

INDIANA DEPARTMENT OF EDUCATION

*Implementing a Full-Year Teacher
Residency Program:
Guidance and Resources*



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Kelly Bauder, IDOE Legal Team

Nicholas Brewer, Teacher and Teach Plus Policy Fellow

Sandi Cole, Ed.D, Director, Center on Education and Lifelong Learning, Indiana Institute, Indiana University

Mary Gardner, Government Affairs Director, Stand for Children Indiana

Katherine Higgs-Coulthard, Ed.D, Director of Student Teaching, Field Study, Licensing Advisor, Saint Mary's College

William Jensen, Director of Secondary Education, Bartholomew Consolidated School Corporation

Daniel Mendez, Ph.D., Director of Secondary Education, MSD of Decatur Township

Leah Nellis, Ph.D., Dean and Professor, School of Education, Indiana University Kokomo

Susan Scroggins, Teacher and Teach Plus Policy Fellow

Allison Segarra Hansen, Director of Clinical Experiences, Assistant Professor of Literacy, Marian University

Jill D. Shedd, Ph.D., Assistant Dean of Teacher Education, Indiana University School of Education

Katie Speer, Teacher and Teach Plus Policy Fellow

Theodore Stevens, Ph.D., Assistant Superintendent for Curriculum and Instruction, School City of Mishawaka

Teach Plus Staff

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Questions? Please contact Scott Bogan, Director of Higher Education and Ed. Prep. Programs at sbogan@doe.in.gov.

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Introduction and Background

House Enrolled Act 1449 was passed during the 2017 Indiana session of the General Assembly and is now incorporated within IC 20-20-44*. As a result of this act, the Indiana Department of Education (IDOE) was charged with creating and implementing a residency pilot program no later than July 1, 2018. In April 2018 representatives from the IDOE, educator preparation programs (EPPs), local education agencies (LEAs) and other interested stakeholders met to discuss and craft the contents of a residency pilot program. Informally known as the "Indiana Education Residency Pilot Program Committee," members formulated a draft guidance document in May 2018. The draft was then shared with other EPP and LEA representatives for additional feedback prior to finalizing. Recognizing continued review and possible refinement is crucial to success, committee members will meet annually.

*** IC 20-20-44-4 "Education residency pilot program"**

Sec. 4. As used in this chapter, "education residency pilot program" means a program that provides prospective teachers, for at least one (1) academic year:

- (1) significant teaching experience working alongside a highly effective or effective teacher of record; and
- (2) instruction and mentoring of the prospective teacher by school corporation personnel or faculty of the teacher preparation program in the content area in which the prospective teacher will become certified or licensed.

As added by P.L.155-2017, SEC.4.

IC 20-20-44-5 Implementation of Indiana education residency pilot program; application

Sec. 5. (a) Not later than July 1, 2018, the department shall implement the Indiana education residency pilot program. The education residency pilot program shall allow a school corporation to apply to the state board, in a manner prescribed by the state board, to use a portion of the fund, or any other funds available, to implement the education residency pilot program. The state board may establish a cap on the number of applications the state board may approve under this chapter.

(b) The education residency pilot program must provide prospective teachers with effective teaching skills, as demonstrated through completion of the education residency pilot program or other indicators as determined by the department.

As added by P.L.155-2017, SEC.4.

Rationale

The information in this document is intended to provide guidance and additional resources for both educator preparation programs (EPPs) and local education agencies (LEAs) with an interest in providing future teachers with a full-year of preservice teaching experience. EPP and LEA representatives who are considering a residency model are encouraged to review the contents of this resource and use it to help shape their decision-making.

Please note this is not intended to be the only resource for EPP/LEA residency model planning. Rather, the information provided should help guide the reader into further exploration and review of residency models and resources perhaps not mentioned or included in this document, but worth consideration.

