



**BranchED**

# 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



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

None

None

Nothing

The day was beneficial. Some slightly confusing moments about whether we were engaging from personal experience or in the role but overall enlightening.

Perhaps more time to discuss in groups.

Thank you for the day!

I have no suggestions. It was an excellent learning opportunity.

None

I really enjoyed the group discussions and working on the case study.

I love being a part of these conversations. They are meaningful and important and help me do my work better. I have only good things to say.

I am not sure yet

This was good information. I would have



# Pulse Check Results



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

All good

Providing more of a road-map for new participants. It seems like returners know what to expect but as a new person it's taking me longer to figure out what is being asked from me:

Appreciate the timing of today with breaks! Perfect pacing!

Room seemed cold

better. I have only good things to say.

More break

NA

Today's session was really engaging and I appreciate having enough time to sit with the information being presented and process it. It didn't feel rushed and the topic is truly relevant to my work.

This was good information. I would have like to hear a little bit more about BranchEd. Have time to collaborate with different individuals was beneficial as well.

None really

If there is an extended activity (like the data task with 3 steps), perhaps only give the step 1 instructions. Ask groups to communicate when they are ready for step 2, then direct them accordingly.



# Pulse Check



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

Room seemed cold

Great job

N/A

Nothing, good group activities.

the topic is truly relevant to my work.

Rotation

Everything was great

Great first day, thank you!

for step 2, then direct them accordingly.

Suggest strategies for student retention.

Great first day! I also appreciate the care station that was offered, very thoughtful. Also, the snacks and drinks were good but more variety would be good.



# 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?



# 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

<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.



