Teacher Residency Identity Statement: Who We Are and How We Operate

Anti-racist, Inclusive, and Committed to Equity, and Intentional in Community-Engaged Partnerships

We take very seriously our stance as anti-racist educators who are committed to racial, social and cultural justice honoring a common humanity. We are working actively and in an ongoing manner to dismantle structural and individual racism in the environments in which we work. We aim to honor the ideas, people, backgrounds, skills, and identities historically marginalized by white supremacy, and the learning, knowledge, and experience of our residents, our community partners, our school partners, and our colleagues. We value inclusivity of the aforementioned and deliberately oppose ideas and views that promote systemic inequities. We strive to choose our district and charter partners intentionally, embedding ourselves in partner communities. Within those communities, we choose our school mentors with care and rigor, and work with all of our community partners with integrity and respect for their expertise, effort, and knowledge. We work to support, honor, and learn from and with the people and communities our partner schools serve and place great value on their funds of knowledge and the resources they offer our schools, our resident teachers, our residency directors, and our program. We share with our partner communities a deep desire to impact and affect change and sustainability intentionally, both within the schools in which we work with and within the broader communities of which they are a part. We are committed to practicing inclusivity and promoting accessibility for all learners and all people.

Collaborative and Iterative, Adhering to a Design-Thinking Approach

We use a design approach to our curriculum and program-related work, making choices with intentionality and in ways that are responsive and purposely iterative. We are committed to ongoing and continuous improvement and consistently update our materials and pedagogical approaches. We are deeply collaborative in our work with each other, our partners, and resident teachers, learning and listening alongside both, and provide instruction and spaces for our resident teachers to embrace and practice collaboration among themselves. Our courses are cross-disciplinary, with input from faculty with a variety of expertises and experiences to ensure we engage with up-to-date pedagogical research that is holistically connected to real-world practice. We operate within our faculty using a consensus model, which ensures all members not only have a say and a stake in what we do, who we are, and how we operate, but also and especially that we are all actively working towards the same goals and objectives. We do our utmost to act with integrity, flexibility, and humility, ensuring that our humanity is front and center with our partners, our resident teachers, the students our residents teach, and each other.
Effective, Reflective, Supportive, and Skilled Community

Our work centers on preparing teachers who are highly effective, reflective, caring, and skilled. We use a holistic Learning to Teach Framework and support resident teachers through a gradual release of responsibility to build efficacy, thereby pushing them to embrace their role as advocates for both their school communities and for themselves. We engage in modeling as well as parallel process work to guide our resident teachers to build capacity and leadership. Our program engages our residents as human beings, extending empathy, engagement, and support for their social-emotional health and well being. As we build close relationships across our program, we model for our residents and teach them at the same time to create supportive learning environments that are responsive and accommodating to all learners and all identities. We work directly to support our partner school communities, providing mentorship to administrators, teachers, and staff. We engage our resident teachers in long-term youth participatory action research (YPAR) with their students to solve problems that the latter consider important, thereby supporting the communities in which they work and learn. Overall, we strive to build a community of learners - including faculty, resident teachers, graduates, mentors, building leaders, and other partners - who are committed to ongoing and continuous reflection, learning, support, research, engagement, and improvement.