STATEMENT OF STRATEGIC DIRECTION

An initiative of:
Californian's Dedicated to Education Foundation

CALIFORNIA TEACHER RESIDENCY LAB

September 2020
FOCUS AREAS

Advance Equity and Justice
Spotlight and further develop the pivotal role of teacher residency systems/partnerships in recruiting and retaining teachers of color and the student equity gains that will result from a well-prepared teaching workforce. Strengthen the conditions and offerings of teacher preparation programs to ensure that African American and Latinx teachers enroll, thrive, and stay; and that all new teachers are prepared to successfully support English Learners.

Grow and Nurture the California Teacher Residency Learning Community
Continue the development of a learning community where clinically-rich teacher preparation programs learn from one another and experts, strengthen their intra-program partnerships, and engage in formal and informal networking to support continuous improvement.

Beacon Teacher Residency
Build a strong coalition of support for teacher residencies and clinically-rich teacher preparation at the state level. Raise awareness resulting in continued and growing support for innovation in teacher clinical preparation.

Sustain the Movement and Prepare for Scale
Build on the significant public and philanthropic investment made to date to continue to support Teacher Residency Grant partnerships and create the basis for clinically-rich teacher preparation becoming the norm in California.

VISION

California’s powerfully prepared, diverse, and thriving teacher workforce advances educational equity and justice, providing the learning supports that ensure every student reaches their full potential.

MISSION

Strengthen California’s capacity to provide equity-driven, clinically-rich, teacher preparation and support.
Introduction

In 2019, the state of California made a historic and unprecedented commitment to advancing innovation in clinically-rich teacher preparation with the launch of the nation’s largest teacher residency program. California’s action builds on the strong and growing research base demonstrating the powerful role quality teacher residency and clinically-rich teacher preparation models can play in advancing equity and student success.¹

California’s $75 million investment funded grants for 33 teacher residency partnerships, consisting of school districts and higher education teacher preparation programs. These initial grants will continue through 2023 and support “innovative approaches for recruiting and retaining high-quality teachers for hard-to-staff schools.”² The stated purpose of the state grant program is to “support the expansion of existing teacher residency programs, or the development of new teacher residency programs across California.”³ At inception, however, it lacked a publicly-funded support system charged with providing technical assistance and support to these nascent partnerships.

Fortunately, private philanthropy stepped forward in 2019 to invest in the development of the California Teacher Residency Lab (The Lab), which was charged with providing a venue for support coordination and peer learning for California Teacher Residency Program grantees.⁴ The Californians Dedicated to Education Foundation (CDEF) was asked to manage the support and development of the Lab. During its first year, The Lab successfully created and launched a learning community where teacher residency partnerships received technical assistance support and learned from each other.⁵
As the Lab enters its second year of operations and development, it confronts a radically changed environment, which provides both challenges and opportunities. As proposed by the Governor in January 2020, the state budget was to include an additional $175M investment in the expansion of the Teacher Residency Program. Given the fiscal impact of the COVID-19 pandemic, that proposal was rescinded, although previously approved funding will continue. The pandemic, the murder of George Floyd, and the sweeping social and racial justice movements that have ensued, have also starkly highlighted the deep inequities in California’s educational systems, further evidencing the need for innovation in the recruitment, retention, and support of African American and Latinx teachers.

Recognizing the gravitas of the moment, CDEF / The Lab leadership launched a rapid planning process designed to build on the successes of the first year of The Lab’s operations while responding with urgency to changing conditions. The planning work consists of three integrated components (see Figure 1):

“The Lab] amplified the state’s commitment in ways the agencies were not funded to do, nor had the internal resources to do...it was the fertilizer that helps the plant to grow.”

-Interviewee during discovery process
**Discovery** - a process of rapid but intensive engagement of key stakeholders, designed to provide actionable learnings for The Lab’s immediate planning.

**Strategic Direction Setting** - development of an agile “Statement of Strategic Direction” (this document) describing The Lab’s vision, mission, strategies, and desired outcomes.

**Short-term Operations Planning** - work planning, including timelines and sequencing for implementing strategies.

The “California Teacher Residency Lab Discovery Report” was completed by the Glen Price Group in August 2020 with the specific intent of providing action-oriented findings that CDE Foundation and The Lab leadership and stakeholders could use to pivot where necessary to new strategic directions for The Lab.

