principals and program faculty identified strong fits for residents' placements (see our related report, *Co-Designing Teacher Residencies*, for how the Western Washington University/Ferndale School District partnership's placement process transformed).

Even within the short time frame that this project documented partnerships' work, evidence of impact beyond logistics directly attributable to advisories was beginning to surface. Faculty, in particular, were aware of the powerful influence that participating in advisories had on their own program-level work. They began sharing more of the rationale behind program designs with residents, citing school and district needs and linking program goals with district goals. This, in turn, modeled the kind of authentic learning community that faculty hoped their residents would also develop in their classrooms.

For districts that have long had residencies, interviewees were keen to highlight the long-term benefits they had experienced. They found the partnership was integral to their work, both in terms of the residents and their long-term staffing goals. The program was integrated into their educational mission. "It's something that we strive for, to host as many residents as we can, because we find it mutually beneficial for our students. We know that we've got a high number of master teachers because we've been hiring from our own residents for years and years and years. I would say probably slightly over half of our teachers that we currently have were resident teachers with us."

> *"I think these partnerships are what make all of our programs so much better, and having rich and strong relationships where there's community and collaboration, it builds an authentic learning community. I think the teacher candidates see what that relationship building piece is, and I think that becomes a part of their learning, too—learning how to network and communicate across leadership in schools, across teacher platforms. A deep partnership between a school and a residency program absolutely improves the authenticity and accuracy of learning. We work hard to build these partnerships from the university lens, and also our teacher candidates really value having these placements. They're helping to strengthen that authentic learning that's happening."*
> *—Faculty*

PARTNERSHIP DEVELOPMENT: KEY TAKEAWAYS

- Establish some form of advisory group to help prioritize the work of the partnership, striving for wide representation.
- Involve principals and faculty in advisories; these two populations are key for communicating to others how teacher preparation might integrate with P-12 schools.
- Plan meeting times and locations around the more constrained schedules of P-12 partners.
- Nurture communication, both in terms of transparency and in terms of equitable voice, so that all parties can build new understandings of the partnership's possibilities.
- Focus on listening to others' lived realities, needs, and ideas when beginning an advisory group.
- Be open to streamlining longstanding teacher preparation processes.

PROGRAM REDESIGN

The research team wanted to learn about changes programs had made to their curriculum over the course of the project, asking the question:

What changes to preparation programs and curriculum do partnerships prioritize, and why do they do so?

Universally, the answer to the prioritization question was the desire for quality preparation that ensured future teachers were well-prepared to serve all students, and the role of the partnership was key. The feedback and reflective processes that the advisories opened up had helped partnerships identify program redesign needs. The advisories also allowed faculty to bring curricular revision ideas to their district partners for input. As one interviewee shared, revision of social-emotional learning in the curriculum suddenly moved beyond what faculty thought would be important for their residents; they also incorporated partners' ideas for how the revisions could be useful for the district. The sense of possibility for program redesign towards mutually beneficial, quality goals permeated interviews.

EMBRACING YEAR-LONG FIELD PLACEMENTS

At a basic level, the very design of the residencies as yearlong placements created strong cultural shifts across partnerships—years before this study for those with established residencies, and during the course of the study for those new to residencies.

With the increased time residents spend in schools, a residency allows for more opportunities to link what is learned in programs with practice in schools. As one faculty member said, "Residents get more experience around how to actually implement processes we teach in their P-12 classrooms."

Residents also get to see the shifting realities within classrooms across a school year. One interviewee said, "August is different from October is different from January is different from May." Residents build their understandings of both the curricular arc of a school year and the ways that students grow over time. The long-term nature of the experiences also left residents feeling more fully integrated into their classrooms and schools; they were treated more like members of the staff. Universally, residents attested to having their confidence grow substantially through their classroom experiences.

How residency experiences make the difference for aspiring teachers was clear to school-based personnel, as this mentor shared: "Being there and being embedded in everything that we do is so huge for a new teacher. And because they're having this experience now, they're light years ahead of other new teachers when they are hired." The yearlong clinical placements strengthened quality, from all respondents' perspectives.

ADAPTING CURRICULA TO MAXIMIZE QUALITY

Curriculum shifts to support the residency arose from a range of motivations. For example, many programs started to explore curricular integrity, asking whether courses had duplication in required readings and exploring which courses might be most appropriate for certain assessments and assignments. Others began to solicit students' input more consistently.

For many of the faculty members engaged in changing their courses for the new realities of their residents, listening to the needs of the students was key. As a result of student feedback, some programs increased online and blended instruction classes. "We've made changes to the schedule of the methods classes so our traditional placements will have classes throughout the semester every week," noted a rural program leader, "or hybrid every other week. This year, the residency students had their classes mostly online, and they had a face to face time with each of the four instructors four times during the semester." Many programs also changed class locations and times to reduce resident travel time and make attending classes easier.

Working under the theory that application of studies can more effectively solidify knowledge, some programs found they could reduce the total number of courses in their programs and/or retool existing courses so they focused more deeply on topics that had previously been reserved for advanced certificates, such as special education or language learner pedagogy. By more tightly integrating course content, assignments, and assessments with work in schools and associated clinical practice courses, faculty had greater degrees of freedom to strengthen other courses to include new topics. For their part, residents appreciated when assignments were tied to the teaching they were experiencing within their classrooms. The greater integration of coursework into placement experiences provided greater praxis and reduced residents' sense that assignments were irrelevant to their goals of learning to teach.

> *"I wanted to change how I was asking residents to produce assignments or demonstrate understanding of the content. There was a lot of self-reflection for me. I went in looking at it from one perspective, and then I started listening to the teacher candidates' needs. I had to make some of those changes."*
>
> *—Faculty*

Mentors also felt that a key to quality residency experiences was for programs to adapt assignment designs and assessment frequency to complement and enrich residents' support of P-12 student learning. Integrating assignments and assessments helped balance residents' roles and responsibilities with coursework expectations. In this model, faculty saw collaboration with mentor teachers as key, since mentors who were more integrated into the program could better support resident learning through assignments and assessments.

