



Strengthening & Funding Clinical Practice Across the Nation

lessons from the Sustainable Funding Project
at Bank Street College

New York State Education Department
Clinical Practice Working Group

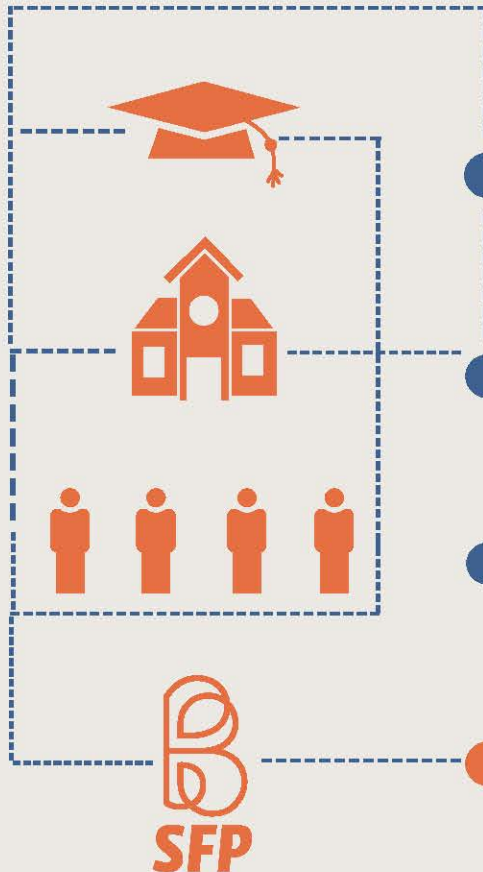
August 3 2017



**We've identified some of the most compelling pieces of evidence, %
ideas for transformation, and lessons from our work nationally %
with states, districts, and preparation providers. %**

Here, we've gathered our findings to help frame the direction of clinical practice nationally and the potential for the work that New York has begun.

Creating & Supporting a Healthy Teacher Prep Ecosystem



● **This is an adaptive challenge, not a technical problem**

Solutions need to be built from the ground up to transform the system.

● **Challenges and solutions are shaped by local needs & resources**

Localities may have the resources, but lack insight into possible models and solutions.

● **Solutions require collaboration across stakeholder groups**

Thought leaders, early adopters, researchers, and legislators need opportunities to share and develop ideas.

● **Understanding the true costs and impacts of local ecosystems is the pathway to sustainably funding quality teacher preparation**

What We Know from Other Countries & Sectors

Research and expertise exist inside teacher preparation programs in U.S. institutions of higher education.

Other countries that have improved their education systems turned to the U.S. for core principles to inform their efforts.

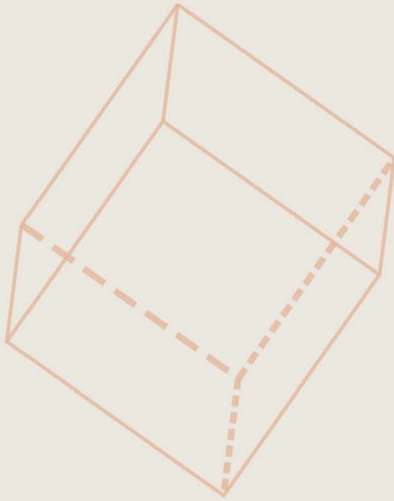


Learning complex routines requires time and practice.

Professions acknowledge that skills develop over time.



Policy Discussions Happening Nationwide



There is a multidimensionality to teaching.

Teachers impact a range of outcomes, including higher order skills, social-emotional capacities, and non-cognitive abilities associated with future success.

The same teachers are not necessarily effective in all areas; one who raises test scores might not be effective in helping students develop a growth mindset.



Teacher experience is associated with increased effectiveness well beyond their early years in the profession.

Counter to conventional wisdom, individual teachers continue to improve over time.

What We Know About Clinical Preparation %

from outcome studies

Candidates who are placed in schools that serve student populations like those they will wind up teaching do better in their teaching positions.

Candidates who serve in schools with low teacher turnover benefit more from their clinical experiences.

Co-teaching models, including pre-service co-teaching, demonstrate benefits to students in the classroom.

from case studies

When cooperating teachers and preparation programs are aligned, candidates benefit more from their clinical experiences.

When cooperating teachers are leaders of the clinical experience in partnership with program faculty, they realize improvements in their own instruction and increase career satisfaction.



