

# BILINGUAL TEACHER RESIDENCIES IN CALIFORNIA: FINDINGS AND RECOMMENDATIONS FOR POLICY AND PRACTICE

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## INTRODUCTION

Teacher residency programs offer preparation pathways that are anchored in partnership and reflect a pre-service curriculum that is collaboratively designed by local education agencies (LEAs) and teacher preparation programs within institutes of higher education (IHEs) to (1) ensure aspiring teachers have affordable, high-quality opportunities and supports while earning their teaching credential and (2) support the instructional and staffing needs of local schools and districts. In their yearlong pre-service clinical practice settings, residents work alongside accomplished mentor teachers of record while simultaneously completing coursework in their teacher preparation program (Pathways Alliance, 2023). The residency model has gained increasing attention in recent years because it helps address local teacher shortages, increases the diversity of the

workforce, and improves teacher retention (Guha et al., 2017; Patrick et al., 2023).

This study explores one type of teacher residency program, bilingual teacher residencies (BTRs), to contribute to a growing body of research on a credentialing pathway that can help meet state and local multilingualism goals (California Department of Education, 2018). The Center for Equity for English Learners at Loyola Marymount University (LMU CEEL) partnered with the Californians Dedication to Education Foundation (CDEF) to investigate BTRs participating in CDEF's California Teacher Residency Lab (The Lab). In this education and policy brief, we share the factors contributing to the successes and challenges of a sample of BTRs across the state based on our research findings and propose recommendations to practitioners and policymakers to improve and sustain BTRs into the future.

## Teacher Residency Program Background

### Teacher Residency Program Overview

Established in 2018, California’s Teacher Residency Grant Program aims to create long-term solutions to address the state’s teacher shortages and increase workforce diversity, particularly in school districts serving low-income students and students of color (Eiler White et al., 2020). The California legislature has allocated significant funding for competitive grants for residency programs in recent years (\$75 million in 2018 and \$350 million in 2021) (California Commission on Teacher Credentialing, 2018; California State Legislature, 2021). Funds are administered by the California Commission on Teacher Credentialing (CTC) and distributed to LEAs to support partnerships with teacher preparation programs in IHEs. With these funds, partnering entities are to “expand, strengthen, improve access to, or create teacher residency programs” that support designated shortage fields (including bilingual education) or teacher recruitment, support, and retention efforts (California Commission on Teacher Credentialing, 2023). These activities are supported by three grant types – Capacity (planning to begin residency), Implementation (running a residency), or Expansion (broadening the scope of work of the residency to include either a new designated shortage area, or partner, or both).<sup>1</sup>

The California Teacher Residency Lab (The Lab), managed by the Californians Dedicated to Education Foundation (CDEF), was established in 2019 to provide support for teacher residency programs through ongoing development opportunities and resources for educators.

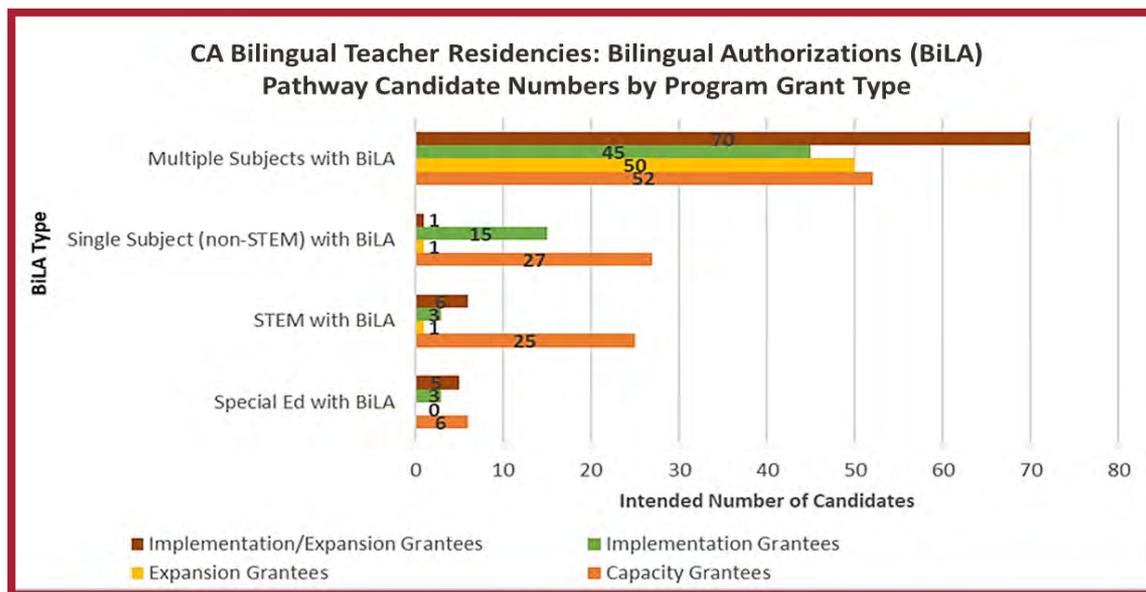
The Lab’s work is guided by a framework that outlines ten characteristics (see Appendix) of effective residency programs (California Teacher Residency Lab, 2021/2022). The Statewide Residency Technical Assistance Center (SRTAC) was launched in 2023. It represents a partnership among five County Offices of Education (COE), The Lab, WestEd, and UCLA Teacher Education Program and provides tailored technical assistance to program leaders.

