



Sustaining a Strong Educator Workforce Through Teacher Residencies

2023–25 Biennial Operating Budget Decision Package

Recommendation Summary

Although millions of dollars are expended each year to prepare new teachers nationwide and within Washington state, schools and school districts still lack enough teachers with the qualifications to meet the needs of students, particularly students in historically underserved groups, including multilingual/English learners, students with disabilities, and students of color. Preservice teacher residency programs are an innovative student teaching model during which the preservice teacher spends a full school year learning on the job from an effective cooperating teacher in a classroom with students while also completing relevant and connected coursework toward their certification. This request is for \$200.8 million in the 2023–25 biennium and \$515.3 million in the 2025–27 biennium to provide access to a full-year, paid teacher residency program working shoulder to shoulder with a trained mentor teacher to achieve certification, so students have access to diverse and highly skilled teachers, grown in the communities in which they will serve, who are ready on day one to support their success.

Fiscal Details (Funding, FTEs, Revenue, Objects)

Operating Expenditures	FY 2024	FY 2025	FY 2026	FY 2027
Fund 001-1	\$534,000	\$200,275,000	\$257,668,000	\$257,637,000
Total Expenditures	\$534,000	\$200,275,000	\$257,668,000	\$257,637,000
Biennial Totals	\$200,809,000		\$515,305,000	
Staffing	FY 2024	FY 2025	FY 2026	FY 2027
FTEs	0.0	2.5	2.5	2.5
Average Annual	1.25		2.5	
Revenue	FY 2024	FY 2025	FY 2026	FY 2027
N/A	\$0	\$0	\$0	\$0
Total Revenue	\$0	\$0	\$0	\$0
Biennial Totals	\$0		\$0	
Object of Expenditure	FY 2024	FY 2025	FY 2026	FY 2027
Obj. A – Salary	\$0	\$193,000	\$193,000	\$193,000
Obj. B – Benefits	\$0	\$75,000	\$75,000	\$75,000
Obj. C – Prof Contracts	\$534,000	\$939,000	\$301,000	\$301,000
Obj. E – Goods & Svcs.	\$0	\$52,000	\$52,000	\$52,000
Obj. G – Travel	\$0	\$15,000	\$15,000	\$15,000
Obj. J – Equipment	\$0	\$13,000	\$0	\$0
Obj. N – Grants & Client Svcs	\$0	\$198,988,000	\$257,032,000	\$257,001,000

Package Description

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

Although millions of dollars are expended each year to prepare new teachers nationwide and within Washington state, districts and schools still lack enough teachers with the qualifications to meet the needs of students, particularly students in historically underserved groups, including students of color, multilingual/English learners, and students with disabilities (National Center for Teacher Residencies, 2014; Ricci et al., 2019).

While there is general agreement on the elements of teacher preparation that lead to candidates who are truly ready to begin their first year of this demanding, complex, and critically important position, few programs are able to provide all of the elements. Perhaps the most critical element – a high-quality student teaching experience – is also the most challenging. Programs that allow for a full-year student teaching experience, where a teacher candidate works with a highly effective classroom teacher in a gradual release of responsibility while also

participating in context-specific coursework, prepare teachers who are more likely to be effective on day one and to stay in the profession. This type of program is called a “teacher residency,” similar to the process a medical resident goes through to prepare to become a physician. This kind of program both allows the education preparation program to provide professional learning to the resident, but also allows actual practice to inform the thinking of the preparation program.

Despite their widely known efficacy, these teacher residency programs are rare. They require a much closer degree of partnership and coordination between the Educator Preparation Program (EPP) and the school/district. To be effective, cooperating (mentor) teachers must be well-trained in mentoring skills. Because of the degree and length of involvement with the resident, these mentors merit additional compensation. Due to the extended, immersive nature of a residency program, teacher residents cannot concurrently participate in the residency and hold another job, a barrier that has proven to restrict the number and diversity of candidates for teacher residency programs.

