# Rhode Island Residency Model

Rhode Island Department of Education

May 2023

*Great Teachers and Leaders for All Students*

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## PURPOSE OF THE REFERENCE GUIDE

The purpose of this reference guide is to provide clarification to Education Preparation Providers (EPPs), Local Education Agencies (LEAs), and prospective and current teacher candidates regarding the regulatory changes adopted in the 2018 then updated in 2022 Educator Quality and Certification Regulations.

The guidance provided in this reference guide is one piece of a larger, ongoing effort by RIDE to provide EPPs, LEAs, and teacher candidates with support and technical assistance toward meeting the residency requirement. This initial reference guide is not an exhaustive or all-purpose document.

The sections of the reference guide enclosed in text boxes represent language directly quoted from the regulations.

## BACKGROUND

On December 4, 2018, the Rhode Island Council on Elementary and Secondary Education approved new Regulations Governing the Certification of Educators in Rhode Island. The new certification regulations require a one-year practical residency or the equivalent as part of clinical preparation defined as:

> *"…an approach to the clinical preparation of teachers that combines theories of teaching with experiential learning. Teacher residencies are designed to approximate the breadth and depth of preparing to be the primary certified teacher in a classroom. The residency may take place over the course of one year or may take place over multiple terms as long as a minimum intensive, full teaching load experience is built in. While general field experience is designed to expose future teachers to a variety of educational settings and children, the One-Year Practical Residency is designed to provide deep instructional practice."*

The one-year residency requirement for all teacher certificates initially was to go into effect on December 31, 2022. However, during the June 2021 meeting of the Council on Elementary and Secondary Education, the Council recognized RIDE's proposed two-year extension of the Residency requirements. The acknowledgement of this extension moves the effective date to which December 31, 2024. A condition of this extension states that EPPs are expected to pilot elements of their intended residency in advance of the full implementation (see Appendix D: Residency Pilot Expectations).

### *Why Residency?*

Nationally, teacher residencies have gained momentum as a promising way to improve the clinical experience of prospective educators as well as address key areas affecting recruitment, retention, and student outcomes.[1] Existing models, like the Boston Teacher Residency, provide the opportunity to apprentice alongside an expert teacher for a full academic year while taking closely linked courses. This experience allows candidates to put theory into practice under the mentorship and coaching of an effective clinical educator across a full academic year. Research on teacher residencies is limited, however, initial reported impacts include increased teacher diversity and retention and teacher placement in high-need schools and subject areas.[2] Studies thus far have focused on highly selective and graduate-level residency programs and as a result, undergraduate and state-wide residency models are not truly reflected in the existing literature. It is here we must look towards the steps that other states have taken (see Table 1) as well additional literature around extended student teaching time, clinical educator quality, and EPP-district partnerships to guide implementation.

**Table 1: State regulatory changes increasing clinical experience hours for teacher candidates**

| Louisiana[3] | South Dakota[4] | West Virginia[5] | New Jersey[6] | New York[7] |
|---|---|---|---|---|
| State regulations require a one-year teacher residency for teacher licensure. | The state's public institutions require teachers to complete a full-year clinical residency. | State regulations require all EPPs in the state offer a residency option | State regulations require clinical experience during at least two semesters; including at least 175 hours, prior to one full-time semester. | State regulations extend clinical experience to a minimum of 14 weeks the minimum; increase teaching time from 40 days to 70 days. |

Increasing the duration of candidates' clinical experience is a key feature of the residency model, however, Ronfeldt and Reninger's 2012 study highlights the importance of focusing on quality—specifically the quality of the cooperating teacher—not just quantity.[8] To this end, these Teacher Residency Guidelines will indeed increase the minimum clinical experience time for teacher candidates as well as address the role of mutually beneficial EPP-LEA partnerships in providing quality field experiences for educator candidates.

## CLINICAL EXPERIENCE FOR TEACHER CANDIDATES

***200-RICR-20-20-1.6***
*"Applicants for teacher certification must complete a one-year practical residency or the equivalent of a one-year practical residency such as sixty (60) hours of field experience plus twenty-four (24) consecutive weeks of full-time student teaching or sixty (60) hours of field experience plus twenty-four (24) weeks of student teaching experiences distributed over the course of the program, inclusive of an intensive and continuous experience, and a minimum of sixty (60) hours of field experience prior to or following the one-year practical residency or equivalent."*

Beginning on December 31, 2024, the new certification regulations require the completion of "a one-year practical residency *or the equivalent* of a one-year practical residency." The regulations state "or equivalent" to leave room for various ways programs could meet the residency requirement. To develop these options, members of the Office of Educator Excellence and Certification Services convened a work group consisting of educator preparation providers, district and school-level admin, and PK-12 educators to develop residency options and flexibility around meeting the new requirement.