Our Teacher Preparation Vision \$

In every state, in every district, the norm is for candidates to matriculate through high-quality, sustainably funded preparation programs. #

High-Quality

Principle #1

Preparation providers ensure teacher candidates are diverse, committed, and effective.

Principle #2

Preparation providers ensure teacher candidates understand human development, content, and pedagogy.

Principle #3

Clinical practice offers year-long pre-service co-teaching (“residencies”) in an effective environment.

Principle #4

Districts and providers have deep partnerships that meet candidates’ and students’ needs.

Sustainably Funded

Secure

Money streams withstand leadership changes.

Public

Access to dollars doesn’t rely on grants, philanthropy, or individual funding.

Adequate

Funding allows candidates to fully engage in their learning experiences, mentors to focus on their roles, and districts and providers to deliver quality programs.

Expected Impacts of Sustainable Funding for Quality Preparation

Districts



Recurring costs associated with rapid teacher turnover—recruitment, personnel processing, and certification tracking—would decrease.

Aspiring Teachers



New teachers could afford to join the profession through an intensive, extended clinical residency that prepares them to succeed from day one in the classroom.

Providers



Providers would have stable cohorts of teacher candidates and would become partners in districts' teacher development philosophy and strategy.

Schools



The teacher development continuum would offer meaningful leadership and learning opportunities for all teachers, building a stable, professional culture in schools.

Students & Families



Students would have less need for remediation (summer school, retention, tutoring), and the achievement gap would diminish.

Communities



Taxpayers would realize long-term savings and increased quality of life for their communities.

Sustainability Challenges for Districts & Providers +

Districts and higher education providers are interested in building stronger partnerships in support of quality teacher preparation pathways. Costs have limited the scalability of many residency programs, and often the work to start and maintain a program falls on either the district or institute of higher education—instead of building off of a fully integrated partnership.

Districts

...develop programs to fill high-need positions using financial incentives to attract candidates, incurring high costs and making it difficult to scale

...bring candidates to high-need areas for higher education, but can't help shape other traditional programs that need to be aligned with district needs

...try to scale internal teacher training programs, but find that the effort takes away from their core responsibilities for P-12 education

Providers

...develop programs in response to a grant opportunity or a special relationship with a school, limiting the longevity of the partnership

...enroll large numbers of candidates in low-need areas, meaning that flipping these programs could result in a mismatch with district hiring needs

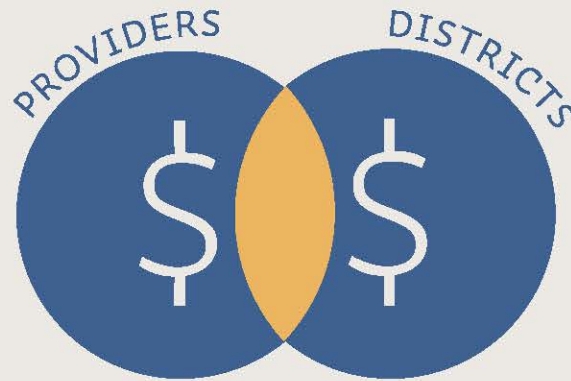
...face demands from national accreditation and program approval processes that create logistical and reporting needs when programs change

Solving Financial Barriers to Quality Clinical Practice

IF THE DISTRICT & PROVIDER FORM A DEEP PARTNERSHIP
TO SUPPORT QUALITY CLINICAL PRACTICE...



They can **pool** their **existing resources**.

