



How New Visions for Partnership Can Help Fund Teacher Residencies

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**PREPARED TO
TEACH**

SUSTAINABLE FUNDING FOR QUALITY TEACHER PREPARATION



Who's in the room?



The Flow for the Day

Part 1 ~30 minutes

- (Re)Framing of Root Causes and Possible Solutions: Sustainable Funding for Quality Teacher Preparation
- Building a Deep Partnership to Root Out Root Causes
- Lessons from Partnerships: A Transformation Framework
- What Partnership Work Moving Forward Looks Like

■ Part 2 ~30 minutes

- Discussion



About *Prepared To Teach* At Bank Street College of Education

Solving the sustainability problem

Learning from partners

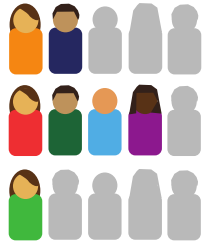
Supporting transformation



A Core Challenge:

Candidates can't work for free and learn how to teach well.

FULL-TIME WORK



40% of undergraduates and 76% of graduate students work full time; 20% have dependents.

Proportions are higher for students of color.

DEBT



Teachers incur the same amount of debt as all other college students.

Low teaching salaries make debt payment difficult. We need to **prevent** debt by defraying living expenses during programs.

COLLEGE COSTS



2/3 of the cost of college is related to living expenses.

Tuition is often defrayed through scholarships and aid, but living costs are rarely defrayed.

ENROLLED TEACHER ED



Enrolled teacher education students who identify as white come from families

with annual incomes of \$90,000; **those who do not identify as white come from families with less than half that amount.**



