

SIMPLE SHIFTS

PAYING ASPIRING TEACHERS WITH EXISTING RESOURCES

SUSTAINABILITY PROJECT CASE STUDY: REALLOCATION

ONE OF THREE CASES ON SUSTAINABLY FUNDING TEACHER RESIDENCY PARTNERSHIPS

ABOUT SIMPLE SHIFTS AND ITS COMPANION REPORTS

This report is part of a suite of materials created by *Prepared To Teach* and WestEd during our shared research effort, the Sustainability Project. The work explores sustainability challenges in teacher preparation—and, importantly, promising practices to overcome those challenges (see [Appendix](#) for more about the project).

Three of the reports, including this one, are designed to help preparation programs and their district partners envision new ways to sustainably fund affordable, high-quality preparation programs. *Prepared To Teach* has developed a framework for thinking about the financial aspects of sustainability, which we call the “3 Rs”:

Reallocation—the focus of this report—helps *partnerships* redesign work roles to better support preparation efforts and to allow candidates to earn compensation during their clinical practice.

Reduction helps *universities* maximize access to financial aid sources and minimize costs associated with quality programs (see [The Affordability Imperative: Creating Equitable Access to Quality Teacher Preparation](#)).¹

(Re)Investment helps *districts* find ways to make shifts that can permanently embed residency funding into local budgets (see [The Residency Revolution: Funding High Quality Teacher Preparation](#)).²

In addition to describing financial goals (compensation for roles, reduced costs, and long-term systems to fund residencies), each of the 3 Rs reports highlights examples of practice from programs and districts. Some examples, unsurprisingly, blend aspects of all 3 Rs. In such instances, we include the examples where they might most support shifts in thinking for a report’s major target audience—partnerships, universities, or districts, respectively, for each of the 3 Rs—and we cross-reference the examples in other cases.

All the reports are available on the [Prepared To Teach](#) website, preparedtoteach.org. In addition, associated resources and tools, including guidance documents, budget calculators, and presentation materials, can be accessed there. All *Prepared To Teach* materials are licensed under the Creative Commons license [CC BY-NC-SA](#); we hope they prove useful to our colleagues everywhere. ●

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REALLOCATION: COST-NEUTRAL SUSTAINABILITY WITH IMPROVED QUALITY

Reallocation is the most frequently used approach among the 3 Rs of sustainable funding for teacher preparation—Reallocation, Reduction, and (Re)Investment—because the principles behind reallocation help partnerships realize important goals without the need for new funding sources. At its core, reallocation asks programs, schools, and districts to assess whether their investments in human resources might better serve their goals if those investments were redirected to support aspiring teachers through high-quality programs.

In particular, from across the 3 Rs series of case studies, this report focuses on how preparation programs and their school and district partners might collaborate to offer paid work for candidates. Paid clinical practice is central to making entry into the teaching profession equitable. The status quo of unpaid labor in schools during student teaching perpetuates inequity since teaching is then only accessible to those who can afford to work for free. Through partnership, districts and preparation programs have the ability to reallocate roles so that teacher candidates have access to paid work that complements their learning.

Partnerships that have reallocated roles note several key motivations for their efforts. A primary goal is to take some of the financial pressure off teacher candidates so that they can focus on the complexities of learning to teach well. Benefits of quality accrue with that focus. By providing paid work opportunities for candidates in schools, aspiring teachers are less burdened by the need to seek part-time work that is unrelated to their professional learning, and they can dedicate themselves more fully to schools' instructional and student support needs. By integrating residents into existing instructional support approaches, districts gain access to a well-supported pool of ancillary staff, including paraprofessionals, substitutes, tutors, and extracurricular support staff. Aspiring teachers gain a more complete understanding of how schools work by being integrated into everything from lunch duty to curriculum planning, building a more holistic and professional sense of their chosen careers. Partnerships appreciate the cascading impact that compensated educational roles can have on their candidates' future years of teaching.

To maximize reallocation possibilities, partnerships see teacher preparation as the shared responsibility of both teacher preparation programs and P-12 schools and districts. Rather than passing the baton between the pre-service and in-service portions of a teacher's career, preparation programs and their school and district partners come together to explore which aspects of a novice teacher's preparation are best accomplished through course work and which through clinical practice, what is missing in current models, where collaboration between preparation programs and districts is most crucial, and who—mentors, faculty, school leadership—should take the lead at what points of the preparation experience.

Many partnerships, initially motivated by finding funding for candidates, find that reallocation efforts result in unanticipated benefits, including improved instruction in P-12 schools and in preparation programs. Collaboration promotes tighter alignments and stronger relationships between institutions of higher education, preparation programs, and local schools. Other partnerships begin with deep collaboration, which then leads to a stronger shared vision of

supporting candidates. Regardless of which came first, deep partnership or a desire to financially support candidates, the benefits of partnership go beyond funding for candidates, ultimately strengthening teacher preparation pathways.

This report first explores how existing budgets can integrate supports for teacher candidates into the overall instructional goals of schools and districts. Then the report details school roles that can be reallocated to offer candidates pay. Finally, the report explores how program roles can shift to strengthen partnerships and preparation goals. ●

REIMAGINING BUDGETS FOCUSING REALLOCATION GOALS

Three key roles support high-quality teacher preparation and merit deeper investments: mentor teachers, liaisons between programs and schools, and the

teacher candidates themselves. When reallocation efforts strengthen experiences for these individuals, partnerships can thrive.

First, effective mentor teachers—often also called cooperating teachers—are key to effective teacher preparation efforts. Release time, stipends, and integrating work with aspiring teachers into teacher career ladders all can ensure mentors' work is valued and supported. Also, because candidates' learning opportunities are highly dependent upon the strength of the mentor teacher—not only to demonstrate effective teaching practices, but also to reflect on those practices with the teacher candidate—investments in mentors' professional learning are crucial. Fantastic teachers are not automatically good mentors; partnerships often find they need to develop current teachers' capacities around adult learning principles and co-teaching practices in order to ensure candidates have strong clinical placements. Creating extended, well-designed professional learning opportunities has proven to be a high-leverage area for partnership development.

Second, partnerships have found that having roles that serve as liaisons between programs and placement sites is critically important. Redesigning programs so that faculty collaborate closely with—and even are housed at—schools can provide crucial support to ensure day-to-day partnership needs. Such roles also help programs engage in continuous improvement informed by on-the-ground realities of schools' and teacher candidates' needs.

Finally, candidate financial supports are essential for high-quality programs to be accessible to a diverse range of aspiring teachers. By building cost-efficient cohort models and reallocating dollars to subsidize program costs, more candidates can enroll—ideally further reducing program costs through efficiencies of scale.

Role reallocation can provide a solid foundation for partnerships to begin to address the financial barriers candidates face.³ To help partnerships conceptualize role redesign options, *Prepared To Teach* has created a [web-based budgeting tool](#) that allows users to explore how different reallocation and other budget scenarios might play out in practice (see [page 3](#)).

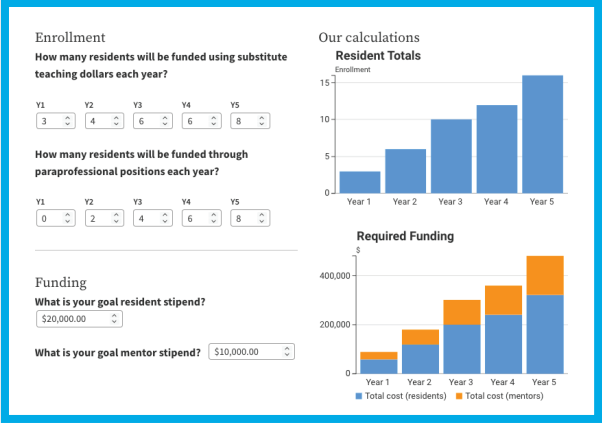
P-12 RESIDENCY FUNDING TOOL

This web-based interface allows a user to input assumptions for role reallocations, direct resource investments, and cost savings due to reduced turnover. Users can see their inputs reflected in graphics, tables, and summaries to identify what funding opportunities are available to support a program.

