

Diversifying the Teacher Workforce through a Paid Residency

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Abstract

This paper discusses a teacher residency model that has been collaboratively developed with a mid-sized urban school district struggling with high teacher turnover and a mid-sized university working to support our partner district and provide beneficial clinical experiences for our candidates. In this paper, we provide a brief overview of literature related to teacher recruitment and retention and teacher residency programs, describe our model and its success in recruiting diverse teacher candidates, and describe the successes and challenges of program implementation. We conclude with implications for future practice and research. We hope through this paper to share the benefits and challenges of our particular paid residency model as we work to strengthen approaches to recruiting, supporting, and retaining a diverse teaching pool.

Keywords: teacher retention; diversity; paid residency

Education is an expensive major. In addition to tuition, books, and fees that are typical for all university students, Education majors also spend money on required testing fees, professional attire, and travel to field placements. The final student teaching semester is particularly challenging as students find it next to impossible to work given the requirements and time commitment of being in a school full time.

About five years ago, our institution, a mid-sized university in the southeastern United States, began collaborating with one of our urban school partners to design and implement a paid residency model that would address their consistent need for highly qualified teachers and support our university students financially. Collaboratively developed by the school district and

the university, this clinical model addresses the needs of the local school district but also attracts student teachers who find the paid nature of this experience beneficial. During the first years of implementation, many lessons were learned regarding supporting this residency program. However, all persons involved (teacher candidates, mentor teachers, university supervisors, and school administrators) found this model to be beneficial to teacher preparation (Rahimi & Cossa, 2022).

In this paper we provide a brief overview of literature related to teacher recruitment and retention and teacher residency programs, briefly describe our model, and describe the successes and challenges of program implementation. We conclude with implications for future practice and research. We hope through this paper to share the benefits and challenges of our particular paid residency model as we work to strengthen approaches to recruiting, supporting, and retaining a diverse teaching pool.

Literature Review

In this section, we provide a review of literature related to teacher recruitment and retention overall in the field as well as focusing specifically on diversity in the teacher workforce. We also examine current findings related to teacher residency programs and the impact they have as a clinical model for addressing these issues.

Teacher Recruitment and Retention

The field of education is experiencing a decline in attracting and retaining teachers to/in its workforce. One example of this is decreased enrollment in teacher education programs across the nation. Data analyzed by the American Association of Colleges of Teacher Education (AACTE) from 2008-2019 (AACTE, 2022) highlights an enrollment decline of more than a third in teacher education programs, with areas such as special education, S.T.E.M., and bilingual

education seeing the most drastic declines. Data from a recent report published by the National Council on Teacher Quality (NCTQ) noted enrollment in teacher preparation programs 2020-21 is only 70% of what it was in 2010-2011 (Saenz-Armstrong, 2023). Data from 2022, post-COVID, shows an increase in both traditional and non-traditional students enrolled in college and university-based programs as enrollment begins to trend upward but still does not meet pre-COVID enrollment (Will, 2024). While still focusing on preparation practices, many teacher preparation programs have placed even greater priority on the critical importance of developing strategies for teacher recruitment.

In addition to the troubling issue of recruiting teachers, we are also facing a sharp decline in teacher retention (Darling-Hammond, 2009; Sawchuk, 2016). Current attrition rates suggest that 20% to 30% of first-year teachers leave the field within the first year (Aud, et.al. 2011); particularly those without strong and supportive preparation programs (Guha & Kini, 2016). Since the pandemic of 2020, data shows that between 33% and 37% of teachers are leaving or plan to leave in the next two years with current rates nearly as high during the pandemic (Bryant et al., 2023; Choi, 2023). There have been findings suggesting that five-year turnover rates for teachers in high-poverty or “hard to staff” schools are between 50%-55% (Ingersoll, 2012; Muñiz, 2020; Papy et al., 2017). The statistics are even more alarming when noting that over 55% of current teachers are considering leaving the profession prior than they had planned, up almost 20% from a survey only months prior (Walker, 2022). Low salaries, poor working conditions, stress related health concerns, and inadequate preparation have been identified as leading the reasons for teachers not staying in the profession, creating a crisis in our field (Guha et al., 2017b, Walker, 2022). Bacher-Hicks (2023) notes that the pandemic has increased attrition by 17% in many cases. Although there are enough students enrolling in teacher

preparation programs to address retirements, the number of candidates is not sufficient to replace teachers quitting early in their careers (Will, 2024).

