Humanizing Teacher Preparation

Claremont Graduate University's Teacher Residency

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Executive Summary

Claremont Graduate University (Claremont), a nonprofit, private institution in southern California, offers a flexible Teacher Education Program that is a 12- to 18-month, 100% online residency program. Claremont's residency model was launched as a pilot in 2020 with 5 residents and grew to include 34 full-time residents in the 2022–23 academic year, when this study was conducted. Candidates earn a Master of Arts in Education in addition to a preliminary Multiple Subject (elementary), Single Subject (secondary), or Education Specialist (special education) credential.

Within the program, there are several timing, placement, and funding options for residents, of which the Claremont Fellows option was the most commonly used from 2020 through 2023. Even as a completely online program, the Claremont Fellows residency has been highly rated by graduates, with an average overall resident perception rating of 4.7 out of 5.0 on the 2021 California Commission on Teacher Credentialing statewide completer survey. After program completion, 96% of residents have been hired into the partner local education agencies (LEAs) where they completed their clinical placements or at other underresourced schools, and 100% of these teachers remained in the same school 2 years later. Claremont Fellows are a diverse group, with 75% identifying as people of color as of 2023. In addition, the Claremont Fellows have diverse academic and socioeconomic backgrounds and include a high proportion of first-generation college graduates.

Claremont's program is built around a critical social justice approach and classroom ecology framework that centers relationships and interactions between and among students and teachers, emphasizing humanizing classroom experiences. Claremont's core commitment is to ensure that teachers develop the social justice and evidence-based competencies and experiences they need to improve students' agency and achievement. Claremont seeks to help teachers cultivate the ability to "actively seek and make change that disrupts any inhumane, unjust, and inequitable patterns and practices" within schools. The program emphasizes agency, human empathy, and relationships in addition to high expectations and strong instruction.

Case Study Methods

The case study presented in this report was conducted in 2023 and was guided by the overarching question "How do successful residencies do their work?" It is part of a larger multiple-case study of five California teacher residency programs across four different institutions of higher education, conducted with the goal of documenting the details of program infrastructure; program design; recruitment strategies; resident, mentor teacher, and graduate supports; partnerships; and financial sustainability. By understanding the details of how these residencies developed and operated their programming, we are able to share insights that can inform the design and continuous improvement of residency programs across the country.

Overview of Residency Features

Program Design. All of Claremont's credential pathways required 36 units of coursework, which included the integrated master's degree. Residents could begin the program in the spring or summer. Courses were taught using a combination of synchronous and asynchronous online formats. Synchronous classes

typically met for 2 or 3 hours between 4 p.m. and 9 p.m. to accommodate residents' clinical placement hours, which were required 5 days per week. The program emphasized agency, human empathy, and relationships in addition to high expectations and strong instruction. To this end, the Claremont Critical Social Justice Teaching Competencies explicitly addressed nine domains: (1) philosophy of education, (2) pedagogy, (3) science of learning (data-driven instruction), (4) social-emotional learning and experience, (5) funds of knowledge, (6) school climate and culture, (7) community and cultural wealth, (8) sociopolitical identity, and (9) worldview and global perspectives. All residents were required to complete the course TLP I: Teaching and Learning Process for Equity and Social Justice, which established the social justice framing for the program.

Claremont residents worked in their clinical placements full time, 5 days per week, which could look different depending on the host partner LEA. Residents who were grant-funded spent the full 5 days each week coteaching with their mentor teachers. However, Strategic Staffing partnership LEAs that launched in the 2023–24 academic year paid stipends for residents, and residents' clinical schedules were based on specific LEA staffing needs. These Strategic Staffing Fellows still spent 5 full days each week at their sites, but how their time was allocated (e.g., as a paraeducator or substitute teacher) depended on the partner LEA. Claremont's program featured strong integration between coursework and clinical experiences that were also aligned with the Critical Social Justice Teaching Competencies.

Recruitment and Admissions. Claremont focused recruitment in the local communities that surrounded its partner LEAs. Throughout the recruitment and admissions process, the program provided what it calls "white glove service," which refers to a personalized, high-touch approach. The program worked with a dedicated recruiter in the university's admissions office to support applicants through the admissions process. As part of the admissions process, Claremont required a small-group interview that was based on a shared reading and centered the program's critical social justice focus.

Resident Supports. All full-time Claremont residents received stipends to help cover living expenses during their residency year. In addition, the university provided tuition subsidies for teacher preparation candidates that reduced tuition by half—a significant support given that the cost of private institutions like Claremont can be intimidating for potential residents. After the admissions phase, Claremont strives to maintain "high touch" and personalized support throughout the program so that residents have a humanizing experience. Support for residents included formal financial and academic assistance throughout the program based on relationships and as a way to be responsive to residents' needs. Program leaders, instructors, and clinical coaches—who were called clinical faculty advisors at Claremont—actively monitored candidates' academic, social, and emotional well-being using formative assessments, surveys, frequent check-ins, and course exit tickets.

Partnerships. Starting in 2022–23, Claremont moved toward a strategic staffing partnership model that provided residents with high-quality mentors and LEA-funded stipends, while also offering partner LEAs solutions for their immediate staffing needs related to paraeducators and substitute teachers. The models were tailored to each LEA based on what the partner needed, with residents apprenticing with their mentor teachers half of the time and working as paraeducators or substitute teachers for the other half. Partnerships were continually reinforced through activities such as an annual Advisory Council meeting and site visits to observe and talk with residents and mentor teachers. Claremont was looking to expand its Strategic Staffing partnerships, adding four more partner LEAs in 2024.

Organizational Culture. The program's commitment to community and responsivity to partners, mentors, and residents also permeated the culture among the course instructors, clinical faculty advisors, and program leadership. The small size of the program faculty contributed to the sense of community among them, but the program also had practices that created an organizational context in which trust and community could grow. This sense of community was purposely created through collaboration, reflection, and team building, mirroring what the faculty expected the residents to do as well. Another Claremont residency practice that fostered and strengthened community among the program faculty was valuing everyone's voice and contributions in a nonhierarchical way. All faculty, including adjunct instructors and clinical faculty advisors, were included in program meetings and were valued for their individual strengths.

Continuous Improvement. Faculty and program leaders engaged in collaborative solutions-oriented continuous improvement and modeled the learning orientation expected of the residents and mentors. Claremont used three main mechanisms to collect data and engage in continuous improvement: (1) annual Advisory Council meetings, (2) program surveys both during and at the end of each semester, and (3) weekly leadership meetings.

Financial Model. At the end of our case study research, the Claremont residency was headed toward a sustainable structure as it engaged more LEAs in deep, reciprocal partnerships, but program leaders have admitted that growth is still needed. A strong commitment to continuous improvement has compelled the program to look for ways to improve how residents experience the program and to find solutions for any issues and barriers that emerge.

Introduction

The Claremont Graduate University Teacher Education Program (Claremont) offers a flexible 12- to 18-month residency program with multiple options for residents. Claremont Graduate University is a nonprofit, private institution in southern California accredited by the Western Association of Schools and Colleges and the California Commission on Teacher Credentialing. Claremont residents earn a Master of Arts in Education in addition to a preliminary Multiple Subject (elementary), Single Subject (secondary), or Education Specialist (special education) credential.

The Claremont residency is notable as a high-quality program with 100% online coursework that can be completed anywhere in California. Within the program, there are several timing, placement, and funding options for residents, of which the Claremont Fellows option was the most common from 2020 through 2023. Even as a completely online program, the Claremont Fellows residency is highly rated by graduates, with an average overall resident perception rating of 4.7 out of 5.0 on the 2021 California Commission on Teacher Credentialing statewide completer survey. After program completion, 96% of residents are hired into the partner local education agencies (LEAs) where they completed their clinical placements or at other underresourced schools, with a 2-year same-school retention rate of 100%. Claremont Fellows are a diverse group, with 75% identifying as people of color as of 2023. In addition, the Claremont Fellows have diverse academic and socioeconomic backgrounds and a high proportion of first-generation college graduates, according to former Program Coordinator and current Director of Teacher Education Rebecca Hatkoff.

Claremont's program is built around a critical social justice approach and a classroom ecology framework that centers relationships and interactions between and among students and teachers and, thus, emphasizes humanizing classroom experiences. These core concepts are intentionally woven throughout all program components. Hatkoff shared:

> We know that social justice is a term that's associated with basically every teacher education program. And so it can be empty or it can be meaningful. We've done a lot of realigning of all facets of our program to make sure we're really walking the walk.

For Claremont, "walking the walk" involves explicitly naming and recognizing that societal stratifications have been enacted and reproduced in schools; actively changing inhumane, unjust, and inequitable practices; affirming and empowering candidates by acknowledging their funds of knowledge (e.g., accumulated life experiences, cultures, and languages that inform their values, perspectives, and ways of being) and helping them navigate existing structures and systems; and providing personalized, supportive, and engaging learning experiences.

Claremont's social justice perspective is inclusive, addressing intersectional identities such as race, ethnicity, linguistic heritage, ability, religion, gender, and other facets of positionality. Within a classroom ecology framework, these identities interact with relationships, content, and environments to shape how students experience school—nothing is neutral. By amplifying candidates' funds of knowledge and building

nurturing relationships with candidates, the program aims to enact and model the humanizing practices that residents learn about in their coursework. Enacting these practices at the program level is critical because, as Hatkoff explained:

> Many of our students [i.e., residents] have experienced subtractive deep structures of schooling where they've been told they don't matter, [schools] don't value their linguistic practices, their cultural practices, their ways of being are not allowed to be celebrated in the classroom, and so they often come in mimicking that same stance because it's what they experienced. And so, when we do start to talk about those subtractive, deep structures, that can unearth some past trauma. … We're not here as therapists, but we do want to create space and hold space for our students to work through their experiences in school, so they can disrupt some of the systems that didn't serve them in ways that would likewise not serve their students.

The Claremont program has taken various steps to align its practices with these frameworks, such as creating a set of Critical Social Justice Teaching Competencies[1] and integrating them into all courses; aligning clinical observations, resident self-reflection, and evaluations with these competencies; centering the work of diverse scholars as course texts; collecting regular feedback from residents about their experiences in the program; and diversifying the program's faculty (see Resident Supports).

This alignment with critical social justice and classroom ecology frameworks is a significant factor in why candidates chose Claremont. One resident revealed that she chose Claremont over another well-known private teacher preparation program located in the San Francisco Bay Area:

> It was honestly hard to say no to [X University], [but] I didn't want to gamble it. [X University] was saying all the right things, and I'm sure their program is amazing, but the stuff that we do at Claremont, to me, feels very radical in a sense. I didn't want to risk it. I'm really into what we're doing here and I'm happy [I chose Claremont].

The focus on social justice is key to the program's identity and to teacher preparation for faculty, residents, and LEA partners.

Case Study Methods

In this report, we present a case study of the Claremont Graduate University Teacher Education Program that is guided by the following overarching question: How do successful residencies do their work? This case is part of a larger multiple-case study of five California teacher residency programs across four different institutions of higher education, with each case study conducted with the goal of documenting the details of program infrastructure; program design; recruitment strategies; resident, mentor teacher, and graduate supports; partnership; leadership; and financial sustainability. By understanding the details of how these residencies develop and operate their programming, we are able to share insights that can inform the design and continuous improvement of residency programs across the country.[2]

For each program, we drew data from program documents as well as interviews and focus groups with a wide range of constituents, such as current residents, residency graduates, mentor teachers, clinical coaches, course instructors, hosting or hiring principals, residency program leaders, teacher preparation program administrators, and LEA administrators. Transcriptions were coded iteratively, both with attention to categories derived from prior research and to themes that emerged in the case study data. In particular, we focused our analytical attention on the following areas:

- How are residencies structured in terms of their organization, programming, and financing?
- What is the experience like for residents?
- What procedural and structural features support the residency to enable smooth operations and program success?
- What ongoing challenges do residencies face?

Background

The Claremont Graduate University Teacher Education Program (Claremont) had been a long-standing program but went through a radical redesign to become the residency-based preparation program we studied. Before the COVID-19 pandemic, Claremont's core program was an in-person internship program that provided a pathway for candidates serving as teachers of record on internship credentials; about 80% of Claremont's teacher candidates participated in the program. Although Claremont also offered a full-year unpaid residency model at the time, "nobody took that option because they wanted to—it was a Plan B," shared School of Educational Studies Dean DeLacy Ganley.

The previous residency option's second-tier status derived largely from the fact that the experience was unpaid. The internship model was Claremont's core pathway partly because candidates needed the income to help cover the cost of program tuition, which was one of the most expensive in the state at around $72,000. (Beginning in 2022, the university reduced tuition for teacher preparation candidates by half; see Stipends and Other Financial Support.)

In the years just before the onset of the COVID-19 pandemic, Claremont teacher education faculty were beginning to reexamine their existing majority internship model. Director of Teacher Education Rebecca Hatkoff explained, "We noticed that the state was starting to deter internship programs and that research [questioning the effectiveness of internship models] was coming out. We saw that [University of California campuses] were ending some of their internship programs, so we saw the writing on the wall." In addition, "there were a lot of challenges to the internship pathway. The impetus [for innovation] predated COVID in terms of us needing to do something," said former Director of Teacher Education Eddie Partida.

First, although Claremont interns had support from mentor teachers and clinical coaches, faculty "really started figuring out that [a full-year coteaching model] is pedagogically a good method," said Ganley. "So we were looking at residency as a way to make our program follow the research" on effective teacher preparation, Partida added.

Second, the faculty wanted to find a way to compensate candidates to make a yearlong coteaching model more accessible for those who could not afford to forgo income for a year. Compensation could elevate a residency model beyond "just a Plan B option," according to Ganley. Relatedly, according to Partida, Claremont's enrollment was decreasing because even though interns received compensation during the academic year, the internship program required candidates to be full-time students in the summer to have eligibility for an internship in the fall, which was not feasible for many prospective residency candidates.

These puzzles of practice led program faculty to seek out federal grants that could fund a high-quality paid residency pathway in which candidates coteach with a mentor teacher for a full year. Having secured funding, "we had planned for our first full year to be a planning year," shared Hatkoff. "But then when COVID-19 hit [in 2020], we weren't able to support any of our candidates in pursuing an internship because we couldn't give them the preteaching

These puzzles of practice led program faculty to seek out federal grants that could fund a high-quality paid residency pathway in which candidates coteach with a mentor teacher for a full year.

clinical experiences that they would need to qualify as interns." In response to the pandemic, the staff and faculty quickly ramped up the program redesign and planned to launch the Claremont Fellows residency as an online pilot program later in 2020.

The residency launched with an inaugural cohort of five Claremont Fellows and in partnership with Alliance College-Ready Public Schools (Alliance), a charter network that serves the greater Los Angeles area. The residency's cohort size has steadily increased since the inaugural program (see Program Outcomes). Program-level data indicates that resident cohorts have also grown increasingly diverse, from 60% of candidates in 2020 who identified as people of color to 80% in 2023. During the 2023–24 academic year, Claremont launched strategic staffing partnerships with Ontario–Montclair School District and Corona–Norco Unified School District and was actively working to deepen partnerships with other Los Angeles–area school districts. (See Partnerships.)

The Claremont redesign is noteworthy because it included a focus on content as well as program structure, and the redesign applies to the entire Teacher Education Program, not just one pathway or one cohort. All Claremont teacher candidates (excluding interns who serve as teachers of record) are residents and are prepared using the same content, competencies, and program culture centered around critical social justice. (See Program Design for more details on Claremont's critical social justice framework.) Claudia Bermúdez, who taught in the program, recalled:

> We sat down and thought, "What is our vision when we say social justice? What do we mean?" So we redesigned and overhauled the entire Teaching and Learning Process course sequence to reimagine and reenvision what it means to prepare critically socially just teachers.

"Now everyone who comes through our program is defaulted to the residency pathway as opposed to the other way around," explained Partida. Since the redesign, only about 10% of candidates have gone through the internship pathway.

Claremont has built in differentiation by providing a range of options for residents with different needs. Beginning in the 2022–23 academic year, Claremont offered three main options for residents: (1) Claremont Fellows, (2) Claremont Native American Fellowship (see Claremont Graduate University Native American Fellowship), and (3) a part-time, unfunded residency option. The Claremont Fellows and the Claremont Native American Fellowship are both full-time, funded programs that offer 12- and 18-month options. Residents can also choose a part-time, unfunded pathway that requires half-time clinical experience (20 hours per week). During the 2022–23 academic year, the program enrolled 34 full-time residents in total, including 25 Claremont Fellows and 9 Claremont Native American Fellows, as well as 7 part-time, unfunded candidates.

