

PAID EDUCATOR RESIDENCIES, WITHIN BUDGET

HOW NEW SCHOOL MODELS CAN RADICALLY IMPROVE TEACHER AND PRINCIPAL PREPARATION

AN IDEA BRIEF BY PUBLIC IMPACT®

SUMMARY

By providing residencies and apprenticeships for aspiring teachers and principals on the teams of teacher-leaders and principals who have already produced high-growth student learning, schools teach entering professionals how to produce top-notch learning, too. Redesigning school staffing, budgets, schedules, time use, and instruction allows paying residents, leaders, and often other team members more than in traditional school models, within regular school budgets. And it increases staff satisfaction and boosts student learning an extra several months annually, on average. By using the right designs, governments can preserve funds to subsidize tuition and fees for residents and apprentices, making entry enticing and affordable. While many design options are possible to pay more and achieve results within budget, this idea brief summarizes several key residency elements from the extensive Public Impact® design bank, many of which have been implemented, with strong results, in multiple ways across the country for over a decade, by co-designing with educators.

THE CHALLENGE AND OPPORTUNITY

Adequately preparing new teachers and principals to lead students and schools well poses a **two-fold challenge**: First, despite paying considerable tuition for most preparation programs, aspiring teachers and principals do not get the extended, intensive coaching by top professionals in K–12 settings that they need to excel rapidly at work. Second, schools are stuck with a pipeline of new teachers and principals ill-prepared for their jobs, and student teaching does not provide a strong basis for screening job candidates. No one is well-served—not aspiring professionals, schools, or students. Schools have been unable to address these challenges at scale in today’s one-teacher-one-classroom mode, despite a proliferation of innovative efforts.

A new opportunity is presented by the growing number of districts and charter operators that are using **new school models** to extend the reach of excellent teachers by letting them lead teams in the **Multi-Classroom Leader®** role. In these “**Opportunity Culture®**” models, the Multi-Classroom Leadership™ model creates the potential for aspiring teachers to experience paid, full-time residencies led by excellent teachers who lead instructional teams. Similarly, the **Multi-School Leadership™** model, which allows excellent principals to lead two or more schools, provides similar potential for paid, full-time residencies for aspiring principals—particularly ones who have already led instructional teams in the Multi-Classroom Leader® role. New school models allow both teacher and principal residents to be paid for a year *within existing school budgets*.

The **full-time, yearlong, paid residencies** that we describe here—which may also be called apprenticeships in some locations and staffing configurations—stand in sharp contrast to typical stu-

dent teaching and trial-by-fire principalships. Typically, schools and teacher preparation programs allow any teacher to supervise part-time, aspiring teachers for one semester, sometimes rotating among classrooms in unaccountable roles. Similarly, most new principals today lack substantial instructional leadership experience. Instead, we envision a future in which every aspiring teacher and principal can be a paid, full-time, full-year resident or apprentice coached by the nation’s best educators, while being screened for potential hiring in the same school or system.

PAID, YEARLONG RESIDENCIES: THE BASICS

Multi-Classroom Leader® (MCL™) teams are the foundation for both aspiring teacher and aspiring principal residencies, and this is the most popular Opportunity Culture® model chosen by school teams. In this model, a strong teacher in the MCL™ role continues to teach part time while leading a subject or grade team, for much higher pay, within regular school budgets. These teacher-leaders do not just coach; they also co-plan, co-teach, and collaborate with

Schools in many states have designed Opportunity Culture® models that extend the reach of excellent teachers and their teams to more students, pay teachers more, and do all of this within current budgets. This brief features the optimal Multi-Classroom Leader® model, enhanced with team models that add collaboration time. Visit www.opportunityculture.org to learn more about other models. The Multi-School Leader™ model is described in *An Excellent Principal for Every School*.

their team teachers to improve instruction, while taking accountability for the learning outcomes of all the students the team serves.

This creates a strong environment of support, collaboration, and on-the-job professional learning for teachers. The MCL™ model, optimized with extra paraprofessional tutoring and support for teams, breaks the one-teacher-one-classroom mode in schools; creates a new team-based support structure that can benefit current teachers, aspiring teachers, and students; and frees funding to pay team leaders (and, in some cases, other teachers) a substantial supplement and pay aspiring teachers a salary.

