

**2020 Supplemental Budget
Decision Package**

Agency: 350 Office of Superintendent of Public Instruction

DP code/title: Student Teacher Residency Technical Advisory Group

Budget period: 2020 Supplemental

Budget level: PL

Agency RecSum text:

The shortage of teachers in critical areas, an increasing awareness of opportunity gaps for students, and the need to retain educators of color have led to alternative and “grow your own” routes to a teaching certificate. However, without a strong practicum experience, we risk losing or failing to tap the full potential of the candidates recruited as they begin their teaching careers. Residency programs are a student teaching model with widely-known effectiveness; however, they are rare in Washington. This request will fund a technical advisory committee to make recommendations for an apportionment system that could support teacher residency program pilots.

Fiscal detail:

Operating Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
001-1		\$60,000		
Total Expenditures	0	\$60,000	0	0
Biennial Totals	\$60,000		\$0	
Staffing	FY 2020	FY 2021	FY 2022	FY 2023
FTEs		0.1		
Average Annual	0.05		0	
Object of Expenditure	FY 2020	FY 2021	FY 2022	FY 2023
Obj. A		\$8,000		
Obj. B		\$5,000		
Obj. E		\$13,000		
Obj. G		\$34,000		
Biennial Totals	\$60,000		\$0	

Package description

What is the problem, opportunity or priority you are addressing with the request?

While there's general agreement on the elements of teacher preparation that lead to candidates truly ready to begin their first year of this demanding, complex, and critically important position, few programs are in a position to provide all of these. The most important element, the practicum, is also the most challenging, as it requires a high degree of cooperation between pre-service programs and school districts. Many district and school leaders see this as a secondary responsibility, so student teacher placement is often haphazard and unsupported, and the duration is limited.

The [National Center for Teacher Residencies](#) describes programs that allow for a full-year practicum, where a teacher candidate works with a highly effective classroom teacher in a gradual release of responsibility while also participating in context-specific coursework as “teacher residency” programs, similar to the process a medical resident goes through to prepare to become a physician. This kind of program allows the preparing institution to provide relevant, effective professional learning to the resident, while also allowing actual practice in the school context to inform the thinking of the institution. Initial research shows promising results that residency programs are effective in recruiting diverse candidates in shortage areas and preparing teachers who are more likely to be effective from their first day on the job and who are more likely to stay in the profession long-term (Guha, Hyler, & Darling-Hammond, 2016).

Despite their widely-known effectiveness, teacher residency programs in Washington are rare. Teacher residency programs require a much closer degree of coordination between the teacher preparation entity and the school and/or school district. To be effective, cooperating (mentor) teachers must be well-trained in mentoring skills. Due to the degree and length of involvement with the resident, these mentors merit additional compensation. Perhaps the greatest barrier of all: Teacher residents cannot concurrently participate in the residency and hold another job. This restricts the number and diversity of candidates who can consider participation in teacher residency programs.

One program that has successfully tackled these issues is the [Seattle Teacher Residency \(STR\) program](#). This program, currently in its sixth year of operation, provides robust preparation, support, and retention of a racially diverse group of teacher residents (40% are people of color) who participate in a 14-month preparation program in which they spend a full year observing and working alongside a well-prepared mentor teacher in a Title I school. Residents are paid a stipend during the year or are hired as a paraeducator in their mentor's classroom and take courses one day per week, ending with an endorsement in special education or English language learning, as well as an elementary endorsement. Residents commit to five years of service in Seattle Public Schools once they have earned their certification. Most stay in Title I schools.

Washington is experiencing shortages of teachers in key areas (students with disabilities, English learners, elementary education, science and math, and career and technical education) and a teacher workforce that lacks racial diversity. The current shortage of teachers in critical areas and teachers of color, and increasing awareness of opportunity gaps for students, have led to the creation of several alternative and “grow your own” routes to a teaching certificate. These alternative routes to certification are expanding how we think about teacher preparation, even in traditional college or university teacher preparation programs. However, without a strong practicum experience, we risk losing or failing to tap the full potential of the candidates recruited as they begin their teaching careers at a rate of over 20% in five years. Discussions are happening around the state with school districts, college and university programs, agencies, and non-

profit partners about ways to strengthen the student teaching experience. The opportunity is now to put the teacher residency option front and center by convening a technical advisory committee to explore how the apportionment system might support the scaling of teacher residency programs statewide.

