



Renewing Educator Preparation

TRANSFORMING TEACHER PREPARATION THROUGH RESIDENCIES AND STRATEGIC STAFFING

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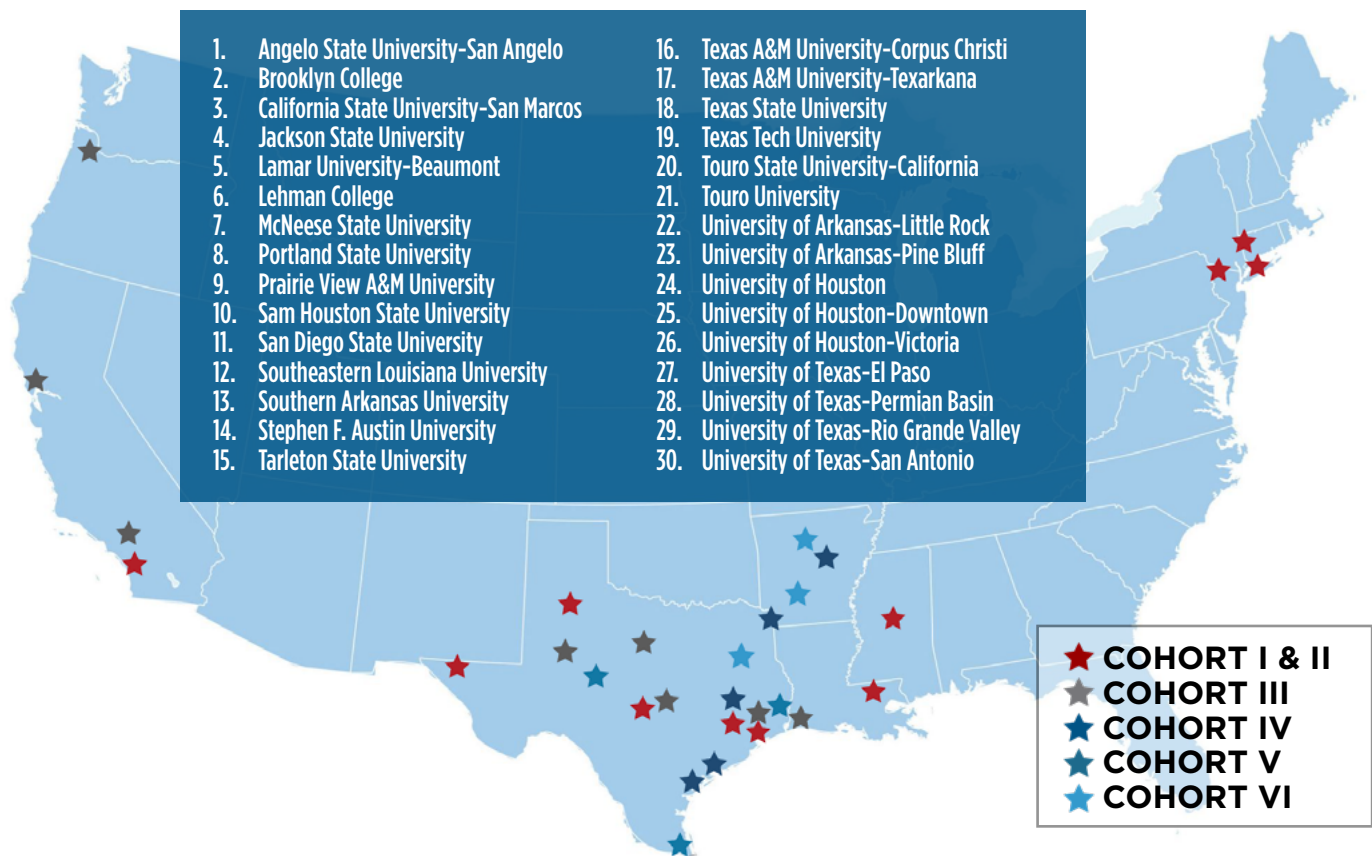
Transforming Teacher Preparation through Residencies and Strategic Staffing

In the realm of educator preparation and the pursuit of educational excellence, the University-School Partnerships for the Renewal of Educator Preparation (US PREP) stands as a beacon of transformative support and collaboration. US PREP is a national technical assistance center that extends its on-the-ground and virtual support, along with a wealth of resources, to a coalition of universities and school districts unified in their mission to elevate the quality of educator preparation programs. The foundational principles driving our work are deeply rooted in research and experience, emphasizing the profound impact of an effective and well-prepared teacher on K-12 student achievement, especially among those who face educational disparities. Furthermore, a

skilled educator has a lasting impact that goes beyond the classroom. Their influence continues to shape students' motivation, perseverance, and chances of graduating high school and college.