The Multi-Classroom Leader® role trains excellent teachers in how to be an instructional leader with their own teams. When the school implements MCL™ teams schoolwide, these teachers are also trained in collaborative schoolwide instructional leadership.

Once several schools in a district have established MCL™ teams, some of the team leaders—and others who have shown promise as leaders—can step up to principal residences led by principals in the Multi-School Leader™ (MSL™) role who have proven their leadership excellence as principals. In these residences, a multi-school principal guides and coaches aspiring principals intensively for a full year, while residents earn a salary within regular budgets.

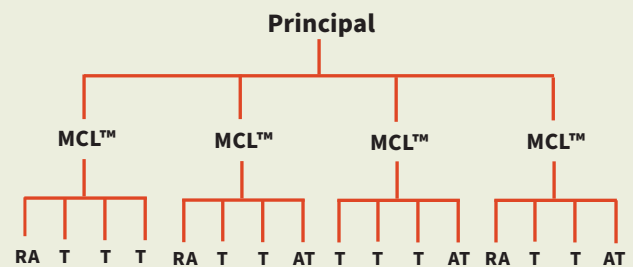
ASPIRING TEACHER RESIDENCIES

Three characteristics of the optimal Multi-Classroom Leader® model make it possible for schools to offer paid, full-time, yearlong teacher residencies or apprenticeships within current budgets:

- 1. Schools reserve time for collaboration and coaching led by team leaders.** In the MCL™ model, the right design extends teachers' reach to more students and creates time within the school day for MCL™led grade and subject teams to plan and collaborate both as a group and one on one. Schedules that prioritize MCL™ planning, and team and individual coaching time, are critical. Some teams meet daily.
- 2. Teams add integral support roles.** Teams add new paraprofessionals, who report to the team leader, tutor small groups, and supervise students during digital learning, skills practice, and/or project-based learning. Paraprofessionals can also handle some administrative tasks and take elementary students to lunch and specials/electives, freeing teachers' time. These are called Reach Associate™ roles on MCL™ teams, and they allow teaching teams to collaborate during school and reduce instructional group sizes.
- 3. Schools free funds for pay.** New paraprofessional roles and higher pay are sustainably funded by trading in other positions, such as one teaching position on a team and instructional specialists (except for special needs and English language learner teachers). Some teachers move from these traded positions into the higher-authority, higher-accountability Multi-Classroom Leader® roles. Position trades save enough money to pay a supplement

School Structure with Teacher Residents

Each teacher in the **Multi-Classroom Leader® (MCL™)** role continues to teach while leading a grade or subject team with a mix of 2 to 8 **teachers (T)**, **aspiring teachers (AT)**, or **Reach Associate™ (RA™)** paraprofessionals, developing their own instructional leadership on the job.



within budget to the team leaders, and to the team members if a school chooses. Schools have paid MCL™ supplements averaging over 20 percent of average base pay, and up to 50 percent. A school-based design team that includes teachers determines what position trades to make to keep essential instructional support intact.

Schools have two options for defining and funding the aspiring teacher resident's role on an MCL™ team (with the team leader as the cooperating teacher of record):

- 1. Aspiring teachers fill new paraprofessional roles.** While existing teaching assistants typically remain, an aspiring teacher resident is added instead of an additional paraprofessional in the Reach Associate™ role. This gives the team another set of hands to tutor, save teachers time to plan together, and maintains or reduces instructional group sizes while extending the reach of the team leader and teachers. Position trades free funds to pay aspiring teachers a salary with benefits. Pilot schools have paid aspiring teachers a range of salaries that are far more than typical no-pay student teacher roles, but still saving substantial funds to pay team leaders and team teachers more.
- 2. Aspiring teachers assume regular teaching positions, with heavy supervision just like new teachers.** For individuals who demonstrate greater readiness to enter teaching roles, the aspiring teacher residency could be designed as a full teaching position on an MCL™ team. Placement on an MCL™ team ensures frequent, even daily, on-the-job guidance, coaching, and peer support. The full teaching role could be an option for individuals with some work experience who are pursuing a teaching master's degree, midcareer professionals who have content knowledge but no master's degree or certification, and recent college graduates.