The current teacher shortage and increasing awareness of opportunity gaps for students has resulted in several alternative and “grow your own” routes to a teaching certificate. These are expanding thinking about what might be possible for teacher preparation, even in traditional college/university teacher preparation programs. However, without a strong student teaching experience, we are at risk of not keeping or not tapping the full potential of the candidates recruited as they begin their teaching careers. There is interest and a sense of urgency around the state, with school districts, EPPs, agencies, non-profit partners, and the Legislature in strengthening the student teaching experience.

What is your proposed solution?

This proposal requests \$200 million beginning in the second year of the biennium to fund a statewide, full-year paid teacher residency program in which residents work shoulder to shoulder with a trained mentor teacher to achieve certification, so students have access to diverse and highly skilled teachers, grown in the communities in which they will serve, who are ready on day one to support their success.

In addition, this request is for state funds to create sustainable system-level supports including an effective data collection system for educator workforce supply and demand in order to accurately estimate vacancies and identify, recruit, and support residency candidates; as well as a robust, connected statewide community of practice structure for residency program leaders to learn with and from each other about best practices for implementation and sustainability. If funded, this proposal would establish sustainable and predictable funding to fortify school districts with the additional staffing and resources necessary to support all aspects of a robust residency.

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

This request aims to designate stable funding through the prototypical school funding model to:

- Build and invest in equitable, sustainable residency systems and structures in partnership with stakeholders. Supports will be differentiated for high poverty schools and small schools, and equitable access will be provided across the state for residents, districts, and EPPs, with focused support where needs of districts are greatest.
- Identify, recruit, and support teacher residency candidates in order to strengthen a stable workforce of educators ready to effectively serve students who are furthest from educational justice. Opportunities will be prioritized for multicultural, multilingual residents who have been systematically blocked or have otherwise not had access to residency programs.
- Invest in training for cooperating teacher mentors who support preservice residents in culturally affirming, content rich, student centered schools and classrooms.
- Enable district and EPP partnerships that employ strategies and practices to encourage, enable, and ensure culturally sustaining practices.
- Develop an effective data collection system and informative data displays for educator workforce supply and demand in order to accurately estimate teacher vacancies and identify, recruit, and support teacher residency candidates.

This request will:

1. Pay teacher residents a living wage with benefits.

Pay 2,400 residents a salary with benefits commensurate to a paraeducator (classified) role in the district and build or reinforce opportunities for paraeducators to seek teacher certification. The cost of this component is \$178.4 million per year.

2. Provide tuition reimbursement for residents.

Pay residents an \$8,000 tuition reimbursement, rather than an upfront award, which may allow the candidate to maintain financial aid eligibility. The cost of this component is \$19.2 million per year.

3. Provide stipends and professional learning for mentor/cooperating teachers.

Provide a \$2,500 stipend to each mentor/cooperating teacher working with a resident. Mentors/cooperating teachers will continually build their effective mentoring practices through focused professional learning guided by Beginning Educator Support Team (BEST) preservice mentor standards. Specialized training, including co-teaching models, translates to learning benefits for residents. System coherence and sustainability increases by developing a network of mentors focused on their learning, growth, and retention. Mentors build connections with residents and cultivate lasting, positive, and productive relationships in multicultural, multilingual environments. The cost of this component is \$6 million per year.

4. Pay a stipend for principals of schools hosting residents.

Provide a \$2,500 stipend to each principal hosting up to five residents. Effective school leaders assume a critical responsibility to establish and encourage a culture of belonging to influence retention and support diverse residents. These leaders will deepen their practice to use equitable, collaborative structures that encourage candidate growth and

retention, and further develop existing practitioners in the school. The cost of this component is \$1.2 million per year.

5. Provide funding for a Teacher on Special Assignment (TOSA) to connect existing best practice with innovative new ideas for mentor training, learning, growth, enjoyment, and retention.