PROGRAM REDESIGN: KEY TAKEAWAYS

- Consider how coursework can both be enhanced by and enhance residents' work with mentor teachers
- Seek resident and mentor feedback on curricular ideas
- Explore the affordances that stronger consolidation of learning through rich application of theory to practice might offer, being ready to add new content to courses and/or to reduce the number of credit hours needed for the residency
- Continually ask, "Does this curricular element or shift enhance quality—in terms of resident learning, P-12 student learning, and/or P-12 staff learning?"

SUPPORTING SCHOOL IMPROVEMENT THROUGH AUTHENTIC LEARNING COMMUNITIES

Much of the literature on residencies focuses on long-term benefits to schools and districts as a result of being able to hire and retain high-quality novice teachers. A large number of researchers in the study had experience with residencies, and they were interested in exploring a slightly different benefit they believed residencies bring to districts: immediate impacts on schools during the residency year. Partnerships agreed to explore the following question:

How might mutually beneficial residency partnerships support schools?

ENRICHING INSTRUCTION

The yearlong nature of the residency is beneficial not only for residents' learning, but also for the P-12 students in the residents' classrooms. Residents become fully integrated into how a class works; they understand the unique nature of their particular classrooms. School leaders who were interviewed often cited the necessity of having more professionals in the classroom to address learning needs, with residents being the most profound and scalable approach to reduce student-to-adult classroom ratios. The increased opportunities for one-on-one time between adults and students offers a "great advantage" to students. Opportunities for small-group instructional methods and co-teaching strategies are made possible by the yearlong presence of the resident. Some partnership

members even report increased family communication and Individualized Education Plan (IEP) supports from residents who are fully integrated into the classroom. Sites that offered specific professional learning supports for co-teaching and other instructional and community approaches seemed more certain of such benefits.

> *"Because of my resident, I got to work with my students in small group settings and I got to work with my students one-on-one. My resident supported my students a lot, especially for those who are not reading on grade level. So, we offered a lot of intervention with students in the classroom."*
>
> *—Mentor*

Mentors and district/school leadership attested to residents' impact on the overall quality of instruction in the school through their work with mentors. One principal noted, "Mentors have been working collaboratively with residents throughout the year, so it has really forced, not only our more experienced mentors to push their pedagogy, to push their instructional practices, but it's also rubbed off on other aspects of our school." Said another principal, "Teachers get motivation and new ideas from the residents."

Those partnerships that included residents in meetings and onboarding activities at the start of the school year also benefitted from having residents fully incorporated into the schools' efforts to build shared

> *"I think on our side, having the opportunity to hire on a resident, they've already practiced a year and they practiced that year with somebody, an expert, at our school. So, it's been very seamless to have the residents as new employees. I think in the grander scope, it's nice to be able to bring them on, understanding what our community has—the structures of the school, policy and procedure—and you're not re-developing that, you're not refilling those holes. So that is a huge advantage to bringing the residents on."*
>
> *—Principal*

systems and cultures. Residents essentially become additional faculty within the broader school community. They added to the number of teachers who knew and could support the school's goals and logistical and behavioral systems.

STABILIZING CURRENT-YEAR STAFFING

Through intentional planning, partnerships can incorporate residents into current staffing needs in ways that both support district priorities and facilitate important learning opportunities for residents. "Having residents at our school gets them familiar with our school. They get trained with how we do our routines, policies; they know what's expected from our administration." That makes them strong candidates to fill occasional staffing needs.

Substitute teaching offers the clearest example of how residents can stabilize current staffing. By carefully designing the days of the week, the roles, and the numbers of days residents can substitute teach, everyone wins. "Schools get trained or in-training professionals to assist teachers and students. Students get more one-on-one attention. Schools get built-in substitutes for no extra cost—residents get already budgeted dollars for being full-day subs for their master teachers." Schools that incorporate residents as substitute teachers address coverage problems created by teacher absences, while also being able to fill those roles with quality residents who know the policies and procedures of the school.

Partnerships were clear that such compensated experiences had benefits for all—as long as they were planned, limited, and linked to reflective practice or other learning opportunities for the resident. No partnership wanted to compromise residents' learning for convenience.[10]

The benefits of this approach were nearly universally appealing. Mentors in particular valued the opportunity for instruction to continue normally when residents served as their own class substitutes. That benefit within the resident's own classroom led some partnerships to create an option where residents could stay to instruct their own class while their mentor teacher left to take the role as substitute in another teacher's class.

> *"I think that's something that's huge. I mean, quite frankly, substitute teachers are a challenge for a school our size. We're short subs all the time, so I think a strong appeal to our leadership was that this was an opportunity for us to have some built-in, quality subs when residents could be there."*
> *—Mentor*

SUPPORTING SCHOOL IMPROVEMENT THROUGH AUTHENTIC LEARNING COMMUNITIES: KEY TAKEAWAYS

- Support residents and mentors in exploring approaches to co-teaching, parental outreach, and sharing responsibilities for instructional and student support work.
- Integrate residents into school systems early so they are ready when opportunities arise to step into roles as informed, committed school staff.
- Consider rethinking substitute teaching approaches across the school to maximize students' access to well-qualified instructors—for example, by having regular teachers take the role of substitute teacher in other rooms while residents lead instruction as substitutes in their own.

MENTOR DEVELOPMENT

It is, we believe, impossible to overestimate the impact of a strong mentor on residents' learning. Not only are mentors engaged in the profoundly demanding work of supporting their students' learning all day, but they also simultaneously are guiding a resident through complex learning experiences, some of which are complex and, potentially, even more influenced by biases, preconceptions, and/or knowledge gaps than their P-12 students bring with them to the classroom. Given the centrality of mentors' roles in a strong residency, the learning agenda sought to better understand the following question:

How are mentors' roles and supports designed and experienced?

