



**BranchED**

# Innovative Staffing: Reimagining the Pathway into Teaching

*2026 Spring Summit*

Day 1



**Welcome**



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# Agenda



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## Day 1

- Welcome and Connector
- Framing
- Why this Work? Why now?
- Defining the Right Problem
- Closing
- Reception & Dinner



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# About BranchED

2024-2025 Year in Review



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# 2024-2025

OUR YEAR IN  
—————> REVIEW



# We Believe



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## EVERY STUDENT

deserves access to caring, adaptive, and well-prepared teachers.

## EVERY TEACHER

deserves high-quality preparation that empowers.

## EVERY PERSON

benefits when we create a higher standard of education together.



# Norms of Engagement



- Be Present in the Moment
- Be Vulnerable
- Be Bold
- Assume Positive Intent
- Honor the Collective
- Have FUN!



# Consider...



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Wisdom without  
Application is  
worthless!



## Innovative Staffing Implementation Learning Journey

Name:

Institution:

Purpose:

The Learning Journey is a living document designed to support your exploration and implementation of innovative staffing practices in your institutional context. It is intended to guide learning, reflection, and early action, not to represent a finalized or comprehensive plan.

### Expectations

Participants are expected to:

- Complete and submit the Implementation Learning Journey document (submit the plan by **April 2, 2026**).
- Submit materials to [spatterson@educatorexcellence.org](mailto:spatterson@educatorexcellence.org).
- Begin implementing actions identified in your Learning Journey.
- Revisit and update your Implementation Learning Journey as learning occurs.
- Submit your revised Learning Journey document and Implementation Reflection by **April 2, 2027**.
- Participate in 2 Community of Practice virtual meetings.
  - Friday, **October 2, 2026** (progress update)
  - Friday, **April 9, 2027** (closing the loop).

Meeting these expectations helps ensure continued eligibility for future sponsorship opportunities in BranchED learning events. More importantly, your engagement contributes to a shared learning community focused on meaningful, sustainable change.

### Our Starting Point: What we're bringing back with us.

Guiding Question	Response
Priority staffing challenge we are addressing:	
Why this challenge matters in our institution now:	
Who is most affected by this challenge:	

### What We Know So Far: Current understanding, not assumptions.

Guiding Question	Response
Key insights from the workshop:	
Constraints or realities we must design within:	
Open questions we need to explore further:	

### Initial Direction (Not Final Decisions): What we're leaning toward testing.

Guiding Question	Response
Pathway(s) we want to explore or pilot:	
Why these pathways make sense for us:	
What success <i>might</i> look like (early indicators):	



## Innovative Staffing Implementation Reflection Template

To be submitted with revised Learning Journey – April 2, 2027

Name:

Institution:

### What did you try?

Actions taken since the workshop:

Guiding Question	Response
What staffing approach, pathway, or strategy did you begin to explore or implement?	
Who was involved?	

### What did you learn?

Reflect on what you observed.

Guiding Question	Response
What worked better than expected?	
What was more challenging than anticipated?	
What assumptions were confirmed or challenged?	

### How did your context matter?

Consider how local conditions influenced implementation.

Guiding Question	Response
What institutional factors supported your efforts?	
What barriers or constraints surfaced?	

### What changed in your thinking or approach?

Guiding Question	Response
How has your understanding of innovative staffing shifted?	
What would you do differently if you started again?	

### What's next?

Looking ahead.

Guiding Question	Response
One adjustment you plan to make.	
One question you still need to explore.	



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## BranchED Track

- Poetry Slam
- Battle
- ... Books
- ... All About the Data
- EBP Cheers
- Songs of the Summit: AI Edition
- Data News Network
- Stories from the Summit: Voices that Moved Us
- ??????

**SURPRISE**





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# Chapter Zero





# Learning Objectives



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1

Analyze current educator workforce landscape to identify critical staffing challenges and gaps.

2

Apply data- and evidence-based tools to forecast workforce needs and monitor long-term sustainability.

3

Explore innovative staffing models and determine which align best with district-EPP needs.

4

Identify sustainable funding sources to support innovative staffing models and reduce reliance on short-term grants.

5

Identify essential partners and stakeholders and assess system readiness for innovative staffing approaches.



# IACET CEUs



*International Association for Continuing Education and Training*

## International Accrediting Body

- Indicator of accomplishment that can be shared with your networks
- Aligned to specific competencies
- Requires completion of a deliverable



# Materials and Resources



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**PATHWAYS RESOURCES**



**MISCELLANEOUS RESOURCES**



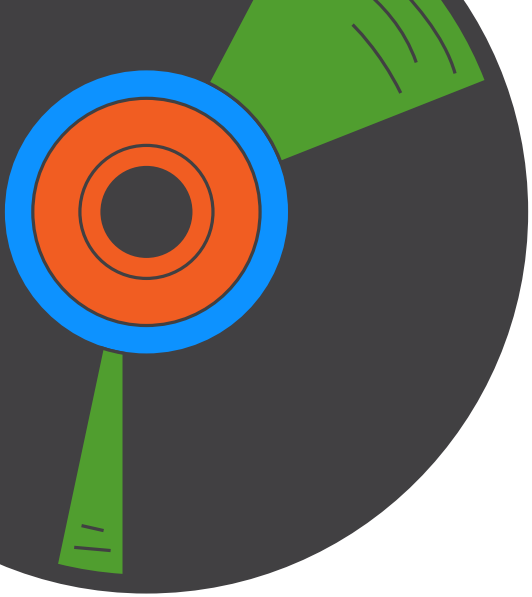
# Connector

## Inquiring Minds Want to Know...

- When the music stops turn to the person closest to you and share your thoughts (3 rounds).
- At the end of the last round, introduce each other sharing:
  - One insight, goal, **or** common theme that emerged in your conversation.



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# Innovative Pathways

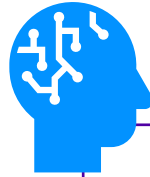


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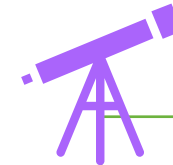
## Experience & Perspective

- What is one experience you have had related to innovative pathways or that may influence implementation of innovative pathways?



## Curiosity Starters

- What are you most curious about related to innovative pathways?



## Looking Forward

- What do you hope your participation in this summit will make possible moving forward?



# Share Out

Introduce Your Partner

One insight, goal, **or** common theme that emerged in your conversation.



# Our Time Together



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We Can Do It!

## Over the next three days...

Case Study

Perspective Taking

Applied Experiences

Resources

Caveat

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<b>Pathway</b>	<b>Definition</b>
<b>Residencies</b>	Candidates complete an extended, year-long clinical placement in a partner school while simultaneously completing coursework and receiving intensive mentoring before becoming the teacher of record.
<b>Apprenticeship</b>	A paid, structured pathway where aspiring teachers progressively assume teaching responsibilities while working in schools under supervision as they complete required preparation and credentials.
<b>Grow Your Own</b>	A strategy that recruits and prepares future teachers from within a local community (such as paraprofessionals, high school students, or community members) to address local staffing needs.
<b>Emerging Educators</b>	Individuals placed in classrooms as the primary teacher responsible for instruction and students while still completing certification requirements or holding temporary/emergency credentials.
<b>Traditional</b>	A preparation pathway in which candidates complete university coursework and student teaching prior to being fully certified and hired as a teacher of record.



# Work Groups

## *Perspectives*

Faculty Member

Clinical Supervisor (Adjunct)

Assistant Superintendent, Human Resources & Talent Development

School-Based Mentor Teacher

Early-Career Teacher and EPP Alumna



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# Guess what?



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Not really 😞. You get a role to play...

Check behind your chair.