During the 2023–24 academic year, with an eye on sustainability and compelled by an unexpected loss of its original partnership with Alliance, Claremont launched an additional option in which resident stipends are funded by local education agency (LEA) partners. The new option, Strategic Staffing Fellows, allows residents to serve as half-time paraeducators or substitute teachers and is also a full-time, funded program with 12- and 18-month options (see Partnerships for more details on the strategic staffing model). Claremont started the Strategic Staffing option with 10 residents in the 2023–24 academic year.

Notably, Claremont's program also initially stood out among other programs because it included a 2-year induction program. During the first 2 years of the redesigned program, Claremont collaborated with former partner Alliance to provide induction to graduates in their first 2 years of teaching. The induction program aligned with the program's Critical Social Justice Teaching Competencies and extended the inquiry-based coaching from preservice preparation to in-service professional development. Due to capacity limitations, Claremont began phasing out direct induction supports for graduates in 2024. Going forward, LEA partnership memorandums of understanding will include agreements to provide LEA-based induction to new resident hires.[3] (See Induction Support Extends Residents' Preparation Experience.) Table 1 provides a summary of Claremont's Teacher Education Program.

Table 1. Summary of Claremont Teacher Education Program, 2022–23

Program length	12–18 months (January or July to July of the following year)
Credentials offered	Multiple Subject (transitional kindergarten–Grade 8) Single Subject (Grades 6–12): English, math, science, social studies, world languages Education Specialist: mild/moderate, extensive
Master's degree	Master of Arts in Education
Program costs	Tuition: $35,100[a] Books and supplies: $1,500+[b] University fees: $1,185+[c] Tests/Certification fees: $1,439[d] Housing/Food/Transportation/Misc.: $22,644[e]
Financial supports for residents	Living stipend: $30,000 (average) Grants: up to $20,000 (need- and eligibility-based)[f] Scholarships: up to $12,500 (need- and merit-based)[g]
Full-time resident enrollment	34
Racial demographics of residents	80% identify as people of color 5.9% identify as Black; 44.1% as Hispanic or Latino/a; 2.9% as Asian; 26.5% as American Indian, Alaska Native, Native Hawaiian, or Pacific Islander; and 20.6% as White
Clinical experience	5 days per week; August to June
Program completion rate (2020–23)	Within 18 months: 65.6%; Within 2 years: 74.4%

Full-time employment of program graduates (2020–23)	96% (80% in partner local education agencies where graduates completed their clinical experience)
1-year retention of 2022 program graduates in the same school	100%
3-year retention of 2020 program graduates in the partner local education agency	100% (5 out of 5)

[a] 36 units x $975 per unit, with teacher preparation subsidy. Claremont Graduate University. *Cost & aid* (accessed 12/02/2023). (See Stipends and Other Financial Support for more details on the tuition subsidy for teacher preparation candidates.)

[b] Internal estimate for three semesters (fall, spring, summer) based on Claremont Graduate University. (2023). *Summer 2022–spring 2023 budgets*.

[c] $245 student fee + $150 technology fee x 3 semesters. Internal estimate for 3 semesters (fall, spring, summer) based on Claremont Graduate University. *Cost & aid* (accessed 12/02/2023).

[d] Internal estimate includes costs of California Basic Educational Skills Test, California Subject Examination for Teachers, Reading Instruction Competence Assessment, edTPA, U.S. Constitution Exam, 30-Day Substitute Teaching Permit, Preliminary Credential, Certificate of Clearance, CPR certification, tuberculosis test, and Live Scan.

[e] Based on California Student Aid Commission. (2021). *2022–23 student expense budgets*.

[f] Golden State Teacher Grant.

[g] TNTP. (2021). *Claremont Fellows program recruitment guide*.

Claremont Graduate University Native American Fellowship

The Claremont Native American (CNA) Fellowship launched in 2018 with a $1 million grant through the U.S. Department of Education's Office of Indian Education and was awarded an additional $1.3 million in 2021. The program recruits and funds Native American students to become teacher preparation residents. The CNA Fellowship covers tuition and provides a living stipend of $1,500 per month (for 18 months) so that Fellows can earn their teaching certifications and master's degrees. Thanks to the second grant award, resident support also includes health care coverage, computers, and university fees. Dean DeLacy Ganley added, "If I had more money, I would have included child care."

"We know our public school systems have historically not served all populations equally well; inequities exist," said Ganley, who was Director of the university's Department of Teacher Education when the program was announced in 2017. "This fellowship allows us to prepare Native American teachers who have the skills needed to promote educational excellence in their communities—and make sure that these new teachers are not saddled with debt along the way." One Fellow, a member of the Navajo community who was born and raised in Pomona, CA, said, "This fellowship allows me a unique opportunity to pursue my goals and challenge [inequities in] the educational system."

In addition to Claremont's focus on critical social justice, the CNA Fellowship includes a summer course specific to working in and with Native American communities, which the program designed in collaboration with community partners and elders. According to Ganley, "The CNA Fellowship

program is an example of how we live out the school's mission of social justice and educational equity," both by providing opportunities for candidates who are Native American and by promoting equity and culturally responsive pedagogy in the program.

A Fellow who was born and raised in Long Beach and whose family is part of the Creek Tribe shared, "This fellowship is an absolute blessing." The Fellow continued, "Would I have been able to obtain this kind of world-class education to serve as a foundation for my career without it? Not a chance! This fellowship is providing me with the opportunity to make my dream come true."

Between 2018 and 2023, the fellowship helped fund 23 Native American residents, 11 of whom have completed the program. After program completion, CNA Fellows commit to teaching for at least 15 months in a school anywhere in the United States that serves Native American students.

One Fellow, a member of the Oglala Sioux Tribe who grew up in South Dakota on the Pine Ridge Reservation, completed the program in 2019 and returned to South Dakota to teach high school in his hometown. Living in Rapid City, South Dakota, he made the 100-mile round-trip commute to the reservation each day. The 2023–24 academic year was his fourth year teaching social studies at Lakota Tech High School, the first career and technical education high school on a reservation in the United States.

"I never would have dreamed of coming to a school like [Claremont]," he shared. "It was out of my budget. But the fellowship changed that."

Sources: Learning Policy Institute analysis of program documents and interviews. (2024); Claremont Graduate University. (2017, December 12). *Training Native American students to become teachers*; Claremont Graduate University. (2018, May 23). *CNA Fellowship students arrive for orientation*; Claremont Graduate University. (2021, August 9). *Effort to help Indian country receives major support from the U.S. Department of Education*; Lakota Tech High School; Claremont Graduate University. (2023, November 6). *Shaping a new generation of Indigenous youth*.

Program Design

The Claremont residency prepares candidates to earn a California Preliminary Credential and a Master of Arts in Education with a concentration in either Teaching or Special Education. In addition to the California Teaching Performance Expectations[4] and California Commission on Teacher Credentialing Program Standards,[5] Claremont uses its Teacher Education Program Critical Social Justice Teaching Competencies[6] as the foundation for coursework and clinical programming so that every assignment and class is designed to develop the skills, strategies, and attitudes known to interrupt cycles of deficit schooling.[7]

Claremont's core commitment is to developing teachers with the social justice and evidence-based competencies and experiences they need to improve students' agency and achievement. Claremont aims to help teachers develop their ability to "actively seek and make change that disrupts inhumane, unjust, and inequitable patterns and practices" within schools.[8] The program emphasizes agency, human empathy, and relationships in addition to high expectations and strong instruction. To this end, the Claremont Critical Social Justice Teaching Competencies explicitly address nine domains, shown in Figure 1: (1) philosophy of education, (2) pedagogy, (3) science of learning (data-driven instruction), (4) socio-emotional learning and experience, (5) funds of knowledge, (6) school climate and culture, (7) community and cultural wealth, (8) socio-political identity, and (9) worldview and global perspectives.

Figure 1. Claremont Teacher Education Program Critical Social Justice Teaching Competencies and Classroom Ecology Model

Source: Claremont Graduate University Teacher Education Program. (2021). *CGU TEP model for critical social justice teaching*.

Dean DeLacy Ganley described Claremont as "unapologetic" about focusing on social justice, and the program faculty work hard to infuse critical social justice into every course, assignment, clinical observation, and conversation throughout the program. According to former Director of Teacher Education Eddie Partida, as program faculty were designing the program, they regularly asked themselves, "What does that mean in terms of teaching practices, in terms of our teaching stance, or pedagogy?" Using the Critical Social Justice Teaching Competencies as a framework is a way to operationalize the program's core philosophical stance through concrete, observable teaching practices. The program's curriculum centers the work and research of scholars who identify as and write about people of color and marginalized communities. "Whenever we reference someone, we always share an image," said

Director of Teacher Education Rebecca Hatkoff, "That's one of the ways that we reinforce the idea that no scholarship, no ideas, are neutral. They all come from people and those people have faces. … It's not objective."

The faculty also model the critical social justice–informed reflections and practices in which residents learn to engage. For example, Hatkoff shared, "I'm a White woman. I name that to students. I don't pretend that doesn't influence and shape the way that I experience or am experienced in the world." And as the faculty guide residents in reflecting on their own school experiences, they also help residents identify their own funds of knowledge and encourage them to tap into those strengths. Every resident, graduate, mentor teacher, clinical coach, and course instructor who was interviewed shared that the core concept of critical social justice is interwoven throughout the program in real and authentic ways. The social justice emphasis is "not forced. It wasn't a show," shared a high school math teacher who completed the residency in spring 2022.

For one secondary special education mentor teacher, the focus on and integration of critical social justice competencies sets Claremont apart:

> The program believes that what they're building are people who are going to change education … and you see it in the candidates themselves to varying degrees, but really all of them come out at the end believing that their role in education is going to be one that embodies the spirit of critical social justice. That's what sets them apart. I don't know if other places are doing it, but I do know that [Claremont] says they do it, and they do. They deliver on that.

The focus on social justice is woven throughout the program and palpable to program constituents, who identify it as core to the program's identity.

Program Structure

The Claremont Single Subject (secondary), Multiple Subject (elementary), and Education Specialist (special education) credential pathways all require 36 units of coursework. Depending on the credential pathway and the semester when a resident begins the program, a resident is generally enrolled in between one and four courses per semester in addition to their clinical placements. In each pathway, courses are taught using a combination of synchronous and asynchronous online formats. Most classes are synchronous and meet for 2 or 3 hours between 4 p.m. and 9 p.m. to accommodate residents' clinical placement hours, which are required 5 days per week.

Notably, by integrating a master's degree with the credential coursework in the residency, Claremont's program structure itself advances the program's commitment to social justice. The inclusion of a master's degree creates access to an advanced degree for candidates who might not otherwise have been able to afford another degree or have the opportunity to return to school for a separate degree program. In addition, graduating with a master's degree enables completers to enter teaching at higher points on their local education agency's (LEA's) salary scale, elevating their lifetime earning potential. This feature is particularly important for students who identify as people of color, as they are statistically less likely than their White peers to earn advanced degrees.[9]

As part of efforts to meet residents' individual needs, the program offers 12- and 18-month options, with residents able to begin the program in the spring or summer. Residents who start in the spring take longer to complete the program (18 months) but have several advantages. The spring start option allows residents to ease into the program with 3-hour synchronous online class sessions that meet one evening per week throughout the spring semester. In contrast, summer start residents take their first course on a compressed timeline in July, meeting for 3-hour synchronous sessions on Monday through Thursday evenings for 4 straight weeks. The summer start option compresses the coursework, which makes the program more intense but allows residents to complete it in 12 months.

Another advantage for spring starters is that they can space out their master's-level elective courses over 18 months rather than 12 months. Spring starters have the option of taking some of their required master's electives in the spring or summer before they begin their clinical placements in the fall. This option takes pressure off the residents at the end of the program so they can focus on their other requirements, though summer starters can also complete some electives before the program ramps up in the fall. Table 2 provides a summary of the Claremont Teacher Education Program course requirements for the three credential pathways, based on the 12-month option (as opposed to the 18-month option).

Table 2. Claremont Teacher Education Course Requirements by Credential Pathway (Based on 12-Month Option)

Courses	Single Subject	Multiple Subject	Education Specialist
Summer term			
EDUC301, 301S, 302[a]: TLP I: Teaching and Learning Process for Equity and Social Justice (can be taken in spring with MA electives for spring starters)	•	•	•
MA electives (optional)	•	•	
Residency Foundations[b] (started in 2024–25)	•	•	•
Fall term			
EDUC303, 303S, 304: TLP II: Cultivating Differentiated Classroom Ecologies	•	•	•
EDUC324, 326, 327, 348, 349, 353: Literacy and Methods I	•	•	•
EDUC374: CalTPA Cycle 1	•	•	•
EDUC303C, 303CSm, 304C: Resident Seminar I (and clinical placement)	•	•	•

Courses	Single Subject	Multiple Subject	Education Specialist
EDUC338: Humanizing Special Education: Designing Student-Centered IEPs With a Focus on Transition and Behavior			•
Spring term			
EDUC305, 305S, 306: TLP III: Making Hidden Curriculum Visible to All Students and Households	•	•	•
EDUC324, 326, 327, 348, 349, 353: Literacy and Methods II and III	•	•	•
EDUC375: CalTPA Cycle 2	•	•	•
EDUC305C, 305CSm, 306C: Resident Seminar 2 (and clinical placement)	•	•	•
EDUC368: Collaboration in Special Education: An Ecological Model			•
Summer term			
EDUC307: TLP IV: Ethnographic Narrative Capstone	•	•	•
EDUC339: Humanizing Assessment Practices to Leverage Critical Social Justice in Special Education			•
MA electives	•	•	

[a] For all courses with multiple course numbers, residents register for different course numbers depending on their pathway and/or content focus.

[b] As part of ongoing program improvement efforts, faculty designed a new Residency Foundations course to help residents learn foundational skills such as lesson planning (see Lesson Planning as a Foundation for Clinical Practice) prior to starting their clinical placements in the fall. This new course is required for residents across all pathways.

Sources: Claremont Graduate University Teacher Education Program. (2022). *Teacher Education preliminary cohort guide*; Claremont Graduate University. *Class schedule* (accessed 11/30/2023); Interview with Rebecca Hatkoff, Director of Teacher Education (2023, December 15).

All residents begin their clinical placements as soon as the school year starts in their host LEAs. Before they begin their clinical experiences, residents must complete the course TLP I: Teaching and Learning Process for Equity and Social Justice, which establishes the social justice framing for the program. Spring starters complete this course in the spring before their clinical placement, while summer starters take this course in July.

Regardless of their start semester or pathway, residents' coursework schedules converge in the fall. Single Subject and Multiple Subject residents take three courses and Education Specialists take four, all in addition to their clinical placements. All residents, regardless of credential pathway, take the TLP (Teaching and Learning Process) course series together but then are grouped according to content area for their methods courses, with Education Specialists taking their additional special education courses together. Synchronous course sessions generally meet biweekly on Tuesday, Wednesday, or Thursday evenings, with some exceptions.

Fall coursework also includes a biweekly California Teaching Performance Assessment (CalTPA) support course and a monthly residency seminar, referred to as a Critical Practicum, that meets on Mondays. Figure 2 shows a sample residency course schedule for the fall.

Courses are designed as master's-level courses, and residents take three master's-level electives (not applicable for Education Specialist candidates), but they can transfer up to six units toward their elective course requirement.[10] Residents choose electives based on their personal interests in education-related topics. Examples of electives that residents have taken include Culturally and Linguistically Responsive Teaching and Learning for Emergent Bilinguals; Culturally Responsive Project-Based Learning; Creative Agency: Empowerment Through Arts and Design Education; and Community-Based, Participatory Research.[11]

Figure 2. Sample Claremont Fall Semester Resident Schedule and Numbers of Class Meetings, 2022–23

Monday	Tuesday	Wednesday	Thursday	Friday
Clinical placement				
Critical Practicum (monthly, 2 hours, 5 times)	Alternating weeks			
	Teaching and Learning Process II (3 hours, 7 times)	California Teaching Performance Assessment Cycle 1 (2 hours, 7 times)		
	Literacy & Methods IA/IB (3 hours, 8 times)	SPED seminar 338 (3 hours, 7 times; Education Specialists only)	Literacy & Methods IA/IB (3 hours, 8 times)	

Source: Learning Policy Institute analysis of program documents and interviews. (2024).