Glossary of Key Terms

Clinical Educator: faculty hired by the EPP and/or the LEA to provide supervision and professional development to residents (and in some cases in-service teachers) at the residency site. Term also may be used interchangeably with “mentor teacher” or “university site coordinator” (both included later).

Co-Teaching/Collaborative Teaching: classroom setting in which two individuals work as a team or pair in all facets of instructional planning and delivery. Within a residency model framework, both the mentor teacher and resident (student teacher) work together within the classroom, allowing for full-time mentor guidance and support for the resident. Collaborative teaching may or may not include co-teaching and may include independent teaching practice while under the guidance of the mentor teacher.

Dispositions: the professional behavior or “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6 – April 2013; <https://www.ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>).

Educator Preparation Program (EPP): state-approved entity or institution of higher education responsible for preparing future educators.

Indiana education residency pilot program: a program that provides prospective teachers, for at least one (1) academic year:

- (1) significant teaching experience working alongside a highly effective or effective teacher of record; and
- (2) instruction and mentoring of the prospective teacher by school corporation personnel or faculty of the teacher preparation program in the content area in which the prospective teacher will become certified or licensed (IC 20-20-44-4).

Induction: is a comprehensive process of sustained EPP/LEA training and support for new teachers.

Local Education Agency (LEA): a school district or school within the Preschool – Grade 12 (P-12) setting.

Memorandum of Understanding (MOU): a written agreement that clearly outlines the terms of the residency partnership between the EPP and the LEA.

Mentor Teacher (or Teacher Mentor): known as “clinical educator” in some student teaching scenarios. In a residency model the mentor teacher may co-teach with the resident as well as provide ongoing feedback and mentorship support. Mentor is a highly effective, experienced classroom teacher who oversees, coaches, and supports the resident.

Professional Growth Points (PGPs): professional experience activity, including service as a cooperating teacher for student teaching (30 points) and practicum experience (15 points), that can be calculated with one (1) clock hour qualifying for one (1) professional growth experience and can be applied toward license renewal. Teachers with an initial practitioner license may renew with forty (40) points; ninety (90) points to renew a practitioner license (511 IAC 14-2-3, Sec. 3, (e), (f), and (g)).

Glossary of Key Terms continued.....

Resident: a prospective teacher or candidate pursuing a degree or certification to become a new teacher (IC 20-20-44-3) and in their final year of development which consists of a year-long placement within a specific school. Resident may be completing an undergraduate or post-baccalaureate graduate-level (non-degree and/or with advanced degree option) program for initial licensure.

Residency: an innovative teacher-training program that combines academic coursework with experiential learning under a teacher mentor.

Site coordinator: individual hired by the EPP to work with and connect residents, teacher mentors, school districts, and members of the EPP, acting as the logistical organizer and supporting a collaborative environment.

Teacher efficacy: a teachers' beliefs in their abilities to organize and execute courses of action necessary to bring about desired results (**Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998**). Teacher efficacy is considered a future-oriented motivational construct that reflects teachers' competence beliefs for teaching tasks.

University Site Coordinator: a faculty member at the partner EPP who oversees the requirements for the coursework.

Section A: Fostering EPP/LEA Partnerships and Collaboration

The partnership between EPPs and LEAs is an integral component of a successful residency program. The EPP/P-12 partnership is truly a symbiotic relationship grounded in a common vision with clearly defined goals and expectations. These entities understand that developing highly effective teachers is a shared responsibility. A successful residency program will positively impact teacher recruitment, induction, and retention. The ultimate goal is to improve the instruction and educational outcomes for P-12 students. The following recommendations could help EPPs and LEAs build a framework for a residency partnership that continues to evolve to meet the needs of all stakeholders.

Key Elements - MOU

Any or all of the following should be considered for inclusion in the residency Memorandum of Understanding.