US PREP's impact on educator preparation in Texas is profound, particularly in its pioneering work with yearlong residencies and strategic staffing. When US PREP first started providing technical assistance to universities for yearlong residencies in 2016, the effort began with just two Texas universities. Today, this work has expanded to include 20 colleges of education in Texas, all of which have piloted and scaled, or in the process of scaling, yearlong residencies for every candidate they prepare.

US PREP COALITION MEMBERS

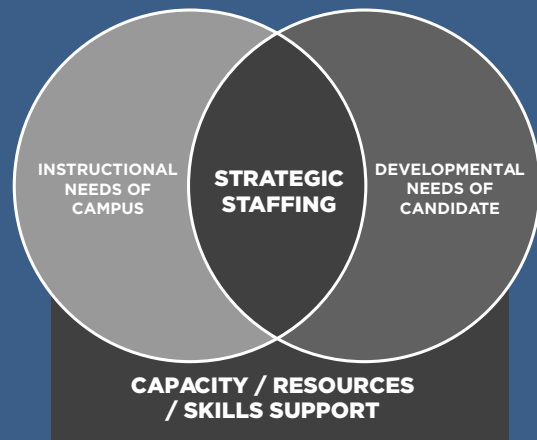


In 2020, US PREP began working with school districts and educator preparation programs to implement [Strategic Staffing](#)¹. Strategic Staffing involves reallocating district funds to sustainably pay residents, who then take on instructional roles within school districts. This expansion has not only transformed how educators are prepared but has also been influential, demonstrating to policymakers across the country that sustainably paid teacher preparation residencies can be implemented at scale.

1. <https://www.usprepnationalcenter.com/strategic-staffing>

WHAT IS STRATEGIC STAFFING?

Strategic staffing reallocates underutilized district funds to provide sustainable resident stipends. In turn, residents fulfill immediate instructional needs in schools as a part of their yearlong student teaching experience.



US PREP STRATEGIC STAFFING APPROACH

DESIGN

District reallocates underutilized funds to provide sustainable resident stipends and meet the immediate instructional needs of schools.

IMPLEMENT

- Resident receives financial compensation, promoting access to robust yearlong residency experience.
- Strategic Staffing Models leverage paid residents to meet immediate instructional needs of schools

IMPACT

- Higher Quality Preparation for Teacher Candidates
- Improved Instructional Performance of Mentor Teachers
- Positive Impact on Student Performance

Strategic Staffing establishes sustainably sourced, year-long teacher resident stipends. US PREP works closely with Institutions of Higher Education and their District partners to set shared goals for district paid resident placements in mutually beneficial staffing model positions. These goals are developed through a shared governance structure to develop internal capacity to continue the strategic staffing models without the support of US PREP.

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US PREP IMPACT

Evidence of US PREP's effectiveness is rooted in both quantitative and qualitative data that showcase the positive impact of its innovative educator preparation model.

A recent study conducted by [Dr. Jessica Gottlieb and Dr. Jacob Kirksey \(2022\)](#)² at Texas Tech University shows teachers prepared through the US PREP transformed model produce positive student achievement outcomes in reading and math for historically marginalized students, including English learners, students eligible for free or reduced-price lunch; Black, Indigenous, and People of Color; and students with disabilities. The core findings are highlighted below:

PK-12 students who were taught by candidates prepared in the residency model:

1

Exhibited stronger math performance compared to PK-12 students with teachers from other pathways.

2

Demonstrated stronger reading scores compared to other students, and this was the only statistically significant difference in reading achievement by preparation pathway.

3

Had larger differences in their students' achievement compared to other pathways in years 2 and 3. This indicates that candidates in the residency model are not only becoming more effective over time but are improving student outcomes at a much quicker rate compared to teachers in other program types and pathways.