The issues of retention and recruitment are particularly burdensome for high-needs or “hard to staff” rural and urban schools, such as the ones involved in our paid residency partnership, with these schools plagued with the highest rates of teacher attrition (Carver-Thomas & Darling-Hammond, 2017; Darling-Hammond, 2010; Freedman & Appleman, 2009; Guha & Kini, 2016). As these school settings are faced with the greatest teacher shortages (Ingersoll, 2012; Marshall & Scott, 2015) and recognizing that outcomes for students are positively impacted by teacher retention (Boyd et al., 2005; Guha & Kini, 2016), the students in these schools do not have access to equitable educational opportunities, an issue that needs to be fervently addressed.

Further, there is a lack of teacher diversity in the workforce. According to data from the National Center for Education Statistics (NCES), the diversity of the teacher workforce is not even closely aligned with the diversity of the student population. According to NCES, in 2017-2018, fewer than one in ten teachers were either Black, Hispanic, or Asian American; this is in stark contrast to the non-White student population, which in 2020 was 54% (NCES, 2022). This lack of diversity in the teaching force is a critical issue as research suggests that students benefit from engaging with a diverse teacher workforce (Guha & Kini, 2016; Villegas, 2010). In particular, “racially and ethnically diverse teachers tend to be rated highly by students from all racial and ethnic backgrounds, and research has shown the benefits of same-race teachers include better test scores, college attendance rates, and disciplinary outcomes” (Muñiz, 2020, p. 7). Therefore, it is an imperative that teacher preparation programs continue to focus on recruiting and retaining a diverse field.

Recent publications have begun to survey and assess the financial obligations and barriers for teacher candidates in programs throughout the country. As previously stated, financial obligations incurred by teacher candidates go beyond tuition to include preparation exams, background checks, and field experience costs, including transportation and professional clothing (DeMoss & Mills, 2021; Schack & Burton, 2020). To aid in paying for costs incurred throughout their degree program, many Education majors work full time throughout college (DeMoss & Mills, 2021, para 3; Mansukhani & Santos, 2021). Furthermore, teacher candidates report a significant financial burden of a semester-long student teaching experience, which does not offer time for paid employment (Will, 2024). This is exemplified by the data that demonstrates that non-traditional or racially diverse students often have obligations of caring for family members or serving as heads of households (Dennis, et al., 2021; Muñiz, 2020), while over 20% of candidates report supporting dependents. When exploring the barriers to completing a degree with a full student teaching semester, students in a recent survey noted that the highest areas of anxiety included time for personal responsibilities, time for self-care, paying for tuition, and monthly expenses (Mansukhani & Santos, 2021). More recent data exploring the demands on Education students highlights the obligations of family and finances for non-traditional learners with families and students of color that are barriers to completing a degree.

One consideration in addressing the recruitment and retention of diverse candidates that can support the needs of diverse student populations is to focus on designing and implementing creative, meaningful clinical practice experiences for teacher candidates (Dennis et al., 2021; Mansukhani & Santos, 2021; Jung, 2010). Effective clinical experiences for teacher candidates are critical for their preparation and impact their retention (Jung, 2010; Van Zandt Allen, 2013). Therefore, concentrating on clinical practice as a means to recruit and retain teachers is a

promising approach.

Teacher Residency Programs

One clinical experience model that has been drawing a great deal of interest for its potential to offer authentic and meaningful experiences for teacher candidates is the teacher residency model (Henning, 2018; Henning et al., 2018; Marshall & Scott, 2015). Teacher residency programs offer an opportunity for teachers-in-training to become immersed in the school (and its culture) while also benefiting from intensive mentoring (Thorpe, 2014) and having the added benefit of support from university faculty.

