



Role-Alike Planning Sheet: THE REST OF THE STORY

Purpose (for participants):

You've been given a persona that represents one voice on the task force. This planning sheet helps you **add depth to that role** by naming what this person sees, carries, and worries about — and what others may not fully understand.

Work together to extend the story from *your role's point of view*.

Dr. Morales

Professor of Education, Multiple Subject Credential Program

What You Know

- The EPP offers undergraduate and graduate certification across early childhood, elementary, secondary, and specialty areas (SPED, Bilingual, ESL).
- Undergraduate candidates complete:
 - 150 hours pre–student teaching
 - 15 weeks of student teaching
- Faculty teach across multiple programs and pathways.

What the Feedback Shows

- **Employers:** graduates demonstrate inconsistent instructional readiness, resulting in increased district burden for coaching; weak alignment to district curriculum.
- **Candidates:** program satisfaction data indicate that 25% well prepared to teach; 57% feel somewhat prepared to teach; 18% underprepared to teach (especially salient for working with special populations); have a limited understanding of high-need classrooms; and experience financial/time strain, uneven mentoring, and difficulty balancing work, coursework, and family.

Pain Points You Carry

- Certification exam pass rates
- Declining enrollment and completer drop-off
- Inconsistent clinical placements
- Accountability for outcomes without full control over conditions

Add to the Story

- What aspects of preparation feel **non-negotiable**?
- Where does innovation threaten coherence or rigor?
- What risks are others underestimating?

Planning Implications (2–3)

Any future pathway must:



Role-Alike Planning Sheet: THE REST OF THE STORY

Purpose (for participants):

You've been given a persona that represents one voice on the task force. This planning sheet helps you **add depth to that role** by naming what this person sees, carries, and worries about — and what others may not fully understand.

Work together to extend the story from *your role's point of view*.

Marcus Reed

Clinical Supervision Perspective (Adjunct)

What You Know

- Candidates placed across **18–25 sites**
- Supervision ratio: **1 supervisor : 12-16 candidates**
- Mentor experience ranges widely

What Supervision Looks Like

- 4–6 formal observations per year
- 1–2 hours of coaching per cycle
- No standardized supervision expectations

Pain Points You Carry

- Uneven placement quality
- Conflicting expectations from programs and schools
- Responsibility without authority
- Growing caseload pressure

Add to the Story

- Where does candidate readiness break down?
- What conditions most undermine supervision quality?
- What feels unsustainable as scale increases?

Planning Implications (2–3)

For supervision to support new pathways:



Role-Alike Planning Sheet: THE REST OF THE STORY

Purpose (for participants):

You've been given a persona that represents one voice on the task force. This planning sheet helps you **add depth to that role** by naming what this person sees, carries, and worries about — and what others may not fully understand.

Work together to extend the story from *your role's point of view*.

Dr. Anthony Johnson

Assistant Superintendent, HR & Talent Development

What You Know

- District serves **~60 schools**
- Student enrollment **~45,000 students**
- Annual hiring need: **180–220 teachers**
- **50–70 vacancies** at start of school year
- **65% of new hires** are emerging educators (teachers of record without certification)

Workforce Reality

- 28–32% turnover in first three years
- Highest attrition in high-need schools, math, science, SPED
- Replacement cost: **\$15k–\$20k per teacher** (turnover costs approaching \$1M annually)
- Facing a projected \$10M–\$20M structural shortfall within 2-3 years

Pain Points You Carry

- Pressure for immediate staffing
- Inconsistent placement in high-need schools
- Political urgency vs. long-term quality
- Heavy reliance on paras and instructional assistants

Add to the Story

- Where do preparation timelines feel misaligned?
- What risks are unacceptable from a district view?
- What defines success beyond “filled positions”?

Planning Implications (2–3)

Any viable pathway must:



Role-Alike Planning Sheet: THE REST OF THE STORY

Purpose (for participants):

You've been given a persona that represents one voice on the task force. This planning sheet helps you **add depth to that role** by naming what this person sees, carries, and worries about — and what others may not fully understand.

Work together to extend the story from *your role's point of view*.

Jasmine Lee

Veteran Teacher & Mentor

What You Know

- High number of emerging educators increases mentoring load (fewer qualified mentors in the district)
- Mentors receive limited release time and inconsistent stipends
- Average class size in high-need schools: **30–35 students**

Classroom Reality

- Candidates need support with:
 - Classroom management
 - Planning
 - Student behavior and family communication
- Expectations for early fieldwork and student teaching are often unclear

Pain Points You Carry

- Emotional labor of mentoring
- Lack of clarity and compensation
- Pressure to fill preparation gaps informally

Add to the Story

- What makes mentoring sustainable—or not?
- Where do expectations feel unrealistic?
- What happens when mentoring demands increase?

Planning Implications (2–3)

For mentoring to work in new pathways:



Role-Alike Planning Sheet: THE REST OF THE STORY

Purpose (for participants):

You've been given a persona that represents one voice on the task force. This planning sheet helps you **add depth to that role** by naming what this person sees, carries, and worries about — and what others may not fully understand.

Work together to extend the story from *your role's point of view*.

Ana Rodríguez

EPP Alumna & Early-Career Teacher

What You Know

- Early field experiences occurred in varied contexts
- Student teaching took place in a high-performing school
- First teaching job was in a high-need school

Early-Career Reality

- Common challenges: classroom management, planning load, student behavior
- Financial strain from time to completion, student loans, unpaid student teaching

Pain Points You Carry

- Abrupt transition to teacher of record
- Limited first-year support
- Unclear expectations across systems

Add to the Story

- Where did preparation fall short?
- What support mattered most once teaching full time?
- What felt hardest about the transition?

Planning Implications (2–3)

Pathways that truly support early-career teachers must: