

MAKING TEACHER PREPARATION POLICY WORK:

LESSONS FROM AND FOR NEW YORK



Bank Street
College of Education



April 2020

This is a legacy resource that predates our new brand.

In July 2023, *Prepared To Teach* transitioned to be a national organization, independent of our first home at Bank Street College of Education. We are keeping all of our materials available for partners who may find them helpful, but we encourage you to use our [searchable resource hub](#) to find newer materials that may include updated information.

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





SUSTAINABLE FUNDING FOR QUALITY TEACHER PREPARATION

ACKNOWLEDGMENTS

The *Prepared To Teach* team extends its thanks to the innovative leaders in education across New York State who have invited us to learn about their efforts to provide aspiring teachers with the high-quality clinical experiences they deserve. In addition, we thank our colleagues at Bank Street College of Education, and across the country for their continued support and partnership. We are particularly grateful to those who shared their time during our scan of clinically rich teacher preparation programs and those who participated in the development of the *Prepared To Teach* - NY Learning Network application for the federal Supporting Effective Educator Development grant. Your efforts at the forefront of sustainable teacher residency development have deeply informed our understandings and have made this report possible.

The policy principles offered by this report were developed through ongoing conversation and feedback from the educators in the New York State P-20 Collaborative. These committed individuals came together to found the Collaborative with the goal of developing and expanding policy solutions to ensure diverse candidates have access to residency-style preparation. Their collaborative, inclusive efforts in New York State provide a model for educators all across the country who seek to shape and amplify a shared vision for the future of the profession in order to inform policy decisions. This report was strengthened by their input; we cannot thank them enough.

Special thanks to Hannah Dennis for her support in the development of teacher residency program vignettes.

Suggested citation: DeMoss, K. and Brennan, B. "Making Teacher Preparation Policy Work: Lessons from and for New York." New York, NY: Bank Street College, Prepared To Teach, March 2020.



TABLE OF CONTENTS

01	EXECUTIVE SUMMARY
02	LETTER FROM <i>PREPARED TO TEACH</i>
03	PREPARATION MATTERS
06	THE CLINICALLY RICH TEACHER PREPARATION PILOT KICK-STARTS A MOVEMENT
07	CLINICALLY RICH PROGRAM TAKEAWAYS
10	HOW TO SUSTAIN THE GOOD WORK
11	LESSONS FROM (AND FOR) NEW YORK
11	WHAT MAKES NEW YORK PARTICULARLY READY FOR NEW POLICY OPTIONS?
15	WHAT'S NEXT: PRINCIPLES FOR NEW POLICY OPTIONS
19	PRINCIPLES FOR POLICY
25	APPENDIX 1: SNAPSHOT OF CLINICALLY RICH INITIATIVES
27	APPENDIX 2: ABOUT THE NEW YORK STATE P-20 COLLABORATIVE
29	APPENDIX 3: PROPOSAL FOR A RESIDENCY CERTIFICATE
34	APPENDIX 4: DETAILS ON THE PRINCIPLES FOR POLICY
39	APPENDIX 5: THE ESSA OPPORTUNITY FOR RESIDENCIES
40	WORKS CITED

EXECUTIVE SUMMARY

All across the nation, professional organizations, state houses, and state education departments have called for and invested in the development of stronger teacher preparation models so that new teachers are well-prepared when they enter the classroom as teachers of record. These investments have allowed teacher preparation programs to learn which family of models works best and which challenges for candidates loom largest. Creating the best kinds of programs and supporting candidates through them require resources that are sometimes scarce. But by leveraging what the field has learned and deploying resources more intelligently, New York educators have found ways to both optimize preparation and reduce barriers to entry.

A particularly promising model for preparation is a teacher “residency” where aspiring teachers work alongside an accomplished teacher of record for an entire academic year before being hired to lead their own classrooms. Research increasingly documents the positive impacts of teacher residencies to strengthen and diversify the profession. Hundreds of millions of grant dollars have supported the development and implementation of residencies across the country. Unfortunately, though, when those grants end, programs can close because their designs too often rely on continued external infusions of dollars, making them unsustainable.

This report documents a distinct New York difference from this national pattern: An amazing number of preparation programs, faculty, and districts in the state have found ways to sustain and grow residencies, even in the absence of grant funding. They recognize that residencies result in stronger new teachers, and, when funded, remove financial barriers to a diverse pool of candidates. Rich professional networks, smart policy decisions, and state-wide discussions and collaborations have helped to create an environment where programs and districts are working together to find ways to address the profound financial challenges aspiring teachers face when they engage in their clinical practice. Teacher candidates can’t afford to work for free. Without grants, partnerships have to find dollars to ensure access to these high-quality programs is equitable.

Our work with programs across New York has found that university and school district partnerships have developed dozens of approaches to create and sustain meaningful clinical experiences for aspiring teachers using existing resources and reducing financial barriers for candidates. Such commitment to strong clinical preparation, often with no additional resources, demonstrates that professional educators recognize that these models are worthy of the work they take and should be broadly supported. The positive trajectory of residency program development in New York makes clear that partnerships can make strides in shifting teacher preparation systems to quality, affordable residency models. Educators have developed strong approaches for teacher residencies; their work surfaces a set of supportive policies that can help grow these models so that every aspiring teacher could have access to high-quality, sustained clinical practice.

New York and other states across the country can clear the way for partnerships to design strong, funded residency programs, not by mandating particular preparation pathways, but by formalizing state policy and directing state resources in ways that facilitate and incentivize partnerships to develop sustainable residency models. In this way, residency models can provide ample flexibility for implementation across the diverse contexts in which preparation programs and P-12 districts operate. The following principles for teacher preparation policy, taken together, can help grow the field of funded residency programs, ensuring more—and more diverse— aspiring teachers can enter the profession through a high-quality residency pathway.

PRINCIPLE #1: Promote partnerships that envision residencies as levers for increased educational equity, not simply as a source for future hires.

PRINCIPLE #2: Facilitate integration of partners’ funding streams into program delivery efforts, not just “in-kind” cost sharing for budgetary purposes.

PRINCIPLE #3: Support deep partnership development to ensure quality and sustainability.

PRINCIPLE #4: Create specific certification pathway options for high-quality residencies.

PRINCIPLE #5: Ensure residency supports and policies incentivize positive shifts without creating negative disruptions within the broader teacher preparation sector.

PRINCIPLE #6: Build towards understanding long-term impacts and benefits. ■

LETTER FROM *PREPARED TO TEACH*

Bank Street College's *Prepared To Teach* initiative cares deeply about educational equity, which is why we focus on building sustainably funded, high-quality residency programs that aspiring teachers can *equitably access* and *reasonably afford*. With affordable access to quality pathways, aspiring teachers, including those from diverse and marginalized communities, can enter and strengthen the teaching force, improving outcomes for all students.¹

Funded teacher residencies are a promising approach to promoting equity. They can increase teacher diversity and grow novice teachers' ability to embrace and implement culturally sustaining and responsive pedagogies.² With purposeful planning, growing funded residencies would drive greater equity, facilitate increased diversity inside the teaching profession, and support deeper learning for P-12 students.

Specially targeted, funded residencies have been around since the 1970s. During the past decade, private, state, and federal grant opportunities have spurred their growth, yielding strong benefits.³ But grants end; and when they do, programs face closure. Across the nation, the failed sustainability of grant-funded residencies is a common narrative. Dig a little deeper in New York and the story is more hopeful. This report shares powerful lessons from the state's teacher preparation programs regarding the impact that these residency programs have continued to have, even after grant funds are spent, as preparation programs and their partners have built on the lessons learned and sought to continue the shift toward residencies. These are stories of a commitment to excellence on the part of programs and their district partners. Their examples offer lessons for policymakers on how to create the kinds of incentives for residency preparation that could exponentially grow the numbers of affordable, high-quality preparation pathways in the state, enabling more—and more diverse—candidates to enter the profession.

We hope that you find the lessons from New York to be as relevant and hopeful as we do. And we invite you to join our network of preparation program partnerships seeking sustainable funding for affordable, high-quality residency preparation for the nation's future teachers. You can join our mailing list by subscribing on our webpage (bankstreet.edu/prepared-to-teach) or emailing preparedtoteach@bankstreet.edu. ■

NOTE: *Prepared To Teach has learned about teacher residencies and other clinically rich preparation models across New York through ongoing collaboration and engagement over the last four years. Program interviews conducted as part of a study of clinically rich teacher preparation approaches, data on program models and partnerships captured during the development of an application for a federal grant, and support for partnerships in the Prepared To Teach - NY Learning Network all contribute to the growing knowledge base of innovative teacher preparation programs in the state, several of which are highlighted in this report. These programs were selected to reflect diverse geographies, higher education sectors, and program approaches. Taken together, they provide a concrete example of how programs can provide deep, meaningful clinical experiences for candidates across a wide variety of contexts.*

PREPARATION MATTERS



Learning to teach well is no small task. There is content knowledge to master at levels most of us never achieve, not to mention that teachers must know what confuses learners about that content and learn how to help them move through misconceptions. In addition, the burgeoning field of learning sciences challenges the very idea of how schools have traditionally organized learning, requiring novice teachers to understand the implications of new paradigms of human development. Crucially, addressing the equity gap in opportunities and outcomes for students from diverse backgrounds requires new knowledge, skills, and commitments in order to infuse instruction with culturally sustaining and responsive practices that will support every child to thrive. These are just the basics if the country wants all its teachers to be able to support the development of the nation's future citizens, workers, neighbors, and leaders.

As with any complex task, learning to teach requires **acquisition of knowledge** and **focused practice**—two ingredients necessary for human beings to consolidate learning.⁴ Becoming an adept musician, performing successful root canals, learning a dance routine, knowing how to protect against disastrous chemical accidents, developing the problem-solving skills needed for architectural design—all these require both knowledge and practice. When skill sets are linked to the public interest—such as with pharmacy, engineering, medicine, law, cosmetology, and teaching—states establish knowledge and practice standards that aspiring professionals must meet before they are licensed to serve the needs of their future clients. In most of these kinds of fields, there are no options for “alternative” pathways to enter the profession. Teaching, sadly, is an exception. Every state in the nation allows teachers to enter the profession through alternatives that require as little as a

week in a classroom before a new teacher is responsible for the health, welfare, and learning of students.⁵ That is not enough time to acquire knowledge or to practice its application before assuming the role of a teacher who must guide a classroom full of learners with varied backgrounds, needs, interests, and strengths through their social, emotional, and intellectual development.

To be fair, alternative pathways to teaching exist because districts have had unfilled job openings at the start of the school year for decades. The hope was that, with supports, individuals interested in entering teaching through quick-entry routes could address labor needs. Unfortunately, the reverse appears true. Alternatively certified teachers leave the profession quickly, exacerbating personnel crises because schools' staffing stability erodes year after year as more underprepared teachers fill the ranks and quickly exit the profession.⁶ The financial incentives of being paid a salary and benefits while learning to teach means aspiring teachers often choose these pathways into the profession, so it is no surprise that the alternative preparation sector's exponential growth now provides a third of the nation's newly certified teaching pool.⁷ Supporters of these programs often note that their candidates are more diverse than teachers from traditional programs. While true, likely because the financial incentives draw populations from historically under-resourced groups, the sad fact is that diverse teachers from alternative pathways leave at even higher rates than their peers.⁸

Of course, not every pathway is a quick-entry program. The major pathway into teaching, often called the “traditional route” does require both the acquisition of knowledge and focused practice; the focused practice is typically a culminating clinical practice experience as an

SOME COMMON TEACHER CANDIDATE NARRATIVES

Prepared To Teach has surfaced a complex picture of the challenges of unfunded clinical practice. Universally, the financial burdens inherent in the system impact aspiring teachers, though teachers recall those burdens differently depending on the pathways they pursued to enter the profession.

Graduates of high-quality traditional programs, where coursework and fieldwork are integrated and partnerships are strong, often speak in ways that imply it was all worth it. They often share that “the cooperating teacher was great” or “the program prepared me well.” Still, though, these graduates know the system could have been significantly better, as this current district administrator shared: “I couldn’t focus as much as I wanted to on learning to teach because I had coursework at night and other jobs to cover living expenses.”

Graduates of programs that lack strong clinical practice designs with strong cooperating teachers often speak of having to “sink or swim,” or of “being all alone trying to learn to teach.” They sometimes express resentment for the whole process, as this current district personnel manager did: “I’m still frustrated at having had to pay tuition while student teaching for free, struggling to make sense of my work with students while my cooperating teacher was freed up to do other things.”

Aspiring teachers in quick entry programs, who have not yet graduated when they are hired as teachers of record, universally recall the huge learning curve they had to overcome through on-the-job training. They often feel they were inadequately prepared to meet all their students’ needs in their first years, and they struggled mightily, sometimes at personal cost, to be the teacher they wanted to be but were not yet prepared to be. This committed teacher recalled his first year: “I woke up in excruciating pain in the middle of the night, worried about letting my students down as my parents drove across town to pick me up to go to the hospital. The overwhelming experience of being an alternatively certified teacher with only a 10-day crash course before taking over my class had left me with a frozen back.”

The educators who have shared such stories are committed and well-respected. They also know their experiences reflect other novice teachers’ struggles. When they start to imagine a system where people learn to teach through a financially supported yearlong teacher residency before being responsible for their own classroom, it’s as if a light bulb goes off. They are rightly proud of their efforts, often heroic, to become good teachers. But the system shouldn’t require superheroes. Both new teachers and their students would be better served by financially supported structures for learning to teach that ensure all aspiring teachers are well-prepared before entering the classroom.

unpaid student teacher. Typically a semester long, student teaching is an improvement on most alternative programs’ minimal clinical practice, but it is still insufficient. New teachers need to understand the full range of student experiences across a school year, to see how students respond over time as they learn new ideas, and to practice building deep relationships with students, colleagues, and parents—all of which take more time than is available in a semester. Also, student teaching can financially disadvantage or even exclude those who cannot afford to forego income while student teaching.

We do not have to accept the inherent weaknesses in these dominant preparation pathways, where unacceptable tradeoffs between strong preparation and financial stability are always in play. There is another way. When aspiring teachers can afford to enter the profession through pathways that allow them to earn a

living wage, to study and apply meaningful and aligned research, and to work alongside an accomplished teacher for a year, the outcomes inspire. More diverse teachers enter the profession.⁹ New teachers still find their first year challenging, but they are able to provide strong instruction from the start.¹⁰ What’s more, they stay in the profession—even when hired in hard-to-staff schools—build a more stable workforce, and address the chronic problem of turnover the nation has developed.¹¹ Schools, districts, and most importantly, students, draw further benefits from strong teacher residency partnerships: Outcomes for students improve when dedicated residents work full time with accomplished teachers over the course of a school year.¹² In addition, formal roles for mentor teachers are designed in ways that value teachers’ expertise and enable them to exercise leadership without having to leave the classroom.¹³

The core challenge for shifting the teacher preparation sector is not what many assume to be an ingrained resistance to change. To the contrary: Programs and districts across the country want desperately to provide the learning and practice opportunities aspiring teachers need, but they have not yet been able to find sustainable approaches to ensure that the full range of socioeconomically diverse candidates—not simply those with financial means—can *afford* to engage in both study and at least a full year of practice alongside an

accomplished teacher.¹⁴ There are ways that policy can shift the perverse financial incentives of quick-entry programs so that aspiring teachers can afford to acquire both the knowledge base and the practice they need to be successful. The rest of this report highlights efforts across New York to move towards funded residencies, including implications for policy that a collaborative of over 90 individuals in New York from higher education, P-12, collective bargaining groups, and other professional organizations suggest would support these shifts. ■

CLOSER LOOK

COLLEGE OF STATEN ISLAND

In Summer 2019, The College of Staten Island (CSI) welcomed the first cohort of residents into a pilot Teacher Residency program hosted at PS 45 in Staten Island. The pilot program was the outgrowth of longstanding conversations between CSI and its P-12 partners about how to create deeper, more meaningful clinical experiences for aspiring teachers that could also serve real needs inside public schools. Because of the College's commitment to equity, a shared goal to increase teacher diversity, and the financial realities faced by CSI's students – many of whom are first-generation college students, and some who have families to support – the partnership recognized that a residency model could succeed only if candidates were compensated for their full-time work. Like many programs, CSI had sought grant support for a residency pilot. In 2018, the College and its partners in NYC District 31 and PS 45 decided to work in earnest to develop a program on their own, despite not having such outside support.