CENTRAL PROFESSIONALS IN THE WORK

Across 20 mentor interviews, the project explored what drew teachers to mentor roles. The responsibilities as mentors require a unique commitment; respondents did not take them lightly. Mentors in this sample could be described as selfless professionals. Overwhelmingly, they cited three reasons they opted to take on the work they did: 1) Their responsibility to the future of the profession called them to serve; 2) The experience of working with residents stretched their own thinking and practice; and 3) the program's associated professional learning opportunities made their work more meaningful.

"I have a responsibility to foster future teachers' growth." This phrase echoes the resounding response of mentors when asked why they welcomed a resident into their classroom for a full school year. Whether they sought out the opportunity themselves or they were recommended by school leadership, mentors clearly were motivated to act on their reverence for teaching as a profession. Many mentors viewed their role as an opportunity to lead within the

profession, modeling effective practices and collaborating with residents for their students' benefit. "I feel like we completely have ownership over our resident's development. Knowing that, I take the opportunity to give feedback."

At the same time, the responsibility of being a mentor requires work. "Why would you want the extra work?" mused one mentor. "As time has gone by, I think the motivational piece for me is not only helping a new teacher and guiding them in the right direction, but it helps me personally with my teaching." Principals concurred, as this one expressed: "As mentors, they are forced to be pretty transparent about their practice and open about their thoughts around curriculum and planning—why they're doing certain things when—and that pushes the practice of mentor teachers as well."

Mentors spoke often of how residents brought new ideas into their classrooms—for example, ways to use video or social media and ideas for more interactive assignments. There were more subtle impacts, too, as this mentor teacher expressed: "I feel like it keeps me

> *"Education is constantly changing, so every single person that I've mentored comes back from their classes with new strategies and ideas that I've never heard of that I'm equally excited about trying out as they are. Just having someone in my classroom keeps me passionate because they're new to the profession and so excited and are passionate about. It's like a daily reminder of why you got into it in the first place."*
> *—Mentor*

accountable for coming here even when I'm tired and I feel like I want a personal day. I don't want to disappoint her. I want to do the best that I can, so I think I'm holding myself to a higher standard as an employee than I ever have before. Not that I didn't have high standards for myself, but I'm actually thinking things through differently, like how important is it that I do one thing before another or making sure

that I'm resting on the weekend so I can model for her what self-care looks like, because I know she's overwhelmed."

SUPPORTING MENTOR GROWTH

Across the network, mentor supports were designed in highly localized ways, even within districts, to address individualized needs. The most common approach to designing mentor learning was to focus on school-based engagements. In some partnerships, school and district leadership led learning opportunities tailored to the school sites' needs and experiences. In others, program expertise was leveraged to address specific needs of the mentors and the needs of the school sites more generally. In some cases, mentors—and, often, other teachers—were offered the opportunity to attend resident classes or other learning opportunities relevant to their continued professional growth.

Both P-12 leadership and the mentors themselves found their partnerships to be positive sources of professional learning within their schools, especially when professional learning was focused on how to support their residents as adult learners, as this mentor described: "We have biweekly meetings with administrators where we go over case studies where there are teacher residents with mentor teachers. We read through those case studies and have discussions about what you would do as the mentor if this was you, or best ways to handle this given case." Partnerships were also aware that conceptualizing more systemic ways to design and support learning opportunities for current and potential mentors could both grow the pool of mentors and support school and district goals more broadly.

"We have data that shows 98 percent of our mentors say that the role has made them better teachers and that they see themselves as leaders. We tap teachers to be mentors that the school district hasn't recognized as leaders, but then the district sees the skill sets that they develop, and they're tapping them as leaders."

—Program Leader

MENTOR DEVELOPMENT: KEY TAKEAWAYS

- Engage potential and current mentors with respect for the value they will bring to residents and the school and district; mentors are committed to the profession.
- Provide professional learning around how to engage co-teaching and other resident support models.
- Integrate mentors into program offerings where possible.
- Envision mentoring as part of broader professional learning opportunities, and invite teachers who represent the diversity of the staff to mentor learning opportunities.
- Differentiate supports between long-time mentors and first-time mentors.
- Given the extra work mentors take on, find ways to offer compensation and/or extra preparation periods.

RESIDENT LEARNING

When the project researchers met for the first time, there was a strong sense that resident learning might be the most important focus area for the project. The team settled on the following guiding question:

What do teacher candidates think about their residency experiences?

With the onset of the pandemic, the focus on exploring specific ways that residents had learned over the course of the year was set aside. Nevertheless, even as early as late fall, it was clear residents were learning valuable lessons to set them up in their chosen profession.

IT'S WORTH IT: REFLECTIONS ON RESIDENCY

Mailboxes in the main office with resident teachers' names; welcome signs on classroom doors the first day of school that included both residents' and mentor teachers' names; principals welcoming and introducing nervous novice residents as full members of the staff during start-or-year meetings: These were some of the ways that partnerships signaled to residents their special status in the school. These signs reflected deep integration of residents into schools' regular start-up processes. "We really did go into the district, even before the first day, for professional development. It was nice to have that time to meet your mentor and help set up the classroom and get to know each other. Going into the first days of class, getting to know the kids, and really being a part of the teaching experience, as well as being a part of the community of the school—it was really great."

Residents were well aware that their experiences were different from most preparation pathways, and they valued those differences, as this resident in a new pilot program noted: "Comparing it to other people's programs at their schools, it's a lot of extra work, which I know at the end will prepare me to be a better teacher." During the school year, residents participated in meetings concerning student data, IEPs, and parent conferences. Within the classroom, especially in partnerships that intentionally supported co-teaching and collaborative classroom strategies, residents enriched their learning and the learning of their students. The partnership development itself also sometimes strengthened residents' learning. Where school leaders felt "truly treated as partners," they found "opportunities to have conversations that bridged the gap between the residents' coursework and their classroom experience."

