

Believe
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LOUISIANA'S NEXT GENERATION EDUCATORS



Partnership Administration and Budget Tool

Purpose

This tool describes the types of Believe and Prepare partnerships that may be formed between school systems and preparation providers, and approaches to funding and overseeing those partnerships:

- **Undergraduate teaching residencies**
- **University-based alternative teaching residencies**
- **School system and non-university provider partnerships**
- **In-district certification programs**

School systems and their partners can use the information and examples included in this tool to develop and launch sustainable teacher preparation partnerships.

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Undergraduate Teaching Residencies

School Systems and Universities Must Collaborate to Launch Successful Partnerships

School Systems

- Select 1-2 leaders with teacher preparation experience to serve on a steering committee
- Support identification of mentor teachers and coaches
- Identify a subset of leaders, staff, and teachers who are able to commit time to the program

- Hire a full-time program director

Universities

- Realign coursework to facilitate operations of the program
- Select 1-2 leaders to serve on a steering committee
- Identify a subset of university faculty who will adjust their workload to act as clinical university faculty

A View of Program Development

Partnership Launch

Both partners agree on core design principles, strategies, and goals for partnership

School system and university make necessary adjustments

- Codify goals/outcomes and roles and responsibilities
- Identify and hire full-time Program Director and form steering committee
- Identify short-term and long-term funding

- Adjust workload of a subset of university faculty and administrators
- Adjust courses and scheduling to accommodate the residency model

Ongoing Partnership

Achieving Sustainability

Growth Opportunities

- Keep open communication and elicit feedback
- Universities continually realign coursework to support residency program

- Create a process for certifying residents
- Work together to recruit undergraduates to meet district needs

Undergraduate Residency Partnership Launch and Administration

Activity	Year One: Program Launch	Years Two and Beyond: Program Administration
Oversight	School system and university develop a steering committee to govern their work. Steering committees may involve multiple school systems.	School system and university continue to use the steering committee to govern their work and hold each other accountable.
Leadership	<p>The full-time program director is responsible for:</p> <ul style="list-style-type: none"> • Developing and maintaining the partnership(s) • Leading program realignment activities. 	<p>After the first full year, there may not be a need for a dedicated program director. Either this person can take on additional work or their duties can be assigned to others.</p> <p>Program leaders from both institutions meet regularly to review program data and make improvements.</p>
Instruction	<p>Faculty from both sides should:</p> <ul style="list-style-type: none"> • Lead the instruction of resident teachers. • Mentor & coach resident teachers. 	Faculty from both sides should continue to provide instruction and mentorship.

Undergraduate Residency Program

Experience for Program Leaders and Residents

Program Leaders

Mentor Teachers, School Administrators, and University Faculty

- Program leaders identify excellent teachers to serve as mentors
- Universities identify faculty to commit a considerable amount of time to clinical work
- Mentors receive stipends for their commitment

Residents

- Classroom teach 80-percent of host school's instructional time
- Take program coursework
- Make improvements to teaching practice based on coursework or training and feedback from mentor teachers, university faculty, and administrators

Sample Detailed Cost Breakdown

Category	Year 0 (Design)*	Year 1 (Launch)	Year 2 (Ongoing)	Cumulative
Program Director (1 @ \$75,000)	\$37,500	\$75,000	\$0	\$112,500
Site Coordinator Stipend (1 @ \$3,000)	\$1,500*	\$3,000	\$3,000	\$7,500
University Coordinator Stipend (1 @ \$3,000)	\$1,500*	\$3,000	\$3,000	\$7,500
Mentor Teacher Stipends (100 @ \$2,000)	\$0	\$200,000	\$200,000	\$400,000
University Faculty Stipends** (10 @ \$2,000)	\$10,000*	\$20,000	\$0	\$30,000
Classroom Upgrade/Technology	\$10,000	\$0	\$0	\$10,000
Supplies	\$0	\$10,000	\$10,000	\$20,000
Total	\$60,500	\$311,000	\$216,000	\$587,500

