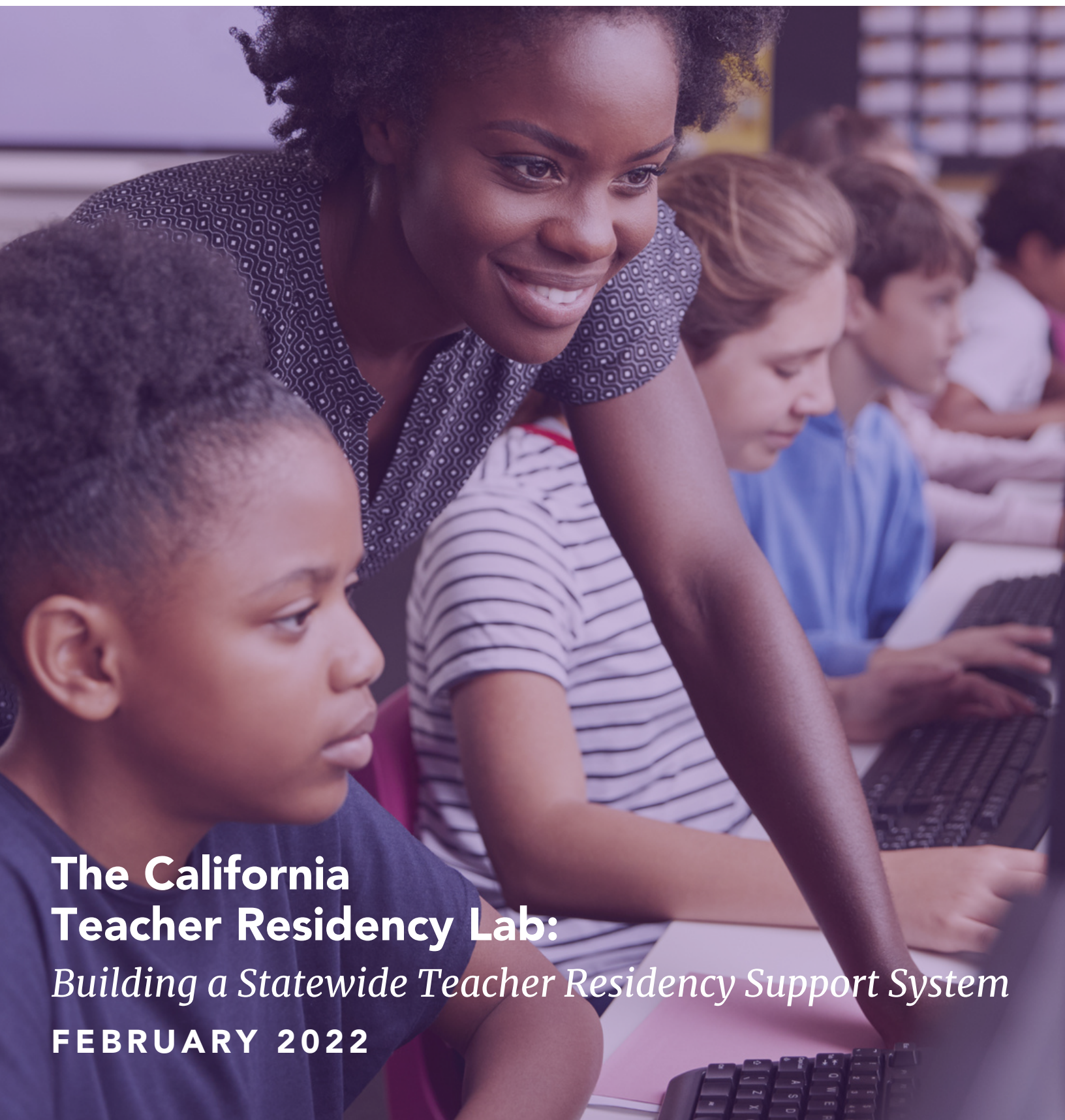




THE RESIDENCY LAB



**The California
Teacher Residency Lab:**

Building a Statewide Teacher Residency Support System

FEBRUARY 2022

Acknowledgements

The California Teacher Residency Lab (Lab), under the innovative leadership of the CDE Foundation, would like to gratefully acknowledge the hard work, dedication, and creativity of Dr. Jacquelyn Ollison, Dr. Shari Dickstein-Staub, Dr. Megan Taylor, and Sarah Cohen from Trellis Education for their work in the development of this concept paper. In addition, this concept paper was grounded and immensely enriched by the contributions of valued partners and technical assistance providers, including The Learning Policy Institute, The Center for English Learners, The National Center for Teacher Residencies, WestEd, and The California Commission on Teacher Credentialing. To all of you, our heartfelt appreciation. Together, you have all contributed to 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 through a system of teacher residencies in California transforms the teacher workforce.





