

cps teacher residency program

cps teacher residency program is an innovative initiative designed to address the critical need for highly qualified educators within the Chicago Public Schools (CPS) system. This program offers aspiring teachers a unique pathway by combining rigorous classroom experience with academic coursework, fostering both practical skills and theoretical knowledge. The cps teacher residency program emphasizes mentorship, real-world teaching practice, and community engagement to prepare residents for successful careers in education. By participating in this residency, candidates gain invaluable insights into instructional strategies, classroom management, and student engagement tailored to diverse urban environments. This article explores the key components, benefits, eligibility requirements, and impact of the cps teacher residency program. The following sections provide a detailed overview of the program structure, candidate support, and the long-term advantages for both teachers and students.

- Overview of the CPS Teacher Residency Program
- Program Structure and Curriculum
- Eligibility and Application Process
- Benefits of the CPS Teacher Residency Program
- Impact on Educators and Students
- Challenges and Considerations

Overview of the CPS Teacher Residency Program

The CPS teacher residency program is designed to cultivate a new generation of educators equipped to meet the demands of urban classrooms. Unlike traditional teacher preparation programs, this residency integrates full-time teaching responsibilities with ongoing professional development. Residents work closely with experienced mentor teachers within CPS schools, gaining firsthand experience in lesson planning, assessment, and classroom management. This immersive approach ensures that residents develop confidence and competence before assuming independent teaching roles.

Central to the program is the commitment to equity and culturally responsive teaching practices. The residency prioritizes placing teachers in high-need schools where recruitment and retention challenges are most acute. Through this focus, the cps teacher residency program aims to improve educational outcomes for underrepresented student populations by fostering a diverse and dedicated teaching workforce.

Program Goals and Objectives

The primary goals of the cps teacher residency program include:

- Preparing highly effective, culturally competent teachers for urban

schools.

- Reducing teacher turnover in high-need CPS schools.
- Enhancing student achievement through improved instructional quality.
- Providing residents with comprehensive support and mentorship throughout their training.
- Building sustainable partnerships between CPS and teacher preparation institutions.

Program Structure and Curriculum

The cps teacher residency program typically spans an academic year, combining coursework with intensive clinical practice. Residents commit to teaching full-time under the supervision of expert mentor teachers who provide daily guidance and feedback. This hands-on experience is supplemented by graduate-level courses in pedagogy, curriculum development, and educational theory.

Residents develop expertise in areas such as differentiated instruction, classroom management, and data-driven decision-making. The curriculum is tailored to address the specific challenges faced by CPS schools, including diverse learner needs, socio-economic factors, and community engagement strategies.

Mentorship and Professional Development

Mentorship is a cornerstone of the cps teacher residency program. Each resident is paired with a highly skilled veteran teacher who serves as a mentor and coach. This relationship fosters continuous professional growth through observation, co-teaching, reflective practice, and collaborative problem-solving.

Additionally, the program offers workshops, seminars, and peer learning opportunities designed to enhance instructional skills and promote best practices. Residents receive ongoing performance evaluations to track progress and identify areas for improvement.

Eligibility and Application Process

To qualify for the cps teacher residency program, candidates must meet specific educational and experiential criteria. Typically, applicants hold a bachelor's degree and demonstrate a commitment to teaching in urban public schools. Some programs may require prior experience working with children or in educational settings.

The application process includes submitting academic transcripts, letters of recommendation, and a personal statement outlining motivation for joining the residency. Candidates often participate in interviews and teaching demonstrations to assess readiness and fit for the program.

Requirements and Selection Criteria

Key eligibility requirements generally include:

- Completion of a bachelor's degree from an accredited institution.
- Strong academic performance and relevant coursework.
- Demonstrated commitment to serving high-need student populations.
- Effective communication and interpersonal skills.
- Passing background checks and meeting CPS employment standards.

The selection process emphasizes candidates' potential to thrive in demanding educational environments and their alignment with CPS's mission and values.