# The Pathway Lab



## 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





# 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?



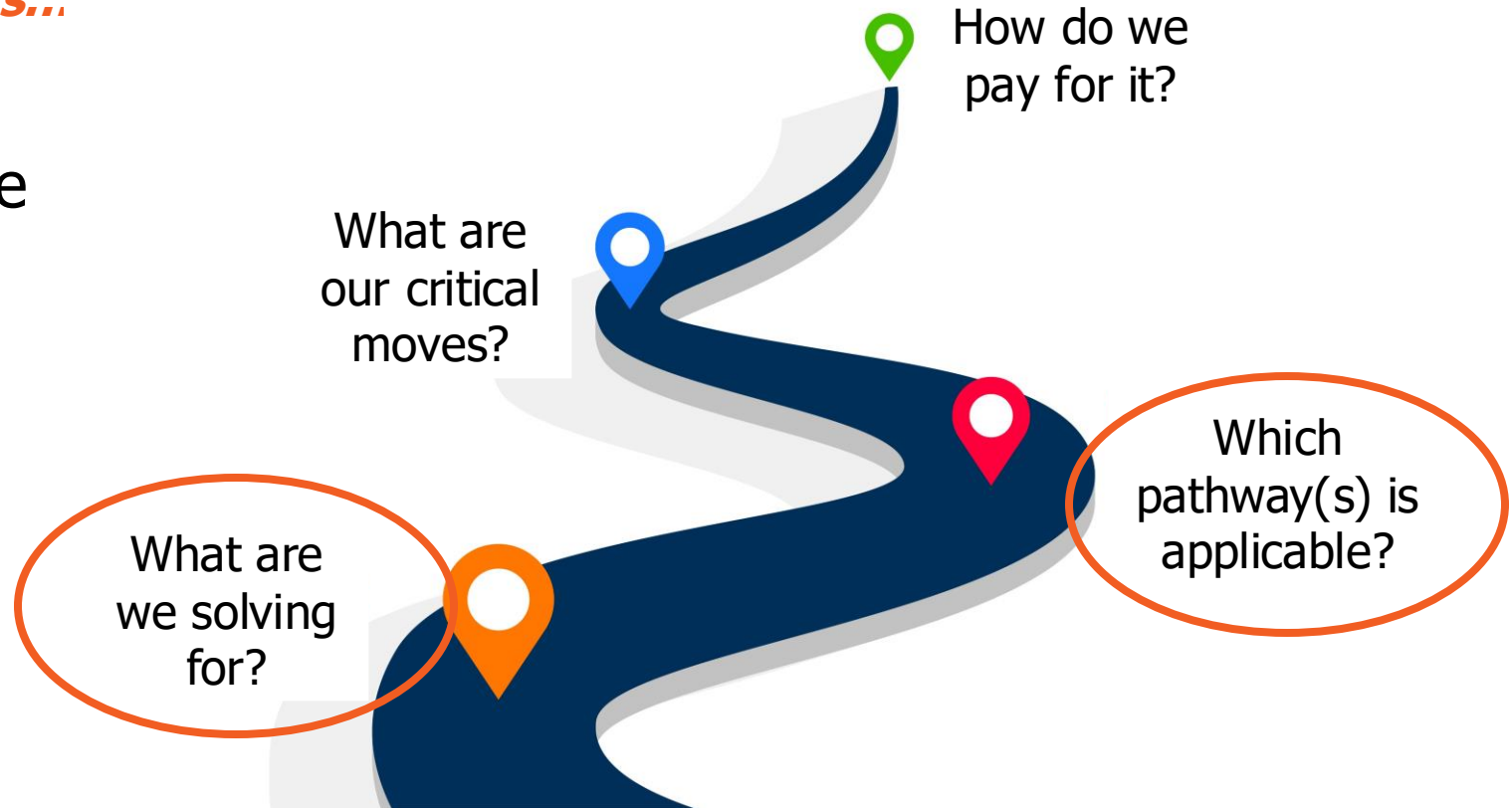
# Task Force Discussion



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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*

- As a Task Force, work through the four stages sequentially
- For each stage:
  - Review the Stages and Critical Moves
  - Discuss which ones apply the pathway
  - Capture ideas in the template
  - Identify one “Most Important Move”



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# Share Out and Debrief



## Whole Group

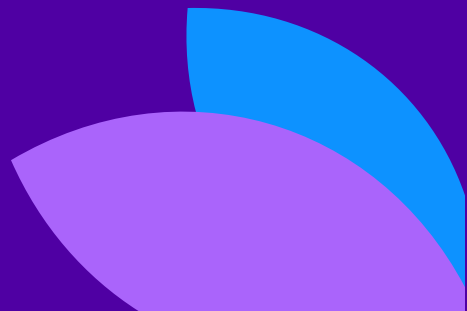
- Key Ideas
- Most important moves:
  - Groundwork
  - Design
  - Implementation
  - Continuous Improvement



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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 pathways funding into local budgets



# Re-Allocation



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## What does it look like?

- Reviewing human resources and roles to support candidate 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.



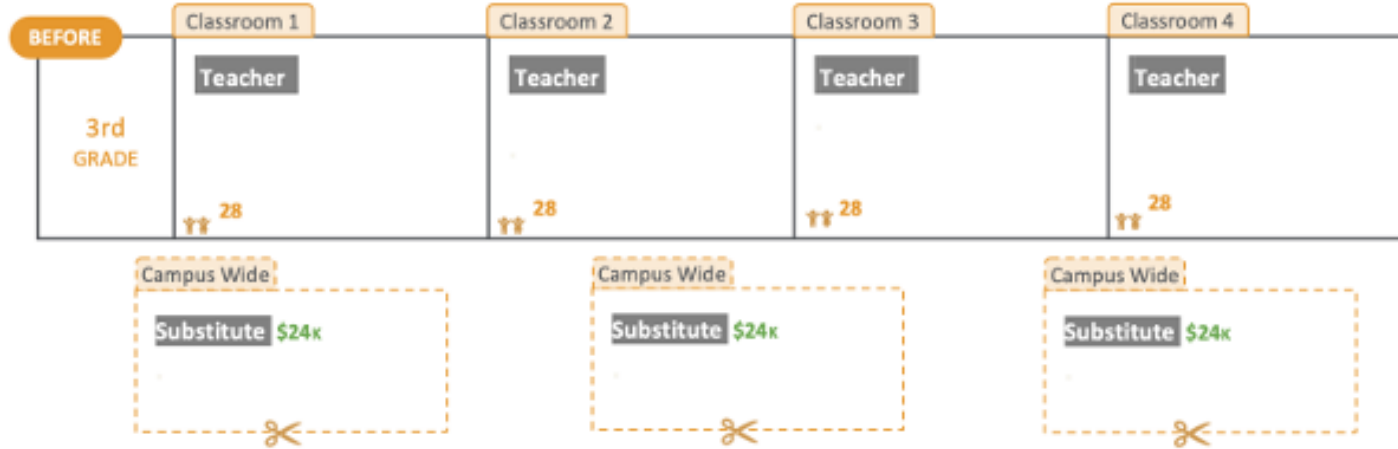
(Education First, 2021)