STEP ONE: ABOUT YOUR PROGRAM

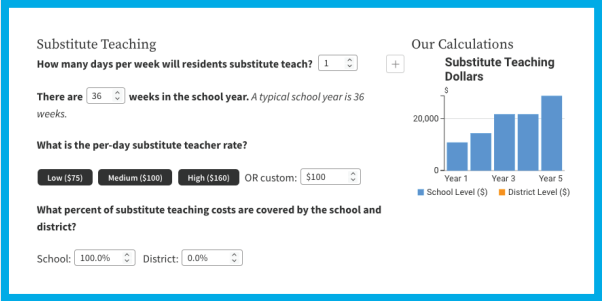
Users input estimated enrollment for residents over five years, placing them in either a substitute teaching model or a paraprofessional model. For this example, residents are split between the models. The tool relies on a one-to-one match for mentors and residents, so the number of mentor teachers is the same as the number of residents in each year.

Users also enter stipend amounts for both residents and mentors. The graph at right shows the total funding amounts needed to support these stipends in each year.



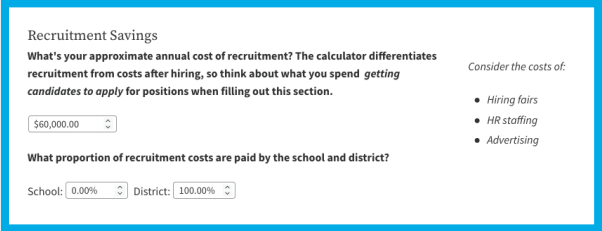
STEP TWO: REALLOCATED ROLES & BUDGET SHIFTS

The tool has two sections that calculate total potential funding based on different formulas and timelines. The first begins with changes that can be made in the first year, based on roles for residents and program structures. Users enter basic information about their current spending and planned schedules for residents, which result in potential funding shown in the category-specific graphs (at right, for substitute teaching).



STEP THREE: SAVINGS FROM REDUCED TURNOVER

The second section identifies potential savings over time as graduates enter teaching positions. Because residency-trained teachers stay in the classroom longer, districts can expect decreased costs for recruitment, hiring, and training. The tool estimates these savings based on the users' current budgets.

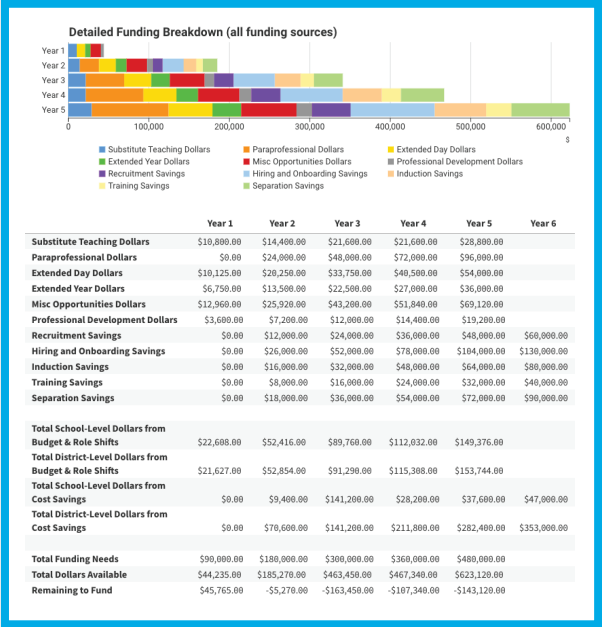


STEP FOUR: FUNDING SUMMARIES

Following each funding section, users can see a summary of the potential funding available each year in both graph and table form, broken down by category. The tool also displays overall funding status in each year to show the degree to which mentor and resident stipends are funded.

The final part of the tool (seen at right) summarizes all funding categories from both sections in graph and table form. Similar to the summaries at the end of each section, this summary includes funding status and reflects any savings that a program might expect as the residency scales and districts/schools incur savings.

Users can save a PDF of their inputs and estimates or download an excel file version of the tool if they want to collaborate with others.



REIMAGINING BUDGET LINES

Because of the funding mechanisms for the country's P-12 and higher education systems, the majority of the available roles that can be reallocated to support preparation partnerships come from district sources. Budget lines that include roles related to instruction and professional learning exist at school and district levels, and many of those roles can be integrated into partnerships' designs for teacher preparation efforts.⁴ The underlying funding sources, whether state, local, or federal, all can support programs whose goals include improving instruction in schools. For example, federal dollars intended to supplement states' instructional efforts to serve particular students, such as those with exceptional needs or who come from low-income backgrounds, often fund individuals who provide supplemental instruction; candidates can serve in such roles. Local and state dollars intended to fund the general provision of education can also support roles related to preparation partnerships.ⁱ

State and District Federal P-12 Education Funds

All federal education funding intends to support particular goals; when programs meet the goals that federal dollars have been allocated for, they generally can be supported with those federal dollars as long as the funds are supplementing local expenditures rather than supplanting them.

In the case of federal P-12 education funds, most districts receive sizeable allocations from reauthorizations of the 1965 Elementary and Secondary Education Act—currently under the 2015 reauthorization, the Every Student Succeeds Act (ESSA)—and from the Individuals with Disabilities Education Act (IDEA).⁵ Dollars are typically spent on student supports, school improvement efforts, and teacher development; both class size reductions and supplemental services, such as tutoring and instructional or paraprofessional supports, are often supported through these programs' budgets.

Teacher candidates in clinical practice placements are eligible for paid positions or stipends through these sources if they are providing services that directly support the intended student beneficiaries. As a result, when partnerships design clinical placements around Title I schools, which serve high proportions of students from low-income backgrounds and receive large ESSA allocations, and when programs focus on special education certification, candidates can be financially supported as part of an overall school-based instructional staffing model. In particular, teacher candidates embedded in well-designed, yearlong clinical practice can fill roles that are already part of standard expenditures in both ESEA and IDEA, making the reallocation of these dollars a relatively easy shift for districts.

ESSA also offers two other funding affordances. Schools that serve a student population where at least 40% come from low-income backgrounds may pool their Title I dollars along with other funding sources to design more comprehensive schoolwide instructional designs.⁶ Schoolwide designations can allow schools more instructional flexibilities, making the allocation of dollars for teacher candidate roles easier to design. Also, guidance for ESSA expenditures under Title II, Part A, section 2103 notes that financial supports for residents and mentors can be provided as part of a broader teacher recruitment, preparation, hiring, and retention strategy.⁷ As an added benefit, giving teacher candidates the opportunity to work in Title I schools and with students with exceptional needs during their supervised clinical practice can strengthen the pool of qualified future teachers in these areas.

ⁱ While this case specifically focuses on reallocating roles, these funding sources can also be used to invest directly in other aspects of a partnership. We have seen districts and program partners enter into contracts where district dollars support tuition reduction, stipends, and health care for program candidates, or they invest in paraprofessionals to support their efforts to become certified. See [The Residency Revolution](#) for more on such investment strategies.

For more detail, the *Prepared To Teach* resource **“ESSA and Quality Teacher Preparation: Strengthening Instructional Effectiveness and Supporting School Improvement”** illustrates ways in which well-designed teacher preparation partnerships can align the learning and clinical experiences for their candidates to meet the goals of federal programs.

