

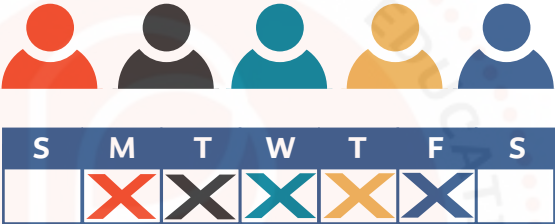
SUPPORTED SUBSTITUTE TEACHING INTEGRATION

7% of instructional staff nationwide are substitute teachers.

13 DAYS of each student's school year are spent being taught by substitute teachers.

WHAT IF DISTRICTS REALLOCATED THE DOLLARS THEY SPEND ON SUBSTITUTES TO SUPPORT RESIDENT STIPENDS?

Five full-time residents who each sub for one day a week make up the equivalent of **one FTE substitute teacher.**



Savings from having residents substitute teach one day a week depend on pay in the district, but can range from

\$12,000 TO \$26,000
PER FIVE RESIDENTS IN A SCHOOL/DISTRICT

A cohort of residents can cover a significant number of substitute needs over the course of the school year. Those savings can be invested in the residency program to support high-quality learning for students and aspiring teachers. This model can work for undergraduate and graduate students, depending on state and local requirements for substitute teaching. To ensure that residents are fully supported in their roles as substitute teachers, programs can design supportive coursework and coaching around the subbing model.

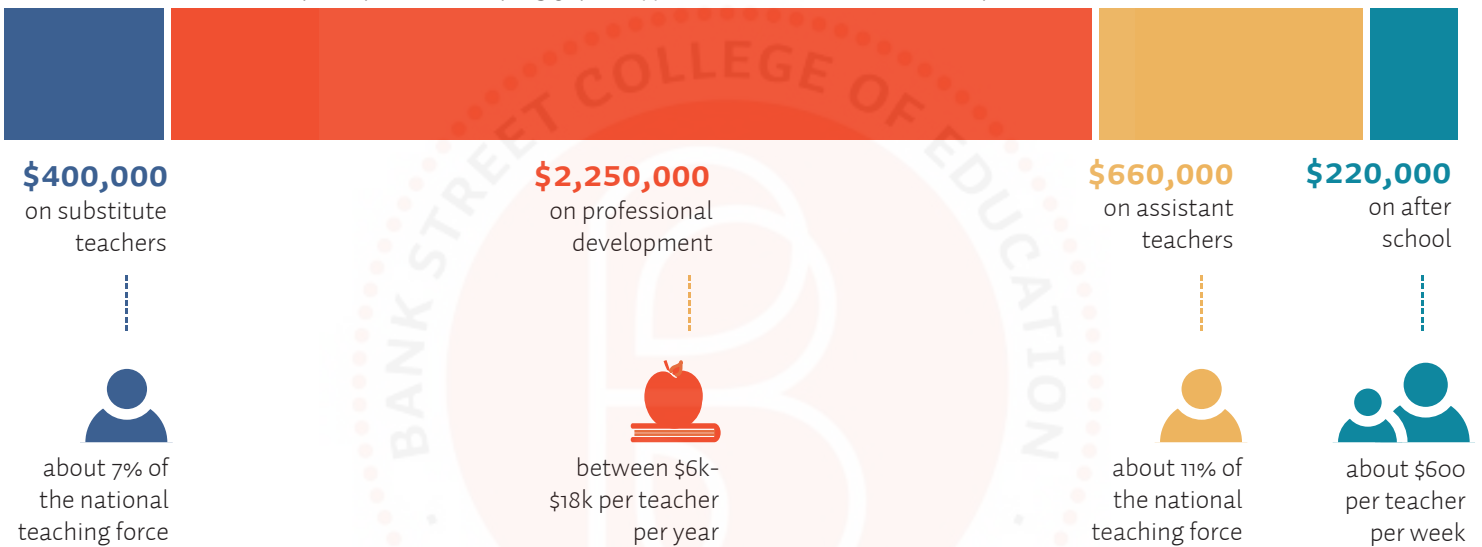
FOR EXAMPLE:

- 1** During the year before their full-time, co-teaching residency, candidates sub twice a week and take aligned coursework. Classes focus on classroom management, relationship building, and other topics that support candidates while substitute teaching. Field experience instructors observe candidates in the classroom to strengthen the connection between theory and practice.
- 2** Once candidates start their full-time residency experience, they switch to subbing one day a week. Classes are held after school and continue to support residents' substitute teaching and co-teaching roles. Residents are paid a stipend, funded in part from the district or school savings on substitute teachers.

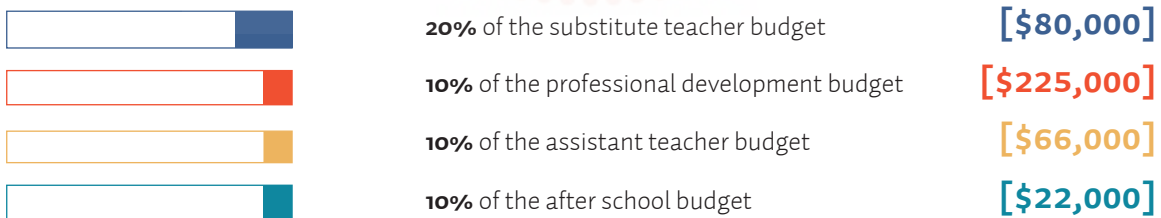
REALLOCATING RESOURCES TO SUSTAINABLY FUND A RESIDENCY

School districts can adjust existing funding streams to support teacher candidates during their residency year. In partnership with a local preparation program, districts can structure programs to include subbing days for residents, afterschool classes taught by aspiring teachers, and opportunities for professional development and co-teaching that benefit both candidates and mentor teachers. When a residency program is sustainably funded, district, school, and preparation program leadership see productive collaboration between and within institutions. A very small percentage of instructional budgets that are not tied to classroom teacher salaries could result in significant dollars to support residents in well-designed partnership programs.

AN AVERAGE-SIZE DISTRICT OF ABOUT 190 TEACHERS SPENDS APPROXIMATELY...



REALLOCATING SMALL PORTIONS IN EACH OF THE ABOVE AREAS CAN CONTRIBUTE TO A FUNDING POOL FOR A RESIDENCY. IN AN AVERAGE-SIZED DISTRICT OF 190 TEACHERS



TOTALS \$393,000 THAT COULD BE USED TO FUND 26 RESIDENTS AT \$15,000 EACH.