- Establish Mutual Benefits, Vision, Mission, Goals
 - Positive impact on P-12 student learning
 - Specific outcomes for resident development
 - Assist LEA in meeting their strategic plan goals
 - Assist the EPP in placement of candidates and residents
 - Assist the EPP in evaluating the relevancy of coursework
 - Assist LEA in recruitment, induction, and retention

Rationale: In order for the EPP/P-12 partnership to be successful it must be mutually beneficial and rooted in a shared vision, mission and goals. This will ensure both entities have a vested interest in working collaboratively towards the common goals. Establishing shared, measurable goals will allow the partners to develop a framework, review progress, and modify accordingly.

- Define Logistics
 - LEA or P-12 point(s) of contact
 - EPP point(s) of contact
 - Methods of communication
 - Resource, document, and data sharing
 - Fiscal responsibilities
 - Resident improvement plan and removal policies
 - Adjustments to residency placement including complete termination of MOU

Rationale: Well-defined logistics will work to alleviate any barriers that may impede progress towards meeting the mutual goals of the partnership.

- Define and List the Starting and Ending Dates of the Residency

Rationale: Many LEA school calendars do not coincide with school calendars for the universities and colleges where the prospective teacher attends. The MOU should be clear on which dates the residency begins and ends; clarifying there is an expectation those dates are required as part of the program, even if the prospective student is not required to attend classes at their educational institution. Additionally, language regarding expectations over breaks and legal holidays should also be addressed.

Fostering EPP/LEA Partnerships and Collaboration continued.....

- Creation of Advisory Group
 - Determination of key stakeholders
 - Advisory board development
 - Roles and responsibilities of advisory board and individual members
 - Development of program review and evaluation procedures
 - Creation of meeting cycles and protocols

Rationale: In order to continue to evaluate and improve the program, all key stakeholders must have a structure for providing ongoing feedback. An advisory group could serve to provide this direction and assess progress towards goals. The advisory group may include: EPP representatives, residents, resident alumni, LEA representatives, families of P-12 students, community partners, parent and/or student advocates, clinical faculty, etc.

- Co-construction of Clinical Programming
 - Co-construct early clinical experiences at residency partner site
 - Co-design clinically based coursework
 - Co-develop resident matching process
 - Co-develop mentor teacher role & vetting process
 - Co-develop clinical educator role & vetting process
 - Shared professional development opportunities

Rationale: In order to ensure the program is mutually beneficial from the outset, partners should work together to design clinical experiences. Clinical experiences at the partner school site should begin in advance of the residency year to promote a deeper understanding of the LEAs contextual factors. Experiences paired with co-development of the mentor teacher vetting process will ensure LEAs receive the best-fit candidates to meet the needs of their student population. Shared professional development opportunities will help build the collective capacity of both educational entities, which will ultimately impact resident and P-12 student learning outcomes.

Other Key Considerations

EPPs and LEAs are ever-growing and ever-changing. Education of all students (P-12 and teacher candidates alike) is shaped by local conditions and contextual factors, as well as national and international factors. ***This requires the residency partnership to be flexible, innovative and differentiated based on the specific needs of both educational entities.*** EPPs and LEAs should consider co-creation of a plan to embed cultural competency training throughout the program to help prepare residents for a variety of diverse contexts in which they may be placed. Open lines of communication are also integral to the success of the partnership so any issues that arise can be announced and addressed pro-actively, so as not to negatively impact the outcomes of the program.

Resources and Links

A pivot towards clinical practice, its lexicon, and the renewal of educator preparation
AACTE 2018

<https://aacte.org/professional-development-and-events/clinical-practice-commission-press-conference>

Resources and Links continued.....