Mentors saw profound growth in their residents. Asked what adjectives described their residents in

"I wish this model was in place when more of these young professionals came out. The old model really doesn't prepare teachers. It sets them up for failure and burnout. If you go through residency for a year, you've already lived it once. I just feel like there has to be more of a success rate and retention rate of teachers."
—Principal

August and again later when they were interviewed in late fall, they offered similar assessments across partnerships. Beginning residents were "quiet," "timid," "unconfident," "apprehensive." By late fall, they were "engaging," "confident," "amazing," empathetic," detail-oriented," "prompt," "prepared," and "brave." As a result of their immersive experiences, residents not only grew personally, but they also "built relationships, which is huge with any child. A random person here and there doesn't work. If they're consistent, students know that Monday, Wednesday, Friday, they have reading groups with Ms. so and so; they look forward to that, especially at the lower grades. They rely on that, so that dependability is key."

EARNING WHILE LEARNING

The compensation that residents received through district employment in instructional support roles was an important factor for many of residents in their decisions to enroll in the program, for reasons that the *#MoreLearningLessDebt* report make clear.[11] District leaders heard that "the opportunity for school-affiliated work was definitely number one for residents."

Resident voices were strong and clear about their opportunities to work in the district. They explained their attraction to paid work with schools in two main ways. The first was their desire to align their need for income with their passion for education:

> *"I don't want a nighttime job; I never have. I wanted to do something with kids. I've always worked with kids since forever. You can't do something with kids at night. I've never done anything like waitressing. I've never done anything at a store. I wouldn't have been good at that, and that would have been a nighttime job I could have gotten, but that's not what I wanted. So having the financial support and doing what I love, which is teaching, has been really nice."*

> *"I get to do what I love and get paid for it."*

> *"I have to work while I'm in school, so getting to work in the school where I get to see my first-graders outside of the classroom gives me more credibility as a teacher. And I can put that work energy into something that is adding value to my education instead of 'well I'm going to work at this restaurant over here on the side.'"*

> *"Probably a lot of us are working anyway, so this is an opportunity to work in your field."*

The second thought about paid work, which became stronger over time, was all about preparing for their future careers as teachers:

> *"It is educational."*

> *"It's really helping me to understand the conceptual elements of education, understanding why we do certain things and understanding the habits of kids, which is really interesting."*

> *"You see the kids' maturity levels at kindergarten versus fifth grade. You see the curriculum level. We're talking about this in fourth grade and they already talked about rhombuses in the second grade. Why are the kids not getting that? Or what is going on that they aren't making that connection between what they already talked about two years ago?"*

> *"I go to other grades to substitute and have the classroom by myself. How do I manage fifth grade? I don't know. How do I manage kindergarten? I don't know. So it's a learning experience."*

> *"I think there's a lot of benefits to being able to sub in a classroom because you're seeing so many variations. Each and every class is different and you're able to see, 'I do this well here,' or maybe 'I'll change this next time', or 'what grade level do I fit better in?'"*

> *"We're able to practice all the things we're learning in a classroom and get that confidence and see what works and what doesn't work."*

Many residents also shared that they had built greater appreciation for the many people who provide supports for schools beyond individual classroom teachers. They gained appreciation for the entire substitute teacher pool in a district. They began to think about how they might work with paraprofessionals in their own classrooms. As one particularly eloquent resident mused, "It affects how you interact with others. It's very easy to get in your own routine, in your own little world about what everything should be like. It's really nice to see what it's like for other people around the building. Take a step back and just chill out sometimes if you get

frustrated with people or departments and things like that. I don't feel like I ever have that kind of feeling anymore."

Of all the focus areas the study explored, residents' experiences were the most tempered with suggestions of how to improve their programs. Some partnerships had not yet engaged in curriculum redesign work, so courses were not well aligned with learning opportunities in the residency. For residents in these partnerships, assignments could feel irrelevant and workloads could balloon at the wrong times in the school year. Other partnerships had not yet integrated compensated experiences in a planful way into their program model, so residents might be pulled out to substitute with no advanced warning or they might have to drive across town at the last minute to work in a school and classroom that they did not have any connection to. As was evident from many residents' interviews, such situations created stress and diminished their capacity to fully engage in their residency work. Yet, as also was evident from interviews with residents in partnerships where curriculum conversations and guidance and support around substitute teaching had occurred, these challenges can easily be overcome.

RESIDENT LEARNING: KEY TAKEAWAYS

- Ensure residents at least have the opportunity—if not the requirement—to work in school-based roles to support and enhance overall experiences for those who must have some income.
- Develop within partnerships a framework around compensated roles, including guidance on numbers of days a resident can engage in the work, guarantees for instructional consistency in the residency class, and supports for when they will substitute outside their host classroom and/or school.
- Facilitate residents' learning and reduce stress by engaging in a full curriculum audit to align with opportunities for learning in the placement site.

MOVING FORWARD

Although the COVID-19 pandemic interrupted the study, it did not interrupt the work of these partnerships. All of the institutions are continuing to grow and strengthen their residencies in partnership with their districts, and the vast majority of them have joined a national learning network that is based on a conceptual framework for change that this study surfaced as necessary areas for long-term shifts across partnerships (see the companion report, Five Domains for Teacher Preparation Transformation).

The first domain, Mindset Shifts, focuses on how leadership from P-12/preparation program partnerships can strategically lead for long-term transformation of their preparation systems. The middle three domains—Educator Roles, Labor Market Alignment, and School Improvement—all delve deeply into the details of system shifts that need to occur if partnerships want sustainably funded, financially accessible residencies, including supports for mentors and program curricular shifts. The final domain, Deeper Learning, ensures that the work of transformation is in the service of equitable teaching and learning for all.

