

Resident Expectations and Agreements

When a teacher candidate enters into a residency program, it is important that all parties involved are on the same page regarding expectations of the resident as well as what supports the resident can expect throughout their period of service. A document (or a set of documents) that sets out basic information about the residency experience and formal agreements that residents will enter into, if any, is a crucial communication tool.

Formal agreements can be established between the resident and any governing body—the university/preparation program, the district, a non-profit organization, or a combination of groups. Typically, whoever provides funding would inform the set of expectations. If these agreements are intended to include future commitments beyond the residency, for example, that the district will offer preferential hiring or the resident will agree to teach in the district for a certain number of years, partnerships should create formal agreements that residents will sign, informed and vetted by the appropriate legal departments. A sample formal contract agreement is available on the *Prepared To Teach* resource page to serve as a starting point for partnerships to tailor their own agreements.

If a residency will not be using a formal contract, it's worth considering having residents sign an acknowledgement for of the expectations and agreements; a sample form follows at the end of this document.

In designing a document, partnerships should include important information about their particular residency models. Three general categories usually capture most of the key information: Description of general expectations for participation, planned learning and support structures for the resident, and completion, certification, and employment information. Guiding questions for each of these areas follow

General Expectations for Participation

- Duties
 - o What does the role of resident entail?
 - o What activities will residents be expected to engage in on a day-to-day basis?
 - o What age group or subject area will residents be working with?
- Scheduling
 - o What are the start and end dates of the residency?
 - o How many days per week is the resident working?

- What hours in the day are they working?
- Do district-recognized holidays apply to the resident? What about program-recognized holidays?
- Payment
 - How much will the resident be paid?
 - What is the frequency of payment?
 - What benefits do or do not apply to the resident as compared to other employees?

Planned Learning and Support Structures

- Placement Considerations
 - How are residents assigned to schools?
 - How are residents and mentors paired?
- Quality of Learning Experiences
 - What structures are in place to facilitate mentors' effective integration into the resident's experience?
 - What is the scaffolding trajectory of the resident throughout a semester or school year?
 - What opportunities for reflection and learning with other residents exist?
- Co-Learning
 - How do the resident and mentor engage in co-learning?
 - Are there communities in place to allow for group discussion and reflection?

Completion, Certification and Employment Information

- Requirements
 - What must a resident do throughout a residency to consider the program completed to a satisfactory degree?
 - What are the specific expectations around professionalism and contributions to the school community?
 - What contingencies are in place for residents who need more support or who are not meeting the residency requirements?
- Understandings
 - Are residents who complete the program automatically considered for full time employment in the district? Is there a guarantee that a resident who completes the program successfully will be hired as a teacher of record?
 - What steps are taken when the district seeks to end the resident's placement before the end of the program? What are the consequences in terms of any signed agreements?

Program Completion

- What will the resident receive by completing the residency? (teaching certification upon graduation of the program, advanced standing in the district's career ladder, etc.)

Sample Acknowledgement Form

I, _____, have read and understand the [name of residency partnership] program agreements and expectations. I've had the opportunity to have any questions answered and am looking forward to engaging in this program and abiding by these agreements and expectations.

Name

Date