Building effective teacher residencies

Urban Teacher Residency United 2014

<https://nctresidencies.org/wp-content/uploads/2015/09/Research-Report.pdf>

Clinically oriented teacher preparation

National Center for Teacher Residencies June 2015

<https://nctresidencies.org/wp-content/uploads/2015/07/NCTR-COTP-Final-Single-Pgs.pdf>

Section B. Benefits of a Residency Model and Measuring Success

Introduction:

In 2017, HEA 1449 was passed to support Indiana Pilot Residency Programs, reflected in IC 20-20-44. Education residency pilot program, as noted in the legislation, means a program that provides prospective teachers, for at least one academic year, and opportunity to gain significant teaching experience working alongside an effective teacher. This section describes the important benefits of the residency model and the key indicators for measuring success. Promoting the benefits will encourage EPPs and LEAs to implement teacher residency models. It is important the residency program be monitored for consistent progress based on a set of metrics to determine program quality and success.

Key Elements, Recommendations, and Rationale:

Primary Benefits:

- Recruitment, Induction, and Retention of high quality and well-prepared teachers, especially in high need licensure areas and high need districts.
- A year long program provides multiple opportunities for professional growth with a practicing, highly effective teacher.
- Provides opportunities for reflection, feedback, and professional growth for the mentor teacher.
- The extended time affords greater feedback, a greater investment in the school and community, time to build relationships, and varied school experiences.

Key Metrics to Consider:

- A valid and reliable measure of teacher efficacy
- Number of residents that remain in district after program completion and annually thereafter
- District teacher evaluation tool
- EPP student teaching evaluation tool
- Portfolio
 - Self-assessment
 - Sample lessons
 - Student feedback
 - Mentor feedback
 - University site coordinator feedback
 - Community feedback
 - Peer teacher feedback
 - Principal feedback
- Number of applicants in program
- Number of residency placements
- Number or percentage of residents placed into full-time teaching positions upon completion
- State tracking of EPP data per statutory requirements (i.e. IC 20-28-3-1, IC 28-11.5-9, perhaps flag teachers in residency)

Benefits of Residency Model and Measuring Success continued.....

Other Identified Strategies:

- There may be other aspects of the portfolio tailored to their students.
- IDOE should consider development of consistent evaluation plan for the residency program.
- Identifying the demographics of both residents and clinical educators/mentor teachers would be of interest to EPPs and IDOE is encouraged to develop method of identification.
- IDOE should develop plan of action with the goal of ensuring mentors receive efficient and effective training.

Resources and Links

- Model state partnerships across the country
California - <https://www.teachcalifornia.org/partners>
Louisiana – <https://www.louisianabelieves.com/teaching/believe-and-prepare>
- Model partnerships in Indiana offering residencies
<https://www.butler.edu/elementary-education>
<https://www.marian.edu/educators-college>
- Create a network of exemplar districts
Example: <https://nctresidencies.org/join-our-teacher-residency-network/our-partners/>
- Create a sustainable system for development (i.e. Stakeholder Engagement Process-Civic Lab, aspects of Implementation Science etc.)
<https://learningpolicyinstitute.org/product/teacher-residency>

Part C. Essential Components of a Residency Model

Introduction and Summary of Topic:

Teacher preparation has a history filled with different models and programs made up of various components. As Indiana starts to discuss what teacher preparation looks like in the 21st Century, specifically residency programs as a form of preparation, it is essential to explore and compile the best pieces and practices from proven models across the country. Through feedback from teachers, research from the National Center for Teacher Residency, and input from stakeholders in the education space, the following components have been highlighted as top priority for successfully creating effective teachers ready to enter the classroom.

Key Elements:

To build a successful teacher residency model, the EPP and LEA should incorporate the following essential components and considerations.