# Stepping into the Role



## *The Rest of the Story*

- Before we begin the simulation, take a few minutes with others who share your role to step into the perspective of the person you are portraying.
- Your goal is not to invent a detailed backstory. Instead, clarify how someone in this role might **see the problem, what they care about most, and what pressures they are navigating.**

**Why This Work, And Why Now?**



# Addressing Shortages



- Inadequate supply and high turnover
- Nationwide, 411,500 teaching positions are unfilled or held by educators not fully certified (emerging educators)
- Declining enrollment in traditional programs
  - 45% decrease over the past decade (300,000 fewer teachers than pre-2010)
  - Low pay, stress, burnout effect in-service teachers; rigid structures and debt deter diverse talent

(Comai, Patrick, & Tan, 2025; McMurdock, 2024; Nguyen, Lam, & Bruno, 2024; Sutchter, Darling-Hammond, Carver-Thomas, 2016)



# Improving Educator Quality and Student Outcomes



Better-designed preparation produces better-prepared teachers, and better-prepared teachers are more likely to support stronger student outcomes

(Guha, Hyler, & Darling, Hammond, 2016)





# Enhancing Teacher Retention



- Recruitment **and** retention issue
- Candidates who complete residencies tend to be retained longer leading to lower attrition rates and a more stable teaching workforce
- Stabilized staffing
- Assists efforts to prepare and retain teachers in rural and urban areas
- Financial impact
  - ~\$12,000 to ~\$25,000 to replace a teacher

(Carver-Thomas & Darling-Hammond, 2017; Carver-Thomas & Darling-Hammond, 2019; Learning Policy Institute, 2024; Papay et al., 2012; Whipp & Geronime, 2017)



# Transforming Systems through Partnerships



- Address workforce problems as systems rather than in isolation
- Ensure alignment between pre- and in-service
- Preparation, hiring, support, and workforce planning reinforce one another

(Farrell, Coburn, Daniel, & Steup, 2021; Goldstein, McKenna, Barker, & Brown, 2018; Rock et al, 2023;)



# Building Sustainable, Scalable Pathways



- Build a pathway that can sustain leadership change, funding shifts, and enrollment fluctuations
- Successful expansion depends on use of:
  - Evidence
  - Feedback Loops
  - Deliberate Design

(Cohen-Vogel et al., 2015; DeMonte & Cogshall, 2018)



# Cross-Cutting: Diversifying and Localizing the Workforce



- This work also matters because who becomes a teacher matters.
- Strong pathways can expand access to teaching for local candidates and help build a workforce that better reflects and understands the communities schools serve.



# Quick Share Out

What is your need for engaging in this work at this time?





*Break Time!*





# In Your Context What Problem Are You Solving For?

Think → Pair → Share





# Defining the Right Problem



*Why start with the problem?*

- Innovative pathway:
  - Should solve a workforce challenge
  - Are strategic responses to **specific** educator workforce needs
  - Address persistent shortage areas
  - Improve access to preparation
  - Strengthen district-EPP partnerships
  - Increase teacher retention and readiness

**The most effective pathways begin with a clear understanding of the problem they are designed to solve.**



# A Common Pitfall



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*When Pathways Start with the Model Instead of the Need*

What Often Happens	What Gets Missed
We want to start a residency.	Which certification areas actually have shortages.
We want to launch a Grow Your Own program.	Whether the EPP already produces enough teachers.
We want to increase enrollment.	If the problem is production vs. retention.
	Whether the district can support placements and mentoring.

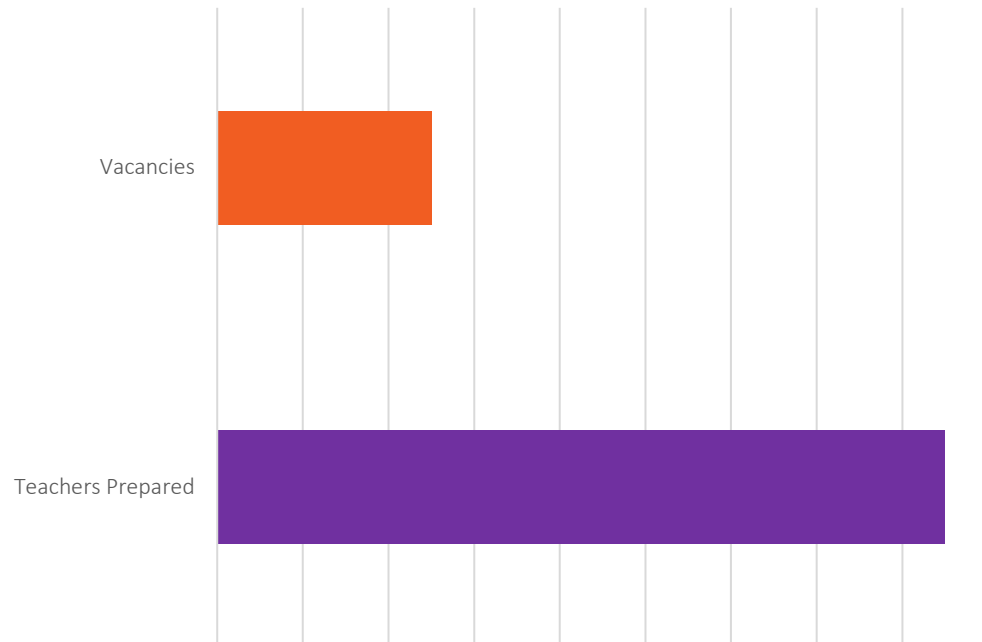
A pathway that isn't tied to a specific workforce problem **may increase enrollment without solving the shortage.**



