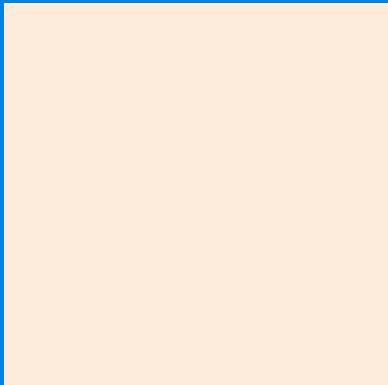
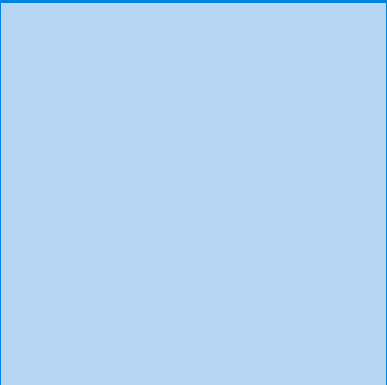
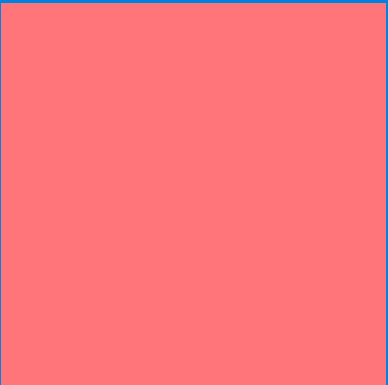
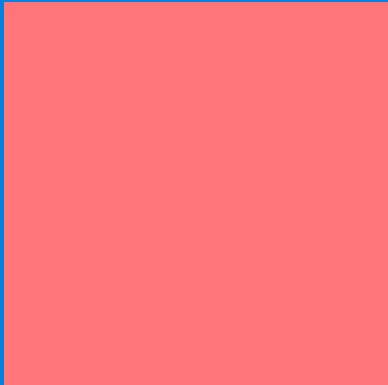


# **Paid Teacher Residencies: An Equity Lever for Transforming Washington State's Education System**

**January, 2024**

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*Design: Charlotte Wells*



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*Making paid teacher residencies a reality.*

*Prepared To Teach* is a fiscally sponsored project of Rockefeller Philanthropy Advisors.

## Realizing the Promise of Public Education

*Prepared To Teach*, a national non-profit group dedicated to supporting the development of sustainably funded teacher residencies, has worked in the state of Washington since 2018, both with local residency programming at Western Washington University's Woodring College of Education, and as a thought partner with and consultant for groups across the state exploring teacher residencies. As a follow-up to the Professional Educator Standards Board's October 2023 webinar, *Teacher Residencies 101*, our project prepared this report to detail how investments in well-designed teacher residencies could address the six priorities for teacher preparation that [PESB endorsed in 2021](#):

**Equitable pathways:** Paid residencies remove barriers for a diverse pool of teacher candidates to enter the profession through high-quality residency preparation partnerships.<sup>1</sup> Without funding, those lacking the capacity to work for free during clinical practice enter the workforce through fast-track programs, which leave teachers underprepared for their work.<sup>2</sup> Fast-track program candidates leave the profession more quickly, and people of color enrolled in such programs are more likely to leave the profession than their white counterparts, draining the system of a valuable pool of aspiring teachers of color.<sup>3</sup>

**Incentives to pursue certification in shortage areas:** Legislative priorities can provide differential pay incentives for both candidates and programs that focus on preparing for high-need certification areas, working in hard-to-staff schools, and increasing diversity in the teacher workforce.<sup>4</sup>

**Removing barriers for paraeducators to enter the teaching profession:** Paid residencies are more equitable pathways—including for paraprofessionals. Robust grow-your-own efforts across the nation have demonstrated how paid residencies can bring paraprofessionals into the teaching profession.<sup>5</sup>

**Collaborative community partnerships to address regional workforce needs:** New residency approaches to recruitment help remove barriers to becoming a teacher.<sup>6</sup> Partnerships with workforce development offices from pre-apprenticeships through apprenticeships can provide critical financial supports and integrate teaching into existing workforce development efforts.<sup>7</sup>

**Collaborative learning between districts and preparation programs:** Moving to mutually beneficial residency partnerships that meet district instructional and staffing needs, preparation program enrollment needs, and draw on strengths of both preparation programs and districts is a powerful way to strengthen the teacher preparation ecosystem.<sup>8</sup>

