

Application Questions and Answers Document (5.28.21)

Would a degree plan be an appropriate example of a scope and sequence?

An established scope and sequence for resident development includes description of the opportunities for residents to develop, practice, and demonstrate competencies, including content and pedagogical knowledge and skills that promote learning for all students. The document you submit for your scope and sequence should include evidence of the above resident experiences.

The application refers to resident and mentor teacher “profiles.” Is “profile” a synonym for “selection criteria”?

Your resident and mentor profiles should include evidence of the prioritized knowledge, skills, and mindsets used to determine whether the individual is fit to be a resident or a mentor. In that, if your selection criteria clearly defines and elicits evidence of these knowledge, skills, and mindsets, they should sufficiently provide a profile.

Our undergraduate teacher certification program has a 2-3-5 model planned currently for this fall.

- During the first semester, candidates will be in schools 2 days/week for 8 weeks and a third full day seminar with university faculty,
- 3 days/week in schools for an additional 8 weeks with a 90-minute seminar during one of the three days.
- During the second semester, candidates are in schools 5 days/week.

Does this model allow us to apply as meeting the “Teacher Residency Pathway”?

Yes, it does. The definition of a teacher residency includes: “where a teacher candidate is paired with an experienced, highly effective mentor teacher for a full-year of clinical training/co-teaching in a K-12 classroom (minimum of 3 days per week for full year).” In this example provided in the question, teacher candidates appear to spend the majority of their time at or well above the 3 days/week threshold.

If we need to change the above structure to meet the 3 days/week minimum to qualify, can we make program changes for Fall 2021 and apply now, or would we need to implement the changes during 2021-2022 and then apply during the Summer 2022 application cycle?

The above-mentioned model appears to meet the 3 days/week threshold, and therefore no changes would be necessary.

If we are intending to “fully scale” to our undergraduate teacher program (traditional pathway) and not alternative certification within three years, would we be eligible to apply or have a chance of making the vetted list?

The TEA seeks to build a list of programs that are currently implementing a full-year teacher residency model and are on track to have a fully-scaled teacher residency model within three years. Programs who are seeking to full-scale teacher residencies in one or more of their certification pathways (traditional undergraduate, alternative certification, post-baccalaureate) will be actively considered for the vetted teacher residency program list.

Our year-long residency program includes a first semester in which residents are on campus with a cooperating teacher for 2-3 full days per week (2 days the first half of semester/3 days second half of semester) and a second semester in which residents are on campus five days per week. Would our program meet the required definition of a Teacher Residency Pathway?

Yes, it does. The definition of a teacher residency includes: “where a teacher candidate is paired with an experienced, highly effective mentor teacher for a full-year of clinical training/co-teaching in a K-12 classroom (minimum of 3 days per week for full year).” In this example provided in the question, teacher candidates appear to spend the majority of their time at or well above the 3 days/week threshold.

For the Plans to Scale section, are you looking for the number of program completers we're preparing annually, the number of participants enrolled in just our residency component, or the number of overall candidates enrolled in our 3-year program?

For each year, please share the number and percentage of your total annual completers that are projected to be completers through the teacher residency program. For example, if in 2019-20 the program had 100 completers who finished the residency program out of 200 total completers, the residency completers represent 50% of your total annual completers for that year.