# The Illusion of Teacher Shortages

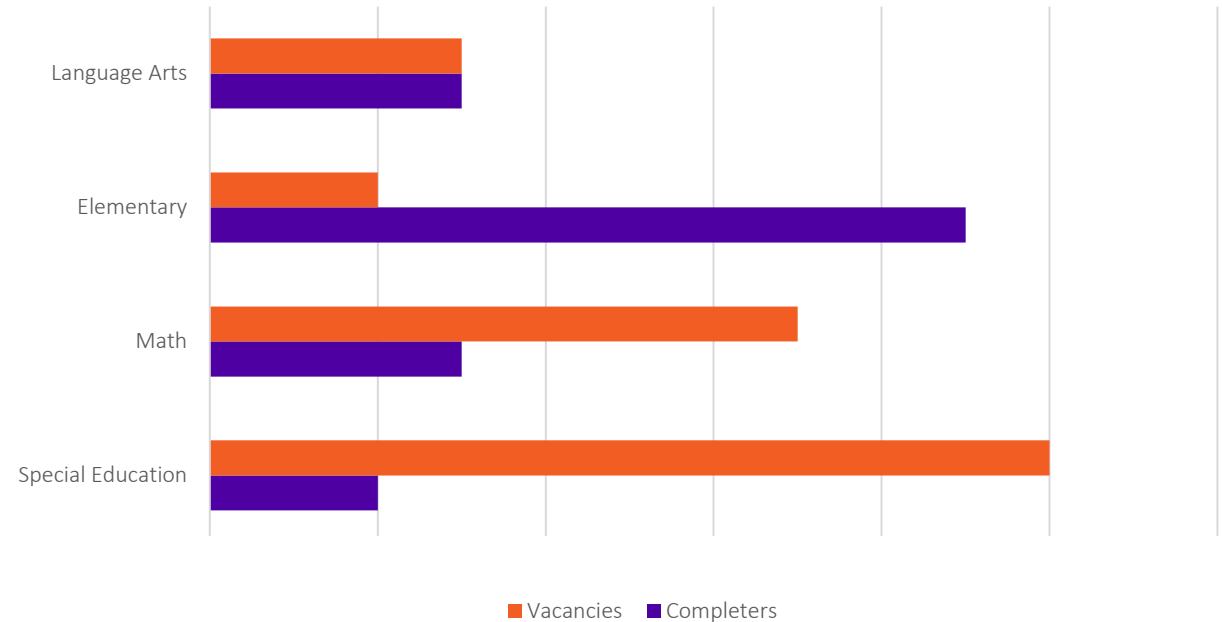


Teachers Prepared State Level



**FOREST**

Vacancies vs. Completers



**TREES**



# The Real Issue

*Supply and Demand Are Often Misaligned*

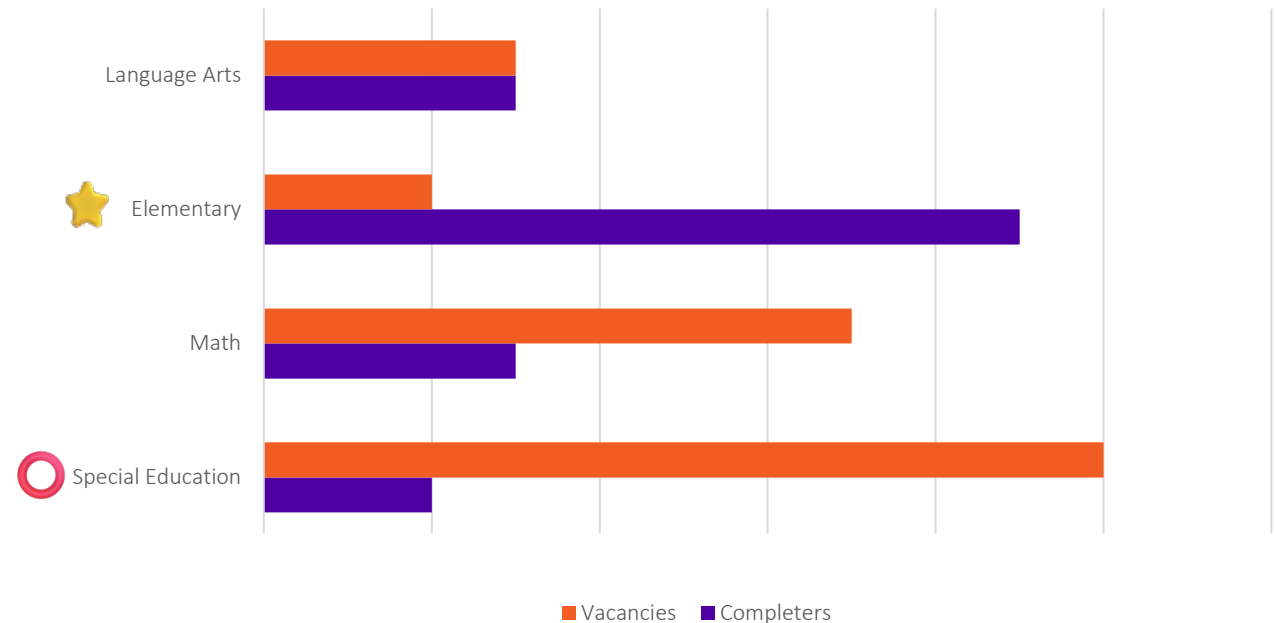
- Some fields appear balanced
- Some fields have high production but low demand
- Some fields have high vacancies but low production



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- Worsening Gap
- ★ Misalignment

Vacancies vs. Completers



Innovative pathways should target where the gap between district need and preparation supply is largest.



# Not All Shortages are the Same Problem



*Production Problem: Too Few Teachers Are Prepared*

What It Looks Like	Example Fields	What Might Help
<ul style="list-style-type: none"><li>• Vacancies increasing</li><li>• Few completers in that certification area</li><li>• Gap between supply and demand grows each year</li></ul>	<ul style="list-style-type: none"><li>• Special Education</li><li>• Secondary Math</li><li>• Bilingual ESL</li></ul>	<ul style="list-style-type: none"><li>• Residencies</li><li>• Grow Your Own</li><li>• Alternative Certification Routes</li></ul>



# Not All Shortages are the Same Problem



*Alignment Problem: Teachers Prepared in the Wrong Areas*

What It Looks Like	Example Fields	What Might Help
<ul style="list-style-type: none"><li>• Many completers in some fields</li><li>• Persistent vacancies in other fields</li><li>• Preparation supply does not match district hiring demand</li></ul>	<ul style="list-style-type: none"><li>• Elementary oversupply</li><li>• Secondary Math shortages</li></ul>	<ul style="list-style-type: none"><li>• Program redesign</li><li>• Recruitment shifts toward shortage areas</li><li>• Incentives for high-need certifications</li></ul>



# Not All Shortages are the Same Problem



*Retention Problem: Teachers Leave Faster Than They Are Replaced*

What It Looks Like	Example Fields	What Might Help
<ul style="list-style-type: none"><li>• Stable preparation numbers</li><li>• Vacancies still increasing</li><li>• High turnover in certain schools or subjects</li></ul>	<ul style="list-style-type: none"><li>• High poverty or rural placements</li><li>• Title I Elementary Schools</li><li>• Special Education</li></ul>	<ul style="list-style-type: none"><li>• Stronger clinical preparation</li><li>• Mentoring and induction partnerships</li><li>• Paid residency models</li></ul>

**Bottom Line:** The goal of innovative pathways is not simply to **produce more teachers**, but to address **the specific workforce challenge the data reveals**.



# Start With the Problem, Not the Program



Program-First Thinking	Problem-First Thinking
<ul style="list-style-type: none"><li>• Let's start a residency.</li><li>• Let's launch a Grow Your Own program.</li><li>• Let's increase enrollment.</li></ul>	<ul style="list-style-type: none"><li>• Where are vacancies increasing?</li><li>• Where are completers declining or flat?</li><li>• Where is supply not keeping pace with district demand?</li><li>• Which gap appears to be growing over time?</li></ul>

**Bottom Line:** The strongest innovative pathways are built to solve a **clearly defined staffing problem.**



# What the Data Cannot Tell Us Yet



## The Data Can Show Us

- ✓ Where vacancies are increasing
- ✓ Where completer numbers are declining or flat
- ✓ Where supply and demand appear misaligned
- ✓ Which certification areas may require deeper attention

## The Data Cannot Tell Us

- ✗ Why the shortage exists
- ✗ Whether the issue is recruitment, preparation capacity, or retention
- ✗ Whether candidates are choosing not to enter certain fields
- ✗ Whether the issue is local hiring conditions or broader labor shortage exists trends



# What Exactly Constitutes a Vacancy?



## *Shared Understanding*

A vacancy is position that is:

- ✓ not currently staffed, or
- ✓ staffed with an individual not credentialed in the content being taught, or
- ✓ staffed with an individual teaching on an emergency/temporary credential (including long-term substitutes), or
- ✓ staffed with an individual completing preparation while teaching (including intern or lateral entry credentials).



# Goal



Not to solve the entire problem.

The goal is to **identify where the strongest signal appears in the data.**

# Your Turn

Follow the Data: Trend Tracker



# Round 1



## ROUND 1 – What Do We See?

### Guiding Questions

- Where are **district vacancies increasing over time?**
- Where are **EPP completers declining or staying flat?**
- Where do you see the **gap between supply and demand widening?**
- Where might the problem reflect **pipeline issues vs. retention issues?**
- Which areas require **more investigation before drawing conclusions?**

For each certification area, mark the pattern you see using the following key:

○ **Worsening Gap**

★ **Misalignment**

? **Needs Investigation**

Certification Area	2022-23	2023-34	2024-25	EPP Trend O, Δ, ?	2022-23	2023-24	2024-25	District Trend O, Δ, ?
	EPP TRENDS				DISTRICT TRENDS			
Elementary Education	48	46	45	○ ★ ?	18	24	31	○ ★ ?



# Round 2



## ROUND 2 — Where Does It Hurt? (Narrow to your Top 3 Candidate Areas)

### Guiding Questions

- Is this a **sustained shortage** or a one-year spike?
- Is the problem **structural (statewide)** or **local to this district**?
- What does the **context information** reveal about the data?
- If nothing changes, which **problem will worsen fastest**?

Candidate #	Certification Area	Key Trend Evidence (your words)	Why This Matters Now
#1			



# Round 3



## ROUND 3 — Can We Actually Move the Needle? (Apply the Feasibility Filter to your Top 3)

Some problems are severe but **not easily influenced by a pathway.**

Circle Low / Medium / High for each candidate area. An area with mostly High ratings is a strong priority. Watch for candidates that look urgent in the data but score Low on feasibility.

Feasibility Filter	Candidate Area #1	Candidate Area #2	Candidate Area #3
Candidate pipeline exists in our community	<i>Low / Medium / High</i>	<i>Low / Medium / High</i>	<i>Low / Medium / High</i>
EPP has or can build program capacity	<i>Low / Medium / High</i>	<i>Low / Medium / High</i>	<i>Low / Medium / High</i>



# Synthesis



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## SYNTHESIS — Define the Right Problem

Before finalizing your problem statement, check:

- Does it reference **specific data trends**?
- Does it describe the **gap between supply and demand**?
- Is it a problem an **innovative pathway could realistically address**?

### Our Priority Problem Statement

*Use this stem: Over the past three years, Meadows Ridge Unified has experienced a growing shortage of \_\_\_\_\_ teachers. District vacancies increased from \_\_\_ to \_\_\_ during this period, while Summit Valley College produced \_\_\_ completers in 2022–23 and \_\_\_ in 2024–25. This widening gap between supply and demand suggests an opportunity for an innovative pathway to strengthen the teacher pipeline in this area.*

**Write your problem statement here:**

**Possible Root Cause (what might be driving this problem?)**



# Whole Group Share Out



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- AHA?
- Wonderings?
- What area(s) did you settle on and why?





