



*Revisiting Residencies: They're Not as  
Expensive as We Think*

A presentation for the Southern Regional  
Education Board

June 22, 2017

*The Sustainable Funding Project is part of Bank Street's tradition of spreading high impact approaches to human development.*



Bank Street has a long history of working in education policy domains that promise to make a difference for teachers, schools, students, and families across the nation.



The Division of Innovation, Policy, and Research took on this work that the Sustainable Funding Project leads to ensure that

- + Every educator is well-prepared;
- + Every student is taught by a well-prepared teacher;
- + Every student learns in a high-functioning school.

# Imagine an educational ecosystem that works for everyone

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## **Districts**



Have access to diverse, promising candidates who understand the needs of the district—and are ready to lead a classroom on day one.

## **Aspiring Teachers**



Can afford to focus on clinical practice during year-long teaching residencies with an experienced teacher.

## **Providers**



Have access to high quality placement sites, incentives to attract promising, diverse candidates into the teaching profession, and the ability to use their expertise to improve the P-12 education system.

## **Schools**



Have stronger organizational learning opportunities for teachers, who play meaningful roles in the profession by partnering with providers to mentor and co-teach with candidates.

## **Students & Families**



Always have well-prepared, effective teachers leading their classrooms.

## **Communities**



See their schools as places of strong partnerships focused on the public good.

*It's not just a dream. It's possible.*

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***Research shows that sustainable funding for quality teacher preparation can help make the dream a reality.***

# Expected Impacts of Sustainable Funding for Quality Preparation

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## Districts



Recurring costs associated with rapid teacher turnover—recruitment, personnel processing, and certification tracking—would decrease.

## Aspiring Teachers



New teachers could afford to join the profession through an intensive, extended clinical residency that prepares them to succeed from day one in the classroom.

## Providers



Providers would have stable cohorts of teacher candidates and would become partners in districts' teacher development philosophy and strategy.

## Schools



The teacher development continuum would offer meaningful leadership and learning opportunities for all teachers, building a stable, professional culture in schools.

## Students & Families



Students would have less need for remediation (summer school, retention, tutoring), and the achievement gap would diminish.

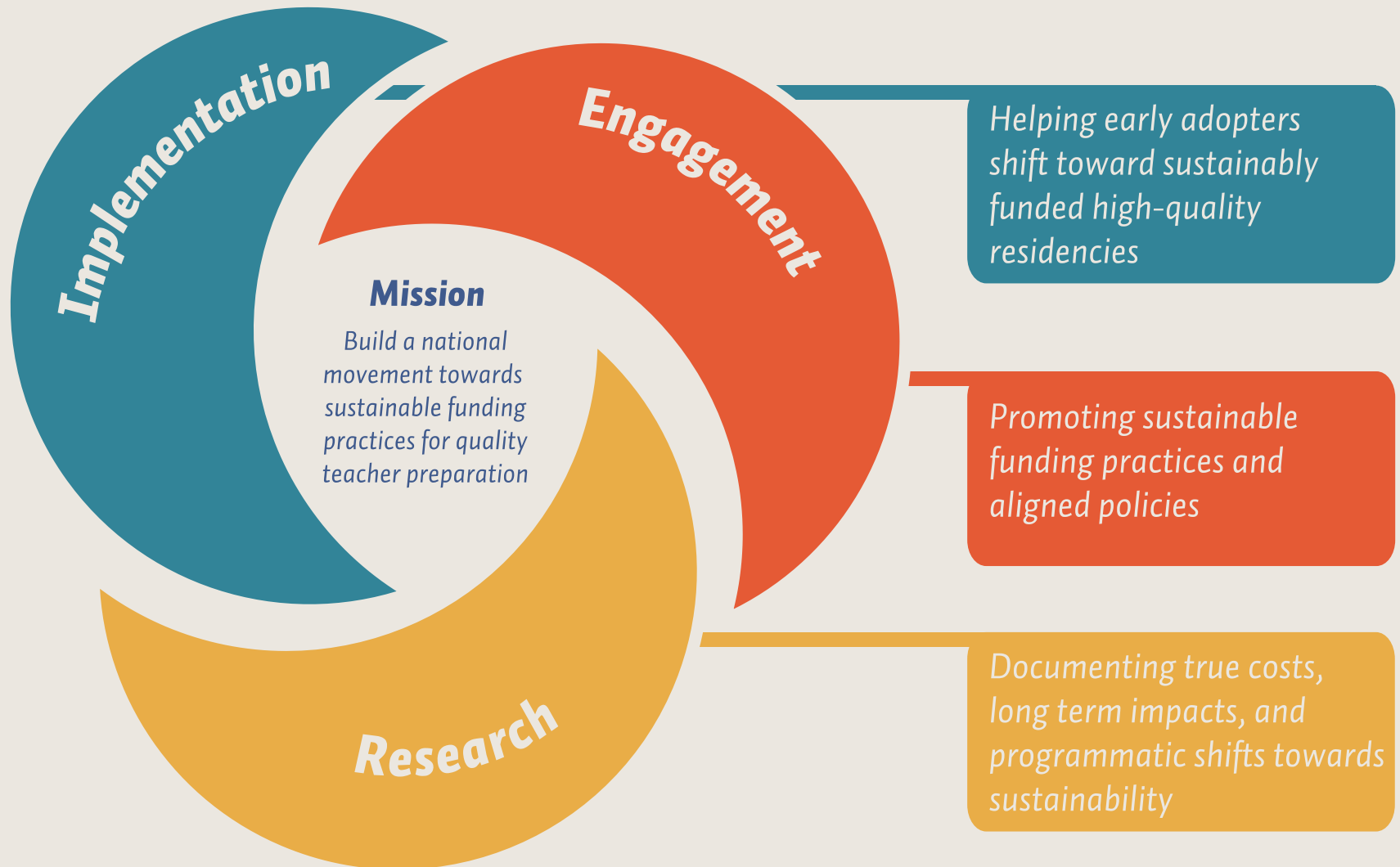
## Communities



Taxpayers would realize long-term savings and increased quality of life for their communities.

