

Profiles of Select Clinically Oriented Teacher Preparation Programs

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Background and purpose

A key focus area for the Michigan Department of Education (MDE) is ensuring equitable access to effective teachers for all students in the state (MDE, 2016, 2017b). To achieve this vision, however, MDE recognizes that it must first address persistent teacher shortages in regions of the state and in specific subject areas (U.S. Department of Education, 2016a, 2016b) that have worsened because of declining enrollment in the state’s teacher preparation programs. For example, the *Detroit Free Press* recently reported that as of December 2016, the Detroit Public Schools Community District (DPSCD) had 160 general education vacancies (Zaniewski, 2016) and, according to DPSCD’s website, had a critical need for secondary mathematics and science teachers. Across the state, teacher shortages have been reported in special education, world languages (e.g., bilingual, English as a second language, American Sign Language, and Native American Language) (MDE, 2017a), and early education, as well as shortages in instructional coaches (particularly reading and mathematics coaches) and reading specialists (MDE, 2017a). These trends—coupled with declining enrollments in the state’s teacher preparation programs (Higgins, 2015; Jesse, 2016), including DPSCD feeder programs at Eastern Michigan University and Wayne State University, where enrollment has declined by 25 percent—suggest a significant and potentially intractable shortage in the state’s teacher supply pool.

Together with Regional Educational Laboratory (REL) Midwest, MDE has identified clinically oriented teacher preparation programs as a potential strategy to develop new, highly effective teachers and remedy the teacher shortage problem. Clinically oriented teacher preparation programs provide teacher candidates opportunities to learn content and pedagogy and to develop instructional skills by working directly in the classroom under the guidance and direction of an experienced teacher who provides them with ongoing coaching, supervision, and support. In their recent report about teachers’ entry into the profession, Partelow and Konoske-Graf (2017, p. 6) explain why strengthening teachers’ preparation, particularly their clinical experiences, is critical to improving their effectiveness:

Teaching is a skill that requires practice, training, adjustment, and refining. The learning curve that teachers experience during their first years in the classroom makes it apparent that it takes more time than teachers are currently given to achieve a level of proficiency that will help students reach higher learning levels. A more graduated entry into the profession—no matter the provider or model—would give teachers the chance to make and fix mistakes, learn from veteran teachers, and master the skills of effective teaching before being granted the enormous responsibility of molding young minds.

Decades of research on teacher training, as summarized by Darling-Hammond (2014), suggest that teaching candidates (and their students) benefit from extended clinical experience in contexts similar to those in which they will teach after they complete their training. In particular, Darling-Hammond noted that candidates who had immediate opportunities to apply content-specific practices they learned through their coursework had positive effects on students’ achievement. The National Bureau of Economic Research (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008) found that teacher preparation can affect student outcomes. In particular, teacher preparation that “focuses more on the work of the classroom and provides opportunities for teachers to study what they will be doing produces teachers who are more effective during their first year of teaching” (p. 26). In addition, a study by the National Center for Education Evaluation and Regional Assistance (Silva, McKie, & Gleason, 2015) found that teachers who participated in a clinical residency program were more likely to remain teachers in their districts compared with teachers who did not participate in such a program. Further, Goldhaber, Krieg, and Theobald (2017) found that teachers with clinical experience in contexts similar to those in which they

eventually teach are more effective and less likely to leave the profession. Similarly, analyses by Gimbert, Cristol, and Sene (2007) specifically cited the importance of university-district partnerships and clinical experiences in improving teacher recruitment and retention rates in harder-to-staff schools (see also Ingersoll, Merrill, & Hay, 2014).

The research on the benefits of residencies, however, does not give districts or higher education partners a clear framework for how to design or implement a residency program that meets their needs and contexts. Bank Street College of Education's Sustainable Funding Project's work addresses the challenges that districts and higher education can face when initiating a residency as part of teacher preparation. Its 2016 paper, *For the Public Good: Quality Preparation for Every Teacher*, highlights (1) the benefits of residency programs for districts and for teacher candidates, (2) strategies to finance tuition and stipend costs, and (3) possible approaches to improve the recruiting of diverse teacher residency candidates. This paper, and the experiences of the residency programs profiled below, offers some guidance for districts and higher education partners as they design, finance, and implement teacher residency programs.

Profiles of clinically oriented teacher preparation programs

Ten clinically oriented teacher preparation programs are profiled in this brief. All were selected based on characteristics that a recent study of newly emerging teacher residency programs suggests are associated with high-quality programming (Guha, Hyler, & Darling-Hammond, 2016). These characteristics include the following:

- Strong district/university partnerships.
- Coursework about teaching and learning tightly integrated with clinical practice.
- Full-year residency teaching alongside an expert mentor teacher.
- High-ability, diverse candidates recruited to meet specific district hiring needs, typically in fields where there are shortages.
- Financial support for residents in exchange for a three- to five-year teaching commitment.
- Cohorts of residents placed in “teaching schools” that model good practices with diverse learners and that are designed to help novices learn to teach.
- Expert mentor teachers who coteach with residents.
- Ongoing mentoring and support for graduates.

The first eight programs represent a variety of structures, implementation experiences, and efforts to overcome common implementation challenges. The remaining two profiles are of Michigan-based teacher residency programs that illustrate the residency-building efforts that are ongoing in the state.

On the following pages, we provide capsule descriptions of these programs, including at-a-glance summaries of each program's key characteristics. To create each profile, we relied on publicly available information, including program websites, press releases, research reports, and other searchable data sources.

**Profiles of Select Teacher Residency Programs
in the United States**

Boettcher Teacher Residency

The Public Education and Business Coalition, a professional learning network for educators throughout Colorado in partnership with the Boettcher Foundation, founded the Boettcher Teacher Residency (BTR) in 2004.¹

In 2015, BTR united with Stanley Teacher Prep to create Colorado's largest teacher residency program, which has prepared more than 1,000 teachers. The program received a TQP grant in 2014.

BTR prepares high-quality teachers to serve in high-need urban and rural schools throughout Colorado. The program focuses on preparing teachers to work with culturally and linguistically diverse student populations. BTR is partnered with 39 districts, including a combination of training and hiring districts, serving five regions in the state: Metro Denver, Northeast Colorado, San Luis Valley (Alamosa), Southwest Colorado (Durango area), and Southeast Colorado.

BTR selects approximately 150 teacher residents each year, with approximately equal numbers of elementary and secondary residents in each cohort. Applicants must have obtained a bachelor's degree from an accredited institution and have an overall grade point average (GPA) of 3.0 or higher.

BTR begins in July of each year with an intensive summer institute, followed by a full-year apprenticeship under the tutelage of a mentor teacher. Teacher residents work in the classroom four days per week and attend a weekly seminar with their cohort.

To be selected for mentor teaching, candidates must hold a position in a core subject area in a partner district and be nominated by their principal. Mentor teachers receive ongoing professional development, such as monthly seminars, facilitated observations, and support for conferences in addition to financial recognition.

Upon completion, BTR residents receive their Colorado teacher's license, although residents are encouraged to pursue their master's degree in education. After completing their residency year, new teachers receive two years of induction support, including one-on-one support from BTR's postresidency director. Residents must complete a three-year commitment with BTR; however, to be eligible for federal student loan forgiveness, they must teach for five years in high-poverty schools following their residency year.

At-a-Glance Overview

Year implemented	2004
Rural focus	Yes
Urban focus	Yes
Prebaccalaureate	No
Postbaccalaureate	Yes
District partners	39
University partners	1
Recruitment	Bachelor's degree
GPA	3.0
Commitment	3 years for BTR; 6 years (residency + 5 years full-time teaching for loan forgiveness)
Compensation	\$1,500 scholarship; eligible for federal student loan forgiveness (\$5,000–\$17,500)
Length of residency	1 school year
Support	
Mentor teacher	Yes
Postresidency	Yes
Challenge area focus	
Sustainability	Yes
Partnerships	Yes
Funding	No
Implementation	Yes

¹ Boettcher Teacher Residency, <http://www.boettcherteachers.org/>, retrieved October 17, 2017.

Boston Teacher Residency

In 2002, the Boston Teacher Residency (BTR) was created by the Boston Public Schools (BPS) in partnership with the Boston Plan for Excellence (BPE).² The program's purpose is to prepare new teachers to serve in urban classrooms. Since its inception in 2002, BTR has prepared more than 600 teachers to teach in BPS. Currently an AmeriCorps grantee, the program received a TQP grant in 2010.