In defining the one-year practical residency, the regulations stipulate that a "residency may take place over the course of one-year or may take place over multiple terms as long as a minimum intensive, full teaching load experience is built in." Also provided in the regulations are examples of potential experiences that constitute a one-year practical residency.

a) At least twenty-four (24) consecutive weeks of full-time student teaching, or
b) At least twenty-four (24) weeks of student teaching experiences distributed over the course of the program, inclusive of an intensive and continuous experience.

### *What is Clinical Experience?*

A teacher candidate's clinical experience consists of sixty (60) hours of field experience ***in addition*** to the one-year practical residency. Field experience hours can be completed before or after the residency.


### *What is Field Experience?*

***200-RICR-20-20-1.6***
*"Applicants for teacher certification must complete…a minimum of* ***sixty (60) hours of field experience*** *prior to or following the one-year practical residency or equivalent."*

***200-RICR-20-20-1.6***
*"While general field experience is designed to* ***expose future teachers to a variety of educational settings and children****, the One-Year Practical Residency is designed to provide deep instructional practice."*

The Rhode Island Standards for Educator Preparation specify that approved programs include "clinical experiences of sufficient depth, breadth, diversity, coherence and duration to enable candidates to develop and demonstrate proficiency of the appropriate professional standards." While the residency provides the depth and coherence, the field experience allows a candidate to experience breadth and diversity through a range of educational environments. These field experiences typically occur early in a candidate's program and ensure that candidates will have had opportunities to work with students in a range of educational environments prior to the candidate's residency experience.

**Resource:** *Developing Quality Fieldwork Experiences for Teacher Candidates*

This planning guide released by The Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) contains evidence-based strategies for coursework, fieldwork, and student teaching.

Field Experience activities include but are not limited to:

- Observing in PK-12 classrooms
- Guided observations or mini practice situations in the field
- Tutoring individual and groups of PK-12 students
- Working with children in before- or after-school programs
- Interviewing teachers or working with differently-abled students in a supervised setting

A range of educational environments may include but is not limited to:

- Urban, suburban, and rural school settings
- Various grade spans
- Various content domains within certification area

**RESIDENCY EXPECTATIONS – TIME IN PLACEMENT**

### *How does RIDE define a one-year practical residency or equivalent?*

The Rhode Island Residency Model is defined by two criteria: 1) duration—or time in placement; and 2) residency activities and experiences. The flexibility provided by the regulation language—*one-year practical residency or the equivalent*—allows for a range of opportunities for candidates to meet the clinical experience expectations.

**Minimum Residency Expectations for Time in Placement**

Programs may choose to implement a residency model similar to other popular national models where a candidate is matched with a quality mentor teacher and engages in a full-time, yearlong classroom paid apprenticeship (examples - West Virgina Residency Model, Clarksville-Montgomery County School System) Recognizing that this model is often a highly selective and funded option for candidates, the regulations offer flexibility in that a "residency may take place over the course of one-year or may take place over multiple terms as long as a minimum intensive, full teaching load experience is built in."

Table 2 provides an overview of the current expectations compared with the changes in **minimum expectations** for time in placement under the Rhode Island Residency model. Current clinical experience expectations have candidates participating in practicum or field experience as part of methods courses leading up to a one semester—typically 12-week—student teaching experience. Under the Rhode Island Residency Model clinical experience occurs across two phases—effectively adding additional clinical experience hours during the semester(s) prior to the typical student teaching experience. Phase II is a continuation of Phase I and occurs in the same classroom with the same clinical educator providing a candidate with an "intensive and continuous experience." A candidate seeking initial certification under the residency model will be expected to engage in residency activities for a minimum of 90 days across the year(s) in a consistent clinical placement. See appendix B for possible examples of residency structures.

**Table 2: Changes to *time in placement* for the Rhode Island Residency Model**

| Current Clinical Experience Expectations | Residency Model Clinical Experience Expectations |
|---|---|
| Field Experience or Practicum | Field Experience |
| *Designed to Expose future teachers to a variety of educational settings (breadth)* ≥ 60 hours | *Designed to expose future teachers to a variety of educational settings (breadth)* ≥ 60 hours |
| Student Teaching | Residency: Phase I |
| *Expectation: Minimum of 12 weeks of full-time student teaching. Candidates assume full responsibilities of the clinical educator for a minimum of 6 weeks.* | *Expectation: Minimum of 12 weeks of residency experiences. These are not necessarily full-time (5-days per week) and may take place over multiple semesters.* |
| | Residency: Phase II |
| | *Expectation: Minimum of 12 weeks of full-time student teaching. Recommended that candidates assume full responsibilities of the clinical educator for approximately 8 weeks. Phase II is a continuation of Phase I and occurs in the same classroom with the same clinical educator, whenever possible.* |
| *Minimum Student Teaching Days: ≈ 60 days* | *Minimum Days in Residency: ≈ 90 days* |