# The Sustainable Funding Project

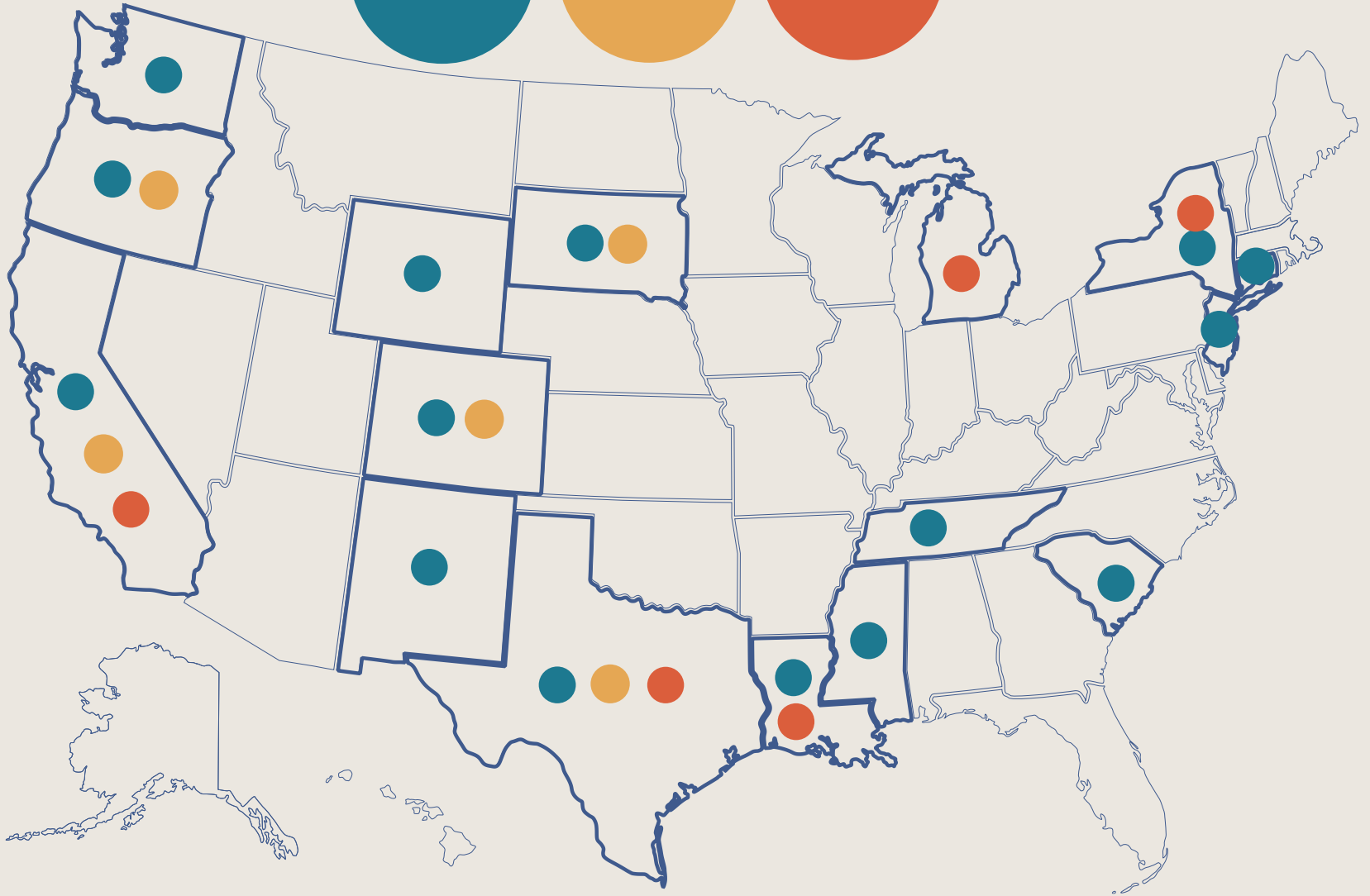
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**Implementation**

**Research**

**Engagement**



# Our Teacher Preparation Vision

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*In every state, in every district, the norm is for candidates to matriculate through high-quality, sustainably funded preparation programs.*

## **High-Quality**

### **Principle #1**

Preparation providers ensure teacher candidates are diverse, committed, and effective.

### **Principle #2**

Preparation providers ensure teacher candidates understand human development, content, and pedagogy.

### **Principle #3**

Clinical practice offers year-long pre-service co-teaching (“residencies”) in an effective environment.

### **Principle #4**

Districts and providers have deep partnerships that meet candidates’ and students’ needs.

## **Sustainably Funded**

### **Secure**

Money streams withstand leadership changes.

### **Public**

Access to dollars doesn’t rely on grants, philanthropy, or individual funding.

### **Adequate**

Funding allows candidates to fully engage in their learning experiences, mentors to focus on their roles, and districts and providers to deliver quality programs.



# *Key Concepts and Local Variation*



# Key Partnership Levers



## cohorts

create cost-efficiency for preparation providers, targeted school support for districts, and positive professional collaboration for candidates.



## liaisons

support observation and feedback processes for candidates, coursework delivery, collaboration with mentor teachers, and communication.



## communication

ensures that partners are aligned in their expectations for candidate performance, assessment processes, co-teaching, and other program strategies.



## curriculum

deepens candidates' field experiences when aligned and articulated to support a clinically-rich program.



## inquiry

facilitates reflection and planning for continuous improvement on the part of all partners to support teacher candidates, mentors, and student learning.

# Undergraduate vs. Graduate Models

## Undergraduate

### Challenges

- Attracting high academic achievers and teacher candidates of color
- Recruiting teachers for high-needs subject areas
- Providing induction support for graduates

### *Transformed Program Components*

- Financial support for candidates (stipends)
- Well-developed 4-year curriculum with field experiences prior to the clinical practice placement
- Alignment of curriculum and clinical practice with district competencies and subject area needs
- Expanded clinical practice period (full year/semester for 4 days/week) that includes integrated coursework

## Graduate

### Challenges

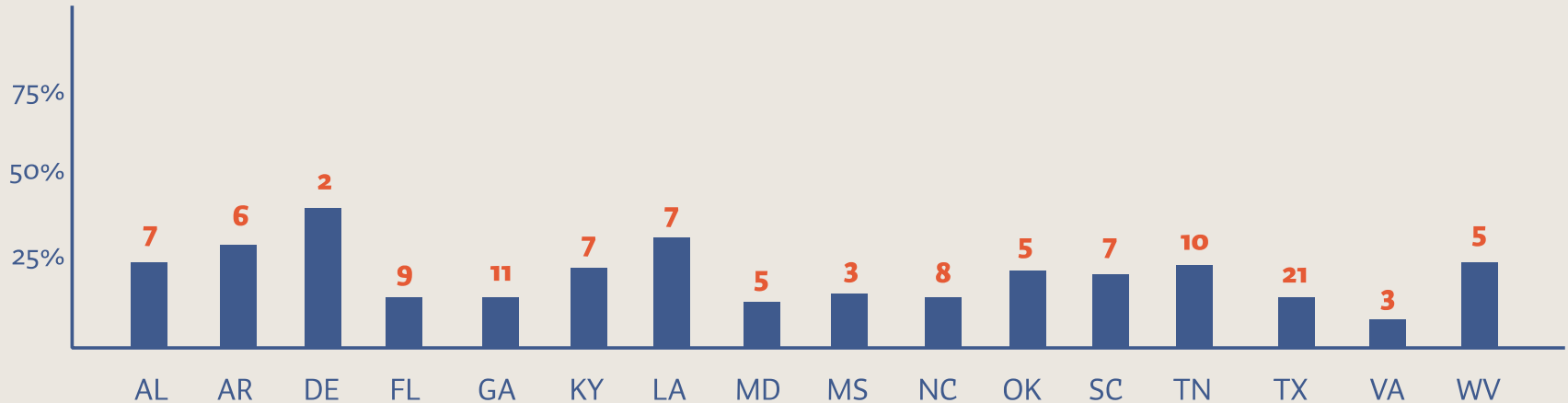
- Attracting “career-changers” who have more financial responsibilities than the traditional undergraduate
- Recruiting teachers for high-needs subject areas
- Financing placement costs for quick-entry teachers, for districts

### *Transformed Program Components*

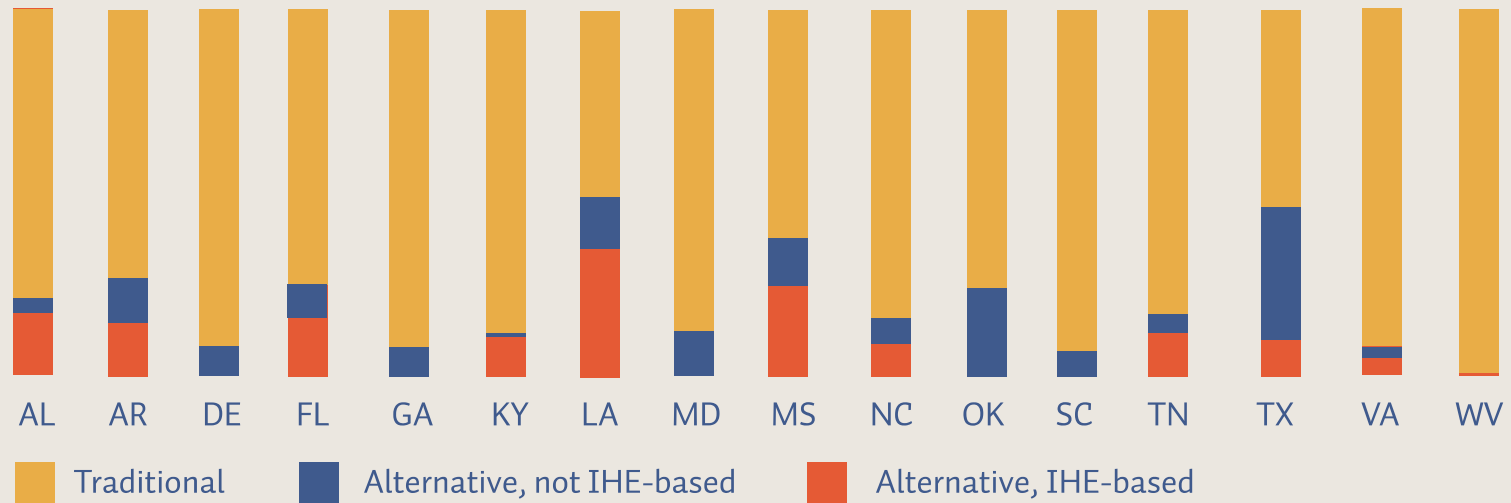
- Financial support for candidates (stipends)
- Full-year clinical practice placement, typically with the candidate in the classroom 4-5 days/week
- Alignment of program courses and curriculum to field placement schedules and requirements

# Overview of SREB Teacher Preparation Landscape

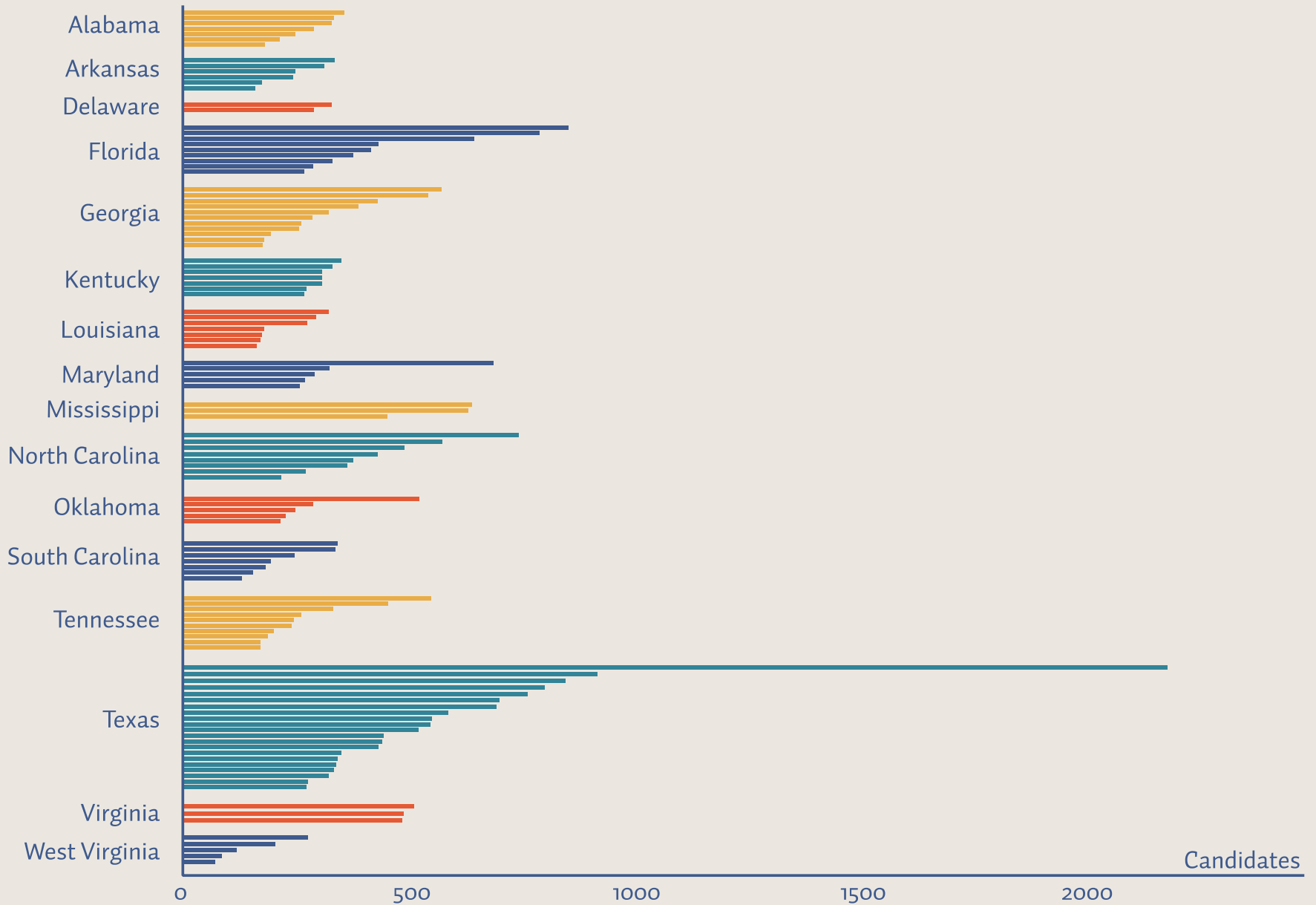
Percent of pathways in the state that graduate 60% of candidates | number of institutions in that percentage