Provide salary and benefits for one Teacher on Special Assignment (TOSA) per 15 residents. Support the mentor and resident to utilize standards, as well as effective and culturally sustaining pedagogy, to positively impact student learning. Connect existing best practice with innovative new ideas for mentor training, learning, growth, enjoyment, and retention. The cost of this component is \$16.5 million per year.

6. Provide funding for a liaison to foster strong local partnerships between the EPP, teacher union, and district.

Provide salary and benefits for one Certificated District Liaison per 15 residents. District liaisons are critical to the success of building partnerships between the district, the education preparation program, and the community. This is an opportunity to leverage relationship-building to make progress on diversifying the district's educator workforce and to attract potential educators from the community to be more reflective of the student population served. The liaison position is a way to include educators of color in all parts of the process. Because they understand the education system, they will be able to engage the educator union representatives, EPP, and district collaborators as part of systemic solutions. Liaisons create and maintain clear lines of communication to foster coherence. The cost of this component is \$16.5 million per year.

7. Provide additional funding for high poverty schools and for small school systems.

Provide needs-based grants to small school districts to support capacity building. Equity-based funding ensures districts with limited resources are successful in fully supporting teacher residency programs. The cost of this component is \$235,462 per year.

8. Provide stipends for expert district educators to provide coursework and instruction to residents in a co-faculty teaching model with existing faculty in the designated Educator Preparation Program.

Provide a \$1,000 stipend to teachers designing and co-teaching content for resident courses. Leveraging the expertise of practicing educators will help to ground the critical elements of education theory and pedagogical content in the classroom with student learning as the focus of this learning. This practice-based focus will benefit the learning of the EPP, the educators in the district host school, and the residents in the program. The cost of this component is \$100,000 per year.

9. Fund professional learning by establishing communities of practice between districts and their education preparation program partners.

Provide opportunities for school districts and education preparation programs to establish communities of practice to strengthen the residency experience. Communities of practice for incorporating Cultural Competency, Diversity, Equity, and Inclusion

(CCDEI) Standards, social-emotional learning standards, impactful classroom practice, and other state or district initiatives will support system coherence between districts and EPPs. Participants of these communities of practice include multiple roles at the school and district levels, multiple roles at the education preparation program, early career teachers, experienced mentors, and residents. Systems are encouraged to include student and family participants in these communities of practice. Funds will pay for travel, meeting materials, compensation, facilitation, and other meeting expenses. These communities will convene several times during the year. The cost of this component is \$2 million per year.

10. Provide funds via an indirect formula of 7% for educator preparation programs (EPPs) to shift their practices to implement all components of a robust residency model.

Educator preparation programs currently have a wide variety of programs which are labeled as 'residency' models. This request, based on the recommendations of the Teacher Residency Technical Advisory Workgroup, requires EPPs to be deeply embedded in the schools in which they place residents. They need to be working alongside the mentor/cooperating teachers to ensure that the skills learned in coursework are practiced and assessed in the classroom. They must work to develop partnerships with districts to better understand the needs of the community and adjust their course or endorsement offerings based on projected need from the districts. They will also need to utilize best practices in order to effectively serve diverse residents and to create a culture and climate where these educators are prepared and retained. The cost of this component is \$16.8 million per year.

11. Provide funding to develop a data tool to track progress and impact of these investments with intentional data, using strategies to support a comprehensive understanding of workforce supply and demand.

OSPI will create and maintain data collections to quantify vacancy by content area for the following five years; collect relevant data on residency candidates including demographic information, primary language, tribal enrollment, and content areas of pursuit; and create an inventory of trained mentors and TOSAs prepared to support residency candidates. The cost of this component is \$1.07 million in the 2023–25 biennium with \$150,800 in each year afterward for ongoing maintenance costs.

12. Provide funding for the programming costs for incorporating new residency program into the state's school apportionment system.