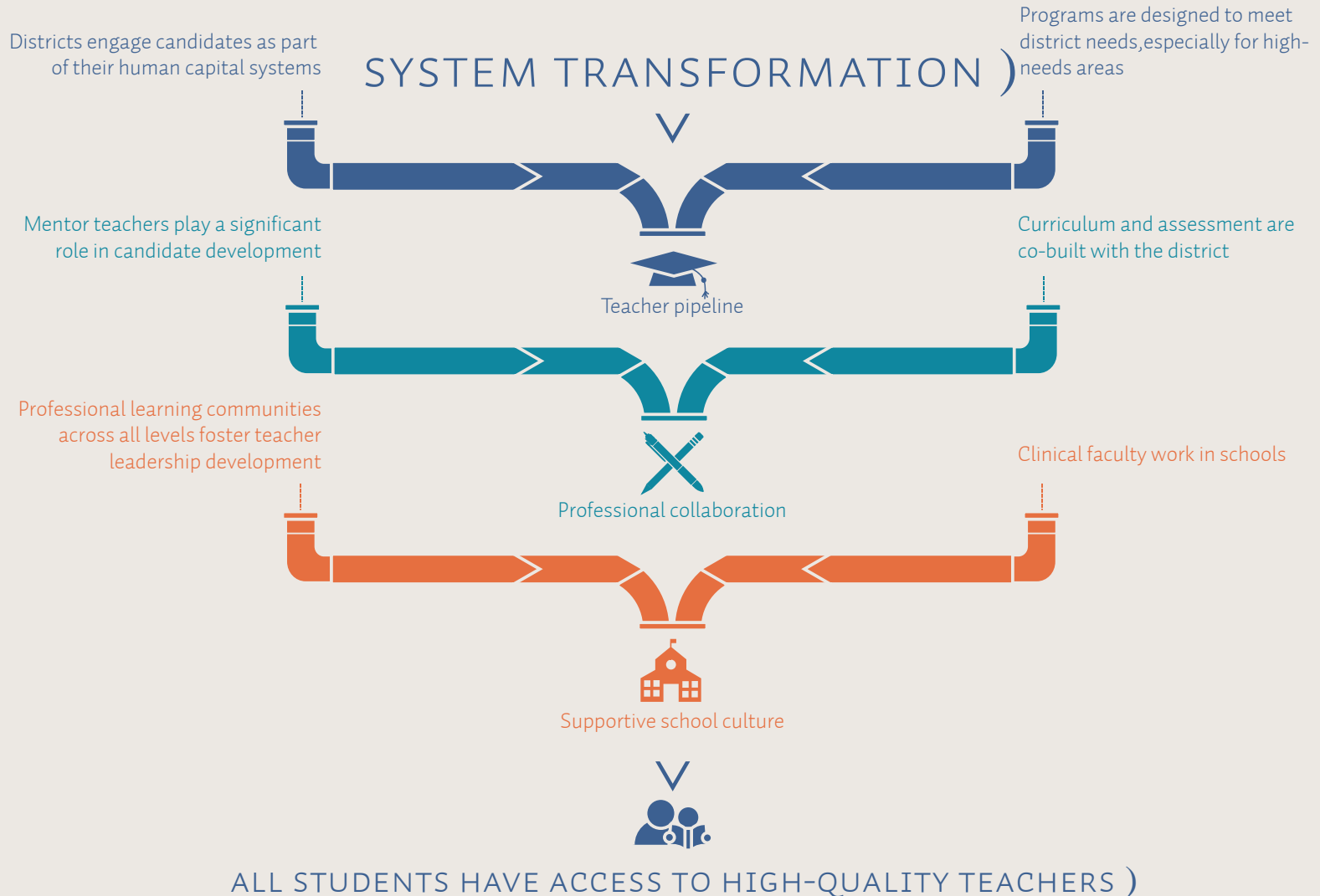


But there are also opportunities to **expand the funding pool**
as partnerships and programs open up **new potential** for
reallocation, staffing, and **cost-savings** for both
districts and providers.

Building Strong Partnerships for Preparation (

PARTNERING DISTRICTS

PREPARATION PROVIDERS)



Michigan

\$2.2 Million
for Residency site development in high-needs schools and Resident and Mentor stipends

1

The Title II dollars formerly went to Higher Education to provide professional development in math and literacy, often in low-need schools

2

Math and literacy are now the focus of the residencies in high-need schools



New Jersey

State Alliance embraces and pilots funded residencies

1

The State already had passed year-long clinical placements , though not necessarily residencies

2

Universities, professional associations, and the State DOE worked to open doors for policy shifts that would support higher education and districts moving to year-long residencies