### Bilingual Teacher Residencies

Teacher residencies offer multiple types of credential programs and candidates may participate in simultaneous or sequential credential/authorization pathways. One of those is the bilingual authorization (BLA), which Bilingual Teacher Residencies (BTR) support teacher candidates to receive so that they may teach in bilingual/dual language classrooms.

Based on 2023 data obtained from the Commission on Teacher Credentialing, 310 bilingual residents are expected to be served across program types.<sup>2</sup> Many of these candidates expect to receive a multiple subject credential alongside the BLA. Additionally, some grant programs offer special education or single subject (e.g., Science, Technology, Engineering, Mathematics – STEM) credentials with the BLA. As noted in Figure 1, intended participant enrollment and completion trajectories are dependent on the type of grants, with some residents in the capacity-building phase and others in the implementation or expansion phase. Several other grantees have received a combination of grants over time (e.g., both implementation and expansion), providing more opportunities for additional candidates to enroll in their programs. (See Figure 1.)

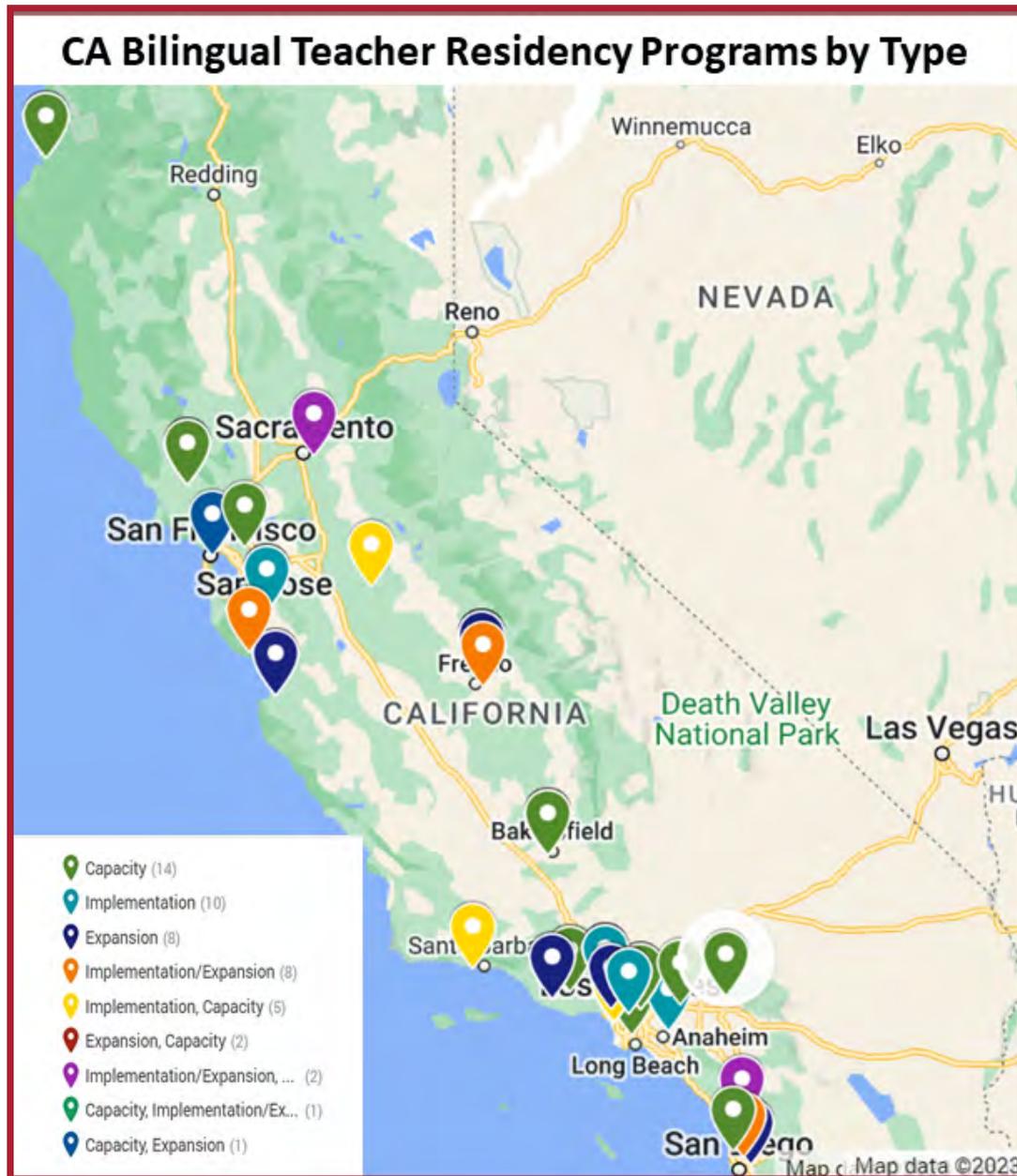
Figure 1. Projected Bilingual Candidate Numbers by Bilingual Authorization and Grant Type