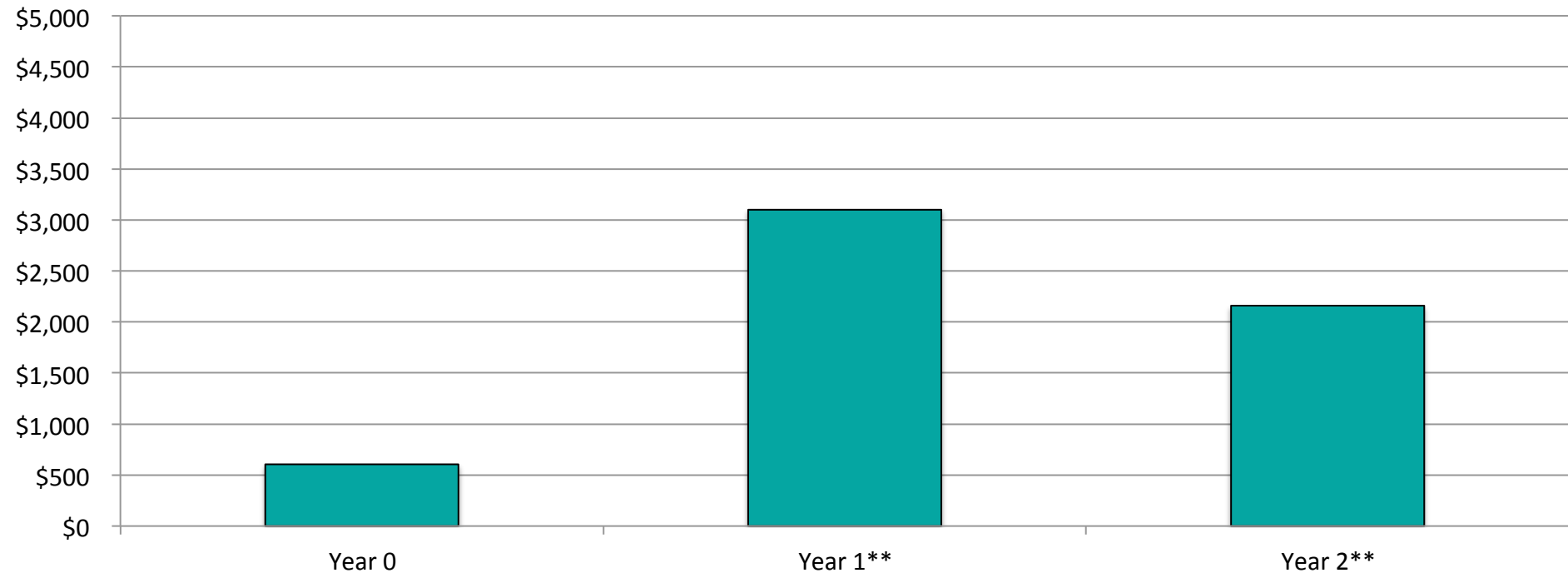
These costs are in addition to current operating costs.

* All staff stipends and program director salary start halfway through year zero.

** University faculty stipends may not be necessary if responsibilities are in current job descriptions.

Preparation Cost Per Teacher Declines Significantly Over Time

Per Teacher Costs Decline Over Time*



* This cost model is based on a program of 100 teachers.

** School systems may use Title 2 funds to cover the costs of professional development activities, including stipends.. Depending on program structure, per teacher program costs may decline further in later years.

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University-Based Alternative Teaching Residencies

School Systems and Universities Must Collaborate to Launch Successful Partnerships

School Systems

- Select 1-2 leaders with teacher preparation experience to serve on a steering committee
- Support identification of mentor teachers and coaches
- Identify a subset of leaders, staff, and teachers who are able to commit time to the program

- Hire a full-time program director

Universities

- Realign coursework to facilitate operations of the program
- Select 1-2 leaders for the steering committee
- Identify a subset of university faculty who will adjust their workload to act as clinical university faculty

A View of Program Development

Partnership Launch

Both partners agree on core design principles, strategies, and goals for partnership

School system and university make necessary adjustments

- Codify goals/outcomes and roles and responsibilities
- Identify and hire full-time Program Director and form steering committee
- Identify short-term and long-term funding

- Adjust workload of a subset of university faculty and administrators
- Adjust courses and scheduling to accommodate the residency model

Ongoing Partnership

Achieving Sustainability

Growth Opportunities

- Keep open communication and elicit feedback
- Universities continually realign coursework to support residency program

- Create a process for certifying residents
- Work together to recruit undergraduates to meet district needs

