

Teacher Preparation Programs and Teacher Candidates Supporting Staffing Needs During COVID-19 – Program Highlights

Prepared for the United States Department of Education & the White House

About this Document

Across the nation, teacher preparation programs and their aspiring teachers are supporting current staffing needs in K-12 education, in particular through yearlong, funded teacher residencies. Programs have the capacity to expand their instructional work with schools when their candidates have the financial supports they need to be able to dedicate more clinical practice hours to their placement sites. Whether serving as substitute teachers, meeting paraprofessional needs, acting as teacher assistants and tutors in classrooms, or supporting school and district instructional needs in other capacities, candidates' clinical practice can be designed in powerful ways that both meet the supplemental learning needs resulting from the pandemic and ensure the country's future teachers are well-prepared to disrupt historic inequities in our educational system.

The programs highlighted in this document provided the following descriptions (in some cases edited for space consideration) to share highlights of key characteristics, types of staffing support, and considerations they believe are central to the successful implementation of these kinds of approaches. We would urge the federal government to find ways to support and promote models that create the kinds of partnerships that make these instructional roles an integral—and funded—part of teacher preparation.

About the Prepared To Teach National Network

The *Prepared To Teach* Network is a national coalition across nearly 20 states of more than 30 teacher preparation partnerships between programs, schools, and districts working to create sustainably funded, paid residencies for aspiring teachers. The network partnerships work together to learn from one another in this transformative work and to advocate for the opportunities that high-quality, yearlong, funded residencies offer to the health of the teaching profession and ultimately the education that students experience.

For more information about *Prepared To Teach*, feel free to contact us, sign up for our newsletter, and browse our website through the links below.

Contact: hello@PreparedToTeach.org

Website: www.preparedtoteach.org

Publications & Resources: www.preparedtoteach.org/resources

Newsletter: <http://eepurl.com/iuFdKA>

We've moved!

As of July 2023, *Prepared To Teach* has transitioned into a national organization. Resources produced while we were incubated at Bank Street remain on Educate.

For the latest updates from *Prepared To Teach*, please visit our website, preparedtoteach.org. There, you can find new resources, see current events, and subscribe to our monthly update.



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Adelphi University

Garden City, NY

Program

Residency Program

School/District Partners

Mineola UFSD, Freeport Public Schools, West Hempstead UFSD, NYC District #13

Key Program Characteristics

- Since 2014, 132 candidates have completed the residency program.
- 23 residents are currently pursuing licensure in Childhood Education, Early Childhood Education, Adolescent Education (22% of Adelphi's total student teaching population are in these certification areas - this percentage is increasing each year).
- Residents are graduate students in the School of Education.
- Residents co-teach with a mentor teacher for the entire academic year and participate in all district professional development.

Staffing Supports

Residents co-teach in classrooms 3-4 days per week and substitute teach (at the standard district compensation rate) 1-2 days per week. Many residents are hired to become permanent substitute teachers for the remainder of the school year. Based on qualification, residents can also coach after school or tutor students. Residents are supported in these roles by building administrators and university supervisors through observations and targeted seminar discussions.

Current efforts are underway to develop a BOCES CoSER model of resident compensation in which district funds can be appropriated to pay residents a stipend during their experience while performing instructional roles in schools.

Implementation Considerations

- Adelphi's residency programs were built upon strong district partnerships through faculty grant work and professional development efforts.
- Course content and assignments have been adjusted to focus on residents' needs and experiences.
- University supervisors are compensated at 1 credit per resident per semester.
- Residents' dispositions and pedagogy are assessed each semester by their mentor teachers and university supervisors.

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Canisius College

Buffalo, NY

Program

Western New York Teacher Residency Program (WNYTR)

School/District Partners

Elmwood Village Charter School, West Buffalo Charter School, King Center Charter School, Stanley Falk School, Union East School

Key Program Characteristics

- 24 current teacher residents at five different elementary schools.
- Two-year graduate teacher residency program where students work in partner schools as teacher assistants.
- Graduates earn a master's degree and New York State certifications in Childhood (grades 1-6) and Students with Disabilities (grades 1-6).

