Note: This document reflects PREPARED TO TEACH’s best learning to date from the last two years. In partnership with our inaugural cohort of residency development sites, we are continuing to revise and add to this document. Please reach out to our team with questions or suggestions.

Strategy

Residency partnerships between Education Preparation Programs (EPPs) and P-12 districts and schools require much more than providing aspiring teachers with paid, year-long residency placements. Partnerships must intentionally design program structures and approaches that maximize the mutual benefits for stakeholders and create efficiencies and cost savings in order to make it feasible to fund resident stipends.

Because such deeply partnered residencies require substantive shifts in expectations across districts, schools, and EPPs, and because the quality of the placement sites are essential to providing residents with the experiences they need to be successful, it is important that residency partnerships design clear, articulated expectations for the program and develop quality placement sites prior to launching the program.
**Stage I**

**Questions to Consider…**

- Who should sit on the steering committee?
- When will the site development work begin? What type of preparation efforts are necessary (i.e. summer institutes, etc.)?
- How many residents are anticipated during the first year? What certification areas are priority for the first cohort?
- What types of certification options will be offered (alternative certificate, residency certificate, internship certificate)?
- Where will the initial residency pilot placement site(s) be located?
- What types of professional development opportunities will be offered?
- Will existing faculty schedules change to support new resident schedules?
- Is additional hiring necessary to support new resident schedules?
- How will mentor teachers be compensated (monetarily and through professional development and relief time)?
- Will priority certification areas received larger stipends than non-priority areas?

**Responsible Parties**

- University partners, district, school
- University partners, district, school
- University partners, district, school
- University partners, district, school
- University partners, district, school
- University partners, district, school
- University partners and district
- University partners
- University partners and district
- University partners and school
- University partners
Stage II

Questions to Consider...

✓ When/how will residents be assessed? Who is responsible for those assessments?

✓ Is there a recruitment strategy in place?

✓ Will serving as a mentor teacher increase leadership opportunities for current teaching staff?

✓ How will residents be selected?

✓ When will mentors and residents meet to debrief lessons, plan for the upcoming week, review assessments, etc.?

✓ What is the admissions timeline for new residents?

✓ What types of program revisions are necessary for long-term sustainability?

Responsible Parties

✓ University partners and school

✓ University partners, district, school

✓ District and school

✓ University partners and school

✓ District and school

✓ University partners

✓ University partners, district, school

Stage III
Questions to Consider…

✓ Based on our Year 1 results, what adjustments should we make to recruitment goals and strategies?

Responsible Parties

✓ University partners, district, school