The learning network, comprised of over 150 individuals from both P-12 and teacher preparation sectors in each partnership, will be designing locally responsive action plans and long-term strategic goals for transforming their partnerships. As this new work begins, the *Prepared To Teach* team once again is reminded of a lesson we have learned many times over: The desire for positive change in teacher preparation is strong; the will to do the work exists in ample measure. Partnerships just need time and supports to achieve these new visions so that every aspiring teacher can afford to learn to teach in high-quality, sustainably funded residencies.

Mindset Shifts   Educator Roles   Labor Market   School Improvement   Deeper Learning

APPENDIX 1

LIST OF PREPARATION PROGRAM PARTNERS

Metropolitan State University of Denver
Old Dominion University
PEBC (Public Education & Business Coalition)
UCLA
University of Colorado, Colorado Springs
University of Colorado, Denver

University of Denver
University of New Mexico
University of South Dakota
University of Southern California
Virginia Commonwealth University
Western Washington University

APPENDIX 2

LEARNING AGENDA FOCUS AREAS AND GUIDING QUESTIONS

Focus Area 1: Partnership Development
How do partnerships structure and guide their work together to ensure mutual benefits for schools, districts, and program participants?

GQ 1.1 How do partnerships structure work-groups, build and maintain relationships, and manage logistics?
GQ 1.1.1 What domains/activities are mutually determined by all parties involved? What domains/activities are led largely or exclusively by one party?
GQ 1.2 How do advisory groups navigate challenging local issues in order to build excitement and consensus to shift the teacher preparation ecosystem?
GQ 1.3 How can the network (this network plus New York) influence local, state and federal policy decisions around teacher preparation?

Focus Area 2: Program Redesign
What changes to preparation programs and curriculum do partnerships prioritize and why?

GQ 2.1 What changes to preparation programs and curriculum do partnerships prioritize and why?
GQ 2.1.1 What kinds of school and preparation program changes occur as a result?
GQ 2.1.2 To what degree, if at all, do partnerships focus program redesign efforts on districts' identified new hire needs?
GQ 2.1.3 In what ways, if any, do candidates' opportunities for deeper praxis affect program redesign?
GQ 2.1.4 What kinds of constraints and/or flexibilities in either P-12 or higher education affected the ability to engage in program redesign?

Focus Area 3: Supporting School Improvement Through Authentic Learning Communities
How might mutually beneficial residency partnerships support schools?

GQ 3.1 What reasons do partnerships have to embrace the opportunity to become residency preparation sites?
GQ 3.1.1 What kinds of benefits do schools experience when they become residency partnership sites?
GQ 3.1.2 How do other partnership stakeholders—including preparation programs, districts, and communities—experience the shift to becoming part of a residency preparation partnership?

GQ 3.2 How do schools' pre-existing leadership, staffing, and culture influence partnerships' ability to realize desired changes in a school through the residency program?

GQ 3.3 How might a deep partnership between a school and a teacher residency program help build an authentic learning community that strengthens a school?

> **GQ 3.3.1** How do school-based participants in the residency program describe the changes in the school's culture and adult learning community before and after the implementation of the residency program?
>
> **GQ 3.3.2** How might particular residency and staffing models differentially affect the development of authentic school learning communities?

Focus Area 4: Mentor Development
How are mentors' roles and supports designed and experienced?

GQ 4.1 How are mentors' professional learning opportunities (PLOs) designed and delivered?

> **GQ 4.1.1** Who plans and delivers PLOs, and how are they calendared?
>
> **GQ 4.1.2** What kinds of curricular goals do PLOs encompass?
>
> **GQ 4.1.3** To what degree do PLOs intentionally seek to develop a new generation of teacher leaders?
>
> **GQ 4.1.4** What activities and roles increase mentor teachers' ownership of residents' development?

GQ 4.2 How do mentors experience their roles?

> **GQ 4.2.1** What motivates teachers to become mentors for a residency program?
>
> **GQ 4.2.2** How do mentors describe their roles and responsibilities?
>
> **GQ 4.2.3** How do mentor teachers describe benefits and drawbacks of being mentor?
>
> **GQ 4.2.4** How do mentors describe any impact their roles as mentors have had on their own learning and/or their commitment to the profession?

Focus Area 5: Resident Learning
What do residents think about their residency experiences?

GQ 5.1 Why do aspiring teachers choose residency programs?

> **GQ 5.1.1** How do they describe the initial attractions and barriers to becoming a resident?

GQ 5.2 How do residents describe the impact of their experiences as residents, including on themselves, their students, their schools, and their mentors?

> **GQ 5.2.1** How do they describe their learning over time, including how much they learn, in what areas, and through what experiences?
>
> **GQ 5.2.2** After having been residents for nearly a full academic year, how do residents describe the benefits and drawbacks of being residents?

GQ 5.3 What are residents' impressions of how their preparation compares with what they understand preparation to be like through other kinds of pathways?

Focus Area 6: Sustainability
How can partnerships build towards sustainable models that ensure diverse candidates can afford to enter their programs?

GQ 6.1 What kinds of financial responsibilities do aspiring teachers bring with them to their teacher preparation programs?

> **GQ 6.1.1** How might family responsibilities and debt play into candidates' capacities to engage in a full-year residency?
>
> **GQ 6.1.2** How much would it take to support today's teacher candidates in a modest yet adequate way during a residency? What factors should be taken into account when determining that dollar amount?
>
> **GQ 6.1.3** To what degree do finances drive candidates' decisions to enter certain preparation programs?

GQ 6.2 How do partnerships design residency roles to ensure they can meet school staffing needs while still focusing on candidate learning?

> **GQ 6.2.1** What kind of resources do districts consider reallocating when developing long-term projections for candidates' financial support?

APPENDIX 3

PROJECT PROTOCOLS

Learning Agenda Interview Protocol
Protocol for interviews closely followed the wording of the guiding questions (Appendix 2). Only first-round interview protocol are included here, as the project was unable to complete the planned second round of interviews due to the COVID-19 pandemic.