## RESIDENCY EXPECTATIONS – EXPERIENCES

Residencies enable candidates to become valued members of the school community and allow them to engage in more and higher quality experiences. These experiences provide teacher candidates with opportunities to gain depth of experience in the activities of teaching as well as receive ongoing support from the clinical educator around continuous improvement regarding the activities. Residency activities include but are not limited to:

**Table 3: Residency Activities**

| Professional Learning and Preparation | Teaching | Data-driven Instruction | Engaging with Families |
|---|---|---|---|
| Engaging in professional learning alongside educators | Providing individual or small group instruction | Analyzing student assessment data and measuring student growth | Observing, planning, and facilitating parent-teacher conferences |
| Observations and collaboration with other teachers (e.g., participation in common planning time, classroom walkthroughs) | Teaching classes—including assuming the full instructional responsibility of the clinical educator | Setting goals for instruction based on data including participating in IEP team meetings | Planning and implementing family engagement opportunities |
| Preparing to teach lessons (Curriculum Literacy, Intellectual preparation) | Co-Teaching with clinical educator | Observing and participating in RtI/MTSS and Data-Based Individualization | |

## KEY FEATURES OF THE RHODE ISLAND RESIDENCY MODEL

The Rhode Island Residency Model is comprised of three key features: 1) Strong EPP-LEA Partnerships, 2) an intensive and continuous yearlong experience, and 3) Coursework tightly integrated with Clinical Experiences. Table 4 provides greater detail and context around these key features. See Appendix A for a crosswalk of the key features of the RI residency model and other common characteristics or components of residencies.

**Table 3: Key Features of the Rhode Island Residency Model**

| Strong EPP/LEA partnerships* | Intensive and continuous yearlong experience | Coursework tightly integrated with clinical experiences |
|---|---|---|
| • Mutually beneficial partnership with clear indicators of success<br>• Thoughtful, systematic process(es) to select and reward clinical educators<br>• Agreed upon process(es) to train and support clinical educators<br>• Clear communication regarding personnel changes annually<br>• Process(es) to evaluate the quality of placements and the use of data to request future placements<br>• Data sharing agreements structured to support continuous improvement efforts (e.g., timely, relevant data) | • **Intensive:** candidate responsibility increases throughout the year (Residency phase I and II); candidate should have experiences that allow them to see the opening of the school year as well as the latter portion of the year; recommended that candidate assumes full responsibility for approximately 8 weeks during residency<br>• **Continuous:** Phase I and Phase II occur in the same classroom with the same clinical educator, whenever possible<br>• **Yearlong:** A candidate's residency experience consists of at least 90 | Sequence of coursework embeds clinical experiences that:<br>• Provides candidates with multiple experiences beginning early in the program ranging from observation of practice to demonstrating proficiency<br>• Provides experiences in a range of educational environments reflecting a diversity of educational settings<br>• Prepares candidates to discern and skillfully use high-quality instructional materials |

| | | |
|---|---|---|
| | days across the minimum of 24 weeks—or two semesters<br>• **Experience:** See list of residency activities in section above | |

*Use of the Tier I State Recognized Partnership Agreement is a recommended first step in building strong partnerships.

### *Who is required to complete a yearlong residency?*

The residency requirement for initial teacher certificates will go into effect for all candidates entering a Rhode Island Approved Educator Preparation program by December 31, 2024. This means anyone accepted to a preparation program on or after this date will need to complete a "one-year practical residency or equivalent" to be eligible for certification. Table 5 describes duration and experiences associated with various pathways for undergraduate and post-baccalaureate programs. Certified educators seeking an additional area of certification are not required to complete a full year residency.

**Table 5: Residency experiences associated with undergraduate and post-baccalaureate programs**

| | Pathway | Time in Placement | Experiences |
|---|---|---|---|
| Undergraduate | **Early Childhood, Elementary, or Secondary Certification** | ≥ 60 hours of field experience + minimum of 90 days across the yearlong (≥ 24 weeks) residency | The residency should be a continuous experience in the same classroom with the same clinical educator. |
| | **All Grades Certification** | ≥ 60 hours of field experience + minimum of 90 days across the yearlong (≥ 24 weeks) residency | Residencies for PK-12 certification shall provide the opportunity to experience two placements during residency—one in an elementary setting and one in a middle or secondary school setting. |
| | **Dual Certification** | ≥ 60 hours of field experience + minimum of 90 days across the yearlong (≥ 24 weeks) residency | Candidates seeking dual certification shall reflect clinical experience in each of the prospective certification areas. This may not allow for all clinical experiences to occur with the same clinical educator. |
| Post-Baccalaureate | **Expert residency, Alternate route, or Emergency route preliminary certificates** | Preliminary certificates allow candidates to serve as the teacher of record while pursing full certification. Time employed as teacher of record may count towards the minimum time in placement. | It is the responsibility of individual programs to determine how to monitor the clinical experience for candidates who hold preliminary certification and serving as a teacher of record while pursuing full RI certification. |
| | **Master's programs and non-degree programs** | The length and structure of some MAT and non-degree programs may not allow for candidates to meet the minimum expectations established for undergraduate programs or serve as a teacher of record while enrolled in the program. Programs unable to establish a residency experience with sufficient time in placement may submit a Post-Baccalaureate Residency Equivalent plan for approval (see Appendix C). | |