**Incentives to support persistence and retention:** Cohort-based models, integration with district mentoring initiatives, local flexibility to pay new hires as second-year teachers after completing a residency—all these have proven successful in residency models to support persistence and retention. And residencies themselves have some of the strongest retention data in the nation.<sup>9</sup>



This report offers a comprehensive, research-based rationale and plan for the State of Washington to explore moving towards a consolidation of preparation pathways into an increasingly focused set of options that ensure aspiring teachers are prepared through full-year paid teacher residencies before individuals become teachers of record, starting with a focus on special education pathways.<sup>10</sup>

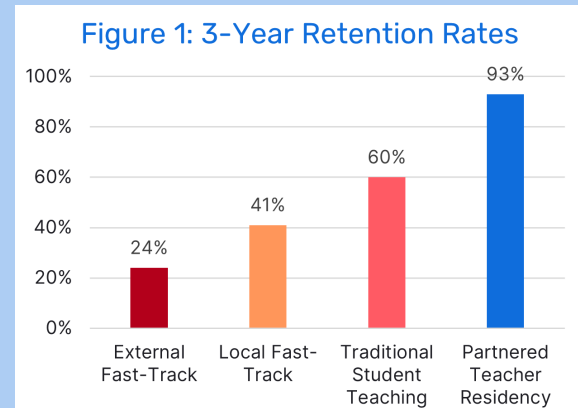
## Teacher Retention and Quality Start with Preparation

Across the nation, as in Washington, people enter the teaching profession with vastly different levels of preparedness. At one extreme, teachers are hired with no preparation at all as “emergency” hires who can stay in their roles for as much as three years without formal training or support. Some enter the classroom with provisional certification requiring few prerequisites, then start taking coursework to complete training over the course of a year or two. Some complete a degree program that includes a semester of student teaching as part of their certification process before being hired. And, finally, some aspiring teachers complete a rigorous preparation program with coursework aligned to a full year of co-teaching alongside an experienced mentor teacher, receiving a year of clinical practice benefits and a full credential before being hired.

*Underprepared teachers are the most likely to leave the profession, at rates of up to four times those who graduate from strong university-based programs.*

The pathways that teachers take into the profession matter. Underprepared teachers are the most likely to leave the profession, at rates of up to four times those who graduate from strong university-based programs (Figure 1).<sup>11</sup> As a result, fast-track pathways are a hidden, yet major, driver of teacher turnover and shortages.<sup>12</sup> A revolving door of novice, underprepared teachers also robs students of the opportunity to learn from well-prepared, experienced professionals.<sup>13</sup> Both teacher retention and teacher quality start with preparation.

Without directly addressing the state’s need for a strong teaching force through dramatic shifts in preparation options, meeting the needs of all students in Washington will be impossible. Fortunately, new models of sustainable, affordable teacher residencies have been developed across the country. These preparation program/district partnerships can address labor market match needs so that hard-



### Preparation pathways matter.

Community-embedded preparation programs with yearlong residency placements have realized dramatically stronger retention rates—and their graduates are more diverse. These New York City data are reflective of other studies across the country. Student learning and behavioral outcomes improve when they have more experienced teachers, too.

Office of the New York City Comptroller. “Teacher Residencies: Supporting the Next Generation of Teachers and Students.” New York, NY: New York City Comptroller Bureau of Policy and Research, June 2019.



to-staff schools and positions have a strong pool of candidates to serve Washington's students well.

### *Why Preparation Matters*

Teaching requires complex skills that need study and practice.<sup>14</sup> Other nations have achieved powerful educational improvements by shifting towards stronger preparation. Formerly poor-performing countries where outcomes now exceed those in the United States have embraced systems of high-quality preparation before individuals become teachers of record.<sup>15</sup> Decades of research show that fully certified teachers make a positive difference for student outcomes across a range of indicators. In fact, researchers have found that a teacher's qualifications on entering the classroom were the single most important predictor of student achievement within a school's control.<sup>16</sup>

*Researchers have found that a teacher's qualifications on entering the classroom was the single most important predictor of achievement within a school's control.*

Preparation matters because it takes time to learn how to teach.<sup>17</sup> The science of learning and development shows that successful teachers support learning by understanding the unique profiles of each child's development, including their home and neighborhood experiences, relationships with peers and educators, and school engagement with parents and families. Addressing the social, emotional, and cognitive needs of children is not a distractor to academic achievement, but an accelerator of it. The research is clear about how to develop the knowledge, skills, and dispositions associated with developing the whole child.<sup>18</sup> When aspiring teachers do not have the opportunity to learn and apply what we know about teaching and learning, their students pay the price of policies that allow underprepared teachers to lead a classroom.<sup>19</sup>

### **What's a Teacher Residency?**

*Teacher residencies*, as the term is used nationally, pay aspiring teachers to work for a year alongside a mentor teacher, providing the opportunities necessary to learn to teach. Well-designed residencies focus on the twin goals of promoting PK-12 student learning and development of residents' competency as teachers.<sup>20</sup> Residents experience the full arc of the school year and all its activities and teacher responsibilities, helping them both understand and be ready for their future jobs as teachers. Critically important, preparation programs and districts work together to co-create deeply integrated study and practice aligned with professional standards and school and district priorities.<sup>21</sup>



Residencies benefit education systems in several ways. They improve instruction in placement classrooms when co-teaching models inform the residency design.<sup>22</sup> When implemented as a whole-school improvement design, residencies have raised performance and reduced disciplinary referrals across every subset of students.<sup>23</sup> Graduates of residencies are better prepared to teach once they have been hired as teachers of record.<sup>24</sup> Teachers also stay in their positions longer, lessening the toll of teacher churn on schools and saving millions in state dollars.<sup>25</sup> Retention has its own benefits, too: an increasingly experienced teacher workforce positively impacts achievement, attendance, behavior, and motivation.<sup>26</sup> What’s more, mentor teachers have meaningful professional opportunities to support their continued growth and development.<sup>27</sup>

*Well-designed teacher residencies focus on the twin goals of promoting PK-12 student learning and development of residents’ competency as teachers.*

Residencies achieve these powerful outcomes because they are different in significant ways from the other two common pathways into the profession: Student teaching—the traditional semester-long practice placement—and fast-track teacher-of-record programs, where individuals are hired to teach before completing their programs and being fully certified. Table 1 provides a high-level description of how these pathways can differ across critical domains for supporting teacher professionalism: Knowledge Base, Certification, Enrollees, Preparation Site Match with Employment, Supervision, Mentoring, and Pedagogical Learning Experiences. Teacher residencies stand out as the best professional preparation approach in all domains. While individual programs may vary in some aspects, these descriptions are illustrative of the differences frequently documented in the literature and that aspiring teachers experience.<sup>28</sup>

*Table 1: Major Differences across Current Teacher Preparation Pathways*

	<b>Teacher Residencies</b>	<b>Student Teaching</b>	<b>Fast-Track Programs</b>
<b>Knowledge Base</b>	Teachers meet full state requirements.	Teachers meet full state requirements.	Teachers are hired before meeting requirements.
<b>Certification</b>	Teachers are fully certified before teaching.	Teachers are fully certified before teaching.	Teachers work with provisional certification with little or no experiential training.
<b>Enrollees</b>	Residencies often recruit from the community and/or from historically under-represented populations.	Enrollees often reflect the current teaching workforce demographics.	Programs may be grow-your-own efforts or accept any applicant with a bachelor’s degree.
<b>Preparation Site Match with Employment</b>	Candidates usually prepare in sites like those where they will be hired, often high-need geographic and certification areas.	Linkages between placements and employment rarely exist; preparation sites may not reflect where graduates later get jobs.	Individuals often work in schools serving communities that have been historically underserved by the education system.
<b>Supervision</b>	Candidate supervision and assessment aligns with current PK-12 classroom and program goals.	Program supervision and assessment focuses on candidate’s development as a <i>future</i> teacher.	Intensive triage supports are often required in early years to address performance issues.



<b>Mentoring</b>	Classroom mentor teachers are integral to residents' learning, actively guiding their development daily.	Teachers host candidates, letting them periodically lead lessons that meet requirements for certification.	As teachers of record, candidates work alone in classrooms, with occasional observation visits and/or mentor discussions.
<b>Pedagogical Learning Experiences</b>	Full integration into classroom instruction means residents experience all the complexities of teaching.	Student teachers often focus on "practice lessons" with little integration into the full array of teachers' work lives.	Training often encourages highly scripted approaches to manage classrooms; research-based pedagogy is often lacking.