Source: CTC, 2023

There are 51 BTRs across California. These programs are supported by one or more grant types and are located throughout the state, with higher concentrations of BTRs in the more densely populated regions of Los Angeles, San Diego, and the San Francisco Bay Area. (See Figure 2.)

Figure 2. Bilingual Teacher Residency Programs by Geographic Location and Grant Type



Source: CTC, 2023

## INSIGHTS FROM EXISTING LITERATURE

While research on BTRs is limited (Lavadenz & Armas, 2023), we draw on several broad bodies of literature to frame BTR program implementation and identify the necessary elements for success in preparing bilingual/dual language teachers.

### District-University Bilingual/Dual Language Teacher Preparation Partnerships

Teacher residencies depend on strong relationships and formal partnerships between LEAs and IHEs (Lavadenz et al., 2023). BTR programs necessitate partnerships between educator preparation programs, school districts, and community organizations that recruit and prepare local community members to teach, and emerging research suggests that teachers who are cultivated from local schools and the local community can lead to higher retention rates in the profession (García & Garza, 2019; Azar et al., 2020).

BTR partnerships also identify consistent core practices, roles and responsibilities, and implementation protocols to support multilingual teacher candidates with existing subject-matter expertise (García, 2017). They do so by providing mentorship coupled with specialized coursework and professional development that integrate content areas (e.g., science) and bilingual methods to develop bilingual residents' abilities (Hogan et al., 2015).

### Multilingualism and Culture in Bilingual/Dual Language Teacher Preparation

Valuing bilingualism and the cultural backgrounds of teacher residents is critical. Teacher residency programs can benefit from applying a critical multilingual policy ecology framework<sup>3</sup> (Lavadenz et al., 2023) to co-construct a multi-faceted approach to develop, critique, strengthen, and actualize university-district partnerships with equity as a guiding principle. Programs that are attentive to issues of access and equity include attention to the dynamics of power and class (Palmer et al., 2019).

Researchers and school districts recognize the importance of the linguistic, cultural, and pedagogic capital that bilingually certified teachers bring to their schools and communities, regardless of the type of instructional program (Cantu, 2002; Gándara & Escamilla, 2017). BTRs offer teachers opportunities to engage with their own cultural and linguistic identities, fostering long-lasting communities and networks of educators (Nuñez et al., 2021). Multilingual Pedagogic Content Knowledge represents the linguistic and cultural knowledge, skills, and abilities required of bilingual teachers to facilitate learning across two languages (Lavadenz, 2019; Aquino-Sterling & Rodriguez-Valls, 2016). Beyond the basic linguistic competencies bilingual teachers possess, they can model cross-linguistic resource sharing to foster and leverage metalinguistic awareness for their emerging bilingual students (Koda, 2005).

Further, BTRs are effective when they take an assets-based approach to bilingualism and teacher development to address deficit mindsets around bilingual candidates and students (Herrera, 2022). This includes developing critical consciousness<sup>4</sup> about race, national origin, language variations, and translanguaging<sup>5</sup> as well as class and cultural (mis)conceptions.