THE RESIDENCY LAB

THE MISSION

The California Teacher Residency Lab (Lab) will build a system of teacher residencies in California that transforms the teacher workforce.

The Lab will:

- Define a California-specific set of characteristics that all teacher residencies in the state will be expected and supported to embody over time, based on research and practitioner expertise and aligned with the statutory definition of teacher residencies.¹
- Ensure that all professional support for teacher residencies in California is:
 - research-based and tied to what we know makes teacher residencies in California most powerful and sustainable;
 - long-term and responsive to development-specific needs;
 - rooted in equity; and
 - aligned to and supportive of a cohesive, statewide system of teacher recruitment, preparation, and development
- Serve as a conduit for California teacher residencies to easily access a constellation of supports based on ongoing assessments of development and need
- Develop the capacity of California teacher residencies to provide context-specific professional support to one another, building a system that over time evolves to support and sustain itself
- Ensure policymakers, leaders, funders, and other decision-makers in the California educator pipeline space share the same vision for a cohesive, state-wide system and work collaboratively and symbiotically to enact it

This concept paper outlines a short-term and multi-year plan to enact this mission.

¹ See EDC Section 44415.5(a)2: “Teacher residency program” is a grant applicant-based program that partners with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.



THE RESIDENCY LAB

Context

A FOCUS ON TEACHER RESIDENCIES

High-quality teacher residencies can prepare effective teachers who stay in the profession, helping to reduce high rates of teacher turnover and end the revolving door of educators in the highest-need schools. In addition, residencies, when adequately funded, often provide financially feasible pathways for candidates and are more likely to recruit teachers of color than other pathways into teaching.²

There is widespread and growing agreement that teacher residencies—powerful, research-based pathways for teacher preparation implemented collaboratively by Institutes of Higher Education (IHEs), Local Education Agencies (LEAs), and local partners—are among the most effective ways to improve and stabilize a highly-effective and representative teacher workforce. With the infusion of [\\$350 million one-time Proposition 98 General Fund](#) over the next five years to support teacher residencies in California, an intentional, strategic approach to supporting residencies to develop, scale, and be sustained is both timely and critical. **The California Teacher Residency Lab is poised to support the development of a powerful system of California Teacher Residency programs in the state that becomes a model for state-specific residency work at scale.**

THE 2019-2021 CALIFORNIA TEACHER RESIDENCY LAB

In 2019, the California Teacher Residency Lab was founded to support new and existing California Teacher Residency Programs across the state. Creating and implementing an effective teacher residency program requires skill and attention to the features of successful residency programs outlined by research³. However, knowing what the key features are and how to implement them successfully are two different things.

As the initial wave of funding for teacher residencies became available from the state in 2018 and many IHEs and LEAs began developing teacher residencies for the first time, the California Teacher Residency Lab offered opt-in, centralized technical assistance. From 2019 to 2021, the Lab has provided a constellation of support for residencies to capitalize on expertise from technical assistance providers, non-profits, researchers, and other residency programs in service of

² Yun, C., & DeMoss, K. (2020). *Sustainable strategies for funding teacher residencies: Lessons from California*. Palo Alto, CA: Learning Policy Institute.

³ Guha, R., Hyler, M.E., and Darling-Hammond, L. (2016). *The Teacher Residency: An Innovative Model for Preparing Teachers*. Palo Alto, CA: Learning Policy Institute.



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developing effective, clinically rich residency programs with measurable impact on teacher diversity, effectiveness and retention in the California communities they serve. In just two years, the Lab has developed into a ***robust learning community in which residency leaders and partners learn from one another and experts, actively engage in formal and informal cycles of networking and continuous improvement, and hold one another accountable to common standards for success.*** The Lab is unique in its ability to cultivate this kind of community, coherence, and to host a support ecosystem specifically attuned to the California context.

Since 2019, the Lab has been on the cutting edge of understanding the need to support teacher residency programs to recruit and retain residents of color to ensure California's teacher workforce diversity and provide all students with highly prepared teachers. In 2020, the Lab emphasized the role of equity in advancing programs' alignment to high-quality residency characteristics by partnering with several leading technical assistance providers. The work with the National Center for Teacher Residencies (NCTR), Dr. Travis Bristol of UC Berkeley, LMU's Center for Equity For English Learners (CEEL), Dr. Rose Owens-West of WestEd, and Trellis Education showed that the Lab's networked learning ecosystem catalyzes concrete shifts towards more equitable outcomes in the policies, practices, and collaborative structures of residency partnerships. This was accomplished while also shifting all convenings to fully virtual learning environments and frequently adjusting engagement formats to accommodate various pandemic-influenced challenges.