Claremont Course Highlights

Claremont offers several courses that are required across all licensure pathways and central to the program's focus on social justice–oriented teaching. All courses, including methods courses, incorporate objectives and content aligned to the Claremont Critical Social Justice Teaching Competencies. When asked about the critical social justice focus of the program, one resident observed, "There's consistency throughout the literacy methods classes, Teaching and Learning Process classes, class on CalTPA, and we talk a lot about the same kinds of things." The following sections provide brief descriptions of some of these key courses and their expected learning outcomes.

Critical, Student-Centered Pedagogy

Residents take the four Teaching and Learning Process (TLP) courses as a foundational series throughout their preparation. Each TLP course has a specific focus and builds on the previous course in the series as residents gain more classroom experience. In addition, instructors coteach the TLP courses with their colleagues, which promotes instructor collaboration and models coteaching for the residents. As a whole, the TLP series is designed to cultivate residents' understanding of the program's classroom ecology framework and to strengthen their application of social justice concepts and culturally and linguistically responsive pedagogy as they progress through the program.

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Residents take TLP I: Teaching and Learning Process for Equity and Social Justice as their first course in the program, before they begin their clinical placements. TLP I aims to provide the "foundational knowledge, critical perspectives, and practical skills needed to be effective teachers in diverse K–12 classrooms"[12] by introducing residents to concepts such as the deep structures of schooling, subtractive schooling, hidden curriculum, and funds of knowledge, all of which set the stage for learning around inclusion, differentiation, and social and emotional integration.

The course also guides residents in reflecting on their own positionality and implicit biases and how these can impact classroom interactions and teaching practices. Residents learn a four-step process for reflection and analysis that they apply throughout the program:

1. Define the concept or artifact (what you are talking/thinking about).
2. Consider: What are the underlying values and assumptions (for what you are talking/thinking about)?
3. Consider: Who or what is included or excluded in those assumptions and values?
4. How can you reimagine or reenvision it (what you are talking/thinking about)?

One graduate, a high school math teacher who completed the residency in spring 2022, described the opportunities in the TLP I course for residents to examine their own positionality:

> I reflected so much on [questions like,] Who are we? Where do we come from? In what ways do we hold power? Where are you in the center? Where are you in the margins? How do we perpetuate systems, and in what ways are we fighting against that?

Reflection not only enables residents to learn about themselves but also helps them learn about each other and build community. One resident shared:

> We do a lot of team-building in TLP I because there's a lot of open discussion, and we talk about ourselves, our implicit biases, our positionality, our stories. It makes us feel bound together in community. We talk about that a lot, about being in community with one another.

Residents delve firsthand into seminal graduate-level readings by diverse scholars, including Ofelia García, Zaretta Hammond, bell hooks, Sonia Nieto, and Angela Valenzuela, to ground their discussions, reflections, and assignments. Residents are also introduced to lesson planning and learn how to incorporate standards, differentiation, and culturally responsive practices into their lessons as they prepare to begin their clinical placements (see Lesson Planning as a Foundation for Clinical Practice). One resident commented that TLP I "was such an amazing course to take." She added, "TLP I is very transformative. In that short amount of time, my whole idea about teaching transformed."

Lesson Planning as a Foundation for Clinical Practice

One foundational skill that Claremont residents begin to develop early in the program is lesson planning. Instructors begin helping residents cultivate this skill in TLP I (Teaching and Learning Process I), the first course residents take and must complete before they begin their clinical placements. (Beginning in the 2024–25 academic year, this content is included in a new Resident Foundations course that focuses on orienting residents to the clinical setting.) A graduate remembered, "The first month or so, I was already supposed to be making lesson plans as part of my homework." Learning how to develop lesson plans before starting their clinical placements allows residents to begin planning with their mentors early in the program.

In the beginning of the program, residents spend 5 weeks developing and iteratively revising a single lesson plan based on course instructor feedback. Residents are expected to incorporate concepts that they learn in the first half of the course, such as funds of knowledge, inclusion of students with special needs, support for multilingual students, and classroom ecology. The first week of lesson planning begins with residents addressing the question "Why is effective planning the foundation for good teaching?"

Residents use a detailed lesson plan template that is aligned to program competencies to help organize their thinking and guide their reflections. Former Program Coordinator and current Director of Teacher Education Rebecca Hatkoff described it as an "elaborate template" that helps residents

"develop their critical social justice habits of mind." Once residents have had some experience using the template, they are not expected to use it in its entirety for their everyday planning, but they do use it for formal clinical observation cycles that were required at least 3 times per semester.

Claremont's lesson plan template includes components that are typically part of teacher preparation program lesson plans, such as lesson purpose, objectives, and standards. It also includes unique components that help residents center their students and are framed as questions to spark residents' thinking and reflection. As they frame their lessons, the template reminds residents to make their framing "anti-racist, anti-bias, and/or connected to students' lived experiences," focusing on active student engagement. The instructional components of the lesson plan template ask residents, "How will you scaffold students' access to the most essential, difficult, and rewarding parts of this lesson?" For the conclusion of the lesson, the template requires residents to think about how to "set the stage for future learning," helping residents conceptualize lessons as part of a continuum of learning rather than isolated events.

In addition, the template requires residents to state how they would "explicitly and deliberately connect with all students as people," with specific attention to multilingual students and students who have special needs. Such human connection is a core program emphasis, and the template explicitly notes that "copying, listening, [and] completing a rote worksheet are not humanizing." At each stage of the lesson, the template asks residents to consider the type of evidence they would collect to assess and document the "effectiveness" of their lesson plan, an approach that positions the teacher and the lesson plan—rather than the student—as responsible for the learning that occurs. Finally, the template requires residents to be explicit about the role of aides and paraeducators in the lesson.

Claremont's lesson plan template demonstrates an innovation to a ubiquitous part of teacher preparation that can be undervalued and viewed as busywork. By aligning lesson plan components to program competencies and being explicit about what residents should focus on in their work, Claremont's template is a robust tool to support residents' development of reflective practices.

Source: Learning Policy Institute analysis of program documents and interviews. (2024).

TLP II: Differentiating Classroom Ecologies builds on TLP I by focusing on residents' development of a positive classroom ecology and relationships with students that demonstrate care and support. The course begins with revisiting the idea that classrooms are not neutral settings because they are embedded in the deep structures of schooling, and residents reflect on Bettina Love's work on abolitionist teaching. Over the remainder of the course, residents are introduced to relationship-based approaches such as Indigenous pedagogies, restorative practices, and healing-centered pedagogy, in addition to learning how to develop a classroom ecology that values difference and differentiates across multiple intersectional identities, such as students who are experiencing homelessness or identify as LGBTQ+.

In TLP III: Instructional Intensity and Support for All Learners, residents consider how to disrupt hidden and hegemonic curricula to enact more culturally and linguistically responsive and sustaining teaching practices. Residents reflect on and learn to work against low-level curricula by designing lessons that are

challenging and "predicated on the cultural and linguistic assets of their students."[13] Residents continue to develop "love-soaked" orientations that embody a combination of "care, commitment, knowledge, responsibility, respect, and trust" between teachers and students.[14] Multiple Subject (elementary), Single Subject (secondary), and Education Specialist (special education) candidates participate in professional learning communities to develop practices that support students with special needs in inclusive settings. Residents spend time both in and out of class meeting time collaborating on designing culturally responsive, asset-based instruction with supports such as technology tools that provide access to challenging curriculum for all students, acknowledging students' individual needs and their intersecting identities.

Residents take the final course of the series, TLP IV: Ethnographic Narrative Capstone, in the summer after they complete their clinical experiences. This course supports residents as they create their ethnography capstones (see Demonstration of Learning). Residents learn about authentic storytelling that is grounded in Indigenous methodologies and traditions, and they engage in storytelling through analyses of data and artifacts they collect over the residency year and reflections on their own growth and progress. The course provides residents with opportunities to give and receive peer feedback and showcases their learning.

Pedagogical Content Knowledge

Residents take a series of three Literacy and Methods (L&M) courses in which they learn how to deliver student-centered instruction using "research-based strategies, materials, and assessment practices" that support "critical literacy teaching and content-specific pedagogy," particularly for students who are multilingual and students with disabilities.[15] The L&M courses for all credential pathways incorporate many of the texts that residents are introduced to in their TLP courses, focusing on disciplinary content and helping residents learn how to apply anti-racist teaching, culturally responsive practices, and high expectations for all students in the context of subject-specific pedagogies. Residents practice creating clear, measurable learning objectives; write lesson plans; and reflect on course content, all through a critical social justice lens. A resident shared that, even in their L&M courses, they have "conversations centered around our reason for why we wanted to do the program or what kind of educators we want to be."

Multiple Subject and Education Specialist residents take L&M courses together, and in these courses, they "acquire the foundational knowledge, skills, and high-leverage practices" to plan standards-aligned "language-rich lessons for diverse learners" across content areas.[16] The first half of L&M I covers foundations of literacy development, including listening and speaking, comprehension, phonological awareness and phonics, fluency, and assessment. In the second part of L&M I, residents focus on writing across content areas and language and vocabulary development. The second half of the course also includes mathematical practices and ways in which residents can help students develop mathematical mindsets and strengthen their mathematical identities.

One resident described learning content pedagogy by engaging in "doing" math: "We do math in our class to learn different ways to teach math." The same resident went on to describe how the course integrates the classroom ecology framework, recalling that in one class session they discussed how to respond to the question: "What does community-building have to do with math?" The resident shared that she learned how to respond to that question by saying that community-building has to do with math "if we're

doing an activity that centers our students in building that [math] ecology in our classroom." L&M II and III also focus on literacy and language development using narrative and informational texts in social studies and science.

Single Subject residents also take a series of three L&M courses specific to their content areas that aim to "deepen candidates' knowledge and practice of teaching as they learn how to plan cohesive lessons appropriately designed to make the disciplinary content accessible to diverse learners."[17] Through the L&M series, residents learn to align content and language objectives to subject-area content standards; "incorporate high-impact practices that support the listening, speaking, reading, and writing of all students"; use diagnostic and informal assessments to check for understanding; and design lessons that "encourage discipline-specific discourse" in the classroom.[18] A resident shared, "My Literacy and Methods classes have been especially helpful … [because] it makes me feel like I have more stuff in my toolbox that I can actually take in to work."

Single Subject candidates practice integrating their learning around critical social justice and classroom ecology as they develop lesson plans in L&M. Residents learn whole person approaches that take into account students' lives outside the classroom. A high school math teacher who completed the residency in spring 2022 explained:

> As a math teacher, [you find that] there's a lot of separation sometimes. It's "Leave your drama out there. We come in here to do math!" But if [I'm a student and] my mom yelled at me this morning, I'm gonna feel some type of way during math class.

As part of classroom ecology, residents learn to attend to students' social and emotional well-being, as it is linked to their academic success.

Humanizing Special Education

Claremont's emphasis on critical social justice, social and emotional learning, funds of knowledge, and classroom ecology (see Figure 1) undergirds its approach to special education that is less clinical and more "humanizing." For example, the course Humanizing Special Education: Designing Student-Centered IEPs With a Focus on Transition and Behavior focuses on designing individualized education plans (IEPs) that build on students' assets and funds of knowledge, "particularly taking into account cultural and linguistic diversity."[19] Similarly, the course Humanizing Assessment Practices to Leverage Critical Social Justice in Special Education provides candidates with opportunities to collect, analyze, and interpret data from multiple informal and formal measures across a variety of settings. In Collaboration in Special Education: An Ecological Model, residents practice collaborating with multidisciplinary teams to plan, develop, and implement IEPs.

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Demonstration of Learning

Claremont requires four formalized assessments of resident learning in addition to using multiple innovative ways to formatively assess individual residents and monitor their progress throughout the program (see Academic and Whole Person Supports). To earn the teaching credential, residents must pass a state-approved teaching performance assessment, which at Claremont is the California Teaching Performance Assessment.

In addition, the Plan, Observe, Debrief (POD) Cycle is used at least 3 times each semester to assess residents in their clinical practice. Each POD Cycle focuses on a specific Critical Social Justice Teaching Competency and includes a planning form, a lesson plan using Claremont's lesson plan template, an observation protocol, and a debrief form (see POD: Plan, Observe, Debrief). Residents are also assessed using a Midterm and Final Competency Evaluation and Progress Report that the clinical coach (called "clinical faculty advisors" at Claremont) submits at the middle and end of each semester, with input from the mentor teacher (see Feedback on and Assessment of Clinical Practice).

POD: Plan, Observe, Debrief

Claremont residents complete a minimum of three formal observations per semester that include the Plan, Observe, Debrief (POD) Cycle and lesson plan template. PODs are tied to three competencies, one of which must address social and emotional learning, that residents select based on their needs. In the pre-observation phase, residents identify inquiry questions and evidence or data for their clinical coach, known as their clinical faculty advisor (CFA), to focus on for each of the three selected competencies. The CFA documents the resident's lesson implementation using a scripted observation protocol. Finally, in the debrief phase, residents and CFAs reflect together on how the lesson went.

While observation debriefs in other settings often end with general candidate reflections and idiosyncratic feedback from clinical coaches, the Claremont POD provides questions that guide the debrief discussion and help ensure that each resident receives similar types of feedback. Residents are prompted to identify specific evidence from the lesson that demonstrates the three selected focal competencies, and CFAs are encouraged to offer additional insights and evidence of resident growth. CFAs are then directed to offer questions and ideas to support the resident's continued growth in each competency.

Another unique aspect of Claremont's debrief is that rather than having the CFA provide written feedback, the approach has residents summarize and document their CFAs' feedback. This innovation allows CFAs to check for understanding by making resident understandings—or misunderstandings—visible.

In addition, the debrief template asks residents to reflect on what they have learned about their students' strengths and needs by implementing the lesson, which enables residents to engage in student-centered reflection.

Finally, the end of the debrief invites residents to reflect on their next steps and, more specifically, which competencies they would like to focus on for the next POD and why. This step helps contextualize resident learning as part of a continuum.

Source: Learning Policy Institute analysis of program documents and interviews. (2024).

To earn a master's degree, each resident submits an Ethnographic Narrative Capstone to demonstrate their learning and journey through the program. Faculty support residents in collecting artifacts throughout their program, starting from their first class. Residents then synthesize a narrative around the artifacts they have collected over the course of the program, integrating research and theoretical evidence from course readings and discussions. Artifacts could include, for example, "excerpts from conversations with students and their household members, observation notes, [and] examples of student work."[20] The project chronicles residents' development into critical social justice educators and is also educative in that it serves as a reflective tool to help residents continue to grow their practice. Residents can choose to write a paper, record an audio or video project, or develop a mixed-media project. Director of Teacher Education Rebecca Hatkoff described the project as "a story of their first year teaching and their learning, tied to the Critical Social Justice [Teaching] Competencies."

In addition to these four formal assessments, residents routinely evaluate their own growth in the Critical Social Justice Teaching Competencies. Residents regularly complete Competency Development Reflections to demonstrate their progress in understanding and applying the competencies and connect their reflections to readings and content from their courses. Residents also periodically complete a Critical Social Justice Teaching Competencies Self-Assessment on which they rate their development on each competency on a scale of 1 to 5, with 1 representing "below my own expectations" and 5 representing "refining" the competency (see Feedback on and Assessment of Clinical Practice).

These multiple and varied assessments provide program faculty with insights into each resident's development over the course of the program. In addition, the assessments communicate the centrality of the critical social justice focus in the program. One clinical coach, Challen David, expressed that building in a robust system of multiple, ongoing formal and informal assessments adds to the transformative power of the program:

> [People] can pass a [teaching performance assessment] if you know the right words, if you know how to use all the buzzwords and the jargon of education, which is how we have harmful people in the classroom now. People are like, "How did this person make it to become a teacher?" They did the bare minimum. They passed the requirements. The fact that the [Critical Social Justice Teaching Competencies] are a nonnegotiable, constantly referred to as expectations for the candidates—you can't fake your way through this program. You can fake empathy and concern and humanity for students, but you can only be fake for so long.

Claremont's ongoing assessment approach reinforces all of the core competencies that the program expects residents to develop over the course of their preparation, including dispositions and practices that enact the Critical Social Justice Teaching Competences. As clinical coach David summarized, "Okay, you could design a great lesson, good for you, but if you're not doing this other component of teaching, you're not progressing in this program."

