

# Teacher Residency Reimagined



Teacher residencies are yearlong, **immersive opportunities** for future teachers to **experience teaching in the field, apply the ideas and practices** they are learning in their credential coursework, and **build important relationships** with students and their fellow educators.

**Strategic Staffing** builds on the residency model so that **everyone in our schools**—from new teachers to their mentors, administrators and teacher teams, as well as students—**are best served**. When educator preparation programs (EPP) partner to develop **strategic staffing** teacher residency models they can **proactively address** future pipeline needs and bring **greater diversity** into the workforce that reflect our student demographics.

Research shows that teachers who enter the profession through residencies have much higher rates of retention (**80-90%**)\* over three years compared with those who enter through other models, which also means substantial cost-savings in recruitment and personnel to school districts. Early studies also indicate that students in classrooms with teacher residents outperform those of teachers trained through other programs on state assessments.\*

## Is it equitable?

- ◇ Are residents offered a living wage?
- ◇ Are districts leveraging funds in **strategic and innovative** ways?
- ◇ Are we investing in **sustainable partnerships** that have proven to **diversify the teacher workforce** and **strengthen learning outcomes** for students?



- **Equitable:** Ensures residents and mentors are **compensated** for their contributions while also **creating leadership roles** that do not require our most effective teachers to leave the classroom.



- **Strategic:** Strengthens the impact of our schools by **investing** in the teaching capacity of residents to **lead** intervention efforts, **provide** instructional continuity during teacher absences, and allow teacher teams to **collaborate** together during their school day.



- **Sustainable:** Leverages existing district funds for resident stipends and **aligns** the needs of the schools with paraprofessional or substitute teaching roles in more **fiscally-responsible** ways.



## Teacher Residents Love That...

Residency is the full year, and that's amazing for getting to see everything, see all the things, including how tech goes well and goes awry, and how solutions at the start of the year impact the whole year. I also love getting to see where students need more scaffolding, why they need it, and how to implement it."

—Zach Farley, Resident

## District Leaders Tell Us That...

The model is a great benefit that allows the resident and the school to provide additional support for students. They're already part of the culture and they get to know more students and teachers.

— Eddie Franco, Principal

Something that has stuck out to me is the deep understanding of instructional strategies and pedagogical theories. The resident teachers from CGU have an advanced understanding of what kind of classroom ecology they want to create in their present and future classrooms and are able to notice and name these practices in other classrooms.

— Jennifer Merry, Teacher on Special Assignment (TOSA)

## Residency Models That Meet Your School's Needs

### Resident-Paraprofessional Model Example

Participants work as paraprofessionals in the classroom of their Mentor Teacher or with another supervising teacher for ~15 hours/week including:



One-to-one aid



Small group work



Data driven interventions

### Resident-Substitute Model Example

Participants work as substitutes in a classroom at their school site for 1-2 days/week including:



For their Mentor Teacher



For partial days to support department, district, and/or grade level planning



For teacher absences or vacancies

- Participants work in schools for a full year, full time receiving a \$25k living stipend reallocated from district budgets.
- Participants work as Residents, taking on a gradual release of responsibility over the course of the year, with support of a Mentor Teacher.
- Participants get to know and support many students on campus, and students feel known and seen by another adult.

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