# Individual Reflection

*What does this mean in my context?*



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# Surprise

## Brainstorming

### REMIX ROOM

- Songs of the Bands
- Math Superheroes
- Children's Books
- It's All About the Data
- EBP Cheers
- Songs of the Summit: AI Edition
- Data News Network
- ???





# Remix Room



## Process

Step 1: Draw your Cards

Step 2: Choose your Learning

Step 3: Create your Performance

Step 4: Perform

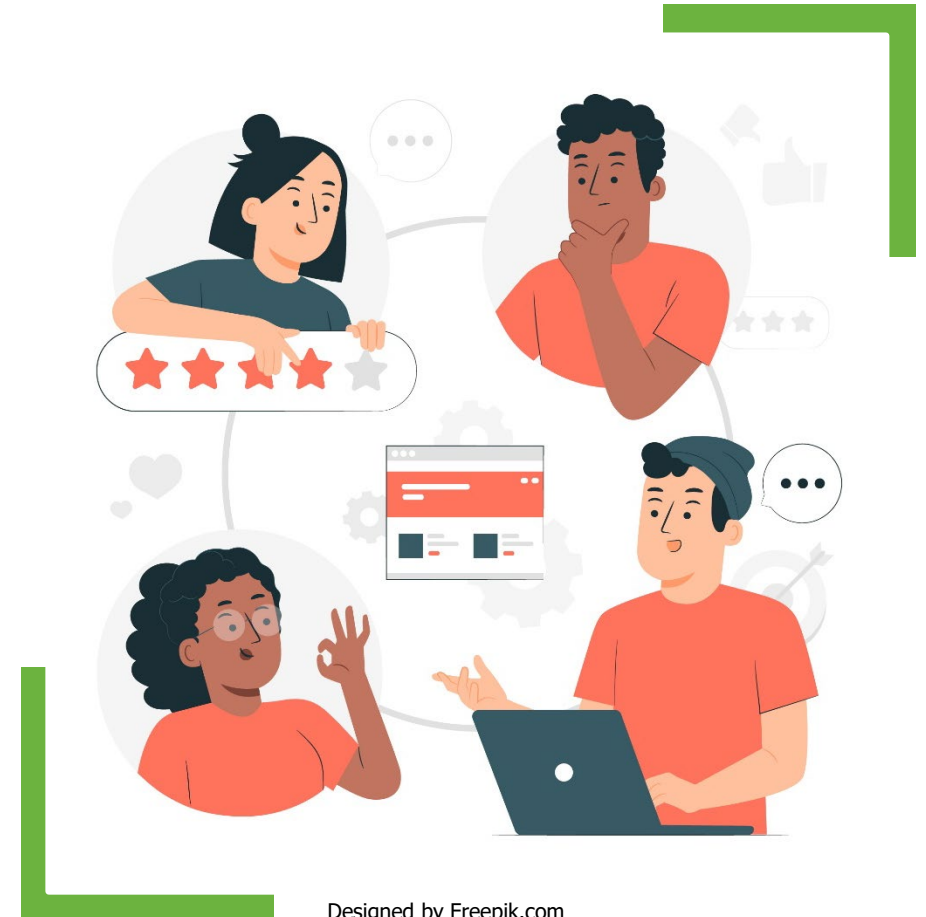


# Closing

Your Feedback is Important to Us!



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# Reception and Dinner At the Hotel



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# Innovative Staffing: Reimagining the Pathway into Teaching

*2026 Spring Summit*

Day 2



# Agenda



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## Day 2

- Welcome, Feedback, and Connector
- Many Roads Lead to the Classroom
- From Insight to Strategy: Critical Moves
- How Do We Pay For It?
- Team Time
- Closing



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# Pulse Check Results



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*What three words describe your experience of today's session together?*



# Pulse Check Results



*What feedback can you give us to help us improve tomorrow's sessions?*



# Pulse Check Results



*What feedback can you give us to help us improve tomorrow's sessions?*



# Learning Objectives



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Analyze current educator workforce landscape to identify critical staffing challenges and gaps.



Apply data- and evidence-based tools to forecast workforce needs and monitor long-term sustainability.



Explore innovative staffing models and determine which align best with district-EPP needs.



Identify sustainable funding sources to support innovative staffing models and reduce reliance on short-term grants.



Identify essential partners and stakeholders and assess system readiness for innovative staffing approaches.

# **Many Roads Lead to the Classroom: Part 1**



# Many Roads Lead to the Classroom



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*Exploring Pathways into the Teaching Profession*



## **Purpose**

Expand awareness of the different pathways into teaching.



## **Key Question**

Which pathways best fit our needs

<b>Pathway</b>	<b>Definition</b>
<b>Residencies</b>	Candidates complete an extended, year-long clinical placement in a partner school while simultaneously completing coursework and receiving intensive mentoring before becoming the teacher of record.
<b>Apprenticeship</b>	A paid, structured pathway where aspiring teachers progressively assume teaching responsibilities while working in schools under supervision as they complete required preparation and credentials.
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<b>Emerging Educators</b>	Individuals placed in classrooms as the primary teacher responsible for instruction and students while still completing certification requirements or holding temporary/emergency credentials.
<b>Traditional</b>	A preparation pathway in which candidates complete university coursework and student teaching prior to being fully certified and hired as a teacher of record.



# What Makes Pathways Different?



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Primary Problem Addressed	Target Candidate Population	Financial Accessibility	Key Strengths
Faculty & Mentor Demands	District Capacity Required	Key Risks/Trade-offs	Candidate Support Needs
Time to Classroom	Scalability & Sustainability	Equity Implications	Unanswered Questions



# The Pathway Lab



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## Becoming the Experts

1. Forming Expert Groups
2. In Your Group, Review Resources
3. Complete the Matrix
4. Gallery Walk
5. Share Out





*Break Time!*





# Many Roads Lead to the Classroom



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- In your groups, continue to work through the categories on your matrix
- We'll come back together for our gallery walk at **11:00am**





# Gallery Walk



Time for a gallery walk!

- Review each group's poster
- Using sticky notes, note:

## Connections

What connections do you see between pathways and the problem you are trying to solve?

## Wonderings

What questions do you still have?

## Stand-Outs

What's one thing that stands out for you with this pathway?