Louisiana

Incentivizing residency programs through changes in state policy

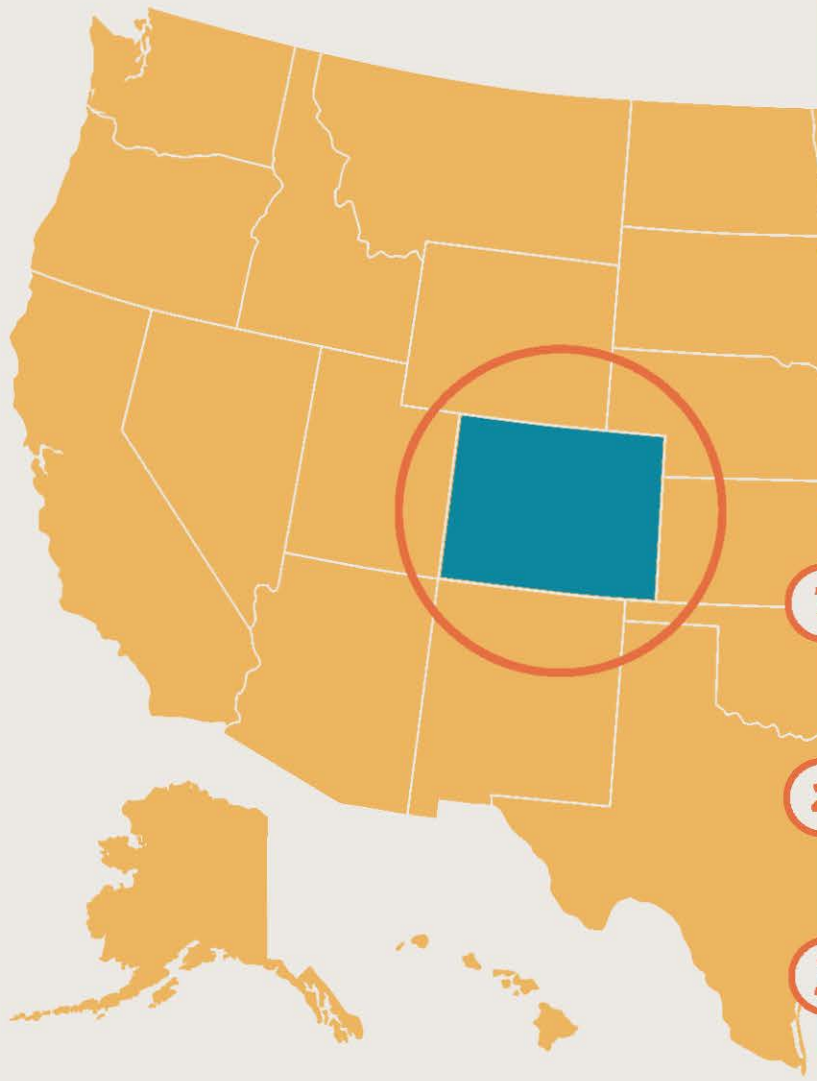
1

In response to statewide teacher survey results, the state instituted the “Believe and Prepare” program to transform teacher preparation over the course of three years

2

Aspiring teachers enrolled in undergraduate teacher preparation programs in the state will be required to complete a full-year residency placement during their final year





Colorado

Research agenda to document costs and impacts across 12 Denver residency models

1

Colorado Consortium of Residency Educators (CO-CORE) received a federal grant to study how different program features compare across district residencies

2

In partnership with the Denver Public Schools and the Colorado Department of Education, a study of impacts will help inform state policy on teacher preparation quality and accountability

3

SFP provides conceptual, research, and technical support

California

Cal State System Doctoral Research Collaboration

1

Beginning Summer 2017, new Ed.D candidates will be invited to design dissertation projects in partnership with the SFP and in service of the Cal State System's commitment to shift to residency-style teacher preparation to improve outcomes in P-12 schools

2

Proposed Research Strands:

Partnership development cases

Resource reallocation approaches

Cost, cost-effectiveness, and cost-benefit studies

Impacts on schools, mentor teachers, and residents

System and policy changes

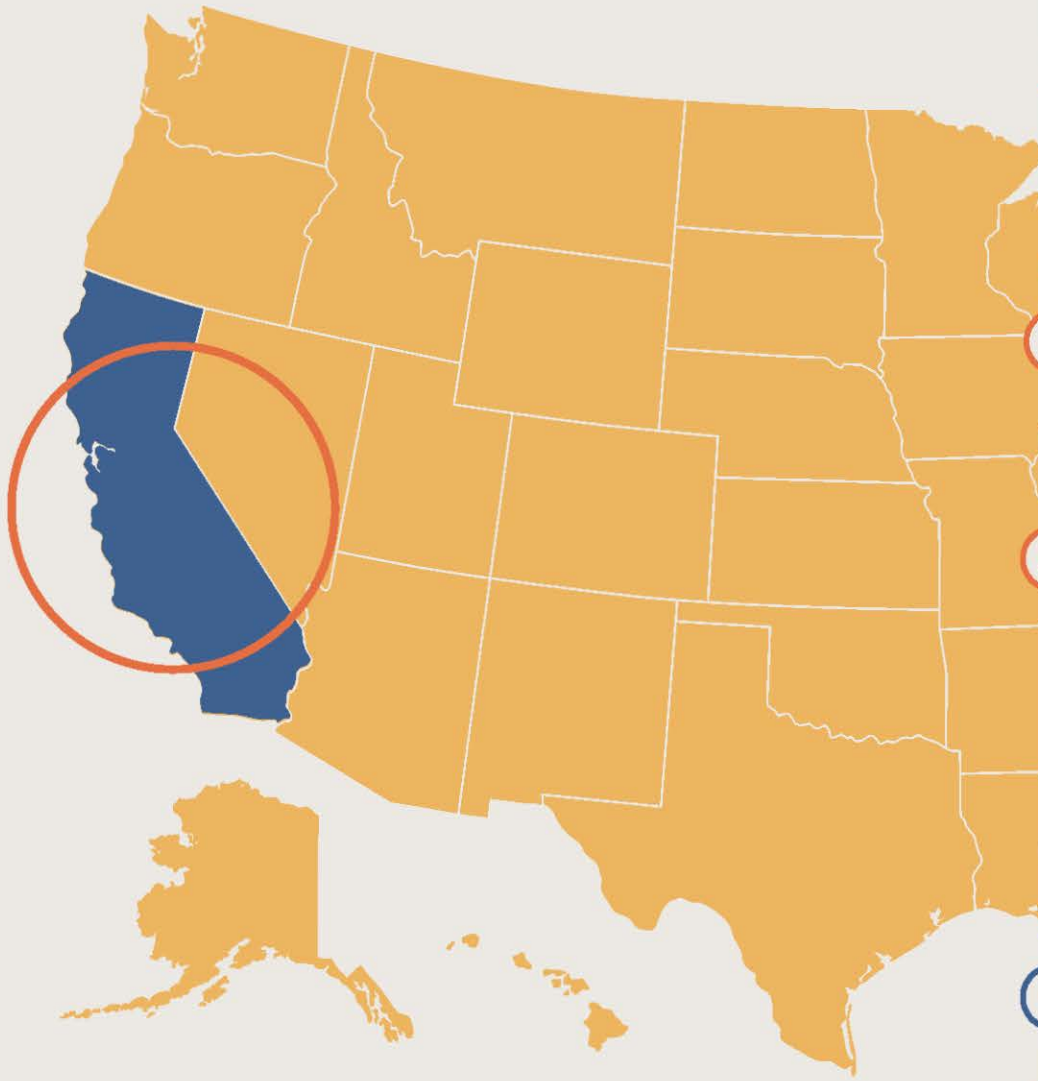
School-level Resource Reallocation Case Study

1

Bullis Charter School funds co-teaching for all new teachers and let us explore their budget and model to see how they manage the additional staff

2

SFP was able to use the California local funding information to impute dollars for residencies that regular public schools could find



Quality, Cost-Effective Teacher Preparation Models)

In Quality Models...

Programs place teacher candidates in schools for the entire school year.

Candidates develop a sense of professionalism as a result of being fully integrated into the school for a full year.

Cohorts of residents work in the same site, building teacher leadership and mentoring skills across the school.

Preparation program faculty are embedded in schools, supporting schools improvement and learning from practicing accomplished teachers.

Residents are supported by prepared mentor teachers and through adequate stipends.

District have a say in who is eligible for residency supports—and get to know would-be hires over the course of a year of teaching.

In Cost-Effective Models...

Year-long placements integrate candidates into the school community as additional staff members who contribute valuable support and are paid for it.

Residents receive stipends.

Residents are placed in schools as cohorts, creating efficiencies in supervision and deepening partnerships between providers and schools.

Preparation programs redirect field experience supports, clinical administration, and faculty to work directly with residency sites.

Institutes of higher education are able to recruit diverse, committed teachers and fill cohorts in high-needs areas to support district hiring needs.

Schoolwide Title I sites pool resources across all federal programs (IDEA, ESSA, Perkins) to create comprehensive, cost effective models of school improvement.

Long-Term Funding Opportunities *

School Level

- + Staffing lines - substitute teachers & assistant teachers
- + Supplemental instruction - before/after school & summer school
- + Professional development

District Level

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

IHE Level

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



Some Policy Actions Nationwide

Studies on how school improvement dollars are spent across high-need schools.

Program approval processes that do at least 3 things:

1

Set guidelines for requirements to partner with districts to design the program

2

Require short- and medium- term planning for business-as-usual programs to shift into the new program model

3

Require short and medium term planning for sustainable funding

Incentives that would help districts move towards prioritizing strongest prepared candidates (e.g. signing bonuses for candidates who do year-long or district/IHE jointly designed programs)





Questions? Comments? *

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www.bankstreet.edu/sfp. &
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