ASPIRING PRINCIPAL RESIDENCIES

When the MCL™ model is established and functioning successfully schoolwide, four factors allow schools to offer aspiring principals paid, full-time, yearlong residencies, within current budgets:

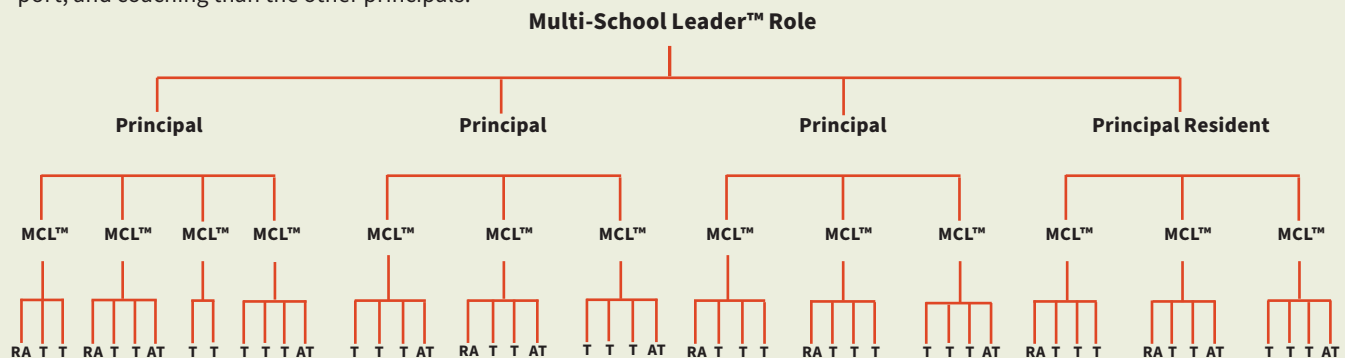
- 1. Principals form a team of leaders in each school.** Principals with the Multi-Classroom Leader® role schoolwide organize these educators into a team of leaders to lead instruction and implement a culture of excellence schoolwide. This method has been used by many high-performing schools. Some large secondary schools form MCL™ sub-teams, led by a small number of instructional assistant principals who coordinate with one another, keeping spans small but coordinated schoolwide.
- 2. Districts create Multi-School Leader™ positions.** Excellent principals with an instructional team of leaders extend their reach to a small number of schools, possibly two to eight, in the Multi-School Leader™ (MSL™) role. At moderate to wide spans within this range, every school also has a principal who forms a team of leaders with the school's MCL™ educators. The MSL™ role leads all the principals in the multi-school cluster to learn and support one another's success, and develops each principal on the job. (See [An Excellent Principal for Every School](#).)
- 3. Those in the Multi-School Leader™ role coach principals-in-training.** A principal residency can be created within at least one school in the MSL™ cluster of schools, ideally in a school with a strong, stable MCL™ group. For example, in a cluster of four schools, one school might have a principal resident and the other three might have full principals, all working together in the MSL™ team.

The principal resident would have already learned to lead instructional excellence in the MCL™ role or as an instructional assistant principal (in larger schools), or a similar role. The resident would round out that experience by playing a full principal role with heavy MSL™ direction, support, and coaching—and with the stability of a Multi-Classroom Leader® team co-leading instruction. The principal in the MSL™ role can supervise the principal residents in the cluster more closely than experienced principals on the team already performing at a higher level. The residency also acts as a screening year for permanent principal placement.

- 4. Funds are freed for pay.** The principal residency is paid by replacing one principal position in a cluster with the resident, who would lead one of the schools with close MSL™ supervision, as described above. Position swaps fund higher MSL™ pay, just as with MCL™ pay supplements: Schools can trade one assistant principal position in each school for a lower-paid operations manager role that does not require teacher or administrator credentials. The instructional team of leaders, including the principal, team leaders, and, in larger schools, remaining assistant principals, assumes any instructional leadership duties that the traded assistant principal position previously handled. The operations manager handles remaining, noninstructional responsibilities that would have been assigned to an assistant principal. In some cases, an assistant principal can assume a principal-in-training position, effectively funding the residency without assistant principal turnover for the “trade.” In others, an assistant principal can remain in leadership while resuming teaching, by assuming a Multi-Classroom Leader® position with similar pay, also preventing forced turnover.