Utilizing the prototypical school funding model to add a new program will require changes to seven existing school apportionment and financial management systems: enrollment, budgeting, apportionment, forecasting, expenditure and revenue reporting, and four-year budgeting. This request includes funds for initial IT programming costs, as well as the ongoing maintenance costs for system support to apportion money to districts. The cost of this component is \$400,000 in fiscal year 2024 in one-time funds, with \$150,000 in each year afterward for ongoing maintenance costs.

13. Increase funding for OSPI to support technical assistance and statewide data collection.

OSPI must provide technical assistance, including guidance on how to creatively leverage funding sources, take into consideration the cost of living where the residency programs are, and create a consistent yet flexible model to address differences. OSPI will also engage in ongoing research in partnership with other education stakeholders and the Professional Educator Standards Board. For example: identifying existing district systems that would benefit from educator workforce development programs including Retooling, Grow Your Own, supporting emergency substitute certificate holders, Paraeducator Certificate Program, community-based organization partnerships, and regional connections with EPPs; as well as identifying and studying the districts that have done the work to support teachers of color, multilingual educators, and individuals from tribal nations. The cost of this component is \$347,062 per year.

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

Washington state currently has a variety of both traditional and alternative teacher preparation programs in place, and one thing most have in common is that they are the lowest cost way of preparing teachers. Few can deliver the robust practical experience of a teacher residency program. The only alternative is to maintain the status quo and continue taking incremental approaches that do not fully support our incoming educators at a time when they are needed the most.

Performance Measures

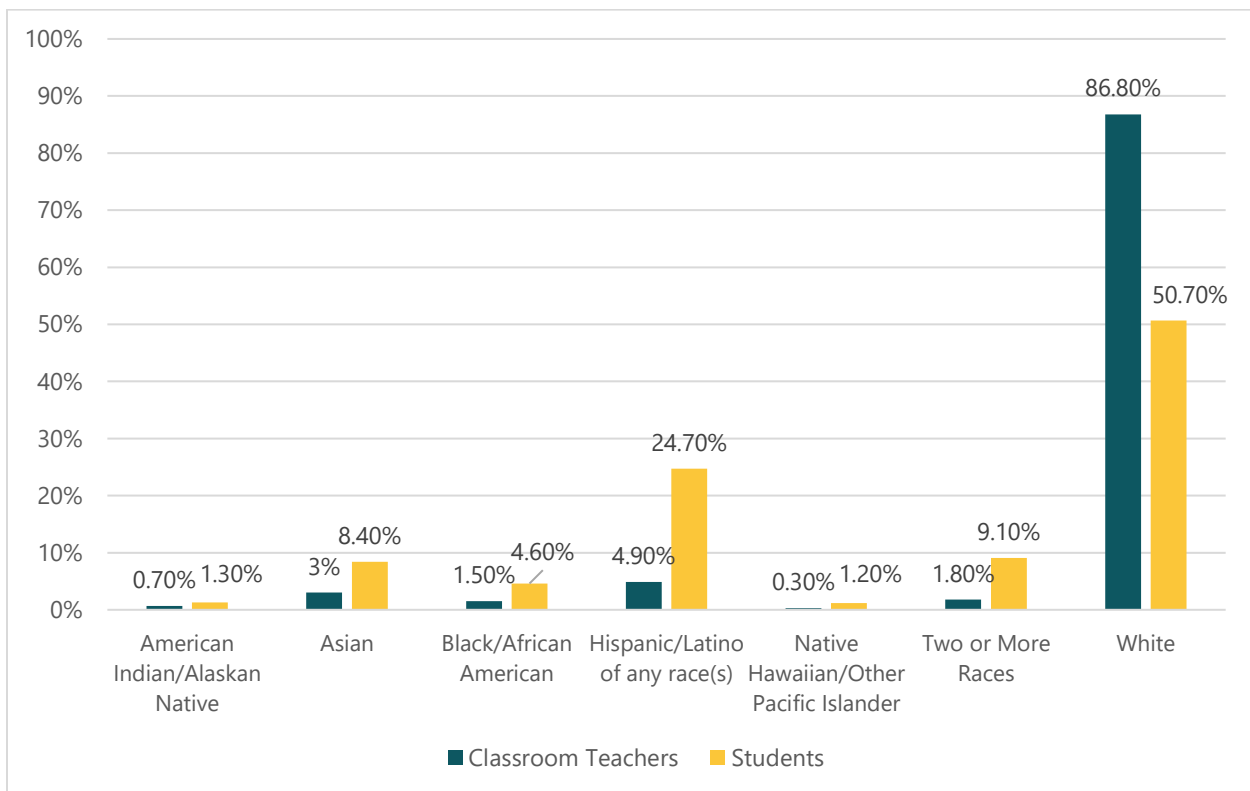
Performance outcomes:

Fully funding this request will result in:

- Improved data collection systems that collect all needed data.
- Increased number of residency partnerships between school districts and Educator Preparation Programs. (Currently there is no collection of this data. This proposal would create data collection systems.)
- Increased number of paid residency programs established in geographic areas of the state where teacher recruitment is challenging. Note: The Professional Educator Standards Board collects data that indicates disparate access to teacher certification alternative route programs across the state. This proposal will create equity of access to high-quality programs statewide. See attached reference document for an image showing where alternative route programs are in the state.
- Increased number of multicultural, multilingual educators that more closely reflects the student population in the community in which they are hired. Note: Educator and student demographic data collected and displayed in the OSPI Report Card shows that our state's teacher workforce does not reflect the student population served. Teacher residency programs will prioritize recruiting and retaining a diverse workforce. Figure 1 below shows classroom teacher and student demographics in the 2020–21 school year.

- Qualitative data from all roles in the residency system (resident, cooperating teacher, TOSA, school principal, liaison, EPP) will be collected to measure program success.
- Increased number of paid residents successfully completing residency and achieving certification. (Currently there is no collection of this data. This proposal would create data collection systems.)
- Increased number of individuals who are hired in the district in which they completed their residency. (Currently there is no collection of this data. This proposal would create data collection systems.)
- Teachers hired in the district in which they completed their residency are retained in the district at a higher rate than their non-resident peers. (Currently there is no collection of this data. This proposal would create data collection systems.)
- Decreased number of Out-Of-Endorsement and Limited Certificate educators in the districts with residency programs. (Currently there is no collection of this data. This proposal would create data collection systems.)

Figure 1: Washington’s Classroom Teacher and Student Race/Ethnicity Demographics, 2020–21 School Year



Assumptions and Calculations

Expansion or alteration of a current program or service:

This is not currently a state-funded program.

Detailed assumptions and calculations:

Assumptions and calculations for each component of this request are as follows:

1. Wages for Residents

This request aims to support 2,400 eligible residents (which is about half of the 5,000 average new teachers that are certificated each year) with salary and benefits commensurate to classified instructional paraeducators (about \$74,331 annually, adjusted for salary increases starting in fiscal year 2026). The total costs for the following fiscal years (FY) are as follows:

- FY 2025: \$178,393,251
- FY 2026: \$178,495,708
- FY 2027: \$178,495,708

2. Tuition Reimbursement for Residents

This request would provide tuition reimbursement of \$8,000 per resident for up to 2,400 residents. The total costs for the following fiscal years are as follows:

- FY 2025: \$19,200,000
- FY 2026: \$19,200,000
- FY 2027: \$19,200,000

3. Stipends for Mentor/Cooperating Teachers

This request would provide a \$2,500 stipend to mentor/cooperating teachers. The stipend is generated on a 1:1 ratio of residents to mentor/cooperating teachers. The total costs for the following fiscal years are as follows:

- FY 2025: \$6,000,000
- FY 2026: \$6,000,000
- FY 2027: \$6,000,000

4. Stipends for Principals of Schools Hosting Residents

This request would provide a \$2,500 stipend to school principals hosting at least five residents. This assumes 480 principals would be eligible for the stipend (2,400 residents/5 residents per principal). The total costs for the following fiscal years are as follows:

- FY 2025: \$1,200,000
- FY 2026: \$1,200,000
- FY 2027: \$1,200,000

5. Funding for Teachers on Special Assignment (TOSA)

This request would provide funding for 1 certificated Teacher on Special Assignment (TOSA) to support 15 residents; totaling 160 TOSAs to support the 2,400 total residents. The total costs for the following fiscal years are as follows:

- FY 2025: \$16,472,328
- FY 2026: \$16,473,073
- FY 2027: \$16,473,073

6. Funding for Certificated District Liaisons

This request would provide funding for 1 certificated school district liaison to support 15 residents; totaling 160 liaisons to support the 2,400 residents. The total costs for the following fiscal years are as follows:

- FY 2025: \$16,472,328
- FY 2026: \$16,473,073
- FY 2027: \$16,473,073

7. Funding for High Poverty Schools and Small School Systems

This request would provide needs-based grants of \$11,773 to up to 20 small schools and/or high poverty schools. The allocation and distribution may change based on demonstrated need. The total costs for the following fiscal years are as follows:

- FY 2025: \$235,462
- FY 2026: \$235,462
- FY 2027: \$235,462

8. Stipends for Expert Educators to Co-Teach with EPP Faculty

This request would provide a \$1,000 stipend to up to 100 expert teachers to design and co-teach content for resident coursework. The total costs for the following fiscal years are as follows:

- FY 2025: \$100,000
- FY 2026: \$100,000
- FY 2027: \$100,000

9. Establishing Communities of Practice

This request would provide \$20,000 to support up to 100 communities of practice by covering the costs of travel, meeting materials, compensation, facilitation, and other meeting expenses. The total costs for the following fiscal years are as follows:

- FY 2025: \$2,000,000
- FY 2026: \$2,000,000
- FY 2027: \$2,000,000

10. Supporting EPPs to Shift Practices to Support a Robust Residency

This request would provide funding to support educator preparation programs (EPPs) to make needed changes in practice and operations to successfully implement residency programs. This request provides funds to the EPPs based on a 7% indirect rate. The total costs for the following fiscal years are as follows:

- FY 2025: \$16,804,996
- FY 2026: \$16,812,412
- FY 2027: \$16,812,412

11. Developing a Data Tool to Track Progress and Impact of Residency Programs

This request would cover the costs of the development and ongoing maintenance of a data tool to provide data on educator vacancy and demographic information, as well as to track trained mentors and TOSAs prepared to support residency candidates. The total costs for the following fiscal years are as follows:

- FY 2025: \$534,570
- FY 2026: \$539,207
- FY 2027: \$150,800

A detailed breakdown of these costs is provided in Figure 2.

Figure 2: Cost Estimate Breakdown for Data Tool Development

Item	Hourly Rate	Total Hours	FY 2024 Costs	FY 2025 Costs
Project Manager	\$120	1,044	\$31,320	\$93,960
Business Analyst	\$110	783	\$9,570	\$76,560
Application Developer	\$120	1,566	\$20,880	\$167,040
Data Specialist	\$120	348	-	\$41,760
Quality Assurance Consultant	\$140	1,653	\$121,800	\$109,620
IT Business Services	\$287	1,249	\$350,000	-
Fiscal Year Totals	-	-	\$533,570	\$539,207

12. Incorporating Residency Funds in the School Apportionment System

This request would provide \$400,000 in FY 2025 for OSPI staff to make changes to the seven different systems that make up Washington’s school apportionment and financial management systems, as well as \$150,000 per year in ongoing maintenance costs for those systems. The total costs for the following fiscal years are as follows:

- FY 2025: \$400,000
- FY 2026: \$150,000
- FY 2027: \$150,000

13. Funding for OSPI to Provide Technical Assistance and Data Collection

This request would include 2.5 full-time equivalent (FTE) staff at OSPI to support the work (1.0 FTE Program Specialist, 1.0 FTE Senior Data Analyst, and 0.5 FTE Administrative Assistant). The total costs for the following fiscal years are as follows:

- FY 2025: \$347,062
- FY 2026: \$347,062
- FY 2027: \$347,062

Workforce assumptions:

This request includes 2.5 FTE staff within OSPI to support the statewide teacher residency program through effective and efficient program management, data collection and analysis, research and reporting, and developing communities of practice:

- 1.0 FTE Program Specialist
- 1.0 FTE Senior Data Analyst
- 0.5 FTE Administrative Assistant

Total cost for staffing: \$347,062

How is your proposal impacting equity in the state?

This proposal impacts equity in the state in several ways. As we face educator shortages and as we strive to serve students furthest from educational justice, effective preservice teacher residency programs add to the diversity of the educator workforce and ensure our students' newest teachers are well-prepared and retained in the school communities in which they were trained and are hired. This proposal creates the conditions and systems for all teacher candidates in Washington state, regardless of current access gaps, to have the opportunity to participate in a full-year, paid teacher residency program, working shoulder to shoulder with a trained mentor teacher to achieve certification. Students then benefit from having equitable access to diverse and highly skilled teachers grown in the communities in which they will serve, who are ready on day one to support their success. This proposal also creates an effective data collection system for educator workforce supply and demand in order to accurately track progress.

Information collected by the Professional Educator Standards Board (PESB) in order to meet its charge of maintaining data concerning educator preparation programs (EPP) and educator employment trends and needs (RCW 28A.410.210) supports the need for this proposal. PESB collects robust and relevant data from each EPP annually and analyzes those data, in concert with other data elements collected by OSPI, to publish information about teacher employment trends and needs. Over recent years, "steady progress has been made to reduce the educator shortage in Washington state, yet demographic, content area, role, and geographic shortages persist" (PESB Shortage Report 2021, p. 3). According to the PESB 2021 Educator Shortage Report, demographic shortages are extreme; at that time, data from the State Report Card showed teachers of color represented 13% of the workforce but students of color made up 49% of the K–12 students in Washington (see PESB website for more detailed information).

Content area shortages are described in terms of particular indicators such as limited certificates issued and out-of-endorsement placements. PESB reported that content area shortages have been most pronounced for elementary educators, special education teachers, and teachers specially trained in serving multilingual/English learners. The report also describes shortages in the areas of career and technical education (CTE) and subjects related to science, technology, engineering, and math (STEM).

Geographic shortages described in the report are not specific, but distinguish rural areas as particularly problematic for recruitment and retention. The agency's web-based resources include an interactive mapping tool, which provides a list of shortage areas by geographic region. Teacher residencies in general have emerged as a means to address these types of educator shortages (Silva, 2015; Guha, 2016).

This request will benefit school systems and communities that are experiencing challenges in attracting, recruiting, and retaining highly skilled and effective educators who more closely reflect the students in that community. These future educators, particularly individuals of color and individuals who are multilingual, will be able to grow their knowledge and skills, and earn their teaching certificate while they are serving the students in that community. Because they are already members of the community, they will be more likely to be retained, and grow in their commitment to the students they serve.

In early 2022, OSPI convened a Residency Technical Advisory Workgroup that met multiple times to develop the recommendations that led to this request. Multiple education partners, representing a diverse group of both traditional and alternate route education preparation programs worked together to articulate the benefits and challenges of each decision point, and the impacts this would have on communities that have difficulty attracting teachers. Included in the workgroup were members representing preservice educators currently in program; colleges and universities; educational service districts; the Association of Washington School Principals; the Washington Association of School Administrators; and the Professional Educator Standards Board; as well as members representing the education of Native American students, multilingual/English learners, and students with disabilities. The emphasis on growing educators from within the communities where they will eventually serve helped the group to prioritize historically excluded individuals such as people who identify as Black, Indigenous, people of color, and individuals who are multilingual. This emphasis will help to strengthen and diversify the educator workforce, and more accurately mirror Washington's student population.