Project Lead Interview
Domain 1
Q1. What domains/activities are mutually determined by all parties involved? What domains/activities are led largely or exclusively by one party?
Domain 2
Q2 What changes to preparation programs and curriculum do partnerships prioritize and why?
        Q2.1 To what degree, if at all, do partnerships focus program redesign efforts on districts' identified new hire needs?
        Q2.2 In what ways, if any, do candidates' opportunities for deeper praxis affect program redesign?
Domain 3
Q3. How do you think partnership stakeholders—including preparation programs, districts, and potentially communities—experience the shift to becoming part of a residency preparation partnership?
Q4. How do schools' pre-existing leadership, staffing, and culture influence partnerships' ability to realize desired changes in a school through the residency program?
Q5. How might a deep partnership between a school and a teacher residency program help build an authentic learning community that strengthens a school?
Domain 4
Q6. Who plans and delivers Professional Learning Opportunities (PLOs), and how are they calendared?
Q7. What kinds of curricular goals do PLOs encompass?
Q8. To what degree do PLOs intentionally seek to develop a new generation of teacher leaders?
Q9. What activities and roles increase mentor teachers' ownership of residents' development?
Q10. What motivates teachers to become mentors for a residency program?
Q11. How do mentor teachers describe benefits and drawbacks of being mentor?
Q12. How do mentors describe any impact their roles as mentors have had on their own learning and/or their commitment to the profession?
Domain 5
Q13. Why do aspiring teachers choose residency programs?
Q13.1 How do they describe the initial attractions and barriers to becoming a resident?
Q14. How do residents describe the impact of their experiences as residents, including on themselves, their students, their schools, and their mentors?
        Q14.1 How do they describe their learning over time, including how much they learn, in what areas, and through what experiences?
Q15. What are residents' impressions of how their preparation compares with what they understand preparation to be like through other kinds of pathways?
Domain 6
Q16. How is the partnership designing residency roles to ensure it can meet school staffing needs while still focusing on candidate learning?
Q17. What kind of resources do districts consider reallocating when developing long-term projections for candidates' financial support?

Faculty Interview
Domain 2

Q1. What changes to preparation programs and curriculum does the partnership prioritize and why?

      Q1.2 In what ways, if any, do candidates' opportunities for deeper praxis affect program redesign?

Domain 3

Q2. How do you think partnership stakeholders—including preparation programs, districts, and potentially communities—experience the shift to becoming part of a residency preparation partnership?

Q3. How might a deep partnership between a school and a teacher residency program help build an authentic learning community that strengthens a school?

Domain 4

Q4. How are mentors' professional learning opportunities (PLOs) designed and delivered?

      Q4.1 Who plans and delivers PLOs, and how are they calendared?

      Q4.2 What kinds of curricular goals do PLOs encompass?

      Q4.3 To what degree do PLOs intentionally seek to develop a new generation of teacher leaders?

Domain 5

Q5. In our opinion, why do you think aspiring teachers choose residency programs?

Mentor Interview

Domain 3

Q1. What kinds of benefits do you believe your school has experienced since becoming a residency partnership site?

Q2. How have you, as a mentor teacher, experienced the shift to becoming part of a residency preparation partnership?

Q3. How do the school's pre-existing leadership, staffing, and culture influence the partnership's ability to realize desired changes in a school through the residency program?

Q4. How does a deep partnership like this one, between a school and a teacher residency program help build an authentic learning community that strengthens a school?

Domain 4

Q5. To what degree do you believe any Professional Learning Opportunities (PLOs) that you have participated in or are aware of, were designed intentionally to develop a new generation of teacher leaders?

Q6. What activities and roles increase your ownership of residents' development?

Q7. What motivates teachers to become mentors for a residency program?

Q8. Describe your roles and responsibilities as a mentor.

Q9. Describe some benefits and drawbacks in your experience of being a mentor.

Q10. Describe any impact your role as mentors has had on your own learning and/or your commitment to the profession?

School Lead Interview

Domain 1

Q1. How does the partnerships structure work-groups, build and maintain relationships, and manage logistics?

      Q1.1 What domains/activities are mutually determined by all parties involved? What domains/activities are led largely or exclusively by one party?

Domain 2

Q2. What changes to preparation programs and curriculum do partnerships prioritize and why?

Domain 3

Q3. What are some reasons your school had to embrace the opportunity to become residency preparation site?

      Q3.1 What kinds of benefits do you believe your school will experience as a residency partnership site?

      Q3.2 How do you and other school leadership experience the shift to becoming part of a residency preparation partnership?

Q4. How does your school's pre-existing leadership, staffing, and culture influence the partnership's ability to realize desired changes in a school through the residency program?

Q5. How do you believe a deep partnership between a school and a teacher residency program helps to build an authentic learning community that could help strengthen a school?

Domain 4

Q6. How are mentors' professional learning opportunities (PLOs) designed and delivered?

Q6.1 Who plans and delivers PLOs, and how are they calendared?
Q6.2 What kinds of curricular goals do PLOs encompass?
Q6.3 To what degree do PLOs intentionally seek to develop a new generation of teacher leaders?
Q6.4 What do you believe motivates teachers to become mentors for a residency program?

Domain 5
Q7. What are residents' impressions of how their preparation compares with what they understand preparation to be like through other kinds of pathways?

District Lead Interview
Domain 1
Q1. How does the partnership structure work-groups, build and maintain relationships, and manage logistics?
Q1.1 What domains/activities are mutually determined by all parties involved? What domains/activities are led largely or exclusively by one party?

Domain 2
Q2. What changes to preparation programs and curriculum do partnerships prioritize and why?
Q2.1 To what degree, if at all, does the partnership focus program redesign efforts on identified new hire needs?

Domain 3
Q3. What reasons did the district have to embrace the opportunity to become residency preparation partner site?
Q3.1 How does the district experience the shift to becoming part of a residency preparation partnership?
Q4. How do schools' pre-existing leadership, staffing, and culture influence the partnership's ability to realize desired changes in a school through the residency program?