- **Have effective mentors and effective residents:** When mentors and residents collaborate effectively, not only do both parties benefit, but the students in the classroom benefit as well. To create these effective relationships, the EPP and LEA should:
 - Screen resident candidates through a process that will ensure the proper fit between the candidates and the district;
 - Ensure mentors receive efficient and effective training that leads to a successful mentor teacher model;
 - Onboard and train residents to encourage successful collaboration with mentor teachers;
 - Consistently assess resident and mentor performance throughout the program.
- **Understand and address district needs:** Resident partnerships need to be mutually beneficial for both EPPs and LEAs. By identifying the current and future hiring needs of the LEA, EPPs can help to place residents in high need positions.
 - Determine amount of financial support LEA can commit to supporting resident(s).
 - EPPs can help to support LEAs by providing residents in high need areas such as English Language Learning, Special Education, and Special Areas, such as Fine Arts, Physical Education, and Computer Science.
- **Incorporate full-year clinical experience:** Feedback from teachers in the field have highlighted a desire for more field experience as a part of their preparation for the classroom. Integrating a full-year of hands-on clinical experience will prepare residents to enter the classroom ready to work with students on day one.
 - Residents will begin their residency year observing the classroom with their mentor teacher and acclimating to school culture.

Essential Components of a Residency Model continued.....

- The majority of the residents' year of experience will be spent co-teaching and/or teaching independently while under the supervision and guidance of their mentor teacher.
- Undergraduate coursework: if the residency is during undergraduate studies, EPPs will need to identify how to incorporate a one-year residency program into their existing curriculum. This could mean four days of residency and one day of coursework or a creative strategy that will still allow students to graduate in four years.
- Graduate coursework: if the program is done after an initial undergraduate degree, it could be included as a part of a master's degree to incentivize residents to participate.
- Use strategic hiring methods:
 - Leverage district/school partnerships to place residents into schools that will be a good fit for both the school districts and the residents with an eye toward potential hiring at the end of the year -- this will also ensure better retention rates.
 - Consciously choose mentor teachers who will support and encourage their residents throughout the year and offer advice as residents embark on their early teaching years.
- Successfully induct and onboard residents: In order for residents to be successful during their residency year, it is essential to have a quality induction and onboarding program with clear expectations of what the coming year will entail.
 - Residents will start their year with a clear understanding of the overall program and district they'll be placed in, with immediate access to necessary information.
 - If financial resources are available, residents may continue to receive EPP/LEA support during the first year following program completion.
 - Coaching and support from their mentor teacher may continue through their 1st year of teaching.

Component Descriptions:

(Listing or brief description of other identified components, indicator, etc. not identified as "key elements" but important to consider.)

- Sustain essential partnerships between LEAs and EPPs.
- Hire residency site coordinators separate from mentors who will handle the logistics of the programs and help support residents.

Essential Components of a Residency Model continued.....

Resources and Links

- The National Center for Teacher Residencies provides research data, general information, and advice on implementation and funding <https://nctresidencies.org/>
- November 2014, NCTR Research Report: “Building Effective Teacher Residencies”
<https://nctresidencies.org/wp-content/uploads/2014/11/NCTR-BETR-v2-Final.pdf>
- February 2009, The Aspen Institute, The Center for Teacher Quality, and Bank Street College: “Creating and Sustaining Urban Teacher Residencies: A New Way to Recruit, Prepare and Retain Effective Teachers in High-Needs Districts”
<https://www.aspeninstitute.org/publications/creating-sustaining-urban-teacher-residencies-new-way-recruit-prepare-retain-effective/>

Part D. Mentor and Resident Training and Pairing

Introduction and Summary of Topic

Success of a residency program requires effective selection and training of qualified mentors, and as appropriate, thoughtful selection and training of the teacher candidates. The pairing of mentors and teacher candidates should be a deliberate, collaborative effort.

Key elements

Selection Process for Mentors

- Criteria and selection process should be collaboratively established by the EPP and LEA, including input from building level administrator(s). It is strongly recommended that mentor teachers have a minimum of three years of teaching experience, and they must meet the following criteria:
 - rated effective or highly effective teachers as determined by the LEA;
 - reflect the talent/skills to work collaboratively;
 - able to provide constructive feedback, and
 - prepared to use both EPP and LEA evaluation tools.
- Application and interview process
 - Using the criteria established above, an application should be developed collaboratively.
 - A process, timeline, etc. for distribution and initial review of applications can be developed among the partners.
 - The partners should conduct interviews of selected applicants and determination of qualified mentors should be completed together.