### *Recommendations*

The residency expectations described in the above section are established as minimum expectations and are intended to serve as guidelines when planning for the clinical experience of teacher candidates. In addition to these requirements RIDE has made the following recommendations based on the practices of existing teacher residency programs and consultation with the leaders in other states who have transitioned to a residency model.[10]

- A teacher candidate's residency experience should begin prior to the start of the host school's academic year, *whenever possible*. Candidates should participate in any professional development or planning occurring prior to the start of the school year.
- A teacher candidate's residency experience should continue until the end of the of the host school's academic year, *whenever possible*. This could occur during a summer semester.
- The residency should be a continuous experience in the same classroom with the same clinical educator beginning in the fall *whenever possible*.

## PARTNERSHIPS

The Rhode Island Standards for Educator Preparation emphasize the importance of partnerships between Ed Prep Providers (EPPs) and school districts—standard 2.3 states:

> *Approved programs form mutually beneficial PK-12 and community partnership arrangements for clinical preparation. Expectations for candidate entry, growth, improvement, and exit are shared between programs and PK-12 and community partners and link theory and practice. Approved programs and partners utilize multiple indicators to evaluate the effectiveness of the partnerships and ensure that data drives improvement."*

### THREE STAGES OF EFFECTIVE AND SUSTAINABLE PARTNERSHIPS

Adopting a new teacher residency model is more than simply changing the duration of student teaching alone. According to the Learning Policy Institute, the first key characteristic of strong residencies is "strong partnerships between school districts and universities." In 2016, *Education First* released a report detailing a "roadmap" for building and sustaining effective partnerships.

The characteristics of an effective and sustainable partnership include:

- A clinical experience mutually beneficial to both the district/school and teacher candidate
- EPPs who are responsive to host district's needs
- Teacher candidate's coursework closely aligned with clinical experience
- Roles and expectations clearly defined and mutually agreed upon through an MOU or Partnership Agreement

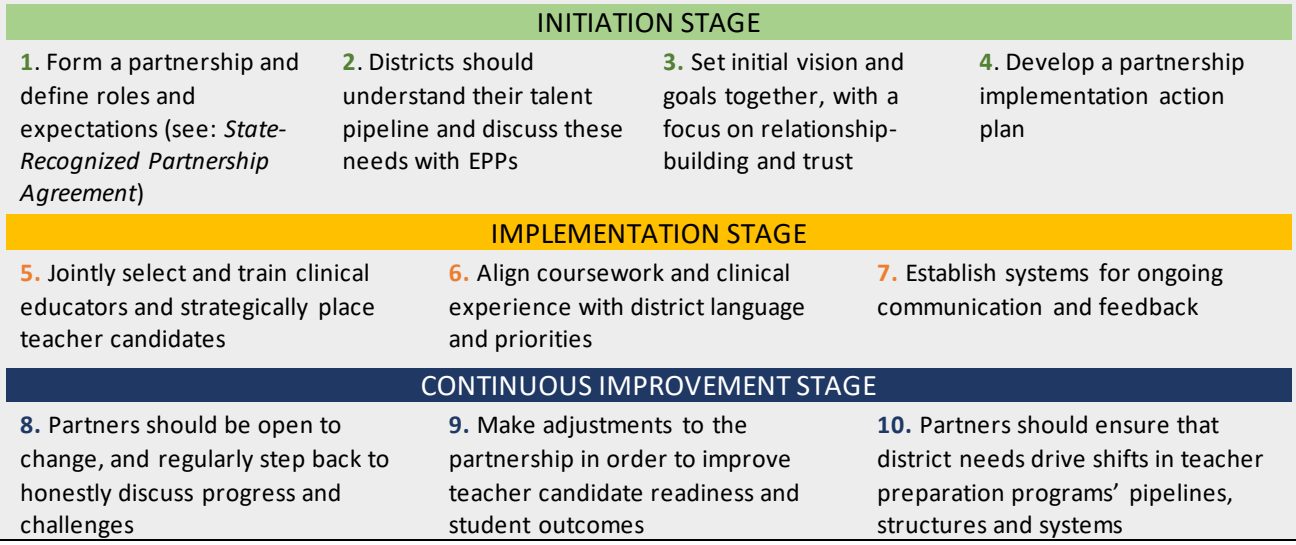
**Resource:** *Partnering on Prep: A Toolkit for Building Strong District-Teacher Preparation Program Partnerships*

This Toolkits can be used to help EPPs and district partnerships develop systems for placing and supporting clinical educators. Massachusetts developed their own toolkit based on this resource.