Benefits of the CPS Teacher Residency Program

The cps teacher residency program offers numerous advantages for aspiring educators and the school districts that host them. Residents gain practical experience that significantly enhances their teaching effectiveness upon program completion. The combination of mentorship, academic coursework, and real-world practice accelerates professional development and builds confidence.

Furthermore, residents often receive financial support such as stipends, tuition assistance, or loan forgiveness, making the pathway to teacher certification more accessible. The program also fosters strong community connections, enabling residents to better understand and respond to the unique needs of CPS students and families.

Advantages for Residents and Schools

1. **Hands-on Experience:** Intensive classroom immersion prepares residents for the realities of teaching.
2. **Mentorship:** Personalized support from experienced educators facilitates skill acquisition and problem-solving.
3. **Credentialing:** Residents often earn teaching licenses or endorsements upon program completion.
4. **Financial Support:** Stipends and scholarships reduce economic barriers to teacher preparation.
5. **Improved Retention:** Graduates are more likely to remain in CPS schools, reducing turnover costs.
6. **Enhanced Student Outcomes:** Well-prepared teachers contribute to higher academic achievement and engagement.

Impact on Educators and Students

The cps teacher residency program has demonstrated positive outcomes in strengthening the quality of instruction and fostering equitable educational opportunities. Graduates of the program exhibit higher retention rates within CPS, addressing long-standing staffing challenges in underserved communities. Their enhanced preparedness translates into more effective classroom management and instructional strategies tailored to diverse learners.

Students benefit from consistent, skilled educators who understand the cultural and socio-economic contexts of their schools. This alignment promotes stronger relationships, increased student engagement, and improved academic performance. The program's emphasis on culturally responsive pedagogy contributes to a more inclusive and supportive learning environment.

Long-Term Educational Benefits

By investing in teacher preparation through residency models, CPS supports systemic improvements that extend beyond individual classrooms. The program helps build a sustainable pipeline of dedicated educators committed to urban education. Over time, this contributes to narrowing achievement gaps and fostering community trust in public schools.

Challenges and Considerations

While the cps teacher residency program offers substantial benefits, it also faces challenges that require ongoing attention. Recruiting and retaining high-quality mentors can be difficult due to workload and resource constraints. Additionally, balancing full-time teaching responsibilities with academic coursework demands significant time management and resilience from residents.

Financial sustainability is another consideration, as funding for stipends and program administration must be maintained to ensure accessibility. Ensuring equitable placement of residents in schools with the greatest need requires careful coordination and support from district leadership.

Strategies to Address Challenges

- Providing competitive compensation and professional recognition for mentor teachers.
- Offering flexible scheduling and academic support to residents to manage workload.
- Securing diverse funding sources including grants and partnerships.
- Establishing clear communication channels between CPS, universities, and schools.
- Continuously evaluating program outcomes to inform improvements.

Frequently Asked Questions

What is the CPS Teacher Residency Program?

The CPS Teacher Residency Program is a year-long, paid residency designed to prepare aspiring teachers through hands-on classroom experience, mentorship, and coursework within Chicago Public Schools.

Who is eligible to apply for the CPS Teacher Residency Program?

Eligible candidates typically include recent college graduates, career changers, and paraprofessionals who have a bachelor's degree and a passion for teaching in high-need CPS schools.

What are the benefits of joining the CPS Teacher Residency Program?

Residents receive a paid stipend, mentorship from experienced teachers, real classroom experience, and support to earn their teaching certification while working in CPS schools.

How long does the CPS Teacher Residency Program last?

The program lasts for one academic year, during which residents complete their residency while taking coursework and teaching under supervision.

Does the CPS Teacher Residency Program offer certification?

Yes, upon successful completion of the program, residents can earn their Illinois Professional Educator License (PEL) and become full-time CPS teachers.

What subjects or grade levels does the CPS Teacher Residency Program focus on?