Using District- and School-Level Funds

District- and school-level funds, whether from state or local levels, largely support instructional roles that can be productively reallocated. Opportunities for role redesign will vary from district to district and school to school, in particular influenced by collective bargaining agreements and unexpected budgetary shortfalls that occur from time to time. Regardless of local constraints, pursuing a long-term goal to more systematically integrate a preparation program’s teacher candidates and faculty into schools’ and districts’ instructional roles will, over time, provide localities with stable access to more, and higher quality, human resources.

One of the largest funding streams available for reallocation is professional learning. Annually, expenditures on professional learning opportunities for teachers are estimated to cost between \$6,000 and \$18,000 per teacher.⁸ Though some of these dollars may come from federal sources and must meet those programs’ goals, much of this budget line is locally controlled. Some portion of these dollars can be redirected to support mentor and resident learning. Other state and local sources that fund instructional supports, extracurricular activities, and supplemental instruction can also be tapped into through quality redesign processes that partnerships engage as they explore ways to integrate high-quality preparation into their instructional designs. ●

FROM THE FIELD 1: BULLIS CHARTER SCHOOL

Bullis Charter School in California designed its initial budget to prioritize classroom-based instructional supports. They created an Associate Teacher (AT) position for novice teachers, funded completely by local school funds, so that grade-level teams would have additional classroom-based support and so that novice teachers would have strong induction into the field. ATs at Bullis are fully credentialed teachers, but the design and financial model for the program are instructive of a range of possibilities that might inspire pre-service programs to think more holistically with partners about school-level instructional models as well.

By allocating resources typically spent on other budget lines to Associate Teachers, Bullis has created a sustainable model that has operated for nearly 15 years. ATs’ roles are designed to work at least half of the time with their local grade-level teams in co-teaching and instructional supports, providing more individualized support within the classroom that might otherwise be missing. The remainder of their time, ATs meet approximately 75% of substitute teaching needs and lead extracurricular activities or elective courses. The holistic design of the budget, targeting classroom-focused supports, offers Bullis scheduling flexibility to meet a range of needs that often require additional floating staff in schools.

The compensation structure at Bullis can also provide inspiration to pre-service preparation partnerships. Because they are full-time employees, ATs earn a salary and benefits, entering at

a level similar to a paraprofessional salary in the geographic area. In all, the school spends about 9% of its salary and benefits budget on Associate Teachers. This roughly parallels the national K-12 system, which spends roughly 11% of its budget on instructional support and supervision positions. In the California system, a school serving a similar student population would receive local funds that could support 3-10 aspiring teachers every year, depending on the stipend amount the school provided. The Bullis model shows that by rethinking how schools staff themselves, they can open up funding to pay teacher candidates who serve alongside a mentor teacher in a co-teaching model.

For more information on the Bullis AT program and its funding, see our report, [*Investing in Residencies, Improving Schools*](#).⁹

REIMAGINING PREPARATION DESIGNS: REALLOCATION OF ROLES

Reallocating existing roles has proved to be both feasible and beneficial for partnerships, whether role shifts occur within the school, in a district, or in a preparation program. Most school-based role reallocation allows teacher candidates to have paid positions, and partnerships strive to ensure that such roles do not overshadow the importance of candidate learning. District- and program-based role reallocation often involve those who provide leadership and professional learning opportunities, with job designs shifting to create new, more efficient, more effective instructional models.

Reallocating roles can be particularly useful in places that are not ready to commit to directly investing resources in preparation partnerships because roles can be reallocated on an ad hoc basis, school-by-school. Reallocating roles can also allow for partnerships to build proof points around how impactful having paid clinical practice can be for teacher candidates.

A CAVEAT ABOUT PAID POSITIONS

When designing paid positions for teacher candidates, one guiding principle should inform all decisions: Compensated roles must not compromise learning goals for future teachers. Time spent on instructional duties—tutoring, substituting, administering assessments and other assignments such as playground or lunch duty—should be integrated into a program of study in ways that support learning and application of the full range of knowledge and skills graduates should have mastered. Too much time spent on disconnected duties absent consideration of learning can diminish program outcomes and, in turn, diminish the quality of the future workforce; short-term wins in staffing and pay can lead to long-term losses.

HOW MIGHT ROLES BE REALLOCATED WITHIN A DISTRICT?

Roughly 80% of the expenditures in education come from personnel costs.¹⁰ Reallocation of instructional and other roles can support teacher candidates' learning while simultaneously meeting school and district staffing needs. For example, teacher candidates could occasionally substitute or work part

time as teaching assistants. These two roles combined make up 18% of the instructional staff in the United States; associating some of these positions with preparation pathways could offer significant financial support for aspiring teachers and increase the number of dedicated adults supporting students.¹¹

Substitute Teaching

Over half a million substitute teachers work in the United States each year, making up nearly 7% of the nation's teaching force.¹² Where regulations allow, substitute teaching can be a cost-effective way to enable teacher candidates to earn income. Generally, substitute teachers can work without a full teaching credential, although they do need to meet minimum general requirements, which range from holding a high school diploma to having some college or a bachelor's degree.¹³ In response to heightened awareness of the financial barriers that candidates face, some states and districts have adjusted student teaching and substitute teaching regulations to allow teacher candidates in their clinical practice placements to engage in limited substitute teaching. In addition, growing substitute teacher shortages are so dire in some localities that districts offer bonuses to recruit and retain substitutes.¹⁴ If districts had a reliable source of high-quality substitute teachers through preparation partnerships, sub needs could be filled, districts might save money, candidates could earn some income, and programs could use the substitute teaching placements to foster applied learning. When designed well, everyone benefits.

Enabling teacher candidates to work as substitute teachers during part of their clinical practice is one of the most prevalent—and varied—ways partnerships have chosen to reallocate roles in support of their teacher candidates.ⁱⁱ Partnerships' substitute teaching models vary across three dimensions: time, place, and role. Table 1, Substitute Teaching Design Models ([see page 10](#)), outlines potential benefits and quality considerations across these dimensions. The vignettes below give more detail around how specific teacher preparation programs, listed in alphabetical order, have successfully implemented substitute teaching models in their localities.

FROM THE FIELD 2: A VARIETY OF SUBSTITUTE TEACHING MODELS

Arizona State University (ASU)

Arizona State University uses a **teamed teaching model** where schools have teams of teacher candidates who engage in various clinical placements over a two-year period—in the first year as interns who work in schools one day each week and, in the second year as full-year residents who are in schools five days per week. Residents are assigned in pairs or small groups to work with an accomplished lead teacher who provides direct support and supervision for the

ⁱⁱAs partnerships consider integrating substitute teaching into program designs, it's crucial to ensure that candidates are never seen as "free labor." Even though substitute teaching placements can serve as the basis for programs' learning goals, as is the case with currently unpaid field placements, when candidates serve as substitute teachers, they are performing job duties that are currently part of paid positions. If partnerships want to design more holistic staffing and learning experiences, funding candidates through general salaries or stipends instead of paying per-diem substitute rates, the redesigned staffing models will need to meet requirements of applicable state and federal labor laws.

residents, and ASU works closely with districts to shape exactly what the model looks like in each school. Districts can create larger educator teams supervised by one or more lead teachers, where a greater number of students are supported by an increased number of adults—a mixture of certified teachers and residents. The model creates classroom coverage at all times, eliminating the need for substitute teachers. The approach has proved crucial in a region with serious teacher shortages, where there are many classrooms led by long-term substitute teachers. About one-third of teacher candidates at ASU opt into this full-time model, and they are paid between \$12,000 and \$18,000, depending on the district, for their work with the schools, funded mostly through salary savings realized through dollars freed up by the district not needing to hire long-term substitutes at a cost of up to \$130 per day, or \$23,400 per school year per position.¹⁵ In some cases, districts are now strategically adjusting their staffing plans to create slots for paid teacher residents each year. Residents follow the district's calendar and have the same time commitment expectations as other professional educators. As such, ASU adjusts all resident-related coursework to fit outside of the school day.