The partnership set an ambitious goal: to complete the necessary planning and program adjustments within one school year in order to launch the pilot by the summer. They recognized the need to have an inclusive set of voices at the table so that the program could benefit from existing strengths and resources and help meet existing needs across the local community. A steering committee, co-chaired by a point person from both the local district, District 31, and CSI, also included school leaders and teachers, collective bargaining units, central NYC Department of Education and City University of New York staff, as well as community organizations. The wide-ranging set of perspectives represented on the steering committee enabled the group to identify

potential challenges and roadblocks early on and to find creative solutions that might not have been possible if all the voices had not been at the table.

The steering committee convened similarly inclusive work groups to develop detailed plans for the pilot, including curricular adjustments, processes to identify and support mentor teachers, recruitment and admissions approaches, and sustainable funding models. The partnership sought to establish a financial package of at least \$15,000 for the first cohort, a goal they achieved. In the end, the residents are benefiting from financial supports of up to \$22,000 over the course of 15 months as a result of various instructional services they provide through their program work. This includes about \$16,000 in compensation for substitute teaching inside residency school site, work inside summer and afterschool programs run by a community partner, work study experiences for qualified residents, and an additional investment by the United Federation of Teachers. Residents also are benefiting this year from a tuition savings of about \$6,000 because the partnership was able to capitalize on the tighter praxis between coursework and clinical experiences to reduce the number of credits needed to complete the degree program.

What had presented as an obstacle to a residency program—the lack of grant resources—created the impetus to identify more sustainable sources of funding. The partnership continues to focus on long-term sustainability to ensure more access to the opportunity, working from a foundation built by braiding resources from across the P-12 and higher education systems and their community partners.

THE CLINICALLY RICH TEACHER PREPARATION PILOT KICK-STARTS A MOVEMENT



In the wake of the international recession of the late 2000s, federal education policymakers saw an opportunity to promote new initiatives that they believed would improve the nation's schools, including teacher recruitment, quality, and retention. The American Reinvestment and Recovery Act of 2009 included over \$4 billion for Race to the Top (RttT), a competitive grant that incentivized states to adopt education policies that aligned with federal priorities for data, standards, charters, school turnaround, and educator effectiveness. For strapped education budgets, the lure of the competition was strong; nearly every state changed laws to become eligible for the fund.¹⁵

New York applied unsuccessfully for the first round of grants but was successful in the second, winning \$700,000,000 for its reform agenda. While overall results of New York's RttT grant are contested, one educator effectiveness initiative, the Clinically Rich Teacher Preparation Pilot Program, was widely celebrated and welcomed. The state invited programs to design new, school-embedded models of teacher preparation that would meet hiring needs in hard-to-staff areas, increase teacher retention, and build approaches that could be shared with other institutions. The

graduate-level proposal budgeted \$20,000,000 in support; a later undergraduate opportunity provided an additional \$10,000,000.¹⁶ Eleven graduate and two undergraduate programs ultimately received funding. These programs, generally referred to as "residencies," had a broad impact on clinical practice approaches in the state.

When *Prepared To Teach* began its work in New York in 2016, nearly everyone the project interacted with spoke of the lasting influence of the RttT initiative. To learn from ongoing efforts to strengthen clinical experiences as a result of those awards, the project shared an open invitation to programs to be part of a survey of clinically rich practice models in the state. Not only were many awardees from the Clinically Rich pilot eager to give their time to the study; other institutions that did not participate in the RttT pilot but had created rich clinical practice models requested to be included in the hopes that policymakers would recognize the professional commitment across higher education to provide candidates with strong applied learning experiences. In total, 21 institutions and a number of their district partners shared their stories with us (see Appendix 1 for a brief description of each clinically rich initiative).

KEY FEATURES OF TEACHER RESIDENCIES

The New York State (NYS) P-20 Collaborative has developed a proposal for a formal teacher residency pathway that includes the following key components of a residency program:

- *A basis in mutually beneficial partnerships between institutions of higher education, schools, and school districts, with formally articulated agreements that include commitments to financially support residents*
- *Clinical placements that are designed for both candidate and P-12 student learning; align with the P-12 school year; connect clinical immersion experiences with coursework, learning goals, and assessment; and include regular opportunities for candidates to plan and reflect with their mentor teacher*
- *Key roles for mentor teachers in candidate development*

See Appendix 2 for information about the NYS P-20 Collaborative's work and members. See Appendix 3 for the full NYS P-20 Collaborative Residency Certificate Proposal.

CLINICALLY RICH PROGRAM TAKEAWAYS

IT TAKES WORK. IT'S WORTH IT. CANDIDATES NEED FUNDING.

The study surfaced an exciting reality that had not been readily visible: All across the state, programs developed and strengthened partnerships with P-12 schools and districts to provide deep, meaningful clinical experiences for aspiring teachers, improving the learning of the P-12 students they served. A majority of partnerships' efforts focused on developing or growing teacher residency models. To this end, programs formalized communication processes and adjusted curriculum so that what was taught in coursework integrated more closely with residents' experiences in the P-12 classroom. They co-designed professional learning opportunities for the classroom teachers who mentored pre-service candidates, bringing school-based personnel into the work of developing aspiring teachers. They worked together, drawing on local strengths, to meet identified needs and goals. They engaged in the intense work it takes to develop and implement residency programs and committed untold hours to designing, leading, troubleshooting, and delivering these new programs.

Across the board, respondents shared that residencies have been worth the intense effort they require, given their outcomes. Pointing to both formal evaluations and anecdotal evidence, programs noted the positive impacts on candidates, classroom teachers, and students. Following a year of extended, supported instructional experiences, graduates were preferred hires for

principals looking to fill vacancies. Residency graduates were more like second-year teachers than first-year teachers, facing less of a learning curve in the classroom. Classroom teachers who worked with candidates in residencies found their own practice strengthened as they reflected on their instructional strategies in collaboration with residents. Student learning improved among students taught by residency graduates, as well as in classrooms where residents were co-teaching.

These experiences have continued to inspire districts and programs to find ways to grow residency models. But everyone faces a common obstacle as they try to realize their vision for more clinically rich programs: How can partnerships help candidates afford to live while they engage in the residency placement?

For programs that benefited from grant funding, many strategically budgeted for a living stipend during residency. When initial grants ended, some programs spent additional time and resources seeking new grants; others saw the numbers of candidates dwindle who could afford the clinically rich practice route to certification without stipend support. In some cases, programs have had to end after grant funding ceased.

Other programs followed a long tradition in teacher preparation of *not* providing any financial supports for residents through their initial grants. Their experiences

provide a cautionary tale of trying to grow residencies that do not offer funding for candidates' living expenses:

Students from undergraduate programs had to take on more debt to cover expenses associated with the year-long placement, and/or to cover lost income when they had to give up outside employment.

Graduate-level programs geared towards adults and career changers found that generally only younger adults—who could live with parents and did not yet have families of their own—could participate.

Full-time, unpaid placements created barriers in programs that sought to recruit students from underrepresented populations, including first generation college-goers, students of color, and students from low-income backgrounds.

A number of programs shared that, without an identified source of funding for candidates, they could not or would not pursue the development of a residency because to do so would contribute to inequities among candidates who could afford to work full time without pay and those who could not. In such cases, partnerships continued to innovate in different ways to deepen and extend clinical placements for candidates outside of their student teaching experiences, with an eye towards maximizing the quality of clinical experiences.

The reports from clinically rich preparation programs in New York echoed what *Prepared To Teach* was learning across the nation: Residencies are a high standard for teacher preparation, offering profound benefits to aspiring teachers, mentor teachers and their students, higher education faculty and their programs, and districts. But funding candidates' living expenses is a formidable barrier to their growth and sustainability.

HOW TO SUSTAIN THE GOOD WORK

Since the promise of residencies and the desire to grow them across the state was clear to all we interviewed, in 2018 *Prepared To Teach* invited all preparation programs and districts in New York to consider participating in a joint application for a federal grant, the Supporting Effective Educator Development (SEED) grant, to develop and scale sustainably funded residencies. Almost 40 programs and districts responded to the call, with higher education largely but not exclusively initiating participation.

PARTNERSHIPS
HAVE
CONTINUED TO
INNOVATE IN
DIFFERENT WAYS
TO DEEPEN AND
EXTEND
CLINICAL
PLACEMENTS
FOR
CANDIDATES
OUTSIDE OF
THEIR STUDENT
TEACHING
EXPERIENCES.

CLOSER LOOK

AMERICAN MUSEUM OF NATURAL HISTORY

The American Museum of Natural History (AMNH) in New York City (NYC) is home to the only museum-based teacher residency program in the world. The Richard Gilder Graduate School's Urban Teacher Residency Program, launched in 2011, was designed to address the shortage of Earth Science teachers in high-needs schools in the state of New York. This program is an extension of AMNH's mission of research, education, and the dissemination of knowledge about the natural world into teacher preparation. Annually, 15 teachers graduate and commit to teaching in New York's high-needs public schools for four years. Residents receive a full scholarship and \$30,000 living stipend along with a laptop, books, and state certification fees—support made possible by federal grants and private funding.

Residents complete 10 months in partner high-needs secondary schools in NYC and Yonkers, and two museum-based summer residencies working with AMNH's youth programs and undertaking laboratory and field-based investigations with scientists. Following a cohort-based model, each school hosts 3-4 residents who complete 36 credits of coursework at AMNH and receive a Master of Arts in Teaching degree. A two-year induction program supports graduates as they transition into their careers.

Mentors are prepared through Mentor Academy—six days of professional learning throughout the school year, co-facilitated by faculty and experienced school mentors. Mentors benefit from monthly professional learning; stipends; resources; materials; and memberships to the National Science Teaching Association, TESOL (the international association for teaching English to students from other language backgrounds), and AMNH. Partner schools provide residents with a range of experiences including teaching special education and English as a New Language (ENL) populations. Residents receive mentoring from museum-based clinical faculty who observe each resident twice per month, and funding is provided to schools for resources, including access to AMNH's educational offerings, deepening the relationships that ground the residency. In accordance with the co-constructed Memorandum

of Understanding, principals and faculty collaborate regularly to identify and retain highly qualified mentors and to determine residency placements. Additionally, principals contribute to decision-making for the partnership, for example, by sitting as voting members on the program's academic oversight body.

Partner schools benefit not only from residents in classrooms during residency, but also from a pipeline of committed educators interested in continuing relationships with these schools after graduation. A number of graduates have been hired by partner schools and serve as mentors for current residents, providing further evidence of commitment to the program from these schools. Graduates who work in NYC cite the residency and their cohort bond as key factors in their persistence in the profession, and many conduct field trips with their classes to visit AMNH where they once were residents.

Due to the exceptional financial incentives and unique model, the program has successfully recruited diverse candidates into teaching in New York's public schools—approximately 30% people of color, 44% male, and 35% career changers or veterans. Findings from the first three cohorts indicate that 94% stayed in teaching for three or more years and of those, all were in New York and 94% were in high-needs schools. This retention rate exceeds the national teacher retention from residency programs of 80-90% in the same district after three years. Ongoing analysis shows that many remain in classrooms beyond their four-year commitment.

AMNH demonstrates the power and potential of informal science education (ISE) institutions, dedicated to scientific research and public education, to address the need for qualified science teachers and to contribute to reform by strengthening the formal role of science-based cultural institutions in science education. It presents an important model of science and education faculty cooperating in program delivery and for ISE-non-profit teacher preparation and retention partnerships.

SEED PROPOSAL PARTICIPANTS

PROGRAM PARTNER DISTRICT(S)

ADELPHI UNIVERSITY
NYC GEOGRAPHIC DISTRICT 27
FREEPORT PUBLIC SCHOOLS

CLARKSON UNIVERSITY
MOHONASEN CENTRAL SCHOOL
DISTRICT

COLLEGE OF NEW ROCHELLE
NYC GEOGRAPHIC DISTRICT 8

COLLEGE OF STATEN ISLAND
NYC GEOGRAPHIC DISTRICT 31

FORDHAM UNIVERSITY
OSSINING UNION FREE SCHOOL
DISTRICT

CUNY - LEHMAN COLLEGE
NYC GEOGRAPHIC DISTRICT 12

METROPOLITAN COLLEGE OF NEW YORK
NYC GEOGRAPHIC DISTRICT 1

NIAGARA UNIVERSITY
NIAGARA FALLS CITY SCHOOL DISTRICT

RELAY GRADUATE SCHOOL OF EDUCATION
CONEY ISLAND PREP CHARTER SCHOOLS

SUNY - CORTLAND
DRYDEN CENTRAL SCHOOL DISTRICT
ITHACA CITY SCHOOL DISTRICT
TOMPKINS SENECA TIOGA BOCES

SUNY - EMPIRE STATE COLLEGE
ONONDAGA CORTLAND MADISON
BOCES
SYRACUSE CITY SCHOOL DISTRICT
WATERVLIET CITY SCHOOL DISTRICT

SUNY - OLD WESTBURY
ROOSEVELT UNION FREE SCHOOL
DISTRICT

SUNY - OSWEGO
SYRACUSE CITY SCHOOL DISTRICT

SUNY - PLATTSBURGH
BEEKMANTOWN CENTRAL SCHOOL
DISTRICT

SUNY - POTSDAM
SALMON RIVER CENTRAL SCHOOL
DISTRICT

SYRACUSE UNIVERSITY
SYRACUSE CITY SCHOOL DISTRICT

UNIVERSITY AT BUFFALO
BUFFALO PUBLIC SCHOOLS

Unlike other residency development grants, there would have been comparatively little financial incentive for partners if they received the SEED grant. First, the money would be split between 17 distinct partnerships; each would receive only \$280,000 per year, compared a national average of \$1,300,000 per year for federal Teacher Quality Partnership residency grants.¹⁷ Still, partnerships dedicated themselves wholeheartedly to the work of crafting the proposal. Teams put in roughly 40 hours each to co-construct a design process and residency model that could be consistent enough for rigorous evaluation yet flexible enough to meet the needs of rural, suburban, and urban districts. The resulting model incorporated significant school-level professional development, mentor teacher supports, and resident stipends. It was an inspirational vision of how P-12 and higher education could work together, braid resources to create more sustainable partnerships, and complement efforts to strengthen teaching and learning for everyone in the state.

What's more, the effort would cost out at a per-resident rate of \$27,000, compared to federally funded residencies averaging \$47,000 per candidate and National Center for Teacher Residencies partnerships costing over \$50,000 per candidate.ⁱ New York's RttT was in a similar range as these other models, offering \$12,500 per resident for programmatic work in addition to up to \$40,000 per resident for tuition and living expenses.

Although the grant narrowly missed scoring in the top tier of successful federal proposals, by the end of the application process, participants wanted to ensure that their learning, passion for the work, and vision for what could happen in New York did not lose momentum. As a result, the New York State P-20 Collaborative was born, supported by *Prepared To Teach*, guided by the wisdom of partnerships on the ground, and committed to consolidating the knowledge learned across the state into supportive, facilitative policies that would serve P-12 students, schools and districts, and aspiring teachers and programs as well. This voluntary group meets monthly to inform Prepared To Teach's work and to develop research and policy ideas to facilitate the development of sustainable, affordable residencies. ■

ⁱ Internal analyses of TQP grants and presentations at NCTR workshops. The *Prepared To Teach* costs were even more dramatically economical when considering the professional development and student support designs, calculating at a per-teacher cost of \$8,000 and a per-student cost of \$83.