While there is a wide range of structures and implementation models of residency programs (Washburn-Moses, 2017), teacher residency programs typically involve teacher candidates who are working toward licensure while simultaneously taking coursework aligned with the clinical practice. Such programs involve district-university partnerships in which Colleges of Education and their respective partner districts collaborate throughout the process of developing such residency programs (Guha et al., 2017). One other general key feature of teacher residencies, like the one featured in this paper, is the important emphasis on the role of mentors for each teacher candidate. Focusing on mentoring has been found to be a particularly impactful practice for preparing and training teacher candidates and lends itself to the retention of teachers once hired (Chan, 2014; Van Zandt Allen, 2013). Darling-Hammond (2010) points out that the lack of mentoring and support contributes to the “root problems of teacher attrition” (p.20). As we will note later in the paper, this feature of the residency program we discuss has been particularly effective (Rahimi & Cossa, 2022). While the traditional student teaching model allows teacher candidates to engage in mentorship relationships with their classroom teaching supervisor and university supervisor for a semester, in many residency programs such as ours,

teacher candidates receive this level of mentoring during their actual first year of teaching while assuming all the professional responsibilities of a full-time teacher (Carver-Thomas & Darling-Hammond, 2017; Guha & Kini, 2016; Muñiz, 2020).

While there is only an emerging body of research on teacher residencies, there appears to be evidence that the teacher residency model offers benefits to teacher candidates' preparation and K-12 student learning (Guha et al., 2017). Early research suggests immersion in year-long residencies better prepares teacher candidates as they enter the field, thus leading to their retention in K-12 settings (De Jong et al., 2013; Hascher & Hagenauer, 2016). Specifically, a year-long residency program offers "recruits strong clinical preparation specifically for the kinds of schools in which they will teach" (Guha & Kini, 2016, para. 3). DeMoss, et al. (2018) note that education preparation programs now have higher expectations for the "intensity, duration, and focus of clinical practice education" (p. 8) such as those programs found in other countries. Assistance to meet these high levels of expectations through preparation programs is further supported by aligning expectations and programs at the school and collegiate level (Muñiz, 2020). In her work, Darling-Hammond cites researchers who have noted teacher retention rates of over 85% after four or more years for graduates of programs featuring teacher residencies (Berry et al., 2008; Hammond, 2010). Universities and school systems across the nation are currently realizing the potential that residency models have for retaining teaching staff.

In addition to the potential impact of residency programs on teacher retention, the salient benefit of teacher residencies is supporting the recruitment and retention of teachers of color, thus contributing to the diversity of the teacher workforce (Azar et al., 2020; Coffman & Patterson, 2014). Guha et al. (2017b) noted in their work that in 2014-2015, 45% of graduates

from residency programs were people of color. That greatly surpasses the national average of teachers of color, which is currently around 18% (Azar et al., 2020). As noted above, diversifying the teacher workforce should be a critical objective for teacher preparation programs (King, 2022; Villegas, 2010). Providing students access to a diverse body of educators benefits all students by providing positive role models, more culturally responsive practices, and students who are less likely to maintain implicit bias (Bond et al., 2015; Carver-Thomas, 2018). Our model did not set out initially to *specifically* attract teachers of color; however, it is a noted and powerful outcome of our program.

In the following section, we will describe our residency program, the roles of the various personnel involved, the make-up of students it has attracted, and current retention rates. We conclude by sharing some challenges we face in sustaining this model, and recommendations for research in this area.

Description of Our Paid Residency Model

As mentioned earlier, our paid residency model was co-developed by members of faculty and administration from our College of Education and members from the local urban school district we serve. It is structured as a triad with one designated mentor teacher who supports two residents within the same school building. The mentor teachers play a particularly critical role in our model as they do in most teacher residency programs (Chan, 2014; Van Zandt Allen, 2013). Residents are hired by the school system as teachers of record and follow the orientation and induction schedules of first-year teachers in their respective school systems. Residents are required to engage in all of the duties and responsibilities of first-year teachers and members of the school community. They are compensated with an annual salary of approximately \$19,000 (which is a split salary of a first-year teacher in this district), health benefits, and time toward

state retirement. The mentor-teacher continues to receive his/her salary through the school district. This structure was designed for its potential to provide ongoing support for residents and its financial viability for school districts.

With the initial success of the paid residency in an urban school district, our model, described in this paper, has been replicated in two of our partner rural districts, which also find themselves dealing with issues of recruitment and retention.

As a result of these two partnerships, we are currently working with seventeen paid residents in two school systems (see Table 2). While most of our teacher candidates choose a traditional path to “student teaching”, a fifteen-week clinical experience in which they work directly with a classroom teacher as their clinical supervisor with routine observations conducted by a faculty member from our university programs, our paid residency is an option available to our undergraduate teacher candidates.