Proportion of candidates graduated by alternative and traditional programs in the state



# Candidates Graduated by Top SREB Producers



# *Facing the Challenges*



# Nationally,

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**enrollment in teacher preparation programs has decreased**

**35%**

**in the last five years.**

**(approximately 240,000 fewer aspiring teachers)\***

# *Nationally,*

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***teacher turnover costs are estimated at***

***\$8,000,000,000***

***per year.\****



*Nationally,*

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***substitute teachers compose***

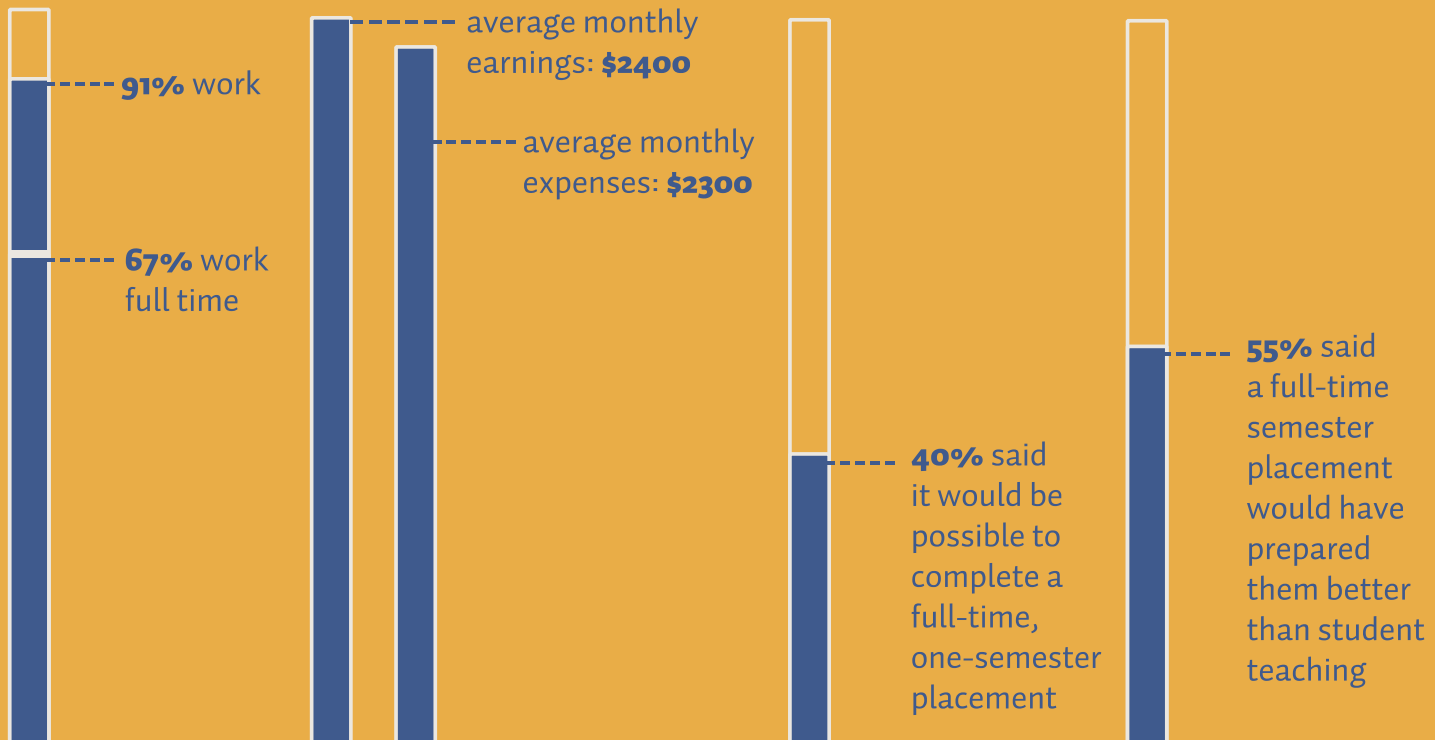
***7%***

***of our teaching force.\****

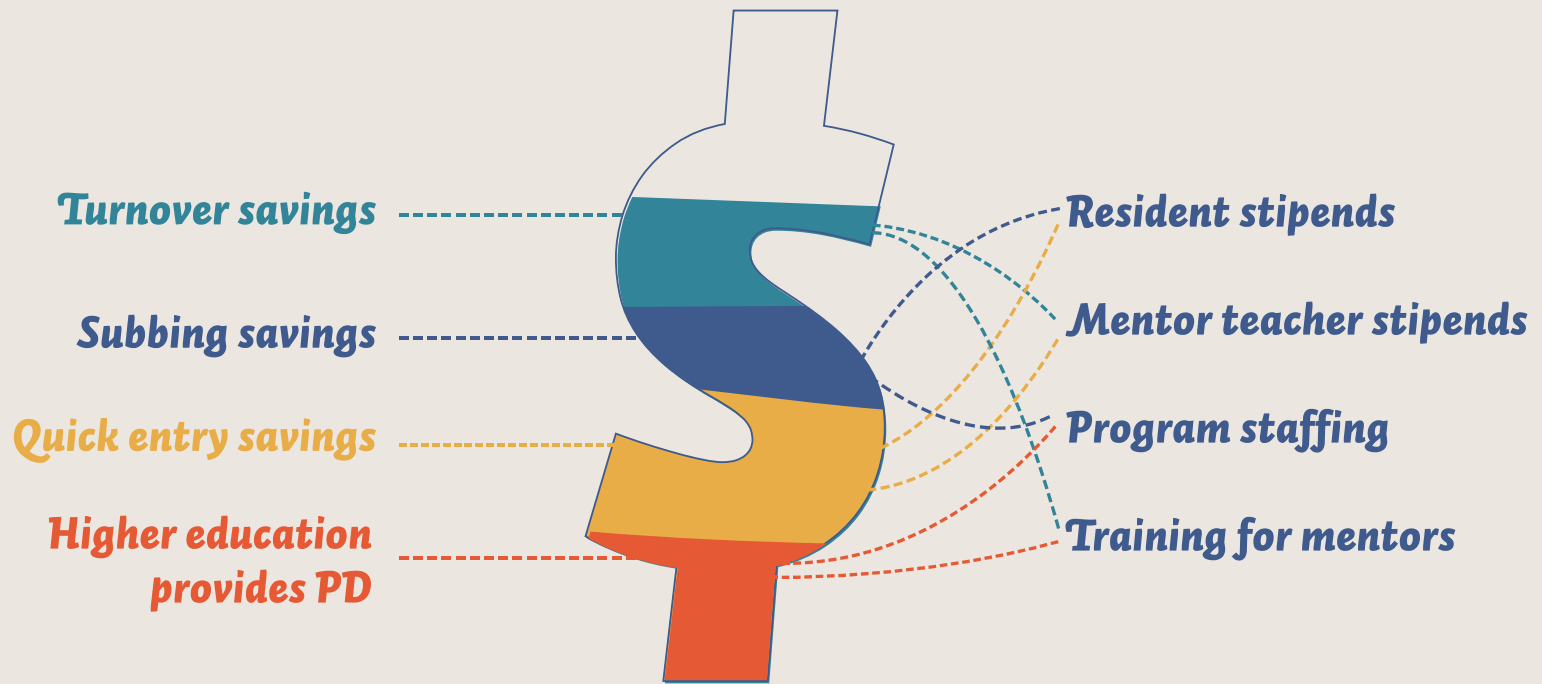
# Students' Financial Dilemmas: A Root Cause



