

BRILLIANT TEACHING RESIDENCY

FROM PROFESSIONAL LEARNING TO CLASSROOM LEARNING

A Brilliant Teaching Residency is job-embedded professional learning in which educators design a standards-aligned learning experience, teach it with students, study what happened, and refine their practice together.

THE RESIDENCY CYCLE

(1) DESIGN

Teachers bring the standards and content they actually teach. Through the careful consideration of the five planning questions, teams clarify the learning they want, establish targets for rigor, anticipate students' emotional experience, name indicators of engagement, and identify opportunities to respond to particular learners.

(2) TEACH

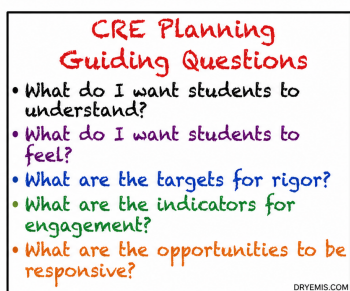
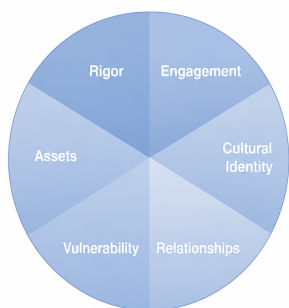
The team brings the plan into a real classroom. The lesson may connect to an ongoing unit or introduce new learning. The work becomes visible, testable, and grounded in the students' experience.

(3) DEBRIEF + REFINE

Educators examine how students responded: what supported engagement, what sparked connections and understanding, and what they would revise. Reflection is anchored in collaborative experience rather than abstraction.

A SHARED PLANNING LANGUAGE

The Culturally Responsive Education mental model brings six themes and five planning questions into conversation:



WHAT THE RESIDENCY BUILDS

- Greater coherence among standards, rigor, assessment, engagement, and responsiveness
- A practical way to make Equity integral to instructional design, not an addition after the lesson is built
- Stronger professional judgment through collaborative inquiry into real-time classroom evidence
- Shared language that supports instructional coaching, team planning, and continued improvement
- Learning experiences in which vulnerable learners have meaningful on-ramps to access, contribute, and flourish

FAMILIAR PRIORITIES, DEEPER PRACTICE

The residency can align with district priorities such as standards-based planning, instructional rigor, culturally responsive practice, student engagement, formative assessment, PLC learning, and coaching.

Its distinctive contribution is to connect these priorities inside one lived cycle of design, enactment, evidence, and reflection.

THE FACILITATOR'S ROLE

Dr. Adeyemi Stembridge works as a thought partner, not an evaluator. He creates the conditions for educators to think critically, creatively, and artfully about what meaningful learning requires of them and of their students.

FLEXIBLE BY DESIGN

- Typically three days
- One school, multiple schools, or cross-school cohort
- Includes the Brilliant Teaching app to capture, develop, and carry teachers' thinking forward

THE ESSENTIAL DIFFERENCE

Participants leave having designed, tested, studied, and strengthened an actual learning experience together—in addition to new ideas for how to approach the craft of teaching.

EXPLORE A RESIDENCY

DrYemiS.com