



**A Residency Pathway to Certification  
for Paraprofessionals and Instructional Aides**

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# UTEP's Residency Pathways

## Undergraduate Residency

- BS in Education
- EC-6, 4-8, Bilingual, Special Ed.
- 4 days/week for full school year
  - 3 of 4 days/week with trained mentor teacher
- Paid district employee with stipend
- Highly affordable Tuition & Fees

High School Students

Community College Students

Returning Students

School Support Staff

## Post-Bac Residency (ACP)

- Accelerated MA in Education
- All certification areas
- 4 days/week for full school year
  - 3 of 4 days/week with trained mentor teacher
- Paid district employee with stipend
- Competitive Tuition & Fees

Recent College Graduates

Career Switchers

School Support Staff with Degree

## Paraprofessional Residency

- BS or MA Route
- EC-6, EC-6 Bilingual, Special Ed.
- Flexible course offerings
- 5 days/week in instructional aide role with trained lead teacher
- Paid district employee
- Competitive Tuition & Fees + Scholarship Support

Instructional Aides Employed by Districts



## Resident Instructional Aide: Benefits to the Campus and District

- Newly-developed talent pipelines within the district (currently with two school districts)
- No additional financial investment beyond the paraprofessional's/aide's current pay
- Flexible (including online) course scheduling leads to minimal disruption in the work schedule for paraprofessionals/aides
- Expanded pool of well-prepared, day-one ready teachers who receive aligned preparation and induction support from UTEP
- Tracking and monitoring of paraprofessional teacher candidate performance, growth, and retention through shared governance structure



# Resident Instructional Aide Eligibility, Role, and Commitments

- **Eligibility**

- Must hold a TEA Educational Aide I, II, or III certificate
- Must be working as a paraprofessional or instructional aide in a classroom setting that aligns with their certification area

- **Role & Commitments**

- Must fulfill residency duties on campus for at least 32 hours per week, even if their paraprofessional/aide employment contract specifies fewer hours
  - Must also attend unpaid events (e.g. orientation) and professional development to meet certification requirements
- Co-teach with mentor teacher through a gradual release model



# The Principal Role

- Identify an appropriate campus-based mentor teacher for each Resident Instructional Aide
- Support mentor teachers so they can support their candidates
- Communicate with Site Coordinator(s)
- Attend quarterly Governance Meetings in school district



# The Mentor Teacher Role

- Is not just a great teacher, but can coach others to be great teachers
- Attends new mentor teacher orientation with resident at UTEP
- Attends quarterly mentor teacher training via Zoom
- Perform formal observations and submit 4 progress reports throughout residency



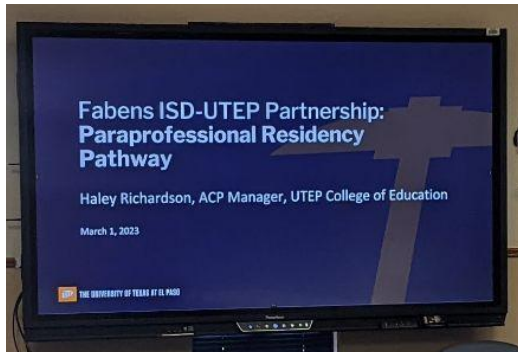
# UG Recruitment

- P-TECH program at local high schools
  - Field trips to UTEP
  - Presentations at high school campuses
- Info and advising sessions at El Paso Community College (EPCC)
- Class presentations for students already in the teacher prep pipeline
- District principal meeting



# ACP Recruitment

- District principal meeting
- School campus-based presentations
- District & university job fairs
- Virtual info sessions & open houses



**Miner Teacher Residency**

**Alternative Certification Program**

*PK-12 School Support Staff*

Are you working in an El Paso school as an

- instructional aide,
- paraprofessional,
- substitute, or
- other support staff?

*Join the premier teacher residency program in the region!*

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<https://bit.ly/3XQ9Lm1>

UTEP's ACP offers:

- An online graduate certification program that incorporates your current job
- Practice-based coursework taught by UTEP faculty
- Tailored, hands-on coaching by on-site UTEP Site Coordinators
- Wrap-around support for classroom practice, advising, testing, and certification
- The option to earn an accelerated M.A. in Education
- Scholarship and financial aid opportunities

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# El Paso Community Foundation Scholarship

- **UG**
  - Must have earned at least 60 credit hours
  - Maintain full-time student status (12 credit hours per semester) at UTEP
  - Earn certification within 6 semesters of continuous enrollment
- **ACP**
  - Earn certification within 4 semesters of continuous enrollment
- **UG & ACP**
  - Maintain a GPA of 3.00
  - Receive tuition support of up to \$4,500 per semester
  - Post-certification, teach in the residency school district for 3 consecutive years



# Undergraduate Paraprofessional Pipeline

- **Currently 4 students:**
  - 1 - Elementary with ESL Certification
  - 2 - Elementary with Bilingual Certification
  - 1 - All-level Special Education
- **Process:**
  - Principal recommends paraprofessionals employed at school campus
  - UTEP evaluates transcript or degree plan and eligibility for scholarship
  - Paraprofessional candidates complete scholarship application



# ACP Paraprofessional Pipeline

- **Current Resident Instructional Aides**
  - **1 SPED EC-12** (with MA)
  - **3 Core Subjects EC-6** (2 with MA)
- **Process:**
  - Principal recommends paraprofessionals employed at school campus, or paraprofessional apply independently
  - Standard ACP application process for all
  - Paraprofessional candidates complete scholarship application



# Paraprofessional Resident Performance and Regular Resident Performance

MAT Dimension	POP 1	POP 2	POP 3
1.1 Standards and Alignment	2	2	3
1.2 Data and Assessment	2	2	2
1.3 Knowledge of Students	1	3	3
1.4 Activities	1	3	3
2.1 Achieving Expectations	2	2	2
2.2 Content Knowledge and Expertise	2	2	3
2.3 Communication	2	2	3
2.4 Differentiation	2	2	2
2.5 Monitor and Adjust	2	2	2
3.1 Classroom Env, Routines and Procedures	2	2	3
3.2 Managing Student Behavior	3	3	3
3.3 Classroom Culture	2	3	3

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# Challenges

- All UG students are at a different place in their degree plan
  - Evaluate students on a case-by-case basis
- Communication with potential candidates
- Balance between being a student and an employee
  - Employee vs. trainee teacher expectations
- Work/residency schedule is different than for other ACP candidates
  - Seminar schedule
  - Formal observations (POP cycles)
  - No planning period or PLC



# Lessons Learned ... So Far!

- **Communication with the campus principal is KEY**
  - Recruitment of paras/aides
  - Establish expectations and ensure support for Resident Instructional Aides
- **Flexibility/creativity with seminar scheduling is necessary**



# Questions?