259 graduate students (37% response rate) at a large university

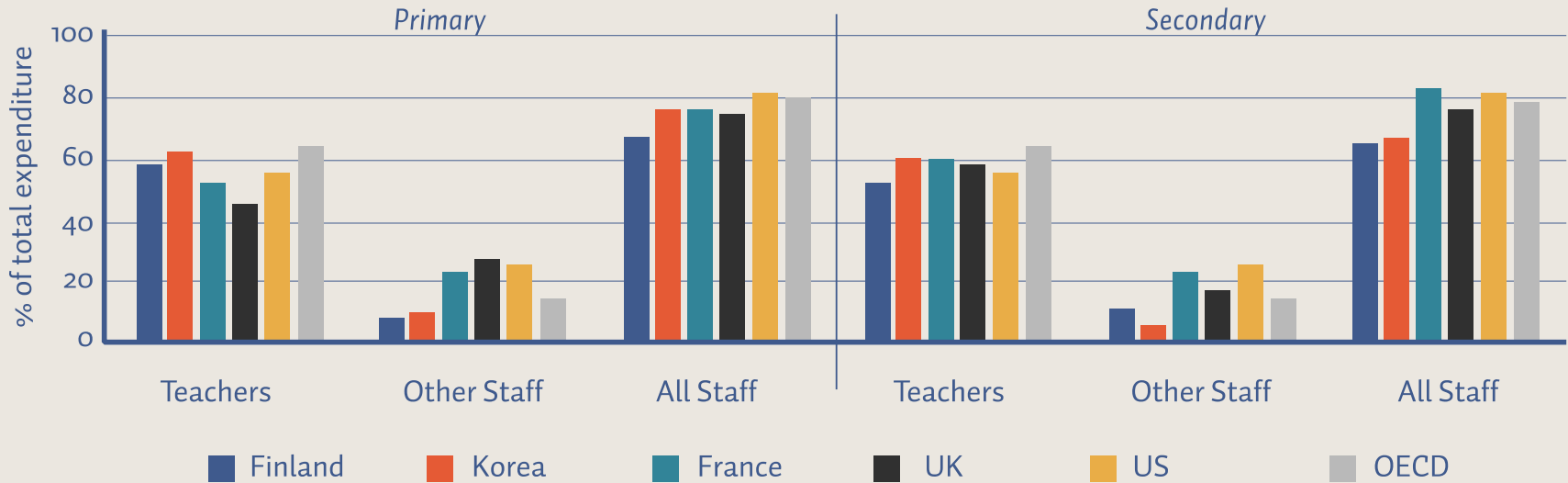


# Ways to Build a Funding Pool

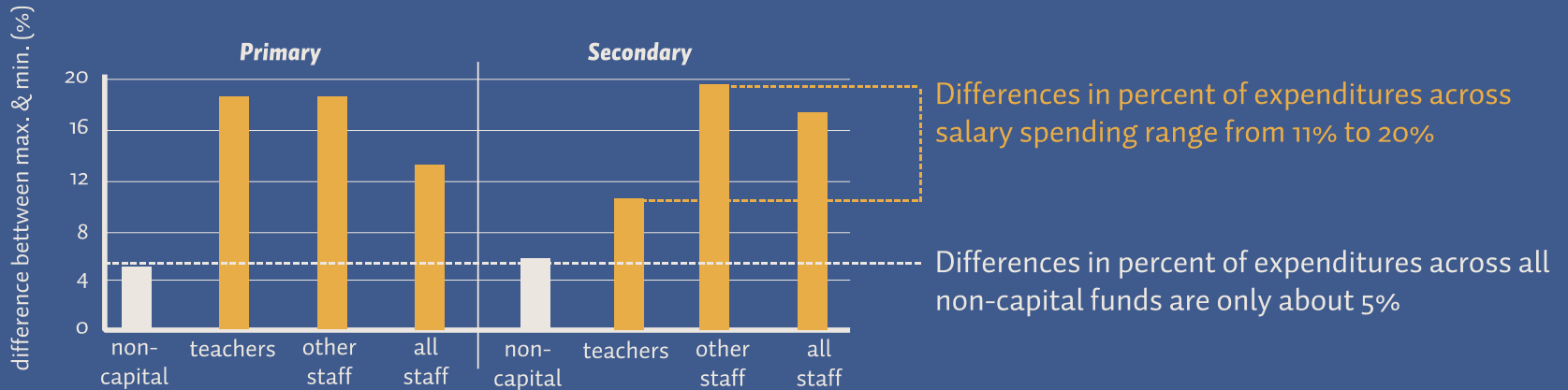


# Governments Invest Differently in their Educators

Salary Spending as a Percentage of Total Expenditures



## Differences in Percentages of Total Expenditure



# Why full-year residencies?

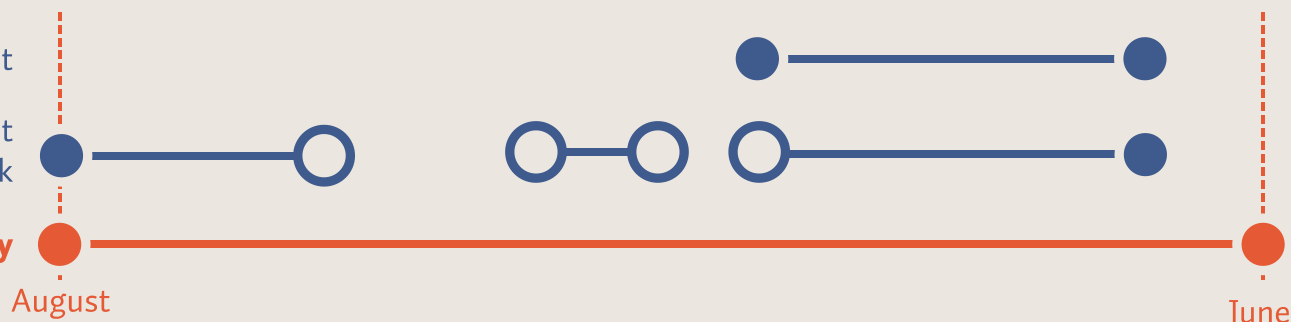


## Time spent in placement schools during clinically-rich teacher prep programs

Semester-long placement

10-week placement  
with pre-clinical fieldwork

**Full-year residency**



Strengthening clinical experiences provides candidates with intensive instructional practice alongside a mentor teacher, but only year-long placements brings aspiring educators into the classroom for the duration of the school year.

Aligning program requirements, curricula, and schedules makes this commitment on the part of the candidates possible—and opens up funding opportunities from within schools and districts that benefit from the additional personnel that are available to them.

# Immediate Cost Savings through Better Preparation

**If a district hires 300 new teachers per year...**



**24**  
resign

x

**\$20K**  
per person

National urban averages indicate that 24 of these hires will resign in their first year of teaching.

According to national averages, \$20,000 is spent on each of these resigning teachers, totalling \$480,000.

**\$480,000**  
total annual cost.

**Imagine instead** if that

**\$480,000**

were used to provide aspiring teachers with the best preparation possible.

**48** aspiring teachers could each benefit from **\$10K** towards a quality preparation program

These dollars would create an exciting opportunity to build needed programs.



**Well-prepared teachers who stay in the classroom longer, creating a stable staffing environment within the system.**

**Reduced teacher turnover also contributes to other cost savings:**



Less spending on recurring costs related to personnel recruitment and processing



Less spending on student supports like tutoring and retention due to a more effective and experienced teaching force



More cost-efficient prep programs due to recruitment incentives that attract larger cohorts of candidates

# Reallocating Quick-Entry Funding to a Residency Program



## Definition: Quick-Entry

Pathways aspiring teachers can take that require little or no clinical practice before becoming a teacher of record.