Three R's for Reimagining Clinical Practice Funding



REALLOCATION
School-based roles and
human capital shifts



REINVESTMENT
Cost savings and
school improvement



REDUCTION
Cost-efficiency in the
context of quality



REALLOCATION

School-based roles and human
capital shifts

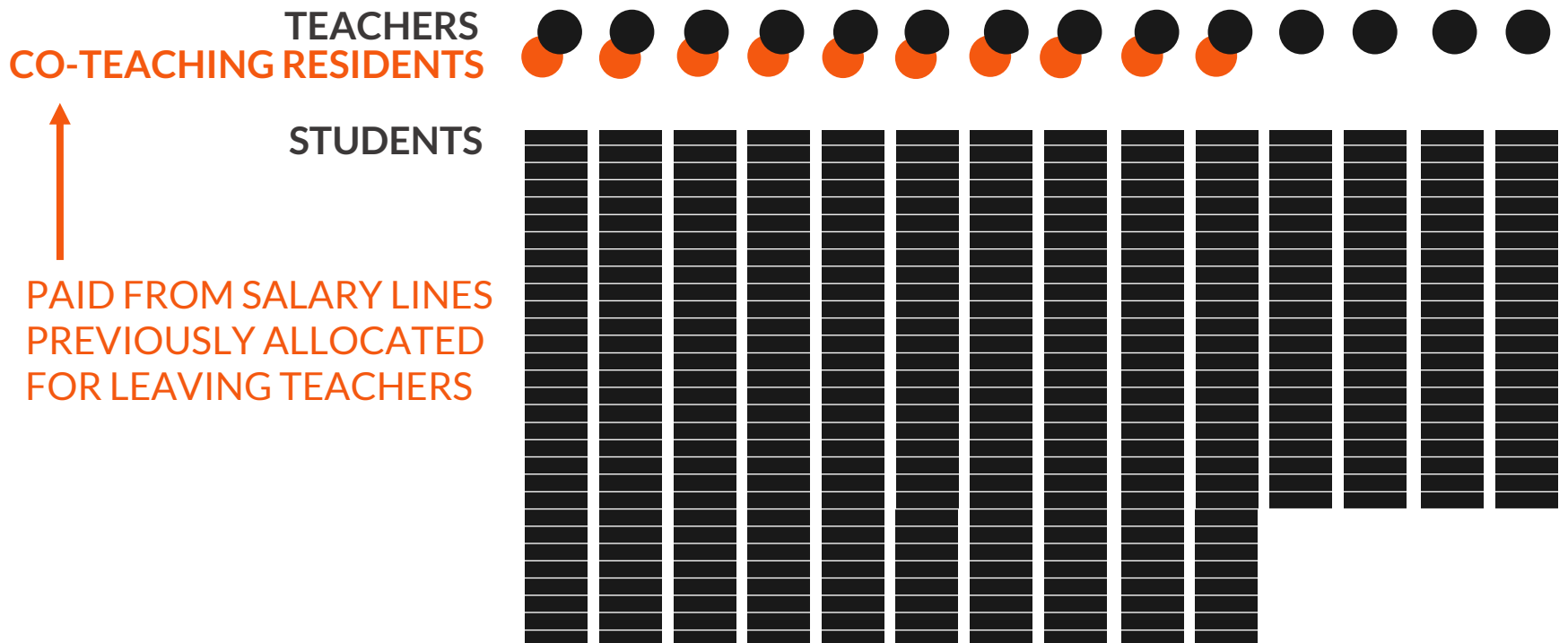
Restructuring Substitute Teaching

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SUBSTITUTE TEACHING SLOTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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RESIDENT SUBSTITUTES **M M T W R R F F F F**