Monmouth University

Monmouth University in New Jersey has worked with districts to design substitute teaching opportunities that take advantage of the state's allowance for individuals with 60 college credit hours to substitute teach. Sophomores, juniors, and seniors who are not in their student teaching semester can work in schools as substitutes, paraprofessionals, or tutors as their academic schedules allow—usually from one to three days a week. Daily rates of pay range from \$85 to \$115 per day, depending on district budgets. During university breaks and after the academic year is over, many students substitute every day, offering roughly \$4,000 in additional earnings. 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.

The State University of New York, Oswego (SUNY Oswego)

SUNY Oswego and the Syracuse City School District had benefited from a state grant to support clinically rich preparation program designs. When the grant ended, they wanted to explore ways to continue to support candidates financially. The design of clinical practice and coursework requirements at SUNY Oswego is such that candidates don't have free days to substitute during the regular university academic year, but during breaks candidates could substitute. The partnership instituted a process whereby faculty members and mentors assess candidates' readiness to substitute teach. Once approved, candidates can serve as substitute teachers over the university's fall, winter, and spring breaks. In addition, districts are eager to have program graduates substitute after the college's academic year is over, providing candidates with nearly six weeks of full-time substitute teaching. In all, candidates can earn up to \$6,000 during the college year, and subbing during their breaks and at the end of the year lets them earn money and gain experience without being overwhelmed with their schoolwork. The partnership is working towards establishing a set number of days candidates can substitute over the year—perhaps 40— so they can better anticipate income and manage their finances.

University of Houston

Undergraduate education majors at the University of Houston are required to complete 840 hours for a yearlong, historically unpaid undergraduate residency, compared to the state's

requirement of 14 weeks—roughly 450 hours—for clinical practice.¹⁶ Once undergraduate residents have completed the mandatory state hours for certification, they may seek permission to serve as substitute teachers within their placement school for the remainder of their residency year, with continued candidate supports. Standards are extremely high for this privilege; candidates must prove themselves to be proficient teachers to the preparation program and district's satisfaction. Fewer than 5% of candidates have qualified in recent years, but for those who have, the opportunity to begin earning a full-time substitute teaching wage while completing their undergraduate degrees was profoundly valuable. In addition, the strength of the residency program has resulted in some districts providing financial incentives for specialized certification areas, such as bilingual education. Those candidates can earn up to \$500 per week, depending on the district, for serving as a resident in the school site. The University is also piloting paid residencies in two districts this fall using models that pair residents in classrooms to work together with close supervision from a more senior teacher (see US PREP vignette in [The Residency Revolution](#)).

University of South Dakota (USD)

If teacher candidates are exceeding expectations in their full-time residency placements, USD allows them to serve as paid substitutes within their placement school up to one day per week throughout the year. Since substitute teaching pay can be as high as \$150 per day, the financial impact in a low cost-of-living state like South Dakota is huge for candidates. Not all teacher candidates begin to substitute at the same time; ultimately, the university trusts the district to decide what a candidate is ready to do. Having flexibility with teacher candidates to substitute in any classroom in their placement school allows principals to place teacher candidates in the classrooms where they are most needed. Sometimes, rather than sending the teacher candidate into a new classroom to sub, the teacher of record working with the candidate will fill the absence while the candidate remains in the residency placement classroom. The University of South Dakota is also currently advocating for the state to reconsider its policy around teacher candidates substituting for longer absences. While it is not their desire for student teachers to jump immediately into long term subbing, in light of COVID-19, it could be best for teacher candidates to step into such roles because an increase in unplanned, extended absences can interrupt student learning and exacerbate the substitute teacher shortage.

Western Washington University

In the Western Washington University/Ferndale School District partnership, the district needed to provide state-mandated paraprofessional development, so the partnership allowed residents to serve as regular paid paraprofessional substitute teachers. Residents were brought into district HR processes, receiving benefits, such as a district laptop and badge. They were paid to serve as paraprofessional substitutes across the district in different buildings and grades, with the district offering targeted support to ensure candidates could serve successfully as paraprofessional subs. As documented in a recent Prepared To Teach/Western Washington University report, [Co-Designing Teacher Residencies: Sharing Leadership, Finding New Opportunities](#), candidates gained valuable insights into education beyond the classroom, developed a strong sense of professionalism, and became deeply embedded in the district.¹⁷ The partnership is building on the success of its first year and is expanding to another district, Mount Vernon Schools, and creating a more formally scaffolded set of substitute teaching opportunities and supports for all residents.

Table 1: Substitute Teaching Staffing Models

	Substitute Teaching & Staffing Models	Potential Benefits	Quality Considerations
Placement Location	Within placement classroom	<ul style="list-style-type: none"> • Candidates and students have consistent experiences throughout the school year • Mentor teachers may cover others' classrooms so candidates can substitute in their own rooms 	<ul style="list-style-type: none"> • Candidate have limited access to learning from multiple settings • Earning opportunities could be more limited
	Within placement school	<ul style="list-style-type: none"> • Candidates know the school and its routines and get exposure to different classes and grade levels 	<ul style="list-style-type: none"> • Last-minute sub assignments interrupt classroom plans • Other schools cannot benefit from these strong human resources
	Within placement district	<ul style="list-style-type: none"> • Districts have flexibility to place substitutes where needed and to design more predictable schedules with set days for subbing • Candidates experience multiple school settings and levels to see where they fit best 	<ul style="list-style-type: none"> • Last-minute assignments and travel can create stress on candidates • Disconnection for the candidate from the school community
Placement Timing	All year	<ul style="list-style-type: none"> • Candidates can have a set day or days each week for subbing • A predictable level of financial support throughout the clinical placement eases stress 	<ul style="list-style-type: none"> • Determining when candidates are ready to substitute • Need clear agreements so candidates are not constantly "pulled" to sub, interrupting their and their students' learning
	During program breaks and holidays	<ul style="list-style-type: none"> • Gives teacher candidates a chance to earn income when they have more time to dedicate to substitute teaching 	<ul style="list-style-type: none"> • Unsupervised and/or unconnected to coursework, candidates could take away unhelpful lessons
	For extended absences	<ul style="list-style-type: none"> • Candidates and mentor teachers might be able to co-plan lessons ahead of time and stay in contact • There can be more consistency and better learning outcomes for students 	<ul style="list-style-type: none"> • Long periods of substitute teaching might detract from the experience unless they are carefully designed and supported
	At completion of programs that end before the P-12 year	<ul style="list-style-type: none"> • Those who have completed mandatory clinical hours can earn an income before being hired for the start of the following academic year 	<ul style="list-style-type: none"> • Systems should assure that graduates with this independent capacity to substitute are ready
Placement Roles	Classroom teacher substitute	<ul style="list-style-type: none"> • Candidates apply their learning, often in new environments, and can self-assess areas of strength and growth 	<ul style="list-style-type: none"> • Reflective supports are vital to ensure candidates do not take away unhelpful lessons.
	Paraprofessional substitute	<ul style="list-style-type: none"> • Minimum qualifications allow most candidates to fill these roles • Candidates can gain experience with special education, a high-demand area 	<ul style="list-style-type: none"> • Candidates need supports to understand expectations since paraprofessional roles differ from the teaching role for which they have studied
	Assessment assistant or substitute	<ul style="list-style-type: none"> • Administering performance task assessments builds skills • Proctoring assessments frees up regular teachers for instruction 	<ul style="list-style-type: none"> • Administering assessments requires training to ensure validity • Candidates should be protected from unplanned or overuse of this role
	Floating hourly substitute	<ul style="list-style-type: none"> • Candidates can engage short periods of instruction in special subjects, 	<ul style="list-style-type: none"> • Candidates need supports to design a set of meaningful lessons

Paraprofessionals

Paraprofessionals play a key role in our education system. They comprise 12% of the nation's teaching force, and the nation invests \$25 billion each year in their work.¹⁸ They lower adult-to-student teaching ratios by providing additional small-group and individualized instructional and behavioral supports. Pre-service teacher candidates are qualified to serve in these roles, and their motivation to perform well is high, since schools and districts get to know them well through what is essentially an extended interview period for future positions—and they gain the advantage of being an inside candidate for future job opportunities.