Staffing Supports

Teacher residents are full-time, paid teacher assistants in our partner schools, serving in regular school staffing roles that pay about \$25,000.

Implementation Considerations

- This teacher residency program requires much financial support from the college, partner schools, and some private grant funding. The primary barrier for students is the tuition cost of the program. Even with their teacher assistant salary, tuition remains a real barrier.
- A teacher residency program requires additional funds to support mentor teachers, coaches to work with the mentor teachers and teacher residents, and an administrator to assist with program direction and implementation. Canisius College also struggles to meet additional program costs that come with ensuring quality and rigor.

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Monmouth University

West Long Branch, NJ

Program

Monmouth University Teacher Residency Program

School/District Partners

Woodbridge School District, Hazlet School District, Eatontown School District

Key Program Characteristics

- Undergraduate and graduate levels
- Multi-year program including sophomores, juniors, seniors, and initial licensure master's level students
- Candidates serve in roles of substitute teachers, paraprofessionals and tutors
- Full-time co-teaching role in senior year
- Candidates receive a stipend

Staffing Supports

- Sophomores, juniors, seniors, and master's students can work in schools as substitutes, paraprofessionals, or tutors as their academic schedules allow—usually from one to three days a week.
- During university breaks and after the academic year is over, many students substitute every day, offering roughly \$4,000 in additional earnings.
- Daily rates of pay range from \$85 to \$115 per day, depending on district budgets.
- Other sources of funds include professional development monies, summer enrichment programs, university scholarships, and graduate assistantships.
- To ensure candidates get the most out of substitute teaching, Monmouth provides supervision and supports to their students while they are substituting and regularly offers a Substitute Teaching Academy workshop that covers relevant skills their candidates need to succeed as substitutes.

Implementation Considerations

- Collaborative program design process with district partners
- Substitute Teaching Academy to prepare candidates for experiences
- Alignment of candidates' coursework to support their roles in schools, which essentially serves as professional development for support services staff

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Montclair State University

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Program

Center of Pedagogy, Substitute Initiative (SubIn)

School/District Partners

Montclair State University Network for Educational Renewal (MSUNER)

Key Program Characteristics

- Targets students and campus community members in all majors/departments across campus, not only teacher education
- 100 participants have enrolled since October 2021 launch
- Focuses on helping meet substitute needs of 34 partner school districts
- Coordinated partnership between numerous University departments and school districts

Staffing Supports

The Substitute Initiative (SubIN) helps Montclair State University students and community members become certified substitute teachers in New Jersey schools, most of which have a great need for substitute teachers at this time. Participants receive guidance on obtaining a substitute license, introductory training on how to become an effective substitute teacher, and ongoing support while substitute teaching. Participants are given a list of districts within a 30-mile radius of campus that are actively recruiting substitute teachers and have opportunities to attend “open houses” in districts. The introductory training is provided by experienced teachers/administrators from partner districts.

Compensation is dependent upon the district, generally between \$100-\$200/day.

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State University of New York at Oswego (SUNY Oswego)
Oswego and Syracuse, NY

Program

MST Adolescence Education, MST Childhood Education, TESOL

School/District Partners

Syracuse City School District

Key Program Characteristics

- MST programs lead to initial certification in Childhood or Adolescence Math, Social Studies, English, Biology, Chemistry, Physics, Spanish, French, or German.
- TESOL is an undergraduate program. MST and TESOL programs are 30-week, full-time residency programs, with concurrent coursework.
- Undergraduate Childhood Education program faculty are holding discussions with four local (rural) districts to partner with the regional Board of Cooperative Extension Services (BOCES) to support district staffing needs by creating new undergraduate childhood residency partnerships in 2022-23.

Staffing Supports

Recruitment support: 35% of the 200+ residents (2012-2021—9 years) have taken positions in Syracuse CSD following their residency year.