Effective and sustainable partnerships between school districts and EPPs can be organized into three stages of development: *Initiation*, *Implementation* and *Continuous Improvement*.[11] During the *Initiation Stage*, EPPs and districts define expectations, set goals, and develop an action plan informed by district needs. Next, the *Implementation Stage* sees teacher candidates placed with jointly trained clinical educators and coursework closely aligned with clinical experience. EPPs and districts reflect honestly on progress, challenges, and district needs and adjust where needed. Figure 2 contains a roadmap with specific steps for each stage in developing effective and sustainable partnerships.

**Figure 2:**

**A Roadmap for Effective and Sustainable Partnerships Between School Districts and EPPs**




Source: adapted from Education First Framework[11] and Massachusetts Partnership Toolkit[12]

**STATE-RECOGNIZED PARTNERSHIP AGREEMENT**

The Tier 1 State-Recognized Partnership Agreement is intended as a collaborative agreement between Educator Preparation Programs (EPPs), Local Educational Agency (LEAs), and the Rhode Island Department of Education (RIDE).

The goals of the Tier 1 agreement are to support common language and common understandings between EPPs and LEAs about the roles and expectations of educator candidates, clinical practice sites, and clinical educators. This agreement seeks to standardize the basic placement processes and systems that EPPs and LEAs use for choosing and developing successful field sites and clinical educators in order to foster more mutually agreeable and beneficial partnership and strengthen the preparation of high-quality teachers, educational leaders, and school counselors in clinical practice.

The Tier 1 agreement formalizes any relationship wherein EPPs place pre-service educator candidates in schools/districts for any length of field experience, practicum, or student teaching. The document was developed and vetted by a statewide group of representatives from K-12 LEAs, EPPs, and RIDE with the goal of making statewide placement and partnership more efficient and beneficial for both EPPs and K-12 LEAs.

**Rhode Island Standards for Educator Preparation: 2.3 Clinical Partnerships for Preparation**

Approved programs form mutually beneficial PK-12 and community partnership arrangements for clinical preparation. Expectations for candidate entry, growth, improvement, and exit are shared between programs and PK-12 partners and link theory and practice. Approved programs and partners utilize multiple indicators to evaluate the effectiveness of the partnerships and ensure that data drives improvement.

The agreement, supported by RIDE, is designed to include all EPPs and LEAs that wish to participate under the terms of this document. Signing onto the document is not mandated by any party, but it is hoped that this will further develop the pipeline of qualified and quality educators by setting up common baseline expectations and processes for working together across Rhode Island.

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**Notes and References**


1. Guha, R., Hyler, M. E., & Darling-Hammond, L. (2016). The teacher residency. Palo Alto, CA: Learning Policy Institute.

2. Papay, J. P., West, M. R., Fullerton, J. B., & Kane, T. J. (2012). Does an urban teacher residency increase student achievement? Early evidence from Boston. Educational Evaluation and Policy Analysis, 34(4), 413-434.

3. Louisiana Department of Education Teacher Preparation Transition Guide. https://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-transition-guide.pdf?sfvrsn=12

4. Teacher Residency in South Dakota https://doe.sd.gov/board/packets/documents/111516/item6doc1.pdf

5. WEST VIRGINIA CODE CHAPTER 18A. SCHOOL PERSONNEL. http://www.wvlegislature.gov/wvcode/chapterentire.cfm?chap=18A&art=3&section=1

6. N.J.A.C. 6A:9A, NEW JERSEY EDUCATOR PREPARATION PROGRAMS. https://www.nj.gov/education/code/current/title6a/chap9a.pdf

7. New York State Department of Education Revised Student Teaching Regulations. http://www.nysed.gov/college-university-evaluation/revised-student-teaching-regulations

8. Ronfeldt, M., & Reininger, M. (2012). More or better student teaching? *Teaching and teacher education*, *28*(8), 1091-1106.

9. Percentages and *Phase I* and *II* language appears in Louisiana regulations and is used by Louisiana EPPs.

10. Louisiana Department of Education (LDOE) requires teacher candidates to begin their residency experience prior to the start of the academic year at their placement site. LDOE recommends that candidates continue with the residency through the end of the K-12 school year but do not make this a requirement. The University of South Dakota recommends teachers begin prior to the beginning of the K-12 academic year and continue through to the end of the year.