Alternative Residency Partnership Launch and Administration

	Year One: Program Launch	Years Two and Beyond: Program Administration
Oversight	School system and graduate school should develop a steering committee to govern their work. Steering committees may involve multiple school systems.	School system and graduate schools should continue to use the steering committee to govern their work and hold each other accountable.
Leadership	The full-time Program Director is responsible for <ul style="list-style-type: none"> • Developing and codifying the partnership. • Leading the necessary program realignment work. 	After the first full year, there should not be a need for a dedicated program director. Either this person can take on additional work or their duties can be assigned to others.
Instruction	Faculty from both sides should <ul style="list-style-type: none"> • Lead the instruction of resident teachers. • Mentor and coach resident teachers. 	Faculty from both sides should continue to provide instruction and mentorship.

Alternative Residency Program Experience for Program Leaders and Residents

Program Leaders

Mentor Teachers, School
Administrators, and University
Faculty

- Program leaders identify excellent teachers to serve as mentors
- Universities identify faculty to commit a considerable amount of time to clinical work
- Mentors receive stipends for their commitment

Residents

- Classroom teach full-time
- Take program courses after school hours
- Make improvements to teaching practice based on coursework or training and feedback from mentor teachers, university faculty, and administrators

Sample Detailed Cost Breakdown

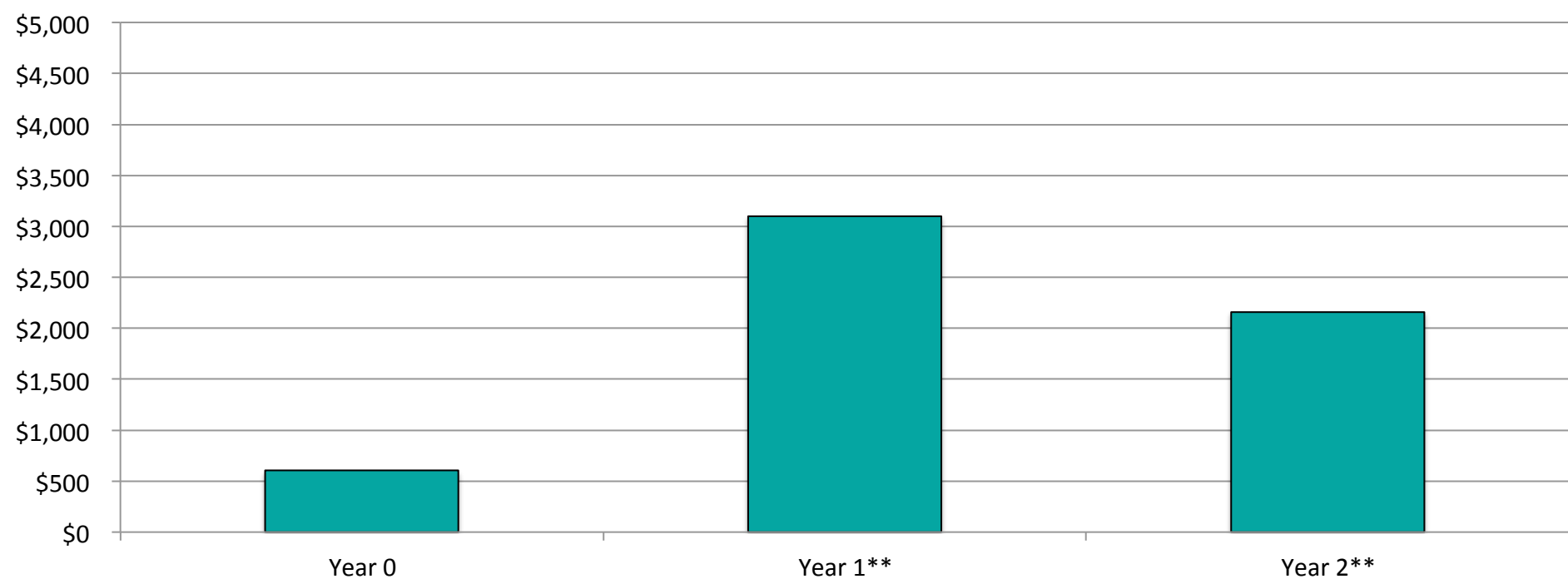
Category	Year 0 (Design)*	Year 1 (Launch)	Year 2 (Ongoing)	Cumulative
Program Director (1 @ \$75,000)	\$37,500	\$75,000	\$0	\$112,500
Site Coordinator Stipend (1 @ \$3,000)	\$1,500*	\$3,000	\$3,000	\$7,500
University Coordinator Stipend (1 @ \$3,000)	\$1,500*	\$3,000	\$3,000	\$7,500
Mentor Teacher Stipends (100 @ \$2,000)	\$0	\$200,000	\$200,000	\$400,000
University Faculty Stipends (10 @ \$2,000)**	\$10,000*	\$20,000	\$0	\$30,000
Classroom Upgrade/Technology	\$10,000	\$0	\$0	\$10,000
Supplies	\$0	\$10,000	\$10,000	\$20,000
Total	\$60,500	\$311,000	\$216,000	\$587,500

