

Residency Partnership Agreement Guidance

When developing partnership agreements, it's important to focus on shared goals so that residencies can develop as truly collaborative, mutually beneficial partnerships. These shared goals can help partnerships articulate shared responsibilities—not simply the separate responsibilities of each entity. Shared responsibilities can facilitate braiding human and fiscal resources and working from the strengths of each partner.

It's helpful if partnerships conceptualize themselves broadly, inviting professional, advocacy, community-based, and philanthropic organizations into discussions. These groups may or may not end up with formalized roles in the partnership, but their inclusion and voice will build ownership of and engagement with the residency.¹

Partnerships might incorporate their agreements into a formal Memorandum of Understanding (MOU). *Prepared To Teach* has a sample MOU on their resource page that moves beyond the traditional specification of the obligations of each separate party in the partnership, highlighting collaborative goals and shared efforts that can support and solidify the mutuality of the partnership. Partnerships can, of course, work together without a formal MOU, developing one at a later date if needed.

Below are ideas to consider when articulating the residency's agreements, organized around the partnership's goals, shared responsibilities, and separate responsibilities of the preparation program and the district.

Collaborative Goals

Guiding Principles

- What principles and ideals ground and unite this partnership?
- What concrete goals does the partnership have?
 - Consider: Program and district cohesion, strategic planning, equitable access, local hiring needs, course alignment, funding for candidates, continuous improvement, district and program equity goals
- What is the vision for the long-range outcomes of this partnership?
- What norms does the partnership want to embrace?

¹ Maria Saliccioli et al., "Going Further Together: Building Ownership and Engagement for Sustainable, Quality Teacher Preparation" (New York: Bank Street College of Education, Prepared To Teach, May 2021).

Shared Responsibilities

Partnership Structures

- What structures would facilitate collaboration on the development and maintenance of new program elements?
- Who will comprise the collaborative group(s), and how often will they meet?
- What roles might residents, P-12 students/families, and teachers play?

Communication Channels

- How will the partnership ensure that updates and opportunities for input are circulated across the partnership to all relevant parties?
- Who will be the point person for each party around communications?
- What other structures might help facilitate communications?

Progress and Learning Agenda

- What strategies can the partnership use to establish and track progress to milestones?
- How will the partnership engage in learning about these new efforts?
- Who will be part of those learning efforts to ensure broad input and multiple interpretive lenses?
- How will voices of residents, students, and families be included?

Program Logistics

- What processes might be developed for logistics such as resident selection, placement site development, mentor/resident pairings, and hiring?
- What communication lines and learning experiences would ensure residents, mentors, and professors all share key understandings of expectations and processes?
- Are there adjustments to coursework delivery, such as when and where courses are offered, that will support the residents' learning and, if applicable, employment opportunities?
- Does there need to be a day a week for substitute teaching to support candidates' finances? Should courses be offered at school sites to reduce candidates' travel time and to enhance district staff's ability to engage in class sessions?

Curriculum

- What curricular shifts—such as course sequencing, assessments, certification focus areas, and opportunities to integrate learning opportunities into the residency placement—should be explored?
- How might mentor teachers be more deeply integrated into the residency as school-based teacher educators?
- How does the curriculum complement and forward equity goals of the district?
- How will residents be integrated into classroom teaching (e.g., co-teaching, modeling), and what kinds of professional learning and supports will mentors and faculty need to effectively use the approach?

Preparation Program Responsibilities

Program Structures

- Following from the shared curriculum integration work, how will the program revise the structure, scope, and sequence of course work and staffing to align with clinical experiences during field and residency placements?

Financial Models

- How will the program redirect and/or realign existing resources to support candidates during their residency placements?
- How will the program redirect and/or realign existing resources to support teacher development and school improvement needs within partner districts?

Preparation Program Policy

- How do/can internal policies align with the responsibilities of faculty supporting full-time residents, including policies for assigning load and granting tenure?

School District Responsibilities

Resident Experience

- How will residents access school and district information systems? Will they have official district ID cards?
- What is the role of residents in the school? Will they be treated/integrated as if they are full time staff?

- Will residents be included in professional development opportunities and other district initiatives?
- Will there be additional learning opportunities specifically for residents?
- Will there be agreements with the district that residents must sign?
 - See Resident Expectations and Agreements on *Prepared To Teach* resource page.

Financial and Employment Considerations

- How and where can instructional dollars and resources be reallocated to financially support residents?
- Will there be any expectations for residents to work in the district once they complete the program?
- Will there any preferential hiring processes for Residents?
 - See Resident Expectations and Agreements on *Prepared To Teach* resource page.

School District Policy

- What revisions should be made to district policies related to teacher leader positions and career ladder opportunities to ensure mentor teachers are recognized and appropriately compensated?

Teacher Preparation Program Supports

- Will there be space available in school buildings for onsite resident courses or office space for program clinical faculty?
- Are there any other supports that the district can provide the program or the program can provide the district?
 - Consider professional development opportunities and school improvement initiatives.