

# Grow Your Own / Residency Programs

Sample contract language

## Minneapolis Federation of Teachers

*2015-17 contract*

### **Subd. 2. Resident Teacher Program:**

As the profession strives to develop exceptional teachers and recruit and train teachers in identified high need areas an effort is being made to provide residency experiences. Minneapolis Public Schools and the Minneapolis Federation of Teachers are committed to supporting beginning teachers and preparing them for teaching in the urban environment; therefore, the District and Union have jointly developed the Resident Teacher Program. The Resident Teacher Program meets the standards outlined by the Teacher Development Council and the guidelines developed by the Minnesota Board of Teaching for Resident Programs. Therefore, sites/programs are assessed and gain District recognition as an approved residency site through the Teacher Development Council.

**Residency Program:** A residency program provides a voluntary step between student teaching and full-time teaching. Newly-licensed teachers who have already completed their student teaching apply and are selected as residents. Supported by the Minneapolis Federation of Teachers, the Minneapolis Public Schools, and the Minnesota Board of Teaching in collaboration with teacher education institutions, it provides a high quality, intensive, on-site induction process.

**Resident Site/Program Requirements:** Each residency site/program will have no fewer than two (2) resident teachers and will establish a collaborative with a college and/or university to assist in delivering the core curriculum. The program model at the site/program will provide professional practice time and professional development activities during the resident teachers' duty day. In addition, sites/programs will work with the resident teachers in their building to complete the professional contractual requirements for Achievement of Tenure Year One. Resident teachers will complete a core curriculum as designated by the Teacher Development Council in accordance with the Standards of Effective Instruction. Resident teachers will receive ongoing support from their Resident Mentor, Resident Coordinator, and their PDP Team in order to increase their ability to reflect and improve their practice.

**Funding a Residency Program:** Sites/programs with approved residency programs will have deducted from their budget only the actual cost for all resident teachers and will use the difference between the average teacher salary and the cost of the resident's salary to provide professional development and support for probationary teachers.

**Selection of Resident Coordinators and Resident Mentors:** Each site/program will have a Resident Coordinator (with a minimum 0.2 exclusive release) and enough Resident Mentors in the building/program who are released to support the resident teachers at the site or within the program. All staff who have the qualifications outlined in the job posting will be given the opportunity to apply for these positions; therefore, written solicitation for applicants will be distributed to all staff.

Qualifications for resident mentors include tenure in Minneapolis Public Schools and at least five years of experience, evidence of successful completion of cognitive/peer coaching, and a commitment to successful completion of Pathwise™ and other required trainings. Applicants must demonstrate:

- Engagement with the district's Professional Development Process as evidenced through submission of current PDP Portfolio Development;
- Effective collegial coaching skills (may be evidenced by letters of support by colleagues who have been formally or informally mentored);
- Experience as a reflective practitioner (may be evidenced by PDP work, National Board Certification, or other artifacts);
- Evidence of effective teaching practice (may be evidenced by progress towards National Board Certification, assessment against the Standards of Effective Instruction, etc.);
- Understanding of both the mentoring process and the professional development needs of new teachers (may be evidenced by written statements, interview questions, responses to questionnaires, etc.).

Qualification for resident coordinators include evidence of teacher leadership, successful completion of cognitive or peer coaching, a commitment to successful completion of Pathwise™ and other required trainings, and an interest in working beyond the building/program with representatives of the district, the Minneapolis Federation of Teachers, and higher educational institutions.

Additionally, applicants must demonstrate leadership through the following:

- Willingness to attend residency networking meetings necessary to facilitate communication across the district;

- Willingness to be involved and participate in the continued development and refinement of the resident core curriculum;
- Engagement with the district's Professional Development Process as evidenced through submission of current PDP Portfolio Development;
- Effective collegial coaching skills (may be evidenced by letters of support by colleagues who have been formally or informally mentored);
- Experience as a reflective practitioner (may be evidenced by PDP work, National Board Certification, or other artifacts);
- Evidence of effective teaching practice (may be evidenced by progress towards National Board Certification, assessment against the Standards of Effective Instruction, etc.);
- Understanding of both the mentoring process as developed and supported through the PAR Program and the professional development needs of new teachers (may be evidenced by written statements, interview questions, responses to questionnaires, etc.).

Applicants will apply in writing to the principal or designee. To select the best candidate(s) for the position(s), the site/program will hold interviews by a committee composed of the Resident Coordinator, other representatives of the teaching staff at the site/program, the administrator/designee, Division of Human Resources and/or PAR representatives as appropriate.

**Assessment and Approval of a Resident Teacher Site/Program:** New sites/programs interested in becoming a resident teacher site/program will submit a Residency Site Application in early March. This will be reviewed by at least two review teams comprised of members of the Teacher Development Council who will make a recommendation as to the site's/program's status as a residency site/program for the following year. This recommendation is taken to the Teacher Development Council to make a final decision. Schools/Programs are notified in late March of the decision. Late applications will not be considered.

In an effort to ensure that quality residency programs that meet District standards are in place throughout the District, all approved new resident teacher sites/programs will complete a self-study in the fall of each year for the first three years that they participate in the program. Sites/programs with an established residency of four or more years will complete a self-study once every three years unless requested to do so earlier by the Teacher Development Council. This self-study must be submitted in December. It will be reviewed by a Residency Site/Program Assessment Team who will make a site/program visit in January or February to either recommend the residency site/program for the following year or provide feedback about areas which need improvement prior to recommendation for continuation. The Residency Site/Program Assessment Teams will be comprised of members from the Teacher Development Council and/or their designees. The Team's recommendations are taken to the Teacher Development Council to make a final decision.

**Hiring of Successful Residents:** Resident Teachers are given preferential hiring upon completion of a successful residency. The decision to recommend a resident teacher is carried out through the Achievement of Tenure Process each spring. The site Achievement of Tenure Team determines whether the resident teacher has successfully completed the first-year requirements of the MPS Achievement of Tenure Process. As MN Statute §122A.68 Subd.2 states that the resident year should be considered as a first year placement, resident teachers will be recommended for continued employment as a second-year teacher on the salary schedule with seniority number based on the initial contract signed during the residency year.

The residency induction program continues to prepare exceptionally well-prepared first year teachers. The rigors of the induction program requires that resident teachers not only meet year-one Achievement of Tenure requirements, but also a professional development process that requires a second Pathwise™ assessment, continued observation within the context of expanded and varied teaching experiences, guided supervision by the site/program coordinator as well as a personal mentor, and development of a professional portfolio. Each residency site/program is expected to be responsible for paying for the resident teacher program as well as ensuring all of the before mentioned expectations.

If the resident teacher is recommended for hire and if there are teaching positions available in the building where the resident is housed, a resident teacher will be considered for hire in the building as any other teacher within the same department or license area would be. If no teaching position is available at the residency site/program, the resident teacher is allowed to compete for teaching positions within the district on equal footing with other excessed first-year teachers.

**Expansion of the Residency Model:** The Resident Teacher Program has shown that resident teachers are more thoroughly prepared for teaching in the District as a result of beginning their career in a structured induction program. The Resident Teacher Program has had an equally positive impact on the professional development of veteran teachers in the schools where it exists and on the maintenance and continued support of a more scholarly teaching environment among the faculty. In the belief that all first-year teachers, as well as experienced teachers working with residents benefit from this experience, the District and the Union encourage all sites to develop residency programs especially in high need areas that may lead to requiring a year of residency for all new hires. The requirement of a year of residency is contingent upon the supportive agreements and understandings among the MFT, its members, and the District in the areas of funding residency sites/programs and hiring of residents.