Clinical Experience

Claremont residents coteach in their clinical placements full time 5 days a week, which can look different depending on the host LEA.[21] Residents who are grant-funded spend the full 5 days each week coteaching with their mentor teachers. However, Strategic Staffing partnership LEAs that launched in the 2023–24 academic year pay stipends for residents, and residents' clinical schedules are based on specific LEA staffing needs. These Strategic Staffing Fellows still spend 5 full days each week at their sites, but how their time is allocated depends on the partner LEA.

For example, in Corona–Norco Unified School District, residents spend half of their clinical placement hours (15–20 hours) apprenticing with their mentors and the other half working as paraeducators, either for their mentor teacher or another teacher at their school sites. In Ontario–Montclair School District, residents serve as substitute teachers, either for their mentor teacher or another teacher at their respective sites, for 1 to 2 days per week, as needed. According to Hatkoff, the benefits of innovative residency models like these include more opportunities for residents to experience different grades and classroom cultures, practice differentiated instruction, build relationships with other students and staff, and learn to exercise professional autonomy.

Residents are considered coteachers and are expected to participate in all activities at their school sites, including Back-to-School Night, family conferences, professional development, and department and grade-level meetings. This expectation is an important but sometimes overlooked part of teacher preparation. One mentor who teaches kindergarten shared:

> [Without these experiences, teachers] go into their first year teaching, and they don't feel prepared because they haven't experienced a full year. They haven't gone through all the open houses and the conferences, and all the events, and all of those things that make up the school year. [Claremont] really pushes the candidates to experience all of it.

According to Oscar Barajas, former Staffing Manager for Alliance College-Ready Public Schools, the program has "a strong focus on communicating to principals that [residents are] like an employee of the school site, so it'd be great if they can have an [LEA] email, if they're invited to all school community meetings, all team meetings, have a parking space" to help ensure that residents are fully integrated into the school community.

One Single Subject math resident said, "I definitely feel welcome as part of the math team on [my] campus." The resident described ways in which he felt like part of the teaching team:

> In my high school, we use common assessments. … [At team meetings,] we're always talking about, "Where are we as far as the pacing's concerned? What kinds of things are we thinking of for the assessment?" And then I'll work with them to put assessments together. … Or maybe I'll create something—[other teachers will say,] "I want to use that." So I definitely have a good relationship with them.

In addition to their mentor teachers, residents are supported by clinical coaches called clinical faculty advisors (CFAs). CFAs are hired by Claremont to provide coaching in clinical settings and serve as "the liaison between the mentor teacher, the candidate, and university," said CFA Maq McNair. The CFA is

the “point person” and “resource” for both residents and mentor teachers. CFAs check in with residents at least once per week or “a little more frequently, depending on what’s going on in their classroom,” according to CFA Challen David. She explained, “The support I provide is ‘on call.’ I try to maintain a pretty regular communication with [the residents]. I have a very open text-me-as-needed relationship with my candidates.” In addition to providing clinical coaching and support when unexpected issues arise, CFAs also help residents stay on track with timelines and due dates, provide resources, plan with residents, share research, and assist with questions about the program or the California Commission on Teacher Credentialing. “Sometimes it’s literally just a mental health check. … It’s a lot of encouragement,” David added (see Feedback on and Assessment of Clinical Practice).

Residents corroborate CFAs’ reports and share that they have positive experiences with their CFAs. One resident gushed about her CFA: “She’s awesome. … She’s always there when I need her. She wants me to succeed, that’s how I see it. And I can text anytime I have a question. She’ll come up with ideas, we meet up and talk about it.” Another resident agreed about her own CFA, saying, “She’s really great. I turn to her a lot for inspiration and help. … She gives me ideas. She shares a lot of resources with me. … I can really rely on her for a lot, and also just for venting about things.” A third resident affirmed that he and his CFA had a “really great relationship.”

CFAs meet with the mentor teachers every other week, but, as David explained, they are also “on call for them if they’re having an issue or need clarification on the program requirements for the university.” When necessary, David also mediates if there is a disconnect between mentor expectations and program requirements. She explained:

> Sometimes [mentor] teachers are like, “Well, why do [residents] need to have this private information on the students? Why do they need to pick these students with IEPs?” And I have to be that mediator and say, “These are the requirements to get a credential now.”

In another example, David shared that, at times, it is necessary to discuss specific classroom practices with mentors:

> I have to step in and say, “Hey, I know you don’t allow your students to go to the bathroom all the time, but something we’re working on in the program is finding a solution to the underlying root of that child’s [behavior]. Instead of telling them they can’t go to the bathroom, what can we do about this as a team?”

Mentor teachers expressed that they appreciate the role CFAs play. One mentor mentioned feeling very supported by his CFA, “who is checking in on a regular basis. They’re on-site. They’re in the classroom with us.”

Resident–Mentor Matching

Residents meet their mentor teachers at the end of July and start their clinical placements in August as teachers report back to campuses to prepare for the first day of school with students. Having clinical placements start at the beginning of the school year gives residents the opportunity to attend any professional development offered by their host LEAs and to assist their mentors as they prepare their classrooms.

A full-time clinical coordinator matches residents with mentors based on what program faculty know about them, taking into consideration the desired LEA, grade level, and subject area, as well as learning style, work style, personality, and other characteristics (e.g., race). Although the process is not an exact science, the clinical coordinator collaborates with program faculty to try to find mentors who are good fits for each resident. One resident recalled:

> They asked us to use three to five adjectives to describe our ideal mentor teacher. Because I had built a relationship with these professors, I could talk freely. I told them, "Okay, I want to work with a [formidable] woman of color." … And they said, "Okay, we have someone perfect for you."

Another resident said of the matching process, "all they asked for was grade level and school. … That part's mysterious to me," but the resident noted that he ended up with "a great match." He continued, "I think it has to do with whatever they learn from us in that first [Teaching and Learning Process course]. … They kind of know a little bit about [our] personality, and they try to match us up based on that."

Mentor teachers have a similar impression of the matching process. A special education mentor teacher shared, "There wasn't really a whole lot of input on our part, but I think there was some behind-the-scenes discussions because [my resident and I] have a lot of things in common. We have a lot of similarities." Another mentor teacher had a similar experience. When the coordinator reached out to her about being a mentor, the mentor teacher said the coordinator "already had someone in mind for us to work together, and it's been pretty seamless."

The matching process is especially effective when the mentor teacher is a Claremont graduate. "I think they already had the candidate in mind when they reached out," continued the mentor, "because we went through the program, we knew the people involved. They knew what our teaching style was like and what we were like, and they knew who the candidates were and how they would match us best."

This matching process is not perfect. Reflecting back on his mentor match, a graduate acknowledged:

> Although I didn't always see eye to eye with my mentor teacher, I do recognize why I was paired with them. I think my strengths [complemented my mentor's]. … They put us together because it was a yin and yang thing. We completed each other. … We didn't always vibe … but I learned a lot from that individual.

A Single Subject (secondary) math resident revealed that although she and her mentor "have similar philosophies, when there are things that we don't align on, I just did not quite feel like I could voice it." In such cases, the clinical faculty advisor check-ins and joint monthly meetings become crucial supports for both the resident and the mentor (see Structures That Support Coherent Preparation). In rare cases when the resident and mentor relationships do not improve with CFA support, the clinical coordinator reassigns the resident to an alternative placement with a different mentor.

Integrating Coursework With Clinical Experiences

Claremont has several practices in place to help ensure coursework and clinical experiences are cohesive and integrated. One such practice is to include clinical components in every course. Claudia Bermúdez, a Clinical Assistant Professor, explained:

> What makes our program super unique is that we really strive to make every academic component make sense and match the reality of what [residents] are living in their clinical experience. It does me no good to describe something that is unattainable or that is not able to be reproduced to their clinical settings. So we really want to ground the academic, the theory part, in things that are actionable for our candidates on a daily basis.

The integration of coursework and clinical work is corroborated by graduates and residents, one of whom remarked, "Literally, we will do something in Literacy and Methods, and the next day [in my placement] I try it." Former Director of Teacher Education Partida reinforced this idea, saying, "Connecting the theoretical with the clinical not only in clinical experiences but in academic classes—that's an important value that we try to build into the structure of our program."

Course connections to the clinical experience range from simple, routine activities such as reflecting on residents' teaching experiences and connecting them to course content to substantial projects such as the Ethnographic Narrative Capstone that spans the duration of the program (see Demonstration of Learning).

Every course incorporates lesson planning as well as documentation of reflections about three focal students: a student identified as an emergent multilingual student, a student with an IEP or who has been identified for the gifted and talented program, and a student with a significant life experience (e.g., trauma). Residents focus on these three students across their courses, which not only explicitly connects the course content to clinical experience but also prepares residents for the CalTPA requirement (see Academic and Whole Person Supports).

Structures That Support Coherent Preparation

"One thing that I think is really a strength of this program," expressed Clinical Faculty Advisor (CFA) Kim Megyesi-Brem, "is all of the intentional opportunities to help us to all get on the same page and develop some shared language." The Claremont program supports coherence through three different, but aligned, structures: the Critical Practicum, the Clinical Academic Meeting, and Spicy Saturdays.

The **Critical Practicum** is a monthly 2-hour meeting in which residents, mentor teachers, CFAs, course instructors, and program leaders gather online as a professional learning community. By gathering residents, advisors, and mentors together to engage in the intellectual work of teaching and critical social justice practices, Critical Practicum provides learning opportunities for all to "level up" their practices. Program leaders build content for these practicums around the Critical Social Justice Teaching Competencies and also incorporate insights from residents, mentor teachers, CFAs, and course instructors in the program regarding needs and opportunities that are emerging in clinical settings and coursework.[22]

Rebecca Hatkoff, Director of Teacher Education, described Critical Practicum as "competency-based professional development and reflection, learning that's really responsive to the feedback that we're hearing from mentor teachers, faculty advisors, and our residents." The Critical Practicum typically involves some whole-group professional development, cross-role collaboration, and breakout groups for participants in similar roles. "We try to make it an experience rather than like a meeting," Eddie Partida, the former Director of Teacher Education, said.

Mentor teachers and CFAs affirm that the Critical Practicum is a valuable piece of the program. According to Megyesi-Brem, the Critical Practicum provides a space to "have conversations [and an] opportunity to connect." It enables everyone to be "on the same page, and we can all check in about how things are going, get help with things that we need, and preview what's coming up," one mentor said, as others nodded in agreement. "I don't think it should be overlooked how much of a support [the Critical Practicum] is. … That really is a huge piece of the support," emphasized another mentor. "The fact that the university requires mentor teachers and CFAs to collaborate, have communication, and have proof and conversations around the candidates' progress in [the Critical Social Justice Teaching Competencies] is really groundbreaking for developing new teachers," stressed CFA Challen David.

In addition, CFAs and course instructors have a monthly **Clinical Academic Meeting**. Course instructors explained that the Clinical Academic Meeting allows the program to reinforce its philosophy and keep coursework and clinical experience closely aligned. One instructor, Leena Bakshi McLean, said that the meetings "are really helpful because that's how I was able to connect with [two other instructors] and see what they're doing in their classes" to help ensure coherence across courses and to learn from each other. Another CFA, Maq McNair, provided an example:

> We have a chance to say, "I noticed my candidate was struggling with classroom management and trying to figure out ecology. What have you covered in class that I can further build on? Can I come in the class or have access [to the recording]?" So I have something to connect to, to be able to remind them of.

McNair explained, "I'm able to reinforce, 'Candidate, you remember in your class, because I know what classes you're taking, you should have been doing X, Y, and Z.' 'And Mentor Teacher, do you see that happening in the classroom?'"

Assistant Professor Claudia Bermúdez, added that collaboration across instructors and CFAs enables them to think more holistically about the resident experience:

> We talk to each other about what's happening in clinical. [If residents] have a really big assignment coming up, for example, let's look at our calendars. Let's logistically support them but also keep those big threads and big ideas from the program evident and alive in the practice.

The third component, **Spicy Saturdays**, is "highly recommended" for residents and optional for CFAs and mentors, with each event averaging between 30 and 40 attendees. These monthly Saturday sessions provide a space for residents to build community and engage together in learning aligned to the Critical Social Justice Teaching Competencies. Sessions include guest speakers, professional development, team-building activities, and a lunch. One mentor shared, "They're pretty cool. … It's been nice to learn alongside your candidate [and agree], 'We're going to try this new thing out, and

neither one of us has done it, but we're going to try it out together.'" McNair agreed, saying, "It's good to come in and share space. … We're able to glean some of the instruction and some of the additional pieces of the vision of our program. … It allows me to get [learning] I otherwise wouldn't."

Source: Learning Policy Institute analysis of program documents and interviews. (2024).

Feedback on and Assessment of Clinical Practice

Claremont residents receive daily informal feedback from their mentor teachers and regular feedback from their CFAs on instructional pedagogy and application of course content, with a focus on the Critical Social Justice Teaching Competencies. With such a strong focus on critical social justice, Claremont strives to work with mentors who "embody, actualize, and promote [Claremont's] critical social justice mission," as well as "recognize and seek to change injustice and inequity in the school system and classroom." Mentors are also expected to support candidates in their development of the Critical Social Justice Teaching Competencies.[23] Although program leaders acknowledge that the mentor selection process is not perfect (see Continuous Improvement), the focus of the program is clearly communicated to mentors. "Critical social justice is [the Claremont program's] thing. … It's in everything that they build," said one mentor. "We see it when we do that form every week. We're looking literally at those competencies."

"That form" refers to a weekly meeting log in Google Forms called "Mentor & Resident Co-Conspiring." Mentors can use this form to log the dates and topics of their formal weekly meetings with their residents; they can choose topics from a provided list and list their own, depending on their preference. The form also includes a summarized list of the Critical Social Justice Teaching Competencies and an open-response field in which the mentor can note any "strengths, needs, growth, opportunities, goals" related to the resident's competency development.

Claremont considers mentor teachers and their daily feedback to be vital parts of residents' development. Mentors mentioned the importance of building trust and rapport with a resident before feedback can be effective. "One of the roles as a mentor teacher is to establish the relationship in a way that the candidate feels safe coming to you, and then knowing how to provide them feedback in a way that they will receive it," said one mentor. Another mentor added:

> When there are things that don't go as smoothly as planned or unexpected—because it's going to happen—trying to give her the space to feel that, not necessarily failure, but when things don't go as planned … we reflect together and think of questions we could ask ourselves [about how the lesson went]. After that, we can learn and grow from it, because that's what I'd like her to do on her own in the future.

Residents reported that they had good working relationships with their mentor teachers, though the extent to which they received feedback that improved their practice varied across residents. For example, one resident shared a positive experience of receiving feedback from his mentor:

> I want there to be energy and conversation [in the classroom], but there's a balance because it [can be] too much energy [and] could start getting out of control. … I've had those types of periods where it's out of hand. So then we talk about, "How can we break that up? If the energy is good we want to be able to harness that, so how can we do it?" So we talk about techniques

> that we could use, like giving [the students] time to interact but then calling them back in, maybe take some notes, and then put them back out there so you keep this balance going. I'm still working on that.

Another resident mentioned that he and his mentor review his lesson plans together: "We reflect on how to make it better" and settled on a day for him to implement the plan. In addition, mentors help residents "navigate being a teacher at school and the bureaucracy of all that," acknowledged one resident, which she found to be "super helpful." Other residents, however, expressed that their mentors' "methods and style are not very helpful" and that there were "a lot of missed opportunities for [them] to learn and grow." In such cases, the program's mentor professional development plays a critical role (see Professional Learning for Clinical Educators).

In addition to mentor feedback, residents receive periodic CFA feedback. CFAs observe each resident in their clinical placements a minimum of 6 times per semester. Three of these observations are "informals," with a minimum of three additional formal observations that utilize the POD Cycle (see POD: Plan, Observe, Debrief).[24] According to the program handbook:

> CFAs conduct in-person and/or virtual visits to observe instruction and interactions, provide support, and coach/mentor candidates per the [California Teaching Performance Expectations] and [Claremont's] Critical Social Justice Teaching Competencies. CFAs also help candidates implement practices that bridge the theory of the academic course to the realities of the clinical setting.[25]

Informals can be done in a variety of formats depending on the resident and the context. CFA Challen David explained, "It's kind of like UDL [Universal Design for Learning] but for teachers." CFAs list reflections on school events, audio recordings of a small-group lesson, and phone debriefs as some of the options for informals. CFAs report that they choose informals based on the evidence needed to document that residents are addressing the standards or that the resident is improving in identified growth areas. For example, David explained that if a resident is "doing amazing in the area of classroom community-building, I already know that you excel in this, I have a ton of information on it," so that would not be a meaningful informal. David added:

> But if one of my candidates is struggling to implement structured student accountable talk, I'll say, "This week I want you looking for opportunities to embed that in your lessons, and then you're going to share it out with me or share some work samples to prove that that's happening," and I can count that as an informal.