Eligible applicants must hold a bachelor's degree and submit score reports for the appropriate Massachusetts Tests for Education Licensure. Finalists attend a selection day in which they participate in a series of activities, including a mini-lesson, group sessions, assessments, and an interview.

BTR is a 13-month program, beginning with a two-month summer institute in July. For the academic year, teacher residents are placed in one of two teaching academies in BPS. Teaching academies are independent schools that are modeled after teaching hospitals, with master teachers serving as mentor teachers. Teacher residents work in their teaching academy four days per week and participate in coursework one day and one evening per week to link theory to practice. Courses are offered at the BPE offices or at one of the teaching academies and are taught by BTR faculty.

After completing the program, teacher residents receive their initial teacher license and a master's degree from the University of Massachusetts–Boston, as well as credits toward dual licensure in special education or in English as a second language.

AmeriCorps provides BTR residents with a \$12,600 stipend to cover living expenses, health benefits, and a \$5,775 education award to cover student loans after program completion. BTR program costs (\$10,000) are waived in exchange for a three-year commitment to BPS after the residency year; BTR waives one-third of the program costs for each year the BTR graduate works in BPS.

BTR provides postresidency support and professional development to graduates during their first three years of teaching in BPS, including observations, coaching, feedback, and networking through the Early Career Network.

At-a-Glance Overview

Year implemented	2002
Rural focus	No
Urban focus	Yes
Prebaccalaureate	No
Postbaccalaureate	Yes
District partners	1
University partners	1
Recruitment	Bachelor's degree
GPA	Not specified
Commitment	4 years (residency + 3 years full-time teaching in BPS)
Compensation	\$12,600 stipend and health benefits during residency year; \$5,775 AmeriCorps Education Award upon completion; \$10,000 waived program costs in exchange for a 3-year BPS teaching commitment
Length of residency	1 school year
Support	
Mentor teacher	Yes
Postresidency	Yes
Challenge area focus	
Sustainability	Yes
Partnerships	Yes
Funding	Yes
Implementation	Yes

² Boston Teacher Residency, <http://www.bpe.org/boston-teacher-residency/>, retrieved October 17, 2017.

CREST-Ed: Georgia State University

The Collaboration and Resources for Encouraging and Supporting Transformations in Education (CREST-Ed) at Georgia State University's (GSU's) College of Education and Human Development received TQP grants in 2009 and 2014.

CREST-Ed seeks to prepare highly qualified teachers who are committed to teaching in high-need schools in both urban and rural settings throughout Georgia. CREST-Ed has 9 district partners (including 4 metropolitan Atlanta districts); 2 public university partners; 14 partner schools; and a nonprofit partner, the National Commission on Teaching and America's Future (NCTAF).³

One of CREST-Ed's primary initiatives, the postbaccalaureate teacher residency program, prepares teachers to teach in critical subject areas, including mathematics, science, English Language Learners (ELLs), early childhood education, and special education. Applicants are required to have an undergraduate degree with an overall GPA of 3.0 or higher, must meet GSU admission requirements, and complete an interview.

The teacher residency is an 18-month program in which resident teachers complete a yearlong placement in a partner school while simultaneously completing coursework. During the fall, teacher residents work at their school placement four days per week and attend classes at GSU one day per week; in the spring, teachers work at their school placement five days per week.

Teacher residents earn a master's degree from GSU and their teaching certificate. Residents are paid a stipend of \$30,000 through the district in which they are a resident in exchange for a three-year service commitment at a high-need school after completing their residency year. CREST-Ed graduates are provided induction support through email, classroom visits, and resource sharing during their first and second years in the classroom.

Through the 2009 TQP grant, GSU, in partnership with NCTAF and Georgia Public Broadcasting, developed Mentor Modules, a professional development program for mentor teachers available throughout the state and nationally.