LESSONS FROM (AND FOR) NEW YORK



From South Dakota to Virginia, from California to Washington, *Prepared To Teach* has worked with partnerships that are addressing their core roadblock: The challenge of providing aspiring teachers with funding for living expenses during their residency. These partnerships are resourceful. They seek grants, fundraise for permanent endowments, piece together new financial aid packages, redesign work study opportunities, strategically integrate learning competencies into the residency to allow for reduced coursework, discount tuition for cohorts, work with campus and community offices to provide money for computers and transportation, provide free childcare, and identify roles that offer residents pay for work they engage in at schools. In short, they commit to whatever might support aspiring teachers financially while staying true to learning goals for residents and P-12 students. The partners' dedication is inspiring, evidencing a commitment and nimbleness that could facilitate transformative new policy options.

WHAT MAKES NEW YORK PARTICULARLY READY FOR NEW POLICY OPTIONS?

From the national viewpoint that *Prepared To Teach* enjoys, New York boasts a high concentration of programs, districts, and schools engaging in such work. The RttT grants provided opportunities to experience and reflect on residencies, resulting in widespread consensus that they are effective; now, a critical mass of programs is interested in sustaining, launching, or growing residencies.

Most states do not have such energy around residencies, even though grants have funded local pilots throughout the nation. Ironically, *Prepared To Teach* has found that many grants inhibit the development of sustainable residencies. When grant-funded residencies use the

more expensive model of creating a separate program instead of transforming existing preparation, residencies often shut down when funds run out. The precarious status of programs' futures and the enormous effort it takes to fundraise for these models means that leaders draw the conclusion that growing a residency model is impossible because of unsustainable costs.

The same could have been true in New York, where many grant-supported programs flourished. What, then, has sustained the momentum in the absence of new funding?

Two features of the New York landscape stand out. First, the state-level policy context offers strong lessons. New York State resisted creating mandates for residencies

CLOSER LOOK

BANK STREET GRADUATE SCHOOL OF EDUCATION

The Early Childhood Urban Education Initiative at the Bank Street Graduate School of Education is a pioneering initiative that helps uncredentialed early childhood educators in under-resourced New York City neighborhoods complete their certification and earn master's degrees while remaining employed in their existing early childhood classrooms. The educators who enroll in the program often come from the communities in which they teach and, as they progress through the rigorous program, they are able to bring their knowledge and skills to bear on the students in their classrooms, the organizations in which they are housed, and the community overall. By completing a master's degree and obtaining their certification, participants in this initiative gain access to a wider set of professional opportunities.

The three-year program was designed specifically for individuals already working in early childhood settings, typically in Assistant Teacher or Head Teacher roles in community-based organizations. This initiative retains the core educational approaches that are embodied throughout the Bank Street Graduate School of Education, including a full year of supervised field experiences, but tailors the program to reflect the strengths and needs of the candidates it seeks to enroll. To reduce barriers to

participation, the program offers a reduced tuition rate and was structured to ensure that educators could remain in their existing positions while completing their programs. It takes into account the common work hours of early childhood educators when creating course schedules and offers many courses on site at partnering community organizations, minimizing the need to travel to campus to attend courses. Participants also have certain program experiences on campus, creating opportunities to connect and engage with the broader Bank Street community.

Now in its third cohort, the program has expanded to work with early childhood educators from additional neighborhoods in the city. The interest from community organizations in partnering on this initiative is a testament to both the need for improved access to quality preparation programs, as well as the quality of this particular initiative. Advisors and supervisors speak to the changes they see in interactions between participating teachers and the young students they serve. A number of participants have earned promotions from assistant to head teachers even before completing the program, based on the real change in the quality of their work with children in their classrooms.

after the RttT pilot.ⁱⁱ The Board of Regents and the State Education Department instead solicited policy input through broad-based, ad-hoc working groups tasked to inform clinical practice and performance assessments for certification. Participants included P-12 educators, programs with and without residencies, public and private institutions, and representatives from across the state. These working groups built on professional knowledge from the field, creating a broad network with shared understandings not only of the benefits of different preparation approaches, but also of the complexities and potential unintended consequences inherent in policy mandates. Their discussions have influenced thinking across the state about possibilities for models that might be adapted to support funded clinical practice.

Well-meaning policy approaches have unintended consequences when they set expectations without likewise providing the guidance and infrastructure necessary to meet those expectations. New York State avoided this outcome when it allowed flexibility for, but did not require, the ongoing development of residency pathways. For example, the Board of Regents approved a new, limited teacher residency certificate for the Classroom Academy, a teacher residency pilot program. This regulatory flexibility opened the door for Classroom Academy residents to receive compensation from a Board of Cooperative Educational Services (BOCES); costs for these resident stipends are then billed to participating districts through an innovative BOCES Cooperative Service (CoSer) agreement. This strategy can be expanded so that all interested programs in New

ⁱⁱMany aspects of Race to the Top in New York, including most related to traditional teacher preparation, did not embrace the idea of broadly exploring possibilities and constraints within the field before mandating requirements. To our knowledge, the Clinically Rich Teacher Preparation Pilot is the only one of many teacher preparation initiatives within New York's RttT plan that did not orient towards mandates or requirements.

York State have the option to submit to the state for review and approval a plan for new residency pathway. It also provides a model for other states to consider how to facilitate the development of teacher residencies that reflect clear principles for quality,

Second, the state has benefited from structures that facilitate a strong, sustained conversation about how to realize the vision of providing candidates with rich experiences. Most central for programs is the annual NYSATE/NYACTE conference. More than 80 percent of the state's teacher preparation programs are either institutional NYACTE or have faculty who are individual NYSATE members of these organizations, and the annual conference and its pre-conference workshop are widely attended. Both the State Education Department and the Board of Regents have a presence at the conference, and collaborative efforts to craft presentations and workshops across institutions deepen professional networks in the state. These professional organizations have been able to grow participation in the conference over time, increasing the

numbers of programs presenting at the conference from 29 in 2011 to 61 in 2019. Since the original RttT grants, the conference program has also witnessed an increasingly strong set of options to explore research and practice connected to residencies and other partnership-based clinical practice models, growing the interest in the models. The conference program in 2011 offered three sessions that focused on clinically rich practice models; by 2019, that number had increased to 12.

In addition, the State University of New York (SUNY) played a critical role in building awareness and consensus around clinical practice via its TeachNY effort. Under the leadership of then Chancellor Nancy Zimpher, the initiative began with the convening of a broad group of stakeholders for policy explorations called the TeachNY Advisory Council, including faculty and leaders from institutes of higher education, senior leadership from P-12 school districts, representation from collective

bargaining units, researchers, advocates, representatives from professional organizations, and policymakers. The group developed a widely shared and referenced policy paper, the *TeachNY Advisory Council Report of Findings and Recommendations*.¹⁸ Subsequent phases of TeachNY significantly strengthened SUNY programs' clinical practice requirements and created a cross-sector network of individuals and institutions committed to supporting viable new models for preparation that would transfer to any of the state's diverse contexts.¹⁹

Prepared To Teach has also played a role in sustaining and deepening dialogue around funded residencies. The project has supported individual partnerships in their

design thinking, maintained a significant presence and invitation for partnership at the annual NYSATE/NYACTE conference, created statewide opportunities to discuss research reports, and provided workshops and technical assistance around program and funding models that can support residents' clinical practice. Perhaps the project's most consequential effort emerged from the federal SEED grant application.

Prepared To Teach led the codesign process that created a framework for funded residencies that would strengthen and diversify the teacher workforce. The proposal resonated across the state, and led to the formation of the New York State P-20 Collaborative. Since its inception in Fall 2018, the group has grown to include over 90 people from higher education, P-12 districts, unions, and other professional organizations.

This commitment to and rich opportunity for discussion around clinical practice models in New York, absent dampening effect of mandates, has fostered an openness across the P-20 sector to explore new, creative models of teacher preparation that can efficiently and effectively braid resources across the P-20 system. The state could further this work with new policy options that embrace principles of flexibility within a framework of commitment to support and facilitate quality partnership programs. ■

**THE STATE HAS BENEFITED
FROM STRUCTURES THAT
FACILITATE A STRONG,
SUSTAINED, CONVERSATION
ABOUT HOW TO REALIZE
THE VISION OF PROVIDING
CANDIDATES WITH RICH
EXPERIENCES.**

CLOSER LOOK

SUNY OSWEGO

SUNY Oswego and Syracuse City School District (SCSD) have a longstanding residency partnership, first developed with resources obtained through New York State's Clinically Rich Teacher Preparation Pilot in 2012. The commitment to the residency partnership is clear inside both SCSD and SUNY Oswego. District leaders recognize the model as an important component of their teacher recruitment pipeline strategies and a key contributor to their efforts to diversify the teaching workforce inside the district. At SUNY Oswego, faculty and administrators have been committed to broadening access to this powerful pathway for more of their students, bringing college resources to bear on the effort.

The SUNY Oswego/SCSD residency model has evolved over time and in different ways across certification programs, as partners planned, collaborated, and adjusted their approaches in response to identified needs and goals. In reflecting on program developments to inform future directions, the partners recognized a promising model that has emerged inside the master's-level Childhood Education program. In one elementary school in particular, several key structures have aligned to make the residency model more than a high-quality preparation pathway for teacher candidates. By placing residents inside the school as a cohort, committing substantive faculty time to this same school, and providing space inside the school day for planning, collaboration, and reflection between residents and mentor teachers and between those teams and program faculty, the residency model has become part of the school's culture and approach to strengthened teaching and learning inside its classrooms.

This broader impact is possible because of resourcing decisions made at both the program and school levels. SUNY Oswego assigns all faculty who teach methods courses two additional credits for supervising field experiences, making it possible for those faculty members to support candidates during

their clinical placements. Because residents in the Childhood Education program are placed in schools as cohorts, faculty members can spend concentrated periods of time inside the residency schools communicating and collaborating not just with the residents, but also with the mentor teachers and building leaders as well. An additional factor that has amplified the significance of the residency partnership in this particular elementary school stems from SUNY Oswego's commitment to professional development school (PDS) initiatives that promote learning and growth for both pre-service and in-service teachers. In addition to assigned time for field experiences attached to the methods course, the faculty member also has an academic quarter's worth of time assigned to PDS work. This has made it possible to provide professional learning experiences to teachers across the residency school community. The faculty member joins grade-level teams during their professional learning sessions to support their growth in research-based literacy interventions in a way that aligns with what residents have been learning and practicing with their mentor teachers, creating consistency across the school building, as well as alignment with what residents learn in their courses and what they experience in their clinical experiences.

At the school level, scheduling decisions have provided time and space for residents, mentors, and faculty members to engage in this collaboration. As an extended-day school, the building leader has built in 40 minutes of time each day for teachers' professional development, during which time residency teams, including the faculty member when possible, can plan together, look at data, reflect on work, and communicate about needs.

Taken together, these structures have created a model that exemplifies what is possible when partnerships align resources and efforts on behalf of improved learning of pre-service teachers, in-service teachers, and P-12 students.

A decorative background image showing the silhouettes of several graduates wearing caps and gowns, facing right. The silhouettes are in a lighter shade of purple than the background.

WHAT'S NEXT: PRINCIPLES FOR NEW POLICY OPTIONS

Prepared To Teach has been studying residency funding across the nation since late 2015, exploring what localities, states, philanthropic supporters, and the federal government could do to support the growth and continuance of strong residency programs. Our first report, *For the Public Good: Quality Preparation for Every Teacher*, offered a research-based case to shift conventional thinking in the nation about residencies: They are not an expensive luxury but an affordable investment. *Investing in Residencies, Improving Schools: How Principals Can Fund Better Teaching and Learning* detailed a school-based financial case study demonstrating that existing dollars in the education system can support residents—and simultaneously strengthen schools. Next, *Clearing the Path: Redesigning Teacher Preparation for the Public Good* made the case that the financial barriers today's aspiring teachers face drive them to alternative programs that underprepare them for their work. It also shared models to offset costs for residency stipends and offered a review of residency impact research. Next, *Following the Money: Exploring Residency Funding Through the Lens of Economics* explored the interconnected complexities of the teacher preparation ecosystem, its economic realities, and its impacts on teachers' preparedness.

The project's great fortune to have learned from residency partnerships across the country has convinced

us that the nation—and New York in particular—is poised to consolidate a rich set of learning about the promise of residencies into next steps that will facilitate and support the expansion of affordable, sustainable programs.

In the long run, providing all aspiring teachers with financial supports during a full-time residency placement will likely require the investment of new public funding, but such investment would be manageable. Nationally, it would cost only \$3.4 billion to fund every newly certificate teacher at the modest rate of \$20,000,²⁰ and when partnerships braid resources together they can typically identify 40-60 percent of those costs locally. In the New York context, residency programs developed and implemented in partnership with BOCES through Cooperative Service agreements (CoSers) may result in the reimbursement of a portion of districts' costs for stipends, according to their state aid eligibility, as the Classroom Academy pilot program has demonstrated. Such new investments are likely to be offset by virtue of anticipated cost savings resulting from residency program impacts, including reduced teacher turnover, lower rates of unnecessary referrals for special education services, and less need for remediation. It is reasonable to expect that states would experience a positive return on their investments in high-quality teacher residencies.

CLOSER LOOK

CANISIUS COLLEGE

Canisius College, a small Jesuit institution in Buffalo, New York, developed the Western New York Teacher Residency Program (WNYTR) in the fall of 2018. The two-year, graduate-level program is designed to prepare skilled teachers who are committed to teaching in Buffalo schools, especially schools with high poverty rates and few resources. The WNYTR Program strives to prepare professionally and socially committed educators who embody social justice values and embrace a growth mindset. The program has been successful in recruiting ethnically and racially diverse candidates—over half of the first two cohorts are people of color.

In the planning phase of WNYTR, representatives from five partner schools seeking a pipeline of well-prepared, diverse teachers met regularly with College administrators and faculty to discuss the design of the program and align the curriculum to eight Canisius Resident Practices, including, for example, eliciting and interpreting student thinking; supporting students' social, emotional, and academic needs; designing/adapting appropriate student lessons and assessments; and careful consideration of teacher roles and responsibilities. At the end of the planning year, there was deep and mutual commitment to the goals and objectives of the program moving into the resident selection process.

During the first year of the two-year program, residents take 11 courses and participate in field experiences with children who have special needs at local elementary schools. In several courses, the residents are taught by teacher leaders from partner schools to ensure learning is relevant and practical. In the second year of the program, the residency year, residents take three courses in fall and one course in spring, and are employed by partner schools as teacher assistants receiving a \$24,000 salary from the partner schools. Upon successful completion of the program, residents graduate with a master's degree and dual state certifications in Childhood Education (1-6) and Special Education (1-6) with

options for early childhood and/or middle school extensions. School partners place these residents first in line for teaching jobs in their schools.

Mentor teachers, initially identified by a building principal, complete an application to indicate interest in becoming a mentor. The program director and assistant director conduct a classroom observation and a brief interview with the prospective mentor to determine fit and an individual's capacity to be an effective mentor. Following a social event sponsored by the WNYTR program, mentor teachers and residents each identify preferences for placements. Once resident/school/teacher matches are finalized, the school agrees to employ the resident as a teacher assistant. Two WNYTR coaches conduct nine mentor teacher trainings throughout the academic year and visit partner schools periodically to work with mentor teachers to build their capacity as effective mentors. The mentor teacher trainings help to create a network of teacher leaders in each building.

The WNYTR has developed a structure to ensure success. Canisius College houses and supports the program with strong partner support. A full-time tenured faculty member directs the program as part of her responsibilities, while a part-time Assistant Director was hired with grant funding. Coaches provide ongoing support for the mentors and residents. Candidates receive supports beyond their living stipends through structures like on-site childcare that ensures they can engage in their coursework after working at their school sites without the burden of additional childcare expenses.