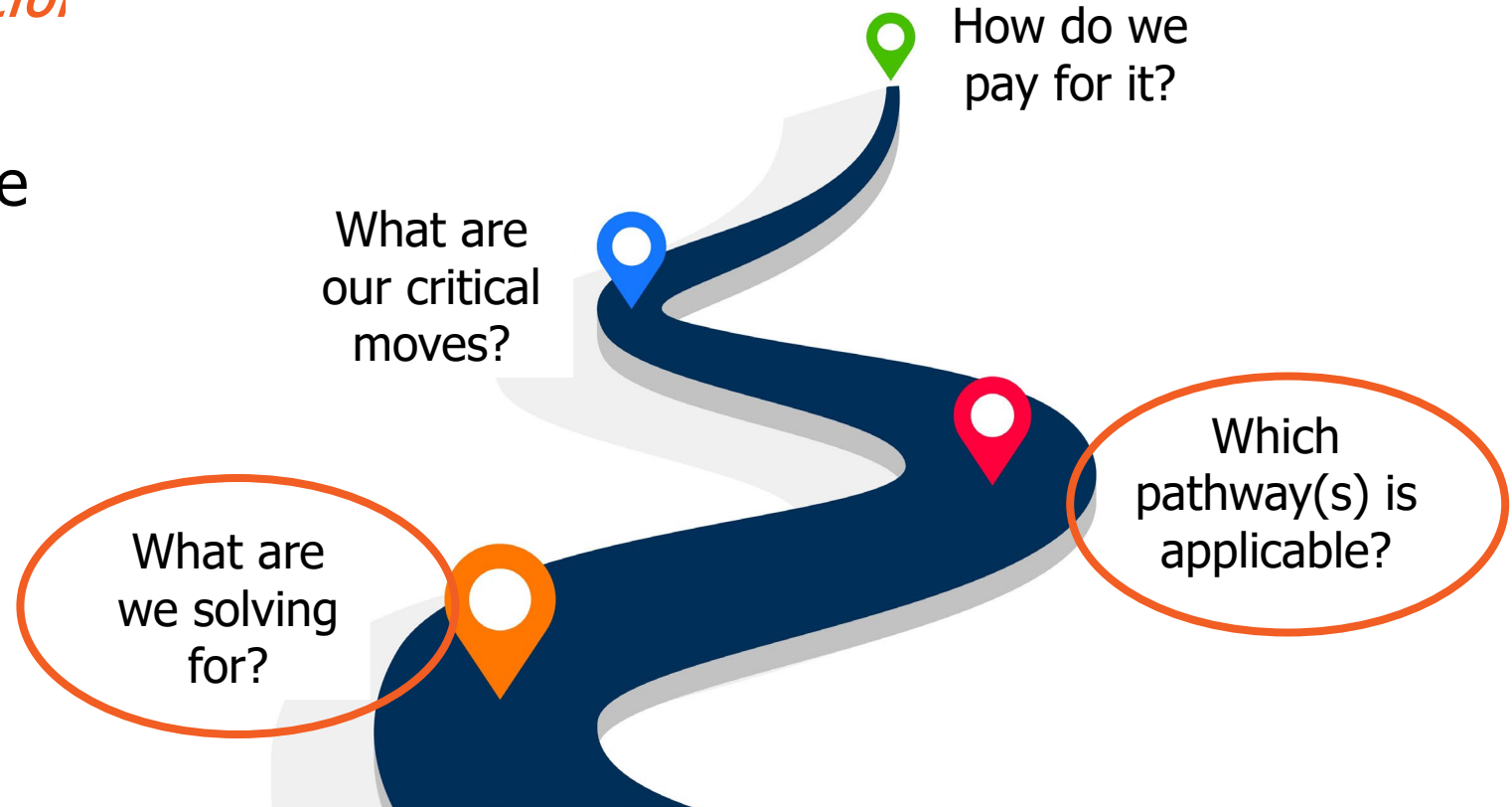
# Task Force Discussion



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*Learnings, Wonderings, Questions*

Which pathway makes sense for the problem your group is solving for?





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# Lunch Time!

# **From Insight to Strategy: Critical Moves**



# From Insight to Strategy



## *Critical Moves*



### **Purpose**

Deepen strategic planning across key implementation areas.



### **Key Question**

What must be in place to launch and sustain an innovative pathway?



# Stages of Pathway Development



Laying the Groundwork

Design

Implementation

Continuous Improvement



# Laying the Groundwork



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<b>Form a Team</b>	<b>Create a Vision and Determine Focus Area(s)</b>
<ul style="list-style-type: none"><li>▪ Identify needed expertise and decision-makers</li><li>▪ Invite partners to join the pathway team</li><li>▪ Establish MOUs and data-sharing agreements</li><li>▪ Schedule initial planning sessions</li></ul>	<ul style="list-style-type: none"><li>▪ Co-create a shared vision</li><li>▪ Reflect on partnership health</li><li>▪ Review pipeline data and identify focus areas</li></ul>



# Design



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Align Coursework & Clinical Experiences	Structure Pathways that fit the Context	Design Roles for Candidates & Mentors
<ul style="list-style-type: none"><li>Align coursework with clinical experience and district context</li><li>Build structured reflection with mentors and peers</li><li>Integrate candidate workload into clinical practice</li><li>Establish an assessment cycle with feedback and support</li></ul>	<ul style="list-style-type: none"><li>Review state requirements for innovative pathways</li><li>Align roles and funding to support stipends or salaries</li><li>Identify university cost supports (scholarships, work-study)</li><li>Define candidate and mentor weekly schedule</li></ul>	<ul style="list-style-type: none"><li>Define roles, expectations, and compensation for mentors and candidates</li><li>Establish eligibility and selection criteria</li><li>Plan mentor professional development and support</li></ul>



# Implementation



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Recruit Candidates	Recruit & Develop Mentor Teachers	Onboard and Support Mentor Teachers & Candidates
<ul style="list-style-type: none"><li>▪ Develop targeted recruitment strategies</li><li>▪ Create the candidate application process</li><li>▪ Review applications and select candidates</li><li>▪ Communicate decisions and confirm enrollment</li></ul>	<ul style="list-style-type: none"><li>▪ Develop targeted recruitment for mentor teachers</li><li>▪ Recruit and select mentor teachers</li><li>▪ Provide mentor training and ongoing support</li></ul>	<ul style="list-style-type: none"><li>▪ Design orientation for candidates and mentors</li><li>▪ Schedule onboarding within the school setting</li><li>▪ Communicate roles, responsibilities, and program expectations</li></ul>



# Continuous Improvement



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## Monitor Effectiveness

- Review candidate assessment data to monitor progress
- Evaluate mentor teacher effectiveness
- Document next steps and timelines

## Measure Program Impact

- Review teacher pipeline outcomes and goals
- Analyze PK–12 student outcomes in candidate classrooms
- Document next steps and timelines



# Building Pathways into Teaching



## BUILDING INNOVATIVE PATHWAYS INTO TEACHING



Stages of Work  
and Critical  
Moves



## Stages of Work and Critical Moves





# Framing the Task



You've identified the workforce problem and the innovative pathway your partnership wants to pursue.

Now the question becomes: *What actually has to happen to make that pathway real?*

Your task now is to **identify the most critical moves** your partnership would need to make at each stage.

**Moves should be actions, not ideas.**



# Stage Mapping

## *Process*

- Teams work through the four stages sequentially.
- For each stage they:
  - Review the slide with the critical moves
  - Discuss which ones apply to their pathway
  - Capture ideas in the template
  - Identify one “Most Important Move”



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# Share Out and Debrief



## Whole Group

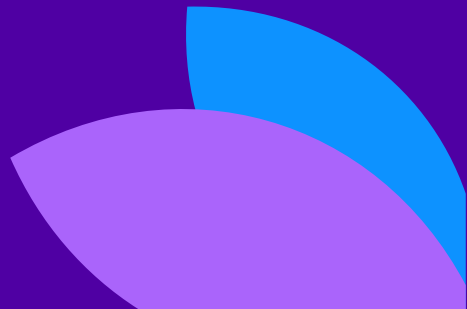
- Key Ideas
- Most important moves:
  - Groundwork
  - Design
  - Implementation
  - Continuous Improvement



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*Break Time!*



**How Do We Pay For New Pathways?**



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# How Do We Pay for It?

## RE-ALLOCATION

- Redesign work roles to better support preparation efforts and to allow candidates to earn compensation during their clinical practice

## REDUCTION

- Universities maximize access to financial aid sources and minimize costs associated with quality programs

## {RE}INVESTMENT

- School districts make shifts that can permanently embed residency funding into local budgets



# Re-Allocation



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## What does it look like?

- Reviewing human resources and roles to support resident development and compensation.
- Some common reallocation areas and related funds include:
  - Paraprofessional roles
  - Classroom teachers
  - Substitute Teachers
  - Tutors





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### Example: Teacher Vacancy Reallocation

School "A" has four fifth grade classrooms but only three teachers. The school is struggling to find a highly effective fifth grade teacher to teach in the fourth classroom.



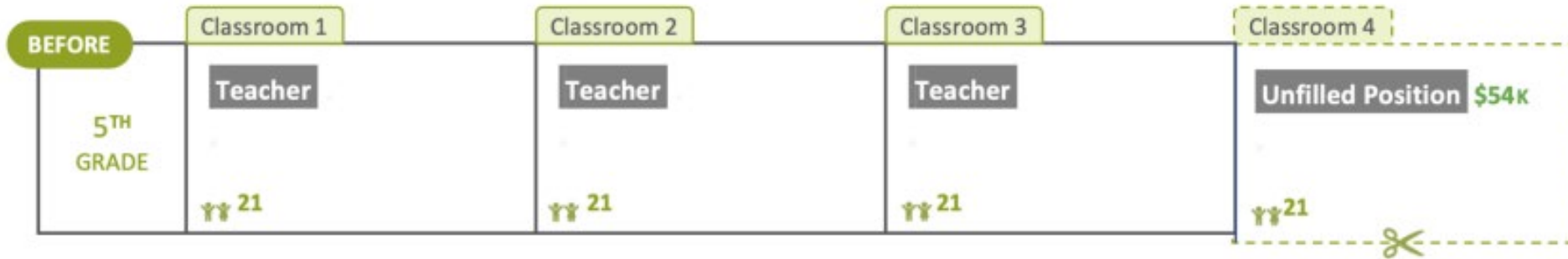
Rather than hire a long term substitute or low quality teacher, the school reallocates the money to pay the stipend of three residents and their mentor teachers. The school then distributes students from the fourth classroom across the three other fifth grade classrooms. With residents in the classrooms, each student has access to a highly effective teacher and a resident teacher.