The significant variation these pathways into a profession exhibit is unique to education. In Washington, some individuals teach with no prior training or education experience; others complete the best-known approaches to preparation before applying for a job. Washington's other professions have higher standards. For example, to be a real estate teacher, prospective instructors must have had 2 years of full-time experience.<sup>29</sup> And fields that serve the public all require significant supervised experiences before aspirants can work on their own: architects need 2 years with 3,740 hours;<sup>30</sup> pharmacists must complete 1500 hours;<sup>31</sup> engineers-in-training require 4 years of experience;<sup>32</sup> embalmers need 2 years with 3600 hours of experience;<sup>33</sup> barbers need 1000 hours of supervised experience. None of these professions is responsible for the direct care and development of human beings.

*In Washington, some individuals teach children with no prior training or education experience; others complete the best-known approaches to preparation before applying for a job.*

Teachers must meet the varied real-time needs of their students in culturally responsive and sustaining ways. They cannot leave their classrooms to seek advice for how to address a particular situation, as other novice professionals can. For the sake of students and the aspiring teachers who deserve to be set up for success, Washington State should embrace a long-term strategic effort to ensure aspiring teachers complete all credentialing requirements, including directly supervised classroom experience, before becoming teachers of record.

Ideally, the state should adopt a shift towards universal paid residencies that meet **national guidelines**.<sup>34</sup> The effort will be worth it, as it would align the state's policies with the developments in the field and help the state achieve its commitment to providing Washington's students with equitable access to quality education.

*Over just two years, New Mexico has shifted half its historic number of teacher preparation program graduates to paid, year-long residencies. Washington can do the same.*

Making such a move is within reach. Twenty-two states now have legislation framing teacher residencies, and a dozen or so states have committed significant funding to facilitate the growth of residencies. New Mexico invested significantly, providing \$35,000 stipends for candidates. Over just two years, the state has shifted half its historic



number of teacher preparation program graduates to paid, year-long residencies where candidates co-teach with their mentor teachers. Washington can do the same.

## Money Matters for Aspiring Teachers

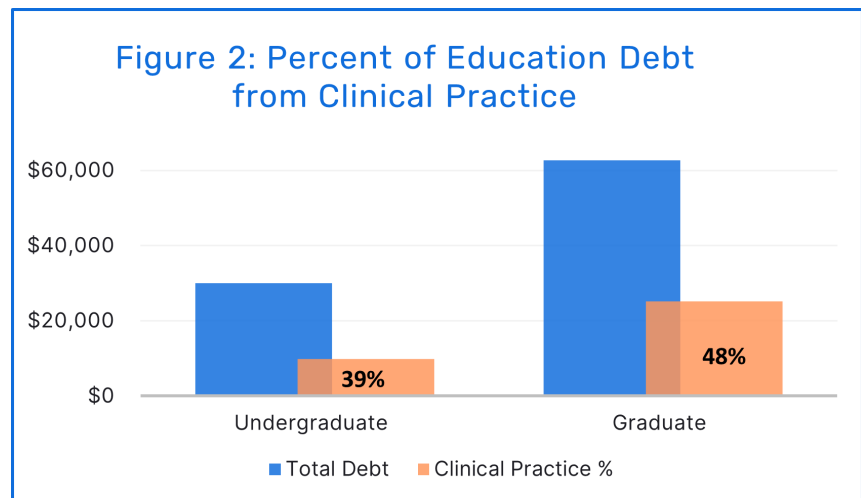
Most aspiring teachers cannot work for free as either student teachers or residents. They need housing, food, transportation, healthcare, and other living expenses. Today, seven in ten college students work, and a quarter both work full time and go to school full time.<sup>35</sup> Nearly 40 percent of undergraduate students and 76 percent of graduate students work at least 30 hours a week, and 20 percent have children.<sup>36</sup> New research shows that students who work more than 8-10 hours a week in jobs unrelated to their studies are less likely to graduate and take longer to complete their degrees.<sup>37</sup>

Aspiring teachers' work burdens are only half the story. They accrue as much debt as others for their degrees, and low future salaries can compromise the ability to pay loans, creating economic instability after graduation.<sup>38</sup> Because living expenses account for up to two thirds of the cost of attending college, debt mounts even more during clinical practice, when there is less time to work. A *Prepared*