Domain 4
Q5. How are mentors' professional learning opportunities (PLOs) designed and delivered?
Q5.1 Who plans and delivers PLOs, and how are they calendared?
Q5.2 What kinds of curricular goals do PLOs encompass?
Q5.3 To what degree do PLOs intentionally seek to develop a new generation of teacher leaders?

Resident Interview
Domain 5
Q1. Why did you choose a residency program?
Q1.2 What are some initial attractions and barriers you perceive to becoming a resident?
Q2. Describe your experiences as a resident thus far.
Q2.1 Can you share some of the benefits and drawbacks from being a resident that you have experienced to date?
Q3. What are your impressions of how your preparation compares with what you understand preparation to be like through other kinds of pathways?

APPENDIX 4

CODING SYSTEM

Interviews and focus groups were conducted in the late fall and early winter of the 2019-2020 academic year, yielding over 870 pages of data. In addition, the project collected meeting records, communications, and individuals' notes about conversations and plans. Nearly 100 documents were analyzed using the computer-assisted qualitative data analysis software, MAXQDA. Coding of the data resulted in roughly 3,500 coded segments related to the six focus areas: nearly 500 on partnerships, over 350 concerned educational settings, over 600 related to program design, nearly 800 concerned mentors, and over 900 focused on residents. Additionally, the data was coded with nearly 900 population indicators, over 400 positive/negative/mixed "valences," and nearly 900 conceptual-based codes that were used to more deeply analyze and clarify the thematic elements of the data where appropriate.

Prepared To Teach staff engaged in inter-rater reliability processes to ensure coding was consistent and defensible in terms of both reliability and face validity. Partners independently coded a subset of documents and compared their analyses with *Prepared To Teach* coding to ensure reliability at the highest concept levels. After the first three of five internal *Prepared To Teach* norming sessions, no high-level codes were found to be misaligned with others' codes, including from research partners.

Type of Code	Major Topic	Sub-Topic	Description
Conceptual Idea			
	Change process		Descriptions of structures, processes, or discussions about changes associated with the residency
	Motivation		Language related to motivation OR evidence of motivation or lack of motivation
	Relationships		Language related to building or strengthening relationships OR evidence of relationships as an important aspect of the residency
	Communication		Language related to communication, lack of communication, or miscommunication within the residency program and partnership
	Dispositions		Language related to any player's dispositions toward the work
	Coherence		Discussions of shared lexicon, framework, values
	Other		Conceptual, not captured in other codes
Study Domain			
	Partnership		
		Recruitment	Text relating to the partnership's processes, planning, and work related to recruiting institutions, candidates and mentors in the program
		Alignment	Instances of IHE and district/school partners working to align aspects of the curriculum, field experience, and paid school work positions
		Systems	Descriptions of partnership systems; include associated text about value or efficacy of the structures
		Advisory Group Work	Any discussion of advisory groups, formalized or not, that are associated with the residency or had an impact on the residency (but perhaps were not associated formally, e.g. a standing College advisory for all programs, a college curriculum committee, P-12 boards, etc.)
		Leadership	Any discussion of leadership roles, formal or informal, associated with the residency
		Goals	Any text that captures explicit or clear but implicit goals of the partnership. NOTE: These are partnership goals, not goals that are exclusively either P-12 or program goals.
		Workforce Alignment	Text about districts' hiring needs, from decisions concerning placements to hiring into the district
		New Opportunities	Text relating to initially unexpected developments resulting from the partnerships and rising opportunities within the partnership
		Other	Partnership, not captured in other codes

Program Design

	Scheduling	Shifts in where and when programs schedule clinical experiences, paid positions, and courses
	Faculty Experiences	Faculty's lived experiences resulting from the shift to residencies
	Systemic	Licensure changes, pathway development/sequencing, program requirements
	Coursework	Course curriculum changes and portions of the resident curriculum involving program methods, seminars, lectures, assignments etc., including making changes that align the courses to resident field experiences and teaching
	Assessment	Ways in which resident assessments are designed to align with resident curriculum and clinical experiences (i.e. formal observation rubrics)
	Clinical Experiences	Aspects of the clincical experience related to learning, where residents learn through practice and have the opportunity to apply program learning, participating in clinical practice and/or performing explicit praxis
	Other	Program redesign, not captured in other codes

Educational Settings

	Hiring Residents	Situations where candidates are hired and continue work within the same school
	Culture	Ways the residency interacts with and/or shifts school culture
	P-12 Student Outcomes	Ways the residency is seen as influencing or potentially influencing student outcomes
	Parent-Family and Communities	How the residency impacts and/or intersects with parents and community
	Staffing	How schools structures or shifts staffing to integrate residents into the instructional program and staffing needs.
	Other	Changes in educational settings, not captured in other codes

Mentors

	Mentor Recruitment	Mentor experiences, motivations, thoughts, etc. concerning their recruitment into the program
	Learning Opportunities	How the residency supports mentors' formal learning opportunities
	Leadership Opportunities	How the residency supports mentors' leadership opportunities
	Integration into Program	How mentors become integrated into the resident curriculum and learning.
	Resident Integration Into School	How mentors' work with residents becomes integrated into school-level work, professional learning community
	Impact of Experience	How the residency program impacts mentors' lived experiences as teachers
	Approach to Resident Development	Structures, processes, or goals mentors have/used in resident development; attitudes and agency surrounding resident development. Includes efforts the mentor makes to integrate the resident into classroom experiences
	Other	Mentors, not captured in other codes

Residents

	Resident Recruitment	Resident experiences, motivations, thoughts, etc. concerning their recruitment into the program
	Strongest Learning	Areas/pedagogies/experiences that provide residents with the strongest learning opportunities
	Alignment Between Mentor and Program	Evidence of alignment or lack of alignment between the program and mentors/mentor classroom
	Cohort Experience	Ways in which residents being part of a cohort impacts their overall experience
	Classroom Roles	How residents are/are not integrated into the residency's classroom roles including observations, planning, teaching, conferencing, committees, etc.
	Compensated School Roles	How residents experience integration into the school in paid positions including working as paraprofessionals, substitute teachers, tutors, etc.
	Balancing Roles and Responsibilities	How residents experience the management of and balance of their roles and responsibilities related to their coursework, classroom roles, compensated school roles, and personal lives