HIGHLIGHTS Impact of the California Teacher Residency Lab to Date⁴

- **94% of Lab participants found their overall experience with the Lab worthwhile.** Of those, 70% found it extremely worthwhile. The most valued support included dedicated team time to address needs and planning, learning from peers and differentiated support.
- **95% feel the Lab offerings have strengthened their efforts to recruit, retain, and support residents of color.**
- **100% of participants want more Lab workshops.**

Testimonials from Lab Participants

"The WestEd session and the session with Dr. Owens-West gave me a more holistic perspective on the challenges facing our residents and will inform our efforts to improve our residency program as we return to in-person learning."

"Throughout the pandemic year, there were times that I felt completely overwhelmed, with the day-to-day responsibilities of making sure that our new student teachers were getting ready and trained within a totally new virtual environment. The residency lab kept me going, provided me with emotional support, and kept the focus on our mission, to provide excellent teachers with a lens on equity to our schools in California."

⁴ Data sources - Lab May 25-26, 2021, end-of-year event survey, and Year 2 Learning Path surveys



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Impact Spotlight: *Path #1 Supporting and Retaining Teacher Residents of Color*

(Facilitator: Dr. Travis Bristol)

- Average of 57 participants over 5 sessions
- 6 participating partnerships, including some of CA's largest school districts: LAUSD, Fresno, SFTR, SFSU-Trellis, NBTRP-Trellis, PUC-LMU, OTR-Trellis
- Evidence of resident teams' development of characteristics of an *Effective California Teacher Residency Program* due to involvement in the pathway include:
 - Connecting former residents with new residents to offer guidance and support
 - Teacher residency meet-ups to build community and discuss resident needs
 - Improved resident hiring processes
 - Provision of additional test preparation

“Each of the IHEs in this partnership is considering the support structures we need in place to recruit and sustain our residents. It’s also allowed us to talk about what sorts of supports the district might consider implementing to sustain teachers of color.”

The California Teacher Residency Lab 2.0

We imagine a California where all students— especially our students underserved and unserved by our public school system— have highly prepared, highly supported, and highly representative teachers.

Fundamentally, the Lab must support each California Teacher Residency Program to fulfill its ability “to *effectively recruit, develop support systems for, provide outreach and communication strategies to, and retain a teacher workforce that reflects a local educational agency community’s diversity*”.⁵ While the successes of the Lab’s first two years are many, the Lab has also learned a great deal about how it can evolve to more powerfully support individual residencies and to support the building of a cohesive California Teacher Residency system. The commitments of the California Teacher Residency Lab— detailed below— reflect what we’ve learned about large-scale residency support and where the Lab intends to go next.

⁵ See EDC Section 44415.5. (c)(1)(B)



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COMMITMENTS OF THE CALIFORNIA TEACHER RESIDENCY LAB

- 1. Professional support for residencies will be research-based.** Building from the 2019 characteristics and *look-fors* of the California Teacher Residency Lab, [the Lab has articulated ten, updated characteristics of an effective residency program in California](#). These are the foci around which all Lab support will be organized, and formative assessment of residency development with respect to each characteristic will determine the goals, nature, form, and expertise required to support residencies and the development of a California residency system. *Furthermore, our partners at the CTC are building these updated characteristics formally into the RFPs for the CTC Teacher Residency Grants this fall.*
- 2. Professional support for residencies will be long-term.** Just as developing an effective teacher takes time, developing an effective residency program requires years of collaborative, iterative work. To reflect this, the Lab will invest in supporting California Teacher Residency Programs over many years, spanning capacity-building work to expansion and scale. In the fall/winter of this year, teams will be invited to make a multi-year commitment to the residency collective, in exchange for a multi-year commitment the Lab will make to them.
- 3. Professional support for residencies will be development-specific.** With the support of colleagues at Trellis Education, the Lab has outlined a California- and equity-specific trajectory of learning that reflects what residencies at different stages of development, size, and impact might need. The development of this trajectory is timely, smart, and vital to affirming the Lab's role as the conduit for California teacher residencies to access support. Essentially, the trajectory defines an "order" to development work to ensure all residencies are growing toward a gold standard but doing so in developmentally specific ways. Professional support for brand new residency programs is clearly defined and limited in scope, targeting the most critical features of launching a residency program from the ground floor and building on deep knowledge in the field about residency foundations. In contrast, existing residency programs will be supported to critically assess their development and growth along the trajectory and to identify and prioritize development- and context-specific characteristics and evidence to guide their next steps. No matter a residency's developmental stage— whether a program needs support learning the fundamentals of residency program operations or is ready to restructure their entire professional support system for mentors— each residency in California will have professional support that meets their needs and pushes their residency toward a powerful, California-wide standard.
- 4. We will build a sustainable - and self-sustaining - California Teacher Residency Program system.** As the Lab provides research-based, long-term, and targeted support to each residency in California, it will also work to create a professional system of residency programs defined by a state-wide commitment to preparing and retaining highly-skilled, representative teachers. A key feature of this professional system will be that California teacher residencies can easily access a constellation of supports based on ongoing assessments of development and need, and thus for the Lab to ensure the constellation itself is cohesive and that all professional offerings that define it are aligned directly to the ten characteristics. An additional, key feature of a