Reallocating Teacher Salary Lines



Reallocating Paraprofessional Roles

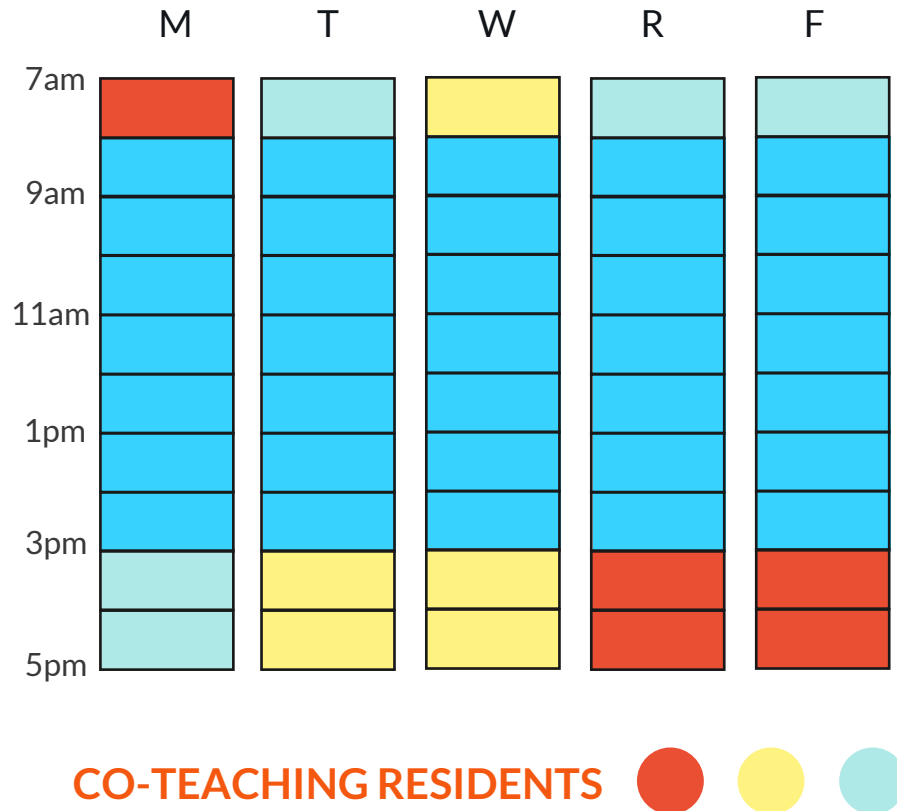
PARAPROFESSIONAL ROLES



SPLIT-TIME PARA/**RESIDENTS**

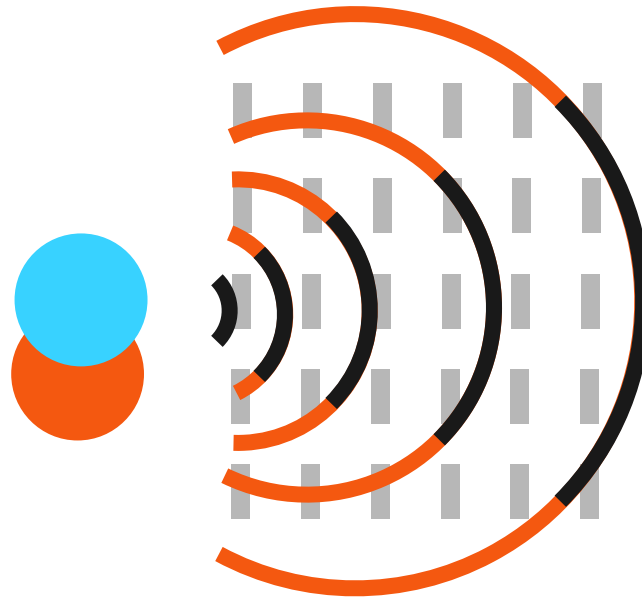