	Other	Other text describing residents' experiences that has not yet been coded. Includes descriptions of the value or efficacy of the residency
Sustainability		
	Braiding Resources	Examples of how sharing human, physical, and financial resources between P-12 and IHEs supports the residency
	Resources Toward Residents	Examples of how IHEs and P-12 partners reallocate existing resources to support residents
	Resources Toward Partnership and Mentors	Examples of how IHEs and P-12 partners reallocate existing resources to support the residency program and mentors
	Cost Savings	Examples of how partnerships identify and reallocate dollars from cost savings to support the residency
	Candidate Finances	Information about candidates' financial capacities and burdens, including efforts to support themselves financially. (i.e. personal/family costs, outside work)
	Other One-Time Financial Resources	Grants and short-term funding
	Other Sustainable Financial Resources	New funding that will likely continue to support the residency
	Systemic	Sustainability, non-financial
	Other	Sustainability, not captured in other codes
Population		
MACP program lead		Indicator for a program leadership role being referenced in others' data
IHE leadership		Indicator for IHE leadership being referenced in others' data
District leadership		Indicator for district leadership being referenced in others' data
Principal		Indicator for a principal being referenced in others' data
Mentor		Indicator for a mentor being referenced in others' data
School Leadership		Indicator for school leadership/administrators being referenced in others' data, can include principals when mentioning multiple members of school leadership or administrators
IHE Faculty		Indicator for a faculty member being referenced in others' data
Resident		Indicator for a resident being referenced in others' data
Community		Indicator for a community member/group being referenced in others' data
Other		Indicator for others being referenced in others' data
Unclear person reference		Indicator for a person being referenced that coders do not know
Valence		
Positive		Notation of a generally positive tone
Neutral		Notation of a neutral tone
Mixed		Notation of a mixed tone
Negative		Notation of a generally negative tone
Local Realities		
COVID-19		
Constraints		Descriptive data detailing local constraints
Opportunities		Descriptive data detailing local opportunities specific to the location of the partnership
Context		Descriptive data detailing local context not particularly about opportunities or constraints
Other		Local realities, not captured in other codes
Good Quotes		Statements during the interview/focus group that epitomizes stakeholder experiences and/or catches your attention

ENDNOTES

[1] OECD, "Lessons from PISA for the United States," Strong Performers and Successful Reformers in Education (OECD Publishing, 2011), http://www.oecd.org/pisa/46623978.pdf; Linda Darling-Hammond and Jeannie Oakes, *Preparing Teachers for Deeper Learning* (Cambridge, Massachusetts: Harvard Education Press, 2019).

[2] These include the 50 states, Washington, DC, the Bureau of Indian Education, the Department of Defense schools for children on military bases, and Puerto Rico. Data from "The NCES Fast Facts Tool Provides Quick Answers to Many Education Questions (National Center for Education Statistics)," accessed October 13, 2014, http://nces.ed.gov/fastfacts/display.asp?id=84.

[3] As part of our working definition, *Prepared To Teach* incorporates the elements of residencies from the high-quality report from Learning Policy Institute on largely grant-funded, graduate-level residencies, as outlined in Roneeta Guha and Tara Kini, "Teacher Residencies: Building a High-Quality, Sustainable Workforce" (Palo Alto, CA: Learning Policy Institute, 2016), http://bit.ly/2phcQwi; In addition, our own research includes a wide variety of residency models, including unfunded and undergraduate programs, which inform our working definition. For resources on *Prepared To Teach*'s research, see "*Prepared To Teach*," Bank Street College of Education, bankstreet.edu/prepared-to-teach.

[4] Linda Darling-Hammond et al., "Implications for Educational Practice of the Science of Learning and Development," *Applied Developmental Science* 24, no. 2 (February 17, 2019): 43.

[5] David Cooperrider and Diana D. Whitney, *Appreciative Inquiry: A Positive Revolution in Change* (Berrett-Koehler Publishers, 2005).

[6] Divya Mansukhani and Francheska Santos, "#MoreLearningLessDebt: Voices of Aspiring Teachers on Why Money Matters" (New York: Bank Street College of Education, *Prepared To Teach*, February 2021), https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1007&context=pt&_ga=2.116123843.430171213.1616095113-471324392.1499353649

[7] In other *Prepared To Teach* work, we have found similar commitments to investing in these kinds of models using local educational dollars. See Brigid Fallon, "Investing in Residencies, Improving Schools: How Principals Can Fund Better Teaching and Learning" (New York, NY: Bank Street College of Education, *Prepared to Teach*, September 2017), https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1011&context=faculty-staff&_ga=2.111936833.430171213.1616095113-471324392.1499353649; Cathy Yun and Karen DeMoss, "Sustainable Strategies for Funding Teacher Residencies: Lessons From California" (Palo Alto, CA: Learning Policy Institute, 2020), https://learningpolicyinstitute.org/product/strategies-funding-teacher-residencies-california-report.

[8] IDEA dollars could also be eligible to support residencies if programs focus on special education. For an articulation of how residencies meet ESSA guidance, see The Sustainable Funding Project, "The ESSA Opportunity" (Bank Street College of Education, *Prepared to Teach*, 2017), http://bit.ly/29YOAbq; U.S. DOE, "Non-Regulatory Guidance for Title II , Part A: Building Systems of Support for Excellent Teaching and Leading" (U.S. Department of Education, September 27, 2016), http://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf.

[9] Mansukhani and Santos, "#MoreLearningLessDebt."

[10] For details on different staff roles residents might productively engage, see the upcoming report available in mid-April at "*Prepared To Teach*," bankstreet.edu/prepared-to-teach