



**Brigid Fallon, Project Analyst for  
Prepared to Teach at Bank Street College**



**Kristen Munger, Associate Dean in the School  
of Education at SUNY Oswego**

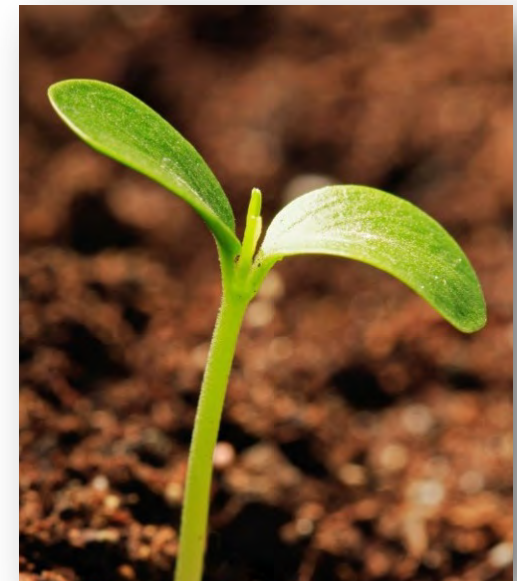
**Pat Russo, Professor and Director of the  
Center for Urban Schools in the School of  
Education**

## **A Learning Network Approach to Growing Residency Models in Teacher Preparation**

# **The Time is Now!**

**Date/Time:** October 11<sup>th</sup>, 3:00 - 3:45pm

**Location:** Garden Room



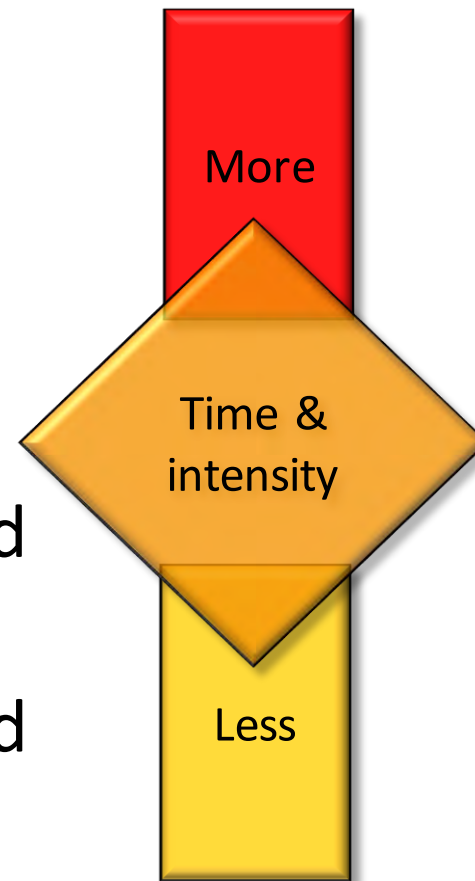
# Investing in teacher residencies

*“Teacher residencies – where aspiring teachers spend a full year co-teaching at the side of an effective, experienced mentor teacher – are a promising lever of supporting improvements in districts’ human capital pipelines, and ultimately in enhancing the quality of teaching and learning inside districts’ classrooms.”*

Bank Street College of Education (2016, June). *The Sustainable Funding Project. For the public good: Quality preparation for every teacher.* New York, NY: Author.