### Barriers to Financing a More Diverse Teaching Workforce

The “3 Rs” of sustainable residency program development include reallocating financial resources, reducing costs of resident programs, and reinvesting savings (Yun & Demoss, 2020). However, this framework does not address the intersection between the financial burden of teacher credentialing/authorization and other financial barriers for teacher candidates, particularly for bilingual candidates who are more likely to be first generation college attendees, BTR residents, and/or candidates of color than candidates in other types of residencies (García & Garza, 2019; National Center for Teacher Residencies, 2021; Patrick et al., 2023). State and/or federal financial support are essential but are not sufficient (Hirschboeck et al., 2022).

## RESEARCH METHODOLOGY

To expand the knowledge base around bilingual teacher residencies and provide policy and practice recommendations, two questions guided our investigation:

1. What are the experiences and perspectives of a sample of bilingual teacher residency program leaders?
2. What are the implications of those findings for policy and practice?

### Methodology Overview

- **Exploratory Descriptive Qualitative (EDQ) research design**
- **Convenience sample: 5 participants across 3 BTRs at various implementation phases**
- **Semi-structured interviews**
- **Review of BTR program artifacts**
- **Dedoose software program to conduct thematic analysis**

To help answer these questions, we used critical policy analysis (CPA) (Diem et al., 2014) to capture and analyze grantee perspectives regarding BTRs based on their implementation phase and context.

Five participants volunteered and were selected from a convenience sample based on their roles and “first-hand”

experiences as BTR program leaders from LEAs and IHEs to participate in semi-structured interviews (Polit & Beck, 2010) in May 2023. Participants represent three BTRs, two of which were in the capacity-building phase and one of which was in the implementation phase.

During the interviews, program leaders reflected on their successes and challenges in implementing BTRs and offered recommendations for policy and practice. To analyze and describe these reflections, we used an Exploratory Descriptive Qualitative (EDQ)<sup>6</sup> research design that allowed us to develop an inquiry process with the limitations of data we collected and with the research on a topic for which very little information is known (Polit & Beck, 2021; Stebbins, 2001). We used the Dedoose software program to code our data thematically (Clarke & Braun, 2015), systematically examining the data and identifying sets of interrelated categories using a grounded theory approach (Corbin & Strauss, 2008) to conceptualize participants' responses and artifacts.

## FINDINGS

Four key findings emerged from our analysis based on BTR program leaders' perspectives on their implementation successes and challenges. The findings include themes and representative quotes illuminated from participant interviews and have implications for future policy and practice.

### 1. Bilingual Teacher Residencies are building on community cultural and linguistic wealth.

Leaders indicated that they are prioritizing the recruitment of local teacher candidates who represent the linguistic and cultural diversity of the community. As one interviewee shared:

...we emphasize that this is a bilingual community and the students who come to [this university] are from bilingual communities, and that's a big priority for us. That's why a lot of the residents, even if they're in [a special education] or single subject [credentialing program], they're simultaneously seeking bilingual authorization because they bring that linguistic and cultural repertoire of the community with them and it's a big priority for us to foster and support students who are from this community to become teachers in this community. So, you know it's, "grow your own" model. We really ask them; did you go to school in this community? Are you currently working in this district?

Two BTR interviewees indicated that each of their programs had historically employed recruitment processes to address the local teacher shortage that focused on international candidates from Spanish-speaking countries

(primarily individuals from Spain) who possessed limited community cultural knowledge. One leader offered insights into the program's shifting recruitment strategy toward prioritizing recruitment from within the local community. Another leader from a different BTR with a similar story identified the unique role BTRs can play in building a teacher workforce that reflects the students it serves:

So, we were very intentional about...whom we wanted our students to be, whom we wanted to recruit in terms of our residents, and of course, having a Bilingual Teacher Residency, it lends itself to recruiting specific types of students. We definitely wanted to have Latinx bilingual students that were from the community, and that's who we mostly were able to recruit.

### 2. Bilingual Teacher Residencies focus on critical consciousness and culturally responsive and sustaining teaching.

Leaders expressed the importance of developing teachers with critical consciousness as a vehicle for creating inclusive and equitable learning environments for students that value and support their diverse linguistic and cultural identities and address the needs of all students. By building their critical consciousness lens, leaders hoped teachers would recognize social and systemic inequalities and understand how students' cultural identities and experiences are shaped by their socio-economic conditions, race, gender, and upbringing. One leader underscored the importance of this not just for residents, but also for their mentor teachers and administrators, noting:

Locally, there has been a big push in the last couple of years for our administration and our teachers as well to be really focusing on using the equity lens. And there's been a lot more work. I think this program, the readings, and the philosophy...will really support these folks coming in and our mentor teachers to ... be uber-focused on the needs of our students that we're serving in our dual language programs...we still have room to grow also.