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California Teacher Residency Program system will involve building the internal capacity of California teacher residencies to provide context-specific professional support to one another, building a system that, over time, evolves to support and sustain itself.

Characteristics of an Effective California Teacher Residency Program

1. Equity and justice is defined and advanced at all levels of residency work.
2. Authentic partnerships among LEAs, CSUs, and other IHEs and organizations exist.
3. The residency system is financially sustainable.
4. Formative and outcome data are collected, analyzed, and used for continuous improvement.
5. Specific hiring needs are defined and filled each year with the recruitment of resident candidates who reflect the district's and community's unique diversity.
6. Residents engage in a full year of clinical practice teaching alongside an accomplished mentor teacher.
7. Coursework and professional learning opportunities are tightly integrated with clinical practice.
8. All residents are mentored by accomplished mentor teachers who reflect their district's and community's unique diversity.
9. Clusters of mentors and residents support and learn from one another at residency partners "teaching schools."
10. Residency graduates are supported to continue their professional learning and develop as leaders.

The Lab's Work in 2021-22

The Lab's work in 2021-22 requires a dual focus on planning and capacity-building to develop, lead and fund this vision and a timely launch of professional support for residencies that is cohesively aligned to it. A summary of the Lab's activities (accomplished and ongoing) aligned to the key changes described below can be found in Appendix A.

KEY CHANGES TO THE LAB'S CAPACITY AND LEADERSHIP

- **The Lab's leadership team will grow and diversify strategically.**

The CDE Foundation will immediately begin to staff up the Lab leadership team in strategic ways, ensuring



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the Lab has the funded capacity and expertise necessary to actualize this vision. ***Specifically, the Lab will immediately hire additional leadership with expertise in teacher residencies, organizational strategy and vision, project management, and systems for program improvement.*** The most powerful team will require leadership expertise in organizational strategy and vision, project management, California public schools and teacher residencies, and systems for program improvement.

KEY CHANGES TO THE LAB'S PROFESSIONAL SUPPORT AND TECHNICAL ASSISTANCE TO RESIDENCIES

- **Residencies will be supported to focus on priority characteristics and indicators.**

It is important that the professional support from the Lab is clearly tied to what we know makes residencies powerful, and supports residency teams to learn best practices, implement context-specific versions of those practices, measure impact, and adjust. Figure 1 contains a detailed *California- and equity-specific trajectory of evidence* that will shape the professional support offered. Assessments of residency progress with respect to these indicators will drive what technical assistance must be provided by the Lab and its partners, how it is organized, and will ensure professional support is focused, California specific, and impactful. [See Figure 1 below.](#)

In early Fall 2021, Lab leadership will continue to collaborate with the CTC and other partners to iterate, finalize, and publicize the [Characteristics and Evidence of an Effective California Teacher Residency Program](#). The *Characteristics and Evidence* will also serve to ground the Lab's Fall and Winter 2021 technical assistance plan, which is laser-focused on supporting residency partnerships to assess their capacity/needs accurately and prepare strong grant proposals for the CTC Teacher Residency Grant RFPs.⁶ Partners include, but are not limited to CTC, Trellis, Education, WestEd, The Center for Equity for English Learners, National Center for Teacher Residencies, The Learning Policy Institute, and CDE Foundation partners such as The California Labor Management Initiative, District Innovation and Learning for Early Education (Dial EE), and the CA STEAM Symposium.

- **Residencies will be supported to assess and understand their progress toward showing evidence of priority characteristics and evidence.**

To ensure residencies are moving into and through developmental phases successfully, residencies will need ongoing formative assessment support, support with examining and reflecting on their data, and technical assistance matched to their needs. Ideally, teacher residency support in California will operate in a cohesive

⁶ For example, on September 14, 2021, the Lab facilitated a session designed to support prospective and existing residency program stakeholders to consider *how to leverage available state and federal funding opportunities to build strong, sustainable residency programs*. In collaboration with the Learning Policy Institute, the CTC, and the California Student Aid Commission, the Lab provided over 60 attendees from districts and programs across the state with just-in-time support to take stock of their current capacity/needs and begin crafting a plan for how to leverage available funds to address them.