At-a-Glance Overview

Year implemented	2014
Rural focus	Yes
Urban focus	Yes
Prebaccalaureate	Yes
Postbaccalaureate	Yes
District partners	9
University partners	3
Recruitment	Bachelor's degree (for teacher residency); interest in teaching STEM, ELL, or special education
GPA	3.0 (for teacher residency)
Commitment	4 years (residency + 3 years full-time teaching in high-need school)
Compensation	\$30,000 through district
Length of residency	1 school year
Support	
Mentor teacher	Yes
Postresidency	Yes
Challenge area focus	
Sustainability	No
Partnerships	Yes
Funding	Yes
Implementation	Yes

³ CREST-Ed, <http://crest.education.gsu.edu/teacher-residency/>, retrieved October 17, 2017.

iTeachAZ: Arizona State University

The iTeachAZ program at Mary Lou Fulton Teachers College at Arizona State University (ASU) offers a plethora of prebaccalaureate and postbaccalaureate options for aspiring teachers throughout the state. The program received U.S. Department of Education Teacher Quality Partnership (TQP) grants in 2009 (formerly known as PDS Next) and in 2014 (to implement a subprogram called iTeach English Language Learners).⁴

First piloted in 2010, the iTeachAZ Senior-Year Residency program provides undergraduates with an intensive full-year residency during their senior year; candidates spend approximately 720 hours in residency, more than doubling the amount of time most teacher candidates spend student teaching in the state. The program has 25 district partners and produces approximately 500 student teachers per year.

To participate in the iTeachAZ Senior-Year Residency program, current ASU undergraduates submit an *Intent to Progress* form and begin coursework and classroom internships during their junior year. In their senior year, teacher candidates are placed in a preK–8 partner school and paired with a mentor teacher with whom they plan and implement lessons four days per week. Residents take courses taught by ASU faculty one day per week in their local districts.

Teacher candidates with a bachelor’s degree can pursue a graduate-level degree through iTeachAZ in partnership with Dysart Unified School District or Tolleson Elementary School District. Teacher candidates receive a living stipend of up to \$25,000 through the U.S. Department of Education’s Supporting Effective Educator Development funds.

iTeachAZ also is offered in rural areas of Arizona. Gila Valley iTeachAZ is a collaborative between ASU and Eastern Arizona College that seeks to increase the supply of science, technology, engineering, and mathematics (STEM) teachers in rural areas. Supported by a grant from the Freeport-McMoRan Foundation, the initiative seeks to provide students at rural community colleges access to quality teacher preparation and an opportunity to earn a four-year teaching degree through ASU without leaving their communities.

At-a-Glance Overview

Year implemented	1999 (iTeachAZ); 2010 (iTeachAZ Senior-Year Residency)
Rural focus	Yes
Urban focus	Yes
Prebaccalaureate	Yes
Postbaccalaureate	Yes
District partners	25
University partners	1 plus multiple community colleges
Recruitment	Current ASU undergraduates (for iTeachAZ Senior-Year Residency)
GPA	2.5 (iTeachAZ Senior-Year Residency)
Commitment	None
Compensation	n/a (iTeachAZ Senior-Year Residency)
Length of residency	1 school year
Support	
Mentor teacher	Yes
Postresidency	Unknown
Challenge area focus	
Sustainability	Yes
Partnerships	Yes
Funding	No
Implementation	Yes

⁴ iTeachAZ, <https://education.asu.edu/iteachaz>, retrieved October 17, 2017.

Kern Rural Teacher Residency

The Kern Rural Teacher Residency at California State University (CSU)–Bakersfield began in 2010 and is designed to address a shortage of STEM teachers in three rural California districts: Buttonwillow Union School District, Lamont Elementary School District, and Semitropic Elementary School District.⁵ The program, originally known as the Growing Rural Opportunities Residency, received TQP grants in 2009 and 2014.

The program accepts a small cohort of residents each year. For consideration, applicants must have a bachelor’s degree and a minimum undergraduate GPA of 2.75. In addition, applicants must submit two letters of recommendation, pass California’s initial licensing examinations, and complete three foundational courses at CSU–Bakersfield with a grade of C or better. Applicants who pass an initial screening interview are invited for an in-person interview, after which the program makes admissions decisions.

Once accepted into the program, residents train and complete their coursework as a cohort, beginning their teacher training in the summer before their residency year at a STEM-focused summer camp. For the school year, each resident is placed with a mentor teacher in a partner district’s school. Residents spend a full school year in their mentor teacher’s classroom, coteaching four days per week and taking coursework at the university one day per week.