More specifically, leaders also acknowledged the importance of critical consciousness within the framework of culturally relevant pedagogy. One leader shared how the use of translanguaging elevated how bilingual residents developed greater awareness and provided opportunities for their students to use both of their languages as biliteracy "zones of development":

[Residents] would share with me that students would translanguaging and that they would support their translanguaging... as a way to [be linguistically] responsive to students... [and that there is a need for residents] to create and find spaces for those shifts to happen.

### 3. Strong district-university partnerships facilitated collaborative program design and problem solving.

Both LEA and IHE leaders discussed the value of co-creating systems, aligning ideologies, and developing programming focused on a shared vision to guide BTR-specific program design tailored to the needs of the local community:

... Just having the opportunity to collaborate with the school district that was really dedicated to serving its community and ... a believer in bilingualism and bilingual education. Ideologically it wasn't always like full alignment. But I think we got there later. But I think we did start from the understanding that we value bilingualism.

One leader described how district-university collaboration supported residents by helping to align credentialing requirements with the bilingual authorization to save them time:

...what we did is we designed a course sequence that integrated all of the coursework together so that students complete their bilingual authorizations [simultaneously] with their multiple-subject credentials.

Interviewees reported a comprehensive program re-visioning that included attention to the program standards as well as to LEA context and student population, as described by this program lead:

Prior to the revision of the courses, we looked at the dyslexia standards which needed to get integrated this year, and the literacy standards which are also integrated, and then merge the two programs, and we wanted to make sure to the greatest extent possible we had overlap with our existing bilingual authorization program and all of our syllabi... we're also emphasizing practices for students who come from cultures that have non-written language so that we can honor that...we are sure to be inclusive of other languages, and then also to be very aware of languages which historically are spoken.

Collaboration can also come with its challenges. One LEA leader described the need to more clearly define roles and responsibilities to ensure both sides of the partnership are operating effectively:

...we don't have titles in regard to this work. I think that out of default, I've been the one who's attended most consistently that I've been able to build more of a relationship with our [IHE] colleagues. But our team players have rotated a lot, so there are gaps. We all have gaps, and so I feel like one piece that we have not done yet, I'm sure [the IHE] folks are frustrated with this, as am I, is that we need to sit down just as the [LEA] team and figure out within our team who's responsible for doing what in order to be good collaborators with our IHE team because they are much more on the ball. They're much more consistent. They've been really leading this work.

Another collaboration-related challenge was the misalignment in district-university teaching ideologies, including not sharing the same vision of bilingual instructional practices such as translanguaging. Addressing this became paramount to avoid sending conflicting messages to residents and maintaining the focus on "thinking about children holistically and celebrating and centering their bilingualism and their identities."

### 4. Candidates in BTRs face greater financial barriers to becoming teachers than other teacher residency candidates.

Most interviewees identified high university tuition costs as a barrier to program completion and cited the additional coursework needed for the bilingual authorization as an added burden that is unique to BTR candidates. Leaders across IHEs and LEAs identified strategies to help ease these financial challenges for residents but acknowledged much more needs to be done to make successful residency completion more affordable. As one leader shared:

The way that we were able to plan it out during our planning period was to divide the stipend into 12 payments across the year. So, they didn't necessarily get a bulk payment. Of course, it was not enough, so I think that's another challenge for teacher residencies. We expect a lot from students. We expect them to be in classrooms for so many hours. I mean a lot of them are there almost full time. As I said, we were very intentional, at least for the first semester for them to have Fridays off to get opportunities to work but other than that, it's a very time-demanding program and three

semesters is a lot for them to give up work and just rely on a very small stipend. And of course, a lot of the students were living with families and things like that. But I can't even think about how you could live on your own with a stipend like this. It's not a living stipend, right?

## RECOMMENDATIONS

Our findings and key takeaways from the existing literature on bilingual teacher residencies have generated a set of recommendations for policy and practice to ensure California's BTRs can serve as a vehicle for addressing bilingual teacher shortages at the state and local levels.