Residents expressed appreciation for CFA feedback because they "grow as a teacher" from it. One resident said of his CFA:

> He definitely challenges me. … He's really big on using math and applying it to whatever problem we have or whatever context we're in in real life. And I'm constantly striving to incorporate that. … He challenges me in the way I set up my problems, in the questions that I ask … to hear the students' thinking.

In addition to informals, the POD Cycles, and ongoing check-ins, residents engage in frequent self-assessment and receive two formal evaluations each semester: Midterm and Final Competency Evaluation and Progress Reports. These evaluations align to the Critical Social Justice Teaching

Competencies, which have been informed by and include the California state standards, the Teaching Performance Expectations (TPEs).[26] In collaboration with the mentor teacher, CFAs assign a rating between 1 ("below expectations") and 5 ("refining") for each resident's progress toward developing each competency. CFAs can also note if any of the competencies are a "concern" or "notable strength" and identify next steps in the resident's development. Whatever their rating, residents are expected to demonstrate growth and progress between the midterm and final reports.

The ratings are also used to inform the progress report, which provides a holistic view of each resident, including their application of the competencies; engagement in the POD Cycle, ongoing reflection, and lesson planning; attendance at Spicy Saturdays; and progress in coursework. The midterm evaluation informs coaching for the second half of the semester and can indicate areas in which a resident needs additional support.

Professional Learning for Clinical Educators

Claremont requires its mentor teachers and clinical coaches (known as clinical faculty advisors, or CFAs) to participate in ongoing professional learning as practice-based clinical educators who are critical to preparing the program's residents.

Mentor teachers are expected to develop alongside their residents through ongoing professional development in the monthly Critical Practicum meetings, which are facilitated by Claremont faculty and required for mentors (see Structures That Support Coherent Preparation). Professional development for mentor teachers includes a synchronous onboarding orientation that introduces mentors to Claremont's social justice model and competencies, as well as lesson plan requirements and evaluations. Mentors also get access to a Google Drive folder with program resources and documents, including the recorded orientation. The orientation is "kept pretty brief," according to one mentor, because "instead of giving us [all the information] at the beginning, [the program provided] the stuff that's going to set you up for the first few months, and then every month it's like, here's what's coming up to set you up for what's coming."

The monthly Critical Practicum meetings cover program logistics and due dates, but they also serve as a time to get together and "reset and refresh" in community, as one mentor put it. These meetings are set up as professional development to provide opportunities for mentors to grow in their mentorship skills and engage in content learning around the Critical Social Justice Teaching Competencies. This learning is especially important for mentors who may not already be familiar with Claremont's approach and emphasis. "When we have the monthly meetings," shared a mentor, "the language they're using to talk to us and to speak to their candidates all aligns with critical social justice." He continued:

> I came from a different school, different program, so I didn't see it. My program was very much like "This is how you teach, this is pedagogy, this is how you work with standards, this is how you read a lesson plan." But … working with [Claremont] has informed my role over the years [and] has helped me grow in my own work.

Glen Gonsalves, Assistant Superintendent of Human Resources in a partner LEA, agreed that "mentors are benefitting and having their own bucket filled from this process [of working with a resident] and the support they're receiving from [Claremont]." He described the relationship between mentors and residents as "magical" because "they're both really excited about the work they're doing. And to see a veteran teacher be excited mid-career, it's very powerful."

CFAs also have an orientation and participate in the Critical Practicums and a monthly Clinical Academic Meeting in which they can connect with course instructors (see Structures That Support Coherent Preparation). The orientation takes place online using Zoom and has been described by CFAs as "very interactive." "We got a sense of our role as a CFA. We did some community-building. We always start with community-building," explained CFA Challen David. She shared that in the monthly meetings, "we do a lot of team-building, exploring our own biases," in addition to addressing questions such as "What types of forms will we be filling out to collect data on our candidates for their portfolios?" In addition, just like the mentors, CFAs have access to a shared Google Drive folder that includes all relevant program documents. Among other resources, this shared folder includes pacing guides and forms that CFAs use for residents' midterm and final evaluations.

Sources: California Educator Preparation Innovation Collaborative, Chapman University. (2024, February 26). *Partnering for the future: Designing teacher residencies that are strategic, sustainable and equitable with Claremont Graduate University and Corona–Norco USD* [Webinar]; Learning Policy Institute analysis of program documents and interviews. (2024).

Gradual Release of Responsibility

The program provides pacing documents for each semester as general guidelines for a gradual release of responsibility from the mentor teacher to the resident, but the timelines can be adjusted based on an individual resident's needs. Residents begin by observing experienced educators, building relationships, and leading portions of mentor-planned lessons or short resident-planned activities. In the second half of the first semester, residents become more involved with coplanning and creating their own instructional plans and begin to teach longer segments or even whole lessons.

Residents increase their planning and teaching responsibilities over the course of the second semester, including designing assessment rubrics and working up to a 4-week (minimum) solo teaching period. Mentor teachers can modify this pacing based on a resident's needs. For example, one high school math mentor teacher shared about her situation when she was paired with a resident who did not have much prior classroom experience:

> We really took the gradual release of responsibility and the pacing to heart. So, in the beginning, it was more of me modeling and then discussing my rationale behind different teacher moves or strategies. Then gradually we sprinkled in more opportunities for her to take the lead on things and start planning activities. … We've been taking it step by step, really gradual, easing into things as she feels comfortable but also pushing that to be a little bit more each week.

In contrast, another mentor teacher, who is also a high school teacher, explained:

> I've let [my candidate] take the lead because … that's what he needs. He has a little bit of experience teaching, He kind of knows what he's doing. He's doing really well. But I remind him, "This is your chance to take risks and develop as a teacher, and I'm here to make sure that you don't fail."

"It's so different with every single candidate. They each bring such different backgrounds to the table, different qualities, different levels of experience, different worldviews," added another mentor. "So I think the role is to shepherd this person [and provide] a place where they can be safe to push and to challenge and to try things" and to apply the strategies and practices that they are learning in their courses.

By spring semester, all residents are expected to take on more planning and instructional responsibility, but this shift can look different from one resident–mentor dyad to another. A Multiple Subject Education Specialist resident teaching at a middle school shared, "Sometimes [my mentor teacher] will do one period and then I'll do the second period. Or if she's busy doing something, I'll jump in and continue [the lesson]." One graduate recalled, "By the end of the residency, I was teaching six of the eight classes."

Learning to Interact With Families and Caregivers

As part of their clinical experience, Claremont residents are required to build rapport and regularly communicate with their students' families throughout the program. In their coursework, residents explore culturally responsive and anti-bias practices specifically as they pertain to interacting with families. For example, one graduate described how he changed his language in addressing families by using "caregivers" in place of "parents" to be more inclusive of different family structures.

In their clinical placements, residents start communicating with families at the beginning of the school year. "Caregiver Communication" is one of five categories that residents must attend to, as outlined in the gradual release pacing guide. In the fall, residents are directed to introduce themselves to caregivers, survey families to collect information about communication preferences and student needs, and engage in ongoing communication with caregivers. Throughout the year, residents must have such interactions at least twice each month, and they are encouraged to share praise and positive feedback about students with their caregivers.

Residents collect artifacts from their family engagement activities throughout the year as part of their Ethnographic Narrative Capstone project, the program's culminating activity for the master's degree (see Demonstration of Learning). Through analysis of family engagement artifacts, residents develop a "cohesive synthesis of the story of their students, households, and community." Residents are expected to include the "stories of their three focus students and their respective households as well as the stories of their students and households in general."[27] Guiding questions enable residents to reflect on what they learn about their students and how to build relationships with families, as well as how these insights can inform their practice as critical social justice educators.

Sources: Learning Policy Institute analysis of program documents and interviews. (2024); Claremont Graduate University Teacher Education Program. (n.d.) *Ethnographic Narrative Project outline and rubric*.

Recruitment and Admissions Process

Claremont's recruitment and admissions process reflects the program's priorities of responsivity and community as well as its commitment to critical social justice. Historically, the majority of applicants to Claremont's program have been local referrals from alumni, faculty, mentor teachers, and principals. Word of mouth has been a major referral source. "I'll have so many people tell me, 'I have a friend that's currently in the program and they recommended [Claremont],'" reported Maryam Qureshi, former Assistant Director of Admissions, who specialized in recruitment for teacher education. In addition, referrals from partner local education agencies (LEAs) help Claremont recruit "folks [who] already work for [the LEA], love commuting to the Valley, or live in the Valley," so they are already invested in those local communities and more likely to stay with those partner LEAs, according to Oscar Barajas, former Staffing Manager for Alliance College-Ready Public Schools.

Although Claremont had relied on word of mouth in the past, the program realized that, with a goal of 25 residents per cohort, they needed to engage in more intentional recruiting. Thus, in 2021, Claremont used a portion of its federal Teacher Quality Partnership grant funding to hire TNTP (formerly The New Teacher Project), a technical assistance provider, to develop a tailored recruitment guide. The guidance from TNTP included an analysis of historical application and admissions data; recommendations to inform a recruitment strategy; and suggestions and templates for recruitment materials including social media posts, online advertisements, outreach emails, a program one-pager, and a recruitment tracker.

With this guide in hand, the program worked with the Claremont admissions office to hire Qureshi as a recruiter in fall 2021. Qureshi's main focus was to recruit specifically for the teacher residency. Claremont was intentional in hiring and onboarding Qureshi. Part of Qureshi's onboarding included an orientation to not only programmatic features of the residency but also the critical social justice emphasis, which would enable her to represent the program accurately to prospective applicants. Qureshi's office was located across the hall from the director of teacher education's office, which enabled stronger and constant communication with the program and made it easy for potential applicants looking to connect with faculty to locate them.

Qureshi began implementing the targeted recruitment strategies that TNTP recommended, such as holding on-campus information sessions at other local colleges and representing the residency at recruitment events such as Spring Preview and Fall Open House to make initial contact with students who might be interested in the program. Qureshi also represented the residency at Claremont's four annual general recruitment events, which include a morning presentation, breakout groups by program, time for students to meet with faculty, and lunch. Other strategies included postings on various social media platforms and LinkedIn, as well as Google advertisements paid for by the Claremont marketing team.

Most notably, Qureshi strove to be responsive to students by providing what she called "white glove service," which refers to a personalized, high-touch approach. "I think my specific program is much more high touch [than other programs] because I do end up talking to some people 2 or 3 times. … My

approach, I think, is a lot more detailed, but it works." In addition, Qureshi's own background as a first-generation college graduate was a critical factor in her ability to connect with diverse applicants. Qureshi shared:

> I remember when I was looking into grad school before I went, and I was super nervous. I'm a first-generation student, so I always envision how I felt and try to make it super comfortable for everyone so they could come to me and I let them know, "I'm your person. Come to me as you're navigating this whole process."

This is especially important at Claremont, she explained: "You know a lot of people don't even think they could get into Claremont Graduate University. I say, 'No, I got you. We're going to get you in.'"

Residents corroborated Qureshi's representation of the recruitment process. One resident revealed, "The moment I submitted that application, folks were reaching out and updating me with deadlines. … They were available for any questions by phone or email." Another resident elaborated on this process:

> I sent an email that I was curious about the program, and then someone called me about it. They took the time to explain to me what it all was. I'd been out of school for a while, so I didn't even know where to start. They walked me through it really clearly.

Claremont requires applicants to submit academic transcripts, a current résumé, two letters of recommendation, and a statement of purpose.[28] The admissions process for the Claremont residency also includes a small-group interview that centers the program's critical social justice focus. "Right from the get-go, we let them know who we are. This starts with our engagement with applicants. We mention critical social justice in our opening communications with them," shared Director of Teacher Education Rebecca Hatkoff. A graduate agreed: "For folks entering the program, in the informational sessions, before we even apply or during the application process, it is already very clear that the [Claremont] Teacher Education Program is critical social justice oriented."

For the group interview, residents must read, annotate, and prepare a 300-word written response to an assigned text. On the day of the interview, applicants engage in a discussion based on the reading that is facilitated by a program faculty member. One resident revealed, "I ended up picking Claremont Graduate University because of their [admissions] process," referring to the interview process, which included a small-group discussion of a reading about the school-to-prison pipeline. "It was a really good reading, and I think very indicative of what they're all about, the message, and what they strive for," said another resident. Residents expressed that this content and process makes Claremont stand out. "If they interview me, that must mean that they don't just take anyone," said one resident. Another resident elaborated on this idea:

> I've seen a lot of [other programs where] you check all these boxes, and then they say, "You got in," and you move on. But it wasn't just that [at Claremont]. It was like, "Not only do we want you to check the boxes, but we want to know you. We want to see the way you think. We want to really understand why you're trying to do this and how you see certain things," and whether or not that aligns with their principles. It was like they were trying to see me as a person as opposed to just like another student joining their campus. That's why it appealed to me.

By having applicants read and discuss texts focused on equity and critical social justice in education, Claremont uses the small-group interview as an opportunity for program faculty to observe how applicants engage with peers and respond to potentially provocative concepts and diverse perspectives. Faculty document applicants' dispositions, contributions, and interactions using a program-developed rubric to inform admissions decisions. Notably, all initially denied applicants are automatically referred to the program director for a secondary review, a practice that aims to reduce bias within the admissions process.

Resident Supports

The Claremont residency strives to maintain "high touch" and personalized support throughout the program so that residents have a humanizing experience. The "layers of support" embedded throughout the program include formal financial and academic supports, but all of the layers really boil down to building relationships and community with and among the residents and being responsive to residents' needs. The faculty aims to enact the Critical Social Justice Teaching Competencies and classroom ecology framework themselves. "They're definitely modeling the kind of educators they hope that we are," observed one resident.

Forming authentic "love-soaked" relationships with faculty and their peers creates the foundation for the supports that residents experience and sets the Claremont program apart. As one resident said, "It's not that often that you have professors [who] say they love you." "[The professors] get to know you on a more personal level," shared another resident. One resident told a story to illustrate these relationships:

> Once, I was already a few months into my residency, [the course instructors] sensed something was wrong because of my demeanor in class, or my camera was off, or I just wasn't participating as much. They just sensed that I was off, so they were the ones to reach out and say, "Let's talk. I want to know how you're doing." And then that's when I could tell them all these feelings I had. … They feel almost like family to me.

Another resident relayed a similar experience:

> Last session, there were a lot of the cohort that expressed that they were just feeling a lot of pressure, very stressful. … Based on that feedback—we're only halfway into the class—[the instructors] said, "We're just going to end class right now … and we want to check in with all of you individually."… They heard our voice, and they took action. You know, they actually cared. A lot of other, 99 times out of 100, other classes would be like, "Oh man, yeah, that's rough. But you can get through it. Now, this is what we're learning today." But they didn't do that.

According to one graduate, these relationships do not stop when residents exit the program. "The professors have definitely stayed in touch," he shared. "We follow each other on Instagram. They still text us."

The cultivation of community with other residents is another support in the program, as one explained:

> Everyone's definitely friendly and very supportive. … We're always communicating. We hang out. We meet up on the weekends to just talk about assignments. They're definitely helpful for support because I'm thinking, "She's probably going through the same things I'm going through." So it's nice to have that person for support.

Similar to the relationships with the faculty, the relationships that residents forge with their peers continue to be a source of support after they complete the program. One graduate said, "We're still in contact. … It's nice having a community of teachers to call your friends."

These relationships are not automatic—that is, the Claremont program structure and faculty intentionally build in opportunities for residents to interact and connect with faculty and with each other. One program practice that supports relationship-building is keeping the methods course sections small. With small class sizes that range from between 5 and 20 residents, the residents have ample opportunity to interact during class sessions.