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system in which the Lab can ensure all residencies are growing along a common trajectory, know what they are working to do at any given time, and get the targeted support they need to do it.

- **Residency-to-residency support will be prioritized and embedded in the Lab's work.**

For the last two years, the Lab has collaborated with technical assistance providers with residency and teacher education expertise. As the Lab moves forward, we will continue to lean on state- and national experts. However, the Lab will also aim to develop the capacity of teacher residency program teams to provide strategic, high-quality technical assistance that initially supplements and ultimately supplants the majority of technical assistance from external providers. In this way, existing teacher residencies will be enabled to support residency development in California by sharing their programmatic expertise in practical and tangible ways that honor their growth and contributions while providing a venue for more advanced developmental stages. The Lab will have developed a self-sustaining support system for teacher residencies across the state that is homegrown and regularly informed by national best practices in the next few years.

Lastly, in addition to the wonderful constellation of support, the Lab will continue fostering a strong learning community where teacher residency programs learn from one another and experts, strengthen their intra-program partnerships, strengthen their residency programs, and engage in formal and informal networking to encourage support and collaboration.



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Figure 1. Updated and prioritized indicators of *Characteristics and Evidence of an Effective California Teacher Residency*

In August 2021, Lab leadership and experts in residency development updated the 2019 indicators (formerly “look fors”) to be more California- and equity-specific and chunked them into three developmental phases. This update ensures residency programs are supported to implement “*local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local educational agency community’s diversity,*” which is specifically called out in the 2021 legislation.⁷ These three phases define the indicators and characteristics to prioritize in different stages of a residency’s development.

Level Evidence	Description
100-Level (Highest-Priority Residency Foci)	For: New Residencies Content focuses on the most critical, high-quality residency characteristics needed to operate a successful residency program. <u>Particular attention across 100-Level work on</u> developing a mission and vision for the residency, developing authentic partnerships, basic budget development, and financial planning, and defining hiring needs
200-Level	For: Residencies with 100-Level Foci Established Content focuses on creating and revisiting data-based residency goals. <u>Particular attention across 200-Level work on:</u> institutionalized spaces to discuss and do equity and justice work, 3-5 year strategic/financial planning, program assessment and improvement systems, the resident experience (in coursework and clinical work), and mentor recruitment and selection processes
300-Level	For: Residencies with 100- and 200-Level Foci Established Content focuses on creating and revisiting data-based residency goals. <u>Particular attention across 300-Level work on:</u> financial sustainability, mentor effectiveness, alignment of professional learning opportunities across residency program, resident growth and retention, long-term professional learning

⁷ See EDC Section 44415.5(a)2.



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Key Characteristic	Level #	Research-Based Evidence and Indicators
1. Equity and justice is defined and advanced at all levels of residency work.	100	Mission, vision, and theory of change make explicit commitments to equity and justice
	100	Short- and long-term residency goals include evidence of equity and justice
	100	Recruitment and retention targets include specific numbers of mentors and teachers reflecting the LEA's and community's unique diversity
	200	Formal, consistent, and institutionalized spaces to discuss equity and justice work
	200	Institutionalized affinity spaces created and led by and for residency community members
	300	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.	100	Residency teams include leaders and decision-makers from IHEs, LEAs, schools, collective bargaining entities, and local communities
	100	MOU or Partnership agreements between or among all residency partners
	100	Shared mission, vision, and theory of change for the residency
	100	Entire residency team— especially decision-makers— reflect the LEA's and community's unique diversity
	100	IHEs have the capacity (or a clear plan to develop the capacity) to meet LEA's hiring needs
	100	Staffing, roles, and responsibilities are delineated across the residency
	100	Established norms for collaboration and decision-making
	200	Collaboratively defined and data-based residency goals and milestones that are revisited over time
3. The residency system is financially sustainable.	100	Program costs include resources and personnel necessary for effective implementation
	100	Incentives (i.e., resident, mentor stipends) are defined and tied to the value of the residency program to the LEA
	200	3–5-year strategic plan exists, tied to mission, vision, theory of change, and long-term budget
	200	Long-term budget projection is defined, including increasing cost savings to the LEA
	200	Long-term commitment by all partners to contribute the necessary resources to operationalize the program
	300	All available funding sources are examined and accessed
	300	Revenue sources are diverse
4. Formative and outcome data are collected,	100	Data-sharing agreement between stakeholders
	200	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>