Mentor teachers, too, must meet specific selection criteria, including having at least three years of teaching experience and being willing to allow Kern program staff to observe their classrooms to ensure compatibility with the program’s goals.

The program requires a four-year commitment—one full residency year and three years of teaching in a rural high-need school. In exchange, residents receive a \$28,000 stipend during their residency year, preliminary teaching certification, and tuition assistance to complete a master’s degree in teaching. Should residents continue to teach in the partner districts, program staff and CSU–Bakersfield staff offer support after graduation.

At-a-Glance Overview

Year implemented	2010
Rural focus	Yes
Urban focus	No
Prebaccalaureate	No
Postbaccalaureate	Yes
District partners	3
University partners	1
Recruitment	STEM
GPA	2.75; grade of C or better in three foundational courses
Commitment	4 years (residency + 3 years full-time teaching)
Compensation	\$28,000 stipend; tuition assistance
Length of residency	1 school year
Support	
Mentor teacher	Yes
Postresidency	Yes
Challenge area focus	
Sustainability	No
Partnerships	No
Funding	No
Implementation	Yes

⁵ Kern Rural Teacher Residency, <http://www.kernruralteacherresidency.org/>, retrieved October 17, 2017.

McCormick Rural Teacher Residency

McCormick Rural Teacher Residency program, based in South Carolina, began operating in 2016.⁶ It partners with two universities (Lander University and the University of South Carolina) and three South Carolina districts: McCormick County School District, Laurens County School District, and Ware Shoals School District.

Applicants are required to have an undergraduate or graduate degree in mathematics, science, English, special education, or elementary education, or to be a senior in a teacher education program; they also must have an overall GPA of 2.75 or higher and a 3.0 or higher in their content area or major. Applicants cannot hold a professional teaching license or certificate but must have a passing score on the Praxis II Content Area examination.

The program offers one full school year of classroom experience; residents who complete the program receive either a master’s degree or an endorsement in rural education.

Residents complete coursework at one of the two university partners. Coursework is tailored to teaching in a rural context, and residents coteach with a mentor teacher who supervises the resident, along with supervision from the school principal. Mentor teachers apply through a formal application process and are hired based on specific selection criteria.

After completing the residency program, support is offered for first-year teachers and as needed for second- and third-year teachers.

In exchange for tuition reimbursement and financial assistance for housing or living expenses, residents make a four-year commitment to the program (one year of residency plus three years of full-time teaching).

At-a-Glance Overview

Year implemented	2016
Rural focus	Yes
Urban focus	No
Prebaccalaureate	No
Postbaccalaureate	Yes
District partners	3
University partners	2
Recruitment	B.A./M.A. in mathematics, science, English, special education, or elementary education
GPA	2.75; 3.0 in content area/major
Commitment	4 years (residency + 3 years full-time teaching)
Compensation	Tuition reimbursement; housing/living assistance
Length of residency	1 school year
Support	
Mentor teacher	Yes
Postresidency	Yes
Challenge area focus	
Sustainability	No
Partnerships	No
Funding	No
Implementation	Yes

⁶ McCormick Rural Teacher Residency, <https://www.mrtteach.com/about-us>, retrieved October 17, 2017.

University of Chicago Urban Teacher Education Program

The University of Chicago Urban Teacher Education Program (UTEP) is a partnership between the University of Chicago (UC) and Chicago Public Schools (CPS).⁷ The program previously received a TQP grant in 2010 and has recently transitioned to a tuition-funded model.

Applicants to the program must have a bachelor’s degree, with a minimum 3.0 undergraduate GPA, pass the Test of Academic Proficiency or submit qualifying SAT or ACT (with writing) scores, and complete two rounds of interviews—an initial screening interview and a final in-person interview. If applicants are selected into the residency program, they must then apply for admission to the UC’s Master of Arts in Teaching (MAT) program.

It takes two years to complete the program, and residents pay full-time graduate-level tuition both years and do not receive a stipend; however, they are not required to continue teaching in CPS after completing their training.