The WNYTR Program intends to expand and continues to investigate sustainable funding sources for the newly developed WNYTR. Canisius College anticipates a time when all teacher education students at the undergraduate and graduate levels can engage in a sustained residency experience in Buffalo schools to best prepare them to serve the children in the community.

SCHOOLS WILL BE
STRONGER,
TEACHER
TURNOVER WILL
DIMINISH, AND
STUDENTS WILL
HAVE BETTER
OPPORTUNITIES
TO THRIVE.

In the short term, facilitative policy approaches, strategic investment of existing state-level resources, and additional federal or philanthropic funding can support the initial development of residency partnerships. By growing the field of funded residencies, more—and more diverse—aspiring teachers can enter through pathways that allow them the time to learn and practice the complex work of teaching. Schools will be stronger, teacher turnover will diminish, and students will have better opportunities to thrive.

Policymakers have a crucial role to play in helping realize these possibilities. The NYS P-20 Collaborative and *Prepared To Teach* spent months thinking through policy options that would be actionable, supportive, and aligned with state, district, and preparation program goals. The six principles laid out in the final section of this report, coupled with concrete sample actions for New York State, can guide that work (more details on the principles and their potential application are available in Appendix 4).

Ideally, policymakers would engage all six principles in a comprehensive plan around residencies; not incorporating one or two principles would heighten the risk of efforts facing backlash, barriers, or both. Enacted together, though, these principles would facilitate systemic shifts towards funded residencies.

A TRANSFORMATIVE OPPORTUNITY FOR NEW YORK STATE

WHEN TEACHERS QUIT, EDUCATION FAILS.

High turnover weakens schools and weak schools leave students underprepared. Student learning isn't the only cost. Low retention rates mean more money spent on recruiting, hiring, and onboarding new teachers—only to have that investment turn around and walk out the door.

Approximately 23,000 teachers leave each year in New York. New, underprepared teaching recruits are the least effective in the classroom and most likely to leave. Statewide, teacher turnover **costs an estimated \$400,000,000 annually.***

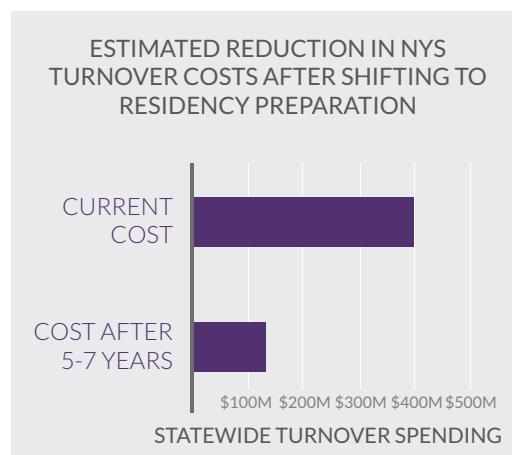
*Estimate derived from Learning Policy Institute's estimates of teacher turnover costs (<https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover>) and publicly reported data on turnover rates for teachers with fewer than five years of experience (data.nysed.gov).

FUNDED, YEARLONG TEACHER RESIDENCIES SAVE MONEY AND IMPROVE SCHOOLS.

But aspiring teachers can't afford to spend a year working full time without pay. How much would it cost to pay them for their time spent in instructional roles?

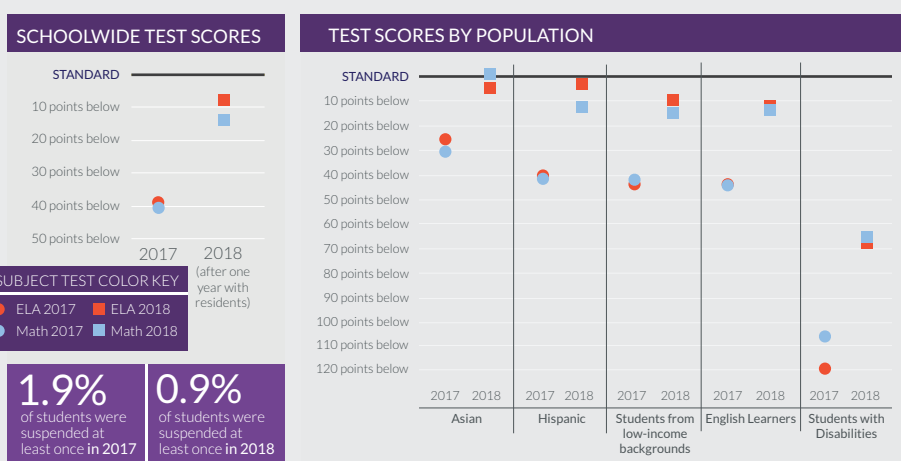
To fund every new teacher in New York at a rate of \$20,000, the total cost would be \$440,000,000. Within 5-7 years, teacher turnover would reduce by two-thirds. **Resource reallocation plus cost savings from retention would pay for most or all of the state's future needed teacher pool.**

Existing public funding can sustain residency programs in the long run. Preparation programs and districts are ready to do this work. They need well-designed short-term investments to be successful.



WITH RESIDENTS IN CLASSROOMS, STUDENTS HAVE BETTER OUTCOMES.

Early results from schools with deeply embedded residency programs have shown improvement in student outcomes. The data at right come from Wishon Elementary in Fresno, California, where 25 residents co-taught during the 2017-2018 school year. Test scores and discipline outcomes improved—a difference that teachers and leaders attribute to residents' work in the school.



Data from the California School Dashboard, analyzed by Learning Policy Institute (LPI). More information on Wishon Elementary and sustainable funding models in California will be released in our upcoming report, co-authored with LPI, which will be available at learningpolicyinstitute.org/products/all-publications.

PRINCIPLE #1

PROMOTE PARTNERSHIPS THAT ENVISION RESIDENCIES AS LEVERS FOR INCREASED EDUCATIONAL EQUITY, NOT SIMPLY AS A SOURCE FOR FUTURE HIRES

Given the widespread hiring crises in teaching, the excellent track record for attracting and retaining teachers for hard-to-staff areas that residencies boast makes them important policy tools for addressing teacher shortages. The benefits of residencies can extend well beyond hiring needs if programs are well designed.

POLICY CAN EXPLICITLY FRAME THE GOALS OF CO-CONSTRUCTION AND MUTUAL BENEFIT AS PRINCIPLES FOR LOCAL PARTNERSHIP DEVELOPMENT.

The strongest residencies build on relationships to develop mutually beneficial, co-constructed program models that involve and support all constituent needs— aspiring teachers’ learning and well-being, program quality goals, schools’ improvement efforts, mentor teachers’ learning and leadership development, and P-12 students’ social, emotional, and intellectual growth. Investments should support strong residency partnership models that increase diversity and improve student learning outcomes while simultaneously addressing hiring needs.

POLICY CAN BOTH FORMALIZE MECHANISMS TO SUPPORT RESIDENTS THROUGH FEDERAL FUNDING STREAMS AND PUBLICIZE DISTRICTS’ AUTHORITY TO USE FEDERAL DOLLARS FOR RESIDENTS.

Residencies can qualify for federal dollars when they are designed to meet the goals of programs, such as the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA). See Appendix 5 for a detailed analysis of potential alignments between ESSA and residencies.

POLICYMAKERS CAN DRAW ON LOCAL EXAMPLES OF STRONG RESIDENCY PROGRAMS TO DOCUMENT PROMISING PRACTICES AND CREATE REPORTS, REGIONAL WORKSHOPS, OR OTHER MEANS TO DISSEMINATE IDEAS.

Many exemplary district/program partnerships that meet schools’ needs and provide high-quality preparation experiences for aspiring teachers already exist. Learning from local models fosters understanding and ownership of how residencies can work across a state—in addition to validating the work of countless professionals committed to quality clinical practice in partnership with districts.

STATE-LEVEL RESOURCES CAN SUPPORT THE DISSEMINATION OF STRONG PARTNERSHIP MODELS.

Convenings, webinars, standing items on meeting agendas with programs, superintendents, and other stakeholders—these and other means can facilitate the spread of viable models to ensure equitable access to promising ideas that can improve school outcomes through residency partnerships.

New York recently centered “meaningful partnerships” with districts as a key to strong clinical preparation. NYSED can further partnership development by working with professional organizations, the P-20 Collaborative, and others to create resources that can support the development of meaningful partnerships.

New York also should consider amending its state ESSA plan to explicitly support residencies with Title I dollars, as states like Louisiana have.²¹ Having flexibility to do so would allow partnerships to design residencies that support school improvement, creating new, funded roles for residents and simultaneously attracting, preparing, and retaining high-quality, diverse teachers for districts’ high-need licensure areas and hard-to-staff schools.

PRINCIPLE #2

FACILITATE INTEGRATION OF PARTNERS' FUNDING STREAMS INTO PROGRAM DELIVERY EFFORTS, NOT JUST "IN-KIND" COST SHARING FOR BUDGETARY PURPOSES

Grants frequently require cost sharing to ensure local ownership of funded projects, but rarely do common cost sharing resources—space, technology, senior leadership's time—reflect the kind of innovative thinking required to ensure sustainability.

STATE GRANT OPPORTUNITIES CAN REQUIRE DOCUMENTATION OF SHARED COMMITMENTS FROM P-12 AND TEACHER PREPARATION FOR SHIFTING EXISTING RESOURCES INTO PERMANENT SUPPORTS FOR THE PARTNERSHIP WHEN INCENTIVIZING RESIDENCIES. When partnerships intentionally restructure faculty, mentor, and residents' roles, they create more cost-efficient and sustainable models for residencies. If partnerships do not rethink the use of existing resources, new grants can end up funding recurring new expenditures or, in some cases, supplanting existing funding streams.

POLICYMAKERS CAN SUPPORT EFFORTS TO INTEGRATE HUMAN RESOURCES—RESIDENTS, MENTORS, AND FACULTY—INTO SCHOOLS' DAILY WORK IN ORDER TO IDENTIFY RESOURCES TO FUND CANDIDATES' LIVING EXPENSES. Convening collective bargaining units and working with other professional organizations, such as superintendent and higher education groups, can surface potential policy barriers, build understanding of important principles that should inform role design, and disseminate ideas from existing programs for re-imagining educator roles that can financially support residents.

POLICYMAKERS CAN PROMOTE THE INCORPORATION OF ASPIRING TEACHERS' PREPARATION INTO INCENTIVE STRUCTURES WITHIN DISTRICTS AND HIGHER EDUCATION. Leaders can study approaches for formalizing and recognizing teacher leadership, including the mentor teacher role, through state-level certification systems or district-level career pathways and by holding convenings to consider the implications for possible shifts. The state could also convene leaders across higher education organizations to consider revised promotion and tenure policies for teacher educators to recognize their work with partnerships.

NYSED should build on the broad interest in sustainably funded residencies by convening a task force supported by researchers that includes collective bargaining, district, and higher education leaders. The task force should report on common barriers in the state to sustainable funding and promising approaches to overcome those barriers.

PRINCIPLE #3

SUPPORT DEEP PARTNERSHIP DEVELOPMENT TO ENSURE QUALITY AND SUSTAINABILITY

Although there are many programs around the country that have designed strong, partnered residencies, on the whole these pathways are new and unknown, so partnerships benefit from formal supports to design and launch strong programs. Targeted resources and technical assistance can facilitate partners' efforts to focus on quality during the planning and development of teacher residency programs.

POLICYMAKERS SHOULD FIND RESOURCES, INCLUDING REALLOCATING EXISTING FUNDING AND SEEKING NEW FUNDING, TO SUPPORT NEW PARTNERSHIPS DURING THEIR FIRST TWO YEARS. Such funding, which should be separated from any grants intended to support residents' living stipends, can include requirements to participate in state-level learning networks and dissemination efforts.

POLICYMAKERS CAN SUPPORT EFFORTS TO DOCUMENT AND DISSEMINATE KNOWLEDGE ON HOW TO DEVELOP AFFORDABLE, HIGH-QUALITY RESIDENCIES. Supporting the development of Open Educational Resources, hosting learning sessions for grant awardees, and proposing sessions at state conferences or other convenings to disseminate promising practices can help partnerships move their work forward more efficiently and effectively.

New York State should create a funding stream to support the transformation of the teacher preparation system by making planning grants available to partnerships to do the necessary long-term visioning for building integrated residencies that meet a goal of having 40%-60% of the equivalent of a local substitute teacher or paraprofessional salary funded through sustainable dollars within 3-5 years.



PRINCIPLE #4

CREATE SPECIFIC CERTIFICATION PATHWAY OPTIONS FOR HIGH-QUALITY RESIDENCIES

In the past few years, many partnerships have deepened their expertise around residency models. Their experiences universally suggest that residency pathways are more robust than other approaches to recruiting, preparing, and retaining quality, diverse teachers. The time is ripe to consolidate the knowledge gained from these efforts by creating a formal pathway for residencies. Often, residency programs register under alternative pathways in order to navigate the current constraints of traditional certification regulations. Using the alternative pathway as a workaround for residencies mean that states' data on the efficacy of different pathways are compromised, since both quick-entry and yearlong residency program graduates' data are recorded under the same pathway. Establishing a separate residency pathway certificate would promote these programs as distinctive and desirable, supporting recruitment efforts.

POLICYMAKERS CAN CREATE A FORMAL TASK FORCE TO CONSIDER THE CREATION OF RESIDENCY PATHWAY AND CERTIFICATE, using the NYS P-20 Collaborative's Residency Certificate Proposal (see Appendix 3) as a starting point for discussion with districts and programs about what kinds of guidance, support, and requirements such a certification pathway might need.

POLICYMAKERS CAN CONDUCT A REVIEW OF CURRENT TEACHER PREPARATION AND RELATED REGULATIONS TO ASSESS POTENTIAL CONSTRAINTS ON RESIDENCY PARTNERSHIP DESIGN AND DEVELOPMENT. Many logistical challenges arise from constraints of current regulations, creating barriers for programs to design residencies, and often leading residency programs to register under alternative pathways in order to navigate constraints of traditional certification regulations.

New York State can build on the existing residency certificate approved for the New York State Classroom Academy pilot program by creating a formal, optional residency pathway for program approval. NYSED and the New York State Board of Regents should schedule discussion of the NYS P-20 Collaborative's residency pathway proposal, included here as Appendix 3. This pathway would be available to programs that meet its requirements, would establish residencies as a distinct high-quality model into the profession, and could include flexibility for candidate roles, supervision, and assessment, as appropriate for the full-time, yearlong nature of residency programs.

PRINCIPLE #5

ENSURE RESIDENCY SUPPORTS AND POLICIES INCENTIVIZE POSITIVE SHIFTS WITHOUT CREATING NEGATIVE DISRUPTIONS WITHIN THE BROADER TEACHER PREPARATION SECTOR

Because of the many ways people can become teachers, shifts in one part of the sector can have negative unintended consequences for quality preparation overall. For example, if a state were to require traditional programs to shift to yearlong residencies without funding, individual candidates would have strong financial incentives to enter through quick-entry programs that don't afford ample clinical practice but do offer pay and benefits, exacerbating inequities and turnover. By seeing the residency pathway as an option to be studied **not in comparison to but rather in the context of the broader teacher preparation system**, states can minimize unhelpful disruptions to local institutions and districts.

POLICYMAKERS CAN ENSURE RESIDENCY PATHWAYS REMAIN AS OPTIONS, NOT REQUIREMENTS, until impacts across every portion of the sector and every geography have been studied to ensure implementation effects have the desired impacts across the board.

POLICYMAKERS CAN ENSURE REGULATIONS FOR RESIDENCIES DO NOT UNINTENTIONALLY EXCLUDE MANY INTERESTED PROGRAMS by writing regulations from broadly negotiated floors of strong practice, with built-in reviews and feedback loops to adjust and strengthen regulations over time.

