

Apprenticeship



Problem Overview

The Teacher Vacancy Grant Pilot Program provides a significant opportunity for Local Education Agencies (LEAs) to address their current staffing challenges while strengthening their long-term teacher pipeline (Darling-Hammond et al. 2005). With the available funds, LEAs can create high-retention pathways to address staffing challenges at the district level or develop equitable access strategies aimed at specific district schools.

To effectively achieve these objectives, evidence-based strategies have been provided in this document surrounding residency programs for teachers (Ingersoll et al. 2014). Research shows that the strategy of providing programs such as residencies or apprenticeships can address some staffing challenges facing LEAs in recruiting and retaining high-quality teachers. The strategies are based on best practices, research, and experiences from successful programs nationwide. By implementing these strategies, LEAs can create sustainable solutions that not only tackle their immediate staffing challenges but also support their long-term teacher pipeline.

Strategy Summary

Teacher residency programs offer a promising approach to addressing staffing challenges in education and building a robust teacher pipeline. This strategy involves pairing novice teachers with experienced mentors in a supportive and structured learning environment (Jerald and Van Hook 2011).

The residency model provides:

Hands-on classroom experience

Ongoing guidance and feedback

Opportunities for professional development

By investing in teacher residencies, LEAs can attract and retain high-quality educators while simultaneously fostering their growth and development.

Residency programs may have the opportunity to be turned into a registered apprenticeship. ISBE will support districts that are interested in developing a registered apprenticeship program with funds from the teacher vacancy grant. Research has shown that teacher residencies or apprenticeships can have several positive outcomes.

- Apprenticeships provide an effective way to recruit talented individuals into the teaching profession (Ingersoll et al. 2014). The hands-on experience and mentorship aspect of apprenticeships can attract candidates who may not have considered teaching as a career option otherwise.



**Illinois
State Board of
Education**

- Apprenticeships also help address the retention challenge by offering support and guidance to new teachers during their critical early years (Jerald and Van Hook 2011). This support increases job satisfaction and decreases attrition rates, ultimately improving teacher retention.
- Apprenticeships promote continuous professional growth by providing ongoing learning opportunities and feedback (Parise and Spillane 2010).

This investment in professional development contributes to the overall quality of the teaching workforce.

Examples

Several successful teacher residency programs have been implemented across the country, demonstrating the effectiveness of this strategy. One notable example is the [Boston Teacher Residency](#) program, which combines a year-long apprenticeship with a master's degree program. This program has resulted in increased teacher retention rates and improved student outcomes.



During the Residency Year, Residents:

- ✓ Co-teach with collaborating teachers and experienced teacher educators
- ✓ Earn a M.Ed. awarded by UMass Boston (<\$8,000 tuition)
- ✓ Earn MA Initial Teacher Licensure and SEI endorsement
- ✓ Receive a living stipend (\$20,000 paid bi-weekly) and health benefits
- ✓ A three-year commitment to the BPS earns graduates:
 - ✓ BTR program cost waived
 - ✓ Continuing professional development and new teacher support
 - ✓ Membership in a growing alumni network comprised of principals teacher leaders and thought leaders

BTR prepares teachers for:

- ✓ Elementary (grades 1-5)
- ✓ English - Secondary
- ✓ Math - Secondary
- ✓ Computer Science - Secondary
- ✓ Science - Biology, Chemistry, Physics, and MS General Science

The [South Cook Teacher Residency Program](#) is a successful residency program in Illinois, in partnership with Roosevelt University. The goal of the program is to provide full-time substitutes, paraprofessionals and teaching assistants working in south suburban Cook County with an affordable and high-quality pathway to an MA degree and teacher licensure in Elementary Education.



The [Saluki Residency Partnership](#) program, at Southern Illinois University Carbondale, features an initial Professional Educator License for both undergraduate Early Childhood and Special Education programs, and post baccalaureate MAT programs, and coursework is offered online to allow students to be placed in a school district for one year while they complete required coursework towards the PEL. School districts included within the grant partnership with SIU are Cairo SD 1, Meridian CUSD 101, Murphysboro CUSD 186, Carbondale ES 95, and Carbondale HS 165.



Other Considerations and Next Steps

While teacher residency or apprenticeships have shown promise, there are important considerations to keep in mind when implementing such programs.

These considerations include:

- sufficient funding to provide stipends or salaries for apprentices,
- support for mentor teachers, and
- resources for professional development (Ingersoll et al. 2014).

Adequate resources ensure the sustainability and effectiveness of the residency program.

Additionally, a strong mentoring component is crucial for the success of teacher residencies. Careful selection and training of mentor teachers, along with ongoing support and supervision, are necessary to create a supportive learning environment for teachers (Jerald and Van Hook 2011).

It is important to ensure that teacher residencies are equitable and accessible to individuals from diverse backgrounds. Efforts should be made to recruit candidates who reflect the diversity of the student population, as this has been shown to have positive impacts on student outcomes.

Sources

Darling-Hammond, L., Hammerness, K., Grossman, P., Rust, F., & Shulman, L. (2005). The design of teacher education programs. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 390-441). Jossey-Bass.

Ingersoll, R. M., Merrill, L., & Stuckey, D. (2014). Seven trends: The transformation of the teaching force. CPRE Research Reports.

Jerald, C. D., & Van Hook, K. (2011). Teacher apprenticeships: A practical pathway to teacher effectiveness. Center for American Progress.

Parise, L. M., & Spillane, J. P. (2010). Teacher learning and instructional change: How formal and on-the-job learning opportunities predict change in elementary school teachers' practice. *The Elementary School Journal*, 110(3), 323-346.