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analyzed, and used for continuous improvement.	200	Protocols to communicate about and share data
	200	Regular meetings scheduled to analyze data across stakeholder groups
	200	Data used in real-time to revise residency program as needed
	300	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.	100	Resident recruitment targets set based on LEA need and student demographics
	100	Recruitment efforts target and prioritize candidates who reflect the students they will serve
	100	Resident recruitment strategy includes explicit tactics to recruit candidates who reflect the students they will serve
	100	Resident and program expectations shared with candidates
	200	Recruitment processes include differentiated support for candidates who reflect the students they will serve (e.g., testing support or waivers, flexible deadlines to apply)
	200	Resident selection strategy screens and vets' potential residents using multiple measures (e.g., paper application, interview, model lesson, group tasks)
	200	Resident selection strategy includes assessment of candidate awareness of the impact of identity and institutionalized racism on teaching and learning in California
6. Residents engage in a full year of clinical practice teaching alongside an accomplished mentor teacher.	300	Resident recruitment and selection utilize and lifts up the work of current residents, mentors, principals, and partners
	200	Resident co-teaches alongside a mentor teacher for no less than one full school year
	200	Resident gradually takes on teaching responsibilities throughout the school year
	200	Resident has consistent opportunities to observe other mentors and debrief observations at the school site
	200	Residents are coached, assessed, and given regular feedback by mentors, teacher educators, and program staff
7. Coursework and professional learning opportunities are tightly integrated with clinical practice.	300	IHE coursework and other professional learning opportunities are designed or adjusted to support and align with clinical practice
	200	Coursework, professional learning opportunities, and clinical experiences are aligned through a set of prioritized skills or day 1 ready skills
	200	A shared observation rubric/framework is used to assess residents on agreed-upon performance benchmarks
	300	Scope and sequence of coursework and professional opportunities allows residents to practice and receive feedback on skills before being applied and assessed
	300	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 growth



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	300	Residents understand that teaching is an act of social justice and that examining (in)justices must inform their teaching practice
	300	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.	100	Mentors have at least three years of teaching experience and a clear credential
	100	Mentors have a record of successful teaching, growth mindset, receptiveness to feedback, and willingness to disrupt problematic and racist actions
	200	Mentors reflect the teachers and students they serve
	200	Mentor selection strategy screens and vets' potential mentors using multiple measures (e.g., paper application, interview, model lesson and debrief session, colleague recommendation, etc.)
	200	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
	200	Mentors receive specific training for the mentor teacher role
	200	Mentors receive ongoing professional development tied to resident learning and need
	300	Professional development builds capacity to mentor during and around TK-12 instructional time
	300	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
	300	Mentors use mentoring stances strategically to engage their resident in collaborative problem-solving and reflection
	300	Mentors develop the resident's abilities to self-assess and co-assess practice based on evidence, to set professional goals, and monitor progress
	300	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 <i>Teaching Schools</i> .	100	Recruitment or tactical outreach plan for potential <i>Teaching Schools</i>
	100	<i>Teaching School</i> administrators prioritize residents in hiring processes
	200	<i>Teaching School</i> selection criteria and process defined and prioritizes schools whose students reflect the LEA's and community's diversity
	200	Some/all coursework and professional learning opportunities take place on site in <i>Teaching School</i> classrooms
	300	Professional learning communities at each <i>Teaching School</i> include administrators, mentors, and residents
	300	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



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10. Residency graduates are supported to continue their professional learning and develop as leaders.	100	Residents are prioritized in partner LEA hiring
	200	Formal induction support is provided to all graduates
	200	Professional learning includes guaranteed and opt-in opportunities for graduates to continue to learn, grow and develop as leaders
	300	Apprentice mentor opportunities
	300	Post-induction professional opportunities (e.g., Master's Degree, National Board Certification)

Rev. September 2021 with support from Trellis Education; Adapted from the 2019 California Teacher Residency Lab's Research-Based Characteristics and Look Fors of the Teacher Residency Model in California

Appendix A.

California Teacher Residency Lab Concept Implementation Fall 2021-Present

In late Summer 2021, Lab leadership collaborated with the California Teacher Commission on Teacher Credentialing (CTC) and other partners to finalize a research-based, California-specific set of characteristics that all teacher residencies in the state will be expected and supported to embody over time. The *Characteristics and Evidence of an Effective California Teacher Residency Program* (“*Characteristics*”) serve to ensure that all professional support for teacher residencies in California is clearly tied to a common framework representing what we know makes residencies powerful and sustainable and supports residency teams to learn best practices, implement context-specific versions of those practices, measure impact, and adjust. The *Characteristics* marry the Lab’s equity vision and the fundamentals of strong California residencies and drive the mission described in the Lab’s concept paper. Below, we summarize the activities and work the Lab has engaged in service to this mission since releasing the concept paper in September 2021.