# Pathways to Teaching

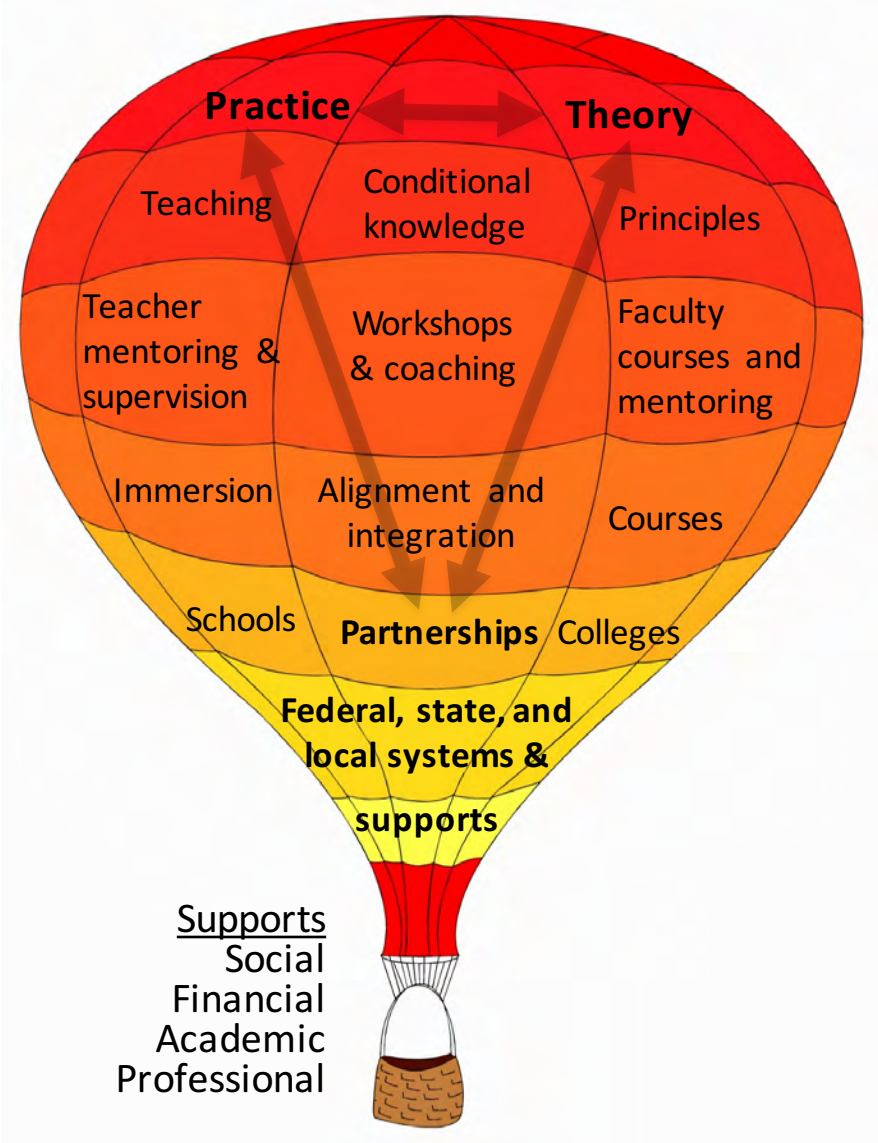
- Time from start to finish
- Depth and breadth of coursework
- Immersion in the field
- Type of mentoring
- Integration of coursework, PD, and field experiences
- Funding to support candidates and mentors



## Learning to practice *in practice*

*“One thing that is clear from current studies of strong programs is that learning to **practice in practice**, with expert guidance, is essential to becoming a great teacher of students with a wide range of needs.”*

Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.



# Excellence in Teacher Preparation

## The financial barrier

## The common solution



“Programs make efforts to reduce candidates’ financial burdens, particularly for the most financially needy, by piecing together revenue streams from local, state, federal, philanthropic, and institutional sources, including aggressive fundraising to support candidate scholarships.”

DeMoss, K. (2018, April). *Following the money: Exploring residency funding through the lens of economics*. New York, NY: Bank Street College, Prepared to Teach.

# At Cross Purposes

## The financial barrier

When funding becomes no longer available, residency programs may melt away. And when additional temporary funding streams are sought through labor intensive grant applications, donors, and other philanthropic sources, resources are deflected from the actual residency work and are instead diverted to time-consuming applications, evaluation plans, and report writing.

“Melt”





# Feasibility



# Design with Local Needs & Strengths in Mind

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## A P-12/Teacher Preparation Ecosystem that...

- ...is complex, interconnected, and mutually beneficial
- ...supports candidates
- ...serves local needs

## Parallel processes:

- ↓ immediate needs
- long-term vision

## Advisory Board

- ◆ Brings cohesion, vision, and planning
- ◆ Is inclusive



# Structuring the Work

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# Strategic Priorities

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# Strategic Priorities

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# Strategic Priorities

## SCHOOL

- Staffing lines
- Supplemental instruction
- Professional development

## DISTRICT

- Teacher recruitment funds
- Centrally managed PD funds
- Teacher career ladder
- Incentives for high-need schools and subjects