Leveraging Enrichment Time

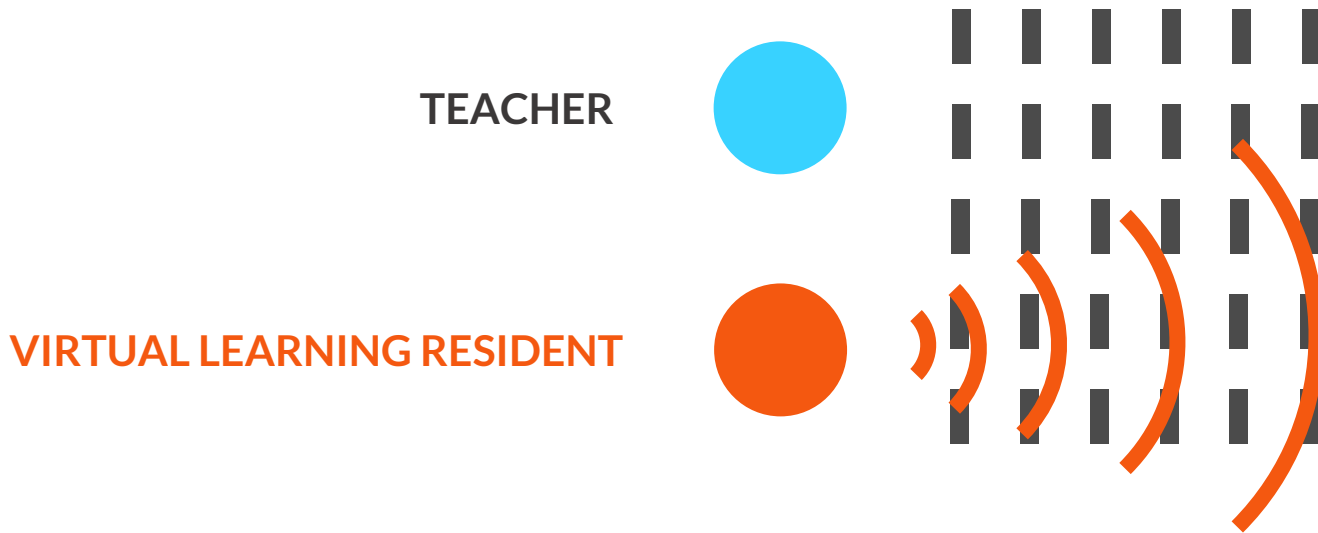


Maximizing Virtual Learning

TEACHER
VIRTUAL LEARNING RESIDENT



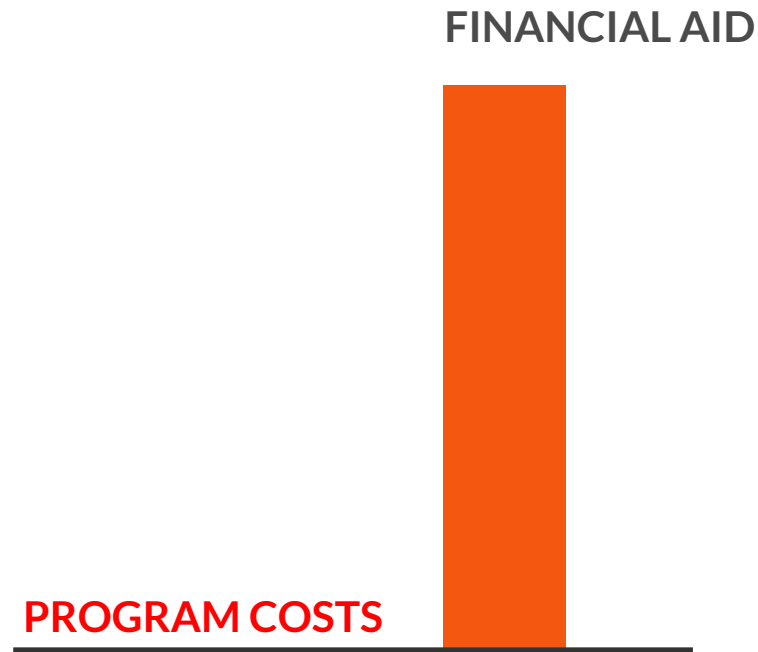