INAUGURAL COHORT OF RESIDENCY LAB COACHES

To develop the capacity of California teacher residencies to provide context-specific professional support to one another and nurture residency-to-residency support in the state,¹ the California Teacher Residency Lab launched its first cohort of **Residency Lab Support Leads** (RLL) in November 2021. Representing the leadership of established residency programs spanning California’s vast geographic landscape, the RLLs meet weekly with Lab leadership to sharpen coaching skills and solidify their burgeoning professional learning community. They support LEAs and LEA/IHE teams to prepare strong proposals that align to the Lab’s *Characteristics* for the California Commission on Teacher Credentialing’s *Teacher Residency Grant Program*. They also engage in individual coaching calls with extant and emerging residencies to gather insights to inform future technical assistance and support. The RLLs will continue partnering with the Lab to provide statewide guidance, and work with 2022 CTC grant recipients to support proposal and program implementation.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING *TEACHER RESIDENCY GRANT* PROGRAM SUPPORT

On Monday, November 30, 2021, the Lab formally launched a “just-in-time guidance” series to support emerging and existing residency teams planning to apply for the California Commission on Teacher Credentialing’s *Teacher Residency Grant Program*. The series includes weekly virtual

¹California Teacher Residency Lab (2021). *Lab Concept Paper*, p1, 5 & 7. Redwood City, CA: CDE Foundation.

information sessions, access to resources, and individualized coaching. To date, representatives from over 60 LEA and/or LEA+IHE teams have attended a weekly session, and 25 individualized coaching calls with RLLs have occurred. First-round applications for Teacher Residency Capacity Grants are due to the Commission on February 14, 2022.

In March 2022, the Lab will launch a second phase of *CTC Teacher Residency Grant Program* support in collaboration with the California Educator Preparation Innovation Collaborative (CalEPIC). The spring 2022 support series will build the capacity of emerging, new and established teacher residency program teams to prepare robust grant program applications, explore the key characteristics of successful California teacher residency programs, and offer helpful proposal writing processes and strategies for the California context.

EQUITY DEEP DIVES

In January 2022, the Lab launched its first Equity Deep Dive of 2021-22, [*Supporting and Retaining Teacher Residents of Color*](#) with Dr. Travis Bristol. The Lab's Equity Deep Dives offer development-specific support for California residency programs with three or more years of implementation, and include programming aligned to 200 and 300 level evidence indicators outlined in the *Lab Concept Paper*² and its accompanying [*Characteristics*](#). *Supporting and Retaining Teacher Residents of Color* is built around Characteristic 1: Equity and justice are defined and advanced at all levels of residency work, and will leverage research and a communities of practice model to build participating teams' capacity to support residents of color to navigate their preparation programs and clinical practice. They will learn to design and implement equity-focused promising practices that nurture and retain residents of color to complete their teaching credential program and remain in the profession.

²*Ibid*, pp. 9-13.

UNIVERSAL TECHNICAL ASSISTANCE

Part of the Lab's vision is to ensure that all professional support for teacher residencies in California is aligned to and supportive of a cohesive, statewide system of teacher recruitment, preparation, and development.³ In service to this, the Lab partners with other state agencies in California's workforce development ecosystem to organize webinars and other virtual sessions that bring relevant information to LEA, IHE and other stakeholders and foster coherence across related opportunities and initiatives.

- On September 14th, 2021, the Lab held its first universal offering of the 2021-22 year: *Leveraging State and Federal Resources for Teacher Residencies*. Featured guests included Tara Kini and Cathy Yun from the Learning Policy Institute (LPI), Kristina Najarro from the California Commission on Teacher Credentialing, and Steve Caldwell, Ana Marquez, and Jeana Maduli from the California Student Aid Commission. The session aimed to inspire extant and emerging residency partnership teams to create sustainable programs by exploring state and federal grant opportunities and resources. They also learned about the Lab's plans for statewide support and assistance in 2021-22. 93% of participants found the session to be [worthwhile](#) and 100% were satisfied with the [content](#).
- On December 2, 2021, the Lab held a webinar co-sponsored by LPI, CDE and the Center for District Innovation and Leadership in Early Education. The webinar, *Building the Early Childhood Education and Transitional Kindergarten Workforce through Teacher Residencies*, had over 1000 registrants and featured the following guest speakers:
 - Sarah Neville-Morgan, Deputy Superintendent of Public Instruction, California Department of Education
 - Carla Bryant, Executive Director, Center for District Innovation and Leadership in Early Education
 - Hyunja Chung, 3rd Grade Teacher and University of California, Los Angeles IMPACT Teacher Residency Program graduate
 - Helen Davis, Program Director ECE-TESOL, UCLA Extension
 - Jeanna Perry, Manager, Teacher Development, Fresno Unified School District
 - Ezequiel Rodriguez, First Grade Teacher, and Fresno Teacher Residency Program graduate
 - David DeGuire, Director, Professional Services Division, California Commission on Teacher Credentialing
 - Cathy Yun (moderator), Senior Researcher, Learning Policy Institute

The event was well received and generated high interest in TK-Kinder teacher residency programs.