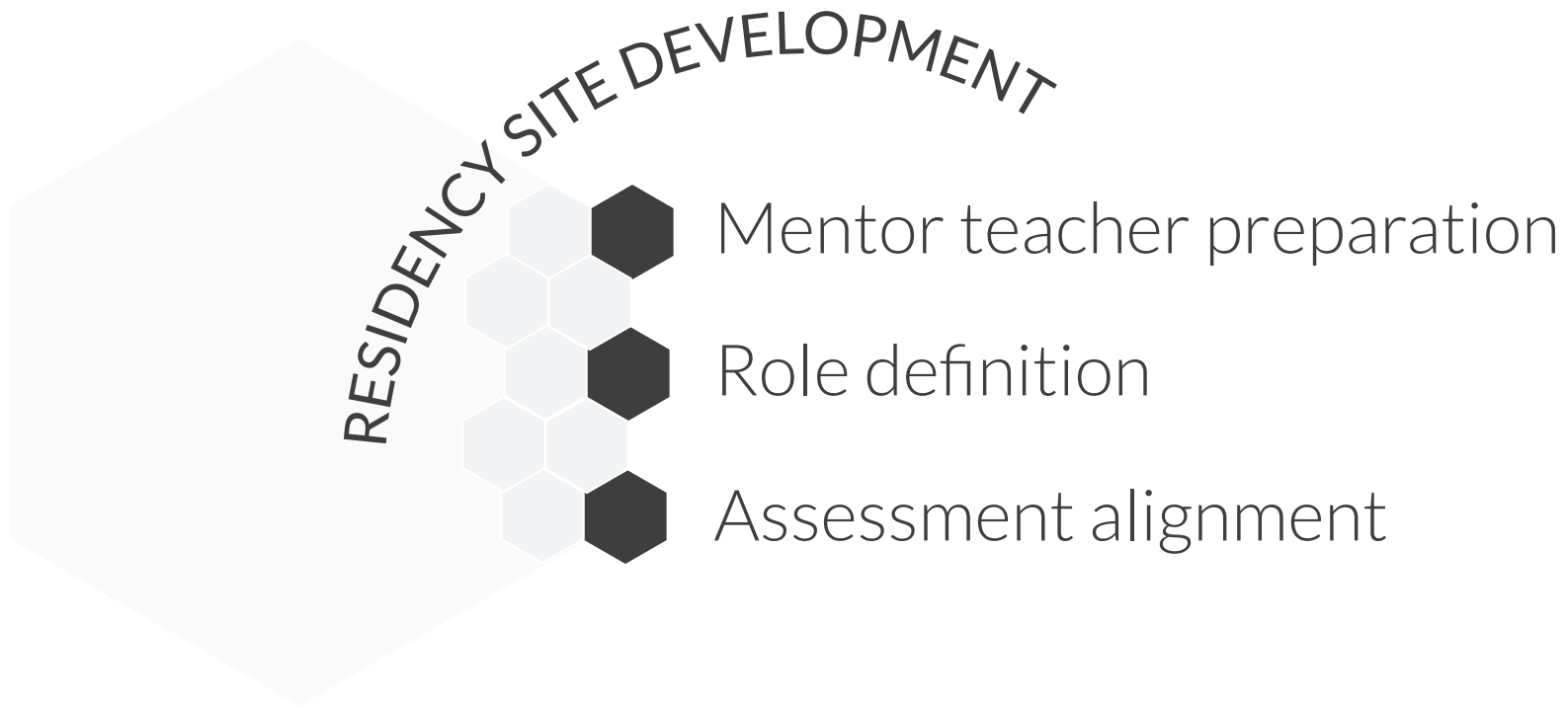
## IHE

- Tuition reduction/targeted grants/scholarships
- Clinical supervision funds
- No cost PD for mentors/in-service teachers
- Research partnerships