Maximizing Virtual Learning

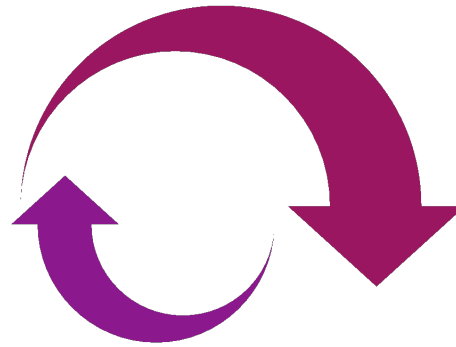




REDUCTION
Cost-efficiency in the
context of quality

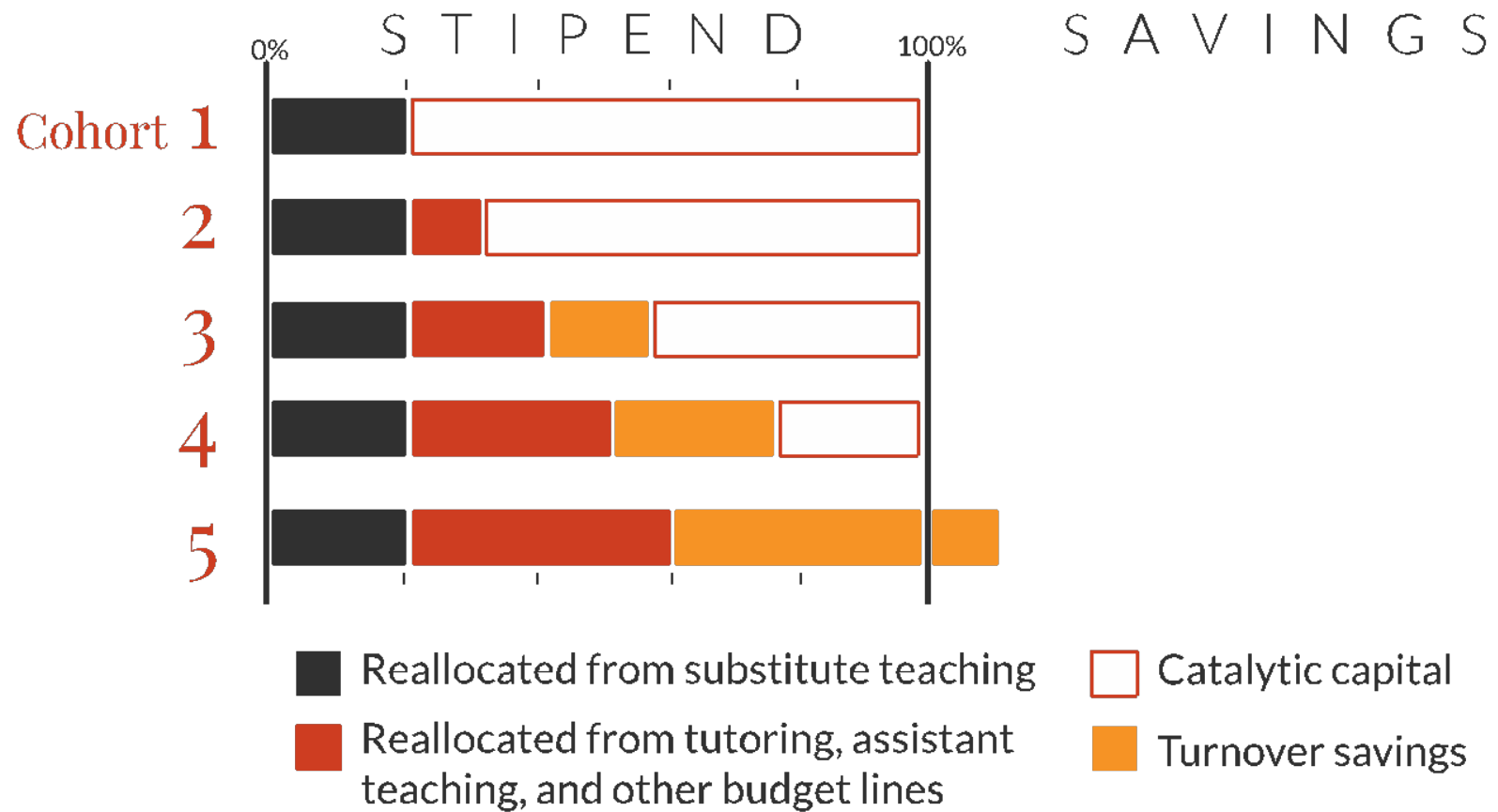
Teacher preparation has its role, too.