Another program structure that supports community-building is Spicy Saturday. These in-person events are open to residents, mentor teachers, alumni, course instructors, and clinical faculty advisors. "It's really a time to be in community," explained Director of Teacher Education Rebecca Hatkoff. "We always give food and drinks … and we just invite people to come be in community, have a restorative time where we're deepening our engagement with critical social justice but in a low-stakes way." Claremont hosts four Spicy Saturdays per semester (roughly once per month), and each averages between 30 and 40 attendees, according to former Director of Teacher Education Eddie Partida (see Structures That Support Coherent Preparation for more on Spicy Saturdays). "It grounds them. It connects them. It has gotten some folks through a pretty hard time," shared Assistant Professor Claudia Bermúdez. In addition, residents expressed that Spicy Saturdays are just "really fun."

Stipends and Other Financial Support

The cost of attendance for Claremont's residency program for the 2022–23 school year was estimated at $39,881. This figure includes tuition ($35,100);[29] fees ($1,480);[30] books ($2,000);[31] and all credential-related testing costs, application fees, tuberculosis test fees, and Live Scan fees ($1,301).[32] During the 2022–23 academic year, 100% of residents accessed some form of financial aid through grants, scholarships, and loans, with 77% receiving some type of grant funding.[33] Table 3 provides a summary of the average amount of financial aid that Claremont's residents receive.

Table 3. Average Financial Support for Claremont Fellows and Native American Fellowship Residents, 2022–23

Source	Average amount	% of residents receiving support	Weighted average amounts
Local education agency resident stipend	$30,000	100%	$30,000
Golden State Teacher Grant	$18,582	60%	$11,149
Claremont Graduate University scholarships	$4,733	18%	$852
Federal loans	$17,315	60%	$10,389
Total weighted average			**$52,390**

Source: Learning Policy Institute analysis of program documents and interviews. (2024).

The estimated cost has been significantly less intimidating since the decrease in tuition for teacher candidates in the spring 2022 semester, as this change essentially cut tuition in half for residents. "The thing that always didn't sit right with me," shared School of Educational Studies Dean DeLacy Ganley, "is that we were a program that promoted social justice and our tuition was so high." Residents also noted this disconnect but recognized that the issue is part of a larger systemic problem. One resident lamented:

> This whole program is centered in social justice and equity, yet the majority of the students are barely able to afford meeting their basic needs. … It's honestly really sad, because it really reflects on the greater system and how we treat our educators because in most programs you start off with unpaid labor, and you're typically in debt because of your program that you had to take to get credentialed.

The need to move the program online due to the pandemic was an opportunity to rethink all aspects of the program, including cost (see Background for more on program redesign). Using the rationale that online courses used fewer university resources, the Director of Teacher Education at the time, Eddie Partida, advocated for and gained institutional support for subsidies that reduced tuition for teacher candidates by half, from almost $72,000 down to about $35,000 for the 2022–23 school year. Partida explained:

> It took commitment from the president. … The School of Education and teacher education was the founding school of [Claremont], so they were invested in seeing the program succeed. It's like in our DNA at [Claremont]. So our president was really strong in terms of wanting to see the program increase enrollment and also make it more accessible to more students. So all these things converged. I credit our president and our leadership that saw this as an opportunity.

For the 2023–24 school year, the university continued to offer teacher candidates a reduced tuition of $975 per unit compared to the regular Claremont rate of $2,020 per unit for all other programs.[34] For the Claremont Teacher Education Program, reducing the tuition is another way of "walking the walk."

Still, the cost of the program is a significant hardship for many residents. Claremont estimates that around 90% of residents receive need-based tuition support, both privately and publicly funded, in amounts that range from $500 to about $65,000. Claremont has at least 18 scholarships and fellowships that could support residents in the teacher preparation program.[35]

Residents also have access to tuition support through Golden State Teacher Grants (up to $20,000) and federal loans (up to $55,000). The program provides administrative support through the institution's Financial Aid Office for residents who apply for the Golden State Teacher Grant. Adding up the different sources of tuition support, "the net cost ends up being anywhere from $0 to $20,000 for our residents," according to Hatkoff.

Residents receive additional support to cover living expenses through stipends provided through Claremont or local education agency (LEA) partners, though Claremont hopes to phase out grant-funded stipend support (see Financial Model). Stipend amounts vary depending on the funding source, with Claremont Fellows funded by the federal Teacher Quality Partnership grant, receiving between $30,000 and $42,000. Claremont's Native American Fellows funded through the U.S. Department of Education's Office of Indian Education grant receive $27,000 in addition to full tuition support (see

Claremont Graduate University Native American Fellowship). For Strategic Staffing Fellows, the LEA provides stipends of $25,000 per resident. Multiple residents acknowledged that although the "fellowship doesn't pay for everything," for them, "the fact that there's even the financial fellowship available was a huge draw" for them to join the program.

Some residents need to supplement the living stipend with student loans or by working part time. Hatkoff disclosed that during the 2022–23 school year, one resident had to take a leave of absence because of financial struggles, and another "was working nights at Costco, working through the night, and then trying to sleep for a couple of hours and then show up to class. That's really hard." Hatkoff continued, "We want to be able to include those students and all people who want to be teachers, [but] the financial limitations are by far the biggest challenge."

Part of addressing the financial barrier is learning how to navigate the system to maximize financial aid. For instance, program leaders have learned that LEA-provided stipends have less negative impact on residents' access to financial aid. "When we give a living stipend from the [federal Teacher Quality Partnership] grant, it limits the amount of financial aid that our students can get," explained Hatkoff. With stipends coming from the LEAs, residents can still get the maximum amount of financial aid. "That's something that I think is true at a lot of institutions." The stipend could "also impact access to the Golden State Teacher Grant and [the federal] TEACH [Teacher Education Assistance for College and Higher Education] grant [because] they are usually offered based on how much funding they get from the university but not how much funding they get from outside of the university." This information was "financially a really good lesson" for Hatkoff, and this lesson has helped the program "maximize [the] students' access to funding. … It helps our candidates, which is really important."

Institutional accounting practices can also contribute to residents' financial hardships. The Golden State Teacher Grant, for instance, is sent directly to the institution of higher education, rather than to the resident. It applies directly to tuition and fees, but disbursement occurs each semester and takes between 6 and 8 weeks to arrive, which can delay tuition payment and lead to late fees. Moreover, when stipends are paid through the institution, residents who start in the spring may not receive their stipend payments from the university until summer. For residents who are not working or have families (or both), such delayed payments can compound their financial hardship. Another benefit of having the LEAs disburse stipends is that such delays can be avoided. Moving to a model in which the districts pay out the living stipend means that the amount of Golden State Teacher Grant funds that residents are eligible for is not impacted by their stipend. It also means that stipends can be paid to residents on a more flexible and timely schedule.

Academic and Whole Person Supports

The Claremont residency program's structures provide built-in academic supports combined with a faculty ethos of responsivity. Program structures include the integration of state requirements into course assignments, the embedding of formative assessments, and a culture of collaboration among residents. Most notably, the program integrates the California Teaching Performance Assessment (CalTPA) into course assignments in addition to other requirements. For example, formal observations mirror the expectations of CalTPA's reflective cycles. One graduate recalled about one course, "They had us working on all of the parts to apply to get your teacher credential—that was our homework." Residents recognize this intentional integration as a significant support and appreciate that they can "kill two birds with one stone."

Courses also embed multiple innovative ways to formatively assess residents throughout the program. For example, Hatkoff described the feedback she provided as an instructor based on a course exit ticket that required pairs of residents to submit a video recording of a conversation about their clinical experiences:

> Let's say I hear somebody talk about "my low students," for example. That's language that we don't like to use—it's fixed language. In my feedback, I'll say, "How can you problematize your use of a term like 'low kids'? How does that reinforce fixed ideas of students' growth? What language might be more affirming? I assume you don't call these students to their face 'low students,' but how does calling them 'low students,' even in your mind or talking with a colleague, perpetuate ideas that that's who they are?" I'll start there. If I hear it again, then I'll reach out and ask to set up a Zoom meeting and chat.

Having such formative assessments embedded in the flow of the class session helps faculty catch potential misunderstandings and provide supports early on to prevent harmful practices. The program also builds in more formal formative assessments such as the Midterm Progress Report, which faculty use to identify residents who may need additional supports. For residents who need one, the program provides a Midterm Support Plan, a formal scaffold that identifies specific goals and strategies, based on the resident's input.

Collaboration with a community of practice is also built into the program. Residents routinely have opportunities to work together and collaborate on all aspects of their work in the program. Looking back, one graduate identified this culture of collaboration as one of the most valuable parts of the Claremont resident experience. He recalled that peer collaboration is especially helpful when planning lessons. Residents discuss topics like standards alignment or share their experiences with specific class activities: "This is a great activity. This was a flop. This was a hit. Try this in your classroom. Avoid this." Such collaboration not only helped the resident with planning in the moment but also prepared him for the profession. "Having that structure throughout the semester was great because that's what teaching should be, right? A constant collaboration. It was like that from the get-go with the program."

One graduate identified this culture of collaboration as one of the most valuable parts of the Claremont resident experience.

Lastly, faculty responsivity was regularly cited as a critical academic support. Residents and graduates shared multiple stories about how faculty supported them. "On the first day of class, they gave us their phone numbers and they said, 'Text us if you need something.' I just feel like if I need something, I can reach out," said one resident. The faculty "are always there for you. If you have questions or you're struggling, they make time to meet with you and help you out, even on the weekends sometimes. … I've been able to email them, and they get back to me right away," shared another resident. Residents also provided examples of flexibility and understanding. Referring to one of his instructors, one resident said, "He's flexible in how the assignments play out. We could set up a schedule with them, turning things in a little bit later, if that's what we need. Things like that—small extensions of grace here and there."

One factor that helps residents feel more connected to faculty is the racial and ethnic diversity among the course instructors and clinical faculty advisors. Claremont's former Director of Teacher Education Partida explained, "Our faculty reflect the communities, the populations that we serve. I think that's big and something that we're really proud of." A graduate shared that he was strongly influenced by one of his Claremont instructors who had disclosed his "Indigenous roots" and taught that "you bring your whole self into the room as a teacher," helping residents reflect on the questions: "Who are we? Where do we come from, and what ways do we hold power?" Claremont instructor Leena Bakshi McLean said:

> One of the things that I really value is the diversity in the leadership and staff. I think there's a lot of people [who] talk about equity and it's not seen. Show us your board. Show us your leadership team. Show us your staff. And you can actually see it in our staff … and it's great to be able to have that kind of diversity that our students get to see.

Though faculty are highly responsive, it is still possible for some residents to fall through the cracks. This is especially true for residents who do not feel comfortable asking for what they might consider special treatment. "You have to seek [support] out. They voice that our faculty and folks are available. But for me personally, I'm still learning how to ask for help when I need it," explained one resident.

Induction Support Extends Residents' Preparation Experience

Claremont's Fellows residency stood out among other programs because it included a 2-year induction program. Induction support is a characteristic of high-quality residency programs, but it is often provided by local education agencies (LEAs) and typically independent of the preparation program. For Claremont Fellows, the program worked with former LEA partner Alliance College-Ready Public Schools to offer induction support for Fellows who had been hired into an Alliance network school.

Claremont's induction program was an extension of the preparation program: Both were based on inquiry cycles that built on each other, focused on the Critical Social Justice Teaching Competencies, and were rooted in a classroom ecology framework that centers relationships and interactions. For each guided inquiry cycle, graduates set goals around two focal Critical Social Justice Teaching Competencies and connected these to teaching practices they wanted to cultivate. Induction support from the preparation program provided continuity for residents as they transitioned into their first classrooms as teachers of record. Individual coaching aligned with program competencies, with the added benefit of being situated in and tailored to the competencies' real-world contexts. The program took into account the particular opportunities and constraints of various teaching contexts, supporting residents in enacting the practices that they learned in their preservice preparation.

One hiring principal, Kirsten Woo, described Claremont's induction support as making "a huge difference" and considered it to be an important factor in retaining new teachers. She explained:

> [Claremont] knows who [the graduates] are before they came in as teachers. So I feel that induction is helpful as a school leader because … you're still trying to build that relationship with the new teacher. Sometimes new teachers may feel uncomfortable on their initial

> classroom observations at the beginning of the year with their boss coming in, giving me feedback, and seeing me struggle. So that's kind of hard. … So having someone from Claremont be that confidant for the teacher helps put the resident at ease.

In addition, Woo noted that she maintains "open lines of communication with the [Claremont] folks" who can "tell me what the teacher is struggling with … so that we can all work together and … find out how to best support the teacher." She added, "Year 1 is hard, and we want to make sure we keep teachers in the profession."

Despite the innovation and impact of following their resident graduates through induction, the program phased out this aspect of the residency, shifting the responsibility for induction to partner LEAs, which typically provide cost-free induction for their novice teachers anyway. Given limited program capacity in particular, "it didn't really make sense to run [an induction] program when districts already have one," explained Director of Teacher Education Rebecca Hatkoff. Going forward, LEA partnership memorandums of understanding will include agreements that the LEAs will provide induction to new resident hires.

Source: Learning Policy Institute analysis of program documents and interviews. (2024).

Partnerships

Claremont's original Teacher Quality Partnership grant collaboration was with Alliance College-Ready Public Schools, but changes with the Alliance partnership soon after the launch of the residency accelerated Claremont's efforts to partner with other local education agencies (LEAs). Since the loss of the Alliance partnership, Claremont has moved to a strategic staffing partnership model in which the program collaborates with LEA partners to design clinical experiences that meet LEA staffing needs while still providing residents with strong mentorship and coteaching opportunities.

Claremont launched its redesigned residency in 2020 based on a strong partnership with Alliance, a charter school network in Los Angeles County. The Claremont team connected with Oscar Barajas, who oversaw partnerships and staffing across the Alliance network at the time. In discussing the vision for the partnership, the two groups agreed they had "shared interests and needs" for developing a pipeline of diverse, comprehensively prepared teachers. The Claremont team met weekly with Barajas to collaborate on residency implementation. Barajas "helped us find all the mentor teachers. He helped us get all of our candidates preferred hiring," recalled former Program Coordinator and current Director of Teacher Education Rebecca Hatkoff.

In 2021—in the midst of the COVID-19 pandemic, and after two residency cohorts—Barajas left Alliance and put the Claremont team in contact with several different LEA leaders, but the partnership faded when Barajas left. Challenges related to COVID-19, combined with considerable turnover, made it difficult to sustain the partnership work. Hatkoff remembered, "When the pandemic hit Alliance, they experienced mind-boggling turnover and logistical challenges." With the departures of staff such as Barajas who were familiar with the residency, "there wasn't enough institutional memory or capacity," Hatkoff said. With the additional challenges associated with the pandemic, Claremont could not sustain the partnership at that time. Hatkoff spoke of what she learned from this experience:

> Any partnerships that we're moving forward with, we need to have not just individual titles and positions—we need to have a broader commitment from the whole district that includes the [human resources] superintendent, hiring principals, and a broader network of people so that we're not dependent on specific personnel.

With little to no notice, Claremont had to find new partners, new schools, and new mentors for residents' clinical placements. To keep the residency going, the Claremont team turned to their neighboring school districts, with which they had had long-standing agreements for their previous internship-based program. This strategy kept the residency afloat, but the partnerships were not the deep, reciprocal partnerships that a residency demands. Former Director of Teacher Education Eddie Partida explained:

> Our scale-up required us to scramble to find placements, and we couldn't pivot that quickly to place large cohorts in districts because those partnerships take time to develop. We still went through the process of working with the districts to identify effective mentor teachers … but not the [intense] partnership process that we would go through if we were developing that more robust partnership.

Having learned an important lesson about program and partnership sustainability, and with an eye on continuing the residency after the grant expired, Claremont sought the help of Education First, a technical assistance provider that "collaborates with school system and state leaders, unions and educator preparation programs to design policies, systems, and structures that transform how teachers and leaders are recruited, trained and supported."[36]

Education First provided Claremont with technical assistance in building a partnership strategy that would create a sustainable partnership ecosystem. According to Hatkoff, with Education First's help, Claremont began the following work:

> [We started to develop a] new teacher pipeline where we're doing a lot of the recruiting for the teachers. But we're recruiting based on the needs of [partner] districts. We are providing mentor teacher training. We are also developing teacher leaders within schools so there's a more sustainable network of teacher leaders within those schools and then supporting [LEAs] with innovative staffing models.