In the development of our model, it was recognized that there are two critical processes necessary for its success: the selection of teacher residents who could be successful in this model and the selection of the mentor teacher who could serve as strong academic and professional support for our teacher residents. While our College of Education assumes a leading role in the selection of the teacher residents, and the school system leads the selection of the mentors, both participate in each process. Involvement and communication throughout ensure that we are selecting and supporting high-quality candidates that exhibit academic and dispositional aptitude for the challenge of this experience and skilled mentors who can positively impact student learning.

Selecting Residents and Mentors

Because the teacher residents will be simultaneously full-time students and full-time teachers, it is important to recognize that this program is not optimal for all teacher candidates, thus this is an optional experience for our teacher candidates. Interested candidates undergo a selection process that ensures the teacher candidates participating in this model excel academically (demonstrated by GPA) and in their field placements (clinical observations). Similar to the traits of effective teachers, selected teacher candidates need to possess the professional dispositions of effective educators (i.e., organization, commitment to supporting diversity, effective written and oral communication skills and professionalism; Hayes et al., 2023) Further, they must also be willing to commit to the additional time requirements of this program as their academic year follows the public school calendar, not the university calendar.

To select high-quality candidates who have the potential to be successful in this challenging program, we developed and implemented a multi-step application process. Teacher candidates who have completed most university coursework or who have the ability to take additional courses in the summer can submit an application. Applications include a cover letter, resume, and an essay outlining their teaching philosophy. These materials, along with teaching performance evaluations from clinical experiences and professional disposition evaluations completed by faculty, are reviewed by program faculty. Candidates who receive initial program approval are then asked to participate in an in-person interview with both program and college faculty and staff. The interview is a critical component of the selection process (Kwok et al., 2023; Rutledge et al., 2008). We use this interview also as an opportunity to reiterate the demands of the paid residency program. Materials from candidates performing well in the interview are then shared with the district human resources staff and the principals of the

respective district-designated school sites. Principals who will be hosting residents then review materials and select candidates to interview. This interview team typically consists of a representative from the district's Human Resources office, the building principal, the mentor teacher on site, and at least one representative from the university. While this process is intensive, it does help ensure that we select teacher residents with the potential to succeed and that the collaborative nature of this process is maintained.

Selection and Role of the Mentor

Although we work to select high quality candidates committed to this experience, we recognize their success can be dependent on the quality of their mentor (Goldhaber et al., 2020; Ronfeldt et al., 2018). Prior to becoming hired as mentors in our model, the mentor-teachers were lead teachers in their building and possess qualities of effective teacher leaders and mentors (Callahan, 2016), as deemed by their respective principals. Mentors are hired through the school district. The principal reviews materials and selects potential mentor teachers to participate in the interview process. This interview team consists of the principal, a representative from the district's HR office, and at least two members from the College of Education faculty.

Once selected, the mentor is then tasked with supporting two teacher residents teaching in the same school building. Ideally, the mentor teacher spends approximately half of the day in each resident's classroom supporting them by modeling instruction and assessment, helping with administrative tasks, integrating residents into the school community, demonstrating working with family and other personnel, and serving to support the candidates' needs. We have noted that it is critical that there is principal buy-in related to the importance of this mentor teacher's role. They should not be tasked with any additional duties that may take them away from their primary role of serving the teacher candidates.

The Role of the University Supervisor and Program Faculty

In addition to the assigned district-employed mentor, the residents in this model are also assigned a faculty member from the College of Education to serve as the university supervisor, similar to teacher candidates in more traditional student teaching experiences. (Goodnough et al., 2009). The triad existing among the university supervisor, mentor, and resident serves to foster communication and relationship building throughout and is critical to the success of this model.

Teacher residents need support before the semester begins and beyond what is typical from university supervisors throughout the fall semester, as residents are full time teachers and full-time students while simultaneously beginning a new career (Roegman et al., 2016). Part of that support entails regular and ongoing communication with the mentor teacher about instruction, curriculum, and school requirements before the start of the residency program. It also entails ongoing communication so that university course requirements and assignments align as much as possible with each school's teaching expectations. This level of consistent communication allows us to make concrete connections between theory, best practices, and the daily work teacher residents are engaged in. In some cases, working as a triad supports a candidate to identify areas of difficulty and brainstorm solutions based on the candidate's particular needs and level of development.