### 1. Ensure systemic coherence and information sharing across agencies and efforts.

- The California Commission on Teacher Credentialing (CTC), The Teacher Residency Lab (The Lab), and the Statewide Residency Technical Assistance Center (SRTAC) should coordinate their efforts to ensure all teacher residency programs have access to the same information and base supports.
- The CTC and BTR grantees should disaggregate data on the BTR pathway and bilingual authorization completion (beyond summary data across all teacher residencies) to facilitate further research and document program and grant impact.
- The Lab and SRTAC should create a resource hub that serves as a place for BTRs to access helpful information and share out practical guidance with other grantees. This hub should include BTR implementation research and case studies (bright spots) to support program scalability and sustainability.

### 2. Build on the efforts of the California Teacher Residency Lab (The Lab) as well as the newly formed State Regional Technical Assistance Center (SRTAC) to provide differentiated, high-quality technical assistance/supports.

- Examine existing support resources and add considerations specific to BTRs to provide equal support across all teacher residency programs. For example, expand The Lab's existing framework that outlines effective teacher residency program characteristics to further define the characteristics of effective BTRs.
- Build networks of support to strengthen collaboration and peer learning among BTR program leaders.
  - Coordinate peer learning opportunities among BTR leaders to share their experiences, exchange ideas, celebrate successes, and have access to a wider range of resources and materials.

- Strengthen and focus existing BTR communities of practice to build on existing programs of study and syllabi.
- Strengthen the collaboration between BTRs across California and professional organizations such as the National Center for Teacher Residencies to support recruitment, implementation, and expansion of the bilingual teacher workforce networks.
- Provide differentiated support for BTRs based on need, by assessing specific needs through BTR-focused surveys and focus group listening sessions, so that BTR-specific professional development and technical assistance can be offered accordingly.

### 3. Ensure sustainability of BTRs into the future through funding and knowledge building.

- The California legislature should allocate ongoing funding for teacher residency grant programs, including BTRs, to ensure sustained efforts to build the bilingual teacher pipeline.
- The California legislature and philanthropy should convene a working group of BTR grantee leads to identify strategies and solutions to secure additional funding for BTR residents, given the additional coursework they must take to fulfill both the credential and Bilingual Authorization requirements; this funding should be in addition to any cost of living increases needed for all residents.
- The California legislature and philanthropy should allocate funding of further BTR research so that education and research partners can support knowledge building in the field.

## CONCLUSION

Our inquiry explored insights from the existing literature on BTRs and illuminated the experiences of BTR grantee leads to contribute to a growing body of research on a credentialing pathway that can help meet state and local multilingualism goals. We uncovered multiple factors contributing to the successes and challenges of a sample of BTRs across the state, including building on community cultural and linguistic wealth, focusing on critical consciousness and culturally responsive/sustaining teaching, and leaning on strong university-district partnerships to co-design BTR programs to meet local needs. Given the state's significant investments in teacher residency grant programs, our policy and practice recommendations can serve as a vehicle for continuing to address bilingual teacher shortages at the state and local levels. The California Teacher Residency Lab (The Lab) and SRTAC are positioned to provide differentiated and high-quality technical assistance and supports, and California has the potential to ensure systemic coherence, knowledge building, and BTR program scalability and sustainability.

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## ENDNOTES

- 1 Visit the CTC website for more information about the teacher residency grant program: <https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>.
- 2 All data reported in this subsection were requested from the California Commission on Teacher Credentialing; a detailed accounting of expected number of residents served by program type is not publicly available.
- 3 The Critical Multilingual Policy Ecology Framework (Lavadenz et al., 2023) is a multi-faceted approach to form, critique, strengthen, and actualize university-district partnerships in Dual Language Bilingual Education with equity as a centralizing principle. This approach facilitates the analysis of the many contexts and influences in policy processes mediated by various actors, relationships, structures, and power over time and space regarding DL access, participation, and outcomes.
- 4 Critical consciousness develops a more expansive view of pedagogy and a deep understanding of the intersectionality between culture, race, policy, historical context, and language. This understanding can lead to the application of humanizing research and critical consciousness in two-way bilingual programs that (1) continuously interrogate power dynamics, (2) historicize schools, (3) prioritize critical listening, and (4) intentionally include spaces to address discomfort between and among communities, all of which can ultimately lead to excellence and empowerment among marginalized groups (Cervantes-Soon et al., 2017; Palmer et al., 2019).
- 5 Translanguaging is both a pedagogical approach and a social justice tool that includes the planned and systematic use of two languages and that values bilingualism as a sustainable community resource rather than a transition to majority language monolingualism (García & Leiva, 2014; MacSwan, 2017).
- 6 Exploratory Descriptive Qualitative (EDQ) Research is an approach emerging from healthcare investigations designed to illuminate how an underexplored phenomenon with limited coverage in the literature can be informed by participants of a study to contribute to new knowledge in the field (Hunter et al., 2019; Polit & Beck, 2021; Stebbins, 2001).