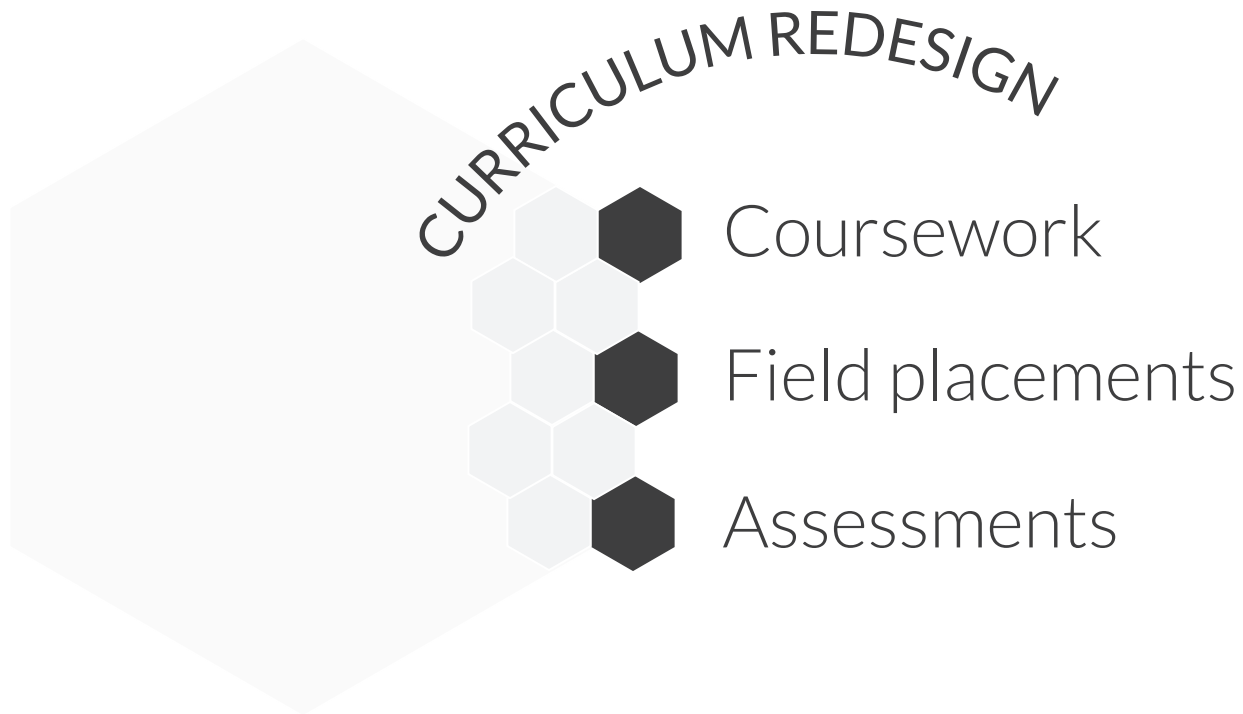
# Residency Development Priorities

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# Residency Development Priorities

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# Structuring the Work

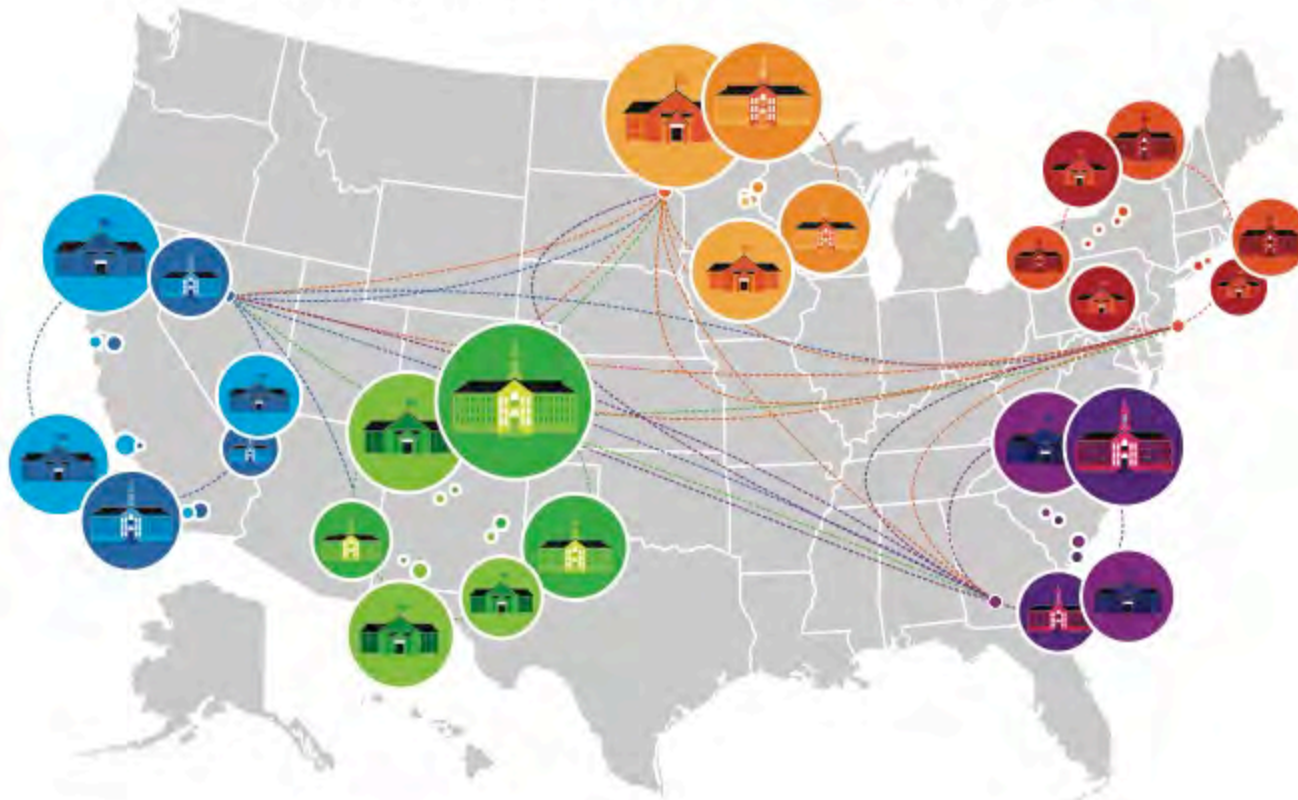
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# Networked Learning