11. Ensuring High-Quality Teacher Talent: How Strong, Bold Partnerships between School Districts and Teacher Preparation Programs are Transforming the Teacher Pipeline. *Education First.* https://education-first.com/wp-content/uploads/2016/01/Ensuring-High-Quality-Teacher-Talent.pdf

12. Mass DESE: Building & Sustaining a Comprehensive Student Teaching Partnership. http://www.doe.mass.edu/edprep/partnerships/build-sustain.html

## Appendix A: Crosswalk: Common characteristics or components of a residency model

| Organization and/or publication | Common characteristics or components | Key features of the *RI Residency Model* |
|---|---|---|
| **Learning Policy Institute**<br>*Teacher Residency: An Innovative Model for Preparing Teachers* | • Strong district/university partnerships<br>• Coursework about teaching and learning tightly integrated with clinical practice<br>• Full-year residency teaching alongside an expert mentor teacher<br>• Expert mentor teachers who co-teach with residents | **Strong EPP/LEA Partnerships**<br>• Mutually beneficial partnership with clear indicators of success<br>• Thoughtful, systematic process(es) to select and reward clinical educators<br>• Agreed upon process(es) to train and support clinical educators<br>• Clear communication personnel changes annually<br>• Process(es) to evaluate the quality of placements and the use of data to request future placements.<br>• Data sharing agreements structured to support continuous improvement efforts (e.g., timely, relevant data)<br><br>**Intensive & continuous yearlong experience**<br>• Intensive: candidate responsibility increases throughout the year (Residency phase I and II); recommended that the candidate assumes full responsibility for approximately 8 weeks during residency<br>• Continuous: Phase I and Phase II occur in the same classroom with the same clinical educator, whenever possible<br>• Yearlong: A candidate's residency experience consists of at least 90 days across the minimum of 24 weeks—or two semesters<br>• Experience: See list of residency activities<br><br>**Coursework tightly integrated with Clinical Experiences**<br>Sequence of coursework embeds clinical experiences that:<br>• Provide candidates with multiple experiences beginning early in the program ranging from observation of practice to demonstrating proficiency<br>• Provide experiences in a range of educational environments reflecting a diversity of educational settings<br>• Prepare candidates to discern and skillfully use high-quality instructional materials |
| **Bellwhether Education Partners**<br>*Trading coursework for Classroom* | • Residencies have a close-knit partnership between the residency operator and placement local education agency (LEA). The LEA may comprise either district or charter schools. In some cases, the residency operator and the LEA are one and the same<br>• Teacher candidates go through a lengthy (at least one year) clinical experience under the supervision of an effective mentor teacher. **Over the course of the residency, teacher candidates gain increasing levels of responsibility in the classroom**<br>• Education course work is tightly linked to the teacher candidates' teaching experiences in the classroom. | |
| **National Center for Teacher Residencies**<br>*The Residency Model* | Residents start the school year in the classroom with their mentoring teacher before students arrive, then co-teach **four days per week throughout the year taking on increasing levels of responsibility**. Performance-based assessments are conducted throughout the year, and residents receive formal and informal feedback from their mentor teachers, residency program staff, principals, and other support staff. | |
| **Boston Teacher Residency**<br>*NBER Working Paper 17646* | "BTR residents are assigned a mentor teacher in the Boston Public Schools and spend four days a week in that teacher's classroom. **Residents gradually assume more responsibility for leading instruction and ordinarily co-teach with their mentor during the second half of the year.**" | |

## Appendix B: Examples of RI Residency Field Experiences

Provided below are some specific examples of clinical experiences which meet the minimum expectations for time in placement and experiences.

**Example 1: Extending clinical experiences across full semester**

In this scenario, an educator preparation program has used the full 15 weeks of the fall and spring semesters while gradually increasing the number of days a candidate is in the classroom.