*To Teach* national survey found that a third of candidates during clinical placements experience food and housing insecurity, and the vast majority would not be able to pay an unexpected expense of \$250-\$500—well below the cost of many dental, car, and home repair costs.<sup>39</sup> Debt burden also rises during clinical practice, with 39% of undergraduates' and 48% of graduates' debt accruing during clinical practice (Figure 2).<sup>40</sup>

Barriers posed by unfunded clinical practice are even higher for aspiring teachers of color, whose family incomes on average are less than half that of white families.<sup>41</sup> And supporting teachers of color into the profession matters. For instance, having teachers who share the race of their students reduces disciplinary infractions,<sup>42</sup> and having a single Black teacher in elementary school predicts that a Black student is 13% more likely to enroll in college.<sup>43</sup>

Diversity goals have been part of fast-track teacher-of-record programs, including the alternative pathways in Washington. Unfortunately, teachers of color leave the profession from fast-track programs *even more quickly* than their white counterparts—draining the system of a



*Unfortunately, teachers of color leave the profession from fast-track programs even more quickly than their white counterparts—draining the system of a promising pool of candidates of color.*



promising pool of candidates of color.<sup>44</sup> The **unintended consequences** of fast-track programs have fostered instability, exacerbated inequity, and compromised student learning outcomes.<sup>45</sup>

### *Finding the Money: Getting There from Here*

With five funding and candidate affordability approaches, Washington State can begin to transform the state's education system.

#### ***Paying Residents for School-Based Roles***<sup>46</sup>

Professions recognize that those engaged in experiential learning provide valuable services where they are being trained, and on graduation they make great hires. Acknowledging these benefits, businesses regularly offer interns pay or stipends; the national average hourly pay rate is \$20.82.<sup>47</sup> Well-designed residencies can do the same. Creative models can help address districts' staffing and instructional needs while also safeguarding residents' learning. Residents can then receive some portion of their pay as direct compensation for work. Such models require deep partnerships that provide residents with predictable, high-quality, well-supported learning experiences.<sup>48</sup>



- **Limited Sub and Sub Para Teaching:** With appropriate training, supports, and guardrails to ensure candidates' readiness, residents can substitute teach for one day a week. For example, once they demonstrate readiness, they might be approved to substitute within their own classrooms when the mentor teacher is gone, or to serve as paraprofessional substitutes as the Western Washington University/Ferndale partnership has designed.<sup>49</sup>
- **Splitting Unfilled Paraprofessional or Teaching Positions:** While not ideal, where teacher shortages are dire, some residency models allow two residents to split open positions, with one serving as the paraprofessional or teacher of record in the morning, the other in the afternoon. The other half of the day, each is a resident in another room, with well-supported pre-service learning experiences alongside a mentor teacher.
- **Tutoring and Enrichment:** Schools and districts often invest significant funding in before, during, and after school tutoring and enrichment activities. Creating predictable schedules that allow residents to lead or support some of these initiatives can allow them to receive pay for those services.

#### ***Rethinking District Budget Priorities***<sup>50</sup>

Bringing in new teachers has significant costs, anywhere from \$7,000 per teacher in remote rural districts to \$30,000 in urban districts.<sup>51</sup> Much of the expenditure on turnover is no longer a long-term investment in personnel, as in days past. These are recurring costs due to teacher churn—a phenomenon largely driven by a lack of investment in university-based preparation that results in underprepared teachers. Residents can stabilize districts'

workforce and save the dollars currently walking out the door with each early career teacher who leaves a school. Investing in residencies would better align districts' expenditures with their central goal of providing quality education for every student.

Additional savings, not yet quantified through research, would accrue from reductions in remediation needs.

When students have residents co-teaching in their rooms and when they have strong first-year teachers, outcomes improve.<sup>52</sup> They receive the targeted, timely instructional supports they need and don't fall behind. Similarly, inappropriate special education referrals and grade retention—both costly and often preventable—would be reduced when teachers are fully prepared before being hired as a teacher of record.

*Residents can stabilize districts' workforce and save the dollars currently walking out the door with each early career teacher who leaves a school.*

Helping districts reconceptualize their budget priorities can bring dollars to the state's efforts to shift towards paid residencies. State and federal dollars, including IDEA and ESSA funds, can support residents. Reconceptualizing staffing models to integrate residents into school-based co-teaching has produced enough sustainable funding to pay cohorts of residents with sustainable salaries.<sup>53</sup> Even small portions of professional development and human resource budgets can add substantial resources to a residency partnership.<sup>54</sup>

### ***Reducing Program Costs***<sup>55</sup>

Although paying for living expenses while preparing to teach is the most significant barrier for aspiring teachers, program costs themselves can add to the financial challenges candidates face. Among the many approaches available to reduce program costs, four are particularly promising:

- **Targeting Federal Work Study Dollars:** As of the last federal report on work study expenditures, the state's institutions of higher education (IHEs) with teacher preparation programs had more than \$8,350,000 in unspent funds that had to be returned to the federal government.<sup>56</sup> Work study dollars can and should support candidates' clinical practice. In particular, work study is important for undergraduate students with high financial need, as work study does not count as income in considerations for Pell eligibility.<sup>57</sup> Increasing high school completion of FAFSA forms (Washington currently ranks 49th in the nation) would also increase equitable access to these dollars.<sup>58</sup>
- **Cohort-based models:** Once candidates have funding for clinical practice, programs can create cohort-based models for residents that are more cost-efficient to provide. Cost savings from fully enrolled cohorts can be passed through to candidates in the form of tuition remission.
- **Workforce training dollars:** By establishing teaching as a high-need field, individuals who have unmet financial need (defined as costs for tuition, fees, and living expenses that are not covered by financial aid and expected family contributions based on income) can qualify for *additional* financial aid through workforce training dollars.
- **Certification and Testing Fees:** Candidates must pay for tests, fingerprinting, and initial certification just when they have the least opportunity to earn extra money—during

clinical practice. In addition, they graduate in May and often don't get their first paychecks as teachers until August or September. Creating a special state fund for candidates who prepare in Washington State programs to cover these costs is a small investment that would remove stress and barriers during the most challenging time of the preparation program.

### ***Registered Teacher Apprenticeships***<sup>59</sup>

New National Labor Registered Apprenticeship Guidance Standards are based on the rigorous definition of teacher residencies that the field is aligning around, providing opportunities to redesign teacher preparation using stronger clinical practice models.<sup>60</sup> Federal labor budgets that directly support individuals training for careers are significantly larger than federal education budgets; working with the Workforce Training and Education Board to tailor a Registered Apprenticeship for the profession of teaching in Washington would help achieve sustainable funding for residencies.<sup>61</sup>

### ***Federal Grants***

The U.S. Department of Education has several recurring grant programs that could help the state both establish and study teacher residencies, including Teacher and School Leader (TSL), Teacher Quality Partnership (TQP), Supporting Effective Educator Development (SEED), and Educational Research and Innovation (EIR) grants. State-level or regional applications are often successful, and Washington is well-poised to submit one or more of these to help build strong residency partnerships.

## **How Washington State Could Jump Start Paid Residencies**

Shifting the teacher preparation system towards residencies would benefit from a strong, focused state vision for addressing teacher shortage and quality priorities. This proposal uses special education as a model for how Washington can make a bold stride towards strong, widely available funded residency preparation programs.

### ***Why Special Education?***

Shortages of qualified special education teachers have plagued the field for years. Adding to historic shortages are increases in special education placements in the wake of the COVID-19 pandemic. Some fear that, rather than providing in-classroom supports to address instructional losses, teachers are inappropriately referring students to special education in hopes their learning needs will be better met in those settings. Predictions of increasing inappropriate special education referrals could easily lift special education placements to 25%, compounding shortages and raising special education costs to 28% of overall education budgets compared to the current 14%.<sup>62</sup> If students have a documented learning disability, cost increases will be appropriate to ensure students receive the specialized services they need. But if students are struggling because of a lack of appropriate instruction, they should receive the quality instruction they deserve in a regular education context.



Placing a child in special education has financial and moral implications. Providing special education services costs double what general education costs, so placements should be appropriate to use taxpayer dollars appropriately. In addition, special education has historically been documented to stigmatize and hold back students of color, particularly Black males. The state has a responsibility to ensure that special education placements reflect true disabilities, not a lack of appropriate opportunities to learn, and that special education teachers provide appropriate services to all students.<sup>63</sup>

## *A Three-Year Plan to Address Special Education Shortages*

Washington had over 900 shortages of fully certified special education teachers in the 2023-24 school year, despite many strong preparation programs and promising practices to address shortages.<sup>64</sup> Shortages are not evenly distributed across the state; nearly 2/3 are concentrated in four Educational Service Districts (ESDs): Puget Sound, Northwest, and Districts 112 and 113. The other five ESDs and charters account for the remaining third. Three years of focused legislative funding can address these needs.