* All staff stipends and program director salary start halfway through year zero.

** University faculty stipends may not be necessary if responsibilities are in current job descriptions.

Preparation Cost Per Teacher Declines Significantly Over Time

Per Teacher Costs Decline Over Time*



* This cost model is based on a program of 100 teachers.

** School systems may use Title 2 funds to cover these costs. Depending on program structure, per teacher program costs may decline further in later years.

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**School System and Non-University Provider
Partnerships**

School System and Non-University Provider Partnerships 101

Who benefits from school system/ non-university provider partnerships?

- School systems who want outside support in attracting talent and developing training and employment pathways for nontraditional educators
- Private providers who want to achieve transformative impact within a particular school system
- New teachers who want training that seamlessly incorporates certification

What are the benefits of such partnerships?

- Provide workplace support & training for residents
- School systems can shop around to find the provider that best aligns with their vision and meets their needs
- Should be able to cover startup costs and consultations out of Title 2 funding
- Are financially sustainable, especially with retention of coaches

School Systems and Non-University Providers Must Collaborate to Launch Successful Partnerships

School Systems

- Support identification of promising mentor teachers and coaches
- Identify a subset of leaders and coaches who are able to commit time to the program

- Establish protocols
- Align coaching

Non-University Providers

- Align training with school system professional development and candidate support
- Identify faculty who will support coaches

What Needs to Happen to Make These Changes Successful?

Partnership Launch

School makes strategic plans

Private partner provides startup support

- Select appropriate private provider
- Identify staff to act as coaches

- Deliver training to administration and staff
- Train school coaches

Ongoing Partnership

Achieving Sustainability

Growth Opportunities

- School system identifies new coaches when necessary
- Provider delivers ongoing consultation and training as needed

- Experiment with different approaches to making certifying decisions

Private Provider Program Experience for Program Leaders and Residents

School System Leaders

- Program leaders identify excellent teachers to serve as mentors
- No need for new staff but school systems may want to reduce the ratio of teachers per coach in order to improve quality

Provider Faculty

- Program leaders support mentor teacher selection
- No need for new staff but some staff may need to work more during the initial period in order to train with school system staff and launch the partnership

Resident Teachers

- Make improvements to teaching practice based on training and feedback from school system and private provider coaches
- Benefit from certification activities being integrated into normal school level training and development

Detailed Cost Breakdown

Category	Year 0 (Design)	Year 1 (Launch)	Year 2 (Ongoing)	Cumulative
Training for Coaches (10)	\$0	\$100,000	\$100,000	\$200,000
Training for Teachers (100)	\$0	\$450,000	\$450,000*	\$900,000
Total	\$0	\$550,000	\$550,000	\$1,100,000**