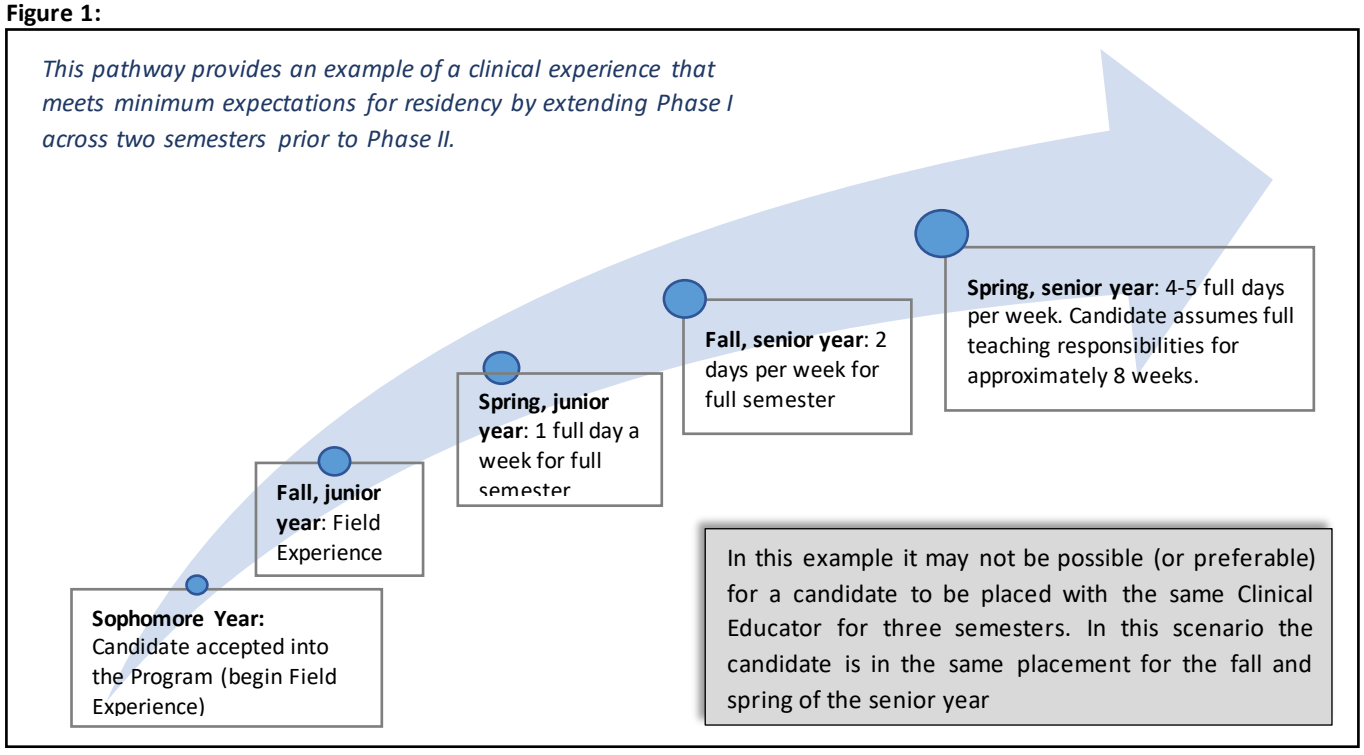
| Phase I | Fall Semester 2021 | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Week of | 9/5 | 9/12 | 9/19 | 9/26 | 10/3 | 10/10 | 10/17 | 10/24 | 10/31 | 11/7 | 11/14 | 11/21 | 11/28 | 12/5 | 12/12 |
| Days/week | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Total | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 9 | 11 | 13 | 15 | 17 | 19 | 21 | 23 |

| Phase II | Spring Semester 2022 | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Week of | 1/16 | 1/23 | 1/30 | 2/6 | 2/13 | 2/27 | 3/6 | 3/13 | 3/20 | 3/27 | 4/3 | 4/10 | 4/24 | 5/1 | 5/8 |
| Days/week | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Total | 27 | 31 | 35 | 39 | 43 | 47 | 52 | 57 | 62 | 67 | 72 | 77 | 82 | 87 | 92 |

**Example 2: Extending residency across multiple academic years**

The pathway in the figure below provides an example of a clinical experience that meets minimum expectations for residency by extending Phase I across two semesters prior to Phase II.

**Figure 1:**



**Appendix C: Post-Baccalaureate Residency Equivalent plan**

# Post-Baccalaureate Residency Equivalent Plan

| | |
|---|---|
| **Provider:** | |
| **Program:** | |

**PURPOSE:** The Rhode Island Residency Model is defined by two criteria: 1) duration—or time in placement; and 2) residency activities and experiences. The flexibility provided by the regulation language—*one-year practical residency or the equivalent*—allows for a range of opportunities for candidates to meet the clinical experience expectations. The length and structure of some MAT and non-degree programs may not allow candidates to serve as a teacher of record while enrolled in the program or meet the minimum expectations for time in placement (e.g., 90 days, assuming full instructional responsibility for 8 weeks). Programs unable to establish a residency experience with sufficient time in placement may submit a *Post-Baccalaureate Residency Equivalent Plan* for approval. The *Post-Baccalaureate Residency Equivalent Plan* is a tool for programs to give brief, descriptive overviews of how the program will ensure that candidates experience opportunities for high-quality clinical experiences consistent with the key features of the RI Residency Model.