Many districts rely on quick-entry programs to fill teaching vacancies, but these teachers often have little preparation for taking over a classroom. Districts can reduce dependence on quick-entry programs and prepare teachers to teach effectively on day one by using gap funding to support an initial cohort of residents, decreasing teaching vacancies and moving towards a pipeline of quality, home-grown teachers.

A district starts to conceptualize this model knowing that

**100 quick-entry**

teachers will be filling vacancies.



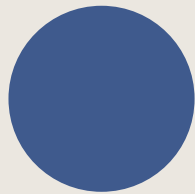
During transition, we need to keep 100 teachers in the classroom.

The district uses gap funding for a yearly additional cohort of

**25 residents.**

## Year 1

Teaching:  
**100 quick-entry**



Preparing:  
**25 residents**



Gap Funds:  
**25 residents**

## Year 2

Teaching:  
**75 quick-entry**  
**25 residency-trained**



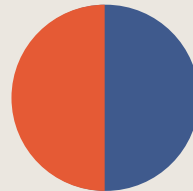
Preparing:  
**50 residents**



Rollover Funds:  
**25 residents**

## Year 3

Teaching:  
**50 quick-entry**  
**50 residency-trained**



Preparing:  
**75 residents**



## Year 4

Teaching:  
**25 quick-entry**  
**75 residency-trained**



Preparing:  
**100 residents**



## Year 5

Teaching:  
**100 residency-trained**



**100 residents**



funded with dollars rolled over from quick-entry programs.



**In 5 years, the district has transformed its teacher pipeline.** 100 residency-trained teachers are in the classroom, 100 new residents are training alongside veteran teachers to fill vacancies next year, and schools are no longer reliant on quick-entry programs.

# Reallocating General Resources towards Residencies



School districts can adjust existing funding streams to support teacher candidates during their residency year. In partnership with a local institute of higher education, districts can structure programs to include subbing days for residents, afterschool classes taught by aspiring teachers, and opportunities for professional development and co-teaching that benefit both candidates and mentor teachers. When a residency program is sustainably funded, district, school, and preparation provider leadership see productive collaboration between and within institutions.

An average-size district of about 190 teachers spends



Sub \$400,000 on substitute teachers



AT \$660,000 on assistant teachers

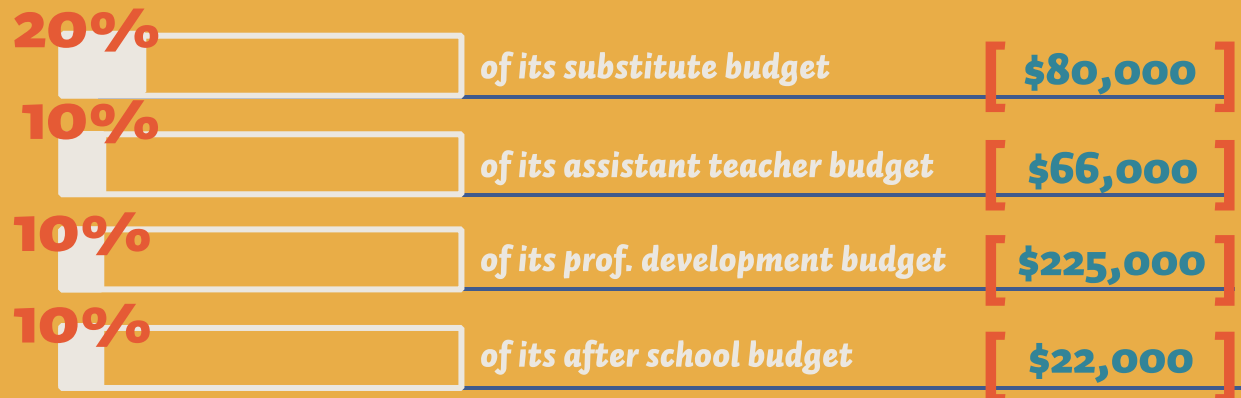


PD \$2,250,000 on prof. development



\$220,000 on after school

If that average-size district reallocates...