Instructional support: In 2020-21, 39 residents (ADO, CED, and TESOL) assisted classroom teachers with remote instruction during the partial shutdown due to the COVID-19 pandemic. This assistance doubled teacher contact time for students who were instructed remotely. In 2021-22, 56 residents are co-teaching with mentor teachers to provide much-needed attention and support to hundreds of students in grades K-12 who are readjusting to school life.

Grow Your Own Support: The structure of our MST residency programs opens the door for us to support 12 long-term substitute teachers and 2 teaching assistants in 2021-22 as they complete requirements for teacher certification.

Implementation Considerations

- Residents need income to cover living expenses during this intensive MST year.
- Mentor teachers need to be recognized for their contribution to this partnership with extra pay and time to meet with residents and college faculty members.
- A strong partnership with district leaders is essential.

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Program
Alaska Indigenous Teacher Initiatives

School/District Partners
Bering Strait School District, Alaska Gateway School District, Lower Kuskokwim School District

Key Program Characteristics

- Partnered with rural school districts in western and interior Alaska to address teacher shortages and high rates of teacher turnover in predominantly Indigenous schools.
- The districts range in size from 400-3000 students.
- The partnership efforts focus on helping local and Indigenous non-certificated school staff work towards a Bachelors of Arts in Education with teacher certification.

Staffing Supports

The UAF School of Education is working with the rural districts on recruitment of both high school students and current non-certificated district employees into the teaching profession, targeted advising and wrap-around supports for students pursuing a teaching degree, district cohort-based supports, the integration of local and Indigenous knowledge into the pre-service teaching curriculum, and the organization of locally offered course “intensives” to speed attainment of credits towards a degree. In collaboration with *Prepared To Teach*, we are working with each district to develop a sustainable funding model to support local residents pursuing a teaching degree and, specifically, to ensure that they have a living wage during the intensive yearlong internship (residency). This financial support ensures that the pre-service teacher receives a rigorous, relevant and high-quality preparation for the classroom through a yearlong internship in their home district and/or community, and provides the district with a teacher who is well trained to meet their local needs and highly likely to stay in Alaska’s rural and remote communities.

Implementation Considerations

- The development of mutually beneficial relationships with partner school districts, in pursuit of clearly articulated goals, is the most important piece of the work we are engaged in. Support of partnership building is critical.
- Funding to ensure that candidates are able to complete a yearlong internship (residency) in their final year of preparation, without having to work outside of their school, is also critical to the success of these efforts.

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Program

UB Teacher Residency Program

School/District Partners

Buffalo City School District

Key Program Characteristics

- The UB Teacher Residency program is a 16-month graduate-only program where participants earn a Master's degree and New York State Initial Certification.
- Certification is available in one of the following licensure areas: Early Childhood/Childhood, Biology, Chemistry, Earth Science, Physics, Mathematics, English for Speakers of Other Languages, Spanish, French, English, and Social Studies.
- Residents are paid an \$18,000 living stipend during the 10-month school year and are compensated for additional substitute teaching day.

Staffing Supports

Residents serve as co-teachers in partner school classrooms four days per week for the duration of the school year. Beginning in October, residents are eligible to substitute teach up to twice per month for their Mentor Teacher and are paid by the district at the contracted daily substitute teacher rate. Beginning in November, there are two additional sub-eligible days each month. Residents may be pulled to substitute teach in the same school building and paid at the contracted daily substitute teacher rate. In rare instances beginning in the spring semester, residents may be considered to fill long-term sub vacancies if his/her/their mentor teacher goes out on leave or there is another vacancy in a high-need area. Assessments of resident readiness include formal and informal feedback from the mentor teacher, university supervisor, and program team. The program identifies additional building-based support (typically from another teacher in the same grade or content area) and additional university-based support and supervision (typically from faculty, university supervisors, or Ph.D. students). Residents who take long-term sub positions are paid by the district at their contracted long-term sub rate.