The program focuses on high-need subject areas such as special education, STEM, bilingual education, and elementary education within CPS schools.

How competitive is the CPS Teacher Residency Program application process?

The program is competitive as it seeks passionate and committed candidates who demonstrate the potential to succeed as teachers in challenging urban school environments.

Can current CPS employees participate in the Teacher Residency Program?

Yes, paraprofessionals and other CPS staff members interested in

transitioning to certified teaching roles are encouraged to apply to the residency program.

What kind of mentorship do residents receive in the CPS Teacher Residency Program?

Residents are paired with experienced mentor teachers who provide guidance, feedback, and support throughout the residency year to develop effective teaching skills.

How can I apply to the CPS Teacher Residency Program?

You can apply through the CPS official website or the program's dedicated portal during the open application period, submitting necessary documents such as transcripts, recommendation letters, and a statement of purpose.

Additional Resources

1. *Teacher Residency Programs: Building a Strong Pipeline for Urban Schools*
This book explores the framework and benefits of teacher residency programs, particularly in urban settings like Chicago Public Schools (CPS). It highlights how these programs prepare educators through immersive, year-long clinical experiences in high-need schools. Readers gain insight into the partnership models between universities and school districts that enhance teacher effectiveness and retention.

2. *Transforming Teacher Preparation: The CPS Residency Model*
Focusing specifically on the CPS teacher residency program, this book provides a detailed case study of how the residency model has been implemented to address teacher shortages and improve instructional quality. It covers recruitment strategies, mentorship, and the impact on student outcomes. The text also includes testimonials from residents, mentors, and administrators.

3. *Urban Teacher Residency Programs: Strategies for Success*
This volume offers practical strategies for designing and sustaining urban teacher residency programs, with examples drawn from CPS and similar districts. Emphasizing equity and cultural responsiveness, it discusses how residencies prepare teachers to meet the needs of diverse student populations. The book also examines challenges such as funding and scalability.

4. *Mentorship and Coaching in Teacher Residency Programs*
Mentorship is a cornerstone of the CPS teacher residency program, and this book delves into effective coaching practices that support resident teachers. It outlines the roles of mentor teachers and instructional coaches, providing frameworks for feedback and professional growth. The book includes research findings on how mentorship impacts teacher retention and student achievement.

5. *Preparing Teachers for Equity: Lessons from CPS Residency Programs*
This book focuses on how CPS teacher residency programs incorporate equity-centered pedagogy into their training. It discusses curriculum design that addresses systemic inequities and fosters culturally relevant teaching practices. Readers learn about the program's commitment to preparing educators who can support all students, particularly those from marginalized communities.

6. *Clinical Practice in Teacher Residency Programs: A CPS Perspective*

Highlighting the clinical component of teacher residencies, this book examines how extended classroom placements in CPS schools provide residents with hands-on experience. It emphasizes the importance of reflective practice and collaboration with school staff. The text also explores assessment methods used to evaluate resident progress.

7. *Innovations in Teacher Education: The CPS Residency Approach*

This book showcases innovative practices within the CPS teacher residency program, such as integrated coursework and community engagement. It discusses how these innovations contribute to teacher preparedness and student success. The book also addresses the role of data and continuous improvement in refining the residency model.

8. *Retention and Impact: Outcomes of the CPS Teacher Residency Program*

Focusing on program outcomes, this book presents research on the retention rates of CPS residency graduates compared to traditionally prepared teachers. It also analyzes the impact these teachers have on student learning and school culture. The book provides policy recommendations for districts considering similar residency initiatives.

9. *Collaborative Partnerships in Teacher Residency Programs*

This book examines the critical partnerships between CPS, universities, community organizations, and policymakers that sustain the residency program. It discusses models of collaboration that enhance resource sharing, professional development, and advocacy. Readers gain a comprehensive understanding of the ecosystem required to support successful teacher residencies.