The revisions to the original proposals were based on workgroup discussions, state and national expert presentations, and on requests from small and remote school districts. Initially, the proposal focused only on growing educators who serve students with disabilities or serve multilingual/English learners. After feedback, revisions do not limit the funding for any certificate endorsement area.

Through drafting the proposal, careful efforts were taken to include all populations, and to avoid disproportionate impacts on any community as a result. The request currently does not include funding to grow future school leaders (i.e., principals or superintendents), and instead focuses only on growing teachers and educational staff associates (ESAs), which are the largest gaps in the education system. These educators are future school and district leaders.

Strategic and Performance Outcomes

Strategic framework:

This request directly connects to the Governor's Results Washington *Goal #1: World-class education.*

In addition, this package aligns with OSPI's strategic goals:

- *Goal #3: A Diverse, Inclusive, and Highly Skilled Workforce.* Funding this proposal is a primary strategy to diversify the educator workforce and better retain new teachers by

facilitating districts to “grow their own” teachers through a robust, year-long, mentored, residency model.

- *Goal #2: Rigorous Learning-Centered Options in Every Community.* Progress on Goal 2 will be made through partnerships between districts and educator preparation programs, and by the reciprocal learning benefits across all roles of both.

This proposal would make progress on the overall goals of increasing student academic achievement and closing opportunity gaps. While it would give teacher residents a much more robust “real world” experience and familiarity with district materials, it would also provide opportunities for mentor teachers and their colleagues to learn from current research-based practices that might be part of the teacher preparation curriculum. Teacher residencies have potential to bridge the gaps between preparation and practice.

Other Collateral Connections

Intergovernmental:

OSPI partners closely with the Professional Educator Standards Board (PESB) on the residency program.

Stakeholder response:

The Washington Association of Colleges of Teacher Education (WACTE), Washington Education Association (WEA), local education agencies (LEAs), and other labor unions have been involved since the development of the Teacher Residency Technical Advisory Workgroup. Each stakeholder had voice in the recommendations and are supportive of activities to grow teachers of color, multilingual teachers, and teachers in content areas where districts are not able to recruit and retain them.

The education preparation programs were supportive of the ideas and contributed to them; however, they are cautious about how this will impact their individual programs as it will require significant changes in the way teachers are prepared and the programs, while supporting each other, are in competition for candidates.

Legal or administrative mandates:

Through Senate Bill 5693 (2022), \$60,000 in federal American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) funds were provided solely to support a technical advisory workgroup to explore and recommend residency options for pre-service educators, with a focus on educators of color and bilingual speakers and how the apportionment system could support a teacher residency initiative.

OSPI formed and convened a Teacher Residency Technical Advisory Workgroup comprising a diverse group of stakeholders that met from January through June 2022. This request was informed by their discussions and recommendations.

Changes from current law:

N/A

State workforce impacts:

Local collective bargaining agreements (CBA) may be impacted. Some districts may choose to 'hire' their residents as classified employees, or they may choose to create a new bargaining group altogether. For example, Highline Public Schools chose to create 'Dual Language Fellows' which needed to be included in the district's CBA. These 'fellows' are paid similarly to classified paraeducators, however, they can plan and assess student learning which is outside of a typical paraeducator's responsibility. This request provides funding for districts to hire a liaison (certificated instructional staff). This will be a new position in many districts, and the role and responsibilities will need to be determined in cooperation with the designated educator preparation program for the residency in that district. Another possible CBA negotiation impact would be around mentor teacher responsibilities, including attending professional learning, providing feedback, and assessing resident performance.

State facilities impacts:

N/A

Puget Sound recovery:

N/A

Other Documents

Reference documents:

Additional detail is available upon request.

Information technology (IT) addendum:

Does this decision package 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.