**DIRECTIONS:** The Rhode Island Residency Model in comprised of three key features:

1. Strong EPP-LEA Partnerships
2. Intensive and continuous yearlong experience
3. Coursework tightly integrated with Clinical Experiences

Each of these (3) features has two corresponding prompts. The first prompt asks to describe the current state of the program and the second prompt asks for a description of the planned or recently implemented changes to clinical experience. Briefly address the following prompts in the space provided. Please limit your responses to 500 words per response and provide any supporting documentation or evidence as a link or a separate file attachment.

**Strong EPP-LEA Partnerships**

| Prompt 1: Please provide a description of the process for recruitment and training clinical educators. Describe how the program ensures that the program and its clinical partners provide consistent guidance, support, and feedback to candidates. |
|---|
| |

| Prompt 2: Please describe the proposed, planned, or recently implemented changes to partnership engagement with schools and districts. Please provide MOUs or partnership agreements where appropriate. |
|---|
| |

**Intensive and continuous yearlong experience**

| Prompt 3: Please provide an overview of Clinical Experiences (term, course number and name, clinical experience, length of clinical experience, resulting product(s)). |
| --- |
| |

| Prompt 4: How are candidates engaged in meaningful experiences across the full year? Please describe any proposed, planned, or recently implemented changes to clinical experiences that provide a candidate with extended clinical experiences. |
| --- |
| |

**Coursework tightly integrated with clinical experiences**

| Prompt 5: Please describe any proposed, planned, or recently implemented changes to the integration or alignment of coursework with clinical experiences. |
| --- |
| |

**Appendix D: EPPs Residency Pilot Expectations**

OPTION 1

# Residency Pilot Expectations Guidance Document

The purpose of this document is to provide guidance to EPPs as they pilot elements of their intended residency in advance of the full implementation.

Pilot Timeline:

Full Implementation:

| | |
|---|---|
| **Provider:** | |
| **Program:** | |

The Rhode Island Residency Model in comprised of three key features:

1. Strong EPP-LEA Partnerships
2. Intensive and continuous yearlong experience
3. Coursework tightly integrated with Clinical Experiences

Consider the prompts below as you plan the pilot.

**Pilot Overview:**

| | |
|---|---|
| Prompt 1: What program(s) will be piloting the residency? | Questions to consider:<br>• How many candidates will be participating in the pilot?<br>• What do you plan to learn from this pilot? |
| | |

**Strong EPP-LEA Partnerships**

| | |
|---|---|
| Prompt 2: Describe the proposed, planned, or recently implemented changes to partnership engagement with schools and districts. Link MOUs or partnership agreements where appropriate. | Questions to consider:<br>• Does this meet the minimum residency expectations?<br>• How does this pilot differ from current/prior practices of engaging clinical partners? |
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**Intensive and continuous yearlong experience**

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| Prompt 3: Describe the clinical experiences of candidates engaging in the pilot. Link relevant documents. | Questions to consider:<br>• Does this meet the minimum residency expectations? |

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| | • How does this pilot differ from prior clinical experience expectations? |
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**Coursework tightly integrated with Clinical Experiences**

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| Prompt 4: Describe any changes to coursework and link relevant documents. | Questions to consider:<br>• Does this meet the minimum residency expectations?<br>• How are the clinical experiences embedded into the coursework of this pilot?<br>• In what ways does this pilot differ from prior course design? |
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**Appendix D: Residency Pilot Planning Document**

OPTION 2

# Residency Pilot Planning

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| **Provider:** | |
| **Program:** | |

**DIRECTIONS:** The Rhode Island Residency Model in comprised of three key features:

4. Strong EPP-LEA Partnerships
5. Intensive and continuous yearlong experience
6. Coursework tightly integrated with Clinical Experiences

Each of these features has a corresponding prompt with questions to consider. Use the tables below to address the following prompts in the space provided.

**Pilot Overview:**

| Prompt 1: Provide an overview of what program(s) will be piloting the residency. | Questions to consider:<br>• How many candidates will be participating in the pilot?<br>• What do you plan to learn from this pilot? |
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**Strong EPP-LEA Partnerships**

| Prompt 2: Describe the proposed, planned, or recently implemented changes to partnership engagement with schools and districts. Utilize partnership agreements where appropriate. | Questions to consider:<br>• Does this meet the minimum residency expectations?<br>• How does this pilot differ from current/prior practices of engaging clinical partners? |
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**Intensive and continuous yearlong experience**

| Prompt 3: Describe the clinical experiences of candidates engaging in the pilot. | Questions to consider:<br>• Does this meet the minimum residency expectations?<br>• How does this pilot differ from prior clinical experience expectations? |
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**Coursework tightly integrated with Clinical Experiences**

| Prompt 4: Describe any changes to coursework. | Questions to consider:<br>• Does this meet the minimum residency expectations?<br>• How are the clinical experiences embedded into the coursework of this pilot?<br>• In what ways does this pilot differ from prior course design? |
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