Cps Teacher Residency Program

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cps teacher residency program: The Teacher Residency Model Cheryl A. Torrez, Marjori Krebs, 2019-11-26 Teacher residencies are on the rise across the United States as a successful way to address the high rate of teacher shortages and attrition. The National Center for Teacher Residencies (NCTR) has been guiding this work for over ten years, partnering with teacher preparation institutions, local school districts, and community partners to implement best practices for teacher preparation. With an introduction by NCTR on the key components of successful residencies, each subsequent chapter is written by an exemplary NCTR partner who have successful residency programs and who share specific aspects of their programs from which others can learn.

cps teacher residency program: Learning to Teach in an Era of Privatization Christopher A. Lubienski, T. Jameson Brewer, 2019 Education policymakers often demonstrate surprisingly little awareness of how popular reforms impact teaching and teacher education. In this book, well-regarded scholars help readers develop a more robust understanding of the nature of teacher preparation, as well as an in-depth grasp of how popular policies, practices, and ideologies have taken root domestically and internationally. Contributors include Deron Boyles, Anthony Cody, Kerry Kretchmar, Carmen Montecinos, Beth Sondel, and Christopher Tienken. "This book will help readers

consider the possibilities of democratic visions in the teaching profession and in public education, particularly in this time of intense political polarization when critical citizen engagement with our public institutions and policies is deeply needed.” —Janelle Scott, University of California, Berkeley “The chapters in this book make clear that ongoing policy disconnects cannot be ignored and that now is the time to elevate the teaching profession for students who have faced historical inequities.” —Julian Vasquez Heilig, dean, University of Kentucky College of Education “Public teaching and teacher education in the U.S. and in many other parts of the world are under assault by concerted efforts to deregulate and marketize them. This collection of essays examines the consequences of these privatization efforts in the U.S., Chile, and Singapore and should be required reading for those wanting to understand their complexity and consequences for teaching and teacher education today.” —Ken Zeichner, Boeing Professor of Teacher Education, University of Washington

cps teacher residency program: Collaboration in Education Judith J. Slater, Ruth Ravid, 2010-04-15 Collaboration in Education establishes a needed framework for school/university collaborations that will be critical for others wishing to reproduce and participate in these partnerships. The contributors explore the elements necessary for sustainable collaboration in order to provide a frame of reference for others doing this work. This volume will help readers to ask the correct questions in thinking through school/university collaboration, such as: Does this collaboration make a true change in the way each parent organization operates in the future? Does it meet the needs of a more complex and changing work environment for universities and schools? Does it impact beyond the participant institutions and inform the field by producing knowledge of use to others? This volume also includes extensive analyses of ongoing school/university projects in the United States, Asia and Europe.

cps teacher residency program: *Enhancing Educational Access Through Innovative Educator Preparation Pathways* Sande, Beverly, Marvel, Aaron, 2025-09-10 Various factors contribute to the growing crisis of teacher shortages, including declining enrollment in teacher preparation programs, increasing teacher attrition, and many teachers approaching retirement. School leaders retiring, transferring schools, or pursuing new opportunities within the education sector are not being replaced by qualified candidates. Furthermore, many school districts nationwide report principal vacancies and a severe need for more qualified applicants to replace them. Consequently, many educator preparation programs have developed transformational initiatives to recruit, prepare, and retain teachers in their partnering school districts. These programs are critical for alleviating the impact of teacher shortages on schools and students. *Enhancing Educational Access Through Innovative Educator Preparation Pathways* highlights some of these initiatives and their impact on the school systems. It demonstrates how these models can be implemented to help recruit and retain individuals interested in becoming teachers or school principals. Covering topics such as school-university partnerships, leadership pipelines, and teacher diversity, this book is an excellent resource for school principals, administrators, educators, human resource managers, business owners, researchers, academicians, and more.