### *Year 1: Pilots and Readyng the System*

**Preparing 120 new special educators.** During this legislative session, the state could incentivize 120 new candidates, in cohorts of 20-25, to prepare during the 2024-25 academic year as special education co-teachers. The pilots should fund residents who exhibit strong commitments to the profession and in serving in hard-to-staff special education settings. Providing a \$35,000 stipend and, at minimum, healthcare benefits has been shown to incentivize large numbers of qualified applicants.<sup>65</sup> New approaches to recruitment across the nation have proved successful, doubling and even tripling enrollments.<sup>66</sup> Local potential teacher populations include paraprofessionals and other district classified staff, adults working in community-based organizations, healthcare professionals, career changers, and parents looking to enter or re-enter the workforce.



Current undergraduate juniors can also enter funded senior year residencies, but because undergraduates often choose to attend college out of state or out of town and then intend to return home or relocate to a different geography, undergraduate residencies have been known to have lower retention rates than post-baccalaureate/masters programs. Juniors could apply to a district-led application process to explore their match for the district and career intentions to remain in the area.

**Special Education Co-Teaching Training.** For teacher residencies to deliver on their promise of supporting PK-12 student learning *during* the residency year, residencies need a strong instructional model. Pre-service co-teaching is an effective choice for residencies in general and special education residencies in particular. Special education co-teaching codified a set of instructional models for use when two certified teachers—one in special education and one in general education—collaborate in an inclusive classroom.<sup>67</sup> Recently, a statewide



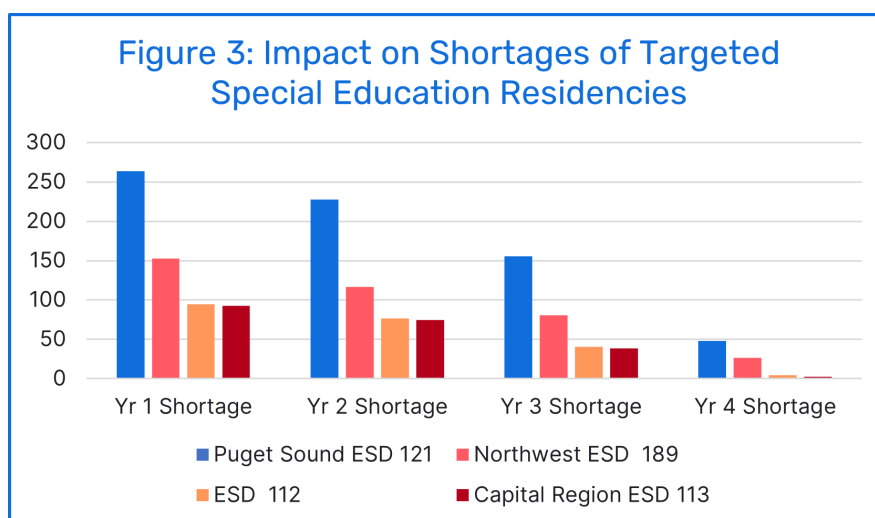
longitudinal analysis of a decade of co-teaching found significant positive impacts for both general education and special education students.<sup>68</sup> These instructional models have also been used in pre-service settings, with similar positive impacts across all subgroups of students.<sup>69</sup> Achieving these results requires training in co-teaching strategies and principles.

**Community of Practice Investments.** The four to five preparation programs with readiness to launch special education cohorts in fall of 2024 would also agree to engage in a community of practice to surface needs, document promising practices, and create a roadmap for the next two years. In addition, these programs, and any programs joining the special education residency effort in future years, would gather data and report on the following:

- How do residents differ demographically from candidates in other programs?
- How well-matched are residents to the sites and communities where they serve?
- How are mentor teachers selected, supported, and offered leadership roles?
- What roles do residents engage that allow for pay and protect resident learning?
- How do programs and districts promote affordability?

### ***Years 2 and 3: Expanding Reach, Approaching Scale and Assessing Impact***

The same activities would recur in Years 2 and 3, increasing residency enrollment to 240 in Year 2 and 460 in Year 3. These numbers may seem high but are achievable with paid residencies. Figure 2 shows the expected reduction in special education shortages in the four highest-need districts as residents graduate. By the beginning of the fourth year,



shortages are negligible. In addition, the model begins to address the 300 shortages in other ESDs and charters, dropping to just over 100 vacancies in Year 4 (Figure 3).