Initial Preparation for Mentors

- Initial training for the mentors should focus on adult learning theory, collaborative teaching, and constructive feedback provision
 - Mentors should be able to receive training prior to the beginning of their official assignment in order to prepare them for the mentoring assignment. This training could be incentivized by ensuring mentors would be able to receive Professional Growth Points for their participation. Another possible incentive could be to provide teachers with the opportunity to gain a mentor certificate of completion through the EPP.
 - This training should include training on critical competencies needed in order to be an effective mentor, such as key theories on adult education, how to collaboratively teach effectively and provide constructive feedback, and the use and practice of selected evaluation tools. Other key competencies could also be included based on the needs of the EPP and LEA.

Mentor and Resident Training and Pairing continued....

- The EPP and LEA partners will work collaboratively to design initial training for mentors *and* candidates which should focus on communication skills, reflective teaching, and professional collaboration. (Suggestions include Critical Friends protocols, St. Cloud Co-teaching model.) This training would begin at the start of the residency and continue throughout the year.
- The EPP and LEA partners should work collaboratively to provide additional incentives to quality teachers so that they would choose to be effective mentors. At a minimum, EPPs should provide reasonable honoraria over the course of their work with residents. Yet, EPP and LEA partners should work creatively to identify additional funds to support financial incentives for mentors, such as professional development funds or other funding sources.

Pairing

- The EPP and LEA should work collaboratively as needed in order to pair mentors with teacher residents. Pairing of mentors and teacher residents in terms of content area and/or grade level should align with state and/or EPP accreditation requirements. For example, the EPP and LEA can work together to match mentors with residents or the LEA can primarily be responsible for the matching process.
- Resident applicants are encouraged to engage in an application process that details key information such as their grade level preferences, content areas, and hobbies, for example. This will provide LEAs and potential mentor teachers with substantial background information in order to inform the matching process.
- Prior to the start of the internship, or as close to the start as possible, the EPP and LEA are encouraged to bring the candidates and mentors together for a collaboratively designed *Pairs Workshop*. Such a workshop should address the Co-teaching/ Collaborative Teaching model and provide a supported opportunity for participants to come to know each other and to discuss ways in which they may work together to ensure effective, professional collaboration.

Ongoing Preparation/Professional Development for Mentors *and* Candidates

- Over the course of the residency experience, the observational and evaluation tools/rubrics of both the EPP and the respective LEA should be used to assess the teacher residents and to provide feedback. The partners collaboratively should coordinate the training in the use of these observation and evaluation tools and should determine the frequency of their use by the mentors and EPP supervisors.
- The EPP and LEA partners should work collaboratively to design and implement ongoing professional development for candidates which will focus on dispositional factors related to receiving professional feedback, discussing professional concerns, and collaboratively supporting growth of the P-12 students.
- Where possible, candidates should be included in the professional development opportunities offered to the mentor teachers in the LEA placement site.

Mentor and Resident Training and Pairing continued.....

- Continuous mentor and candidate training/professional development should be designed and implemented collaboratively to support the participants' co-teaching/collaborative teaching

Considerations

- Residency models may be at the undergraduate or graduate level. The models must require passage of the basic skills test (CASA) or approved alternative. Models may consider the requirement of the respective CORE content test and should include preparation of candidates for the state of Indiana developmental/pedagogy licensing test.
- The Indiana Department of Education actively should seek funding through foundations and/or federal funding options to support mentor incentives and resident training.
- Mentor capacity to work with more than one teacher resident may be a part of the EPP and LEA discussions/agreements. More specifically, what should be the minimum/maximum number of residents assigned to a mentor teacher per academic year?