cps teacher residency program: **Mayor and Superintendent Partnerships in Education** United States. Congress. House. Committee on Education and Labor, 2008

cps teacher residency program: Reforming Principal Preparation at the State Level Erika Hunt, Lisa Hood, Alicia Haller, Maureen Kincaid, 2019-04-09 Providing an in-depth look at the processes, pitfalls, and successes that can emerge from major education reform efforts at the state level, this volume covers the full policy change cycle in the development and transformation of the Illinois principal preparation program. Offering perspectives from the major stakeholder groups involved in transforming Illinois principal preparation—school districts, universities, state education agencies, teachers unions, and professional associations—this book documents the three distinct policy stages: policy formation, implementation, and improvement. As a national award-winning leader in principal preparation policy and practice, Illinois serves as a model for effective policy reform. Grounded in a strong theoretical framework, this volume provides candid observations and lessons learned for researchers, scholars, and policymakers.

cps teacher residency program: An Intellectual History of School Leadership Practice and Research Helen M. Gunter, 2016-01-28 *An Intellectual History of School Leadership Practice and Research* presents a detailed and critical account of the ideas that underpin the practice of educational leadership, through drawing on over 20 years of research into those who generate, popularise and use those ideas. It moves from abstracted accounts of knowledge claims based on studying field outputs, towards the biographies and practices of those actively involved in the production and use of field knowledge. The book presents a critical account of the ideas underpinning educational leadership, and engages with those ideas by examining the origins, development and use of conceptual frameworks and models of best practice. It deploys an original approach to the design and composition of an intellectual history, and as such it speaks to a wider audience of scholars who are interested in developing and deploying such approaches in their particular fields.

cps teacher residency program: Cheap Bastard's™ Guide to Chicago Nadia Oehlsen, 2009-09-15 Longtime Chicagoan Nadia Oehlsen reveals her secrets for living the good life cheaply in the Windy City, including how to enjoy free concerts, movies, comedy acts, and magic shows, where to get free food and wine (including Sunday brunch on the house), information on free days at museums and the Shedd Aquarium, the lowdown on Chicago's TV tapings and live shows, and much more.

cps teacher residency program: How Schools Work Arne Duncan, 2019-08-06 "This book merits every American's serious consideration" (Vice President Joe Biden): from the Secretary of Education under President Obama, an exposé of the status quo that helps maintain a broken system at the expense of our kids' education, and threatens our nation's future. "Education runs on lies. That's probably not what you'd expect from a former Secretary of Education, but it's the truth." So opens Arne Duncan's *How Schools Work*, although the title could just as easily be *How American Schools Work for Some, Not for Others, and Only Now and Then for Kids*. Drawing on nearly three decades in education—from his mother's after-school program on Chicago's South Side to his tenure as Secretary of Education in Washington, DC—*How Schools Work* follows Arne (as he insists you call him) as he takes on challenges at every turn: gangbangers in Chicago housing projects, parents who call him racist, teachers who insist they can't help poor kids, unions that refuse to modernize, Tea Partiers who call him an autocrat, affluent white progressive moms who hate yearly tests, and even the NRA, which once labeled Arne the "most extreme anti-gun member of President Obama's Cabinet." Going to a child's funeral every couple of weeks, as he did when he worked in Chicago, will do that to a person. *How Schools Work* exposes the lies that have caused American kids to fall behind their international peers, from early childhood all the way to college graduation rates. But it also identifies what really does make a school work. "As insightful as it is inspiring" (Washington Book Review), *How Schools Work* will embolden parents, teachers, voters, and even students to demand more of our public schools. If America is going to be great, then we can accept nothing less.