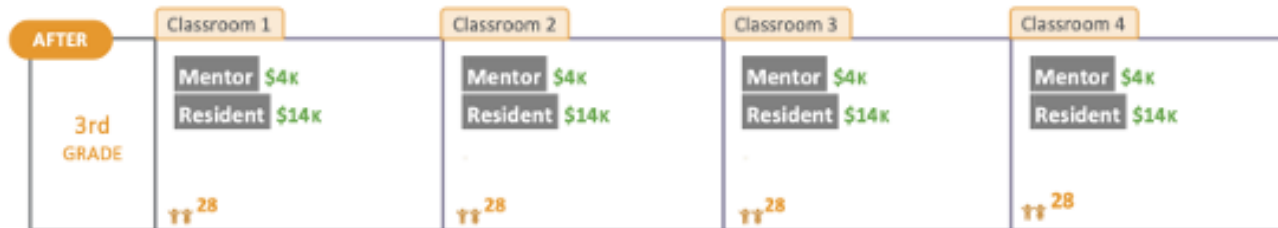
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### Example: Substitute Reallocation

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)



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### 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
  - 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...



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## 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.

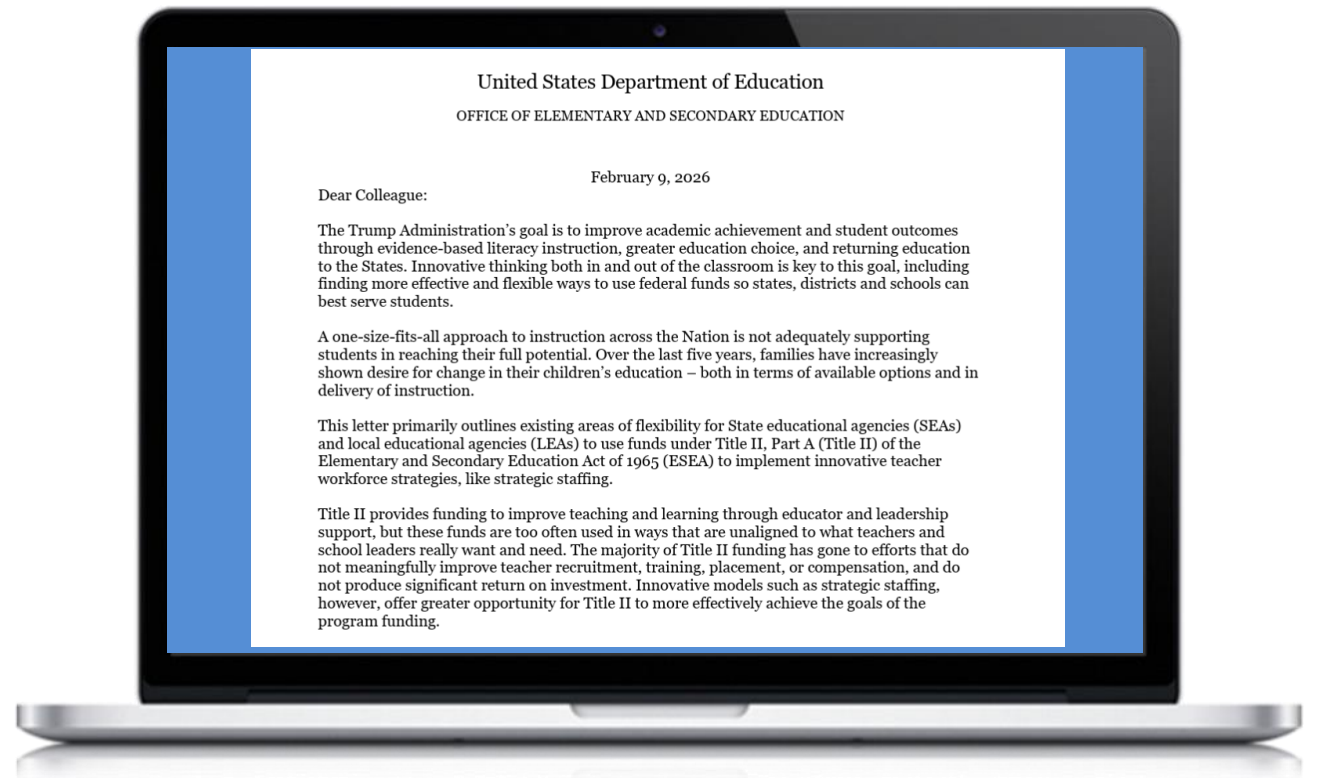
	<b>Year 1</b>	<b>Year 2</b> <i>(without MAT)*</i>	<b>Year 3</b> <i>(with MAT)</i>	<b>Year 4</b> <i>(with MAT)</i>
<b>Minimum Salary</b>	\$35,000	\$61,919	\$66,208	\$67,209
<b>Repayment</b>	0	\$5,000	\$5,000	\$5,000
<b>Minimum Effective Salary</b>	\$35,000	\$56,919	\$61,208	\$62,209



# 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

Children's 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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