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Networks of learning partnerships promote the diffusion of ideas, where creative thinking generated locally inspires others to innovate.

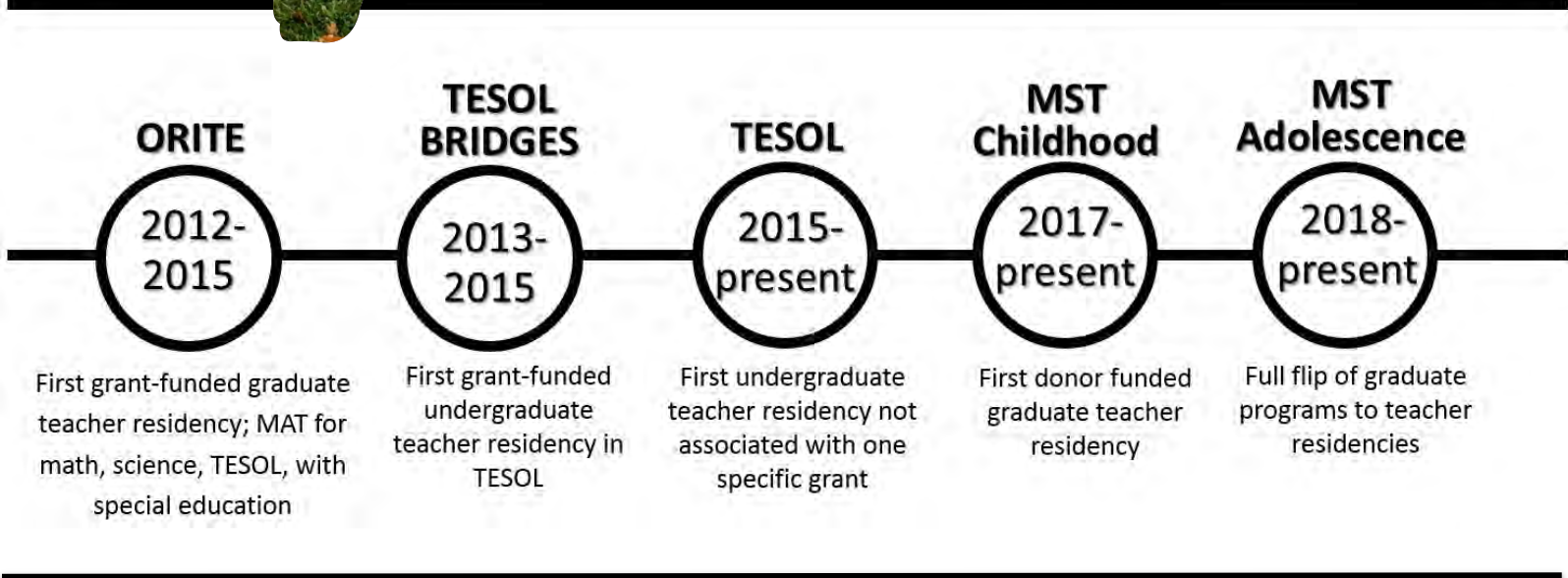




# SUNY Oswego

## School of Education

### Timeline of Residencies



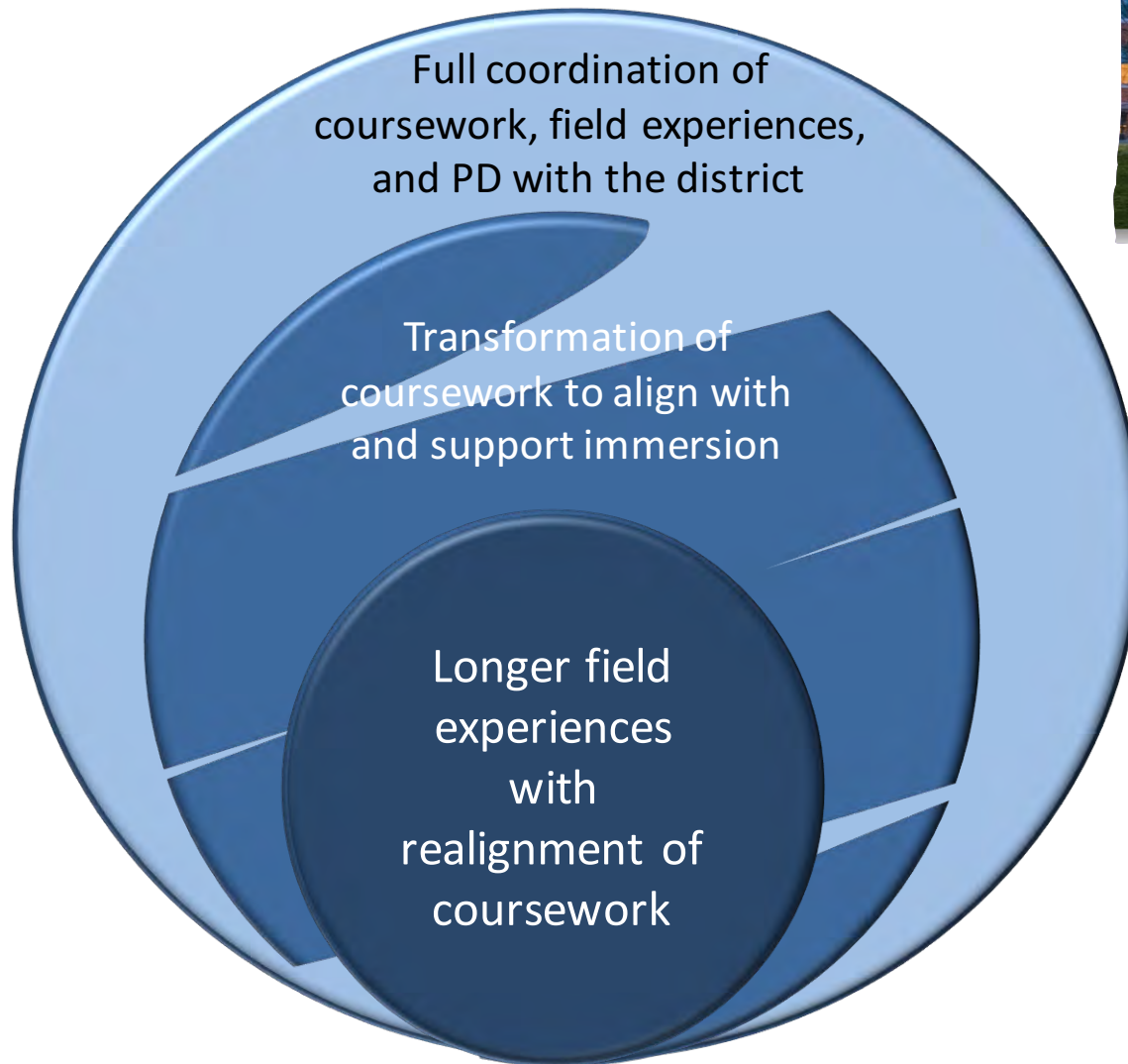
# What we focused on as a team on the ground