cps teacher residency program: Clinically Based Teacher Education in Action Eva Garin, Rebecca West Burns, 2020-04-01 Teacher education in the United States is changing to meet new policy demands for centering clinical practice and developing robust school-university partnerships to better prepare high-quality teachers for tomorrow's schools. PROFESSIONAL DEVELOPMENT SCHOOLS (PDSs) have recently been cited in national reports as exemplars of high-quality school-university partnerships in the clinical preparation of teachers. According to the National Association for Professional Development Schools, PDSs have Nine Essentials that distinguish them from other school-university collaborations. But even with that guidance, working across the boundaries of schools and universities remains messy, complex, and, quite frankly, hard. That's why, perhaps, there is such diversity in school-university partnerships. For the last thirty years, educators have been fascinated yet puzzled with how to build PDSs. *Clinically Based Teacher Education in Action: Cases from PDSs* addresses that perplexity by providing images of the possible in school-university collaboration. Each chapter closely examines one of the NAPDS Nine Essentials and then provides three cases from PDSs that target that particular essential. In this way, readers

can see how different PDSs from across the globe are innovating to actualize that essential in PDS development. The editors provide commentary, addressing themes across the three cases. Each chapter ends with questions to start collaborative conversations and a field-based activity meant to propel your PDS work forward.

cps teacher residency program: *Preparing Leaders for Deeper Learning* Marjorie E. Wechsler, Steven K. Wojcikiewicz, 2023-10-03 An astute assessment of the educational leadership skills and leadership development practices that align with deeper learning in K-12 schools. *Preparing Leaders for Deeper Learning* spotlights educational leaders as key actors in the urgent task of readying students for college, careers, and citizenship in an evolving world. Marjorie Wechsler and Steven Wojcikiewicz argue that, in response to new understandings of learning and development and emerging societal needs, K-12 school leaders must be able to shift institutions toward deeper learning models, in which collaboration, critical thinking, and project-based learning are fundamental concepts. Through detailed case studies, Wechsler and Wojcikiewicz demonstrate how educational leadership development programs can prepare principals to guide their schools, teachers, and students toward deeper learning and equity. They highlight the approaches of five exemplary leadership preparation programs—the University of Illinois at Chicago, Long Beach Unified School District, Arkansas Leadership Academy, National Institute for School Leadership, and the University of California, Berkeley—which together serve educational leaders at all career levels, from initial training for candidates through in-service professional development for seasoned school principals. They identify school structures and classroom practices that enable these programs to confer the skill set needed for deeper learning leadership, and they describe the education policy priorities that can support school leaders in acquiring these necessary skills. This book shows that targeted leadership development is a vital component of transforming schools to create deeper learning opportunities for all students.

cps teacher residency program: *Transforming Teacher Preparation Through Identity, Development, and Effective Technologies* Sargent, Denise LaVoie, Murphy, Kristin M., 2024-08-09 In the landscape of global education, there is a dire shortage of teachers, exacerbated by declining enrollment rates and a mass exodus of educators, particularly in urban settings. UNESCO's revelation that millions of teachers are needed by 2030 underscores the critical gaps in our ability to provide quality education. As the education sector grapples with these challenges, *Transforming Teacher Preparation Through Identity, Development, and Effective Technologies*, offers valuable solutions. This compilation responds to the pressing need for a paradigm shift in teacher preparation, offering insights, recommendations, and diverse perspectives from experts worldwide to address the current crisis and shape the future of education. Teacher shortages and diminishing enrollment rates, coupled with the departure of educators, pose a significant threat to the quality of education globally. Urban areas, in particular, witness a disproportionate exodus of educators, creating disparities that impact the most vulnerable students. The COVID-19 pandemic has further emphasized the need for innovative, technology-driven solutions in teacher preparation. As schools deal with these issues, the imperative is to not only reflect on the current state of teacher preparation but also to set forth recommendations that will transform the field, ensuring a robust and resilient education system for the years to come.