Resources and Links

- National School Reform Faculty - Critical Friends Protocols
<https://www.nsrffharmony.org/protocols/>
<http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Critical-Friends.aspx>
- Co-Teaching Model
<https://www.stcloudstate.edu/soe/accreditation/files/documents/standard3/Co-Teaching%20article%20-%20Enhancing%20the%20Student%20Experience%20-%20Exhibit%203.4.h.2.pdf>

Part E. Financial Considerations and Resources

Financial considerations will likely be the linchpin of the Residency Pilot Program throughout Indiana. In layman's terms, EPPs will have course requirements to fulfill for graduation, while LEAs may have limited resources to compensate candidates as additional employees. Both parameters can be cumbersome to overcome.

It is generally believed that LEAs would welcome additional personnel to assist with providing educational services. The additional personnel would provide lower adult to student ratios, which are typically associated with improved student learning outcomes. It is also generally believed that EPPs would welcome an opportunity to partner with LEAs in the P-12 environment.

Ultimately, once the financial barriers are identified and addressed, it is anticipated that partnerships with Higher Education Institutions and LEAs will accelerate rapidly.

Key Elements

The following key elements are suggestions to help EPPs and LEAs overcome financial barriers:

1. LEAs could utilize existing cost structures to support a residency pilot. Instructional Aides, Paraprofessionals, etc. are examples of positions that may be helpful. Utilizing existing dollars to implement the pilot will provide EPPs and LEAs the most immediate means to implement the Residency Pilot Program. Unfortunately, even though dollars could be utilized to implement the program, the funding available will be limited.
 - a. Federal Dollars for classroom reduction (Title II). If Title II funding could be utilized for non-certified staff as a means of classroom reduction, this could be another opportunity for Indiana LEAs to supplement the financial obligations necessary to implement the Residency Pilot Program.
2. EPPs and LEAs could work together to provide coursework for the Residency Pilot Program candidates and LEA employees. Such opportunities would provide current LEA employees the ability to obtain continuing education credits for license renewal while also addressing the preparation of residents. One potential option includes LEAs compensating the EPP for the provided coursework so employees and residents would receive the coursework at no or reduced cost. Though this is an indirect incentive, it is likely a viable option that will be appealing to both EPPs and LEAs.
3. EPPs and LEAs might explore external funding to support residency programs. For example, State Personnel Development Grants and Teacher Quality Partnership Grants have funded such programs in the past. These grant opportunities could truly propel the Residency Pilot Program into a critical mass throughout Indiana. Each of the grant opportunities outlined above have varying parameters and requirements, but have the potential to sustain the Residency Pilot Program.

Financial Considerations and Resources continued.....

4. EPPs and LEAs might consider the use of sponsorship, scholarships, and/or third party funding to incentivize residency programs. Similar to grant awards, these funding sources could certainly help propel the Residency Pilot Program. It is possible some Residency Pilot Program candidates do not receive scholarships, thus assisting candidates in the final phase of their educator preparation could serve as an excellent incentive. Community-embedded funders are quite valuable in a residency program partnership. They often understand the needs of local school districts and share a commitment to a focused approach to educator recruitment, which is also essential for teacher retention (Davis & Chandrashekar, 2016).

Resources

- AmeriCorps – <https://www.nationalservice.gov/programs/americorps>
- Bank Street - <https://www.bankstreet.edu/innovation-policy-and-research/prepared-teach/>
- Potential Federal Grant Programs – www.grants.gov
- U.S. Department of Education – <https://www.ed.gov/>
- Supporting Effective Educator Development Grant Program (SEED)
<https://innovation.ed.gov/what-we-do/teacher-quality/supporting-effective-educator-development-grant-program>
- Teacher Partnership Quality
<https://www2.ed.gov/programs/tqpartnership/index.html>

References

Davis, Christine and Chandrashekar, A. (2016). Embedded funding ensures a sustainable model for teacher quality. Retrieved April 27, 2018 <https://nctresidencies.org/1507-2/>.

Indiana Teacher Residency Pilot Program

IC 20-20-44