NYSED should deliberately engage stakeholders across regions and sectors to consider how to balance support for the transformation of teacher preparation pathways to paid residencies while also ensuring that local programs and labor markets have both the time and the resources they need to ensure that diverse candidates can afford these new pathways.

PRINCIPLE #6

BUILD TOWARDS UNDERSTANDING LONG-TERM IMPACTS AND BENEFITS

Current research shows teachers who prepared through funded residency pathways are more diverse, stay longer in the profession, and are better able to meet standards for the instructional quality and student outcome improvements that schools and districts desire. These kinds of metrics should be tracked, as they would allow states to assess the effects of their investments in residencies. In addition, a more holistic and long-term approach to understanding the impact of residencies would maximize the field's ability to learn from and understand what such a transformative shift in the teacher preparation ecosystem could mean for a state and its citizenry.

POLICYMAKERS CAN WORK WITH STAKEHOLDERS TO DESIGN DATA SYSTEMS AND PROCESSES THAT ALLOW STRONG ANALYSIS OF DIFFERENT TEACHERS' PATHWAYS, including exploration of a secure and confidential process for a unique and permanent individual identifier for every aspiring teacher in a field placement that identified features of the program and links to the state's certification system.

POLICYMAKERS CAN LEAD EFFORTS TO DEVELOP CONSENSUS AROUND KEY INDICATORS TO TRACK PROGRAMS AND THEIR P-12 IMPACTS. In the short term, this might include the creation of shared definitions and processes to collect readily available indicators (e.g., diversity, hiring and retention, residency preparation site student outcomes, teacher absences). In the longer term, states can charge a task force—with robust participation from the field—to identify high-potential indicators for quality residencies with a goal of creating a statewide approach to understanding long-term benefits of the stronger workforce that funded residencies promise.

POLICYMAKERS SHOULD ENGAGE IN ROBUST COST-BENEFIT ANALYSIS OF INVESTING IN RESIDENCIES, given that projections for strengthening even a portion of a weak teaching force promise trillions at the national level.²²

NYSED should conduct and broadly disseminate an analysis of licensure patterns across geographies and programs, identifying when and where individuals are more likely to enter a particular teaching area with credentials that have less clinical practice than the standards that are put forth in current clinical practice regulations for traditional programs, including individual pathway assessments, transitional certificates, internship certificates, and supplementary certificates. Also, the state should ensure that basic data systems, or enhancements of current Title II reporting, can provide the appropriate baseline for examining the impact of various pathways into teaching. ■

APPENDIX 1: SNAPSHOT OF CURRENT AND PRIOR CLINICALLY RICH INITIATIVES

Institution	Brief description	Financial support for candidates' clinical practice	Source(s) for candidate support
Adelphi University*	Graduate-level candidates across disciplines can participate in an optional yearlong residency placement to complete their clinical requirements.	Compensation available for substitute teaching work; details vary by district	Schools/districts
American Museum of Natural History*	All candidates in this master's program participate in a 10-month residency placement and two summers working inside the Museum.	Stipend and full tuition	Federal grants, private philanthropy
Bank Street College of Education	Candidates in the Early Childhood Urban Education Initiative participate in a three-year master's degree program, in which supervised fieldwork occurs inside their existing roles as assistant teachers or head teachers in early childhood settings.	Tuition discount for program cohort; candidates maintain their existing positions and compensation while completing the program	College/university
Bard College	All candidates in a yearlong master's degree program engage in extensive clinical experiences over the course of a full year, beginning fieldwork during the summer and spending six weeks in a full-time placement in the fall semester and 12 weeks in a full-time placement in the spring semester.	Substantial need-based scholarships	College/university
Canisius College	Candidates can apply to participate in the Western New York Teacher Residency program, a two-year program leading to certification and a master's degree, with a full-year residency placement in the second year.	In Year 2, all residents serve in teacher assistant roles and receive a salary; free on-site childcare is available during course time	Private grant; schools/districts; college/university
Clarkson University	All candidates in the master's degree program participate in a yearlong residency placement as the requirement to complete their clinical experiences.	Varies across candidates; tuition supports and opportunities for compensation for instructional work inside placement schools	State grants; college/university; schools/districts
Hofstra University Post-Student Teaching Internship	Candidates with fall student teaching placements can participate in a spring internship during which they complete a project designed to meet a need in the school, as well as all other teaching functions.	Stipend	District
Lehman College*	Master's-level candidates previously could participate in a childhood residency program focused on preparing teachers for high-need schools; candidates now can apply to participate in a yearlong residency program focused on preparing P-12 STEM teachers, including a computer science micro-credential.	Stipend	State and federal grants
Long Island University	Graduate-level TESOL candidates previously had the opportunity to apply for a yearlong residency placement in a school in the Internationals network.	Stipend	Federal grant; schools/district
Manhattanville College	Graduate-level candidates can participate in an apprenticeship or internship placement in the first year of their program, gaining instructional experiences inside classrooms prior to their student teaching semester. Some districts use internship programs as vehicle for having substitute teachers for their buildings.	Stipend and potentially discounted tuition for Apprentices	District, college/university
Metropolitan College of New York	All candidates in the 12-month or 16-month master's degree program participate in clinical placements over the course of a full school year.	Varies across candidates; teaching assistants and paraprofessionals can complete clinical program requirements while remaining in their existing jobs; targeted tuition assistance for qualified candidates through college, federal, and state grants	MCNY Presidential Scholarship, TEACH Grant, NYS Teacher Opportunity Corps II Scholarship Grant

New York University*	Candidates can apply to a yearlong residency program that includes either a full-time (40 hours a week) or part-time (20 hours a week) clinical placement inclusive of differing instructional roles inside partner sites.	Varies by program and placement site; full-time residents receive stipends for instructional work in schools, tuition subsidies and scholarships, and may receive benefits (details vary)	Schools/districts; college/university
SUNY Empire State College	Candidates in a two-year master's degree program have the option of participating in a yearlong residency placement to complete their clinical experiences in the second year.	Varies; candidate can integrate their residency placement with an assistant teacher position or two days a week substitute teaching; candidates can earn work-study dollars for their residency work	School/district; federal work study
SUNY Old Westbury	Undergraduate candidates can complete special education and childhood methods classes embedded onsite in P-12 schools and linked to fieldwork in the same classrooms with close faculty support.	None	Not applicable
SUNY Buffalo State College	All undergraduate and graduate candidates participate in developmentally incremental fieldwork of increasing duration at school and community partner sites. School partners participate in advising and planning the program, exploring and researching topics of importance to schools, and action-based research projects for school improvement.	None	Not applicable
SUNY Oneonta	Candidates in the undergraduate Childhood Education program can apply to participate in a yearlong residency placement to complete their clinical experiences.	None	Not applicable
SUNY Oswego*^	Undergraduate TESOL candidates and master's-level candidates across disciplines participate in two full-time semesters of placement. Residents complete concurrent course work and professional learning alongside mentor teachers.	Varies across candidates and programs; opportunities to integrate substitute teaching experiences; targeted tuition assistance through state grant; stipends for district recruitment priorities	State grants, schools/district
SUNY University at Buffalo	Graduate-level candidates can apply to the UB Teacher Residency program to participate in a full-year residency placement.	Stipend and potential scholarship support	Private grant, district
Syracuse University*	Candidates in the master's degree program in Inclusive Special Education (7-12) can apply to participate in the Syracuse Urban Inclusive Teaching Residency program and participate in a yearlong residency placement.	Stipend and scholarship	Schools/district; College/university
Teachers College, Columbia University	Candidates in the 18-month graduate-level TR@TC program participate in a year-long residency placement.	Stipend and scholarship support	Federal grant
The Classroom Academy at SUNY Plattsburg, SUNY Empire State College, and Sage Colleges Esteves School of Education	Candidates complete a two or three-year master's degree program and participate in a two-year residency placement through partnering BOCES, districts, and institutions of higher education.	Stipend for two years	Schools/district; BOCES contract for shared services

*Part of the graduate-level Clinically Rich Teacher Preparation Pilot Program

^Part of the undergraduate-level Clinically Rich Teacher Preparation Pilot Program

APPENDIX 2: ABOUT THE NEW YORK STATE P-20 COLLABORATIVE

NEW YORK STATE P-20 COLLABORATIVE



Transforming Teacher Preparation for New York State

Educators are strong advocates for affordable, high-quality teacher residency programs.

In a SEED grant proposal submitted by PREPARED TO TEACH to the U.S. Department of Education, 50+ university, district, and professional organizations across the state laid the foundation for rethinking how P-12/higher education partnerships could grow quality, affordable, sustainably funded residencies. Growing the momentum from that project, these dedicated educators founded the New York State P-20 Collaborative to develop and expand policy solutions that will ensure diverse candidates have access to affordable residency-style preparation. Though the proposal was not selected for federal funding, the Collaborative has continued to grow. The Collaborative benefits from the continued support of PREPARED TO TEACH at Bank Street College, a project committed to facilitating partnerships in service of equitable access for all aspiring teachers to high quality teacher preparation.

GOALS

+ Strengthen New York's teacher workforce

Teaching is complex, requiring more preparation than many aspiring teachers can afford. The Collaborative advocates for designing and supporting high-quality pathways so every classroom has a well-prepared teacher.

+ Diversify New York's teacher workforce

A diverse teacher workforce is essential for equity. The Collaborative supports policies that create affordable pathways for diverse new teachers to enter the profession.

APPROACH

+ Articulating a vision to help inform policy discussions

The Collaborative is a group of educators heeding calls to build and communicate a shared vision for the future of the profession in the hopes that these perspectives can support policy discussions.

+ Statewide stakeholder collaboration & unity

Policy solutions must be flexible enough to adapt to the needs of diverse local communities. The Collaborative engages a wide range of stakeholders in discussion until ideas achieve consensus.

+ Facilitating shifts without excluding others not engaged in residencies

Some localities would not necessarily be able to engage shifts towards residencies in the foreseeable future. While focusing on funded residencies, the Collaborative embraces many pathways to quality preparation.

SAMPLE WORK

+ Developing a residency pathway for New York State preparation programs

A residency pathway with high standards for approval could both highlight strong work already occurring in teacher preparation and allow teacher candidates to work in classrooms and receive compensation. Programs would be articulated with strong district input and partnership, strengthening the P-20 system.

+ Articulating a vision for clinical practice professors

Faculty with clinical responsibilities could be more effective and productive with different supports and expectations for their work. The Collaborative is engaging a white paper on the topic.

+ Building a shared learning agenda and network

The Collaborative is creating structures for districts and programs to be part of a national learning network on residencies and candidates' financial barriers.

NEW YORK STATE P-20 COLLABORATIVE

Patrice Armstrong-Leach Adelphi University			Anne Fairbrother SUNY - Oswego
Daryl Gordon Adelphi University	Eloise Messineo Council of School Supervisors and Administrators	Patricia Romandetto New York University	Amanda Fenlon SUNY - Oswego
Mary Jean McCarthy Adelphi University	Karen Andronico Fordham University	Kate DaBoll-Lavoie Nazareth College	Doreen Mazzye SUNY - Oswego
Camille Coley American Museum of Natural History	Anthony Cavanna Fordham University	Kai Strange Nazareth College	James McGuinness SUNY - Oswego
Julie Contino American Museum of Natural History	John Lewis Hofstra University	Marisa Harford New Visions	Kristen Munger SUNY - Oswego
Maritza McDonald American Museum of Natural History	Michael Middleton Hunter College	Leah Lembo New York State United Teachers	Pat Russo SUNY - Oswego
Daniel Slippen American Museum of Natural History	Peter Martin Ithaca College	Danny Dottin Newburgh Enlarged City School District	Mirella Avalos-Louie St. John's University
Mark LaCelle-Peterson Association for Advancing Quality in Educator Preparation	Lauri Bousquet Le Moyne College	Michael McLymore Newburgh Enlarged City School District	David Cantaffa State University of New York
Lisa Edstrom Barnard College	Stephen Fleury Le Moyne College	Glen Eschbach North Babylon School District	Jeannie Aversa Syracuse City School District
Andrea Decker Binghamton University	Cathy Leogrande Le Moyne College	Richard Diaz Queens College	Joanne Harlow Syracuse City School District
Jenny Gordon Binghamton University	Jody Manning Le Moyne College	Kristen Driskill Roberts Wesleyan College	Scott Persampieri Syracuse City School District
Matthew McConn Binghamton University	Nancy Dubetz Lehman College	Fernando Espinoza SUNY - Old Westbury	Eva Williams Syracuse City School District
Deborah Shanley Brooklyn College	Serigne Gnigue Lehman College	Vincent Juba SUNY - Old Westbury	Ashleigh Thompson The City University of New York
Lorrei DiCamillo Canisius College	Harriet Fayne Lehman College	Diana Sukhram SUNY - Old Westbury	Colleen McDonald The Classroom Academy
Joyce Fanning Canisius College	Gaoyin Qian Lehman College	Wendy Paterson SUNY - Buffalo State College	Rod Lucero The National Center for Clinical Practice in Educator Preparation
Marya Grande Canisius College	Anne Rothstein Lehman College	Andrea Lachance SUNY - Cortland	Marcella Bullmaster-Day Touro College
James Oigara Canisius College	Sylvia Blake Long Island University	Angela Pagano SUNY - Cortland	Susan Courey Touro College
Nancy Wallace Canisius College	Michael Hogan Long Island University	Carrie Rood SUNY - Cortland	Beth Etapio University at Buffalo
MaryEllen Sullivan College of Mount Saint Vincent	Mary Kelly Marist College	Anne Burns Thomas SUNY - Cortland	Nooshin Shafei University at Buffalo
Deirdre Armitage College of Staten Island	Kari Morrison Marist College	Jelia Domingo SUNY - Empire State College	Amanda Winkelsas University at Buffalo
Kenneth Gold College of Staten Island	Edward Sullivan Marist College	Nathan Gonyea SUNY - Empire State College	Kevin Meuwissen University of Rochester
Bethany Rogers College of Staten Island	Leonard Golubchick Metropolitan College of New York	Donna Mahar SUNY - Empire State College	Kathleen Cullen Utica College
Susan Nesbitt-Perez Commission of Independent Colleges and Universities	Patrick Ianniello Metropolitan College of New York	Leigh Yannuzzi SUNY - Empire State College	
	Michael Nagler Mineola Unified School District	Nichole Brown SUNY - Oswego	
	Priya Mendez Mount Saint Mary College	Michelle Duffy SUNY - Oswego	

APPENDIX 3: PROPOSAL FOR A RESIDENCY CERTIFICATE

CREATING A RESIDENCY CERTIFICATE PATHWAY FOR TEACHER PREPARATION: A PROPOSAL FOR DISCUSSION

BACKGROUND

Origins of This Document

Since at least 2010, when the New York State Education Department (NYSED) invited applicants to establish clinically rich teacher preparation programs as part of the Race to the Top initiative, institutions of higher education (IHEs) in New York State have been pursuing program shifts that facilitate extended clinical practice placements for their teacher candidates.¹ Many of New York's IHEs have sought and received funding through short-term, limited grants that support "residencies." Residency programs integrate candidates' coursework with yearlong school-level placements alongside an accomplished educator who partners with the IHE to develop the resident's capacities to apply education's rich and necessary research and theoretical foundations to day-to-day practice in schools.

As more institutions have had experiences with residencies and as more schools and districts have seen the benefits of hosting and hiring residents, a movement has grown to make residency-style programs more accessible, affordable, and widespread—through sustainably fundable sources rather than short-term grants. The New York State P-20 Collaborative, which has spent six months discussing and drafting this document, grew out of this shared interest. The group seeks to find ways to increase equity in schools by ensuring that strong clinical practice is affordable and accessible to every aspiring teacher, and that such practice occurs before a candidate becomes a teacher of record.