> There is such a sense of urgency...the importance of having teachers, counselors, and leaders of color in classrooms. But these last couple of weeks have just shook us all. As we should have been shaken. We really have to take this moment to do something different.

-Interviewee during discovery process
The discovery work yielded four principal findings, which form the basis for the key strategic focus areas addressed by this Statement of Strategic Direction (see Table 1: Strategic Focus Areas).

**Table 1: Strategic Focus Areas**

<table>
<thead>
<tr>
<th>Discovery Report Finding</th>
<th>Focus Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lab can play a critical role in advancing equity, including supporting residency programs to recruit and retain diverse teacher candidates, elevating issues of equity in teacher preparation, and providing opportunities and resources for residency programs to discuss and address issues of systemic racism.</td>
<td>Advance Equity and Justice</td>
</tr>
<tr>
<td>The Lab should continue to foster a learning community where clinically-rich teacher preparation programs learn from one another and from experts, strengthen their intra-program partnerships, and engage in formal and informal networking.</td>
<td>Grow and Nurture the Teacher Residency Community</td>
</tr>
<tr>
<td>The Lab should help advocate for continued support of innovation in teacher clinical preparation with a focus on building strong coalitions of support at the state level to include key political and education leaders and institutions.</td>
<td>Beacon Teacher Residency</td>
</tr>
<tr>
<td>The Lab should create and build consensus around a teacher residency / clinical internship advocacy platform with the goal of cementing California’s commitment to teacher residency models as a standard component of teacher preparation.</td>
<td>Sustain the Teacher Residency Movement and Prepare for Scale</td>
</tr>
</tbody>
</table>
Vision and Mission

The Statement of Strategic Direction provides a pathway to the future we envision but remains flexible in responding to changing conditions. Key components include:

- A new vision and mission, supplying the compass settings for The Lab on this journey; and
- Core strategies, desired outcomes, and indicators providing the basis for gauging success and short- and medium-term operations planning.

**VISION**

The Lab will direct its talent, energy, and resources towards a future where:

California’s powerfully prepared, diverse, and thriving teacher workforce advances educational equity and justice, providing the learning supports that ensure every student reaches their full potential.

**MISSION**

Realizing this vision will require the collaborative effort of many organizations and individuals in the public and private sectors. The Lab’s critical role will be successfully advancing this mission:

Strengthen California’s capacity to provide equity-driven, clinically-rich, teacher preparation and support.
Building on the intensive, action-oriented research carried out during the discovery process and building on learnings from The Lab’s first year of operations, four strategic focus areas have been identified as the framework for work and activity (starting in The Lab’s second year):

<table>
<thead>
<tr>
<th>Advance Equity and Justice</th>
<th>Grow and Nurture the California Teacher Residency Learning Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beacon Teacher Residency</td>
<td>Sustain the Movement and Prepare for Scale</td>
</tr>
</tbody>
</table>

The following pages summarize each of the focus areas and outlines the key strategies. Additionally, it identifies outcomes and indicators to support The Lab's continuous improvement efforts.
Advance Equity and Justice

Spotlight and further develop the pivotal role of teacher residency systems / partnerships in recruiting and retaining teachers of color and the student equity gains that will result from a well-prepared teaching workforce. Strengthen the conditions and offerings of teacher preparation programs to ensure that African American and Latinx teachers enroll, thrive, and stay; and that all new teachers are prepared to successfully support English Learners.

Key Strategies:
1. Support residency partnerships to recruit and retain diverse teacher candidates.
2. Provide opportunities, resources, and support for residency programs / partnerships and system partners to discuss and address issues of systemic racism.
3. Support teacher residency programs to provide trauma-informed and healing oriented supports for teacher candidates and mentors.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Residency is recognized and implemented as part of a growing and successful effort by teacher preparation programs to recruit, prepare, and retain African American and Latinx teachers.</td>
<td>• Teacher residency partnerships’ implementation of specific strategies designed to recruit and retain teachers of color.</td>
</tr>
<tr>
<td></td>
<td>• Growth in number of African American and Latinx teacher candidates participating in Teacher Residency Programs.</td>
</tr>
<tr>
<td></td>
<td>• Greater volume and depth of Lab content offered that focuses on educator and student demographics, assets, and impact of systemic racism.</td>
</tr>
</tbody>
</table>
Grow and Nurture the California Teacher Residency Learning Community

Continue the development of a learning community where clinically-rich teacher preparation programs learn from one another and experts, strengthen their intra-program partnerships, and engage in formal and informal networking to support continuous improvement.