## APPENDIX

California Teacher Residency Lab- Characteristics and Evidence of an Effective California Teacher Residency Program\*  
 The Characteristics and Evidence of an Effective California Teacher Residency Program (the Characteristics) serve as a common framework for teacher residencies in the state. They exemplify the scope and complexity of the development of teacher residency programs by which all partnerships can define and develop their program implementation.

1. Equity and justice are defined and advanced at all levels of residency work.	Mission, vision, and theory of change make explicit commitments to equity and justice
	Short- and long-term residency goals include evidence of equity and justice
	Recruitment and retention targets include specific numbers of mentors and teachers reflecting the LEA's and community's unique diversity
	Formal, consistent, and institutionalized spaces to discuss equity and justice work
	Institutionalized affinity spaces created and led by and for residency community members
	Action research centered on addressing equity focused opportunities of practice
2. Authentic partnerships between local educational agencies (LEAs), accredited credentialing institutions, Institutes of Higher Education (IHEs) such as CSUs, and other organizations exist.	Residency teams include leaders and decision-makers from IHEs, LEAs, schools, collective bargaining entities, and local communities
	MOU or Partnership agreements between or among all residency partners
	Shared mission, vision and theory of change for the residency
	Entire residency team– especially decision-makers– reflect the LEA's and community's unique diversity
	IHEs have the capacity (or a clear plan to develop the capacity) to meet LEA hiring needs
	Staffing, roles, and responsibilities are delineated across the residency
	Established norms for collaboration and decision-making
	Collaboratively defined and data-based residency goals and milestones that are revisited over time
3. The residency system is financially sustainable.	Program costs include resources and personnel necessary for effective implementation
	Incentives (i.e., resident, mentor stipends) are defined and tied to the value of the residency program to the LEA
	3-5 year strategic plan exists, tied to mission, vision, theory of change, and long-term budget
	Long-term budget projection is defined, including increasing cost savings to the LEA
	Long-term commitment by all partners to contribute the necessary resources to operationalize the program
	All available funding sources are examined and accessed
	Revenue sources are diverse
4. Formative and outcome data are collected, analyzed, and used for continuous improvement.	Data-sharing agreement between stakeholders
	Program assessment and evaluation plan with multiple measures that are all tied to the <i>Characteristics and Evidence of an Effective California Teacher Residency Program</i>
	Protocols to communicate about and share data
	Regular meetings scheduled to analyze data across stakeholder groups
	Data used in real-time to make revisions to residency program
	Mentors model how to collect, disaggregate, and make evidence-based analyses that inform their teaching practice

<p>5. Specific hiring needs are defined and filled each year with the recruitment of resident candidates who reflect the LEA's and community's unique diversity.</p>	Resident recruitment targets set based on LEA need and student demographics
	Recruitment efforts target and prioritize candidates who reflect the students they will serve
	Resident recruitment strategy includes explicit tactics to recruit candidates who reflect the students they will serve
	Resident and program expectations shared with candidates
	Recruitment processes include differentiated support for candidates who reflect the students they will serve (e.g., testing support or waivers, flexible deadlines to apply)
	Resident selection strategy screens and vets potential residents using multiple measures (e.g., paper application, interview, model lesson, group tasks)
	Resident selection strategy includes assessment of candidate awareness of the impact of identity and institutionalized racism on teaching and learning in California
	Resident recruitment and selection utilizes and lifts up the work of current residents, mentors, principals and partners
<p>6. Residents engage in a full year of clinical practice teaching alongside an accomplished mentor teacher.</p>	Resident co-teaches alongside a mentor teacher for no less than one full school year
	Resident gradually takes on teaching responsibilities throughout the school year
	Resident has consistent opportunities to observe other mentors and debrief observations at the school site
	Residents are coached, assessed and given regular feedback by mentors, teacher educators, and program staff
	IHE coursework and other professional learning opportunities are designed or adjusted to support and align with clinical practice
<p>7. Coursework and professional learning opportunities are tightly integrated with clinical practice.</p>	Coursework, professional learning opportunities, and clinical experiences are aligned through a set of prioritized skills or day 1 ready skills
	A shared observation rubric/framework is used to assess residents on agreed-upon performance benchmarks
	Scope and sequence of coursework and professional opportunities allows residents to practice and receive feedback on skills before being applied and assessed
	All teacher educators and mentors (across coursework, professional learning opportunities, and clinical practice) effectively employ the shared observation rubric/framework to support and track resident growth
	Residents understand that teaching is an act of social justice and that examining (in)justices must inform their teaching practice
	Residents reflect on the growth and impact of their teaching practice