### ***Costs for the Special Education Residency Initiative***

The following cost estimates are based on years of *Prepared To Teach* cost modeling and nationwide residency development efforts.<sup>70</sup> The scale could be expanded, even doubled, to include other high-need licensure areas, providing more programs the opportunity develop paid residencies; it would also further impact teacher shortages and student outcomes sooner.

Residencies have three essential cost centers to ensure quality implementation and long-term adoption of residencies as the favored preparation pathway: Candidate compensation, program leadership, and professional learning, including both training and networked learning through communities of practice. Mentor supports often are also included in cost modeling, but



increasingly districts are embedding mentor supports in their teacher leadership and professional development budgets, so those are not included in this model.<sup>71</sup>

Table 2 costs assume compensation of roughly \$44,000 per resident, including full benefits and a \$35,000 salary. Program leadership costs are equivalent to a mid- to senior-level leader at an FTE salary, supporting five new district-shortage-focused special education residencies. Trainings and the community of practice include both co-teaching workshops and in-person convenings for the community of practice to explore modeling for undergraduate and graduate residency models and labor market match needs based on current program strengths.



Costs here are divided into Year 1 and Years 2 and 3, reflecting the biennial budgeting in Washington. Because of the importance of new recruitment efforts in these residency models, appropriating the entire project’s costs would result in a stronger, more diverse, and larger pool of candidates from which districts and programs could select their candidates.

*Table 2: Total Costs If Borne by State*

	<b>Year 1</b>	<b>Years 2-3</b>	<b>Total Years 1-3</b>
Candidate Compensation	\$ 5,300,000	\$ 30,800,000	\$ 36,000,000
Program Leadership	\$ 700,000	\$ 3,800,000	\$ 4,500,000
Trainings and Community of Practice	\$ 200,000	\$ 300,000	\$ 500,000
<b>Total</b>	<b>\$ 6,200,000</b>	<b>\$ 34,800,000</b>	<b>\$ 41,000,000</b>

Finally, Table 3 presents project costs if local sustainable investments, as detailed earlier in this report, were to be required as part of the residency initiative. In the model below, Year 1 includes a 20% cost-share for candidate compensation, and Years 2-3 require a 30% cost share, plus some integration of program leadership costs into existing human resources.

*Table 3: Total Costs with Partnership Contributions through Resource Reallocation*

	<b>Year 1</b>	<b>Years 2-3</b>	<b>Total Years 1-3</b>
Candidate Compensation	\$ 4,100,000	\$ 21,500,000	\$ 25,600,000
Program Leadership	\$ 700,000	\$ 3,200,000	\$ 3,900,000
Trainings and Community of Practice	\$ 200,000	\$ 300,000	\$ 500,000
<b>Total</b>	<b>\$ 5,000,000</b>	<b>\$ 25,000,000</b>	<b>\$ 30,000,000</b>

## *Return on Investment*

Two key financial considerations give residency partnership investments a strong return on investment: teacher turnover and unmet student learning needs. In 2022, 27% of early career teachers left teaching in Washington, a sharp decline unprecedented in recent history.<sup>72</sup> Replacing just 500 of those early career leavers with well-prepared residency graduates would save nearly \$20 million in turnover costs. And while precise return on investment estimates are impossible to assess given current data, cost savings from reduced remediation and grade

retention, coupled with savings because of effective classroom instruction preventing inappropriate special education referrals would be in the tens of millions.

Even without a return on the investment, the absolute cost of this proven approach to strengthening the educator workforce has a price tag that is well worth its benefits. The investment would cost less than one tenth of one percent of the state education budget, or \$38 per student, with a \$6 per student cost to sustain the system once scaled (Figure 4).

Figure 4



These are smart financial investments for Washington that will pay for themselves in the long run. Replacing a small percentage of low-quality teachers would save education dollars and is estimated to raise educational outcomes to the levels seen in peer nations like Canada and Finland. In turn, those stronger outcomes would lift the economy and the quality of life for Washingtonians.<sup>73</sup>

Investing in teacher residencies, with a particular focus on special education, makes sense. At the same time, we recognize that this kind of systemic shift in teacher preparation is new, so our report may have raised questions. *Prepared To Teach* is available to answer questions about this report, any of the models we've supported, and lessons we've learned from our eight years of work in field developing sustainably funded teacher residencies.

## Endnotes

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