cps teacher residency program: *Transforming Educator Preparation for Changing Times* Robert D. Muller, 2024-06-01 This edited volume explores the progress, challenges, and future prognoses of educator preparation programs (preK-12 and higher education) in the U.S. Using examples drawn from a large, urban-centered college of education, the book provides practical guidance and insights regarding teacher preparation and educational leadership. Edited by former NLU Dean, Robert Muller and authored by NLU National College of Education faculty, the chapters explore how programs that prepare novice teachers, provide advancement opportunities for practicing educators, and develop education leaders have adapted to serve the needs of contemporary school institutions. This work is particularly timely given the myriad challenges facing the nation's teacher and education leader preparation pipeline, and the critical role colleges of

education play in addressing those needs. Primarily focused on leading institutional change in a large, metropolitan college of education, this work will be of interest to colleges of education leaders and faculty, PK-12 and higher education teachers and leaders, policy makers, and the broader teacher preparation and educator development field. Founded in the 1880s, the Chicago-based National College of Education (NCE) at National Louis University serves approximately 3,000 educators annually in its initial and advanced teacher preparation and educational leadership programs. For its commitments to diversity, inclusion and equity within transformative higher education, National Louis University was recognized as a top 20 school in Washington Monthly's 2022 National University Rankings. The book is divided into four major sections: Prepare: The authors explore how a college of education has approached equipping novice teachers for success as they enter the teaching profession. It focuses on the transformation of initial teacher preparation programs to meet the needs of contemporary schools and districts, and profiles the programmatic initiatives to make those changes. Advance: The authors describe programs that support teachers as they advance in their careers, and the role of continuing graduate education in developing exemplary educators. Lead: The authors address the challenges facing education leaders and adapting their professional development to equip them to lead. It explores efforts to develop a cadre of leaders across education systems with the requisite knowledge and habits of mind to lead amidst unprecedented change. Building the Institution: The authors address several key cross cutting processes that support transformation efforts, including strategy development and implementation, partnership development, technology deployment, human capital development and data utilization.

cps teacher residency program: Improving America's Schools Together Louis M. Gomez, Manuelito Biag, David G. Imig, Randy Hitz, Steve Tozer, 2023-05-05 Improving America's Schools Together: How District-University Partnerships and Continuous Improvement Can Transform Education is the first definitive text on continuous improvement in school district-university partnerships, covering improvement methods, theory, research, and real cases across the United States with practical improvement tools that can be adapted to any setting. Through an array of in-depth stories, this book demonstrates how improvement science—as a shared method—can help universities, districts, and schools foster leaders and educators and enhance students' learning and opportunities.

cps teacher residency program: The Equity Expression Fenesha Hubbard, 2023-09-22 Create space for equity conversations that empower Equity work is not a destination, but a journey. Equity work is nuanced and often difficult to discuss. In The Equity Expression, Hubbard creates space for equity conversations and empowers practitioners to be equity change agents. Built around the framework of six entry points—systems, mindsets, relationships, products, spaces, and processes—this guide serves as a tool for deliberate and productive planning for equitable change. Reaching into the deepest layers of self to identify personal beliefs, practitioners can use this book to tackle hard truths and challenge themselves to do better. This book provides a fresh take on dissecting equity with a lens to positively impact all students, including Concrete sequential steps to work towards solutions A set of tools to identify problems of practice and establish implementation plans through the six entry points for equity Reflection questions to help educators turn findings into actionable plans For those committed to helping students succeed, the steps outlined in this book provide meaningful solutions to embed equity into every learning culture.

cps teacher residency program: Getting the Teachers We Need Sharon Feiman-Nemser, Miriam Ben-Peretz, 2017-05-24 Teacher education faces challenges that are immediate and demanding. Adapting teacher education to the changing needs of educational systems is an imperative. This book offers engaging, thoughtful, and sometimes provocative ways of engaging in the debate around what is and can be in teacher education. This book responds to such things as the economic limitations associated with "fast track" routes to teacher certification, while also considering challenges such as the introduction of technology, teaching core instructional practices, as well as the place and nature of teacher education in preparing teachers for an ever-changing world.

