



# Strategic Staffing: Teacher Residency in Socorro ISD



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# Challenges we aimed to address

- Need for a quality Socorro ISD teacher pipeline
  - Quality preparation and training in quality SISD schools with strong SID leaders
  - Goal to sustain teachers in their roles long term
- Access to high-quality substitute teachers



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# Why we Implemented a Teacher Residency Model with University of Texas – El Paso

Well-designed residency models have many benefits including:

- A strong pool of candidates for recruitment
- Improved retention rates
- Improved student performance

The National Center for Education Evaluation and Regional Assistance found that teacher residency program teachers are more likely to remain in the same district than other non-resident teachers.



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# Benefits to our Community in Implementing a Paid Teacher Residency Model

- Provides Consistency for Students
- Decreases student to teacher ratios
- Provides Resident with Community Involvement Opportunities
- Provides Resident with Experience from a Master Teacher
  - Collaboration
  - Planning
  - Pedagogy
  - District Expectations
  - TRS Contributions
- Provides Resident with Multi-Tiered Levels of Support
  - Site Coordinator
  - District Coordinator
  - Campus
- Decreases in HR substitute shortage
- Gives Residents a Paid Incentive to Complete the Program
- Provides SISD Competitive Hiring Advantage



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# UTEP's Miner Teacher Residency

- Year-long, paid residency (4 days/week for 2 semesters)
- Carefully-selected and trained Mentor Teachers
- Intensive coaching and support from UTEP Site Coordinator
- Co-design and shared decision-making with districts through governance structure





# Residency Program Strategic Staffing Model

Teacher Residents are with their mentor teachers <u>153 days</u> per school year				
Monday	Tuesday	Wednesday	Thursday	Friday
Clinical teaching with Mentor Teacher	Clinical teaching with Mentor Teacher	Attend courses at UTEP	Clinical teaching with Mentor Teacher	Substitute teach at their campus based on campus need

- Socorro ISD received technical assistance from US Prep to engage in strategic staffing design and implementation with their partner educator preparation program, UTEP
- Please see [The Socorro & UTEP ESF Essential Action 2.1 Overview](#) and the [Socorro ISD & UTEP: Strategic Staffing Case Study](#) for more information



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# A Snapshot of Underutilized Substitute Funding for Reallocation

<b><u>Substitute Information</u></b>	<b>August</b>	<b>September</b>	<b>YTD</b>
<b>Unfilled Absences</b>	2640	1773	4413
<b>Fill Rate</b>	64.3	67.5	65.7
<b>Underutilized Funds</b>	\$369,000	\$265,000	\$661,950

Key Idea: Close to 30% of substitute teacher positions go unfilled monthly, leaving budget for reallocation



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# Strategic Staffing Funding Structure

Under this strategic staffing model, Teacher Residents earned between \$11,000-\$14,000 from Socorro ISD, funded with reallocation of unallocated substitute teaching dollars.

- On average, approximately \$300,000 of funds allocated for substitutes goes unused per month (unfilled absences)
- Reallocate those consistently unused funds to pay teacher residents at substitute daily rate for each day on campus
- Funding Example: \$90/day daily rate X 153 days = \$13,770
  - ~115 days funded via reallocation of unused funds (\$10,350 per resident)
  - ~38 days funded via allocated substitute funds for residents serving as subs (\$3,420 per resident)
  - Unallocated substitute dollars just from the first two months of the year can fund all current resident positions for the full year
- Note: Their pay is currently supplemented with TCLAS Decision 5 funds to bring them to a minimum of \$20,000 for their Residency year.



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# Impact: Growth of Residency (Pay Matters)