What is your proposed solution?

Conversations about increasing the efficacy of student teaching are already underway and include the elements of a teacher residency program and the range of options necessary to make this happen in different contexts, building on a handful of projects operating now. Strong partnerships and stakeholder buy-in are necessary to implement any ideas developed. It is important to bring stakeholders together to sort through the technical details and ensure there are viable options. This request would fund the creation and work of a technical advisory committee to consider and make recommendations on how the apportionment system could support a teacher residency initiative in FY 2022.

What are you purchasing and how does it solve the problem?

This proposal would support one-time funding for FY 2021 to pay for:

- Meeting costs associated with convening the technical advisory committee to consider apportionment systems that will support teacher residency programs.
- Staffing to capture technical advisory committee recommendations and write them in a final report to the Legislature.

With this funding, OSPI could bring stakeholders together to come to consensus on the next best steps for developing teacher residency programs in Washington, including how the apportionment system might be used to support this.

Effective pre-service teacher residency programs ensure our students' newest teachers are well-prepared and will stay in the profession long-term.

What alternatives did you explore and why was this option chosen?

Washington currently has a variety of both traditional and alternative teacher preparation programs in place. One thing most of these programs have in common is that they are the lowest-cost way of preparing teachers. Few programs can deliver the robust practical experience of a teacher residency program. Pilot projects that build upon current efforts and demonstrate how such a teacher residency might operate in several different contexts should provide ideas for actionable improvements to current programs. They will not be less expensive, but they will be better suited to build the capacity of our teacher candidates and, therefore, their future students.

Assumptions and calculations

Detailed assumptions and calculations

- FY 2021:
 - Technical advisory committee convening: 25 participants (three meetings)
 - Meeting costs include rent for meeting rooms, travel for participants, and substitute teacher reimbursements. Total projected meeting costs are \$47,000.
 - 0.1 full-time equivalent (FTE) staffing at the program supervisor level to staff the advisory committee and compile recommendations into the final report. Compensation for this position is expected to be \$13,000.

Strategic and performance outcomes

By allowing a technical advisory committee to come together to explore options to effectively deliver teacher residency models, this proposal would bring stakeholders from both K–12 and higher education together to figure out models for cooperating around a common goal: A diverse force of effective teachers who are committed to the profession. In practice, residency models achieve this by facilitating school districts to “grow their own” teachers. These models would give teacher residents a much more robust “real world” experience and deeper familiarity with district materials. They also provide opportunities for mentor teachers and their K–12 colleagues to learn from current research-based practices that might be part of the teacher preparation curriculum. Teacher residencies have the potential to bridge the gaps between preparation and practice.

Other collateral connections

OSPI would work closely with the Washington Student Achievement Council (WSAC) and the Professional Educator Standards Board (PESB) in developing this project. In addition, the Washington Association of Colleges of Teacher Education (WACTE) and Association of Educational Service Districts (AESD) would be involved, as would the Washington Education Association (WEA). It would be important to collaborate closely with these partners to envision how teacher residency pilots might be effectively supported to complement and, over time, transform the practicum aspect of teacher preparation.

References

- Guha, R., Hyler, M.E., and Darling-Hammond, L. (2016). The Teacher Residency: An Innovative Model for Preparing Teachers. Palo Alto, CA: Learning Policy Institute.

Information Technology

Does this DP include funding for any IT-related costs, including hardware, software (including cloud-based services), contracts or IT staff?

- No
- Yes

Please download the [IT-addendum](#) and follow the directions on the bottom of the addendum to meet requirements for OCIO review. After completing the IT addendum, please upload the document to continue.