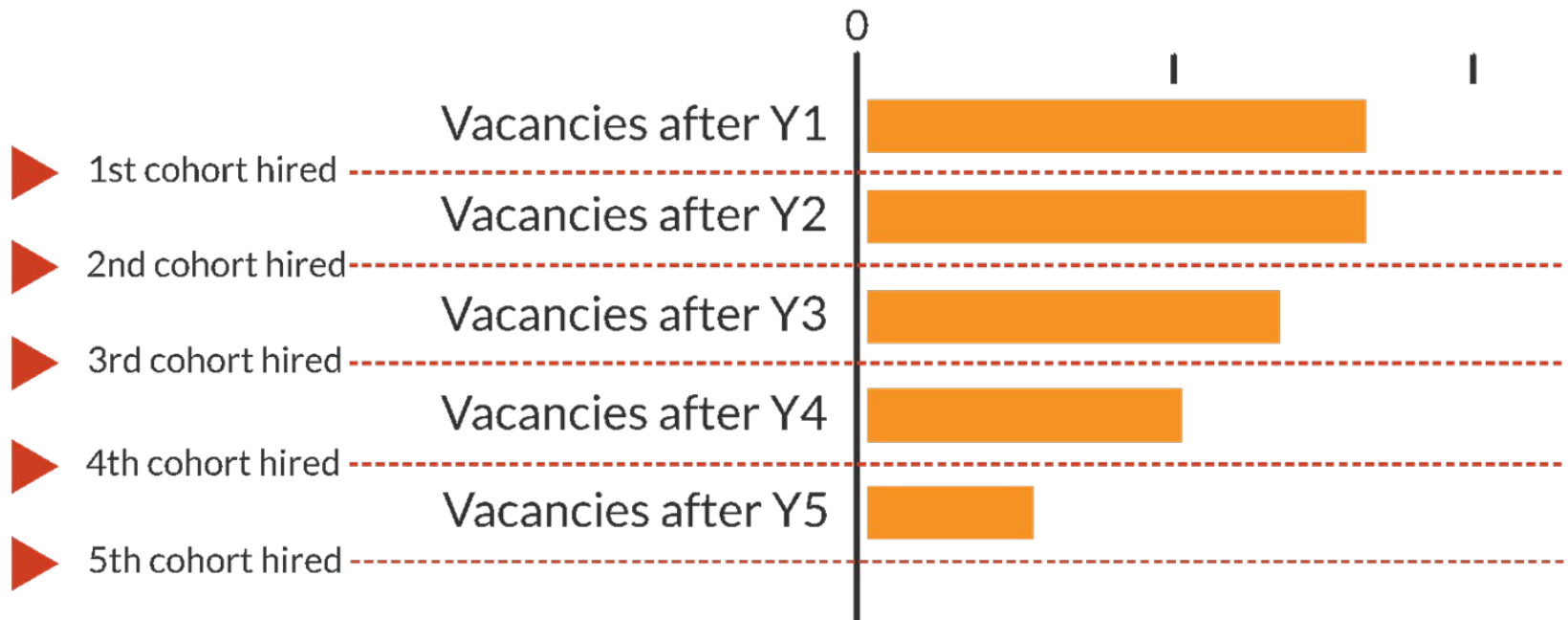
REINVESTMENT
Cost savings and
school improvement

Where turnover is high, system shifts are worth the investment.



Teacher retention reduces hiring needs and save money.

Turnover costs range from \$10,000 to \$20,000 per teacher. If all of a district's teachers came through residencies, staff would stabilize and costs would decrease.



These ideas only work in and through deep partnerships.



Western Washington University's Relational Model for Leadership



Mismatched Needs and Expectations

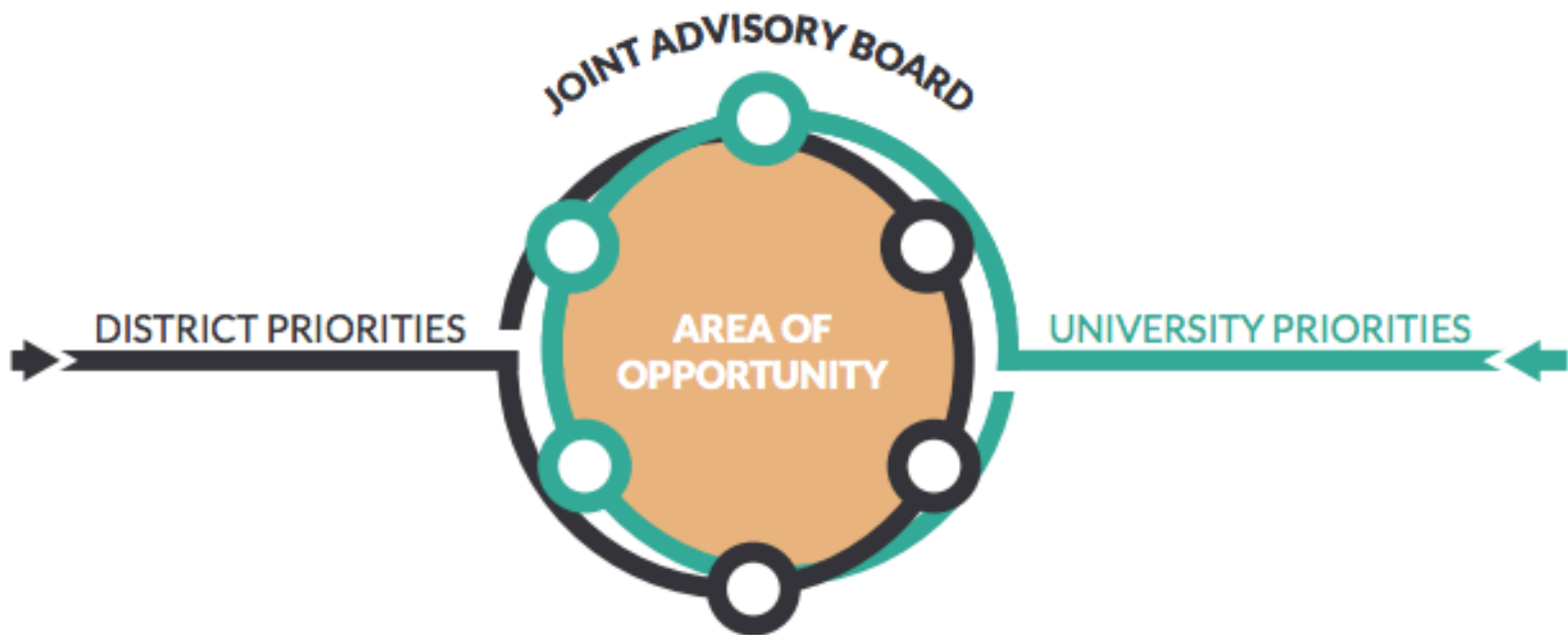
- Poor communication systems
- Mismatched expectations
- Placement challenges: Finding “ready and willing” mentor teachers
- Limited opportunities for faculty to engage
- Limited opportunities to align the residency experience to the district’s goals