Where there are unfilled paraprofessional roles in a district, human resources can explore the possibility of splitting those roles between two teacher candidates.ⁱⁱⁱ Each candidate can serve as a paraprofessional for half the day in one classroom and engage in program-related clinical practice the other half of the day in another classroom (view a graphic of the model on [page 15](#) or [view an animated slide deck](#)). The two candidates switch positions halfway through the day, providing consistency for students, the teachers of record, and candidates themselves. In such an arrangement, each candidate receives half of a full-time paraprofessional salary, the school has full coverage for all paraprofessional responsibilities, and candidates have strong clinical practice experiences in their half-time residency. Costs to the district would be budget neutral in terms of salaries, and providing benefits for both residents could be offset by engaging them in occasional substitute teaching.

In some localities, Grow-Your-Own (GYO) programs tap into the paraprofessional pool to develop a robust pool of new teachers. These employees are already connected to the communities where they work, and they have proven skills in the classroom. They often come from backgrounds similar to the students they serve, and, by becoming teachers, they diversify the teaching force. In hard-to-staff schools with a lot of turnover, this pool of potential future teachers is particularly valuable. Local unions have been supportive of these GYO efforts, as they support current district paraprofessional employees in developing their skills and advancing in the profession.¹⁹ Programs have also embraced these models, developing flexible scheduling of coursework so paraprofessionals can keep their jobs while preparing to become teachers of record. Offering night and online courses and scheduling coursework in school buildings where GYO teacher candidates work are two common approaches to increasing accessibility of teacher preparation programs for those currently working within the school system.

FROM THE FIELD 3: PARAPROFESSIONAL MODELS IN PRACTICE

University of Colorado, Denver: NxtGEN

The NxtGEN preparation pathway at the University of Colorado, Denver (CU Denver) developed out of years of close partnership with Denver Public Schools and the University's deep commitment to ensuring that their preparation programs help address persistent needs in the educator workforce. The NxtGEN program was designed to attract diverse, first-generation students into the teaching profession by tapping into unique recruitment pathways, including community-based organizations, community college partnerships, and innovative dual-credit programs in high schools serving majorities of students who are underrepresented

ⁱⁱⁱ Successful designs both support current staff and meet new needs; accordingly, union voices should be part of planning.

in teaching. All of these recruitment pathways focus on identifying local talent, particularly individuals who have deep roots in the community and who are committed to serving their community as future educators.

Once accepted into NxtGEN as undergraduate students, most often as freshmen, cohorts attend a summer program that prepares them for a four-year, supported journey. They apply for NxtGEN-identified paraprofessional roles in partner schools, where, when hired by the district, they will retain their positions for three years as paid half-time paraprofessionals while they engage in their studies at the University. Pay for these positions varies by school because of the state's commitment to site-based leadership and budgeting, but the pay for these half-time positions generally ranges from \$13-\$16 per hour, with higher wages for bilingual candidates.

In their senior year, NxtGEN candidates shift to full-time residency roles in their schools. Because they are no longer in paid paraprofessional roles and financial need could cause NxtGEN students to experience hardships, districts have found ways to continue the same level of financial supports that NxtGEN candidates had as paraprofessionals, largely through district Title II allocations. Cohort models, wraparound social supports, and explicit social justice orientations in the program ensure the largely first-generation and underrepresented students in the program succeed in college and in their goals to become certified teachers. Recently, CU Denver has expanded the NxtGEN model to additional districts in the Denver metro area, and added a unique version developed in partnership with several rural school districts and rural community colleges. Since the NxtGEN model began in 2014, the program has prepared over 130 teachers. Currently, over 120 teacher candidates are in the NxtGEN program, of whom 55% are first generation, 52% are bilingual, and 74% are students of color.

North Coast Teacher Residency Consortium

In rural Humboldt County, California, there is an acute shortage of qualified special education teachers. This shortage led to a partnership between the Humboldt County Office of Education and Humboldt State University to form the North Coast Teacher Residency Consortium. Taking advantage of California Teacher Residency Grant funds to cover part of the program, this teacher residency model allows current paraprofessionals to stay in their positions and spend at least 50% of each day learning from a special education mentor teacher. In the remaining time, they serve as paraprofessionals, lessening the partnership's dependence on grants. By allowing teacher candidates to earn a full salary and benefits while in a half-time residency, Humboldt County is reallocating roles to invest in the future of its special education workforce while tapping into grant and sustainable funding streams.

The residency built in flexibility for paraprofessional candidates by allowing release time from paraprofessional duties to meet program requirements and by creating a system for paraprofessionals to be able to keep their paid positions when they must switch clinical practice placement sites—for example, for elementary paraprofessionals to experience secondary school. While the program is still new, its flexibility has received a warm response from the first and second cohorts, and those involved in the program have high hopes for good long-term results (see [*Sustainable Strategies for Funding Teacher Residencies: Lessons from California*](#)²⁰ for more on Humboldt County and other California residency sustainability efforts).

Extended Day and Year Opportunities

Supplemental school programming, like extended day and summer school programs, is estimated to cost over \$600 per week per teacher.²¹ Some programs, like the widespread AVID tutoring program, pay around \$15 per hour—nearly twice the minimum wage in many job markets. Teacher candidates can work in these extended day and year programs to earn an income with the added benefit of building relationships with students outside of the regular classroom (view a graphic of such models on [page 15](#) or [view an animated slide deck](#)). These roles, whether they are school or community based, allow teacher candidates to get to know the student population they will serve as teachers and to develop a more holistic view of their future students.

FROM THE FIELD 4: MAXIMIZING CANDIDATES' INTEGRATION INTO SCHOOLS AND COMMUNITIES

College of Staten Island

In an effort to find ways to financially support candidates who were applying for a yearlong clinical placement, the College of Staten Island (CSI) built partnerships with a community organization that runs afterschool and summer programs. In addition to having access to work-study dollars, tuition savings (see [The Affordability Imperative](#) case in this series), and substitute teaching opportunities, teacher candidates are able to work for the community partner after school and during the summer. Because the community organization serves the same students as the school where the teacher candidates will be placed in the fall, the summer work provides the opportunity to get to know their potential students and build relationships with them. All told, through the combination of substituting, summer work, after school earnings, and work-study, teacher candidates in the CSI program can benefit from up to \$13,000 in savings and earnings over the course of their 15-month program.

Western Washington University, University of South Dakota, and University of New Mexico

Across the country, teacher candidates integrate into the life of the school in a variety of ways. At Western Washington University, some of the residents help out with the Math Club, while at University of South Dakota, one of the residents became a basketball coach. In Albuquerque, the University of New Mexico teacher candidates serve as Avid tutors to have a means of income and to refine their teaching practice.

HOW MIGHT ROLES BE REALLOCATED WITHIN PROGRAMS?

While preparation programs don't have access to positions like paraprofessionals or substitutes that could provide all their teacher candidates with paid roles, they do have faculty and staff roles that can be reallocated to support the partnership.