## Strengthening partnerships

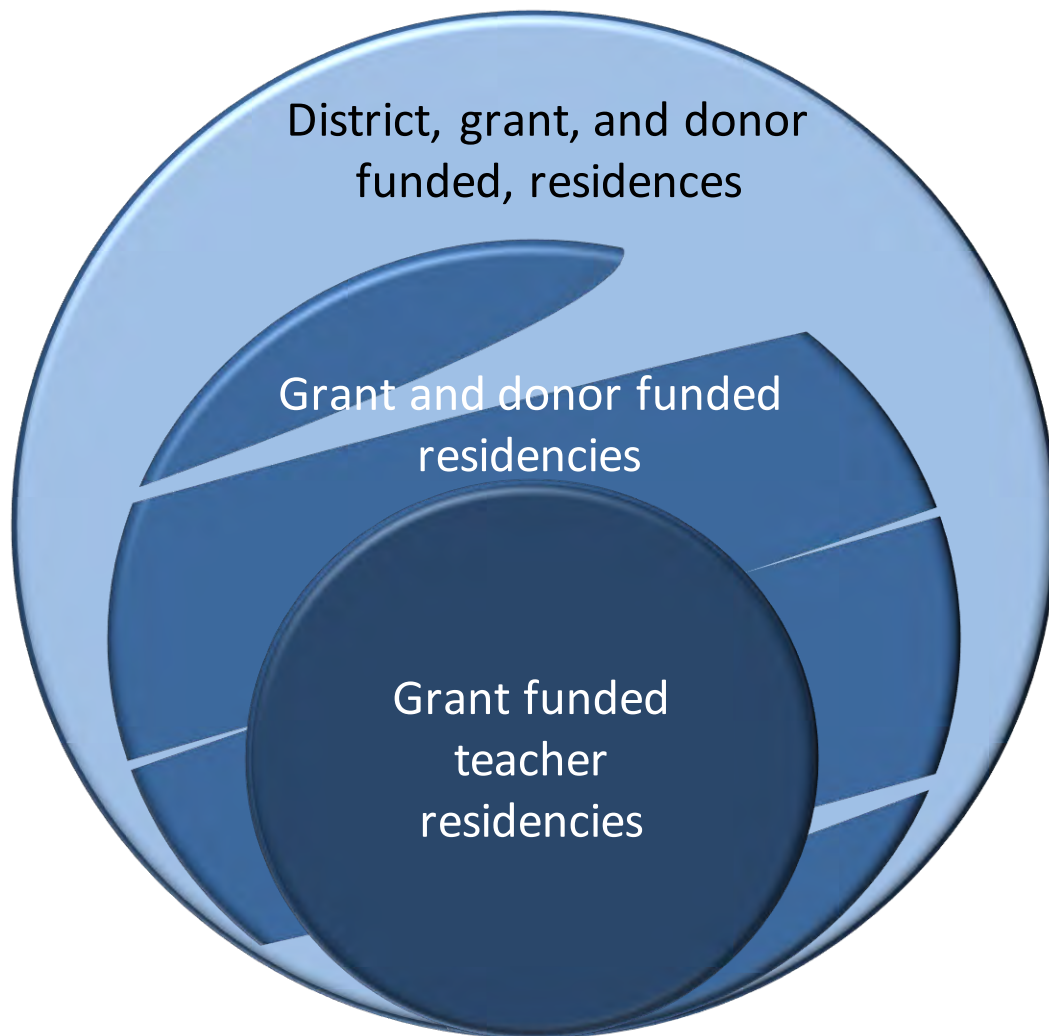
- Information was gathered about partner schools related to grade level enrollment, demographics, attendance, achievement, and employment needs.
- Discussions were continued about expanding our residencies.
- Campus and district partner advisory groups were formed.
- *Prepared to Teach* consultants were brought to the district and to the college.

# SUNY OSWEGO

## Evolution of Teacher Residencies



# Funding for Residencies



- Candidates
- Mentor teachers
- Faculty and staff



# **United Residency Institute in the School of Education**

# **U** **R I S E**

**The Time is Now!**

