

INTEGRATING RESIDENCIES INTO SUBSTITUTE TEACHING

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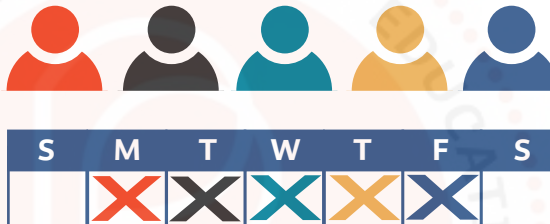
of instructional staff nationwide are substitute teachers.

13
DAYS

of each student's school year are spent being taught by substitute teachers.

WHAT IF DISTRICTS REALLOCATED THE DOLLARS THEY SPEND ON SUBSTITUTES TO SUPPORT RESIDENT STIPENDS?

Five full-time residents who each sub for one day a week make up the equivalent of **one FTE substitute teacher.**



Savings from having residents substitute teach one day a week depend on pay in the district, but can range from

\$12,000 TO \$26,000
PER FIVE RESIDENTS IN A SCHOOL/DISTRICT

A cohort of residents can cover a significant number of substitute needs over the course of the school year. Those savings can be invested in the residency program to support high-quality learning for students and aspiring teachers. This model can work for undergraduate and graduate students, depending on state and local requirements for substitute teaching. To ensure that residents are fully supported in their roles as substitute teachers, programs can design supportive coursework and coaching around the subbing model.

FOR EXAMPLE:

1

During the year before their full-time, co-teaching residency, candidates sub twice a week and take aligned coursework. Classes focus on classroom management, relationship building, and other topics that support candidates while substitute teaching. Field experience instructors observe candidates in the classroom to strengthen the connection between theory and practice.

2

Once candidates start their full-time residency experience, they switch to subbing one day a week. Classes are held after school and continue to support residents' substitute teaching and co-teaching roles.