Rationale for Funded Teacher Residencies

Teachers who are well-prepared are more effective, stay longer in the profession, and help build the kind of stable, supportive, and stimulating school community that can ensure all students have strong human development and educational outcomes. To become well-prepared novice teachers ready to lead their own classrooms on day one, candidates at minimum need to master:

- subject matter content and the pedagogies that support the learning of that content
- culturally diverse and sustaining pedagogies that ensure all students learn and thrive
- human development and learning sciences research that should underpin classroom management, curriculum, pedagogy, and assessment decisions
- how to apply these and other aspects of education's disciplinary knowledge base in realistic, diverse contexts so that they are prepared for the expectations for their future work as classroom teachers

Mastery of crucial domains in any profession requires practice, perhaps especially in teaching where the work is multifaceted, must meet the needs of multiple individuals simultaneously, and is dependent on what qualities students bring with them to the classroom. To ensure all students have teachers who have enough experience to succeed on day one in their complex and important job of educating the State's children, practice must occur *before* candidates become teachers of record, under the guidance of an accomplished teacher who will support and mentor the candidate in partnership with program faculty. Well-designed teacher residencies provide candidates with such opportunities before they are teachers of record, setting the stage for a strong continuum of growth to be a knowledgeable, skilled practitioner.

Teacher residencies also address a range of issues associated with early career teachers. Residency graduates outperform their peers as first-year teachers, avoiding the pervasive struggles new teachers have in supporting student learning.² They also stay in the profession longer, their self-efficacy helping them avoid feeling like teaching is a "sink or swim" job.³ When residencies have funding for candidates, they also are able to attract candidates of color. Recent research documents that white teacher candidates come from family backgrounds that have, on average, \$90,000 a year in income that could be helpful to support them during school; candidates of color have access to less than half that amount.⁴ Unsurprisingly, candidates from lower income backgrounds are readily attracted to alternative programs that provide immediate access to salaries and benefits. Unfortunately, graduates from these programs are less likely to stay in the profession.⁵ To diversify the teaching force with new teachers who are likely to stay, candidates need both funding and strong clinical practice.

In New York State, as in much of the rest of the nation, there has been a significant decline in the numbers of individuals seeking teaching credentials and leading to widespread teacher shortages.⁶ Local residency partnerships are designed with district hiring needs in mind, addressing teacher shortages with local talent. However, efforts to shift preparation programs towards residencies would exacerbate the teacher shortage crisis if programs do not provide opportunities for candidates to receive financial support during residency placements, as many candidates will not be able to work for a year for free.⁷ Candidates who cannot afford to work full time without compensation as part of their preparation experiences are unable to avail themselves of the quality preparation provided through a teacher residency.⁸

One solution that could help grow the number of high-quality residency options for aspiring teachers and address the need for financial supports for teacher candidates during their residency placements would be to establish a new, optional, Teacher Residency Program in New York. Ideally, the NYS P-20 Collaborative believes a Teacher Residency Program would incorporate four principles:

- embrace the high standards already in evidence across residency-style programs across the nation
- require that programs be designed in deep partnership with hosting school districts so that the residency meets district priorities and school-based improvement goals
- enable candidates to be compensated for a range of meaningful work aligned to program, district, and school goals and needs
- design pathways that ensure equitable, affordable access for diverse candidates

Currently, the first two principles guide a dozen or so programs across New York, and we know of at least as many more moving in these directions.⁹ Growth of these models, however, has been stymied by challenges that districts face in being able to allot existing funds for residents' roles within their schools. By creating a Residency Certificate attached to a Residency Program, much like the Internship Certificate that is currently available to individuals in traditional pathways who meet certain requirements, partnerships could more readily address some of the financial barriers candidates face during residency placements.ⁱ Addressing financial barriers, in turn, would allow programs to design residencies that focus on grow-your-own approaches, as first generation students, paraprofessionals, and local community college students would be more likely to be able to afford them. Diversity in the profession would increase.

Such a pathway would capitalize on existing interest within teacher preparation programs in partnering with districts to create high-quality, sustainably funded residency programs. It would also facilitate the growth of such partnerships, having positive ripple effects throughout the profession, even serving as a model for the nation.ⁱⁱ Moreover, as teacher residencies grow across the state, an increasing number of diverse, aspiring teachers will have access to the high-quality, supported experiences they need to become well-prepared novices in the profession.

About the Proposal

What follows is a draft proposal for discussion, framing some ideas for what a Teacher Residency Program with an associated Residency Certificate might look like. The NYS P-20 Collaborative has sought to incorporate the four principles above—quality programming, deep partnerships, and mechanisms to fund candidates so that teacher preparation offers equitable access to quality programs that will diversify the profession—into the draft proposal.

The intention of this draft proposal is not to position teacher residency programs as either the only pathway into the profession or as a preferred or required model for traditional preparation programs. Rather, the draft proposal intends to create a new, *additional* pathway option for teacher preparation programs and LEA partners who already are moving forward with these sorts of partnerships and who would benefit from re-registering programs under a pathway that allows different kinds of flexibilities for districts to be able to more easily support candidates financially, per whatever agreements the partnership establishes.

This proposal was developed for consideration by policymakers in New York State, yet it can serve as a model across other state contexts. The language offers suggested changes to regulations governing the registration of teacher preparation programs. In New York State, teacher preparation programs are regulated under rules for Higher and Professional Education; a separate body of regulations exist for Elementary and Secondary Education, which can also be reviewed and potentially revised to facilitate the participation of P-12 teachers and administrators in teacher residency partnerships.

ⁱ The NYS P-20 Collaborative is aware that some teacher preparation pathways have used the term "residency" even when a candidate is a teacher of record before completing a preparation program. Such programs are more closely aligned with the "internship" as currently used in New York State. Qualifying programs that do not choose to re-register as formal residency pathway or programs that currently use the term "residency" to describe a program that does not meet the proposed requirements might find themselves needing to use a different term to describe their programs. In the long run, the NYS P-20 Collaborative believes more consistency in terminology will support the State in its charge to oversee teacher preparation.

ⁱⁱ *Prepared To Teach* has already been asked to share the draft work of the NYS P-20 Collaborative with parties in California, Colorado, New Jersey, and Virginia.

DRAFT PROPOSAL LANGUAGE

The remainder of this document offers draft language for the two distinct aspects of this proposal: the program registration requirements for an IHE to apply for a new Teacher Residency Program, and the requirements a candidate would need to meet to be approved for a Residency Certificate.

Part I: Teacher Residency Program Registration

In order to register a Teacher Residency Program, institutions of higher education (IHE) teacher preparation programs shall meet the general requirements for registration as set forth under sections 52.1 and 52.2 of the Official Compilation Of Codes, Rules And Regulations Of The State Of New York and the general requirements for registration of curricula in teacher education as set forth under paragraph (1) and subparagraph (2)(i), and the standards for programs leading to an initial certificate as set forth under subparagraph (2)(ii), which include requirements that candidates complete a general education core, content core, and pedagogical core. In addition, the following requirements shall be met:ⁱⁱⁱ

Mutually Beneficial Partnerships. The Teacher Residency Programs shall be designed and implemented through mutually beneficial partnerships between institutions of higher education, schools, and school districts, formally articulated through written memoranda of understanding (MOUs) or similar agreements. Elements of the partnership described in the agreement would include details outlining the following:

- How the residency would address issues of diversity, quality, and/or licensure area needs of partner districts and hiring vicinities
- How the residency has been designed to support school improvement and/or teacher development priorities in addition to candidate development goals, including processes the partnership established to ensure Resident Teacher Candidates are ready to assume their roles in the school, for example, through coursework and/or fieldwork
- How the partners have allocated adequate fiscal resources for candidate support during the residency year, including for equity and access for a diverse set of candidates
- How roles and responsibilities are defined and shared across the teacher preparation program and school and district partners, including in recruitment; course delivery; mentor and supervisor selection, roles, and learning opportunities; candidate admissions and assessment; and research
- Any applicable agreements regarding candidate hiring expectations, processes, and induction supports, so that teacher preparation offers equitable access to quality programs that will diversify the profession
- Processes for regular partnership review and, as needed, revisions to the agreement to ensure program success

Residency placements designed for learning. Clinical placements for pre-service residents should maintain a strong focus on the learning opportunities for candidates. Partnerships would collaboratively design clinical placements that provide candidates with instructional experiences connected to program learning goals, developing shared expectations for residents' gradual assumption of responsibilities in their placement classrooms. Ideally, candidates would be immersed in their mentor teachers' classrooms full time over the duration of the P-12 school year to provide consistency and continuity of experiences and experience with the full range of a teacher's annual responsibilities. Clinical placements may incorporate additional roles and experiences for candidates when such roles are aligned with coursework and learning goals. Clinical placements would be designed so that:

- Candidates begin their immersion experiences at the beginning of the P-12 school year
- Clinical placements provide at least 900 hours of immersion experiences for candidates^{iv}
- Immersion experiences would have the following limitations:
 - At least half of the clinical placement hours are as a resident under direct guidance of the mentor teacher
 - No more than one day per week (40 days over the course of the school year) may be in roles in which candidate is responsible for instruction in a classroom without direct supervision (e.g., substitute teaching placements)
 - No more than 50 percent of the clinical placement hours may be in roles where the candidate is paid in pre-defined roles that support instruction (e.g., teacher assistant, paraprofessional)
- All immersion experiences connected to the clinical placement are aligned with program coursework, learning goals, and supervision
- Clinical placements include regular opportunities for candidates to meet and co-teach with their mentor teachers, and to participate in faculty meetings, parent-teacher conferences, professional development days, and other

ⁱⁱⁱ Each of the following three major areas that the NYS P-20 Collaborative articulated as crucial for a quality Teacher Residency pathway—partnerships, residency placements, and mentors—includes framing language before the enumeration of potential legislative requirements.

^{iv} The number of hours the NYS P-20 Collaborative wanted to put into the draft for discussion was a subject of many conversations. We are happy to provide back data on how 900 hours became an agreed-upon number.

- standard school convenings
- Candidates are placed as cohorts inside partnering schools, of sizes agreed to by the partnership, providing opportunities for shared learning and school improvement focus

Mentor teachers. Mentor teachers play a key role in candidate development, collaborating with faculty and contributing to resident support processes. Mentors are teacher leaders who should be supported as they enter this new role and should have the capacity to engage in it as part of their contractual roles. Teacher Residency Programs would work with partners to ensure the following:

- Mentoring teachers of record are identified via selection processes collaboratively developed by the Teacher Residency program and the school district partner(s) and assigned to a Resident who will teach inside his/her classroom for the duration of the placement year
- Mentor teachers participate in resident support activities with Teacher Residency Program faculty, as determined and agreed to by the Teacher Residency Program and its school district partner(s)
- Mentor teachers participate in at least 10 hours of professional learning experiences—to be provided by the IHE, school district partner, BOCES, or other entity, as determined by the partnership—prior to entering their Mentor role. Topic areas for professional learning are jointly identified by the Teacher Residency Program and the school district partner(s), which may include but are not limited to:
 - Examination of articulation between program and district curriculum goals for students and residents
 - The Teacher Residency Program partnership's approach to co-teaching
 - Adult learning theory
 - Candidate assessment processes
 - Coaching and feedback approaches and expectations
- Mentor teachers have ongoing opportunities to meet with each other and program faculty or staff throughout the year to facilitate communication about resident development and program implementation
- Mentor teachers' efforts are appropriately integrated into their existing roles; for example, providing additional compensation and/or release time to engage in the role

Part II: Residency Certificate

To qualify for a Residency Certificate, a candidate must:

- Be enrolled in a registered Teacher Residency Program, as approved by the New York State Education Department
- Have successfully completed the Teacher Residency Program's pre-residency requirements, as determined by the IHE and school district partner and articulated in the partnership agreement
- Be recommended by the approved IHE for the Residency Certificate
- Have assurances from a partnering school district of a residency-based placement commitment for the duration of at least one academic year, during which time they will work inside the classroom of and receive mentoring and support from a qualified classroom teacher

The Residency Certificate would permit a Resident to:

- Receive compensation directly from the partnering school district for instructional services the Resident provides through the duration of the residency placement, according to terms collaboratively determined and transparently communicated by the partnering IHE and school district^v
- Teach alongside a teacher of record at least half-time for at least one school year, qualifying as a certified adult in the classroom when the teacher of record steps out
- Participate fully in educational discussions, including becoming aware of students' Individualized Education Plans and about how best to support students they work with who have exceptional needs
- Serve in additional instructional roles inside the school or district for no more than half-time over the duration of the school year, per the NYSED pathway regulations, in such roles as
 - Substitute teacher
 - Paraprofessional
 - Tutor
 - Interventionist
 - Extracurricular / co-curricular instructor

Upon successful completion of the program, Residents shall be eligible for the following, in alignment with NYSED

^v *Prepared To Teach* has a document outlining common approaches to role-based compensation used in residency partnerships across the nation:

www.preparedtoteach.org/resources/roles-for-candidates-in-the-classroom-finding-meaningful-compensated-roles-for-teacher-candidates

regulations and as collaboratively determined and transparently communicated by the partnering IHE and district:

- Preferential hiring status with the district
- Up to one year of the candidate's residency experience credited toward the teaching experience required for the candidate's professional certificate
- Hiring at a higher step on a salary schedule if agreed to by school district(s) and any relevant negotiating units
- Bonuses for accepting positions in high-needs schools if agreed to by school district(s) and any relevant negotiating units

The Residency Certificate is time-limited and valid only while the candidate is enrolled in the approved Teacher Residency Program. ■

WORKS CITED FOR APPENDIX 3

¹ Sustainable Funding Project, "Implementing Residency-Style Teacher Preparation in New York State: Lessons for the Clinical Practice Work Group" (New York: Bank Street College, November 9, 2017).

² Tara Kini and Anne Podolsky, "Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research" (Palo Alto: Learning Policy Institute, 2016), <https://learningpolicyinstitute.org/our-work/publications-resources/does-teaching-experience-increase-teacher-effectiveness-review-research/>.

³ Ryan Eisner et al., "Examining the Impact of Denver Teacher Residency on Teacher Retention, Teacher Effectiveness, and Student Achievement" (March 16, 2017), <http://bit.ly/2EaQciy>; Tim Silva, Allison McKie, and Philip Gleason, "New Findings on the Retention of Novice Teachers from Teaching Residency Programs," NCEE Evaluation Brief (Washington, D.C.: Institution for Education Sciences, August 2015), <https://bit.ly/2Ki0sVWW>; DeMoss, Karen, Gina Bottamini, Brigid Fallon, Divya Mansukhani, Gretchen Mills, and Josh Thomases. "Clearing the Path: Redesigning Teacher Preparation for the Public Good." New York, NY: Bank Street College, Sustainable Funding Project, September 2017.

⁴ Jacqueline E. King, "Education Students and Diversity: A Review of New Evidence" (Washington D.C.: American Association of Colleges for Teacher Education, February 2019).

⁵ Pam Grossman and Susanna Loeb, *Alternative Routes to Teaching: Mapping the New Landscape of Teacher Education* (Cambridge, MA: Harvard Education Press, 2008), <http://bit.ly/2DIRRvA>; Albert Shanker Institute, "The State of Teacher Diversity" (Washington, DC: Albert Shanker Institute, September 2015), <https://bit.ly/1F9uSWG>; Kay Sloan and Juliane Blazeovski, "New Visions Hunter College Urban Teacher Residency: Measures of Success" (San Francisco, CA: Rockman et al, March 2015), <https://bit.ly/2r1OUis>.

⁶ Leib Sutcher, Linda Darling-Hammond, and Desiree Carver-Thomas, "A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S." (Palo Alto, CA: Learning Policy Institute, September 2016), <https://bit.ly/2cRmclC>.

⁷ Karen DeMoss, "Following the Money: Exploring Residency Funding through the Lens of Economics" (New York: Bank Street College of Education, Prepared To Teach, April 2018), <https://educate.bankstreet.edu/faculty-staff/16/>.