(Education First, 2021)



School "A" has four fifth grade classrooms but only three teachers. The school is struggling to find a highly effective fifth grade teacher to teach in the fourth classroom.



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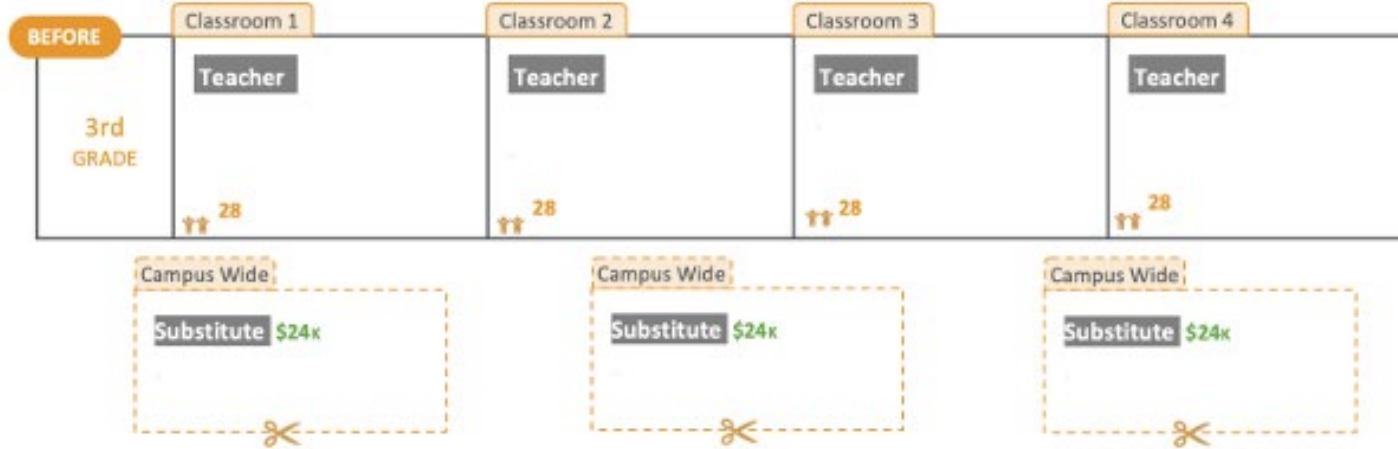
(Education First, 2021)



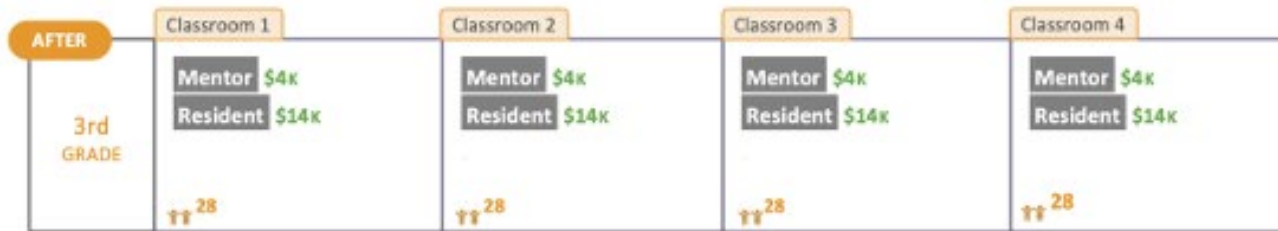
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### Example: Substitute Reallocation

School "B" receives funding to hire three long term subs at their campus.



Rather than hire substitutes, School "B" uses their allotted substitute teacher funds to hire four resident teachers to serve in the absent teachers' classrooms. Each resident spends one day substituting in other classrooms throughout the school as needed.



(Education First, 2021)



### Example: Paraprofessional Reallocation

School “C” has two paraprofessionals who have been a part of the school community for years and are interested in moving into full time teacher roles. School “C” therefore creates a model where these two educators spend half of their day co-teaching with their mentor teacher and half of their day providing paraprofessional support to students and teachers

Sample Schedule	Mon	Tues	Weds	Thurs	Fri
Morning	<i>Resident 1 co-teaches</i>	<i>Resident 1 co-teaches</i>	<i>Resident 1 co-teaches</i>	<i>Resident 1 co-teaches</i>	<i>University course day</i>
	<i>Resident 2 as para</i>	<i>Resident 2 as para</i>	<i>Resident 2 as para</i>	<i>Resident 2 as para</i>	
Afternoon	<i>Resident 2 co-teaches</i>	<i>Resident 2 co-teaches</i>	<i>Resident 2 co-teaches</i>	<i>Resident 2 co-teaches</i>	
	<i>Resident 1 as para</i>	<i>Resident 1 as para</i>	<i>Resident 1 as para</i>	<i>Resident 1 as para</i>	



# Reduction



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## What does it look like?

- Looking at every possibility at the university level to lessen the costs associated with earning a teaching credential
- Common areas of consideration include:
  - Tuition with a cohort model
  - Collapsing coursework into the residency model
  - Transition from textbooks to open-educational resources
  - Community partnerships that offer subsidized housing and/or other cost of living reductions
  - Increase access to financial aid, work study programs, and workforce development funds





# {Re} Investment



## What does it look like?

- Exploring budget areas that can be adjusted to support a permanent residency model
- Some common adjustments include:
  - Salaries and Stipends
  - Induction Costs
  - Recruitment and Hiring Costs
  - Substitute Teaching Budget

(Bankstreet, 2021)





# Apprenticeship Models



- Teacher apprenticeships can access federal workforce funds through state and federal departments of labor
- Apprentices are paid an hourly wage that increases as they gain more skills
- Apprentices are employed by the district and can access benefits
  - Typically hired as full-time substitute teachers, paraprofessionals, or teaching/instructional assistants



# Other Funding...



## Salary Advance

\$15,000 of the Year 1 living stipend is a salary advance (with zero interest). In Years 2-4, a total of \$5,000 will be deducted in equal amounts throughout each year. This equates to an effective salary of \$50,000 or more in each deduction year.

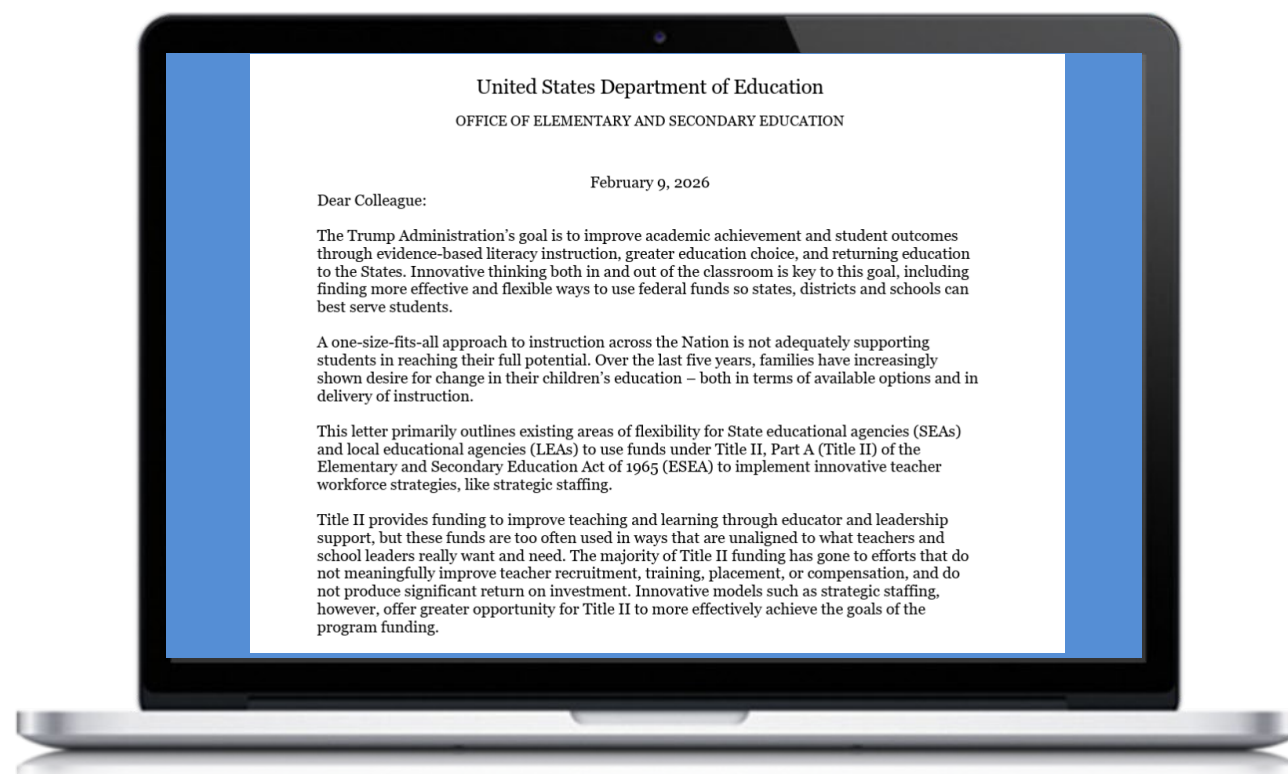
	<b>Year 1</b>	<b>Year 2</b> <i>(without MAT)*</i>	<b>Year 3</b> <i>(with MAT)</i>	<b>Year 4</b> <i>(with MAT)</i>
<b>Minimum Salary</b>	\$35,000	\$61,919	\$66,208	\$67,209
<b>Repayment</b>	0	\$5,000	\$5,000	\$5,000
<b>Minimum Effective Salary</b>	\$35,000	\$56,919	\$61,208	\$62,209



