

The Residency Partnership Development Framework identifies five distinct yet interconnected domains that are integral to achieving scalable shifts in the teacher preparation ecosystem that will allow all aspiring teachers to access high-quality, funded teacher residencies.

Prepared To Teach facilitates five communities of practice to support progress in each domain. Each virtual community meets regularly to present and discuss case studies in areas where partners new perspectives, additional assistance, or thoughtful critiques. These networks unify and focus work across partnerships, making cross-site learning more accessible and providing proof points for other districts and universities looking to take on similar projects.

MINDSET: Creating a third space for teacher preparation.

 *Prepared To Teach* supports both preparation programs and P-12 partners in thinking differently about teacher preparation. Rather than isolating educators' pre-service experiences from those of in-service teachers, preparation becomes a shared endeavor. School-based and university-based teacher educators work together to re-imagine teacher preparation as an integral part of a teacher's career. While vision setting is a necessary component of this framework, vision setting alone rarely moves partnerships beyond big ideas with small pilots. Accordingly, this domain includes creating systems that balance short-term needs with long-term planning and building project management structures that ensure partnerships achieve milestones and goals. When partnerships progress in this domain, every other domain can move forward along its developmental trajectory more easily.

EDUCATOR ROLES: Rethinking resources.

 *Prepared To Teach* has documented the challenges inherent in the economics of teacher preparation; there is no reason to believe the nation can address its teacher quality issues without addressing the disincentives to pursue quality preparation routes.¹ This domain focuses on the economic aspects of the residency, particularly on finding dollars to support candidates. Partnerships rethink resources so that dollars can be redirected to candidates—for example, through limited use of paid positions such as substitute teachers or paraprofessionals, or by drawing on university faculty expertise to save professional development expenses. Over time, decreased turnover and stronger teaching reduce costs for hiring, student remediation, and inappropriate referrals to special education, offering long-term opportunities for restructuring staffing and reinvesting savings in residents. Higher education efforts to restructure coursework and financial aid processes can reduce costs for candidates. When partnerships progress in this domain, more aspiring teachers from all backgrounds, including those underrepresented in teaching, can enter through residencies.

LABOR MARKET ALIGNMENT: Helping program meet local hiring needs.

 While many grant-funded residencies address specific labor market shortages, in general teacher preparation programs have not designed their licensure programs, coursework, or fieldwork expectations with schools' or districts' personnel or instructional needs in mind. This domain is designed to support analysis of the articulation between preparation programs and their P-12 partners' needs. Development along a trajectory in this domain allows for curricular integration of course expectations and assessments with districts' needs, enables higher education to serve as a resource for districts, and forefronts attention on projected trends and opportunities for serving various student populations. When partnerships progress in this domain, higher education becomes more integral to districts' strategic planning, and dollars currently spent on human resources can be saved to reinvest in residencies.

SCHOOL IMPROVEMENT: Holistic models for transforming education.

 This domain represents the “how” of building a *Prepared To Teach* residency partnership. When schools are the center of a partnership, synergies across residents’ development; teachers’ professional development; program coursework; and faculty research, learning and support offer opportunities to braid resources, support learning, enhance school culture, and improve outcomes. For residencies to serve as school improvement, mentor teachers must be integrated into every aspect of the project, from informing university curriculum to rethinking district human resources. Mentor teachers re-engage in professional learning, strengthen their knowledge and skills, and develop as leaders, fostering improvements across the system. Designing for school improvement facilitates reallocation opportunities, helps programs strengthen curriculum, and improves student outcomes by bringing more resources to classrooms. When partnerships progress in this domain, the potential impact of the residency is evident for all involved, growing momentum to transform the partnership across each domain.

DEEPER LEARNING: Building shared purpose for education.

 Residencies reduce teacher attrition. They also prepare candidates better, creating stronger novice teachers. Both these realities on average result in stronger outcomes for P-12 students—which is already a valid reason to promote residencies. A *Prepared To Teach* residency, though, seeks even more. With a well-designed residency, mentor teachers grow their knowledge, skills, and leadership. Higher education faculty use and develop their knowledge about P-12 schools and students. In short, everyone involved has a real opportunity to learn. Moving forward, *Prepared To Teach* will build from this potential, drawing on strong examples of progressive education, case studies of effective teacher preparation, and emerging learning sciences research to center deeper learning in partnership development. As new research by Linda Darling-Hammond and Jeannie Oakes details, such learning is developmentally grounded and personalized; contextualized, applied and transferred; occurs in productive communities of practice; and is equitable and oriented to social justice.ⁱⁱ Sharing a common purpose of educating for deeper learning will facilitate pedagogic improvements from P-12 to college classrooms, support improved learning of aspiring teachers and P-12 students, and ground partnerships in a shared purpose. Progress in this domain will support coherence across a partnership, helping unite the educational ecosystem around common goals with a shared language.

ⁱ Karen DeMoss, “Following the Money: Exploring Residency Funding through the Lens of Economics” (New York: Bank Street College of Education, *Prepared To Teach*, April 2018), <https://educate.bankstreet.edu/faculty-staff/16/>.

ⁱⁱ Linda Darling-Hammond and Jeannie Oakes, *Preparing Teachers for Deeper Learning* (Cambridge, Massachusetts: Harvard Education Press, 2019).