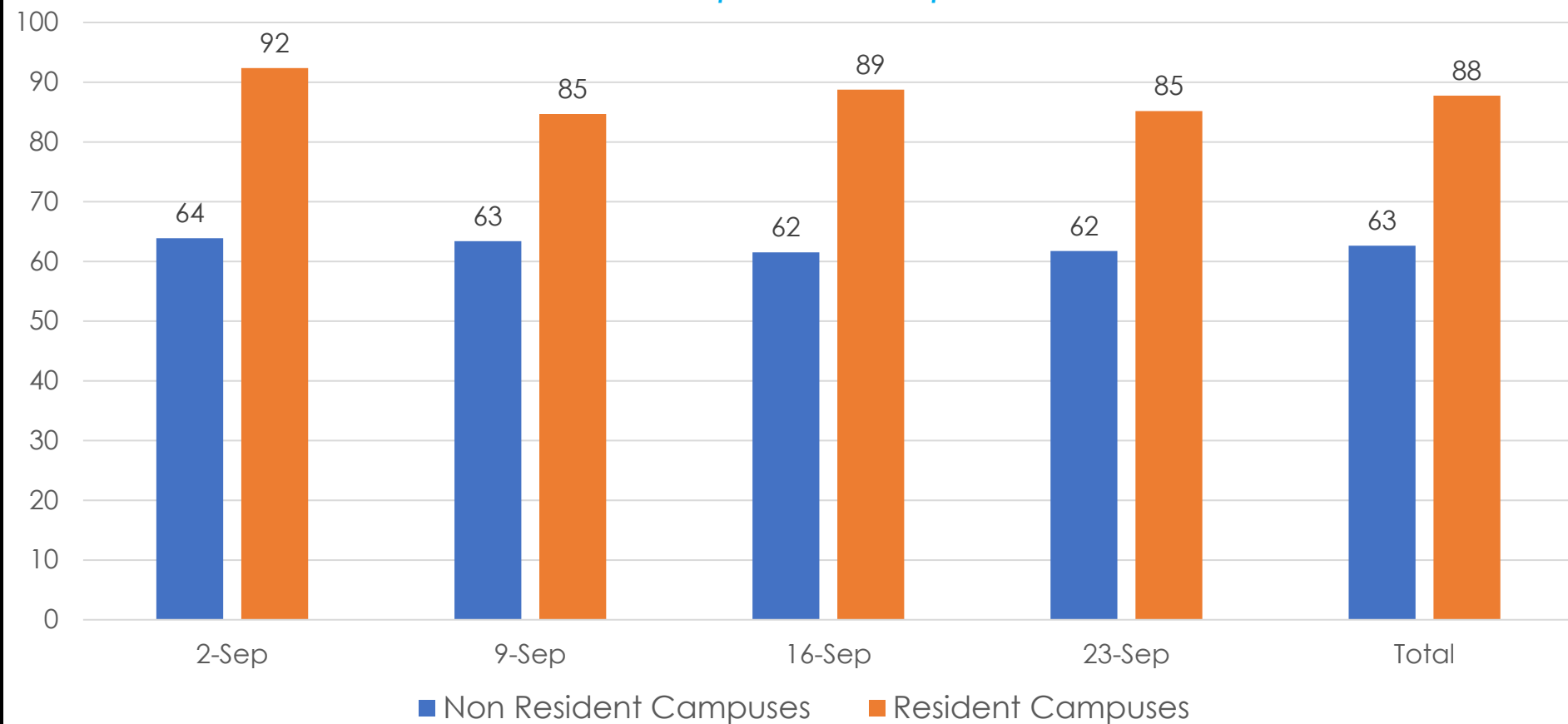
	2019-2020	2020-2021	2021-2022	2022-2023
Number of Residents	6 (1 campus)	32 (4 campuses)	45 (6 campuses)	Projecting 57 (8 campuses)
Context	Pilot residency year	Strategic staffing design year: planning to sustainably fund resident wages	Begin to offer stipends for mentor teachers with clear roles, responsibilities, and ongoing training  Strategic staffing implementation year: resident wages sustainably funded through strategic staffing reallocation	UTEP residents signed a 3-year commitment to SISD (1 year residency, 2 additional years as a teacher of record)



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## Short-Term Benefits: Substitute fill rates are at least 20% higher at campuses with residents in strategic staffing roles

*September 2022 Snapshot*



# Future Planning Based on Lessons Learned in Implementation

- Continue to Partner with EPP to Recruit Candidates based on District Hiring Needs (Special Education, Bilingual)
- Continue to Partner with EPP to Problem-Solve Potential Challenges (ex. Timing of Certification Exams)
- Reinvest General Funds to Support the Teacher Residency
- Utilize a 3 Year Commitment in SISD with Teacher Residents



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# Considerations for other districts interested in strategic staffing and residency models

- **Partnerships:** It is important that everyone sees the importance and impact of this work. Building a strong partnership with the EPP is key in getting a Residency Program started.
- **Communication:** Communication across departments within the district is essential for the success of the Residency Program. Academics, Finance, and Human Resources must come together in a solutions-focused way to get this work off the ground.
- **Systems:** Systems must be established to support every aspect of the Residency:
  - Campus Support
  - Substitute Support for the Residents
  - Onboarding of campuses (mentors, principals, secretaries)



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## Additional Resources for more information about SISD's Sustainable Residencies and Strategic Staffing:

- [The Socorro & UTEP ESF Essential Action 2.1 Overview](#)
- [Socorro ISD & UTEP: Strategic Staffing Case Study](#)
- [ESF Leadership Highlights - El Paso Match Day - ESC Region 13 \(wistia.com\)](#)



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