Program Staff Supporting Teacher Candidates

By restructuring field placement logistics and supervision processes, faculty and staff roles can be re-focused to both support candidates and serve as liaisons between programs and districts. To facilitate such a transformation, programs work with schools to build a cadre of mentor teachers so that they can place a cohort of five to 25 candidates at a single school. Having a cohort of candidates in one school site allows the program to concentrate its supervision efforts into fewer sites, saving time and money. Driving around to visit a single student in a school, sometimes in far-flung placements, results in mileage costs, tolls, and time on the clock. With several students in a site with a faculty liaison, the work of finding placements and other logistical needs for the program can be integrated into the work of a site coordinator, reducing administrative needs.

Often, with faculty assigned to one or a handful of schools, they also opt to host their courses on site in the district. Candidates themselves benefit from reduced travel time, and school and district staff are more likely to be able to either officially co-teach program coursework or to visit for special sessions.

When faculty are regularly present on site, they can address issues before they interfere with either learning or relationships. Their connections to schools allow them to bring a deeper sense of the current needs of P-12 schools back to campus. Faculty can also support leadership teams in their strategic and professional learning goals, either through their own efforts or by making connections to the broader university or program community.

FROM THE FIELD 5: TEXAS TECH UNIVERSITY/US PREP

Not only can reallocating roles improve alignment of human capital investments with quality goals, it could even result in modest savings as it did at [Texas Tech University](#). When Texas Tech shifted to a yearlong residency placement for candidates, the program also changed faculty roles so they were based in the field instead of at a centralized placement office. Before this transition in 2011, the program had large numbers of part-time field supervisors who provided occasional coaching and guidance to teacher candidates, sometimes across dozens of school sites. With the new model, full-time faculty [site coordinators](#) spend 80% of their time in the field. Each site coordinator supports relationships with the school districts and schools, typically overseeing 15-20 teacher candidates within one district. By reallocating faculty responsibilities to support residents in their clinical experiences, Texas Tech improved program coordination, district partner relationships, and also saved a few thousand dollars on clinical supervision costs compared to the prior model as shown through a pre-post transformation budget analysis that the college conducted.

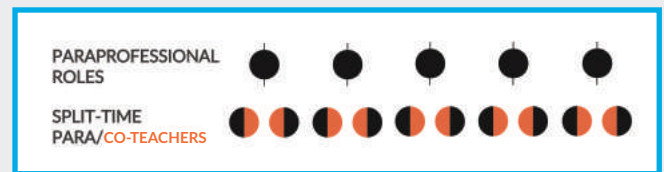
Reallocating clinical faculty roles to be based in schools can also strengthen partnerships, leading to better long-term sustainability, as detailed in the companion report, [Going Further Together](#) (May 2021), which focuses on growing widespread support for high-quality programs.

MODELS FOR CANDIDATES IN THE CLASSROOM

These graphics illustrate ways in which residents have been integrated into the classroom throughout the country, including in co-teaching, paraprofessional, enrichment, and instructional support roles discussed in this case study. Such carefully designed instructional roles for teacher candidates can both provide income for candidates and offer more personalized attention for students.

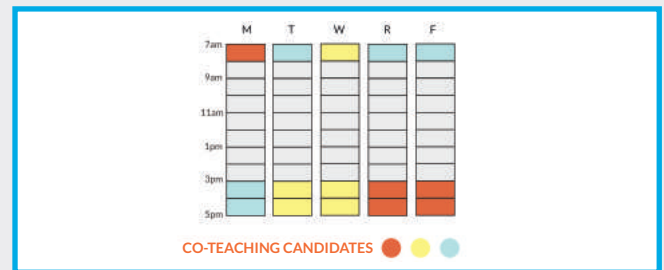
REALLOCATING PARAPROFESSIONAL ROLES

If a school has unfilled paraprofessional roles, a cohort of aspiring teachers can split their time between co-teaching and paraprofessional responsibilities. Each candidate receives half of a full-time paraprofessional salary.



LEVERAGING EXTENDED DAY OPPORTUNITIES

Students are typically in class from 8am to 3pm each day. Some students participate in extra enrichment activities, in the mornings and afternoons—all of which require adult supervision. Teacher candidates who spend their days co-teaching can often arrive early or stay late, receiving budget-neutral pay for their work.



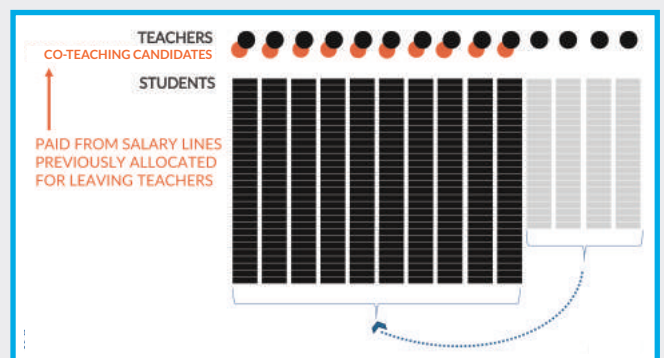
LEVERAGING TUTORING TIME

Similarly, in departmentalized grade levels, teacher candidates can tutor during certain periods throughout the day, potentially supporting required federal investments in tutoring through the American Rescue plan Act.



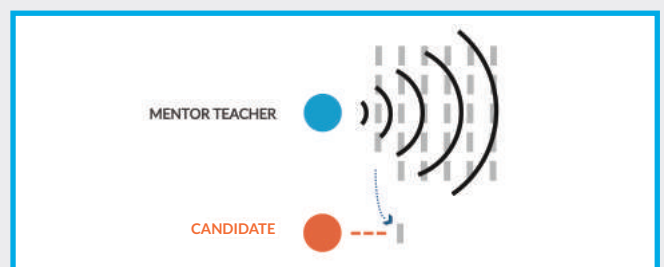
REALLOCATING TEACHER SALARY LINES

Where schools face persistent open teaching positions, it's possible to distribute students into classes that have a permanent co-teaching candidate. In this visual, 10 candidates join 10 existing teachers to teach classes of 30 students, compared to 22 the year prior. Despite the increased class size, the student to adult ratio improves. In this model, the co-teaching candidates split the salary lines that were previously used to pay the teachers who left. Note that any such designs need to be conceptualized with teacher representatives, such as unions.



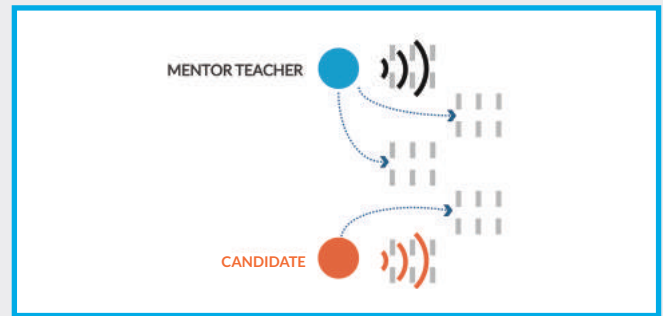
INDIVIDUAL INSTRUCTION & SUPPORT

If students are in need of one-on-one instruction or individualized assessments in order to supplement their learning with the whole group, residents can provide those supports while the mentor teacher leads the class.



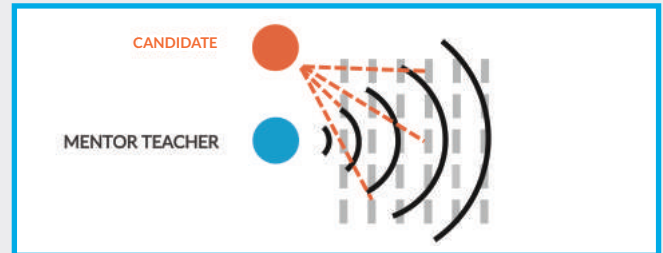
SMALL GROUP INSTRUCTION

During small group time, a mentor teacher and candidate can both circulate around the room to provide support to students. This format gives student groups more access to individualized time with an adult and gives residents time to practice working with students on their own.