...\$393,000 will be available to fund residencies.

At \$15,000 per resident, the district could fund 26 residents.



# School-Based Reallocation Possibilities

The Sustainable Funding Project worked with a California charter school that embeds a year of co-teaching into its teacher development trajectory to explore local models for residencies. The below example is based on actual flow through funding from the district to schools, with costs for three, five, and eight residents at \$15,000 each imputed from the information gathered by the SFP team. Budgets are calculated based on a scenario in which schools receive 64% of the revenue they generate. Salaries are estimated based on state averages, and are constant for both school examples.

At \$15,000  
per resident...

  
\$45K

  
\$75K

  
\$120K

## In a low-needs school...

Enrollment: 807

1.8% of the budget = \$45K

Proportion of high-needs  
students: 11%

3.0% of the budget = \$75K

Budget after salaries:  
\$2,480,000

4.8% of the budget = \$120K

## In a high-needs school...

Enrollment: 807

1.4% of the budget = \$45K

Proportion of high-needs  
students: 70%

2.3% of the budget = \$75K

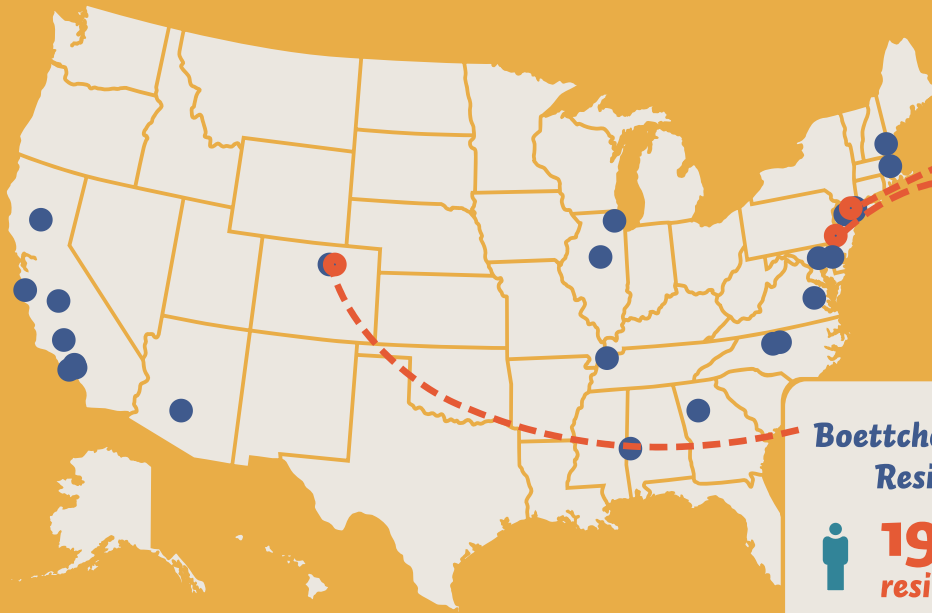
Budget after salaries:  
\$3,230,000

3.7% of the budget = \$120K

# *Some Federal Perspectives*



# Funding Quality Teacher Preparation Programs



2014 & 2016 TQP award locations

Since 2009, the teacher quality partnership (TQP) grant program has funded **68 projects** with a total of **\$560,000,000** for 5-year initiatives to create model urban & rural teacher preparation programs.

## Boettcher Teacher Residency

 **195** residents

 Focus on STEM

 **\$15,000** per resident

## Temple Teacher Residency

 **53** residents

 Focus on middle grades

 **\$42,000** per resident

## Teacher Residency Partnership for Preparing and Supporting New Earth Science Teachers

 **45** residents

 Focus on earth science

 **\$118,000** per resident

**22 TQP awards granted in 2014 and 2016 will fund 3,039 new teachers nationwide, at an average cost of \$46,951 per resident.**

 **3,039** new teachers

 **\$46,951** per resident

# Other Federal Possibilities

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The SFP engaged the U.S. DOE to clarify guidance around allowable use of federal dollars for high-quality preparation programs.

## Prior Challenges

**U.S. DOE guidance on Title II has for years focused on “recruiting” and “retaining” teachers, which, in practice, was interpreted as excluding preparation efforts.**

**The ESSA included residencies as part of a small, 2% optional state set-aside for specialised academies, which could limit broader clinical practice shifts.**

## Successful Shifts

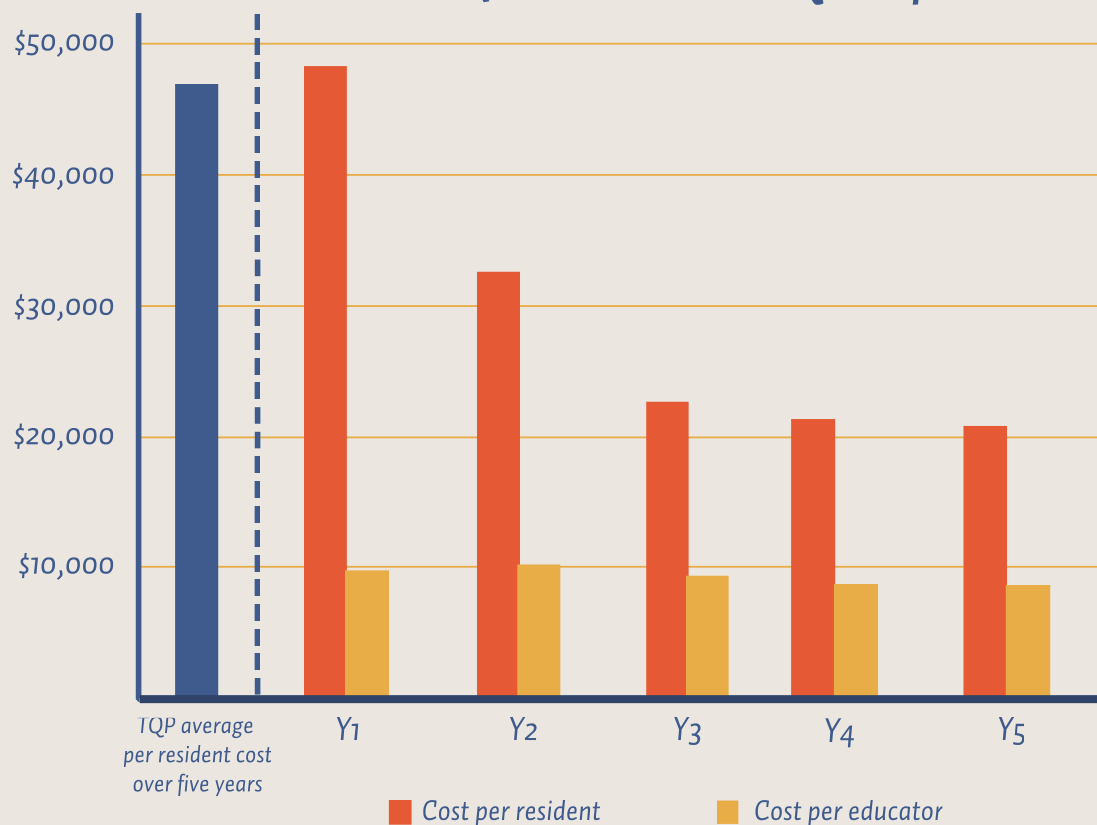
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- 1 U.S. DOE guidance on Title II now approves expenditures to prepare quality teachers.**
- 2 Recently released guidance includes residencies as eligible for all Title II teacher funds, not just academies.**
- 3 Guidance now clarifies that schoolwide programs can pool dollars from IDEA, ESEA, Perkins, and other sources to implement effective school improvement models—including residencies.**