<p>8. All residents are mentored by accomplished mentor teachers who reflect their LEA's and community's unique diversity.</p>	Mentors have at least three years of teaching experience and a clear credential
	Mentors have a record of successful teaching, growth mindset, receptiveness to feedback, and willingness to disrupt problematic and racist actions
	Mentors reflect the teachers and students they serve
	Mentor selection strategy screens and vets potential mentors using multiple measures (e.g., paper application, interview, model lesson and debrief session, colleague recommendation, etc.)
	Mentor selection strategy includes assessment of a potential mentor's awareness of the impact of identity and institutionalized racism on teaching and learning in California
	Mentors receive specific training for the mentor teacher role
	Mentors receive ongoing professional development tied to resident learning and need
	Professional development builds capacity to mentor during and around TK-12 instructional time
	Mentors use knowledge of equity principles and culturally responsive pedagogy to support their resident to address issues of equity, bias, and access to standards-based curriculum
	Mentors use mentoring stances strategically to engage their resident in collaborative problem-solving and reflection
	Mentors develop the resident's abilities to self-assess and co-assess practice based on evidence, to set professional goals, and monitor progress
	Mentors support residents to ground the critical analysis of teaching practice in student experience and learning
<p>9. Clusters of mentors and residents support and learn from one another at residency partner <i>Teaching Schools</i>.</p>	Recruitment or tactical outreach plan for potential Teaching Schools
	Teaching School administrators prioritize residents in hiring processes
	Teaching School selection criteria and process defined and prioritizes schools whose students reflect the LEA's and community's diversity
	Some/all coursework and professional learning opportunities take place on site in <i>Teaching School</i> classrooms
	Professional learning communities at each Teaching School include administrators, mentors, and residents
	Administrators, mentors, residency graduates and residents examine ways in which white supremacy shows up in grading systems, perpetuates and masks inequities, and discredits improvements made by students over time
<p>10. Residency graduates are supported to continue their professional learning and develop as leaders.</p>	Residents are prioritized in partner LEA hiring
	Formal induction support is provided to all graduates
	Professional learning includes guaranteed and opt-in opportunities for graduates to continue to learn, grow and develop as leaders
	Apprentice mentor opportunities
	Post-induction professional opportunities (e.g., Master's Degree, National Board Certification)

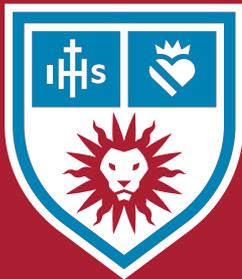
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\*California Teacher Residency Lab (2021). Characteristics and evidence of an effective California teacher residency program, [https://cdefoundation.org/staging/wp-content/uploads/2022/08/1.-External\\_-Nov2021\\_Effective-CA-Teacher-Residency-Characteristics-Indicators-1.pdf](https://cdefoundation.org/staging/wp-content/uploads/2022/08/1.-External_-Nov2021_Effective-CA-Teacher-Residency-Characteristics-Indicators-1.pdf)

Rev. September 2021 with support from Trellis Education; Adapted from the 2019 *California Teacher Residency Lab's Research-Based Characteristics and Look Fors of the Teacher Residency Model in California*, informed by research conducted by the Learning Policy Institute and the National Center for Teacher Residencies.

## ACKNOWLEDGMENTS

We offer special recognition and appreciation for the Bilingual Teacher Residency Program leads who participated in this study. We applaud their leadership, innovation, and co-design efforts that contribute to the success of BTRs and reflect a personal and collective commitment to equity for linguistically and culturally diverse teacher preparation candidates and the communities they serve. We also extend our appreciation for the generous funding and support, in part, from The California Residency Lab and the Sobrato Family Foundation that made this project possible. Finally, we offer a note of gratitude to Dr. Jacquelyn Ollison for engaging our team in the California Teacher Residency Lab convenings and for her insightful comments and feedback during our various delivery and research phases.



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