Implementation Considerations

- Open, regular communication between the university and our partner district (through an established residency liaison, district-admin & university faculty steering committee, and regular mentor teacher sessions) is critical to overall program success.
- Use of modular course offerings has also enabled flexible course scheduling and greater connections between theory and practice.

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Program

NxtGEN Teacher Residency

School/District Partners

Denver, Aurora, and Jeffco Public Schools; St. Vrain Valley School District

Key Program Characteristics

- Undergraduate 4-year residency where teacher candidates are hired in paid, part-time para-educator intern (PEI) positions in partner schools within the district during their freshman-junior year and then transition to be a paid resident their senior year.
- The program supports ~50 students/year, focused on diverse, first-generation teacher candidates. Program supports Elementary, ECE, SPED, and secondary content licenses. Candidates also receive wrap-around services and supports for college/academic success and socio-emotional support.

Staffing Supports

PEIs work 20 hours per week 5 days a week and Residents work 2 full days a week the first semester, increasing to 3 days the first half of the second semester then 5 days. PEIs and Residents co-teach with classroom mentor teachers, working with individual and small groups of students to ensure high levels of instructional support. Residents also lead full classes while mentor teachers pull individual or groups for more targeted instructional interventions. PEIs may support an entire grade level team or multiple teams in a particular content area (e.g. literacy). PEIs also often support lunch room or recess duty. PEI roles are co-constructed with the university to ensure quality learning experiences for the teacher candidate while meeting the instructional and student support needs of the school. Residents also obtain their substitute teaching license and are encouraged to substitute on Fridays during the first semester of the program; they can also flexibly cover classrooms on other days when needed.

Implementation Considerations

- Partner schools host cohorts of 7-10 PEIs and/or Residents. A university professor spends a full day per week in the school providing supervision, feedback, and working closely with mentors and school leadership to ensure the success of the program.
- Course schedules ensure predictable patterns of days/times that PEIs/Residents are at the school. The University's Office of Partnerships has well established collaboration structures to continually support the partner schools and candidates.
- Schools utilize their para-educator school-based budgets to help cover PEI costs; Residents are paid through the district.
- One district has leveraged federal work study to help cover the costs of the paid clinical experiences.

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Program
Albuquerque Teacher Residency Partnership (ATRP)

School/District Partners
Albuquerque Public Schools (APS)

Key Program Characteristics

- Size: 15-25 teacher residents
- Licensure Areas: Elementary & Secondary Education (Mathematics, Science, Language Arts, Social Studies)
- Level: Graduate

Staffing Supports

ATRP Teacher Residents are compensated with a \$15,000 stipend for a full year of residency in Title 1 Community Schools while pursuing licensure, with an agreement to teach for APS for a minimum of 2 years upon graduation. Residents serve as substitutes in their classrooms and are available to teach their class while their co-teachers substitute in other classes and serve in leadership roles in the building and district. Carefully selected, highly-qualified co-teachers receive mentoring and support from an ATRP Embedded Faculty Member who meets twice per month with each co-teacher to support the mentoring of the Teacher Resident. Residents also complete experiences in “service to the school,” encouraging the Residents to explore the entire school and meet and support other teachers and staff in each of their schools.

Implementation Considerations

- ATRP is supported by a Design Team with representatives from UNM, APS, the Albuquerque Teachers Federation (ATF), and other support organizations.
- Residents pass preliminary licensure tests prior to being accepted into the program.
- Residents are co-selected with the Design Team and others to fill high-need positions.
- Residents have access to New Mexico Workforce Connections funding for tuition, books, and fees for testing and background checks.
- Upon graduation, Residents are supported and encouraged to complete coursework toward the Teaching English to Speakers of Other Languages (TESOL) Endorsement.
- APS provides stipends for Residents, Co-Teachers, and Residency School Principals, along with operating expenses for ATRP. APS justifies these funds because of the high cost of teacher churn. For the past 3 years, ATRP has a 91% retention rate of its hires, with 93% teaching in the original APS schools in which they were hired.