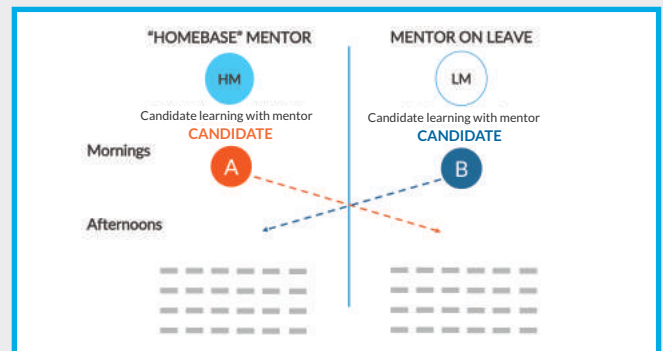
SUPPORT DURING WHOLE GROUP INSTRUCTION

Candidates can assist mentor teachers and their students by providing one-on-one support during whole group instruction or work time. This way, the mentor teacher can focus on the class as a whole, and ensure the candidate is building on their one-on-one teaching skills throughout the day. Candidates can also conduct observations of individual students' behavior and engagement, providing mentor teachers valuable information for instructional differentiation.



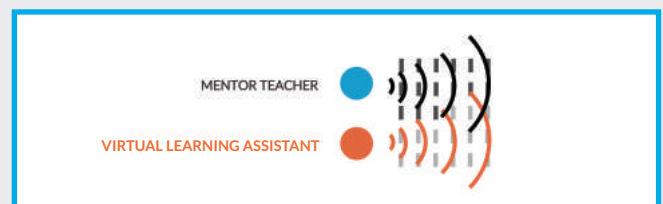
PLANNED EXTENDED ABSENCES

Before a teacher's planned extended absence, two residents could alternate between the leaving teacher's classroom and their "homebase" residency classrooms. During this time, both candidates would get to know the departing teacher, the students, and the curricular focus of the class. When the planned absence begins, both candidates could substitute teach together in that classroom for the whole day for a few weeks, providing mutual supports and helping the students adjust to their new teachers. For the rest of the absence duration, candidates would transition back to working half the day in their homebase residency classrooms and half the day as a substitute in the departed teacher's class.



MAXIMIZING VIRTUAL LEARNING*

By partnering with a local university, a school can bring in virtual learning assistants for teachers. Using skills learned in their concurrent ed tech course and additional resources provided by the university, candidates can increase instructional bandwidth and help to reach every student.



In a staggered schedule, teachers provide instruction for half of the class in person on any single day while the rest learn virtually, with the two groups swapping back and forth. Virtual learning assistants help maximize learning during virtual days by answering questions, providing enrichment, holding office hours, and giving tutorials. The teacher and candidate coordinate lesson plans and activities so that all students can stay on track.

*These models were created in response to the COVID-19 pandemic and are included here as a resource for schools and districts that will use some sort of virtual learning in future semesters.

Realizing large-scale faculty role reallocation is not necessarily easy. Our research suggests that one of faculty’s greatest passions can also be one of the most helpful tools to build more engagement: Discussion. Bringing a range of issues to light—in particular, the profound financial burdens candidates face and the economic incentives they have to enroll in cheap fast-track programs—can help build a stronger shared understanding of why reallocation efforts can be helpful to candidates, programs, and districts. Engaging faculty in research on candidates’ experiences can also facilitate programmatic shifts, as the University of North Carolina, Charlotte’s experience, documented in [Going Further Together](#) (May 2021), demonstrates.

Program Staff Supporting Professional Learning

A second role reallocation opportunity for programs has long been a feature of higher education teacher preparation: Faculty who provide professional learning supports for schools and districts. Historically, many faculty supports have been idiosyncratic, with individual faculty members supporting schools where they have personal ties. These new models of co-ownership of teacher preparation offer stronger, more systematic possibilities for impact. By integrating both candidates and faculty into schools in ways that support learning for current teachers across the school, programs can potentially free up school and district dollars previously intended for professional learning—and those dollars can be reallocated to partnership needs, whether they be mentor stipends, resident pay, or a residency coordinator. This braiding of resources can increase efficiency across the system while fostering partnerships between preparation programs and districts.

The intensity of these kinds of reallocation approaches varies widely, from a kind of voluntary participation to whole school transformation efforts. At the less intensive end of the spectrum, a program might have coursework or reflective practice sessions for teacher candidates at the school during the day; school leaders can offer release time to novice teachers to attend these sessions instead of creating separate professional learning opportunities for them that might duplicate content. Any money saved from streamlining efforts could be reallocated towards the preparation partnership. At the more intense end of the spectrum, a partnership might focus on whole school transformation, integrating everything from mentor teacher selection and supports to candidate coursework to family outreach through a leadership team comprised of both school and program leaders. Dollars slated for school improvement could be allocated to these efforts—and to the preparation program candidates and mentors who are part of the model. ●

FROM THE FIELD 6: FACULTY WORK WITH SCHOOLS

The State University of New York, Oswego (SUNY Oswego)

SUNY Oswego, along with many other institutions across the nation, commits internal faculty resources to support formal professional development school (PDS) initiatives. Faculty members dedicate a quarter of their time to the partnership to meet identified needs of the whole school community, from supporting pre-service candidates to supporting veteran teachers. For example, in one SUNY Oswego site, a particular grade level team needed more grounding in research-based literacy interventions. The PDS faculty member led a learning

community among teachers where everyone discussed the same current research that candidates were learning about, based on an open-source literacy textbook compiled by SUNY faculty. The efforts strengthened literacy conversations across the school.

With careful planning, PDS schools can become rich sites for residency programming, bringing resources to schools through faculty supports and residents' instructional time. Several SUNY Oswego partner districts have tapped into funding streams available through the regional Boards of Cooperative Educational Services (BOCES) for PDS sites to become residency partnerships. BOCES dollars reimburse a portion of approved BOCES contractual expenses using a formula that provides higher levels of reimbursement to districts serving more low-income students. As a result, BOCES agreements require district commitments to pay costs up front and costs are not fully reimbursed, meaning districts must commit to reallocating other dollars to the BOCES efforts. In SUNY Oswego, PDS schools with BOCES funding currently support mentors and field placement coordinators and the PDS schools are exploring how to fund resident stipends through BOCES contracts.

University of California Los Angeles (UCLA)

UCLA's Center X has developed a framework for educator development that forefronts explorations of identity and anti-racism in order to create a more just education system. School-based educators engage in weeklong workshops that promote self-awareness, reflection, and commitment to disrupting inequities. Their teacher candidates, too, experience this work. These Center X professional learning supports develop a strong pool of district mentors across a number of local schools. Although historically these kinds of university supports have not always been financially supported by districts, braiding professional development resources across universities and districts can allow partnerships to tap into the large pool of professional development dollars that districts often have and free up resources to financially support mentors, residents, and program staff.

CONCLUSION

For reallocation approaches to facilitate improved quality across the P-12 and teacher preparation systems, partnerships need to keep their quality goals in mind at every step of their reallocation design efforts. Simply shuffling people from one place to another might bring some dollars to candidates—which aspiring teachers struggling with budgets will likely appreciate—but role reallocation alone will not guarantee a stronger, more aligned system of high-quality teacher preparation programs. Only by centering quality in reallocation designs can partnerships achieve that goal.

Since reallocation efforts require at least some discussions between P-12 and preparation program leadership, the very act of exploring how to better use existing resources can help center issues of quality and equity and strengthen preparation systems so they can prepare their teacher candidates more effectively. Coupled with efforts to reduce costs for candidates—as detailed in the companion case study, *The Affordability Imperative*—programs can attract and retain candidates in strong, clinically rich programs that, in turn, can improve retention and lessen the costs of teacher turnover—as detailed in the companion case study, *The Residency Revolution*. •

APPENDIX : ABOUT THE SUSTAINABILITY PROJECT

The Sustainability Project team, composed of WestEd and *Prepared To Teach* worked for the past year to create this suite of resources associated with our work on sustainability in quality teacher preparation. In this joint effort, WestEd brought valuable thought partnership and quantitative research expertise and *Prepared To Teach* leveraged its five years' worth of work leading sustainability efforts across the nation.