School Structure with Principal Residents

A principal in the **Multi-School Leader™** role leads a team of **principals**, who each lead schoolwide **MCL™** teams, and one **principal resident**, who has already learned to lead instructional excellence in the MCL™ role and gets even more intensive direction, support, and coaching than the other principals.



AT=Aspiring Teacher; RA™=Reach Associate™ (paraprofessional)

Districts have several options for reallocating saved funds to pay. Principal residents can be paid a full salary and benefits, or a substantial portion, matching or exceeding Multi-Classroom Leader® pay or assistant principal pay. The principal resident's pay is funded out of the allocation for principal pay. Paying principal residents somewhat less than the full principal salary saves more money to pay an extra MSL™ supplement for the extra work associated with developing a novice principal.

THE POTENTIAL BENEFITS

An array of benefits becomes possible when aspiring teacher and principal residencies are created within the Multi-Classroom Leader® and Multi-School Leader™ models. These benefits accrue to the residents themselves, the preparation programs that manage and certify their training, and the schools, districts, and states that become the professional home of these well-trained educators—and, most important, to students.

Benefits for aspiring teachers and principals:

- 1. On-the-job coaching from the best.** Residents of both kinds can practice the many facets of their respective roles with real responsibility while under the guidance of proven educators. They become part of teams that are small enough for each member to enjoy frequent, personalized coaching from the team leader. Teacher residents boost team success immediately when they tutor small groups, while learning the full teaching role by collaborating with the team.
- 2. Full year to observe and practice.** Teacher and principal residents can experience the whole arc of the school year and have time to practice and refine strategies and skills.
- 3. Network of support.** The MCL™ team gives teacher residents a network within the school that they would not have in a typical student teaching experience, and aspiring principals join a network of principals. Experienced teachers who work on a team with a teacher resident can provide additional support, introduction to the school culture, and personal connections that will prove critical during early teaching years. The same is true of aspiring principals.
- 4. Pay and benefits.** Student teaching is typically unpaid, which puts pressure on teachers and preparation programs to keep the experience confined to a semester. By offering pay and benefits, student teaching on an MCL™ team helps aspiring teachers cover their tuition and living expenses during the last year of their prep program. By funding pay within regular budgets, states and systems may use other funds to subsidize tuition and fees for completing bachelor's degrees and certification, boosting the attractiveness of roles.

Principal residents who would typically jump into the job without much leadership experience, or with experience as an administratively-focused assistant principal, now have the chance for a full-year residency *without giving up pay*, or a more practical and financially feasible way to finish advanced degree educational leadership programs.

Benefits for educator preparation programs:

- 1. Student recruitment and retention.** Programs that offer potential students paid, top-notch clinical practice for a full year can out-recruit their competition and reduce attrition. They also give potential students a professional pathway into schools that offer desirable, paid teacher and principal career paths through the MCL™ and MSL™ models. This combination can attract candidates who seek to serve and lead as educators, but who are also concerned about immediate compensation and long-term career opportunities.
- 2. Better outcomes.** Preparation programs are under increased pressure to show how well their graduates produce student learning. After a year of leadership by an outstanding educator, aspiring residents will be better equipped to produce high-growth student learning.
- 3. Reduced strain on preparation faculty.** For students in their final year of an educator prep program, faculty would not need to provide traditional classroom hours but could engage with student teachers and principals in more focused ways. For example, they could facilitate weekly, evening discussion groups to examine challenges of professional practice and school leadership with each type of resident. This could free faculty time for research.
- 4. Lower costs and higher faculty pay.** Reduced teaching loads also make it possible for preparation programs to operate with a leaner staff, without reducing tuition and fees—potentially allowing higher pay for remaining faculty, lower costs to protect against budget crises, or a combination of both.