Teacher attrition is costly to districts and schools and adversely impacts student achievement. Therefore, as part of a broader study on technical assistance and residency experiences, the Education Policy Initiative at Carolina (EPIC) assessed retention outcomes for beginning teachers who had completed a yearlong residency in Texas. These analyses focused on four cohorts of first-year teachers in Texas public schools—in the 2016-17 through 2019-20 years—and estimated the likelihood that these beginning teachers would return for a third year of teaching (1) in any Texas public school; (2) in the same school district in which they were initially hired; and (3) at the same school in which they were initially hired. In these analyses, EPIC compared the retention outcomes of beginning teachers who had completed a yearlong residency with the retention outcomes of beginning teachers who had completed a traditional or alternative entry program.

Results from these analyses show that beginning teachers who completed a yearlong residency are significantly more likely to stay for a third year of teaching in Texas, in their initial hire district, and at their initial hire school.

- *Those who completed a yearlong residency were 7 percentage points more likely than teachers prepared in a traditional preparation program (92.2% vs 85.0%) and nearly 11 percentage points more likely than teachers prepared in an alternative certification program (92.2% vs 81.5%) to return for a 3rd year of teaching in Texas public schools.*
- *Those who completed a yearlong residency were 7 percentage points more likely than teachers in a traditional preparation program (65.2% vs 57.9%) and nearly 13 percentage points more likely than teachers prepared in an alternative certification program (65.2% vs 52.6%) to return for a 3rd year of teaching in their initial hire school.*

Higher attrition rates create more teacher vacancies than should be expected, and in turn, fuels the need for more teachers prepared via fast-track alternative certification programs. EPIC found that if beginning teachers who completed a traditional or alternative entry program had the same retention rates as those who completed a yearlong residency, Texas would have needed 8,000 fewer 'first-year teachers' over this four-year period. Applying research on a national average cost of attrition (\$20,000 per new district hire), an investment in the residency model would save

2. <https://mailchi.mp/78839833e465/us-prep-ttu-policy-brief-graduate-impact>

Texas' schools over \$40 million in hiring and induction costs each year. These savings compound over time, as does the increase in Pk- 12 student achievement results.

Recently, Education Policy Initiative at Carolina (EPIC) published findings from a longitudinal analysis of teacher candidate and mentor teacher perceptions of their experiences with the residency. Survey analyses revealed that Teacher candidates trained in the residency model compared to those in the traditional model are:

- *Nearly 15 percentage points more likely to "strongly agree" that they were well prepared to teach.*
- *6.3 percentage points more likely to "strongly agree" that their educator preparation programs have a shared vision.*
- *Mentor teachers supervising a candidate in the residency model are 18 percentage points more likely to strongly agree that the educator preparation programs have a shared vision for effective instruction.*

In addition to teacher candidates and mentor teachers, EPIC has also distributed and analyzed surveys given to teacher educators (e.g. field supervisors, faculty, etc.) from educator preparation programs. For this analysis, EPIC compared perceptions of teacher educators of candidates completing a teacher residency and teacher educators of candidates completing traditional clinical experiences. Findings demonstrated that relative to teacher educators of traditional clinical models, teacher educators of residency models are:

- 23** percentage points more likely to conduct walkthroughs during student teaching and share those data with their candidates,
- 27** percentage points more likely to provide professional development for teacher candidates,
- 29** percentage points more likely to participate in mentor teacher training, and
- 23** percentage points more likely to hold governance meetings with K-12 district partners.

US PREP's influence is significant in Texas, as all of the US PREP Texas coalition members are on the Texas Vetted Residency list and 116 school districts are actively involved in implementing residencies and strategic staffing. Moreover, US PREP has been instrumental in supporting the statewide scale of this work by training 19 educator service centers in strategic staffing. A recent survey conducted by Educator Preparation Innovation and Improvement Center (EPIIC) in November underscores this impact, specifically focusing on the effectiveness of the training and coaching support provided by US PREP to Education Service Center Fellows. The survey results were overwhelmingly positive, with 100% of participants noting the effectiveness of the coaching and training. One respondent, reflecting on their 25 years of experience, shared, "I have been in the workforce for over 25 years now, and I can honestly say that the US PREP team has been one of the most innovative, supportive, transparent, and knowledgeable teams that I have ever interacted with. They truly provide the ideal professional learning space, culture, and environment." This glowing feedback highlights the transformative impact of US PREP's technical assistance, which extends beyond training to create a supportive and innovative environment for educators. In addition to this, the success of US PREP's initiatives is evident in the number of sustainably paid residents, which has exceeded 2,100. These results underscore the tangible and far-reaching effects of US PREP's efforts in shaping the future of educator preparation in Texas.

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- EPIIC Survey Respondent