# Other Funding...



- Title I and II funds are eligible to support educator pipeline programs such as residencies, apprenticeships, and grow-your-own models
  - Check your budget to see how these funds are currently being used!





# Connecting Back...



- Use what you've learned about different funding options to finish/revise your critical moves



# Individual Reflection



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*What does this mean in my context?*





# Surprise!

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- Poetry

## TEAM TIME

Authors Books

- It's All About the Data
- EBP Cheers
- Songs of the Summit: AI Edition
- Stories from the Summit: Voice that Moved Us
- Remix Room



# Team Time: Remix Room



## *Planning*

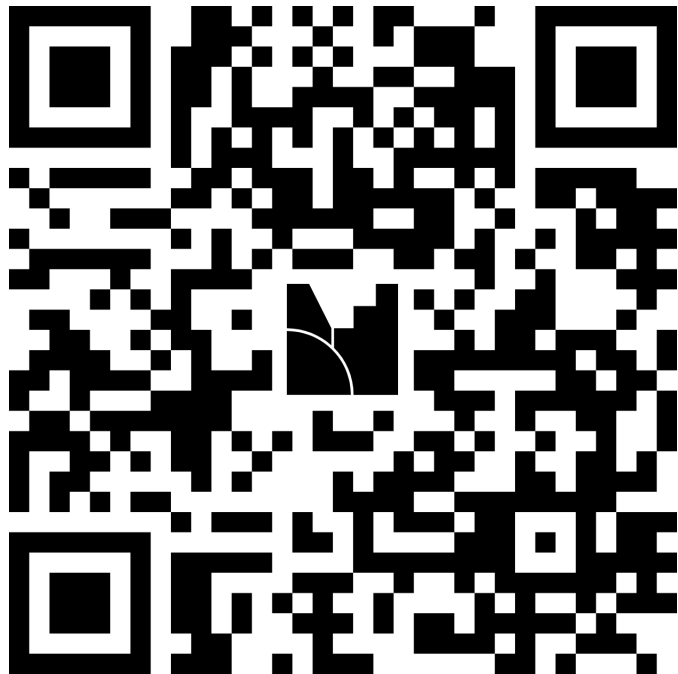
Your goal is to remix what you learned in this summit and highlight your biggest insight, “aha,” or takeaway from the past three days.

- **Step 2:** Choose your Learning
  - What was the most important idea, realization, or shift in thinking from the summit?
- **Step 3:** Create your Performance
  - Everyone plays a role
- Sign Up Sheet

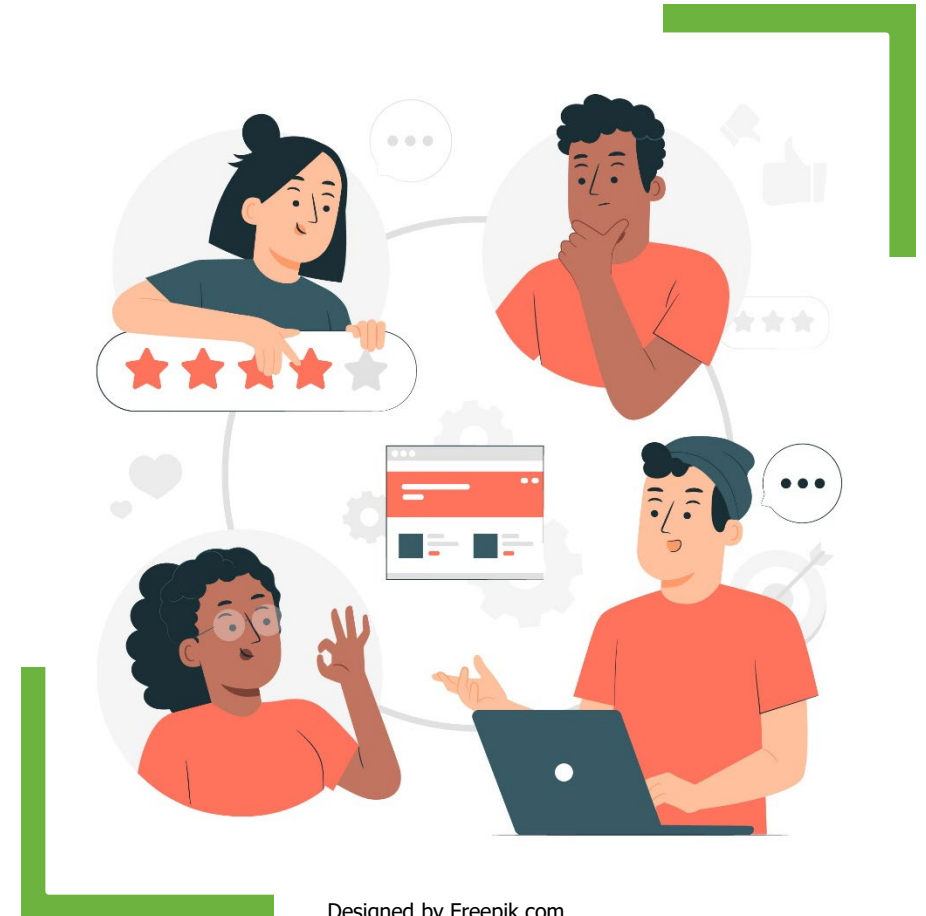


# Closing

Your Feedback is Important to Us!



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**BranchED**



# Innovative Staffing: Reimagining the Pathway into Teaching

*2026 Spring Summit*

**Day 3**



# Agenda



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## Day 3

- Welcome and Mentimeter Results
- Remix Room Presentations
- Who's at the Table?
- Are we ready?
- Making It Stick
- Closing Circle



Designed by [www.flaticon.com](http://www.flaticon.com)



## DAY 2 RESULTS - Pulse Check





# Pulse Check Results



*What three words describe your experience of today's session together?*



# Pulse Check Results



*What feedback can you give us to help us improve tomorrow's sessions?*



# Pulse Check Results



*What feedback can you give us to help us improve tomorrow's sessions?*



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## Chapter 2





# Your Feedback



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**Your feedback is important to us!**

Remember we need your survey completed as a requirement for reimbursement.



# Remix Room

## Presentation Order



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# Learning Objectives



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1

Analyze current educator workforce landscape to identify critical staffing challenges and gaps.



2

Apply data- and evidence-based tools to forecast workforce needs and monitor long-term sustainability.



3

Explore innovative staffing models and determine which align best with district-EPP needs.



4

Identify sustainable funding sources to support innovative staffing models and reduce reliance on short-term grants.



5

Identify essential partners and stakeholders and assess system readiness for innovative staffing approaches.

