



Characteristics and Evidence of an Effective California Teacher Residency Program

The *Characteristics and Evidence of an Effective California Teacher Residency Program* (the *Characteristics*) serve as a common framework for teacher residencies in the state. They exemplify the scope and complexity of the development of teacher residency programs by which all partnerships can define and develop their program implementation.

1. Equity and justice are defined and advanced at all levels of residency work.	Mission, vision, and theory of change make explicit commitments to equity and justice
	Short- and long-term residency goals include evidence of equity and justice
	Recruitment and retention targets include specific numbers of mentors and teachers reflecting the LEA's and community's unique diversity
	Formal, consistent, and institutionalized spaces to discuss equity and justice work
	Institutionalized affinity spaces created and led by and for residency community members
	Action research centered on addressing equity focused opportunities of practice
2. Authentic partnerships between local educational agencies (LEAs), accredited credentialing institutions, Institutes of Higher Education (IHEs) such as CSUs, and other organizations exist.	Residency teams include leaders and decision-makers from IHEs, LEAs, schools, collective bargaining entities, and local communities
	MOU or Partnership agreements between or among all residency partners
	Shared mission, vision and theory of change for the residency
	Entire residency team– especially decision-makers– reflect the LEA's and community's unique diversity
	IHEs have the capacity (or a clear plan to develop the capacity) to meet LEA hiring needs
	Staffing, roles, and responsibilities are delineated across the residency
	Established norms for collaboration and decision-making
	Collaboratively defined and data-based residency goals and milestones that are revisited over time
3. The residency system is financially sustainable.	Program costs include resources and personnel necessary for effective implementation
	Incentives (i.e. resident, mentor stipends) are defined and tied to the value of the residency program to the LEA
	3-5 year strategic plan exists, tied to mission, vision, theory of change, and long-term budget
	Long-term budget projection is defined, including increasing cost savings to the LEA
	Long-term commitment by all partners to contribute the necessary resources to operationalize the program
	All available funding sources are examined and accessed
	Revenue sources are diverse



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4. Formative and outcome data are collected, analyzed, and used for continuous improvement.	Data-sharing agreement between stakeholders
	Program assessment and evaluation plan with multiple measures that are all tied to the <i>Characteristics and Evidence of an Effective California Teacher Residency Program</i>
	Protocols to communicate about and share data
	Regular meetings scheduled to analyze data across stakeholder groups
	Data used in real-time to make revisions to residency program
	Mentors model how to collect, disaggregate, and make evidence-based analyses that inform their teaching practice
5. Specific hiring needs are defined and filled each year with the recruitment of resident candidates who reflect the LEA's and community's unique diversity.	Resident recruitment targets set based on LEA need and student demographics
	Recruitment efforts target and prioritize candidates who reflect the students they will serve
	Resident recruitment strategy includes explicit tactics to recruit candidates who reflect the students they will serve
	Resident and program expectations shared with candidates
	Recruitment processes include differentiated support for candidates who reflect the students they will serve (e.g., testing support or waivers, flexible deadlines to apply)
	Resident selection strategy screens and vets potential residents using multiple measures (e.g., paper application, interview, model lesson, group tasks)
	Resident selection strategy includes assessment of candidate awareness of the impact of identity and institutionalized racism on teaching and learning in California
Resident recruitment and selection utilizes and lifts up the work of current residents, mentors, principals and partners	
6. Residents engage in a full year of clinical practice teaching alongside an accomplished mentor teacher.	Resident co-teaches alongside a mentor teacher for no less than one full school year
	Resident gradually takes on teaching responsibilities throughout the school year
	Resident has consistent opportunities to observe other mentors and debrief observations at the school site
	Residents are coached, assessed and given regular feedback by mentors, teacher educators, and program staff
	IHE coursework and other professional learning opportunities are designed or adjusted to support and align with clinical practice
7. Coursework and professional learning opportunities are tightly integrated with clinical practice.	Coursework, professional learning opportunities, and clinical experiences are aligned through a set of prioritized skills or day 1 ready skills
	A shared observation rubric/framework is used to assess residents on agreed-upon performance benchmarks
	Scope and sequence of coursework and professional opportunities allows residents to practice and receive feedback on skills before being applied and assessed
	All teacher educators and mentors (across coursework, professional learning opportunities, and clinical practice) effectively employ the shared observation rubric/framework to support and track resident

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	growth
	Residents understand that teaching is an act of social justice and that examining (in)justices must inform their teaching practice
	Residents reflect on the growth and impact of their teaching practice
8. All residents are mentored by accomplished mentor teachers who reflect their LEA's and community's unique diversity.	Mentors have at least three years of teaching experience and a clear credential
	Mentors have a record of successful teaching, growth mindset, receptiveness to feedback, and willingness to disrupt problematic and racist actions
	Mentors reflect the teachers and students they serve
	Mentor selection strategy screens and vets potential mentors using multiple measures (e.g., paper application, interview, model lesson and debrief session, colleague recommendation, etc.)
	Mentor selection strategy includes assessment of a potential mentor's awareness of the impact of identity and institutionalized racism on teaching and learning in California
	Mentors receive specific training for the mentor teacher role
	Mentors receive ongoing professional development tied to resident learning and need
	Professional development builds capacity to mentor during and around TK-12 instructional time
	Mentors use knowledge of equity principles and culturally responsive pedagogy to support their resident to address issues of equity, bias, and access to standards-based curriculum
	Mentors use mentoring stances strategically to engage their resident in collaborative problem-solving and reflection
	Mentors develop the resident's abilities to self-assess and co-assess practice based on evidence, to set professional goals, and monitor progress
	Mentors support residents to ground the critical analysis of teaching practice in student experience and learning
9. Clusters of mentors and residents support and learn from one another at residency partner Teaching Schools.	Recruitment or tactical outreach plan for potential <i>Teaching Schools</i>
	<i>Teaching School</i> administrators prioritize residents in hiring processes
	<i>Teaching School</i> selection criteria and process defined and prioritizes schools whose students reflect the LEA's and community's diversity
	Some/all coursework and professional learning opportunities take place on site in <i>Teaching School</i> classrooms
	Professional learning communities at each <i>Teaching School</i> include administrators, mentors, and residents
	Administrators, mentors, residency graduates and residents examine ways in which white supremacy shows up in grading systems, perpetuates and masks inequities, and discredits improvements made by students over time
10. Residency graduates are supported to continue their	Residents are prioritized in partner LEA hiring
	Formal induction support is provided to all graduates
	Professional learning includes guaranteed and opt-in opportunities for graduates to continue to learn,

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professional learning and develop as leaders.	grow and develop as leaders
	Apprentice mentor opportunities
	Post-induction professional opportunities (e.g., Master's Degree, National Board Certification)

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