cps teacher residency program: *New Teacher Mentoring* Ellen Moir, 2009 In this practical yet visionary book, Ellen Moir and her colleagues at the New Teacher Center review what current research suggests--and doesn't--about the power of well-designed mentoring programs to shape teacher and student outcomes. They set forth the principles of high-quality instructional mentoring and describe the elements of a rigorous professional development program. Detailed case studies show how these principles can be applied at the district level and highlight the opportunities and challenges involved in implementing these programs in different contexts. This book makes a powerful case for using new teacher mentoring as an entry point for creating a strong professional culture with a shared, aligned understanding of high-quality teaching. One of the biggest challenges facing educational leaders today is finding strategies to keep our best and brightest teachers in our nation's classrooms. Mentoring new and veteran teachers is critical to meeting that challenge. *New Teacher Mentoring: Hopes and Promise for Improving Teacher Effectiveness* is a must read for educators who are serious about transforming America's classrooms. -- Beverly L. Hall, superintendent, Atlanta Public Schools and 2009 National Superintendent of the Year A combination of theory and practice makes this book particularly useful to educators who are responsible for the success of new teachers. The wisdom, experience, and dedication of the authors ensures that the field has a book that will endure as a valued resource for decades. -- Stephanie Hirsh, executive director, National Staff Development Council Ellen Moir and her colleagues are world leaders in teacher mentoring. Tens of thousands of children and young people would be far worse off had it not been for the significantly better classrooms that their well-mentored teachers have created. Moir and all those at the New Teacher Center know how to do mentoring, how to improve mentoring, and how to achieve all this on an immense scale. Here, they show just how well they can write about mentoring too. If you are a teacher or want to help one, then read this book! Its rigorous, evidence-based analysis and riveting prose will inspire you, inform you, and spur you on to do even greater things for your own and other teachers' students. -- Andy Hargreaves, Brennan Chair in Education, Boston College Ellen Moir is founder and executive director of the New Teacher Center. Dara Barlin is the associate director of policy for the New Teacher Center. Janet Gless is associate director of the New Teacher Center. Jan Miles is northwest regional director at the New Teacher Center.

cps teacher residency program: *A Fight for the Soul of Public Education* Steven Ashby, Robert Bruno, 2016-11-04 In reaction to the changes imposed on public schools across the country in the name of education reform, the Chicago Teachers Union redefined its traditional role and waged a multidimensional fight that produced a community-wide school strike and transformed the scope of collective bargaining into arenas that few labor relations experts thought possible. Using interviews, first-person accounts, participant observation, union documents, and media reports, Steven K. Ashby and Robert Bruno tell the story of the 2012 strike that shut down the Chicago school system for seven days. *A Fight for the Soul of Public Education* takes into account two overlapping, parallel, and equally important stories. One is a grassroots story of worker activism told from the perspective of rank-and-file union members and their community supporters. Ashby and Bruno provide a detailed account of how the strike became an international cause when other teachers unions had largely surrendered to corporate-driven education reform. The second story describes the role of state and national politics in imposing educational governance changes on public schools and draconian limitations on union bargaining rights. It includes a detailed account of the actual bargaining process revealing the mundane and the transcendental strategies of both school board and union representatives.

cps teacher residency program: *Critical Approaches for Teacher Residencies* Thomas Albright, Stephanie Behm Cross, Camea Davis, 2025-10-22 This book asks whose histories, knowledges, struggles, sorrows, joys, dreams, and expertise matter in teacher education and teacher residencies. It conceives of teacher residencies as a space for the multiplicity of voices and experiences needed to create opportunities for more democratic education and explores how this might be achieved despite the ways in which schools have become both more politicized and

standardized in recent years. It argues that this work will not happen in silos but in community. As such, it showcases residency programs and program providers that have embraced a critical turn in residency work, as well as the voices and perspectives of critical community co-conspirators and the youth being served. Chapters examine geo-socio-historical and political contexts, the democratic and participatory nature of residency work, critical theoretical frameworks, and learning as liberation. Advocating for a critical turn in teacher residency programming and research, this book provides research interventions, practical tools, and residency models that emphasize criticality in teacher preparation. It offers valuable insights for researchers interested in democratizing teacher education.

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