Benefits for schools, districts, and states:

- 1. Educator selectivity, recruitment, and retention.** By offering paid positions and an exceptional development opportunity, schools can become more selective about who becomes a student teacher. Over time, the larger pipeline of leaders created with the MCL™ position also creates the opportunity to be more selective about who becomes a principal. Schools gain new leverage in the competition for talented people—great initial training and a potential career path if they later excel in teaching and/or leadership.
- 2. Meaningful contributions from teacher and principal residents.** The MCL™ role must produce high-growth student learning every year, creating an incentive to give residents roles and

on-the-job experiences that teach how to boost learning practically. Similarly, each principal resident gets direct MSL™ guidance and support while taking real responsibility leading a school. Because of the paid career paths, many teacher and principal residents will be motivated by the potential to secure a job offer in their residency school system, making them eager to show rapid growth in effectiveness in helping students learn. Their contributions can be direct and immediate during the residency.

3. Performance-based candidate screening. Even extensive interviewing cannot substitute for the exposure of direct, sustained experience with someone at work. MCL™ and MSL™ experience working with teacher and principal residents, respectively, can inform hiring decisions by the school, district, or charter organization; graduation from the educator preparation program; and/or licensure awarded by the state.

4. Continuity and retention. Teacher residents on MCL™ teams have a full year of induction into the culture, expectations, and processes of the school system. This creates an easier transition when a teacher resident becomes a new teacher. The built-in support for new teachers in these schools can also contribute to teaching effectiveness and retention beyond the residency. The supervising team leader can either continue to guide and coach former residents who join the team permanently, or, for former residents who join another MCL™ team, help the team leader focus on the new teacher's areas for development. The same applies at the MSL™ level when their former principal residents become full principals within their cluster or district.

Students would likely be the greatest beneficiaries: stronger school leadership and teaching in the early years, and stronger educator recruitment and retention, could lead to better student outcomes for many students.

Positioning teacher residents within the Multi-Classroom Leader® model and principal residents within the Multi-School Leader™ model are two more examples of virtuous Opportunity Culture® cycles. A virtuous cycle has the potential to attract more high-caliber candidates, give them great preparation on the job led by outstanding professionals, feed them into schools with career paths, and position them to grow into leaders of multiple classrooms and schools who will help train the next crop of great teachers and principals.

Strong partnerships between educator preparation programs, districts, and schools, are essential. This brief does not attempt to address all the details in our design bank needed to implement this vision, such as changes in preparation curricula and details of aspiring educator roles.

In addition, this brief does not address the state policy changes that some locations will need for teacher certification and preparation accreditation to allow full-year residencies and reduced classroom coursework for aspiring educators. Some locations also may need to remove other policy barriers to extending the reach of excellent teachers; these are explained in detail in *Seizing Opportunity at the Top II*.

*Public Impact® provides detailed school redesign guidance in its **online portal** and additional **help to customize** for each state and local school community.*

Acknowledgements

Contributors to this brief and prior versions include Stephanie Erba Dean, Emily Ayscue Hassel and Bryan C. Hassel. Many Public Impact® team members have contributed to on-the-ground design with educators in multiple states, which informs this brief and our detailed design materials and assistance.

Thank you to Sharon Kebschull Barrett for copyediting, Beverley Tyndall for shepherding this work through production, and to April Leidig for the design.

Finally, we are very grateful to Carnegie Corporation of New York for their support of this and other work to enable implementation of new school models that reach all students with excellent educators. Public Impact® is responsible for all content.

©2016, 2020, 2025 Public Impact®

Public Impact® encourages the free use, reproduction, and distribution of our materials for noncommercial use, but **we require attribution for all use**. Users must include “©2016 Public Impact” and “OpportunityCulture.org” on every page where material from this document appears, in whole or in part, both direct quotes and paraphrased material. Materials may not be sold, leased, licensed or otherwise distributed for compensation. Opportunity Culture® is a trademark of Public Impact®. See our **Terms of Use** page or **contact us** for more information.

Please cite this report as:

Public Impact (2016). *Paid educator residencies, within budget: How new school models can radically improve teacher and principal preparation*. Chapel Hill, NC: Author. Retrieved from https://opportunityculture.org/wp-content/uploads/2016/06/Paid_Educator_Residencies_Within_Budget-Public_Impact.pdf

**OPPORTUNITY
CULTURE**® An Initiative of
Public Impact®