Based on their new strategic staffing residency partnership model, Claremont started planning with two LEAs—Corona–Norco Unified School District and Ontario–Montclair School District—that, according to Hatkoff, "had expressed interest and had capacity to move forward with these partnerships." In addition, the districts' visions and values aligned with Claremont's social justice and relationship-based approach. Glen Gonsalves, Assistant Superintendent of Human Resources in Corona–Norco Unified School District, shared that Claremont was "very values-driven in their approach to this work" and "an absolute match for us" based on district values. More specifically, "the phrase that stuck out to me was 'love-soaked,'" said Gonsalves. That was "the core that really hooked me."[37] After a year of planning and negotiations, Claremont enrolled 10 Strategic Staffing Fellows for the 2023–24 academic year[38]—five in Corona–Norco Unified School District and five in Ontario–Montclair School District—under the new model.

Several characteristics of these two enhanced partnerships, aligned with characteristics of high-quality residencies, set them apart from the legacy partnerships Claremont had with other LEAs.[39] First, there is intentionality in assigning residents to these two LEAs. The 10 residents were placed in these partner LEAs based on a match between the credential type they are seeking and the districts' hiring needs. Second, the LEAs are recruiting mentor teachers with more intention, based on what they know about the program's commitment to critical social justice. Third, the districts are investing financially in their residents by providing the resident stipends (see Sustainability and LEA Contributions).

In addition, the partnership uses strategic staffing models to meet the districts' immediate needs in addition to projected staffing needs. The models are tailored to each LEA based on what they need. In Corona–Norco, candidates are in their resident roles half of the time and work as paraeducators with their mentor teacher or another exemplary teacher for the other half of their time. In Ontario–Montclair,

The partnership uses strategic staffing models to meet the districts' immediate needs in addition to projected staffing needs.

residents coteach with their mentors 3 or 4 days each week and work as substitute teachers within their sites the other 1 or 2 days per week as needed. In exchange, the LEAs provide residents with $25,000 stipends. Hatkoff shared her excitement about implementing these two models:

> We're stoked about these models! The first gives residents a chance to level up their differentiation and relational tools and experience. The latter gives Multiple Subject residents a chance to exercise some autonomy and practice what they're learning while also figuring out the right grade level for them.

Claremont has been looking to expand its partnerships in these districts and to include more LEAs. In 2024 Claremont added four more partner LEAs including West San Gabriel Valley Special Education Local Plan Area, San Bernadino County Superintendent of Schools, Downey Unified School District, and El Rancho Unified School District. Former Director of Teacher Education Partida added, "Our goal long term would be to transition so that we have a consortium of LEA partners so that we can place all of our residents [into districts with robust partnerships]."

Claremont targets districts for outreach by identifying those with shortages using the Learning Policy Institute's Interactive Map: Understanding Teacher Shortages in California.[40] Some Los Angeles–area districts are not experiencing high rates of turnover or shortages but have high percentages of teachers over the age of 55 or 60 who will need to be replaced once they retire. Partida explained:

> We're looking ahead at the next 10 years. We see that 60% of our teaching workforce is going to retire in the next 10 years, and if we're not proactive about how we're going to replace those teachers, we're going to be in the hole.

But before approaching districts about investing in a residency, Claremont focuses on relationships. Partida said:

> The stronger partnerships that we've had we didn't develop overnight. … Step 1 is trying to form relationships. … If I'm approached with "Can you be on our induction advisory?" I'm going to do the advisory because that's going to help me be in relationship with that district. … If I make an effort to be present and to be in partnership with the districts in ways that are important and valuable to them, that's one of the ways that you are showing good faith and being a good partner. It goes two ways. It starts with the relationship.

Gonsalves also stressed the importance of the relationship between partners as the foundation of a successful residency. He noted that this work requires "a lot of dialogue" because the partners are "not always speaking the same language." Building residencies "takes a lot of meeting time to sit together to figure out and flesh out" the details. According to Gonsalves, partners "have to be willing to meet a lot, to invest the time and engage in creating [the residency] together."[41]

Another way to cultivate relationships with districts is by inviting them to provide feedback to the program that actually gets implemented. Assistant Professor Claudia Bermúdez described an annual advisory meeting to which all the local districts were invited and Claremont leaders asked, "What are you seeing, and what do you like? What could we improve on?" From the instructors' perspective, Bermúdez said, "people felt like their input was valued."

In Corona–Norco, Claremont faculty and district leaders conduct site visits together, during which they observe and talk with residents and mentor teachers. These site visits give the residency partnership team a common frame of reference and allow partners to collaboratively identify puzzles of practice and celebrate successes as they engage in continuous program improvement together.

Finally, Partida noted that "if you want to develop partnerships, you need to have someone that's dedicated to developing those partnerships … whose job description includes developing partnerships proactively and forming those relationships."

Internal Program Culture

The program's commitment to community and responsivity to partners, mentors, and residents also permeates the culture among the course instructors, clinical faculty advisors (CFAs), and program leadership. During the 2022–23 academic year, the Claremont Teacher Education Program operated with four full-time faculty (three clinical assistant professors and Eddie Partida, the former Director of Teacher Education); a full-time clinical practice and assessment coordinator; six adjunct instructors; and seven adjunct CFAs.[42] The small size of the program faculty contributes to the sense of community among them, but the program also has practices that create an organizational context in which trust and community can grow.

"We're so collaborative. … Our team is love-soaked. We hold each other to high standards. We help each other level up," Director of Teacher Education Rebecca Hatkoff said proudly. "We really do feel like a team. We're able to lean on each other," one CFA, Challen David, said. This sense of community is purposely created through collaboration, reflection, and team-building, mirroring what the faculty expect the residents to do as well. "We always start with community-building," David continued. "We do a lot of team-building, exploring our own biases, our own experiences."

Another Claremont residency practice that fosters and strengthens community among the program faculty is valuing everyone's voice and contributions in a nonhierarchical way. "I really believe that they have a flat model of leadership," said Andre ChenFeng, a course instructor. "They really allowed me, as an adjunct, to have so much voice. They gave me a seat at the table." One CFA, Kim Megyesi-Brem, reflected, "I'm a little piece of the puzzle … but I feel valued. I feel important, and I feel seen and heard, and if I had something to say, they would listen, and they would take my thoughts into consideration."

Individual faculty's contributions manifest in different ways, but they promote a collective sense of belonging and willingness to engage as part of the community. All faculty are expected to attend the monthly Clinical Academic Meetings (CAMs), recognizing them as part of the team (see Structures That Support Coherent Preparation). Instructors, including adjuncts, also have academic freedom to design and change their courses, indicating the school's respect for them as scholars and experts as well as trust that they will align their courses to both the state standards and the Critical Social Justice Teaching Competencies. One instructor, Leena Bakshi McLean, described the program's approach to course design: "They say, 'Here are the standards. Here is our vision. Now go at it!'"

Individual faculty's contributions manifest in different ways, but they promote a collective sense of belonging and willingness to engage as part of the community.

Similarly, the program acknowledges and draws on individual expertise. For example, Megyesi-Brem shared that, even as a CFA, she was tapped to lead a workshop for one of the monthly Critical Practicum meetings. In preparing for the workshop, Megyesi-Brem worked with a course instructor who provided support in connecting the pedagogical content with the Critical Social Justice Teaching Competencies,

which helped her grow, or "level up," to use the program's language. "[The course instructor] gave me great feedback that is helping me to come even closer to the program, closer to those [Critical Social Justice] goals," shared Megyesi-Brem.

School of Educational Studies Dean DeLacy Ganley also actively engages with others in the faculty community. One example she shared is that she has lunch with faculty 2 or 3 times each week, a simple but intentional practice that helps her stay "humanly connected." These lunches also alert her to challenges the faculty might be facing. "It allows me to have an organic sense of where the pressure points are," she explained, so that she can help troubleshoot when necessary.

The dean's efforts to be responsive are also demonstrated by the faculty not only toward residents (see Resident Supports) but toward mentor teachers as well. Mentors reported feeling "very comfortable" contacting faculty, who respond promptly. One mentor said, "If I've ever needed anything, they've gotten back to me really quickly and provided it." Another mentor elaborated on this responsiveness:

> It's one thing for someone to say, "Just ask me whatever you need" and just leaving it there. But it's another thing to say, "Ask me what you need, and I will help you with it, or we will address the issue, or we'll get on it and work on it as a team." It's very inclusive and inviting, and, as a mentor teacher, [I have found it to be] really helpful [especially] this being my first year supporting a resident. By them supporting us, that helps us support our residents. So it kind of comes full circle.

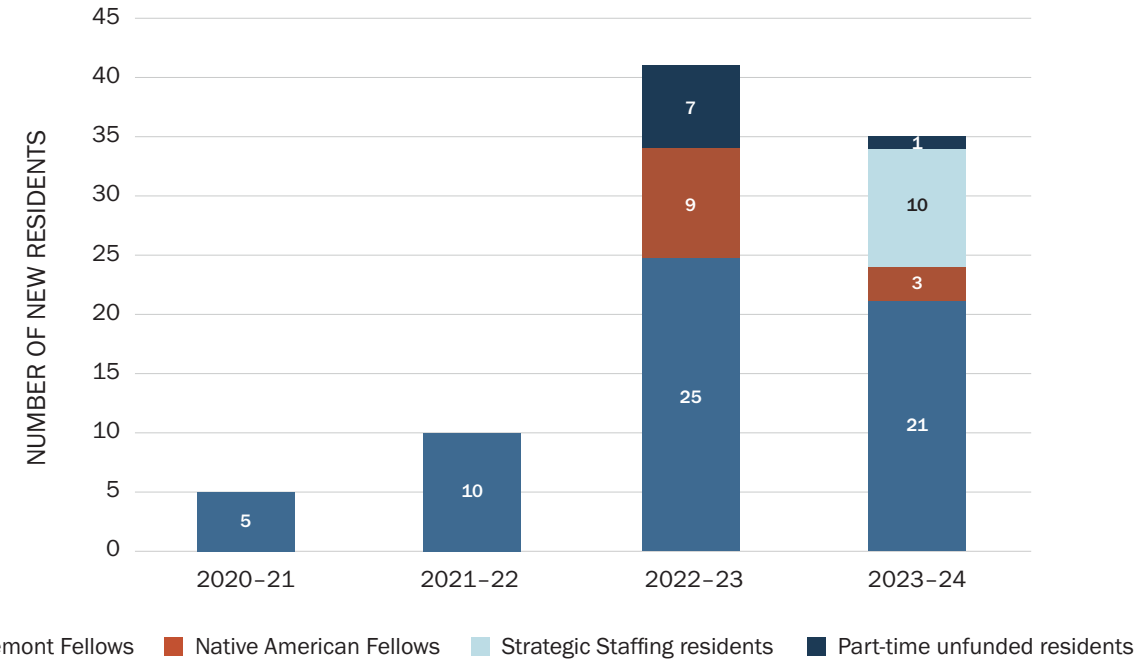
Claremont's "love-soaked" and humanizing approach permeates the program at all levels so that the dean, full-time faculty, adjunct faculty, and mentor teachers value and respect each other, which in turn encourages deeper connections with residents.

Program Outcomes

Claremont's Teacher Education Program tracks outcome data with help from its local education agency (LEA) partners and the School of Educational Studies Data and Evaluation Coordinator, David Kallemeyn, who was part of the dean's office staff. Although the program only launched in 2020, the Claremont Fellows program already demonstrates promise, as did Claremont's program overall, as evidenced by enrollment, completion, demographic, hiring, and retention data, in addition to testimonials from residents and alumni.

During the 2022–23 academic year, when this study was conducted, Claremont hosted its third cohort of Claremont Fellows, which was 5 times the size of the pilot cohort and 7 times larger when including the Native American Fellows (see Figure 3). In 2023, 67 residents completed the program, including the master's degree requirements. Of these 67 graduates, 59 (88%) completed the program in 18 months or less, compared with a national teacher preparation program completion rate of approximately 26% (based on 2021–22 Title II data).[43] Claremont's teacher preparation program also has high proportions of residents who identify as people of color. Of the total number of completers, 70% identify as members of historically marginalized groups. Of the residents who were enrolled for the 2022–23 academic year, 80% identified as people of color. Notably, because of Claremont's Native American Fellowship, the residency enrolled 9 residents (11.3% of overall enrollment) in 2022–23 who identified as American Indian or Alaska Native (see Table 4). While the program is still fairly new, early hiring and retention data suggest promising outcomes: In 2023, 63 out of 67 of graduates (94%) had secured full-time teaching positions, with 80% hired in the partner LEA where they completed their clinical experience. All five graduates from the original 2020 cohort were still working at an Alliance school in 2023, and of those who had graduated and were hired in 2022, 100% were still teaching in the same school.

Figure 3. Number of New Enrolled Residents by Year and Residency Option



Source: Learning Policy Institute analysis of program documents and interviews. (2024).

Table 4. Claremont Resident Demographics, 2022–23

Self-identified race/ethnicity	% enrollment
American Indian or Alaska Native	11.3%
Asian American or Pacific Islander	8.8%
African American	8.8%
Two or more races	3.8%
Hispanic or Latino/a	45.0%
Race/Ethnicity unknown	6.3%
White	16.3%

Source: Personal communication with Rebecca Hatkoff, Director of Teacher Education at Claremont Graduate University. (2024, February 27).

Testimonials about Claremont residents and graduates from mentor teachers and others suggest that the program does help candidates develop Critical Social Justice Teaching Competencies in addition to strong pedagogy. One mentor remarked:

> [Residents] definitely level up throughout the program. My candidate, the things that he said and did in August are not the same things that he says and does now in January, and I know they're not going to be the same things that he says and does in May. … His understanding of critical social justice has grown as the year goes on. I know it's going to continue to grow.

Similarly, a host and hiring principal, Kirsten Woo, indicated that Claremont residents demonstrate critical social justice competencies, even after they graduate. From her perspective, "every [resident] has an equity stance and an equity lens of ensuring that all students have access to a strong education." She has also noticed that Claremont residents make time to learn about and provide their students with extra academic supports such as tutoring. In addition, she noticed that residents connect with their students' families, proactively enlisting the help of their colleagues who speak Spanish when needed.

Regarding their teaching, Claremont residents engage in reflection and continue to learn and grow after they complete the program. Woo has observed that "they are extremely reflective about their practice and can self-identify what their action step needs to be in order to move their practice forward." She also shared that when she provides feedback, she can "see the application of it within the next week." The residents have a learning stance and "continue to push the boundaries for change to "themselves, [indicating,] 'Yes, I want to be the best teacher that I can be!'"

Principals see these competencies in Claremont residents and can vouch for them when other principals consider hiring a resident. Oscar Barajas, former Staffing Manager at Alliance College-Ready Public Schools, noted that "if a school knew they couldn't hire [a resident] … our team [was] advocating for them and they also have their principals advocating for them … [saying,] 'I highly recommend this person—you should talk to them'" to other principals who might have a matching vacancy.

Another significant outcome associated with Claremont's residency is the professional growth of mentor teachers. Mentors self-report that being a mentor teacher is a "humbling" experience that pushes them to improve their own practice. Mentors express that working with residents has helped them grow in their own work and that growth is making them better teachers. One mentor specified that this is especially true around the Critical Social Justice (CSJ) Teaching Competencies:

> I am quite humbled every time by the list of CSJ [Teaching] Competencies because I definitely acknowledge I still feel a ton of room for growth in a lot of the competencies, and there are a lot of areas where I'd like to continue improving, continue evolving as a person [and] as a teacher.

Mentors appreciate the opportunity to set a "good example" and "to support someone just starting out" in their career. Finally, one mentor indicated that being selected as a mentor teacher to work with a more novice teacher makes her feel valued and recognized for the work she did. "I feel validated by being a mentor teacher," she said.

Continuous Improvement

Claremont's values of responsivity and community also manifest in its approach to improvement. A practice that contributes to the high quality of Claremont's program is the meaningful and collaborative engagement in solutions-oriented continuous improvement by all members of the program. The learning orientation that the residents and mentors exemplify is also seen in faculty and program leaders. This commitment to continuous improvement is evident to residents and directly impacts not only their experience in the program but also their classroom practices, even after they graduate. One graduate noted, "The professors there were willing to show where [Claremont], as an institution, fell short at times, and I just appreciated that honesty and transparency. … And that really has impacted me [in how I try to be transparent with my students]." One resident explained, "It's how they react to things, how they take in feedback, and I've actually incorporated that into my classroom." The resident went on to describe a survey that his students take at the end of every unit: "They give me feedback on things that we could do better, and then I use the data to talk to them … and then I'll incorporate the changes."