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Program
UNC/PSD Partnership

School/District Partners
Poudre School District

Key Program Characteristics

- UG ECE concurrent enrollment program; year 1= 11 HS/UG participants
- UG SPED generalist residency program; year 1 = ~5 UG participants
- Anticipated: UG ECE concurrent enrollment program; year 2= ~15 HS/UG participants
- Anticipated: UG SPED generalist residency program; year 1 = ~5 participants
- Anticipated: UG paraprofessional ECE completion program; year 2 = ~5 UG participants

Staffing Supports

UNC is supporting a resident/mentor coach through grant funding; reduced concurrent enrollment tuition for HS/UG students earning college credit; reduced professional development tuition for paraprofessional/UG students earning college credit.

PSD is paying reduced HS/UG tuition and reduced professional development tuition for paraprofessional/UG students; paraprofessionals continue to earn a salary while in classes.

UNC/PSD working to braid funding to provide residents a stipend while in residency (work study, substitute pay, professional development funding from PSD).

Implementation Considerations

- Program readiness of UNC/PSD; clear communication; out of the box thinking from UNC/PSD
- Adjustments to UG SPED residents course schedules to incorporate residency model
- Intentional discussions related to support/knowledge/understanding with UNC/PSD administrative offices (HR, financial aid, registrar, extended campus) to support concurrent enrollment/completion/residency programs
- Major foci of programs include reducing students' financial burdens; reducing students' time on campus; increasing students' time in classrooms

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Los Angeles, CA

Program

The USC Rossier MAT Residency Program, The USC Rossier MAT Program

School/District Partners

Los Angeles Unified School District (LAUSD)

Key Program Characteristics

- Residents who have grown up in high needs, low SES communities are specifically recruited after completing their undergraduate degrees.
- In the 2022 AY, they will receive full tuition from the university and a living stipend from the school district.
- They receive professional development from the district in addition to their MAT Program course of studies.
- The MAT Program is an integrated program where, without additional cost or units, candidates can meet the standards for general education (Multiple Subjects and Single Subjects), Education Specialist and the Bilingual Authorization simultaneously.

Staffing Supports

Residents are contracted with LAUSD to return to communities like those they grew up in, to teach for four years following the completion of their teacher preparation. Bringing their understanding of local communities and developed technology skills, residents have substitute teaching integrated into their schedule one day a week.

Implementation Considerations

- Support from persons in decision-making roles: Superintendent's Office, Dean, School-Site Leaders, Human Resources to get program started and funded.
- Partners should meet regularly and collaborate in the interview and selection process. Admissions Offices need to share the goal. Residents need to be supported consistently in academics and fieldwork.
- School placements for Residents need to be in schools with needs, but also schools where Residents can learn from excellent mentors.
- COVID-19 has made it somewhat more difficult to engage enough strong Mentors since they are being pulled in so many new ways. We are working closely with a group of local schools to develop the exchange between classroom teacher and program to be able to have enough Mentors willing to do this work.

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Program

RTR Teacher Residency

School/District Partners

Richmond Public Schools, Petersburg City Public Schools, Chesterfield County Public Schools, Henrico County Public Schools

Key Program Characteristics

- Three semesters of master's level coursework in secondary, elementary, or special education ensure that residents are well-prepared for high-needs classrooms.
- The year-long residency in a high-needs school works closely with co-teaching mentors who are carefully selected and trained.
- An active RTR Alumni Network that provides opportunities for ongoing professional development, as well as social events, to support retention.

Staffing Supports

Residents start the school year with their mentor teachers after an intensive summer semester of coursework and a 2-day RTR Launch, which provide context about the school division and the residency experience. Residents co-teach four days a week alongside their mentor teachers, taking coursework in the evenings and on Fridays. The RTR training model provides ongoing opportunities for residents to integrate theory and practice as they learn how to teach. Residents begin taking on roles in the classroom from the very first day, such as leading classroom routines. Over time, responsibilities eventually include periods where residents have full responsibility for planning and teaching classes for an entire week, when they are formatively assessed. By utilizing the co-teaching model, RTR lowers student-teacher ratios in high-needs classrooms, providing more individualized attention and opportunities to differentiate instruction for students.