⁸ Karen DeMoss et al., "Clearing the Path: Redesigning Teacher Preparation for the Public Good" (New York: Bank Street College, Sustainable Funding Project, September 2017), <http://bit.ly/2Sbswhy>.

⁹ Sustainable Funding Project, "Implementing Residency-Style Teacher Preparation in New York State: Lessons for the Clinical Practice Work Group;" internal evidence based on 2018 New York State federal SEED application and work with partnerships across New York State.

APPENDIX 4: DETAILS ON THE PRINCIPLES FOR POLICY

PRINCIPLE #1: PROMOTE PARTNERSHIPS THAT ENVISION RESIDENCIES AS LEVERS FOR INCREASED EDUCATIONAL EQUITY, NOT SIMPLY AS A SOURCE FOR FUTURE HIRES.

Given widespread crises in local teacher hiring pools, the fact that funded residencies can attract and prepare a quality, diverse, and stable workforce is a strong enough reason to develop policies to promote and support such pathways. Limiting a policy framework to “pipeline” needs, though, can prevent a state from maximizing the positive impacts of well-designed residencies. First, models designed to fill hiring needs are not always designed explicitly to support deeper learning inside schools; without policy guidance, partnerships can miss out on significant opportunities to integrate teacher preparation with P-12 systems, to improve preparation programs, and to strengthen schools’ cultures and student outcomes. Second, standalone programs for high-need areas, such as those funded through Race to the Top and Teacher Quality Partnership grants, often use designs that are easily twice as expensive as partnership models that *Prepared To Teach* promotes. Lessons from across the country around Principle #1 suggest a range of promising practices:

- Teacher preparation has always benefited from positive relationships between programs and P-12 schools. The strongest residencies build on those relationships to develop mutually beneficial, co-constructed program models that involve and support all constituent needs—aspiring teachers’ learning and well-being, program quality goals, schools’ improvement efforts, mentor teachers’ learning and leadership development, and P-12 students’ social, emotional, and intellectual growth.
 - ▶ Policy can explicitly frame the goals of co-construction and mutual benefit as principles for local programs’ partnership development.
 - ▶ Policy can begin to frame guidance based on promising practices that clarify shifts in the roles that principals, coaches, university supervisors, and mentors might play in new residency models.
- In addition to ensuring all aspiring teachers are well-prepared, regardless of where they train or end up working, well-designed residency programs are an immediate investment in student learning. They meet school improvement, student learning, and teacher professional development goals as outlined in many state and federal statutes, in particular in Titles I and II of the Every Student Succeeds Act (see Appendix 5 for a detailed analysis of these alignments) and, in the case of special education programs, Individuals with Disability in Education Act (IDEA) goals.
 - ▶ Policy can both formalize mechanisms to support residents through federal funding streams and publicize districts’ authority to use these dollars for residents.
 - ▶ State-level federal funding can support the dissemination of strong partnership models to ensure equitable access to promising ideas that can improve school outcomes through residency partnerships.
- Many exemplary district/program partnerships exist that meet schools’ needs and provide high-quality preparation experiences for aspiring teachers. Learning from local models fosters understanding and ownership of how residencies can work across a state—in addition to validating the work of countless professionals committed to high-quality clinical practice in partnership with districts.
 - ▶ Policymakers can draw on local examples of strong residency programs to create reports, regional workshops, or other means to disseminate ideas.

PRINCIPLE #2: FACILITATE INTEGRATION OF PARTNERS' FUNDING STREAMS INTO PROGRAM DELIVERY EFFORTS, NOT JUST "IN-KIND" COST SHARING FOR BUDGETARY PURPOSES.

Although grants frequently require cost sharing as a means to offset program expenses, rarely do common cost sharing resources—space and technology use, senior leaderships' and personnel time that is already part of staff work—reflect the kind of innovative thinking that partnerships could productively engage around resource braiding. When partnerships intentionally seek new ways to structure faculty, mentor, and residents' roles, they create more cost-efficient and sustainable models for residencies. If partnerships do not rethink the use of existing resources, new grants can end up funding recurring new expenditures or, in some cases, supplanting existing funding streams. The P-20 system currently lacks enough resources to fully support every aspiring teacher needed through funded residencies, but what resources the system has should be redirected away from low-priority/low-benefit activities towards supporting residency partnerships. Promising practices for Principle #2 include the following:

- Building mutually beneficial, co-constructed residencies requires commitments and shifts in both P-12 education and teacher preparation. Perhaps because of the historic separation of funding streams and policy structures for these two sectors, many initial efforts at shifting towards sustainably funded residencies exhibit lopsided resource commitments, where either teacher preparation programs or districts bring most of the resources to the table for the partnership. Resulting designs are less efficient, less sustainable, and less able to tap into the full range of existing resources for the partnership.
 - ▶ When states incentivize the development of residency partnerships through grants or other funding streams, they can require documentation of plans that reflect equal commitments from P-12 education and teacher preparation for shifting existing resources into permanent supports for the partnership.
- Braiding partnerships' human resources—residents, mentors, and faculty—into schools' daily work creates significant opportunities for partnerships to identify resources that can support residents' living expenses, as *Prepared To Teach* has documented across the country. Establishing these new roles requires substantial time commitments both to think through possibilities and to navigate policies. State supports can streamline this work.
 - ▶ States can take an active role in helping programs and districts learn about possibilities for restructuring roles through well-designed residency partnerships by working with professional organizations, such as superintendent and higher education groups and unions, to convene stakeholders and share ideas.
 - ▶ Collective bargaining units, which are broadly supportive of residency partnerships, should be included in discussions from the outset. Where collective bargaining units exist, states can convene them to surface potential barriers and build a shared understanding of important principles to keep in mind while designing any new roles.
- In both the P-12 and higher education sectors, working with aspiring teachers is not necessarily valued within existing incentive structures. In schools, mentors who work with future teachers may receive token compensation or free access to university coursework and resources, but seldom is their leadership as mentors integrated into their career trajectory expectations or rewards. In higher education, tenure-line faculty are often warned they will not be awarded promotion and tenure for working with partnerships; many untenured faculty are even prohibited from working with residencies in an effort to protect time for tenure-valid activities. If colleges and universities do not value the important work guiding the next generation into the profession and building partnerships that foster stronger schools in the community, the growth of residencies will be hindered.
 - ▶ States can explore how teacher certification levels might incorporate and honor a range of leadership experiences, including serving as a mentor in a residency partnership.
 - ▶ States can conduct a scan of how districts use funding to recognize teacher leadership and convene school boards, superintendents, and unions to discuss the findings and implications for possible shifts.

- ▶ States can advocate with accrediting bodies and registered professional organizations to recognize work with communities and schools as engaged scholarship within promotion and tenure processes.
- ▶ States can convene leaders across higher education to document possibilities for and barriers to revised promotion and tenure policies for teacher educators and draw from revised tenure practices for clinical professions that many institutions have adopted.²³

PRINCIPLE #3: SUPPORT DEEP PARTNERSHIP DEVELOPMENT TO ENSURE QUALITY AND SUSTAINABILITY.

The work of building a well-designed residency requires time and effort. Financial and technical assistance for both residency quality and sustainability are necessary, at least in the first two years, for each new partnership.

- Though there are many programs around the country that have designed strong, partnered residencies, on the whole these pathways are new and unknown, so partnerships need formal supports to design and launch strong programs.
 - ▶ States can establish learning networks around residency development and support convenings of programs to share and learn together.
 - ▶ States should find funding for partnership development efforts, and they can require awardees to participate in state-supported dissemination efforts to grow the work.
 - ▶ States can separate grants to support the development of residency partnerships from grants that fund residents' living stipends (which should be designed with Principle #2 in mind).
 - ▶ States could explore adding a funding differential into the P-12 funding formulae to directly support residents enrolled in approved residency programs.
 - ▶ States can further incentivize aspiring teachers to enter through residency pathways by supporting costs, such as fingerprinting and tests and, in challenging geographies, for travel and housing.
- Informational resources to support the development of high-quality residencies are neither widely available nor readily accessible, so partnerships interested in exploring residency development spend an inordinate amount of time trying to track down and process a host of disconnected material, taking time that could have been spent in more meaningful development efforts.
 - ▶ States can support the development of and publicize the availability of online Open Educational Resources that help partnerships move their work forward more efficiently and effectively.
 - ▶ States can propose panel sessions at state P-12 and higher education conferences that disseminate promising practices and strong resources.
 - ▶ States can host learning sessions for grant awardees so that any grant-funded projects have access to quality resources for residency partnership development.

PRINCIPLE #4: CREATE SPECIFIC CERTIFICATION PATHWAY OPTIONS FOR HIGH-QUALITY RESIDENCIES.ⁱⁱⁱ

In the past few years, partnerships have deepened their expertise around residency models. Their experiences universally suggest that residency pathways are more robust than other approaches to recruiting, preparing, and retaining quality, diverse teachers. The time is ripe to consolidate the knowledge gained from these efforts by creating a formal pathway for residencies. Often, residency programs register under alternative pathways in order to navigate the current constraints of

ⁱⁱⁱ States vary in their descriptions of and requirements for teacher certification or licensure. The language in these policy principles refers to "certifications" and "certificates;" other states may use different language, for example, licensure or endorsement.

traditional certification regulations. For example, alternative certification pathways allow candidates to receive pay from districts, and they often delay testing requirements and provide flexibility in supervision models. Using the alternative pathway as a workaround for residencies means that states' data on the efficacy of different pathways are compromised, since both quick-entry and yearlong residency program graduates' data are recorded under the same pathway. Perhaps even more important, establishing a separate residency pathway certificate would promote these programs as distinctive and desirable and in support of recruitment efforts.

- A residency pathway would offer a unique opportunity to design preparation programs that embrace more formal partnerships that support school improvement, develop aspiring teachers' ability to foster deeper learning and promote equity in schools, and foster a more diverse teacher pool.
 - ▶ States can create a formal task force to consider something like the NYS P-20 Collaborative's Residency Certificate Proposal (see Appendix 3), using it as a starting point for discussion with districts and programs about what kinds of guidance, support, and requirements such a certificate might need.
- Many logistical challenges arise from the constraints of current regulations that create barriers for programs to design residencies. Pay, supervision, and testing requirements for aspiring teachers are among the most pervasive barriers.
 - ▶ States can write residency certificate licensure laws to allow residents to substitute teach and to be paid for other school-based work.
 - ▶ Rather than regulating particulars, states can allow localities to articulate supervision models within required Memoranda of Understanding.
 - ▶ States and programs can provide flexibilities for the timing of residents' testing requirements, as often occurs in alternative programs, to ensure that a diverse pool of candidates can enter the field and, while in the residency, concentrate on their work and learning.

PRINCIPLE #5: ENSURE RESIDENCY SUPPORTS AND POLICIES INCENTIVIZE POSITIVE SHIFTS WITHOUT CREATING NEGATIVE DISRUPTIONS WITHIN THE BROADER TEACHER PREPARATION SECTOR.

Because of the many ways people can become teachers, shifts in one part of the sector can have negative unintended consequences for overall quality preparation. For example, many policymakers have suggested requiring undergraduate teacher education programs to shift to yearlong residencies. The rationale for unfunded undergraduate residencies assumes that undergraduate students must complete whatever program requirements are articulated, so such a move would be a quick way to ensure new graduates would be better prepared. However, shifting undergraduate programs to residencies makes aspiring teachers suffer, having to take out even more loans and, more often than anticipated, dropping out of or not opting into teaching. Because of the financial burdens associated with unpaid clinical practice, many who do want to teach simply choose quick, cheap alternative programs after graduating with a degree in another major; they end up less prepared than they would have been from the traditional programs policymakers wanted to strengthen.

- By seeing the residency pathway as an option to be studied not *in comparison to* but rather *in the context of* the broader teacher preparation system, states can minimize unhelpful disruptions to local institutions and districts.
 - ▶ Residency pathways should remain as options, not requirements, until impacts across every portion of the sector and every geography have been studied to ensure implementation effects have the desired impacts across the board.
 - ▶ Rather than creating an "ideal" residency regulation that might cut out many programs that would like to implement residencies, states should be willing to write regulations from broadly negotiated floors of strong practice for residencies, with built-in reviews and feedback loops to adjust and strengthen regulations over time.

PRINCIPLE #6: BUILD TOWARDS UNDERSTANDING LONG-TERM IMPACTS AND BENEFITS.

Residencies provide much more than a pipeline for qualified teachers. Current research shows teachers prepared through funded residency pathways are more diverse, stay longer in the profession, and are better able to meet standards for the instructional quality and student outcome improvements that schools and districts desire. These kinds of metrics should be tracked, as they would allow states to assess the effects of any investments in residencies that they make. In addition, a more holistic and long-term approach to understanding the impact of residencies would maximize the field's ability to learn from and understand what such a transformative shift in the teacher preparation ecosystem could mean for a state and its citizenry. As research has demonstrated in early childhood interventions and economic benefits for high school graduation improvements, the overall impacts of strong residencies would almost certainly reach much farther than currently anticipated. Over time, better prepared teachers would likely contribute to fewer students retained or inappropriately referred for special education, less need for remedial education, more graduates, healthier citizens, a broader tax base, and safer communities.²⁴ Envisioning a comprehensive, long-term approach to supporting and understanding residencies' impacts would ensure that the investments in residencies translate into long-term shifts for the better across the entire teacher preparation ecosystem.

- State-level data related to teachers' preparation pathways and programs is currently not of a quality that allows for strong analysis of different teachers' pathways.
 - ▶ States can work with districts, programs, and legal entities to explore the advisability of designing a secure and confidential process for a unique and permanent individual identifier for every aspiring teacher in a field placement that identifies features of the program and links to the state's certification system.
- While general agreement exists about what a quality program and quality P-12 schools look like, there are no currently articulated indicators that represent a consensus of what the important dataset to collect over time on programs and their P-12 impacts would be.
 - ▶ States can, in the short term, create shared definitions and the processes to collect indicators that are largely available and related to residency preparation—such as diversity of candidates, hiring patterns and retention in the field (with adequate processes to adjust for private school and out-of-state employment), residency preparation site student outcome achievement, and teacher absences.
 - ▶ For the longer term, states should consider charging a task force—including a robust feedback process within the field—to identify high-potential indicators for quality residencies and their impact, with a goal of creating a state-wide approach to understanding long-term benefits of the stronger workforce that funded residencies promises.
 - ▶ States should engage in a robust cost-benefit analysis of investing in residencies, given that projections for replacing even a portion of a weak teaching force promise trillions at the national level.²⁵

Ideally, states would engage all six of these principles in a comprehensive plan around residencies. Not incorporating one or two heightens the risk of efforts facing backlash, barriers, or both. Together, these principles would facilitate systemic shifts towards funded residencies. ■

APPENDIX 5: THE ESSA OPPORTUNITY FOR RESIDENCIES

ESSA AND QUALITY TEACHER PREPARATION:

STRENGTHENING INSTRUCTIONAL EFFECTIVENESS & SUPPORTING SCHOOL IMPROVEMENT

THE ESSA OPPORTUNITY FOR RESIDENCIES

The Every Student Succeeds Act (ESSA) provides states and districts with a renewed opportunity to strengthen the quality of teaching and learning in schools by explicitly incorporating well-designed yearlong pre-service co-teaching placements (“residencies”) into state ESSA applications as an allowable and encouraged use of funds. While “pre-service” teacher preparation is not frequently conceptualized as an allowable use of these federal funds, when well-designed preparation programs include funded, yearlong co-teaching residencies, they address many of the goals contained within ESSA and contribute to the systemic educational improvements sought by states and districts.