The university supervisor works closely with the teacher resident and the mentor teacher throughout this experience. The university supervisor is the first point of contact for the university once the experience has begun. They are also responsible for observing the teacher candidates at least six times throughout the semester and engaging in pre-post observation conferences with the teacher resident and mentor teacher. As we have expanded to two additional school systems that have differing curriculum and teaching expectations, this level of

communication is critical as the university supervisor is able to relay school system expectations to methods course instructors so they can tailor their assignments to best meet the needs of teacher candidates and the K-8 students they serve.

Initial Outcomes

One of the goals of residency programs is to recruit and retain a more diverse workforce (Azar et al., 2020; Coffman & Patterson, 2014), and our model provides evidence of this possibility. While we did not directly target any particular student group for participation in the paid residency program, students who chose to participate, submit an application, and are selected for this residency program have been diverse in gender and race, particularly in comparison with our overall College of Education student population. When analyzing the demographic characteristics of the first cohorts of residency applicants, we began to recognize an important trend among those teacher candidates. Albeit not originally designed to do so, one exciting outcome we noted is that the applicants attracted to our residency program are more diverse in terms of race and gender when compared to our overall candidate population. This trend has continued with subsequent cohorts of applicants, leading us to be encouraged by the possibility this model has for attracting a more diverse teacher pool. Further, we noted that the majority of our teacher residents have remained in the schools where their residency occurred, and these are sites that have historically experienced high teacher turnover. Of the six teacher residents who completed their residencies in the first two years, four have remained in teaching positions at the sites where they completed their residencies.

For example, while only 32.5% of our College of Education undergraduates are non-White, 41.2% of our paid residents are non-White. When looking at the national demographics of teachers as of 2021-2022, these numbers are even more impressive. According to data

provided by the National Center for Educational Statistics on the teaching population in 2021, of teachers, 80% are White, nine percent are Hispanic, and six percent are Black (NCIS, 2023). Of particular note is the large number of first-generation college students participating in the residency program. Additionally, our paid residency appears to attract more male candidates than the college and national average. Table 1 details the demographics of teacher residents during our first four years, and Table 2 details the demographics of our current cohort. Table 3 details the demographics of the overall population of our teacher candidates.

Table 1

Paid Resident Demographics 2019 - 2022

<i>Paid Residency Program</i>	<i>Gender</i>	<i>Race/Ethnicity</i>	<i>First Generation</i>
17 residents	14 Female 3 Male	7 Black 10 White	7
Percentages	82.4% Female 17.6% Male	41.2% Black 58.8% White	41.2% First Gen College Students

Table 2

Paid Resident Demographics 2023

<i>Paid Residency Program</i>	<i>Gender</i>	<i>Race/Ethnicity</i>	<i>First Generation</i>
17 residents	13 Female 4 Male	7 Black 1 Latinx 9 White	10
Percentages	76.5% Female 23.5% Male	41.2 % Black 5.9% Latinx 52.9% White	58.8% First Gen College Students

Table 3

College of Education Demographics 2019 to 2023

	<i>Gender</i>	<i>Race/Ethnicity</i>	<i>First Generation</i>
1109 Students	964 Female 105 Male	223 Black 67 Latinx 753 White	268
Percentages	86.9% Female 13.1% Male	20.1% Black 6% Latinx 67.9% White	24.1% First Gen College Students

While our program is relatively new, and our numbers are small, they do represent a positive trend in appealing to a diverse teacher workforce. As evidenced in the charts above, our residents are more varied in terms of gender, race, and access to college in comparison with the overall population of College of Education candidates, both at our institution and nationally.

The tables above represent the diversity of our candidates, but they only illustrate part of the story. It is also important to note that in most instances, the teacher candidates who selected the paid residency were students who were working full-time jobs or two part-time jobs throughout their undergraduate studies (Rahimi & Cossa, 2022). Thus, this paid residency program allowed them to be able to earn a salary while completing their clinical practice, making this an attractive opportunity for “non-traditional” students who have additional financial obligations and/or are not the typical age of a college junior. It should also be noted that many of our residents are also members of the military, single parents, and/or older aged students.

In our fifth year of program implementation, we have the same number of teacher residents as we did in the previous four years combined. While the pandemic definitely played a role in lower numbers in our second and third years, it is our development and refinement of processes, support, and procedures along with the success of our teacher residents that have been instrumental in additional districts and schools joining the program.