³ *Ibid*, p1.

LAUNCHED TEACHER RESIDENCY COALITION

In Fall 2021, the Lab launched a coalition of teacher residency technical assistance providers to facilitate equitable, coherent, and non-duplicative support for California residencies across various stages of development, and identify and advocate for the supports, systems, and policies that promote sustainable, equity-focused residency programs to launch, strengthen and endure in the state. The Coalition will also advance the Lab's mission to serve as a conduit for California teacher residencies to easily access a constellation of supports based on ongoing assessments of development and need.⁴ Coalition members include Trellis Education, Prepared to Teach, Learning Policy Institute, Center for Equity for English Learners, National Center for Teacher Residencies and WestEd. Representatives from the California Commission on Teacher Credentialing also attend coalition meetings.

LAUNCHED SEARCH FOR A CALIFORNIA TEACHER RESIDENCY LAB CO-DIRECTOR

In order to strategically grow and diversify the Lab leadership team, the [Californians Dedicated to Education Foundation](#) formally launched its search for a California Teacher Residency Lab (Lab) Co-Director to ensure a co-Directorship with *with expertise in teacher residencies, organizational strategy and vision, project management, and systems for program improvement*. The most powerful team requires leadership expertise in organizational strategy and vision, project management, California public schools and teacher residencies, and systems for program improvement.

⁴*Ibid*, p1.

CA Teacher Residency Lab Coach Bios



Karin Compise, Ed.D., Residency@TCSJ
CA Teacher Residency Lab Coach

Dr. Karin Compise has 22 years of classroom teaching experience in California. Dr. Compise is passionate about doing whatever it takes to empower teachers to not only meet students' needs in the classroom but inspire students to be curious, confident, life-long learners. Her educational interests are focused around learner-centered teaching and questioning and disrupting the status quo. Karin is the coordinator of the preliminary teacher credentialing program Residency@TCSJ, and an instructor in the master's program at TCSJ. She holds a Multiple Subject Teaching Credential, an Administrative Services Credential, a B.A. in Psychology from CSU Stanislaus, a M.A. in Teaching from National University, a M.Ed. in Educational Administration and Leadership from TCSJ, a Mathematics Instructional Added Authorization (MIAA) from TCSJ, and an Ed.D from the University of the Pacific.



Alice Hays, Ph.D., Kern High Teacher Residency
CA Teacher Residency Lab Coach

Dr. Alice Hays is an Assistant Professor of Education at California State University, Bakersfield. Following 19 years of teaching high school English, she pursued her PhD in English Education and currently teaches Single Subject credential candidates. Additionally, she is a founding coordinator of the Kern High Teacher Residency Program.

CA Teacher Residency Lab Coach Bios



Holly Gonzales, Kern Urban Teacher Residency *CA Teacher Residency Lab Coach*

Holly Gonzales is a first-generation college graduate and CSU Bakersfield alumna. She earned her bachelor's degree in Liberal Studies, a multiple-subject teaching credential in 2008 and earned her Master's in Education in 2009. Holly served the students in the Bakersfield City School district for 8 years, as an elementary classroom teacher and Academic Coach. She began her journey in higher education in 2016 and currently serves as the Coordinator for the Kern Urban Teacher Residency and as a faculty member in Teacher Education. She strives to share her love and passion for serving students in Kern County by modeling a positive growth mindset and equitable practices.



Zaia Vera, Oakland Teacher Residency *CA Teacher Residency Lab Coach*

Zaia Vera believes in a humanizing education that serves to prepare students for the world. She is a former teacher, instructional coach, and school principal. In 2019, Zaia co-founded the Oakland Teacher Residency to cultivate and support local and diverse educators to become credentialed teachers in OUSD. She holds two Master's degrees in Psychology and TESOL, and is a Doctoral candidate in Education Leadership at the University of Southern California. Originally from West Virginia, but rooted in California, Zaia understands her story is not the typical Mexican American narrative.



Californians Dedicated to Education Foundation

548 Market Street, #PMB 75621 | San Francisco, CA 94104

O: 866-259-0521 | residencylab@cdefoundation.org | cdefoundation.org