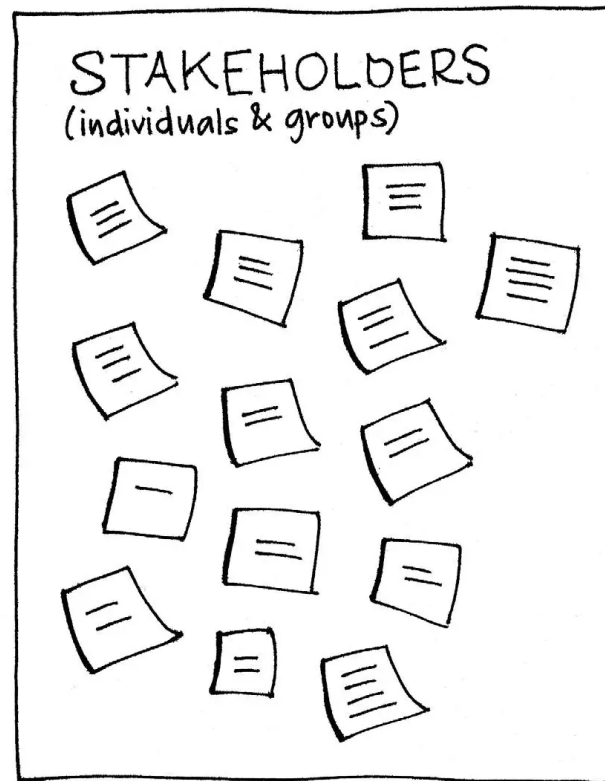
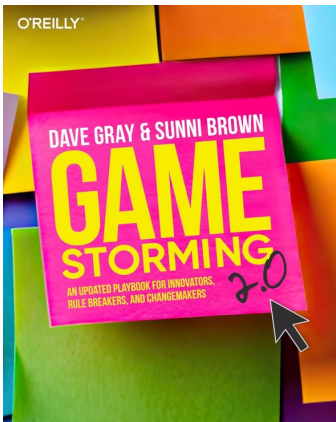


# Essential Partners and Stakeholders

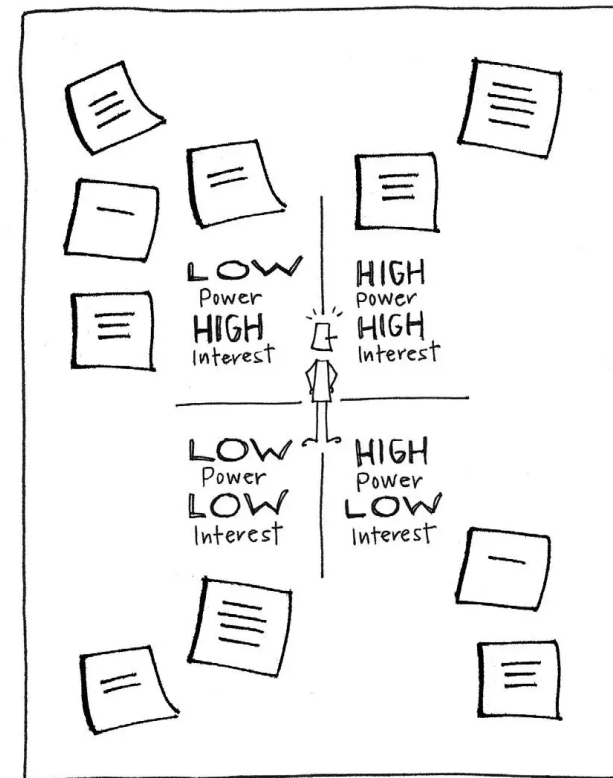


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*Who should be at the table?*



**1. Create a List of Stakeholders**



**2. Map them on the Grid**



# Essential Partners and Stakeholders



## Be Purposeful!

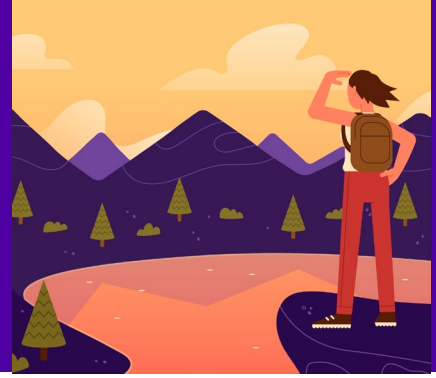
3. Develop a strategy for engaging the stakeholders and...

### **adhere to it!**

- Who needs to be informed of what, and when?
- Who needs to be consulted about what, and when?
- Who is responsible for engaging each stakeholder, and when and how will they do it?

4. Evaluate your partnership annually





*Coming Full Circle*  
*Bringing it All*  
*Together*



**Are WE Ready?**



# Readiness Assessment



## Self-Reflection

- Complete the self-assessment for your real-world context
- Reflect honestly
- Share out a strength and an area for growth





# Learning Objectives



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1

Analyze current educator workforce landscape to identify critical staffing challenges and gaps.



2

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3

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5

Identify essential partners and stakeholders and assess system readiness for innovative staffing approaches.





# Consider...



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Wisdom without  
Application is  
worthless!



## Innovative Staffing Implementation Learning Journey

Name:

Institution:

Purpose:

The Learning Journey is a living document designed to support your exploration and implementation of innovative staffing practices in your institutional context. It is intended to guide learning, reflection, and early action, not to represent a finalized or comprehensive plan.

### Expectations

Participants are expected to:

- Complete and submit the Implementation Learning Journey document (submit the plan by **April 2, 2026**).
- Submit materials to [spatterson@educatorexcellence.org](mailto:spatterson@educatorexcellence.org).
- Begin implementing actions identified in your Learning Journey.
- Revisit and update your Implementation Learning Journey as learning occurs.
- Submit your revised Learning Journey document and Implementation Reflection by **April 2, 2027**.
- Participate in 2 Community of Practice virtual meetings.
  - Friday, **October 2, 2026** (progress update)
  - Friday, **April 9, 2027** (closing the loop).

Meeting these expectations helps ensure continued eligibility for future sponsorship opportunities in BranchED learning events. More importantly, your engagement contributes to a shared learning community focused on meaningful, sustainable change.

Our Starting Point: What we're bringing back with us.

Guiding Question	Response
Priority staffing challenge we are addressing:	
Why this challenge matters in our institution now:	
Who is most affected by this challenge:	

What We Know So Far: Current understanding, not assumptions.

Guiding Question	Response
Key insights from the workshop:	
Constraints or realities we must design within:	
Open questions we need to explore further:	

Initial Direction (Not Final Decisions): What we're leaning toward testing.

Guiding Question	Response
Pathway(s) we want to explore <i>or</i> pilot:	
Why these pathways make sense for us:	
What success <i>might</i> look like (early indicators):	



Readiness & Conditions for Success: What needs to be true for this to work.

Guiding Question	Response
Assets and strengths we can leverage:	
Gaps or barriers we need to address:	
Policies, practices, or mindsets that may need to shift:	

Stakeholders & Partners: Who must be involved and why.

Guiding Question	Response
Internal stakeholders:	
External partners:	
Who needs to be engaged early vs. later:	

First Tests of Change: Small, low-risk actions.

Guiding Question	Response
What we will try first:	
Where and with whom:	
What we want to learn from this test:	

Learning, Data & Adjustment: How we'll know and adapt.

Guiding Question	Response
What data or feedback we will gather:	
How often we will review and reflect:	
How we will adjust based on what we learn:	

90-Day Focus: What happens next

Guiding Question	Response
One concrete step we will take in the next 30 days:	
One decision or milestone within 90 days:	

2

# Making It Stick



## Innovative Staffing Implementation Reflection Template

To be submitted with revised Learning Journey – April 2, 2027

Name:

Institution:

What did you try?

*Actions taken since the workshop:*

Guiding Question	Response
What staffing approach, pathway, or strategy did you begin to explore or implement?	
Who was involved?	

What did you learn?

Reflect on what you observed.

Guiding Question	Response
What worked better than expected?	
What was more challenging than anticipated?	
What assumptions were confirmed or challenged?	

How did your context matter?

Consider how local conditions influenced implementation.

Guiding Question	Response
What institutional factors supported your efforts?	
What barriers or constraints surfaced?	

What changed in your thinking or approach?

Guiding Question	Response
How has your understanding of innovative staffing shifted?	
What would you do differently if you started again?	

What's next?

Looking ahead.

Guiding Question	Response
One adjustment you plan to make.	
One question you still need to explore.	



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# Making It Stick



# Next Steps



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## Applying our Learning

- Implementation Journey
- COP
  - Progress Update
    - October 2, 2026; 1:00-2:00 EST
  - Closing the Loop
    - April 9, 2027; 1:00-2:00 EST





# BranchED Closing Circle



## The Power of Circles

- Promotes unity
- Underscores interconnectedness
- Demonstrates the continuity of our work





**BranchED**

*A Higher Standard*

**Thank you for your time**



 [info@educatordiversity.org](mailto:info@educatordiversity.org)

 (800) 519-0249

 [www.educatordiversity.org](http://www.educatordiversity.org)