Claremont uses three main mechanisms to collect data and engage in continuous improvement: (1) annual Advisory Council meetings, (2) program surveys, and (3) weekly leadership meetings. According to former Director of Teacher Education Eddie Partida, these structures are "embedded within our flow of the semester" and a built-in part of the program. When the data come in, "we don't just dismiss negative feedback," said Director of Teacher Education Rebecca Hatkoff. "We really have to think about where is that coming from, and how can we respond to it?"

Annual Advisory Council Meetings

Claremont's program convenes an annual Advisory Council meeting made up of representatives from all of the local education agencies that host candidates. The LEA representatives provide feedback and input about the program, identifying what is going well and what could be improved from the LEAs' perspective. One example of such LEA feedback concerns the preparation of Education Specialist credential candidates. One instructor shared that LEAs want Education Specialist candidates to be certified in a specific protocol. According to the instructor, to use this protocol with students:

> You have to be highly trained … but it's super hard to get certified because [there are] so few trainers, and it's offered kind of sporadically. So our Special Education Coordinator at the time organized a whole training for our special education folks to get them certified and to get that going.

Program Surveys

The second mechanism that Claremont uses to improve is the regular use of program surveys. Beyond the typical end-of-semester course evaluations, Claremont's program surveys residents, mentor teachers, and clinical faculty advisors (CFAs) as part of a self-assessment about their experience with the program in the middle and at the end of every semester. The

Claremont's program surveys residents, mentor teachers, and clinical faculty advisors as part of a self-assessment about their experience with the program in the middle and at the end of every semester.

self-ratings give program faculty a measure of how core competencies are being taken up by residents, mentor teachers, and CFAs. The survey covers core program components such as classroom ecology, hidden curriculum, funds of knowledge, humanizing education, and connections with caregivers.

Survey feedback also addresses logistical challenges (e.g., residents not having an LEA email address); mentor challenges (e.g., struggles with intentional modeling); CFA challenges (e.g., unlearning approaches that are not consistent with Claremont's Critical Social Justice Teaching Competencies); and resident challenges (e.g., tension between residents and their mentors). Survey data let the faculty know who needs additional supports so they can follow up and offer solutions.

Course instructors also collect survey data during the semester about how residents are experiencing their classes, then work with residents to address any concerns raised. One resident shared, "One thing that they do that is impressive is they will get feedback. … They'll collect data, analyze it, and then they put together a presentation for us." The instructors present the data and discuss how they will address any issues. This process allows them to make adjustments in real time rather than waiting until the end of the semester to collect feedback when the course is over. The resident recalled one instance when many of the residents were feeling that the class sessions felt impersonal due to the size of the class. In response to this resident feedback, the instructors restructured a number of the class sessions by splitting the class into two groups. "It's more intimate. … We can feel more comfortable participating, have more discussion," said the resident about the change.

Weekly Leadership Meetings

The third structure that promotes continuous improvement is holding a weekly leadership meeting. The program leadership team, composed of the four full-time program faculty and the clinical practice coordinator, works together in these meetings to examine data from the Advisory Council and surveys and collaboratively address any issues that have emerged. Rather than one person holding the responsibility for examining and analyzing the data, the team divides up the feedback and each person reports back to the team after reviewing it.

One of the major changes the program made based on constituent feedback involves the role and responsibilities of the mentor teacher, which some viewed as overwhelming. One mentor who had worked with Claremont for 6 years recalled, "When I first started, we the mentor teachers … were following up on their [Teaching Performance Assessments] and the [state Teaching Performance Expectations] … [and had] trainings on multiple Saturdays." At that time, the mentor training "wasn't in community with the residents or with the clinical faculty advisors," remarked Hatkoff. Based on mentor feedback, the program switched to the current model in which many of the duties previously required of the mentors have been delegated to the CFAs. In addition, professional development has been restructured so that mentors, residents, and CFAs can engage with each other in the Critical Practicum.

Financial Model

The Claremont residency program's initial funding came from the Teacher Education program's operating budget and a series of federal, state, and philanthropic grants. The program's operating budget is minimal but does include funding for course instructor salaries, mentor teacher stipends, and clinical faculty advisor (CFA) compensation. The departmental budget is determined based on projected candidate enrollment and department needs, which are communicated to the School of Educational Studies budget officer by the director of teacher education. That budget officer then works with Claremont's central financial aid, accounting, and other campus offices to try to ensure the program receives the funding it needs to operate.

Grant Types

The residency program is supported by multiple grants, including more than $3.3 million in federal Teacher Quality Partnership (TQP)[44] funding in 2019 and $1.3 million in funding from the U.S. Department of Education's Office of Indian Education in 2021[45] (see Claremont Graduate University Native American Fellowship). The residency has also been able to tap into the final disbursement of about $240,000 from a $3 million grant from the National Science Foundation in 2014 for supporting candidates to teach science, technology, engineering, and mathematics (STEM).[46]

In addition to these federal grants, the program benefits from state and philanthropic funding. Advisors in the institution's financial aid office help residents access state grants such as the Golden State Teacher Grant. Although Claremont's partner local education agencies (LEAs) had not yet tapped into California Commission on Teacher Credentialing Teacher Residency Grants in 2022–23 when this study was conducted, the program worked with four LEAs to apply for state residency implementation and expansion funds in 2024. Claremont also partners with West San Gabriel Valley Special Education Local Plan Area (SELPA), Downey Unified School District, Granada Hills Charter School, and the School of Arts and Enterprise to apply for state funds to plan and launch new Strategic Staffing residencies.[47] Claremont also received a $300,000 "transformation grant" in 2021 from the California Educator Preparation Innovation Collaborative (CalEPIC), funded by the Gates Foundation, which Claremont has used to develop digital tools for candidates.[48] See Table 5 for a summary of program revenues.

Most of the grant funding has been used to pay resident stipends. According to School of Educational Studies Dean DeLacy Ganley, in addition to the tuition subsidy which all residents receive, 77% of residents receive some direct grant support. But the funding is also used to supplement institutional infrastructure. For example, the clinical practice coordinator position was initially funded through the TQP grant. This posed a dilemma for the program when the grant was sunsetted during an institutional hiring freeze. Director of Teacher Education Rebecca Hatkoff explained:

> If we aren't able to hire somebody for that position when the grant funds expire, honestly, we won't be able to have a program, so I assume that they will give us permission to hire somebody. But if not, we literally can't keep operating.[49]

Despite the hiring freeze, Hatkoff and Ganley successfully advocated for a university-funded clinical practice coordinator, which was approved in June 2024. When the 5-year TQP grant expired in June 2024, Claremont had its eye on sustainability but applied for another TQP grant as well.

Table 5. Approximate Program Revenues, 2020–23

Category	Source	Cumulative amount
Institutional	Tuition	$3.7 million[a]
Grant (private)	California Educator Preparation Innovation Collaborative	$300,000
Grant (federal)	Teacher Quality Partnership	$3.3 million
Grant (federal)	National Science Foundation	$240,000
Grant (federal)	Office of Indian Education	$1.3 million
Grant (state)	California Commission on Teacher Credentialing grants	--[b]
Partner local education agency	Induction	$180,000[c]
	Total	**$9.0 million**

[a] [$70,200 x 15 residents (full tuition cost for 2020 and 2021)] + [$35,100 x 76 residents (half tuition cost for 2022 and 2023)] = $3.72 million

[b] Claremont's partner local education agencies were awarded California Commission on Teacher Credentialing Teacher Residency Grant Program Capacity and Implementation and Expansion Grants beginning in 2024.

[c] $12,000 2-year induction cost per graduate x 15 Claremont Fellows for 2020–22 = $180,000 (for Alliance College-Ready Public Schools graduates only)

Sources: Interview with Rebecca Hatkoff, Director of Teacher Education at Claremont Graduate University (2023, January 6); Interview with DeLacy Ganley, Dean of the School of Educational Studies at Claremont Graduate University (2023, February 3); U.S. Department of Education Office of Elementary & Secondary Education. *Awards*; Claremont Graduate University. (2021, August 9). *Effort to help Indian country receives major support from the U.S. Department of Education*; Claremont Graduate University. (2021, November 1). *In the news: Edwards named Teacher of the Year, diversity in tenured positions, an 'epic' grant, and more*; Claremont Graduate University. (2014, October 6). *CGU pioneers program to grow STEM teachers for middle and high schools*; U.S. National Science Foundation. *Award abstract # 1439737: The Claremont Colleges' STEM Initiative (CCSI) to improve STEM pedagogy through transferable STEM Skills*.

Sustainability and LEA Contributions

Sustainability has always been top of mind for Claremont, knowing that their original TQP grant period was 5 years; that the grant would be sunsetting in 2024; and that federal, state, and private grants are not guaranteed funding sources. Claremont has been working to wean off grant funding and develop a more sustainable financial model in which LEAs contribute. The Claremont team was most concerned about resident stipends because those are the largest expenditures and most of past grant funds went to residents. Securing sustainable funding sources for resident stipends would take care of the largest chunk of necessary funding. Working with Education First, Claremont began approaching partner LEAs in 2022 to ask them to provide resident stipends in exchange for designing the residency structure so that residents would help meet staffing needs while completing their clinical requirements. Corona–Norco Unified School District needed more paraeducators, and Ontario–Montclair School District needed more

substitute teachers. The Claremont residency was able to design tailored strategic staffing models to address these staffing needs, and both districts were willing to reallocate funds in their budgets to support the residents.

For example, Corona–Norco funds its residents using Local Control Funding Formula (LCFF) funds that have been reallocated from other budget lines. Corona–Norco Assistant Superintendent of Human Resources Glen Gonsalves shared that it is crucial to "spend a lot of time with the business folks, helping them understand how [the residency] is different." District finance staff have attended partnership meetings "from the very beginning" to get their buy-in to the vision of the residency. According to Gonsalves, when there is a common purpose and vision, "you find the dollars." Not only does the district "spend the money that we're going to spend anyway" for recruitment and hiring, but the district can benefit from having residents "work directly with students, providing a service to the district as they are developing into full-fledged teachers." Claremont aimed to expand this district-forward model and had plans to bring in four additional LEAs for the 2023–24 school year to create a plan, with the goal of launching in the 2024–25 school year. In the past, when applicable, the partner LEA also provided funding for Claremont's resident induction program (see Induction Support Extends Residents' Preparation Experience), which cost $12,000 per graduate for 2 years.

Claremont is well positioned to become sustainable, with LEAs covering the resident stipends, because the department budget already includes funding for instructors, mentor teachers, and CFAs. Claremont has also figured out ways to help make its budget go further. For example, by mingling the residency cohorts and credential pathways as well as part-time residents and LEA interns, the program has created a more streamlined and efficient model. By not separating candidates according to cohort or group, the program can have fewer larger sections of courses instead of multiple small sections, which would require more instructor time.

One other important aspect of sustainability is ensuring that the program is adequately staffed to maintain quality. With only four full-time faculty running all of the teacher education programs, the department's capacity is stretched. Though there are advantages to such a small, close-knit team, it makes the daily operation of programs difficult. Hatkoff reflected, "I like the fact that we have such a small team and we're so collaborative and so aligned. It's part of what has contributed to our success. … It's one of our strengths, but it's also one of our challenges." The dean considers it part of her role to advocate for department staffing needs: "It's a long and hard fight," Ganley shared, but it is something that she considered an important part of her job as dean. And, as previously stated, such advocacy can have valuable outcomes, such as the university's approval of a clinical practice coordinator position.

Despite the challenges of working toward sustainability, the Claremont team persists and excels. Assistant Professor Claudia Bermúdez, who is part of the program's core leadership team, admitted, "It's very time- and energy-consuming to provide [such a high level] of support. … I'm happy to do it. We're all very committed to doing it, but it's a lot." Hatkoff agreed, saying, "I'm just so proud of what we do with so little."

Next Steps

The Claremont Teacher Education Program and its residency are headed toward a sustainable structure as the program engages more local education agencies in deep, reciprocal partnerships, but program leaders admit there is still growing to do. A strong commitment to continuous improvement compels the program to continuously look for ways to improve how residents experience the program and to find solutions to issues or barriers that may emerge.

One of the program's biggest challenges has been finding mentor teachers who understand the Critical Social Justice Teaching Competencies and can mentor residents effectively in alignment with core program values. Although the program has a thorough process for mentor selection that includes a potential mentor submitting a video of their classroom teaching, Director of Teacher Education Rebecca Hatkoff shared that "it's just hard to know sometimes" how much an applicant's vision and practices align with the program. The program aims to address this challenge so that it can build a pool of mentors that will enable every resident to have the best possible clinical experience (see Developing Teacher Leaders to Increase Program Capacity and Professional Learning for Clinical Educators for more on mentor teacher development).

Developing Teacher Leaders to Increase Program Capacity

Ongoing learning for mentors is an integral part of Claremont's residency program, not only to better support residents in their clinical placements but also to build program capacity. Director of Teacher Education Rebecca Hatkoff shared:

> Our goal is not just to bring new teachers into the field who want to stay but also to really sustain the existing teacher population that you have and grow teacher leaders in the community who are excited, who want to be mentors, who want to be leaders at the school, who want to do ongoing learning and maybe down the road even come back to school for an additional degree … or work with us to just keep growing, because that's one of the things that keeps teachers going is the intellectual work of teaching.

This value and strategy were verified by various constituents we interviewed. Mentor teachers shared that being graduates of the program informs their work as mentors and that participating in resident coaching and mentor professional development helps them continue to grow in their practice.

Growth and development of mentor teachers supports not only the program but also mentors' respective local education agencies (LEAs) by enhancing the LEAs' capacity through teacher leadership. In a fall 2022 self-assessment by mentor teachers, mentors identified specific competencies that they themselves were working to strengthen. Mentors shared that they were "decolonizing" the English language arts curriculum, gaining confidence to speak up with colleagues, learning to recognize the "hidden curriculum" of schooling, and working to connect more with families and caregivers. Nearly all of the mentor teacher respondents mentioned that working with Claremont has made them more reflective, intentional, consistent, and self-aware.

Clinical faculty advisors (CFAs) described how previously serving as a mentor provides them with helpful perspectives when they coach residents and work with mentors. One program course instructor shared that she had previously served in the CFA role, which helped her connect course content to residents' clinical experiences more explicitly. The program is also connected with the doctoral program, such that doctoral candidates serve as CFAs and course instructors.

School of Educational Studies Dean DeLacy Ganley remarked that residency graduates are "stepping up to be mentor teachers to the next generation. … They are moving into administration and coming back and saying, 'Hey, partner, with me, I'm ready to advance this [program] and champion it.'" Thus Claremont can build a pipeline of LEA leaders, mentors, coaches, and instructors by intentionally recruiting program graduates and doctoral candidates—who already have the program's critical social justice orientation—to serve in these roles.

Source: Learning Policy Institute analysis of program documents and interviews. (2024); Claremont Graduate University Teacher Education Program. (2022). *CSJ in practice self-assessment responses*.

Even with all of the financial assistance available, housing and health care are still challenges for some residents. One resident shared that she feels like she is "on my own to figure it out" when it comes to housing. Regarding health care, residents have access to Claremont's health services, but this is of limited value for candidates who do not live in the area. The same resident explained the issue:

> I had the ability to get health care through the school, but that doesn't make sense because I don't live there. … I had my own health care, but that was extremely stressful because I had problems with that and being that I'm low income and our income is such a weird situation. [Service providers] don't know how to deal with our income status.

Another challenge that the program grapples with is how to help residents who do not live in the area feel a sense of belonging within the program community. Remote residents "may be isolated. … We have touchpoints where we bring students on campus, but not everybody can make it … so there are students that we've never met in person," explained former Director of Teacher Education Eddie Partida. One resident said, "Not having that connection, being only virtual, is hard. I feel very separated from the rest of the cohort that live in the area and are able to meet up in person." While there were advantages to having online options, there are associated challenges that the program continues to try to address.

Because Claremont strives to enact the Critical Social Justice Teaching Competencies that they expect residents to develop, the program aims to identify challenges to a positive resident experience and find solutions to them. The program's dedication to its critical social justice orientation and its focus on continuous improvement are key ingredients in the "special sauce" that prepares teachers who are reflective and effective advocates for educational justice for all students. One resident said it best: "Having [Claremont] show me the vision of what education could be and should be has really helped me reflect on myself and the future of teaching in a positive and enriching way."

Endnotes

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