# Helping Partnerships Build Cost-Efficient Models

The Sustainable Funding Project worked on a recent federal grant that proposed residency programs at nine different institutes of higher education in eight states. All sites worked with one or more local districts to develop a fully funded, year-long, pre-service residency for teacher candidates, including training, mentor development, stipends, and tuition considerations. Each site committed to decreasing costs over the five-year grant period and sustaining the program beyond the funding term. The following analysis is drawn from the grant proposal's budget and narrative.

**Annual Educator & Resident Costs with TQP Comparison**



9

institutes of higher education



10

urban districts

11

rural districts



74

participating schools



74

average percent FRPL-eligible

# *How SREB Could Support Productive Shifts*



# Creating & Supporting a Healthy Teacher Prep Ecosystem

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## This is an adaptive challenge, not a technical problem

*Solutions need to be built from the ground up to transform the system.*

## Challenges and solutions are shaped by local needs & resources

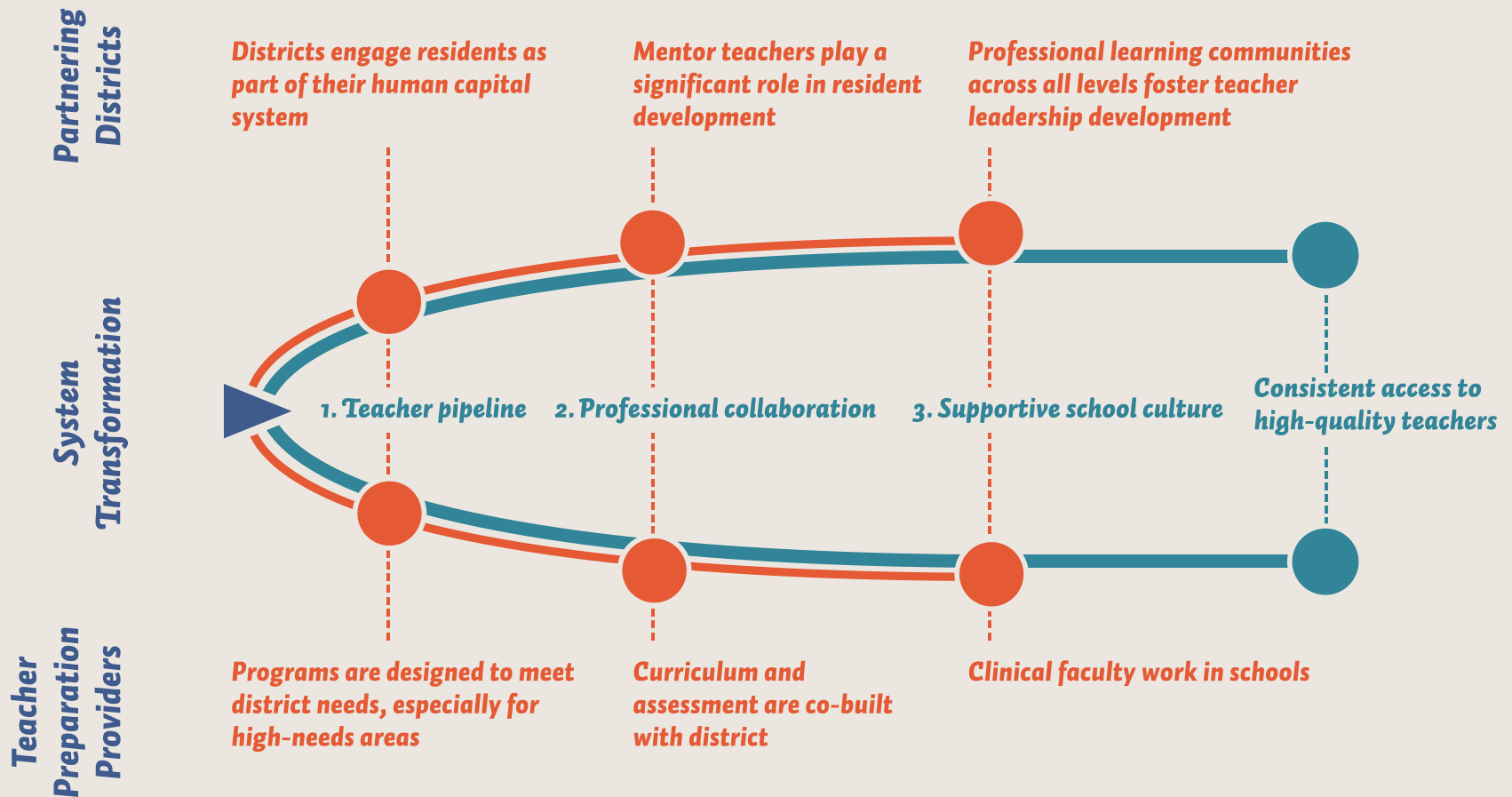
*Localities may have the resources, but lack insight into possible models and solutions.*

## Solutions require collaboration across stakeholder groups

*Thought leaders, early adopters, researchers, and legislators need opportunities to share and develop ideas.*

Understanding the true costs and impacts of local ecosystems is the pathway to sustainably funding quality teacher preparation

# Building Focused Partnerships





# Legislative Levers

## Competitive funding possibilities



Focus schools for improvement



Partnership development

## Legislative studies to support program shifts



Clinically rich programs



Student finances



Schoolwide Title I practices

$$\frac{x(y)}{z(x+y)^2}$$

Allocation formulae to state higher ed

## Regulatory possibilities



Align regulatory frameworks for HCMS and high-quality prep



Open program approval process for roll-over into high-quality



Enhance requirements for clinical practice and partnerships



# Questions? Comments?

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