Providing Perspectives on a Residency Educator Preparation Program: Growth & Challenges
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ABSTRACT

The teacher shortages are larger than ever before, with teachers leaving the profession at an increasing rate. At the same time, a lack of teachers entering the profession paired with the departure of veteran teachers has created a gap of qualified teachers creating a large impact on the learners in our classrooms. Additionally, an ongoing lack of educators of color creates classrooms where many students are taught only by White Teachers. The teacher shortage has prompted novel pathways to creating a new workforce via alternate routes to certification and non-traditional educator preparation programs. Increasingly, all professions and industries are calling for an increase in the diversity of their staff, education included. Therefore, this program evaluation seeks to understand the implementation of best practices around one specific type of creative educator preparation program that encompasses an alternate route to preparing and providing diverse educators for school systems. The program under evaluation is based on a residency model that was created to break down barriers for teacher candidates of color. Of particular interest are the ways that program supports exist to support residents in their career aspirations and the rate of retention in the teaching field that is one indicator of success (Hansen, Quintero & Feng, 2018).

INTRODUCTION

Education has a high burnout rate, and many educators leave the profession after the first year. This rate is even higher in teachers of color (Carver-Thomas, 2019). Therefore, it is necessary to find a way to support teachers of color to retain these teachers. One such support is to offer alternative teaching preparation specifically geared towards certifying and supporting teachers of color. Such is the case, with the teacher preparation programs that understand and accommodate the needs of a diverse population. (Samuels, 2018).

PRELIMINARY FINDINGS

Program evaluation is inherently mixed methods given the importance of a range of data that includes stakeholder input (Rossi, Lipsey, & Henry, 2019) and data can be obtained from various sources. The data that is collected across these is intended to represent the experiences of the stakeholders related to the topic of study. The data collected in this study is in narrative form, taken from interviews and existing program evaluation reports. Program evaluation approach that supports the mission of the program and the success of the teachers entering as marginalized people in a traditionally white space.

REFERENCES