A Co-Designed Redesign

- Career supportive work
 - Paraprofessional substitute teaching
- Collaborative placements
- District “on-ramp”
- Resident professional development
 - SEL, paraprofessional panel, assessments, family conferences
- COVID-19 supports



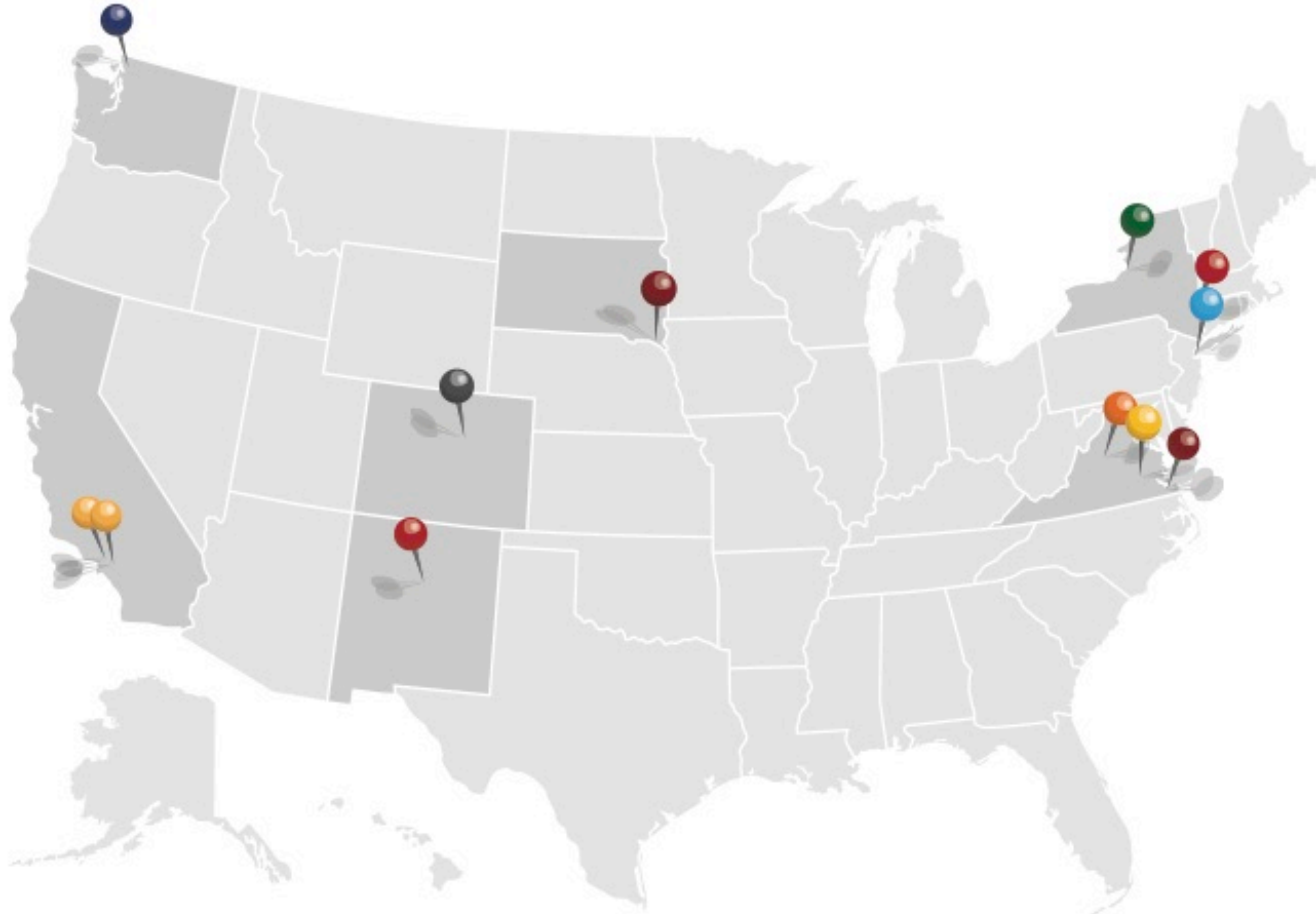


Ingredients for Success

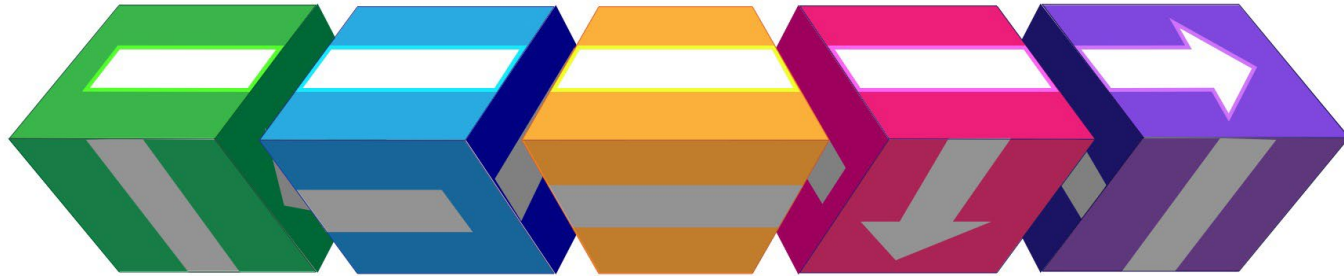
- Top-level leadership with knowledge of systems
- Focus on real needs and mutual benefits
- Consistency and organization
- Site-based faculty supervisor
 - Coursework in district
- Deliberative mindset anchored in mutual trust



Powerful lessons from 7 states



A Framework for Transformation



Mindset Shifts

Prioritizing and creating structures and policies for deep relationships between P-12 and preparation programs, allowing them to envision new co-constructed systems for preparation.

Educator Roles

Rethinking roles to maximize capacity to support aspiring teachers, including but not limited to restructuring substitute teaching, instructional assistance, and enrichment programming.

Labor Market

Aligning program offerings with local hiring needs, balancing the education labor market, addressing shortages, and reducing turnover.

School Improvement

Designing work to support schools' cultural and student outcome improvements through the development of mentor teachers' roles and integration of residents' learning in residencies.

Deeper Learning

Centering learning research in partnership designs, including studies on motivation, brain research, and 21st century learning goals, to ground these new partnerships in shared purposes.



CP Sessions

- *Opening Share*: Research, resources, promising models
- *Digging Deeper*: Collaborative conversations around local efforts
- *Feedback*: Listening to your input, valuing your time



WWU's Expanding Tent for Revisioning Teacher Preparation



Current Work

- Expanding to 2 school districts and engaging together in Communities of Practice
- Monthly Local Advisories take learning from CPs and develop short-and-long term vision and systems for stronger partnership
- Coordination and visioning among leadership: Dean & Superintendents
- Potential of cross-district learning and co-development of systems



Questions? Shares?

Contact us!

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