RESIDENCIES CREATE SYSTEMIC IMPROVEMENTS IN TEACHER QUALITY

- **Attract diverse, promising candidates:** Providing stipends for aspiring teachers reduces barriers to entry, including for mid-career professionals, and attracts a diverse and talented teacher pool
- **Prepare effective teachers who promote student learning:** Extensive clinical experiences result in increased preparedness and efficacy to promote learning
- **Retain effective teachers, especially in schools serving low-income and diverse families:** Residents who work alongside expert teachers in high-functioning schools during their preparation remain in teaching, even when ultimately hired in high-need schools that often experience greater levels of teacher turnover

PROVIDE SUPPORT FOR SCHOOL AND DISTRICT IMPROVEMENT

- **Value the professional expertise of current educators:** Effective educators are recognized as mentors and have career-ladder opportunities that don’t require them to leave the classroom
- **Develop current teachers’ skills:** Mentor teachers gain skills analyzing, reflecting on and sharing their practice, and refine their approaches accordingly; residents bring new pedagogy and theory to the classroom
- **Build stronger school communities:** Professional conversations between mentors and residents promote increased collaboration and relationships among educators across the school and district

LEAD TO AN IMPROVED EDUCATIONAL SYSTEM

A diverse, prepared, and stable teaching force has the professional skills necessary to collaborate with colleagues to promote student learning and well-being, including in high-need schools and hard-to-staff subject areas.

States can use flexibility within ESSA to promote pre-service residencies as the first step in teachers’ career paths, structuring residencies to improve teaching and learning for all students.

HOW PRE-SERVICE RESIDENCY PROGRAMES CAN BE SUPPORTED UNDER ESSA

TITLE I – IMPROVING BASIC PROGRAMS

Rationale: Where pre-service teachers spend a full year in a school, they can become an essential part of school improvement processes. Pre-service residents can play a role in supporting school improvement plans, and both pre-service residents as well as residency program providers can play a part in providing services aligned with school-wide and targeted assistance programs.

States should encourage districts to consider resources, which, if they include Title I funds, must be used consistent with allowable uses of those funds, to put towards supporting residencies as strategic investments in their improvement efforts.

How Residency Programs Support School Improvement	Related ESSA Sections
Residents can play a direct role in both comprehensive and targeted support plans for Title I schools. Their presence can also allow expert teachers to participate more deeply in school improvement strategies	<i>Section 1003. School Improvement.</i>
Residents can support students in meeting challenging academic standards, including providing services before and after regular school hours and/or offering enriched and accelerated curricula, providing supports for students in early college or co-enrollment programs, and offering early intervention services to prevent problem behavior	<i>Section 1008. Schoolwide Programs</i>
Mentor teachers and others can participate in and benefit from professional development activities around mentoring, adult leadership, and reflective practice	<i>Section 1009. Targeted Assistance Schools</i>
Residency programs can effectively support strategies to recruit and retain effective teachers, including in high-need subject areas	

TITLE II, PART A – SUPPORTING EFFECTIVE INSTRUCTION

Rationale: Well-designed, funded pre-service residencies are instrumental in accomplishing each of the four stated purposes of ESSA's Title II: increasing student achievement, improving the quality and effectiveness of teachers, increasing the number of teachers effectively improving student academic achievement, and providing low-income and minority students greater access to effective teachers (Sec. 2001).

In addition to promoting the incorporation of pre-service residencies across LEAs, states may use their ESSA allocations to facilitate the development of clinically rich teacher preparation programs under Title II Part A.

How Residencies Support Effective Instruction	Related ESSA Sections
Reasonable evidence exists that pre-service residencies (as defined in section 2002(5)) <ul style="list-style-type: none"> • increase the effectiveness and retention of new teachers, including those working in schools and LEAs serving low-income and minority students • increase the number of effective teachers and improve the quality of the teaching force • lead to improved student outcomes 	<i>Sections 2101(c)(4)(B)(iii) and 2103(b)(3)(B)</i>
The extensive clinical preparation of pre-service residencies increases feelings of preparedness and efficacy and reduces turnover, especially among beginning teachers and including in high-need schools	<i>Sections 2101(c)(4)(B)(iii) and 2103(b)(3)(B)</i>

Funded pre-service residencies reduce barriers to entry into the profession, can promote diversity of the teaching force, and can provide incentives to recruit mid-career professionals to teach, including in high-need subject areas	<i>Sections 2101(c)(4)(B)(v) and 2103(b)(3)(B and C)</i>
Residency programs can support a shift for preparation providers to become deeper partners in districts' teacher quality and school improvement efforts	<i>Section 2101(c)(4)(B)(xi)</i>
Residency programs include a strong mentor teacher selection process, provide development support for mentor teachers, and may include stipends or salary differentials for mentors	<i>Sections 2101(c)(4)(B)(vii) and 2103(b)(3)(B)</i>
Residencies include strong partnerships between preparation providers, LEAs, and schools, and LEAs can draw on providers' expertise for school-wide professional development needs	<i>Sections 2103(b)(3)(E, M, & O) and 2101(c)(4)(B)(ix, xvii, & xviii)</i>
Residents who work alongside a mentor teacher over the course of an entire school year provide additional instructional support that effectively serves to reduce class size	<i>Section 2013(b)(3)(D)</i>

ENGAGING AROUND THIS ESSA OPPORTUNITY

Because research indicates that residencies improve teacher quality and retention, promote student achievement, and, with funding for residents, contribute to stronger and more diverse teacher candidates, states should consider the role of residencies in meeting the strategic goals discussed above. Because well-designed residency models require deep partnerships between districts and preparation providers, states should engage with institutes of higher education and other teacher preparation organizations, as well as with LEAs, as they develop their ESSA applications to set the vision for pre-service clinical experience and deep provider partnerships as mechanisms for improving teaching and learning.

SAMPLE LANGUAGE for STATE ESSA APPLICATIONS

Including language that explicitly encourages districts to explore residencies as one means of meeting state ESSA goals can facilitate the development of residency partnerships. Below is sample language states might consider during their ESSA planning.

Pre-service teacher residencies can help the State and its LEAs meet the goals of ESSA in numerous ways. Individual residents enhance direct instructional services by reducing class sizes and providing personalized supplemental instruction. Well-designed programs also offer systemic effects: attracting and retaining strong, diverse candidates in hard-to-staff schools; promoting teacher leadership; supporting school improvement; and building productive partnerships between preparation providers and districts.

For these reasons, the State encourages districts to consider entering into partnerships with providers to implement year-long, clinically rich preparation programs that incorporate residents fully into instructional and school improvement efforts.

WORKS CITED

- ¹ The Sustainable Funding Project, "For the Public Good: Quality Preparation for Every Teacher" (New York, NY: Bank Street College, Sustainable Funding Project, June 2016), <http://bit.ly/2tJJIUg>; Karen DeMoss et al., "Clearing the Path: Redesigning Teacher Preparation for the Public Good" (New York: Bank Street College, Sustainable Funding Project, September 2017), <http://bit.ly/2Sbswhy>; Learning Policy Institute, "Teacher Residencies: Building a High-Quality, Sustainable Workforce" (Palo Alto, CA: Learning Policy Institute, 2016), <https://learningpolicyinstitute.org/wp-content/uploads/2016/01/LPI-Brief-TeacherResidencies.pdf>; Albert Shanker Institute, "The State of Teacher Diversity" (Washington, DC: Albert Shanker Institute, September 2015), <https://www.shankerinstitute.org/resource/teacherdiversity>.
- ² Espinoza, D., et al., "Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession" (Palo Alto, CA: Learning Policy Institute, 2018); Roneeta Guha, Maria E. Hyler, and Linda Darling-Hammond, "The Teacher Residency: An Innovative Model for Preparing Teachers" (Palo Alto, CA: Learning Policy Institute, 2016), <http://bit.ly/2paAIYG>; National Center for Teacher Residencies, "Teacher Residency Impact & Results," NCTR, April 17, 2017, <http://bit.ly/2DW6RHn>.
- ³ "Awards - Teacher Quality Partnership Grant Program," Programs; Abstracts, April 15, 2019, <https://www2.ed.gov/programs/tqpartnership/awards.html>; Kay Sloan and Juliane Blazeovski, "New Visions Hunter College Urban Teacher Residency: Measures of Success" (San Francisco, CA: Rockman et al, March 2015), <http://bit.ly/2Uf7dP2>; John P. Papay et al., "Does an Urban Teacher Residency Increase Student Achievement? Early Evidence from Boston," *Educational Evaluation and Policy Analysis* 34, no. 4 (2012): 413–34; Guha, Hyler, and Darling-Hammond, "The Teacher Residency: An Innovative Model for Preparing Teachers"; Tim Silva et al., "Teaching Residency Programs: A Multisite Look at a New Model to Prepare Teachers for High-Need Schools" (National Center for Education Evaluation and Regional Assistance, November 2014), <https://ies.ed.gov/ncee/pubs/20154002/pdf/20154002.pdf>.
- ⁴ K. Anders Ericsson, Ralf T. Krampe, and Clemens Tesch-Romer, "The Role of Deliberate Practice in the Acquisition of Expert Performance," *Psychological Review* 100, no. 3 (1993): 363–406; K. Anders Ericsson, "Expertise," *Current Biology* 24, no. 11 (June 2, 2014): R508–10; Linda Darling-Hammond and Jeannie Oakes, *Preparing Teachers for Deeper Learning* (Cambridge, Massachusetts: Harvard Education Press, 2019).
- ⁵ Karen DeMoss, "Following the Money: Exploring Residency Funding through the Lens of Economics" (New York: Bank Street College of Education, Prepared To Teach, April 2018), <https://educate.bankstreet.edu/faculty-staff/16/>.
- ⁶ Pam Grossman and Susanna Loeb, *Alternative Routes to Teaching: Mapping the New Landscape of Teacher Education* (Cambridge, MA: Harvard Education Press, 2008), <http://bit.ly/2DIRRvA>.
- ⁷ "2016 Title II Reports," accessed September 21, 2017, <https://bit.ly/2HpJeJa>.
- ⁸ Richard Ingersoll and Henry May, "Recruitment, Retention and the Minority Teacher Shortage" (Philadelphia, PA: Consortium for Policy Research in Education, 2011), <http://bit.ly/2BqGeq1>; Desiree Carver-Thomas and Linda Darling-Hammond, "Teacher Turnover: Why It Matters and What We Can Do about It" (Palo Alto, CA: Learning Policy Institute, August 2017), <http://bit.ly/2w691jU>; Albert Shanker Institute, "The State of Teacher Diversity."
- ⁹ Guha, Hyler, and Darling-Hammond, "The Teacher Residency: An Innovative Model for Preparing Teachers"; Sloan and Blazeovski, "New Visions Hunter College Urban Teacher Residency: Measures of Success"; Barnett Berry et al., "Urban Teacher Residency Models and Institutes of Higher Education: Implications for Teacher Preparation" (Chapel Hill, NC: Center for Teaching Quality, January 1, 2008), <http://bit.ly/2RBGfB>.
- ¹⁰ Berry et al., "Urban Teacher Residency Models."
- ¹¹ Guha, Hyler, and Darling-Hammond, "The Teacher Residency: An Innovative Model for Preparing Teachers"; Shari Dickstein Staub and Sarah Scott Frank, "Clinically Oriented Teacher Preparation" (Chicago, IL: National Center for Teacher Residencies, May 2016), <https://bit.ly/2Hx14WO>; Berry et al., "Urban Teacher Residency Models."
- ¹² National Center for Teacher Residencies, "Teacher Residency Impact & Results"; Wendy Gardiner, "Mentoring in an Urban Teacher Residency: Mentors' Perceptions of Yearlong Placements," *The New Educator* 7, no. 2 (April 1, 2011): 153–71, <https://doi.org/10.1080/1547688X.2011.574591>.
- ¹³ Sloan and Blazeovski, "New Visions Hunter College Urban Teacher Residency: Measures of Success"; Papay et al., "Does an Urban Teacher Residency Increase Student Achievement? Early Evidence from Boston"; Tennessee State Board of Education, "2016 Report Card on the Effectiveness of Teacher Training Programs" (Tennessee: State Department of Education, 2016), <https://bit.ly/2HtHDST>.
- ¹⁴ DeMoss et al., "Clearing the Path: Redesigning Teacher Preparation for the Public Good"; DeMoss, "Following the Money: Exploring Residency Funding through the Lens of Economics."

¹⁵ “2016 Title II Reports,” accessed September 21, 2017, <https://bit.ly/2HpJeJa>.

¹⁶ “Graduate Level Clinically Rich Teacher Preparation Pilot Program: 2011 – 2016 : RTTT RFPs : Competitive Procurement Contracts : P-12 : NYSED,” accessed May 11, 2019, <http://www.p12.nysed.gov/compcontracts/rttt/teacherprep/home.html#iv>; “Undergraduate Clinically Rich Teacher Preparation Pilot Programs : Requests for Proposals (RFPs) : Race to the Top : NYSED,” accessed May 11, 2019, http://usny.nysed.gov/rttt/rfp/undergrad_teacher_prep/home.html.

¹⁷ Calculations from the Prepared To Teach 2018 SEED submission and data available at “Awards - Teacher Quality Partnership Grant Program.”

¹⁸ TeachNY Advisory Council, “TeachNY Advisory Council Report of Findings and Recommendations” (The State University of New York, May 2016), https://www.suny.edu/media/suny/content-assets/documents/teachny/TeachNY-Report_20160518_Final.pdf.

¹⁹ “History - TeachNY,” accessed February 10, 2020, <https://www.suny.edu/teachny/history/>.

²⁰ DeMoss, “Following the Money: Exploring Residency Funding through the Lens of Economics.”

²¹ Louisiana Department of Education. (2016). Louisiana’s Every Student Succeeds Act framework. <https://www.louisianabelieves.com/docs/default-source/louisiana-believes/essa-draft-framework-1-0.pdf?sfvrsn=4>

²² Eric Hanushek, “Valuing Teachers: How Much Is a Good Teacher Worth?,” accessed January 9, 2018, <http://stanford.io/1H0JVTi>.

²³ Kerryann O’Meara, Timothy Eatman, and Saul Petersen, “Advancing Engaged Scholarship in Promotion and Tenure: A Roadmap and Call for Reform,” *Liberal Education* 101, no. 3 (Summer 2015): 52–57.

²⁴ Henry M. Levin et al., “The Costs and Benefits of an Excellent Education for All of America’s Children” (New York, NY: Columbia University, January 2007), <https://academiccommons.columbia.edu/doi/10.7916/D8CF9QG9>; James Heckman, *Giving Kids a Fair Chance* (Cambridge, MA: The MIT Press, 2013).

²⁵ Hanushek, “Valuing Teachers: How Much Is a Good Teacher Worth?”; Levin et al., “The Costs and Benefits of an Excellent Education for All of America’s Children.”

ABOUT BANK STREET

Bank Street College of Education is a leader in progressive education, a pioneer in improving the quality of classroom practice, and a national advocate for children and their families.

Since its beginnings in 1916, Bank Street has been at the forefront of understanding how children learn and grow. In early childhood centers and schools, in hospitals and museums, Bank Street has built a national reputation on the simple fact that our graduates know how to do the work that is right for children and youth.

Through Bank Street's Graduate School of Education, Children's Programs, and the Bank Street Education Center, we have helped to transform the way teachers and children engage in learning. at the graduate School, students are trained in a model we have honed for a century by combining the study of human development and learning theory with sustained clinical practice that promotes significant development as a teacher prior to graduation. At our School for Children, Family Center, Head Start, and Liberty LEADS, Bank Street fosters children's development in the broadest sense by providing diverse opportunities for physical, social, emotional, and cognitive growth. Bank Street further supports and influences positive outcomes for children, educators, and families through professional development programs, research projects, and other key efforts at the district, state, and federal levels.

In 2015, Bank Street launched *Prepared To Teach* (formerly the Sustainable Funding Project). The project's mission is to address a significant problem in public education: how to ensure all aspiring teachers matriculate through affordable, high-quality programs so that every teacher enters the profession prepared for the demands of 21st-century classrooms. For more information, please visit www.bankstreet.edu.

