



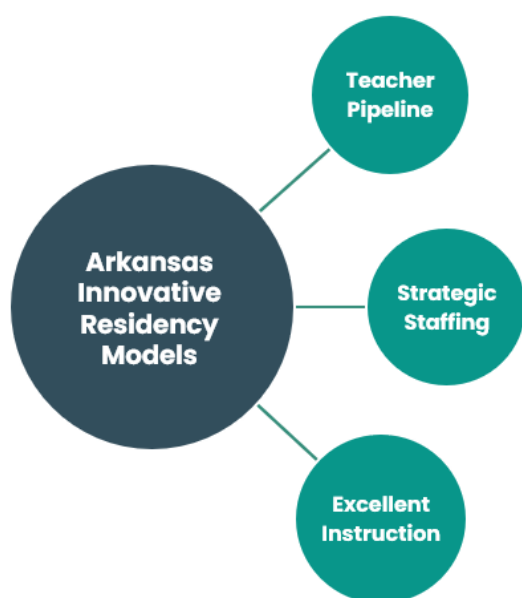
Arkansas EPP–District Residency Model Partnership Planner

To meet the requirements of Arkansas LEARNs, EPP and district partners must work together to design year-long residency models for all new educators by spring of 2027. However, given the existing research on teacher pipeline strategies and the importance of strong curriculum and instruction – along with a broader focus in the field on educator staffing innovations – Arkansas school districts and educator preparation providers have an opportunity to go beyond the legislation. They can work together to design innovative residency experiences that not only deliver on the development of candidate instructional practice– the historical, core component in these models – but that also work to recruit and staff candidates and novice educators strategically to maximize impact.

They can work together to achieve a shared goal – ***That Arkansas will have a robust teacher pipeline across all grade levels and subject areas, with new teachers who are prepared for day one and who stay in the field.***

This document serves as a shared planning tool to support EPP–District partnerships as they design and implement year-long residency models and plan for opportunities to integrate innovative strategies to realize their shared vision for the state’s teacher pipeline.

As EPP–District Partnerships, how do we work together to...



Attract a range of new candidates into the teacher workforce and strategically fill gaps? (***Teacher Pipeline***)

Ensure that the residency models we design maximize the strengths of preservice, novice educators, and excellent educators and promote retention? (***Strategic Staffing***)

Build and align on a shared vision for excellent instruction to prepare candidates to be effective on day 1? (***Excellent Instruction***)

High Leverage Strategies for Innovative Residency Models

Robust Teacher Pipeline

- ☐ Develop high-quality pathways into the profession.
- ☐ Fund paid teacher residencies.
- ☐ Design targeted role exposure for residents in high-needs areas.
- ☐ Diversify recruitment strategies – high school resident experiences, residents as recruitment ambassadors, etc.

Resident/Novice Educator Retention

- ☐ Design intentional candidate selection protocols.
- ☐ Match residents and mentors strategically.
- ☐ Design differentiated roles for novice teachers with increased support.
- ☐ Design differentiated roles for mentor/excellent teachers to increase reach.

Residents / Novice Educators Effective on Day 1.

- ☐ Build content-specific partner teams and a shared vision for excellent instruction.
- ☐ Integrate adopted curricular materials and tools into candidate preparation.
- ☐ Align coursework, field experiences, and mentor support and accountability.
- ☐ Expand the vision to coursework that supports all students and all pathways.

Roadmap for Innovative Residency Model Implementation

Roadmap	Guiding Questions
Strategic partnership development	☐ What is the scale of change we need to achieve to reach 100% scale for one-year residency models by spring 2027? How many candidates and how many EPP/district partners for which type of resident? ☐ Who are our "implementation partners"? Who are our "innovation partners"? For which type of resident? ☐ For our "innovation partners," where are the opportunities to pilot innovative residency model strategies aligned with our vision?
Shared vision and goals	☐ In each partnership, what are we trying to achieve? ☐ What will be the experience and outcome for key stakeholders? (residents, novice educators, mentors, students, principals, district staff, faculty, etc.) ☐ What is the current state of the work?
Staff with aligned roles and responsibilities	☐ Do we currently have staff roles and responsibilities aligned to achieve the vision and goals for implementation partnerships? Innovation partnership strategies? ☐ Who should be on each EPP-District partner team and what roles will they play? ☐ For each partnership, how often will we meet?
Systems for support and accountability	☐ Who needs to know about this work? ☐ Who is primarily responsible for executing the work aligned to the vision? ☐ How will they be supported? How will they be held accountable for implementation?
Shared tools and resources	☐ What tools and resources (observation protocols, curriculum, etc.) are currently used on the EPP side of the partnership? On the district side? ☐ What shared tools and resources are needed to support the work?
Aligned data strategy for continuous improvement	☐ How will you know if the work is successful for key stakeholders – residents, mentors, students, etc. ☐ How will data be collected and analyzed? How often? ☐ Who will meet to review data and how often to support continuous improvement?

Launch Planning

Roadmap		Guiding Questions	
Strategic partnership development	☐ What is the scale of change we need to achieve to reach 100% scale for one-year residency models by spring 2027? How many candidates and how many EPP/district partners for which type of resident? ☐ Who are our “implementation partners”? Who are our “innovation partners”? For which type of resident? ☐ For our “innovation partners” where are the opportunities to pilot innovative residency model strategies aligned to our vision?		
Planning Notes			

EPP/District Partner List	Resident Count Spring 2027	Implementation or Innovation Partnership	Innovation Area / Strategy (Pipeline, Staffing, Instruction)	Launch Meeting Date

Robust Teacher Pipeline – New Pipelines, Staffing, Paid Models, and High School Strategy

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Planning Notes	

Staff with aligned roles and responsibilities	☐ Do we currently have staff roles and responsibilities aligned to achieve the vision and goals for implementation partnerships? Innovation partnership strategies? ☐ Who should be on east EPP-District partner teams and what roles will they play? ☐ For each partnership, how often will we meet?
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Resident/Novice Educator Retention – Selection, Matching, and Differentiated Roles

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