

Maine Teacher Residency

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Maine Teacher Residency

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Maine Teacher Residency

Paid Internships to Support our Newest Teachers

University of Maine System Collaborative funded through Congressionally Directed Spending earmark supported by Senators Collins and King.



Residents



Mentors



Administrators

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Teacher Residencies

One strategy to address teacher shortages with several target audiences

- student teachers who could benefit from a paid internship
- career changers and immigrants at grad level who need income and benefits
- ed techs seeking career advancement

Residency Models

Teacher Residency models are defined as a year long, paid positions, alongside an expert mentor teacher, in collaboration with university coursework ([National Center for Teacher Residencies](#), [Learning Policy Institute](#)). In the Maine Teacher Residency project schools we are exploring three models that fit these definitions.



1. Co-Teaching Residency

The district creates a residency position that is a year-long co-teach in a general education classroom. This model works well for larger classes that allow for more individualized learning and small groups with two adults in the room at all times.

These have paid \$18,000-\$20,000 for full-time work with no benefits when the candidate is a full-time student in a university program and can receive benefits through the university.

Intensity: **high**. The resident is full-time in the classroom and pursuing certification courses in the evenings; at the end of the year they are ready to be a teacher of record.



2. General Education Technician

The school administration creates some flexibility in the job description to accommodate the teaching candidate to meet the needs of a university student teaching internship (such as having opportunities to lead teach, plan lessons, participate in all subject areas for K-6 certification, or to participate in multiple sections of a content area course for 6-12 certification).

The resident also fulfills paraprofessional duties and is thus less focused on student teaching compared to the other models.

Intensity: **medium**. This is ideally a two-year model to allow more time for pursuing courses, and additional clinical practice.



3. Conditionally/Emergency Certified Teachers

Conditionally or Emergency Certified Teachers can be supported with summer, after school, or online course work to meet their certification requirements with some job flexibility to allow time for them to meet the demands of teaching and coursework.

Part-time coursework over a couple of years is recommended for this model, which is the most challenging of the three models for the resident.

Intensity: **Very High**.

Key Characteristics of Residencies

Year long paid position - ed tech, CARES/ESSER teaching intern, sub, emergency or conditionally certified

University Coursework - meet certification requirements

Mentoring - support from experienced teachers

Collaboration across school and universities

Maine Teacher Residency

\$1 Mil Congressionally Designated Spending/earmark secured by Senators Collins and King

- 2022-2023 Pilot with 40 residents across the state and 5 campuses
- 2023-2024 70 residents targeting conditionally and emergency certified teachers
- 2024-2025 23 residents
- 2025-2026 20 residents funded by Maine state legislature appropriations
- Year long internship paid by districts
 - Ed tech, substitute teaching and student teaching, or conditionally or emergency certified teacher
- \$3,500 in tuition support
- \$3,000 for mentor support

Maine Teacher Residency- A Glance

Year 2022/23- 37 Residents & 39 Mentor Teachers

Year 2023/24 - 43 Residents & 47 Mentor Teachers

Year 2024/25- 23 Residents & 24 Mentor Teachers

Co-Teach Residents

'22-'23: 7

'23-'24: 6

'24-'25: 2

Ed. Tech Residents

2022-'23: 8

2023-'24: 11

2024-'25: 7

Conditional Certification

Residents

2022-'23: 3

2023-'24: 9

2024-'25: 8

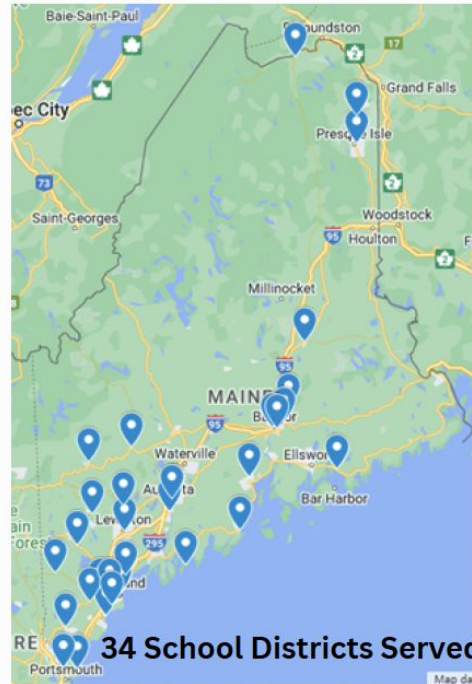
Emergency Certification

Residents

2022-'23: 3

2023-'24: 10

2024-'25: 2



"The residency program has allowed me to worry less about finances and focus more on becoming the educator I want to be for my students," said Alexis Howe-Resident

Complete certification and employed 79%

Retained in position year 2-94%

Educator Prep Programs Including 8 Campuses:
USM, UMA, UMF, UMPI, UMaine, CMCC, COA and UNE

Educator Prep Programs

2022-2023: 32 Residents

2023-2024: 27 Residents

2024-2025: 23 Residents

"I think it's programs like this that help attract qualified folks and retain them, and that's what we want," Mandy Cyr - Assistant Superintendent

"It's making me a better teacher having her here with me."-Vicki Pineau -Mentor Teacher

Follow up Contact

EXTENDED TEACHER EDUCATION PROGRAM (ETEP)



Flynn Ross Ed.D.

Associate Professor, ETEP Program Coordinator

ACADEMIC DEGREES

- Ed.D., Teachers College Columbia University
- Ed. M., Teachers College Columbia University
- B.A. Tufts University

OFFICE LOCATION

502 Bailey Hall

FACULTY OFFICE HOURS FALL 2016

by appointment

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PROFILE

Courses Taught

Extended Teacher Education Program (ETEP) cohort leader since 1999. She has taught seminars and internships in instructional planning, classroom management, assessment, educational philosophy, and school organization along with EDU 646/647 Planning and Assessment for Proficiency Based Learning. She has also taught graduate courses EDU 624 Schools and Society;