Implementation Considerations

- Targeted recruitment and selection of residents aligned with school division needs: Candidates are accepted based on an academic major, a 3.0 GPA, and completion of a rigorous on-site selection process conducted by VCU and school division professionals.
- RTR has a rigorous selection and training process for mentors.
- RTR designed a Clinical Evaluation Continuum to develop common language with division partners around expectations and facilitate resident development.
- Post-residency support from a trained, content-specific career coach who works with residents at least one hour a week for the first two years of their career.

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Program

Elementary Education

School/District Partners

Ferndale and Mount Vernon School Districts

Key Program Characteristics

- ~100 candidates admitted per year
- Licensure: Elementary Education; optional endorsements such as reading, ELL, & math

Staffing Supports

Candidates engage in a tiered system of substitute teaching. At the beginning of the year-long internship, they substitute in paraprofessional roles, at which time they also engage in a district onboarding process that includes professional development in district initiatives and provision of a district laptop with access to district email and databases. After an induction period, interns can optionally move into classroom substitute positions across the school; selection for these positions is co-vetted by the district and program.

Our key design principle is to make substitute teaching educative for residents and responsive to district needs. School districts gain both a deeper substitute pool that is motivated to learn and grow and school-based substitute teachers who understand their school's culture and are ready to support students' learning. Interns both receive compensation to support financial needs and gain valuable experience in the profession: they understand the demands and work of paraeducators, "ground" coursework by supporting students' learning, have authentic opportunities to demonstrate professional skills, and bond and collaborate with the broader school community. As a result, they begin their careers with a high degree of readiness.

Implementation Considerations

- The university and partner district need to come together to discuss their needs and structural challenges such as:
 - Balancing required coursework with subbing/work opportunities
 - Creating developmentally focused limits on the amount of subbing
 - Assessing candidates' readiness through a collaborative vetting process that is written into a shared agreement/MOU
 - Coordinating schedules between the K-12 system and preparation program
 - Situating as much of the residency experience within the district as possible (professional development, coursework taught in district/school spaces, etc.)

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Programs

NetSERVE (Network of Sustained Educational Residencies that Value Equity)

ASPIRE (Addressing Shortages through Partnership Internship Residencies in Education)

School/District Partners

Cherokee, Chester, Chesterfield, Clover (York 2), Fairfield, Fort Mill (York 4), Rock Hill (York 3), Union, and York (York 1) School Districts

Key Program Characteristics

- Initial certification programs exist at the undergraduate and graduate (MAT levels), with approximately 125-150 graduates annually. Both programs are year-long residencies.
- NetSERVE currently supports candidates with a living wage stipend during the residency year (shared by federal grant funds and district match).
- ASPIRE hires teacher candidates during their last semester to become a paid teacher of record (district funded) while completing program requirements.

Staffing Supports

Teacher candidates and mentor teachers are trained in co-teaching, thus having various models available for meeting diverse student needs—an especially helpful foundation for the multiple modalities of instruction needed during the pandemic. Both programs allow districts to “grow their own” by recruiting highly qualified teachers through financial incentives. On completion, teacher candidates are committed to working in the district for an agreed upon time period. Additionally, these programs allow for specialized mentoring and support for tasks such as passing required certification exams, navigating entry into the profession, and building communities of practice.

Implementation Considerations

- Strong partnerships are a necessity not only for the logistics involved, but to ensure the candidates selected and being prepared meet the needs of the districts.
- Communication between units within the preparation institution (academic affairs, student life, finance, etc.) as well as with school and district leaders is essential.
- Financial support is a driving incentive that can be accessed through careful planning and forward thinking.
- The well-being of teacher candidates, as well as P-12 students, must be a priority when crafting policies, practices, and agreements. The process takes time, patience, listening, and sharing.

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