Key Strategies:
1. Engage and coordinate technical assistance (TA) providers and other experts to provide differentiated professional learning supports for participating programs. Ensure TA is responsive to the needs and interests of participants, is appropriate for use in virtual and in-person settings, engaging, and aligns with our overarching goal to advance equity-driven teacher preparation.
2. Provide formal and informal opportunities for peer-to-peer learning and networking.
3. Support teacher residency programs to strengthen clinically-rich preparation in the immediate and potentially long-term future via online and in-person teaching and learning modalities.
4. Retain current programs and recruit additional teacher residency programs to participate in The Lab.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A growing and continuously improving teacher residency learning community provides effective, targeted, and equity-driven supports for participants.</td>
<td>• Growth in partnership program participants. • Level of satisfaction of teacher residency partnership participants with learning community supports.</td>
</tr>
</tbody>
</table>
Beacon Teacher Residency

Build a strong coalition of support for teacher residencies and clinically-rich teacher preparation at the state level. Raise awareness resulting in continued and growing support for innovation in teacher clinical preparation.

Key Strategies:
1. Leverage the CDE Foundation’s networks and integrate with other CDEF programs and resources, especially the California Labor Management Initiative (CA LMI), to support The Lab capacity building and scaling.
2. Disseminate relevant research and case studies (bright spots) that demonstrate the value and impact of the teacher residency model with the aim of bringing the model / elements of the model to scale across the state.
3. Hold an annual signature event that promulgates networking and dissemination of promising practices in teacher residency and clinically-rich teacher preparation.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A broad coalition of support for teacher residency and clinically-rich teacher preparation grows in size and impact.</td>
<td>• Growth in awareness by key stakeholders of the strengths and value of teacher residencies and clinically-rich teacher preparation.</td>
</tr>
<tr>
<td></td>
<td>• Support by key stakeholders for teacher residency and clinically-rich teacher preparation.</td>
</tr>
</tbody>
</table>
Sustain the Movement and Prepare for Scale

Build on the significant public and philanthropic investment made to date to continue to support Teacher Residency Grant partnerships and create the basis for clinically-rich teacher preparation becoming the norm in California.

**Key Strategies:**

1. Coordinate philanthropic investments in technical assistance and advocacy for teacher residency.
2. Serve as a focal point for convening funders and potential investors in innovation and clinical preparation for teachers.
3. Facilitate the development of the “Alliance for Teacher Preparation Equity” (working title), a coalition of institutions of higher education, local education agencies, philanthropy, unions, management, research organizations, and other stakeholders designed to provide a safe space for dialogue and action planning for the expansion of teacher residency and clinically-rich preparation models.8

### Outcomes


### Indicators

- Continued and growing philanthropic investment in The Lab.
- Continued and increased commitment by state political and educational leaders to teacher residency and clinically-rich teacher preparation.
Endnotes


2 Ibid.


4 Key philanthropic sector supporters of the California Teacher Residency Lab to date include: The Bill and Melinda Gates Foundation, The S.D. Bechtel, Jr. Foundation, The Silver Giving Foundation, and The Sobrato Family Foundation. Other key partners include: California Commission on Teacher Credentialing (CTC), The Learning Policy Institute (LPI), and The Education Trust-West.

5 See https://www.wested.org/project/california-teacher-residency-grant-program-evaluation/ for WestEd’s Formative Evaluation of the California Teacher Residency Grant Program.

6 *California Governor’s Budget Summary – 2020-21, K-12 Education*.

7 Glen Price Group (2020). *California Teacher Residency Lab Discovery Report*.

8 The previous experience of the “Alliance for Continuous Improvement” facilitated by the CDEF, provides a working model for the Alliance for Teacher Preparation Equity.