The first year of resident training, referred to as the foundation year, includes coursework and a series of field placements. Residents complete up to 12 observations in both traditional public and charter schools in Chicago and are exposed to a variety of schools, neighborhoods, and student populations throughout the city. Each resident also tutors three students two days per week in afterschool programs at the UC Charter School. During their second year—the residency year—residents continue taking content-focused coursework at UC while completing two half-year placements, one in a traditional Chicago public school and one in a Chicago charter school. Residents coteach four to five days per week.

After residents complete their initial training, they earn an MAT and their Illinois initial teaching certification. For residents who continue to teach in Chicago, the program offers three years of postgraduation support, including in-classroom and specialized coaching, monthly induction workshops (first teaching year only), alumni workshops, leadership training, and inquiry groups.

At-a-Glance Overview

Year implemented	2010
Rural focus	No
Urban focus	Yes
Prebaccalaureate	No
Postbaccalaureate	Yes
District partners	1
University partners	1
Recruitment	No subject area requirement
GPA	3.0
Commitment	2 years to complete program; no further commitment required
Compensation	No, although residents are eligible for grants and loans
Length of residency	1 school year
Support	
Mentor teacher	Yes
Postresidency	Yes
Challenge area focus	
Sustainability	Yes
Partnerships	No
Funding	Yes
Implementation	No

⁷ University of Chicago Urban Teacher Education Program, <https://utep.uchicago.edu/>, retrieved October 17, 2017.

University of South Dakota Teacher Residency

Developed in 2012, the University of South Dakota (USD) Teacher Residency is designed to provide undergraduate teaching candidates at USD a full-time residency experience as part of their four-year degree.⁸

All students must complete a residency to receive their B.S.Ed., and, upon graduation, receive their initial teaching certification in addition to their diploma. In 2016, approximately 100 students were part of the senior residency cohort, and since the program's inception, more than 400 students have graduated. As of 2016, the majority of graduates were teaching in South Dakota, with other large cohorts also teaching in Iowa, Nebraska, and Minnesota.

Candidates complete their residency during their senior year of college and are placed in a single classroom with a mentor teacher for the entire school year. In 2016, candidates completed their residencies in 22 separate and primarily rural districts. During their residency year, students receive support from residency instructors, who are veteran K–12 teachers employed as clinical faculty at the university.

Residency instructors serve a critical function in the program. They observe residents in their classrooms and teach coursework to residents during the residency year. In addition, they support mentor teachers and maintain relationships among the university, partner districts, mentor teachers, and residents. In a primarily rural state, as USD's website notes, providing this support requires a significant amount of travel. In 2016, residents were placed in districts as far as four hours away from the main USD campus.

The program does not receive any external funding, although the university received initial start-up and design funding from the Bush Foundation. Residents do not receive a stipend; they pay regular tuition to the university.

At-a-Glance Overview

Year implemented	2012
Rural Focus	Yes
Urban Focus	No
Prebaccalaureate	Yes
Postbaccalaureate	No
District partners	22
University partners	1
Recruitment	All students enrolled in teaching major
GPA	No requirement
Commitment	No postgraduation requirement
Compensation	Residents eligible for grants and loans
Length of residency	1 school year
Support	
Mentor teacher	Yes
Postresidency	No
Challenge area focus	
Sustainability	Yes
Partnerships	Yes
Funding	No
Implementation	Yes

⁸ University of South Dakota, <http://www.usd.edu/education/curriculum-and-instruction/undergraduate>, retrieved October 17, 2017.

Profiles of Select Teacher Residency Programs in Michigan

Accelerated Certification with Residency: Saginaw Valley State University

In 2017, Saginaw Valley State University (SVSU) began implementing the elementary and secondary Accelerated Certification with Residency (ACR) program, in which SVSU partners with school districts and charter organizations in need of filling vacant teaching positions, particularly by certifying their long-term substitutes and paraprofessionals.⁹ Today, there are 54 residents in the ACR program, two-thirds of whom are pursuing the secondary ACR track.

Applicants need to have a bachelor’s degree with an overall GPA of 3.0 or higher and are required to review their transcripts with a certification officer to ensure they have 30 credit hours of coursework in the subject area they want to teach. In addition, applicants must pass the Michigan Test for Teacher Certification (MTTC) Professional Readiness Exam and relevant MTTC subject-area tests. Upon passing the necessary exams, ACR candidates participate in an interview and submit a writing sample. To be formally accepted into the program, however, candidates must secure a teaching position in a school district or charter school. To that end, SVSU provides career services to support candidates’ job search in partnering school districts.