Challenges and Possibilities

As mentioned previously, a noteworthy goal of many teacher preparation programs should be to attract and prepare diverse students while ensuring successful educational experiences for students in the K-12 setting. Through the establishment of programs that encourage paraprofessionals to enter the teaching field and adapting coursework to address the needs of working adults, we are hoping to continue to increase the diversity of our candidate population. The paid residency is another initiative that has served to support our diverse candidates.

To ensure that the paid residency is an optimal experience and is sustained, we offer support at several levels. This requires the involvement of various College of Education

programs, university faculty, and staff. We begin promoting our paid residency program among sophomore level students to aid in planning for the implications of scheduling, possible summer courses, and time management. Another way we support our paid residents is to offer a waiver for the first semester of their senior year. This allows for our seniors to be considered full-time students while taking fewer semester hours. This waiver ensures the student can prioritize time as a resident, lessen the stress of multiple obligations, and be eligible for financial aid if necessary. If a candidate still needs content courses in another college such as an upper-level history or science course, participation as a paid resident may not be an option if course offerings are limited. Therefore, we encourage planning for the residency program prior to an application.

In addition to minimizing coursework during the first semester of the paid residency program, changes had to be made in the delivery of courses by faculty. At our institution, we have offered both independent studies over the summer as well as adjusted for evening coursework to accommodate our residents specifically. A benefit to these changes includes the ability of an instructor to tailor readings, planning, and assessment for the upcoming teaching experiences of the residents. This has allowed for planning and a deeper understanding of the job-embedded requirements that the resident faces. In addition, by having coursework delivered in the evenings, the faculty can model best strategies and scaffold learning experiences to support areas experienced by the residents in their classrooms, exhibiting a strong theory-practice relationship. We have found that courses tailored specifically for the needs of our residents have been particularly effective in supporting them during their first year (Rahimi & Cossa, 2022).

However, it should be noted that offering alternative sections of courses to meet the time constraints of paid residents has financial and time impacts on the college and course instructors.

It is known that the number of students in colleges and universities is declining by up to five or ten percent nationally (Dickler, 2022; National Student Clearinghouse Research Center, 2022), and those responsible for monitoring university budgets turn a critical eye on student enrollment in courses. To offer a section of a methods course or content course for less than five or ten students becomes an economic strain on the university. Faculty who teach these “low-enrolled” courses often do so as a partially paid overload or are required to take on additional sections. Although the number of students is small, the time to plan, assess, and deliver these classes remains relatively the same as traditionally enrolled courses. Further, as mentioned earlier, there are additional time commitments from the university supervisor who often extends beyond the university semester to support residents from the first day of school through the final day.

Scheduling and staffing are challenges of our paid residency program, yet those challenges have also created opportunities for meaningful discussion regarding instructional and pedagogical practices for all students. One example is that our secondary education program has adjusted a typical methods course to occur earlier in the program of study to provide all students content specific pedagogy earlier in the program. Beginning teaching without having taken the critical methods course was seen as a deficit in the paid residents as well as all typical student teachers (Rahimi & Cossa, 2022). Solutions such as offering sections during the summer have not only helped the paid residents but other teacher candidates seeking to lessen credit hours during their senior year. The summer sections can provide more focused feedback and time to focus on pedagogy. These pedagogical and curricular adjustments have been viewed positively and have created opportunities for our diverse student populations to thrive in our programs. As these may be issues specific to our preparation program, it is worth noting that others looking to develop paid residencies need to consider their own unique circumstances of curriculum

offerings to support the needs of their teacher residents.

Further, residents in this model indicate that the year-long support they receive from a mentor developed their confidence and skills when they began teaching independently the following school year. Not only were they able to navigate the learning management and assessment systems on the first day, they knew how to “really use the data to plan lessons for small groups” and “share how students are progressing with parents”. They felt confident “sharing ideas during grade level planning” and working with counselors and other school personnel when additional support was needed for students or families. This program prepares effective educators, and it makes their teaching career possible. While most residents concur that the residency program is “probably the most challenging thing [they] have ever done”, without it, many would not have been able to complete their teaching degree.

Implementing this model warrants researching its viability and its impact on student learning in K-12 classrooms. Future research will focus on the experiences of all constituents involved in this model: students and their families, the mentors, the building administrators, and the teacher candidates. We are hopeful that this model has great potential for impacting student learning. We hope to monitor and research this model as it grows and continue to monitor its long-term impact on recruitment, retention, and student success.

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