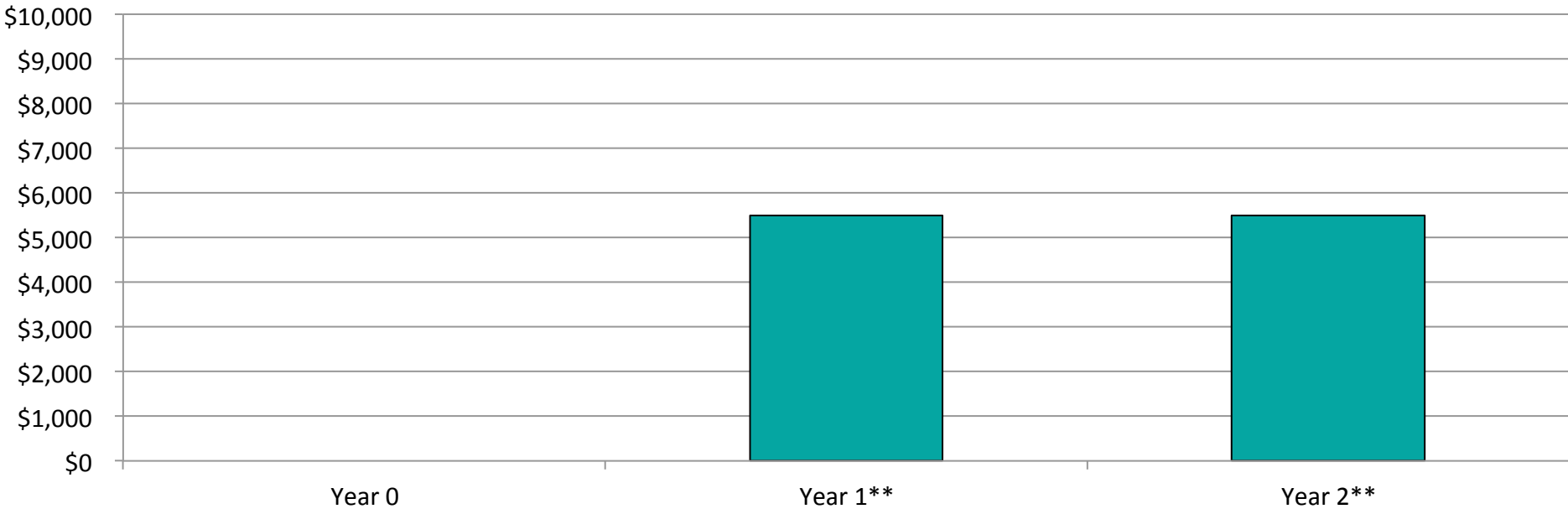
Teacher coaches are trained alongside or by program faculty to ensure that feedback to candidates is aligned with program expectations. This training occurs annually.

*This model assumes no reduction in per teacher training costs in the second year but these costs could actually decline if the school system retains their coaches.

**School systems may offset most or all of these costs by paying new teachers lower salaries or charging program tuition during their training period.

Program Realignment Does Not Require Upfront Investment of Money

Per Teacher Costs Remain Constant if New Coaches Are Trained Each Year



**This model assumes no reduction in training costs in the second year, but this number could decline if the school system retains their coaches. This model does not assume any upfront fees to the private provider.



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In-District Certification Programs

In-District Certification 101

Who might consider in-district certification programs?

- School systems with well developed internal training and preparation plans
- School systems with limited geographical access to teacher preparation providers

What do in-district certification programs achieve?

- Ensure candidate training experiences are tailored to school system needs
- Help meeting critical staffing needs

School systems must seek approval from BESE to operate a teacher preparation program. The proposals require extensive documentation of program content, district faculty credentials, and high standards for student achievement and teacher performance. The application process can take several months.

What Needs to Happen to Make These Changes Successful?

Program Launch

- School system must develop a high-quality preparation experience that fully meets BESE requirements.
- School system must determine how to modify existing curriculum and schedule for teacher training to incorporate certification activities.
- School system must determine how to modify roles and responsibilities of existing staff to incorporate additional mentorship and coaching.
- School system must determine how to offset costs incurred through options such as providing lower salaries to resident teachers and charging them certification fees.

Achieving Sustainability

- School system must continually assess success of resident teachers and determine whether in-district certification is working well enough to take to scale.
- School system must reevaluate key financial questions (salaries, certification fees) with an eye toward sustainability.
- School system must decide whether to reduce or eliminate stipends for mentor teachers over time.

In-District Certification Program Experience for Program Leaders and Residents

Program Leaders

School Leaders, Coaches,
and Mentor Teachers

- Intensify efforts to train, develop and coach first-year teachers
- Provide one-on-one support through mentor teachers and one-on-one coaching from principals or instructional coaches
- Offer system-wide training that the mentor teachers, coaches, and resident teachers experience together

Resident Teachers

- Teach full time
- Participate in training after school hours
- Make improvements to teaching practice based on training and feedback from school leaders, mentors and coaches

In-District Certification Program Administration

Oversight	Program oversight should sit with the individuals currently responsible for teacher training and development because this program is fundamentally an effort to expand that scope of work to include certification.
Leadership	Program leadership should sit with the individuals currently responsible for teacher training and development because this program is fundamentally an effort to expand that scope of work to include certification.
Instruction	Program instruction should come from the mentor teachers, instructional coaches, and school leaders identified by school system.