While *Prepared To Teach* is known for a focus on creating more sustainably funded teacher residency partnerships, where candidates work alongside an accomplished teacher of record for a year, these reports are not focused specifically on residencies. Here, we highlight a range of clinically rich teacher preparation models that have found ways to be more sustainable. For this reason, we generally use the terms “teacher candidate” and “aspiring teacher” to describe those learning to teach, reserving the terms “resident” “and “residency” for when programs describe themselves as residencies and meet basic definitional requirements of being yearlong and not using teacher-of-record, fast-track approaches. As we hope our suite of resources affirms, there are a variety of different ways that strong programs can be thoughtfully and sustainably designed.

The project includes six reports and a set of web-based analytic tools and guidance documents:

- ***Dollars and Sense: Federal Investments in Our Educator Workforce:*** a May 2021 report that documents current barriers to shifting the field to high-quality, affordable, sustainable teacher preparation models.
- Three case studies on what *Prepared To Teach* calls the “3 Rs” of sustainable teacher preparation”:
 - Reallocation: ***Simple Shifts: Paying Aspiring Teachers with Existing Resources***
 - Reduction: ***The Affordability Imperative: Creating Equitable Access to Quality Teacher Preparation***
 - (Re)Investment: ***The Residency Revolution: Funding High-Quality Teacher Preparation***
- ***Going Further Together: Building Ownership and Engagement for Sustainable, Quality Teacher Preparation:*** a May 2021 case study on ways to build the kind of ownership and engagement that can create the public and political will needed to have a sustainable system of high-quality teacher preparation.
- ***Beyond Tuition, Costs of Teacher Preparation: Descriptive Analytics from the Aspiring Teachers' Financial Burden Survey:*** analyses of income sources, expenses, debt, and work realities from *Prepared To Teach*'s national survey of teacher candidates, forthcoming in May 2021.
- Release of a **suite of web-based, user-friendly resources** including university and district budgeting tools, communications supports to share the ideas from the project with audiences new to the ideas, and guidance documents that can support partnerships as they engage different aspects of sustainability for their programs.

What We Mean by “High-Quality” Teacher Preparation

Although our purpose in this project was not to define or assess teacher preparation quality, we recognize that sustainability efforts must have an associated value proposition: Growing a stronger, more diverse, better prepared, and more supported educator workforce.

Many frameworks for quality teacher preparation exist, developed by different groups for different purposes. This project was supported to research teacher preparation sustainability as part of in a *specific set of quality principles*. The nation also has two accrediting bodies with standards for teacher preparation—**AAQEP** and **CAEP**—while individual certification subject areas have their own professional frameworks. What’s more, each of the 50 states articulates its expectations for programs, and programs themselves define their own visions for quality.

Teacher preparation quality frameworks share many features, even as aspects of how to define and measure quality remain contested. For *Prepared To Teach*, we conceptualize quality around four non-negotiable tenets that should be present in addition to commonly accepted principles, such as continuous improvement and alignment with standards:

- 1 High-quality programs focus on equity for candidates. Equitable access for all aspiring teachers, from every background, is a centerpiece of program designs, with concerted efforts to develop pathways for candidates of color. Programs ensure a quality, supported experience for all candidates, with dedicated efforts to improve experiences for candidates from underrepresented populations.
- 2 High-quality programs focus on equity for P-12 students. Unless programs elevate the need for aspiring teachers to be aware of and to know how to work against institutional racism and other systemic inequities, not every P-12 student will have access to a good education. Quality programs provide both curricular study and clinical practice experiences that develop teachers who can disrupt inequities and help all students thrive.
- 3 High-quality programs are based in research on learning and development and its applications to teaching.²² Teachers must be able to form deep, caring relationships that help students construct knowledge. Quality programs embrace the need to engage candidates deeply in content knowledge and pedagogy that support authentic learning, and they do so within a framework of human development centered in culturally responsive and sustaining approaches to teaching and learning.
- 4 High-quality programs integrate extended clinical practice experiences with coursework. Learning to teach well requires both study and application, and no one can master the complexities of teaching well enough to lead a classroom without opportunities to put theory into practice. Quality programs work in deep partnership with schools and districts to design learning opportunities with mutual benefits for candidates and P-12 students in mind and ensure that graduates are ready for the complex work of being a teacher.

Our Process for the Case Studies

The research team conducted protocol-based interviews of 30 to 60 minutes with over 40 individuals across programs that represented urban, rural, and suburban teacher preparation efforts.

We invited participants we knew from our five years of work in the field; a thought partner group that informed the project, including over 80 individuals, suggested other innovative programs to include.

The interviews were intended to gather insights on different approaches to sustainability, not to evaluate programs or to provide comprehensive pictures of the complex set of work related to teacher preparation. Rather, we focused on capturing insights that could help support the field more broadly in moving the work of sustainability forward. ●

ACKNOWLEDGMENTS

To inform our work, we engaged a broad national thought partner group of over 80 participants from nearly as many organizations. These thought partners hail from 17 states and the District of Columbia. They are educational leaders from districts, universities, philanthropies, professional organizations, state education departments, and more. They informed the framing of the reports, recommended people to connect with to learn about their work, reviewed materials, and supported dissemination. In addition, as the vignettes throughout the report evidence, dozens of programs and partnerships shared their stories with us.

The input of every individual across every conversation had a huge impact on this work. Still, participation in the project does not necessarily indicate agreement with the views ultimately represented across the suite of resources the project produced. Any resonating insights, we know these colleagues influenced; any imperfect presentations or interpretations are our own.

Some of those who supported this work have been able to share their names publicly; we are honored to name them below. Others could not sign on, but regardless of whether names are printed, we acknowledge and thank them. Even more importantly, all those who participated demonstrate a deep commitment to education. For that, also, we thank them—even more.

The project would also like to thank team members at both WestEd and *Prepared To Teach*, who offered untold hours of support, from envisioning the research all the way through to ensuring the final documents were as strong as possible. ●

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ENDNOTES

- ¹ “The Affordability Imperative: Creating Equitable Access to Quality Teacher Preparation” (New York City, New York: Bank Street College of Education, Prepared To Teach, April 2021), <https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1010&context=pt>
- ² “The Residency Revolution: Funding High-Quality Teacher Preparation” (New York City, New York: Bank Street College of Education, Prepared To Teach, April 2021).
- ³ Divya Mansukhani and Francheska Santos, “#MoreLearningLessDebt: Voices of Aspiring Teachers on Why Money Matters” (New York: Prepared To Teach, Bank Street College of Education, February 2021); “Beyond Tuition, Costs of Teacher Preparation: Descriptive Analytics from the Aspiring Teachers’ Financial Burden Survey” (New York City, New York: Bank Street College of Education, Prepared To Teach, May 2021); “The Affordability Imperative: Creating Equitable Access to Quality Teacher Preparation.”
- ⁴ The Sustainable Funding Project, “For the Public Good: Quality Preparation for Every Teacher” (New York, NY: Bank Street College of Education, Prepared to Teach, June 2016), <http://bit.ly/2tJJIUg>
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- ¹¹ United States Bureau of Labor Statistics, “Elementary and Secondary Schools (Including Private, State, and Local Government Schools) - May 2015 OES Industry-Specific Occupational Employment and Wage Estimates,” United States Bureau of Labor Statistics, May 2015, <https://bit.ly/2FgOvN>
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