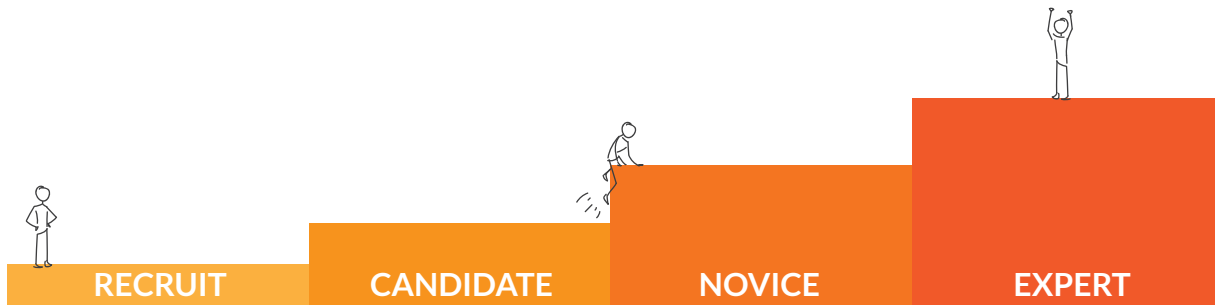
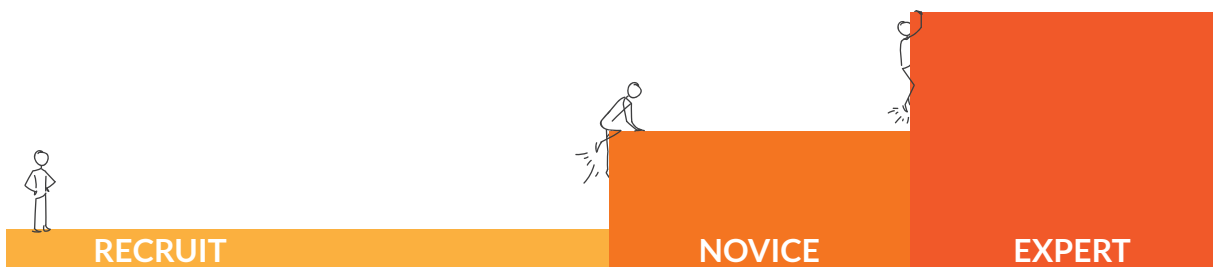


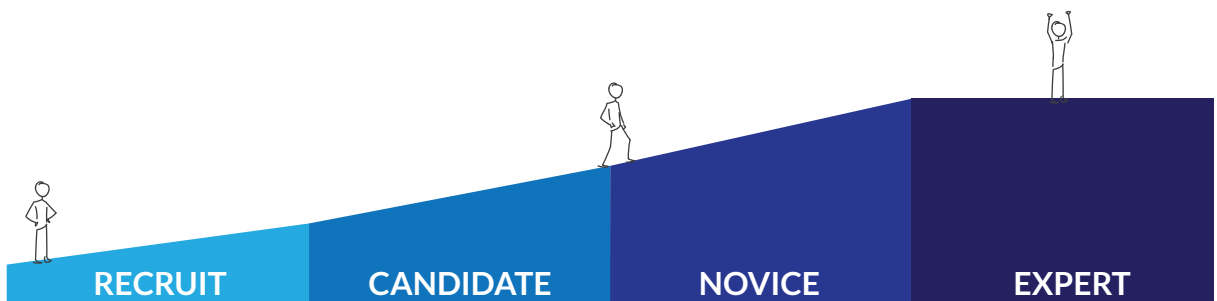
TRANSFORMING THE TEACHER DEVELOPMENT TRAJECTORY



UNIVERSITY-BASED TEACHER PREPARATION is often considered the status quo, though many programs are making changes to better support candidates and P-12 partners. These programs enroll candidates who want to be teachers and **have the means to support themselves during training**. Candidates then take classes and student teach for varying lengths of time before becoming teacher of record post-graduation. Once these novice educators are on their own, **there's typically a steep learning curve**—but strong programs prepare teachers for the long haul, and **they stand a good chance of staying in the classroom to master their craft**.



FAST-TRACK PROGRAMS prepare a large number of teachers to enter some of the highest need classrooms. Fast-tracks to teaching often grow from district shortages, have specific recruitment goals, and **feature little to no coursework prior to becoming teacher of record**. Aspiring teachers who choose this type of training might not have the means to enter a university-based program or they may be career-changers who need a salary while they learn to teach. The jump from limited training to taking charge of a classroom is difficult for many first-time teachers, and **high turnover means that few fast-track grads stay in the classroom** long enough to gain the experience needed to become experts.



PARTNERSHIP-BASED RESIDENCIES create an on-ramp for the profession by supporting teachers as they go from recruits to experts. **Residencies build from strong partnerships between university-based preparation and P-12 schools**, so recruitment and training is aligned with district needs. These programs **scaffold coursework and clinical experiences** so that aspiring teachers gradually gain responsibility, leading to a paid year-long placement in a P-12 classroom. Residency structures **eliminate the financial barriers** that can push aspiring educators to fast-tracks and ease the transition to the classroom, putting graduates ahead of the learning curve and **making them more likely to stay in teaching**.