This program pathway depends entirely on the ability of the school system to build upon the success of its existing teacher training and development efforts to incorporate certification activities.

Detailed Cost Breakdown

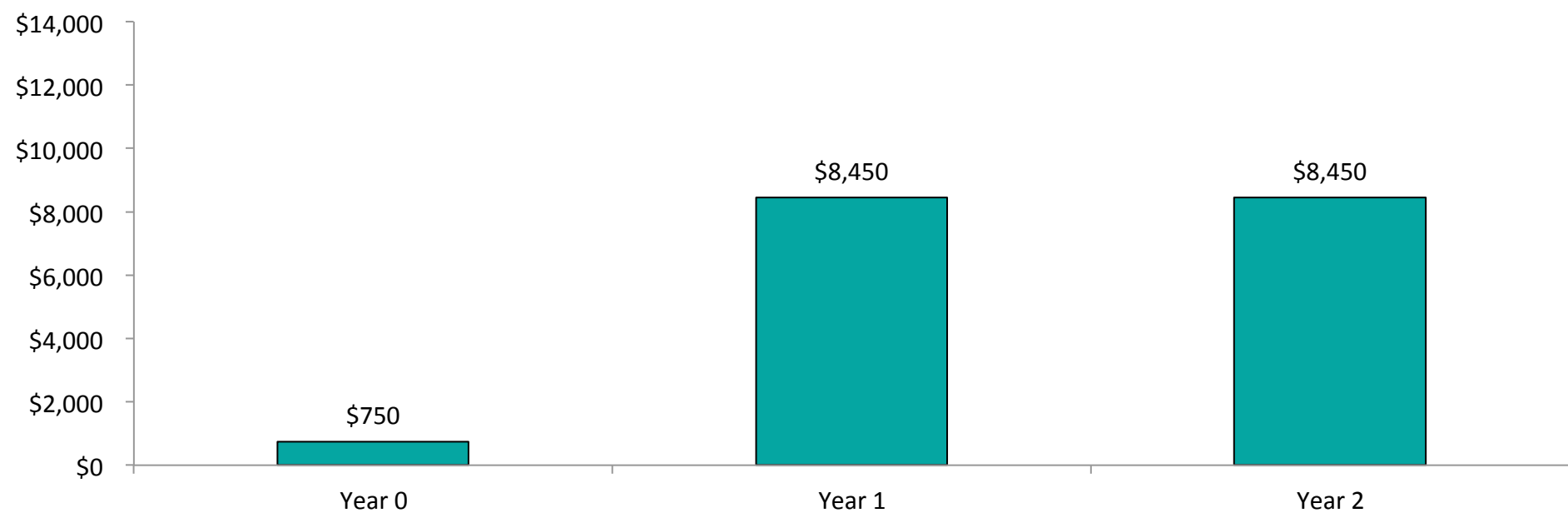
Category	Year 0 (Design)	Year 1 (Launch)	Year 2 (Ongoing)	Cumulative
Training for District Coaches*	\$5,000	\$2,000	\$2,000	\$9,000
Stipends for Coaches (10 @ \$6,000)	\$0	\$60,000	\$60,000	\$120,000
Stipends for Mentor Teachers (10 @ \$2,000)	\$0	\$20,000	\$20,000	\$40,000
Supplies	\$2,500	\$2,500	\$2,500	\$7,500
Total	\$7,500	\$84,500	\$84,500	\$176,500**

*School systems that successfully retain their best coaches each year may need to spend less on training in future years.

**School systems may offset most or all of these costs by paying new teachers lower salaries during their training period.

School Systems Have Opportunities to Offset Teacher Training Costs

Total Costs of Approximately \$8,500 per teacher



While the total cost per teacher is unlikely to decline significantly without reducing coaching and mentoring, school systems should be able to largely or wholly offset these costs through Title 2 dollars, reduced salaries for resident teachers, and teacher payment of certification fees.