Once hired and after acquiring a full-year basic teaching permit through the partner school district, most ACR residents enter coteaching positions, although some become the teacher of record. Residents spend a full school year in a school and complete coursework, taught by SVSU faculty, on Saturdays.

SVSU’s partner school districts and school administrators identify mentor teachers according to SVSU clinical guidelines, which include mentor teachers having five years of teaching experience and holding the same degree as the resident. In addition, residents receive support from a university supervisor who conducts biweekly visits.

Upon successful completion of the ACR program, residents are eligible to receive their teaching certification from MDE. The ACR does not award master’s degrees; however, some districts may choose to subsidize residents’ tuition to complete a degree in exchange for a commitment to teach in the district for a specified period. For residents staying in the school where they complete their residency, districts provide mentor support for three years, and SVSU’s clinical experiences office also provides support if requested.

⁹ Saginaw Valley State University, Elementary Accelerated Certification with Residency, http://catalog.svsu.edu/preview_program.php?catoid=31&poid=4036, retrieved October 17, 2017.
Saginaw Valley State University, Secondary Accelerated Certification with Residency, http://catalog.svsu.edu/preview_program.php?catoid=31&poid=4037, retrieved October 17, 2017.

At-a-Glance Overview

Year implemented	2017
Rural focus	Yes
Urban focus	Yes
Prebaccalaureate	No
Postbaccalaureate	Yes
District partners	20 public school districts; 8 charter organizations
University partners	1
Recruitment	Bachelor’s degree
GPA	3.0
Commitment	At the discretion of the district
Compensation	At the discretion of the district
Length of residency	1 school year
Support	
Mentor teacher	Yes
Postresidency	Yes
Challenge area focus	
Sustainability	No
Partnerships	Yes
Funding	No

Dream Keepers Urban Teacher Residency Program: Wayne State University

Wayne State University (WSU) designed the Dream Keepers program to help substitute teachers working in the Detroit Public School Community District (DPSCD) earn a Master of Arts in Teaching (MAT). The program started with its first two cohorts in the 2016–17 school year.¹⁰

Applicants are required to be current DPSCD substitute teachers, though there is no requirement on their length of service prior to applying to Dream Keepers. (In the first two cohorts, residents’ prior experience as a DPSCD substitute ranged from less than a year to multiple years.) After candidates apply to the residency program, their principals are asked to submit recommendations to the DPSCD Human Resources Department (HR), which reviews principal recommendations and candidates’ employment histories and attendance. HR then sends its recommendations for candidates’ acceptance into Dream Keepers. WSU and Dream Keepers staff members review the application materials, and those accepted must then apply to the WSU graduate program.

During their two years in the program, residents take coursework at WSU to earn their MAT, completing approximately 36 graduate credit hours, and serve as teachers in DPSCD, receiving support from mentor teachers and Dream Keepers coaches. The type of support residents receive depends on their individual needs; although some highly experienced and effective residents may need little, others may need more consistent and intensive coaching.

The program intentionally seeks to not only recruit candidates from communities traditionally under-represented in the education profession but also ensure that teachers trained through the program have a deep connection to Detroit. Dream Keepers staff have focused specifically on building connections to and recruiting applicants from community organizations that reflect DPSCD’s demographics. For example, Dream Keepers staff build connections to, collaborate with, and identify potential candidates among community organizations that work with African-American men and boys.

At-a-Glance Overview

Year implemented	2016
Rural focus	No
Urban focus	Yes
Prebaccalaureate	No
Postbaccalaureate	Yes
District partners	1
University partners	1
Recruitment	Substitute teachers in Detroit Public Schools
GPA	No requirement
Commitment	None
Compensation	No
Length of residency	2 school years
Support	
Mentor teacher	Yes
Postresidency	No
Challenge area focus	
Sustainability	No
Partnerships	Yes
Funding	No

¹⁰ Wayne State University, <http://coe.wayne.edu/the-dream-keepers/the-dream-keepers-about-us.php>, retrieved October 17, 2017.

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