

An aerial photograph of a city skyline at sunset. The sky is a mix of blue and orange, with soft clouds. The city is filled with various skyscrapers and buildings, some of which are illuminated. In the foreground, there is a large body of water reflecting the sky and the city lights. The overall scene is vibrant and captures the energy of a modern urban environment.

Texas Approach to Teacher Pipeline Development via Teacher Apprenticeship Systems

March 2024

TEA Texas Strategic Staffing and Residency Teams



Melissa Yoder
Director, Quality
Preparation and
Staffing



Alissa Rhee
Director, Strategic
Staffing Models



William Sea
Manager of Texas
Strategic Staffing



Dr. Jody Moody
Director of Teacher
Apprenticeship



Corliss Bunkley
Teacher Residency
Implementation Specialist



Ruth Ye
Teacher Pathways
Specialist

“A great change leader creates other change leaders...”

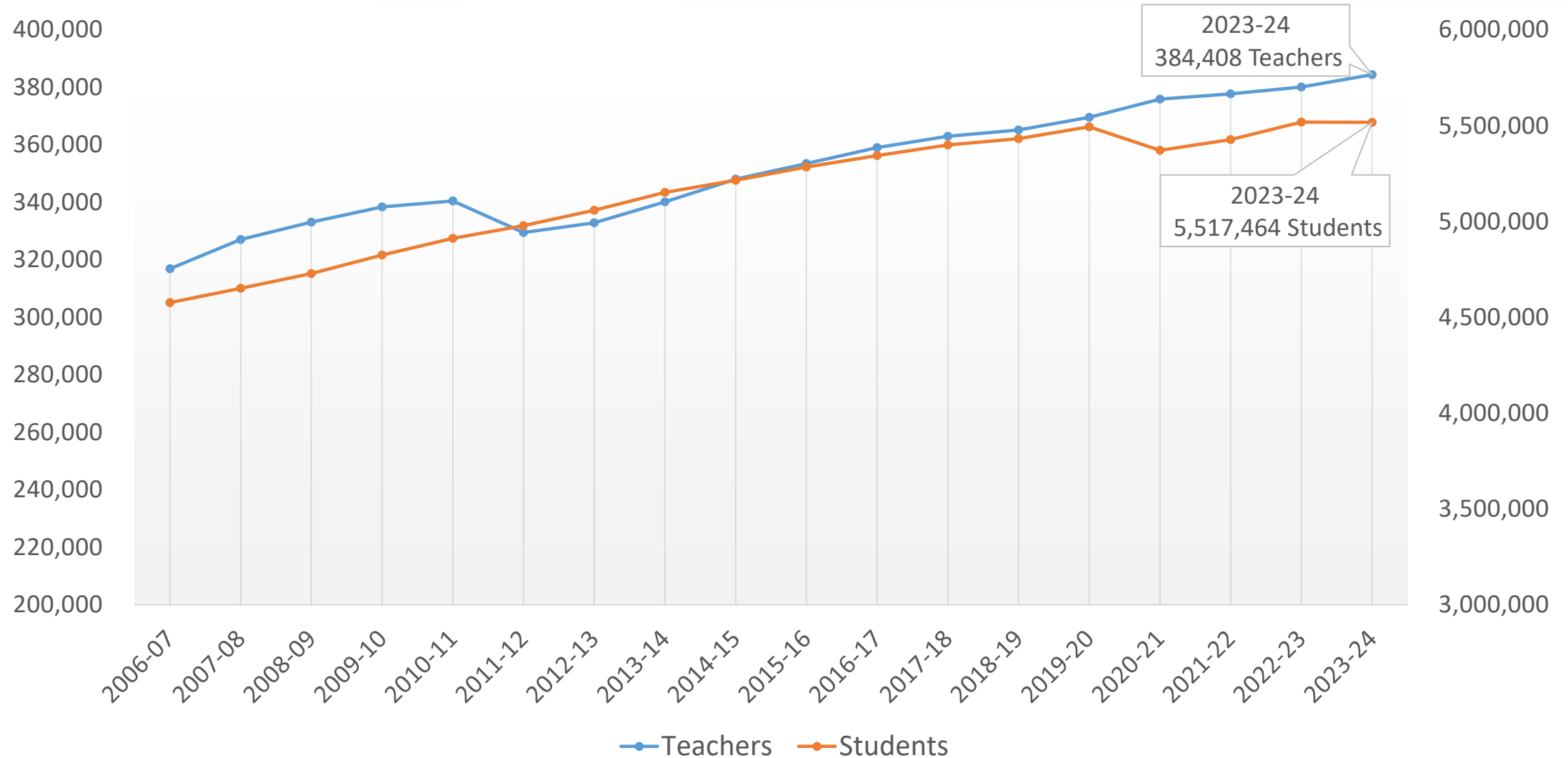
Let's celebrate the room: What are you most proud of regarding your work to support the development of excellent teachers?



Texas Educator Workforce Landscape

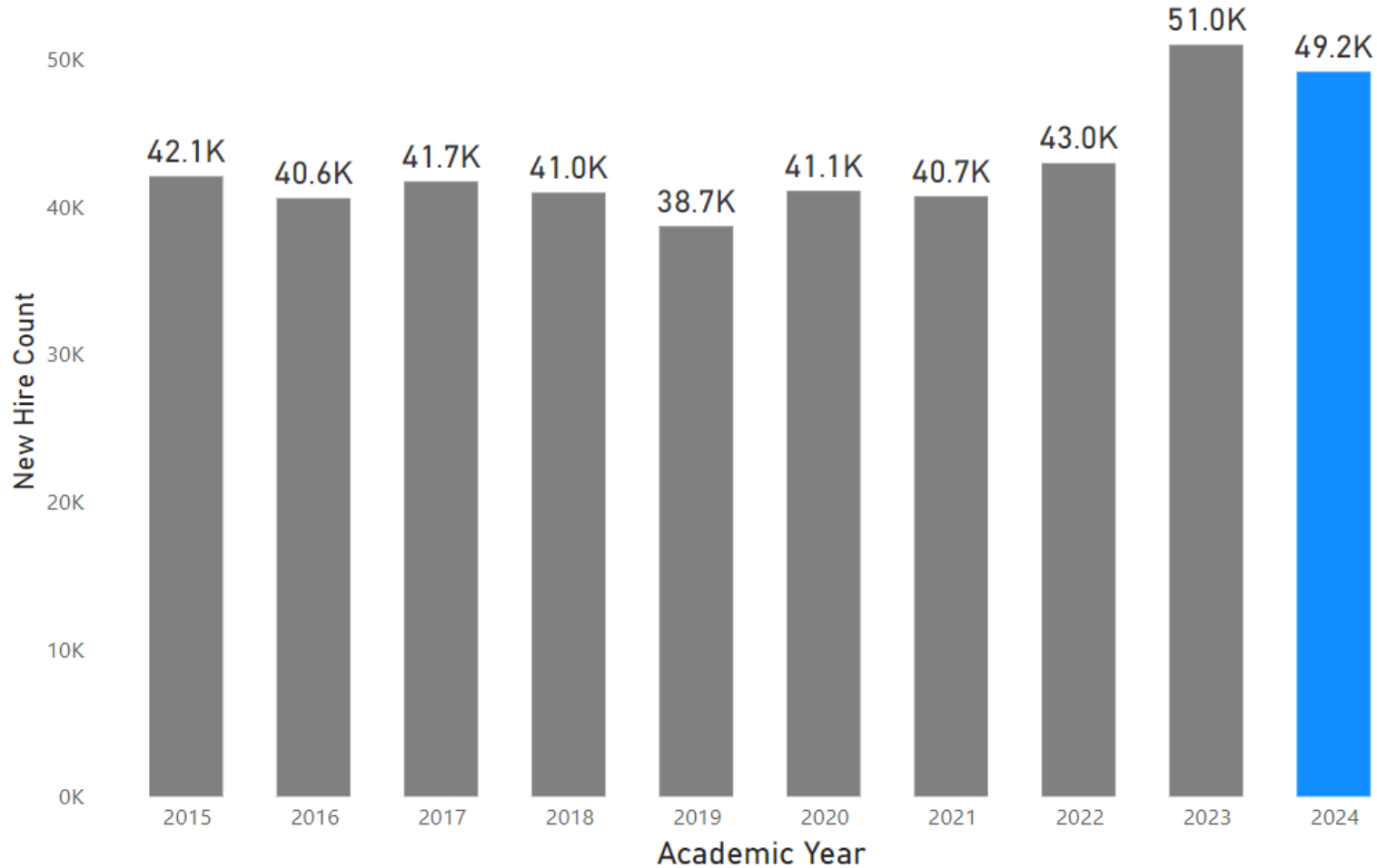


Student enrollment has recovered to pre-COVID levels, but is staying flat, while teacher hiring has continued to increase



New hires have slightly declined but are still higher than the pre-COVID baseline

Number of New Hires from Texas



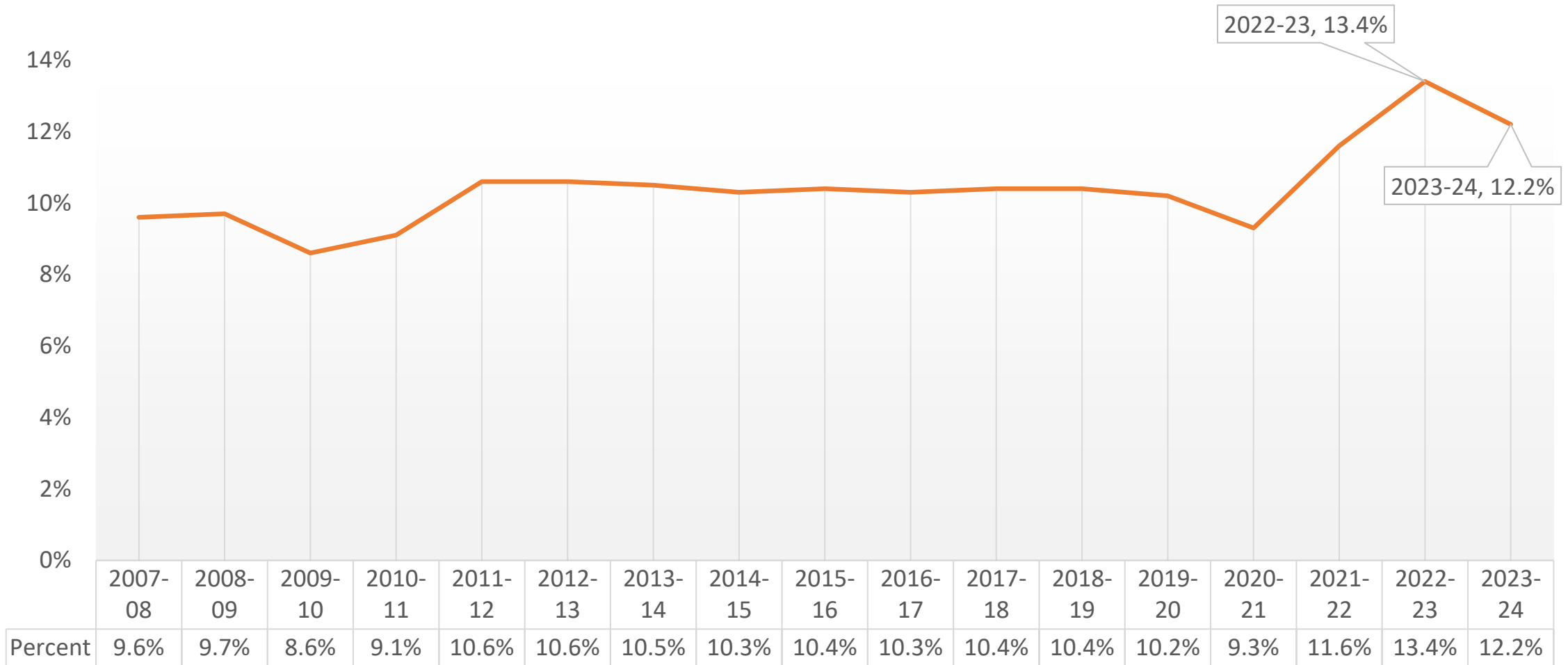
New Hire Definition

A new hire is an individual who is employed as teacher in the current academic year but was not in a teacher role in the previous academic year.

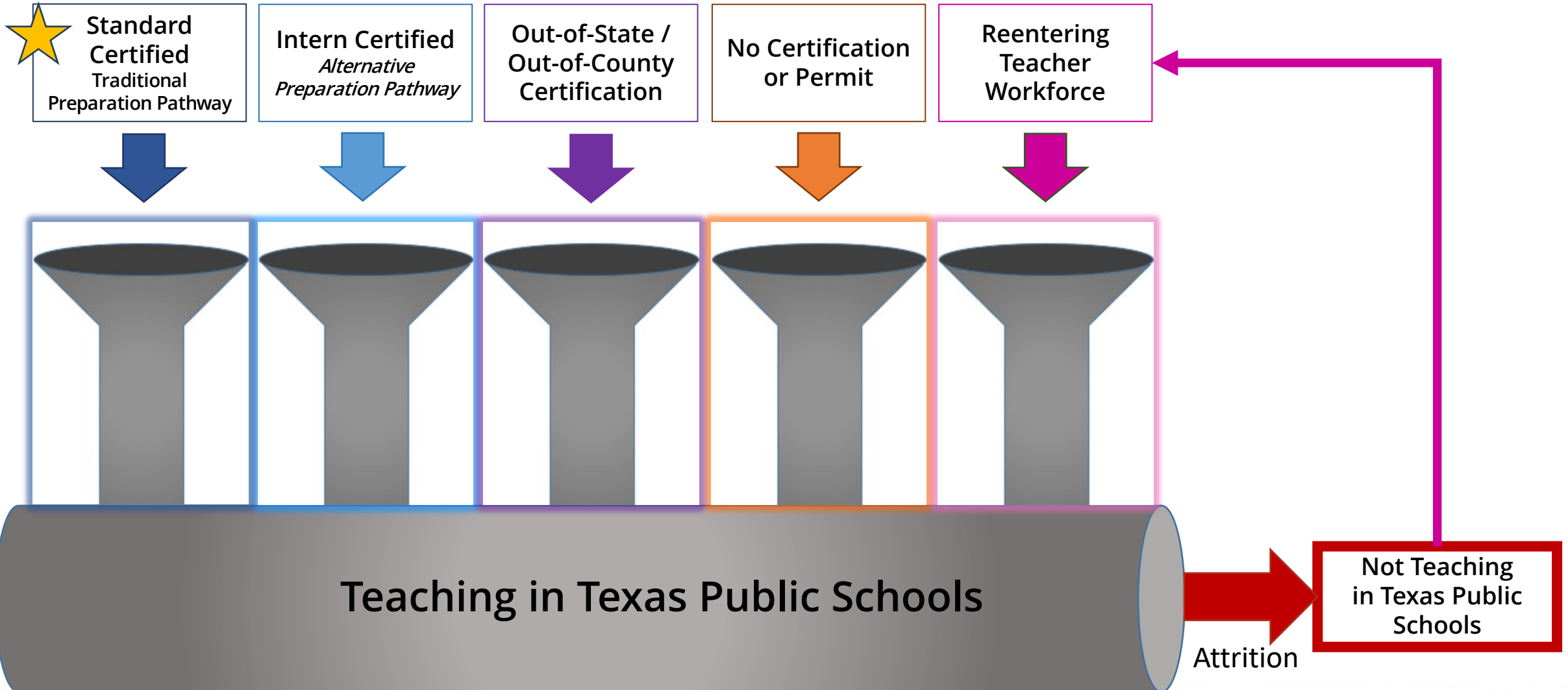


While it is still higher than the pre-COVID baseline, teacher attrition has started to decrease.

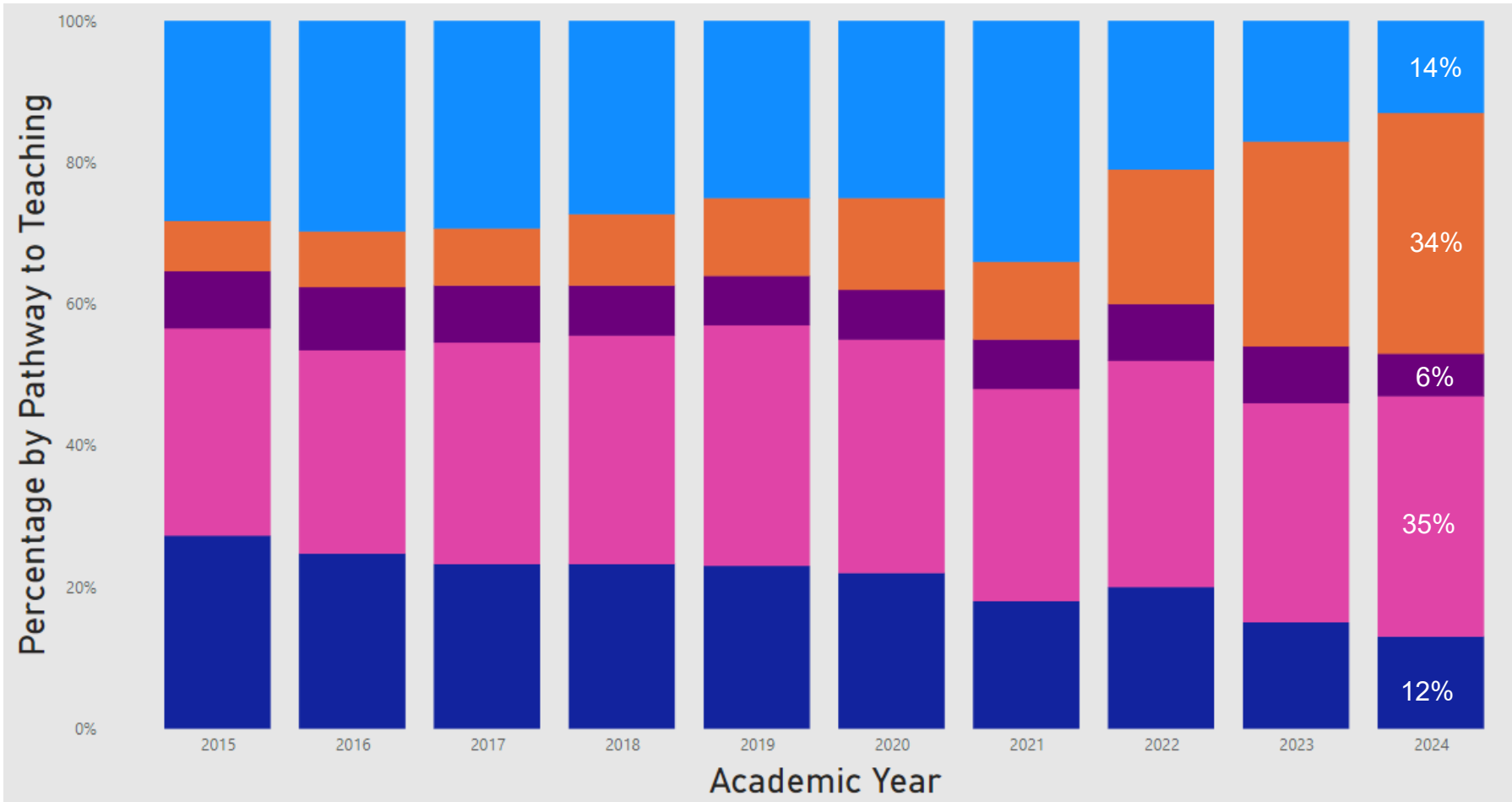
Teacher Attrition Percent



Newly hired teachers in Texas come from multiple sources



A growing percentage of new hires are non-certified, while fewer teachers complete traditional and alternative certifications



Alternative certification, which includes teacher interns, has declined

Non-certified individuals grew to 34% of newly hired teachers in 2024 – an historic high

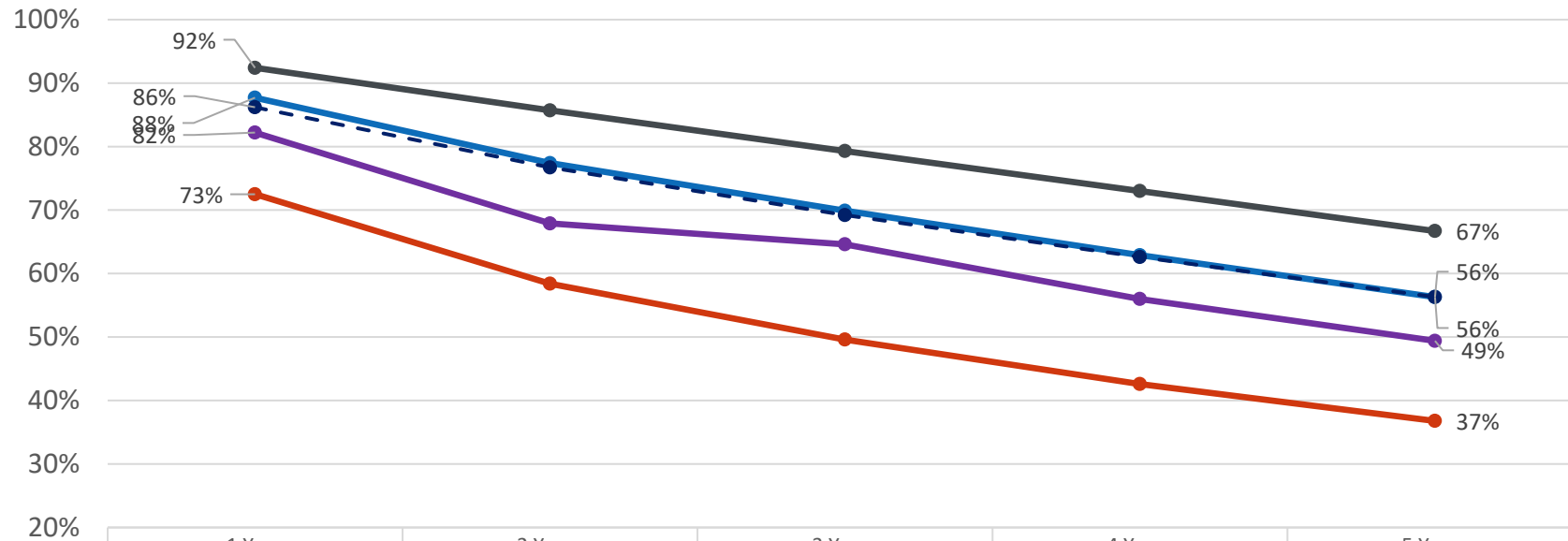
Out-of-State certification remains relatively steady

Re-entry includes individuals not teaching in the prior year and remains consistent

Traditional certification has continued to decline

Preparation programs and certification routes vary greatly in their outcomes, particularly for retention rates for newly hired teachers

Percent of Teachers Retained in the Public Education Workforce



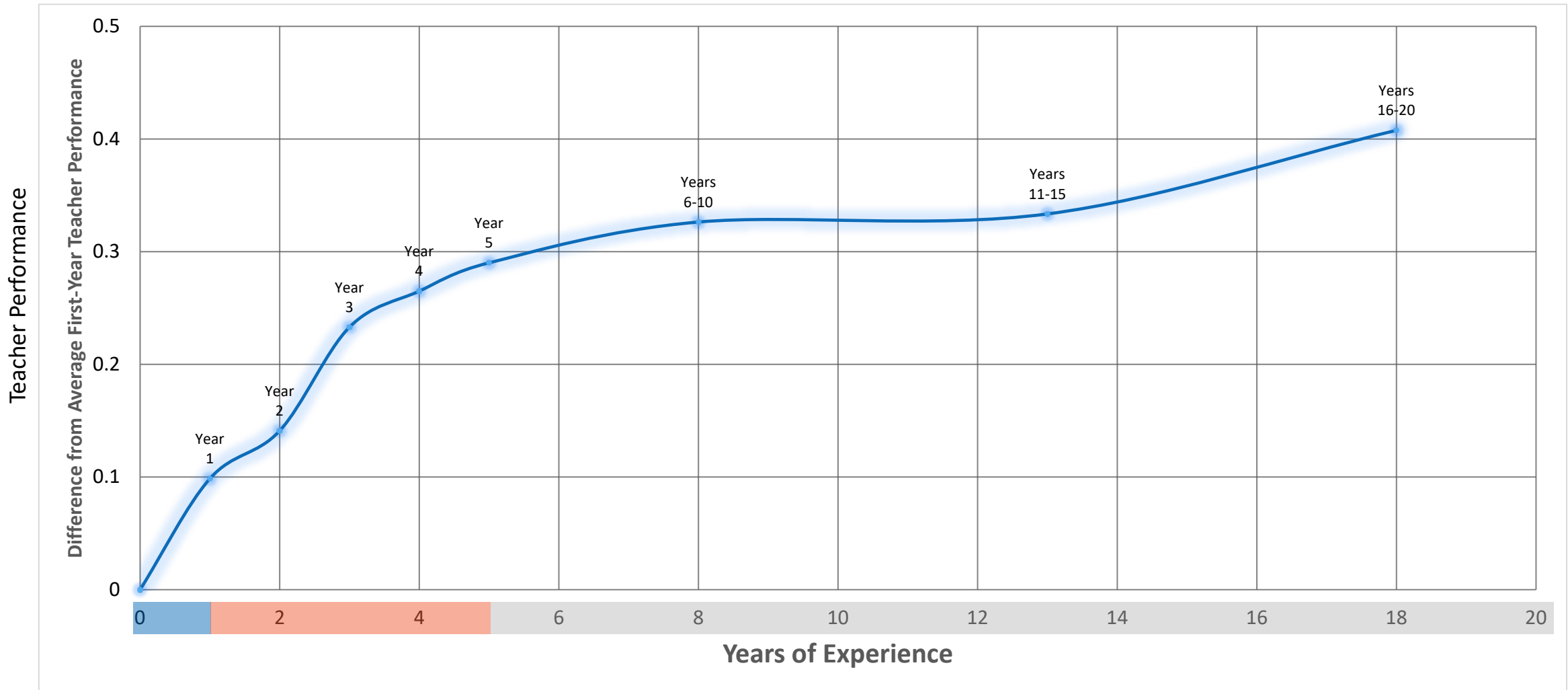
	1 Year	2 Years	3 Years	4 Years	5 Years
Traditional Undergraduate	92%	86%	79%	73%	67%
Alternative Certification	88%	77%	70%	63%	56%
Out of State	82%	68%	65%	56%	49%
Non-Certified	73%	58%	50%	43%	37%
Average of All Routes (Certified)	86%	77%	69%	63%	56%

- Traditional Undergraduate
- Alternative Certification
- Out of State
- Non-Certified
- -●- Average of All Routes (Certified)

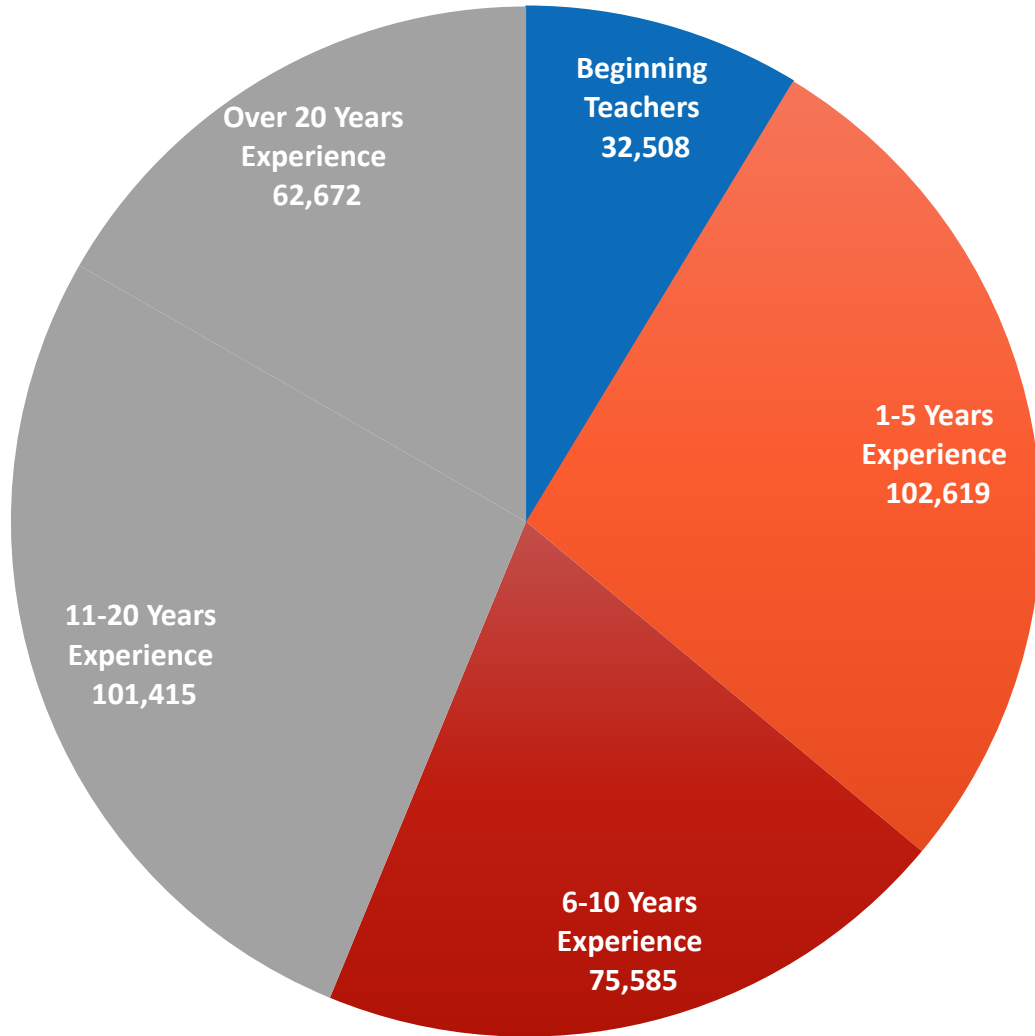
While hiring non-certified individuals may address short-term needs, this contributes to increased retention challenges.

**What are the trends
for teacher retention
over time?**

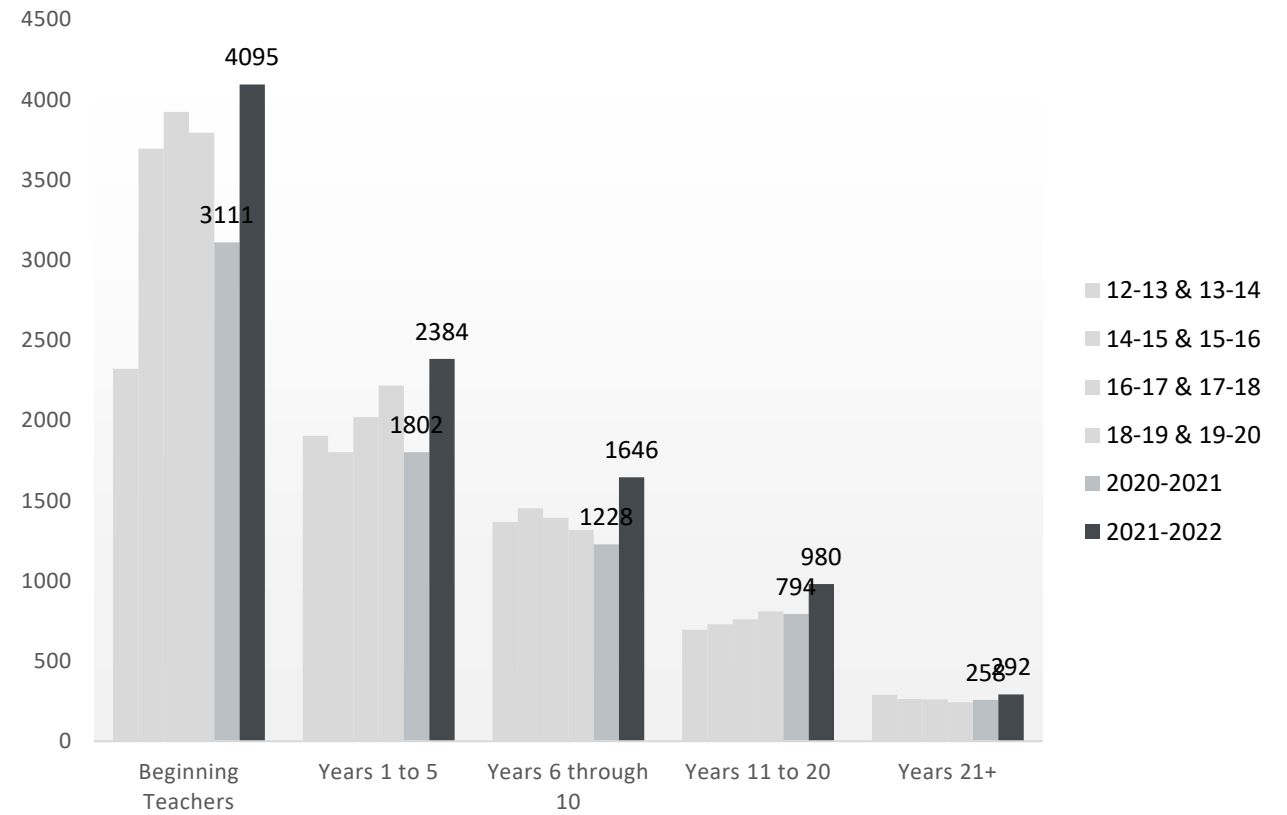
Novice teachers achieve less academic growth with students than more experienced teachers



Texas has large number of novice teachers. Novice teachers leave the profession at high rates.

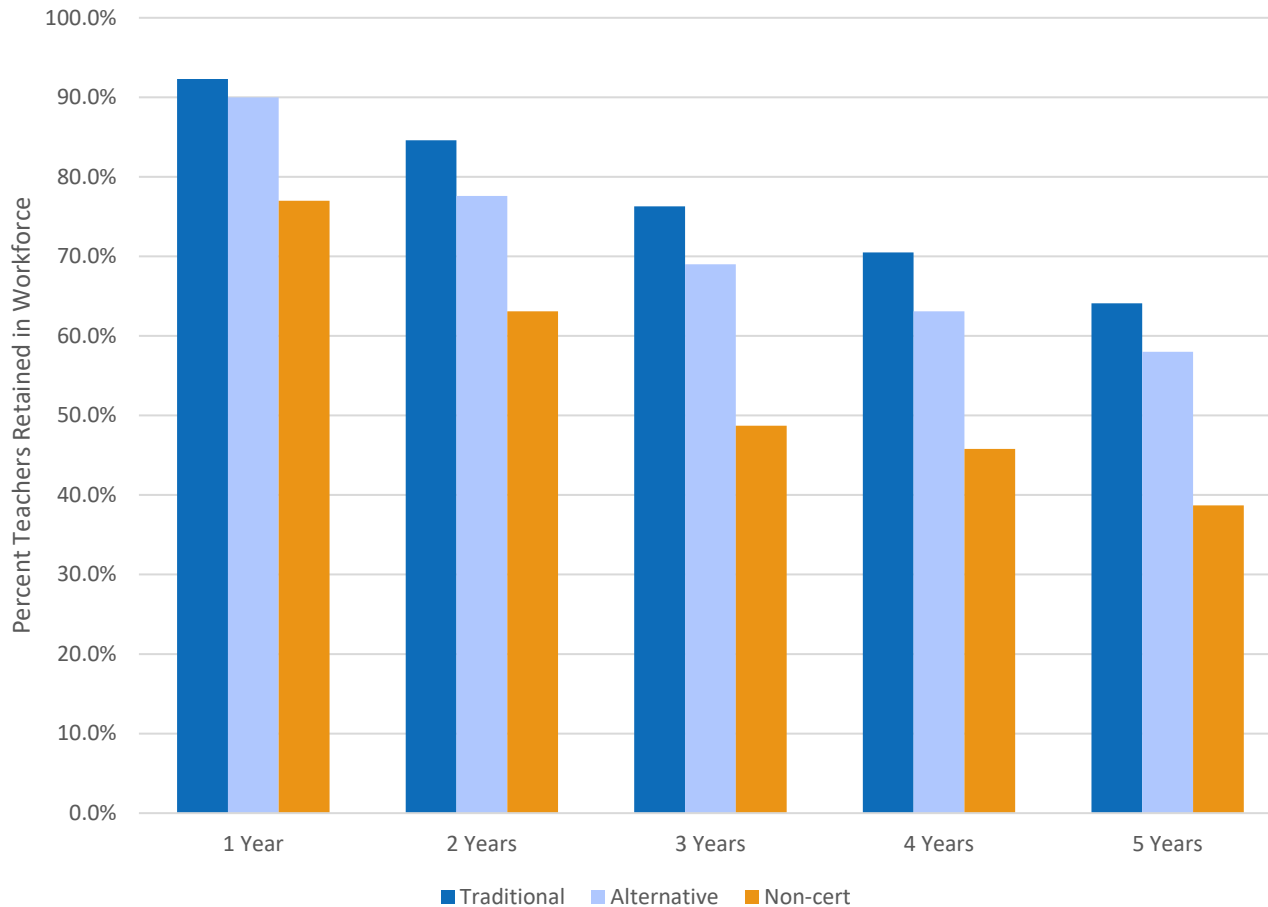


Average Count of Exiting Teachers by Experience Level



Differences in retention by preparation route impact the demand for new teachers, ultimately impacting Texas children

Percent of Teachers Retained in the Texas Teaching Workforce, By Route



If teachers prepared through alternative certification programs were retained in their first 5 years at the same rate as teachers prepared through traditional certification programs, LEAs would have needed to hire **3,163** fewer teachers.



If teachers who entered as uncertified were retained in their first 5 years at the same rate as teachers prepared through traditional certification programs, LEAs would have needed to hire **7,735** fewer teachers.



If teachers from both routes were retained at the higher rate, LEAs would have needed **10,898** fewer teachers.

Teacher residency programs have significantly stronger outcomes than other program types



Retention

A Houston-based study across five years showed that nearly **9 out of 10 graduates** from the University of Houston's yearlong residency that go on to teach in Texas' schools **remain teaching in a Texas classroom into their third year**, which is 11 percentage points higher than the state average.



Placement in High Needs Areas

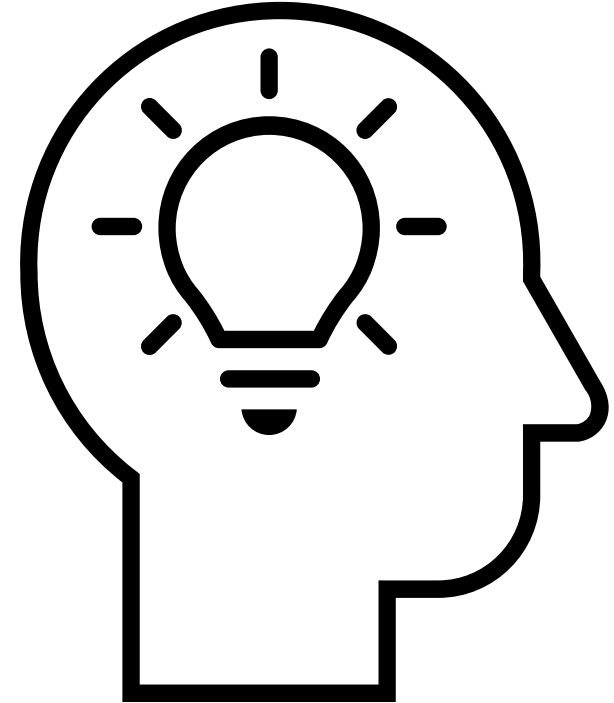
Nationally, 13% of residency graduates in 2015–16 taught in mathematics, science, or technology fields, and **32% taught English language learners and/or students with special needs.**



Impact on Student Outcomes

According to a study of Texas Tech University's Tech Teach and Tech Teach Across Texas programs, students taught by TTAT teachers showed **statistically significant stronger reading scores** compared to other students and exhibited a **larger differences in their student achievement compared to other pathways in year 2 and 3.**

- What data stand out to you?
- What data inspire you to action?
- *Share with someone at your table.*



**What is the State's role
in supporting EPPs and
their partnerships?**

The SBEC regulates Educator Preparation Programs (EPPs) in Texas that are diverse in size, location, approach, and population.

120+

Preparation Institutions

250+

Preparation Routes

20,000+

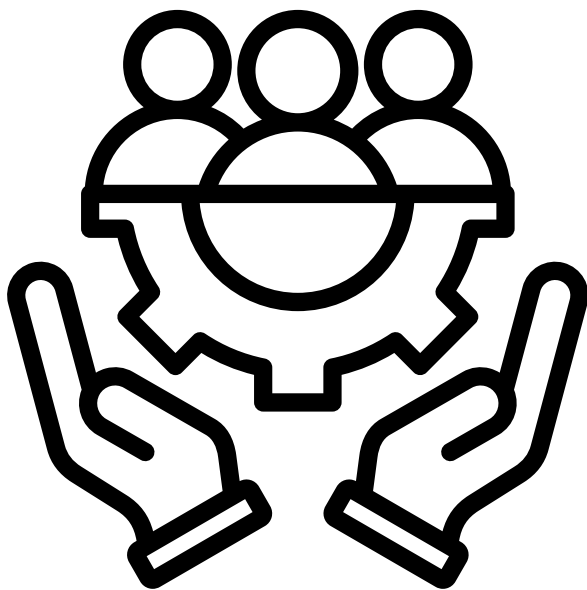
Teachers Prepared
Each Year

~550,000

Students Served by
First-year Teachers

The SBEC has been focused on improving teacher preparation via a system of aligned **accountability policies** and **supports**

Student Outcomes



Teacher Quality



Rigorous, Authentic Certification Exams: Implement rigorous, authentic certification exams that drive and provide transparent evidence of the quality of educator preparation.



ASEP EPP Accountability: Hold EPPs accountable for candidate performance on certification exams, student growth, field observation completion, and candidate and principal surveys.



Effective Preparation Framework: Support EPP continuous improvement through a shared vision for high quality educator preparation that informs approval and ongoing review.



Recognize and Expand Strong Practices: Support the development and scale of evidence-based practices, i.e. teacher residency programs, strong mentorship and coaching, improved intern requirements, etc.



“Aspirational vision for best practice in educator preparation developed by the field, for the field”

Defines the research-based actions EPPs take daily to provide high-quality training and support for prospective teachers.

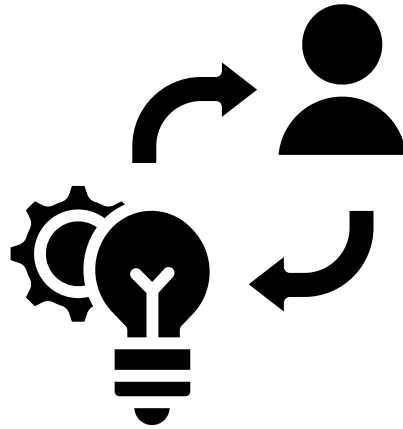


- Extensive stakeholder feedback throughout the development process (March 2021 – May 2023).
- Strong alignment with state vision for effective school and district best practices.
- Going forward, opportunities to iterate on framework content based on lessons learned in the field through piloting.

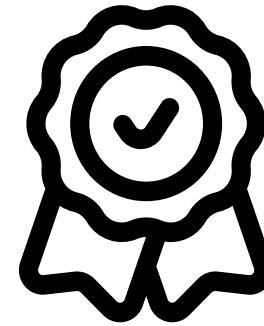
The SBEC has also proposed a set of strategies to drive EPP continuous improvement efforts aligned with the research-based best practices within the EPF.



Update EPP approval review processes to focus on quality, as defined by the EPF.



Vet technical assistance providers to support EPPs in areas for improvement identified in the review.



Recognize programs that demonstrate strong implementation of EPF best practices in their review.

Late Hires are less effective

“Hiring teachers after the school year starts reduces student achievement by 0.042SD in mathematics and 0.026SD in reading.”

Papay, J.P., Kraft, M.A. (2016).

<http://www.sciencedirect.com/science/article/pii/S0047272715000304>

Training should be focused and practice-based

Effective teacher training programs share several “critical features” including **job-embedded practice, intense and sustained durations, a focus on discrete skill sets, and active-learning**

(TNTP, Fast Start, 2014; Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Desimone, 2009; Desimone & Garet, 2015; Garet, Porter, Desimone, Birman, & Yoon, 2001; Hill, 2007.

Job-embedded Coaching has largest impact

In a large meta-analysis, **teacher coaching** had large positive effects on teachers’ instructional practice and smaller, but still positive, effects on student achievement. Effects of **teacher coaching on achievement are larger** than pooled estimates from causal studies of almost all other school-based interventions.

Kraft, M.A., Blazar, D., Hogan, D. (2018). [The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence.](#)*

Mentoring quality matters

“Novice teachers can start their career as effective as a typical third-year teacher if they were assigned to a highly effective mentor teacher”

Goldhaber, et al (2020), [Exploring the Impact of Student Teaching Apprenticeships on Student Achievement and Mentor Teachers](#)



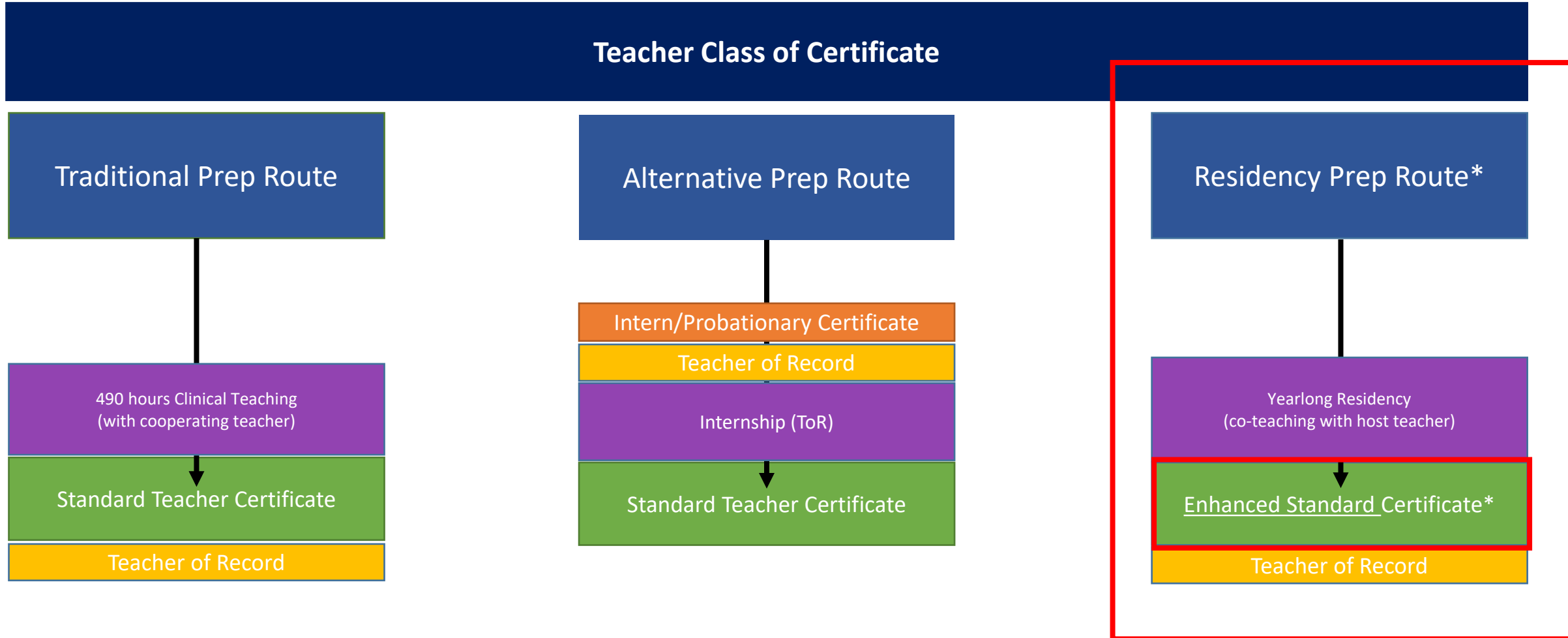
A critical part of those updates was the development of a new optional teacher residency preparation route, which was informed by extensive engagement with stakeholders

Focus Area	Components	Key Features
Instruction and Coursework	Coursework Requirements	Emphasis on coherence across req. 300 hours of coursework, clinical experience, and embedded coaching.
	Practice Based Experience in a Classroom Setting	Residents experience full academic year, minimum of 21 hours per week, and 750 hours of practice in a sheltered co-teaching setting with host teacher.
	Instructional Setting	Shared decision making between district and EPP if candidate placed in up to 2 settings versus one with a consistent host teacher.
	Host Teacher Requirements	Shared role in selection and training of host teachers. Two annual trainings + job embedded support focused on co-teaching and coaching.
	Co-teaching Requirements	Gradual release of responsibility to demonstrate proficiency in ed. Standards.
Supervision and Coaching	Field Supervisor Requirements	Training requirements include coaching, co-teaching, relevant LEA trainings. Meaningful collaboration with site administrator and mentor teacher to support TRs.
	Teacher Resident Coaching	Observation and Feedback 4x a semester for incremental skill development (see training)
	Formal Observations	4 observations/ year with pre, post and written feedback. Data used in governance.
Evaluation of Candidate Readiness and Continuous Improvement	Certification Exam Requirements & Evaluation of Candidate Readiness	Content Pedagogy Exam required 4 embedded performance gates/ year that measure a candidate's progress to reach 'proficiency' in the performance standards defined in 228.67(f). Note: program approval to offer residency route includes review of performance gate quality. Approved programs only maintain route upon quality review one year following approval.
	Shared Governance	Partnership conducts quarterly review of residency program data to inform candidate support



The teacher residency preparation route would be a path to certification alongside the current traditional and alternative preparation routes and would lead to a specialized “Enhanced Standard” certificate.

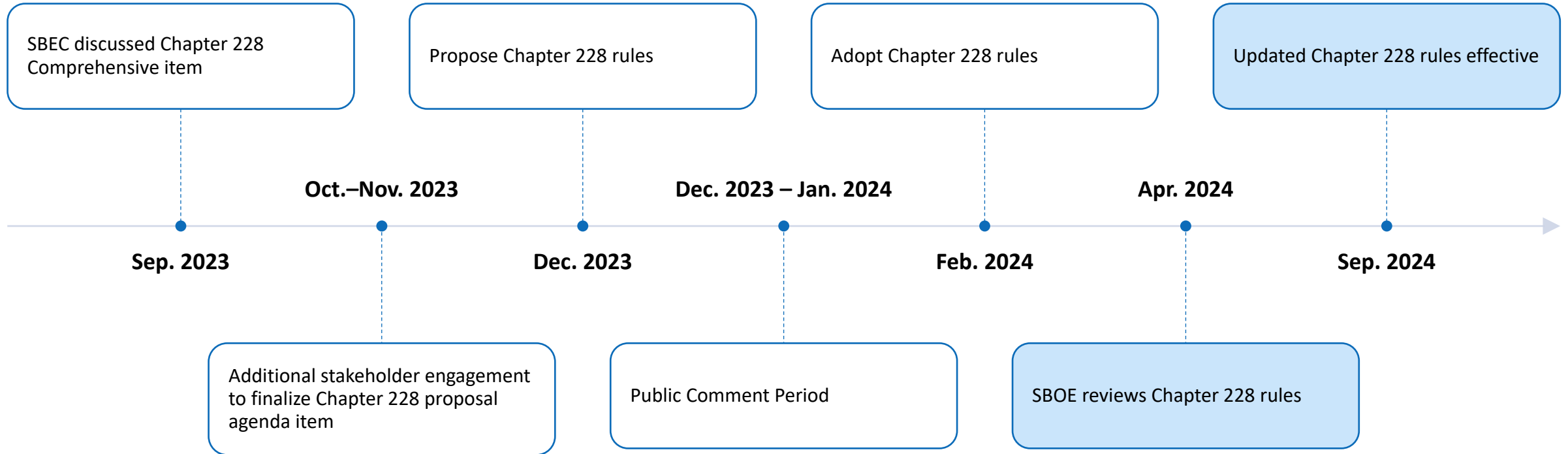
Teacher Class of Certificate



Key	Route	Preliminary Certificate	Practice in P-12 Classroom	Teacher of Record	Certificate
-----	-------	-------------------------	----------------------------	-------------------	-------------

*Note: EPPs must apply and be approved to offer this route.

Chapter 228 Rulemaking Timeline and Additional Information



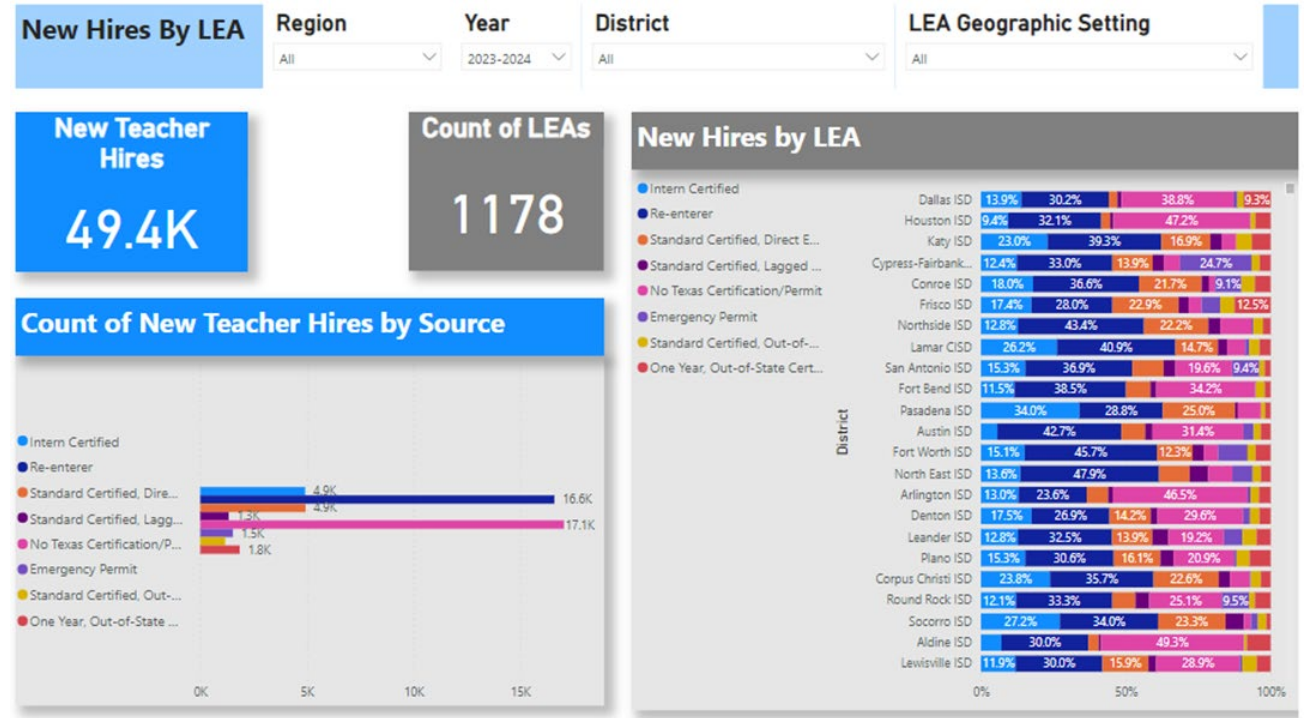
Note: a 228 webinar will be held on April 3rd. Please see registration details in the superintendent call notes.



Data Access for Partnership Support and Consumer Transparency

Links to statewide, EPP-specific, and district specific reports and dashboards:

- Newly updated statewide reports and dashboards are available on our [Educator Reports and Data](#) page
- Educator Preparation Program Accountability System (ASEP) results are available on our [Educator Preparation Data Dashboard](#)
- [Newly Certified and Newly Hired Teacher Dashboards](#) are a source for regional and local hiring information
- [Texas Teacher Residency Landscape Tool](#)

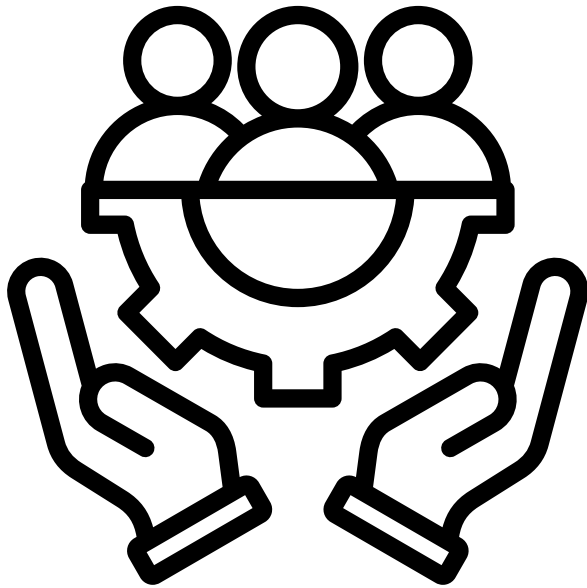


Texas Strategies to Support Strong Pipeline Development:

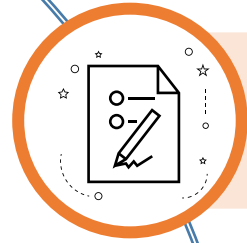
*Teacher Apprenticeship via
High-Quality Residency
Models*

The State Board for Educator Certification (SBEC) has been focused on improving teacher preparation via a system of aligned **accountability policies** and **supports**

Student Outcomes



Teacher Quality



Rigorous, Authentic Certification Exams: Implement rigorous, authentic certification exams that drive and provide transparent evidence of the quality of educator preparation.



ASEP EPP Accountability: Hold EPPs accountable for candidate performance on certification exams, student growth, field observation completion, and candidate and principal surveys.

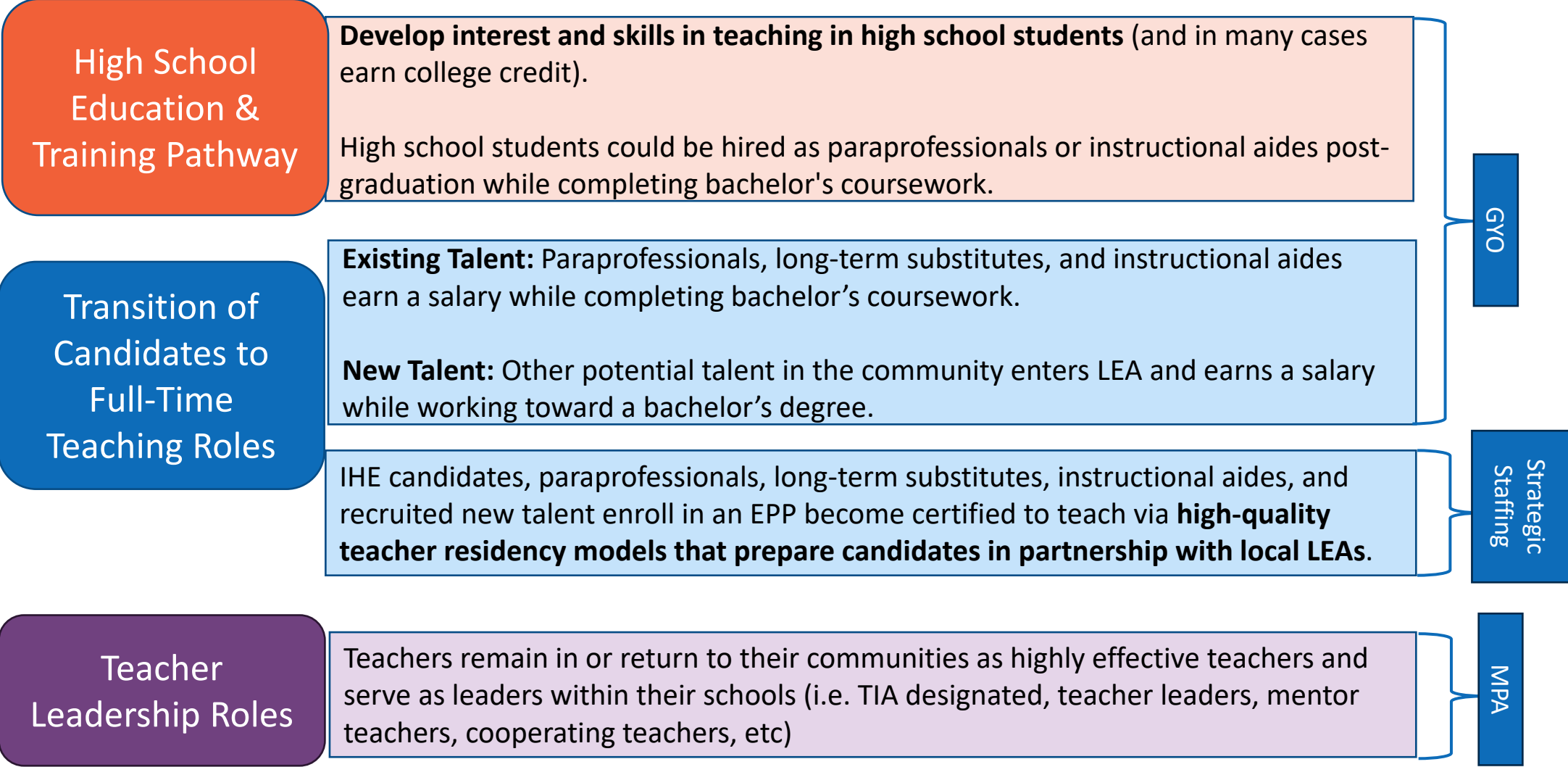


Effective Preparation Framework: Support EPP continuous improvement through a shared vision for high quality educator preparation that informs approval and ongoing review.



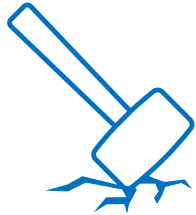
Recognize and Expand Strong Practices: Support the development and scale of evidence-based practices, i.e. teacher residency programs, strong mentorship and coaching, improved intern requirements, etc.

Since 2018, TEA has also provided resources and supports focused on building strong talent pipelines



The foundational goals set by Grow Your Own in 2018 remain guideposts for the work today.

Strong



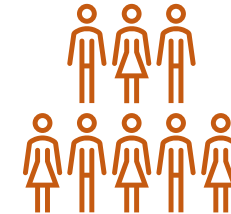
Embed high-quality preparation with rigorous curriculum and approved EPPs.

Stable



Attract and retain individuals who are more likely to remain in their communities.

Representative



Recruit locally to build a workforce that is responsive to community needs.

ESSER III funds and TCLAS Decision 5 allowed TEA to significantly scale the apprenticeship work that GYO began.

Texas has leveraged a multi-pronged approach to support the implementation and scale of high-quality, sustainable residency models

- **Districts partner** with an approved EPP and receive funds for teacher resident salaries for three years, while districts establish enabling conditions to make residencies sustainable

TCLAS Decision 5:
Residency Program
Supports Grant
(ESSER \$)



- Develop **Education Service Center (ESC)** capacity to become strategic staffing TA providers, to support district in building HQS Teacher Residencies

Texas Strategic
Staffing



- A vetted list of **EPPs** that are currently implementing a HQS teacher residency model
- Districts are required to partner with these EPPs to receive grant funding

Vetted Teacher
Residency Program
List



- Contract with **residency TA provider (US PREP)** to support scale of EPPs in transformation to HQS residencies and codify exemplars and best practices

Teacher Residency TA
Provider



This approach promotes **access, sustainability, and scale** of high-quality, paid teacher residency models across Texas.

This is a core approach to addressing longstanding teacher quality and retention challenges.

Teacher Apprenticeship via High-Quality Residency Models:

Early Implementation Data



Data from partnerships engaged in TCLAS Teacher Residencies, and Texas Strategic Staffing, indicate investment in building sustainable systems.

Residency partnerships have placed **over 2,100 residents from 38 EPPs** across **84 LEAs** via TCLAS.

ESCs have **trained 90+ LEAs** on Texas Strategic Staffing.

Across TSS design sessions in 2022-2023, more than **97%** of school system and EPP partners responded that the sessions:

- met their organizational needs, and
- prioritized their voice and input during the sessions.
- During TSS implementation sessions in 2023-2024, 79% of LEAs report being confident that they will sustain paid residencies post-TCLAS grant funding, with **average stipends of \$18,000**.



Paid teacher residents have a higher probability of employment and same LEA employment outcomes when they are compared to clinical student teachers.

	Paid Teacher Residents w/ Standard Certificate (N=483)	Clinical Student Teachers w/ Standard Certificate (N=4,838)	
Employment anywhere	.874	.819	.055**
Employed in the same LEA as clinical experience	.507	.385	.122***

Note: In this analysis, “Employment” is measured using the following formula:

$$\frac{\# \text{ teacher of record in 2023 – 2024 academic year}}{\# \text{ of Candidates Standard Certified by October of 2023}}$$

*** p value < 0.001

** p value < 0.01



To fully understand the impact of our state teacher residency strategy, we plan to track the following key impact measures as Strategic Staffing and residencies continue.

A large, thick, orange arrow that starts on the left side of the slide and points towards the right, indicating the direction of the information presented in the text boxes.

Employment: Placement as a teacher of record following paid residency year.

Long Term Retention: Retention of teachers prepared in a residency model for 5 years and beyond.

Impact on Student Growth: Effectiveness of teachers prepared through a residency model as compared to teachers prepared through other pathways.



Key challenges encountered in the work to date though have informed planning for expansion of strategies and supports



Resident Production

LEA demand for residents outpaced supply



Regional Access

Residency program distribution varied by region



Preparation Fields

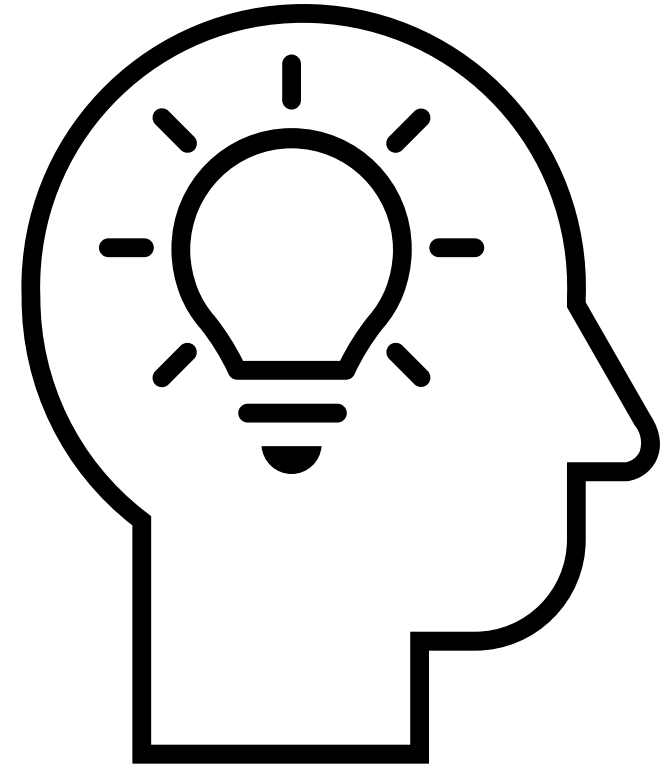
Resident certification in secondary fields misaligned with demand



Braiding Funding

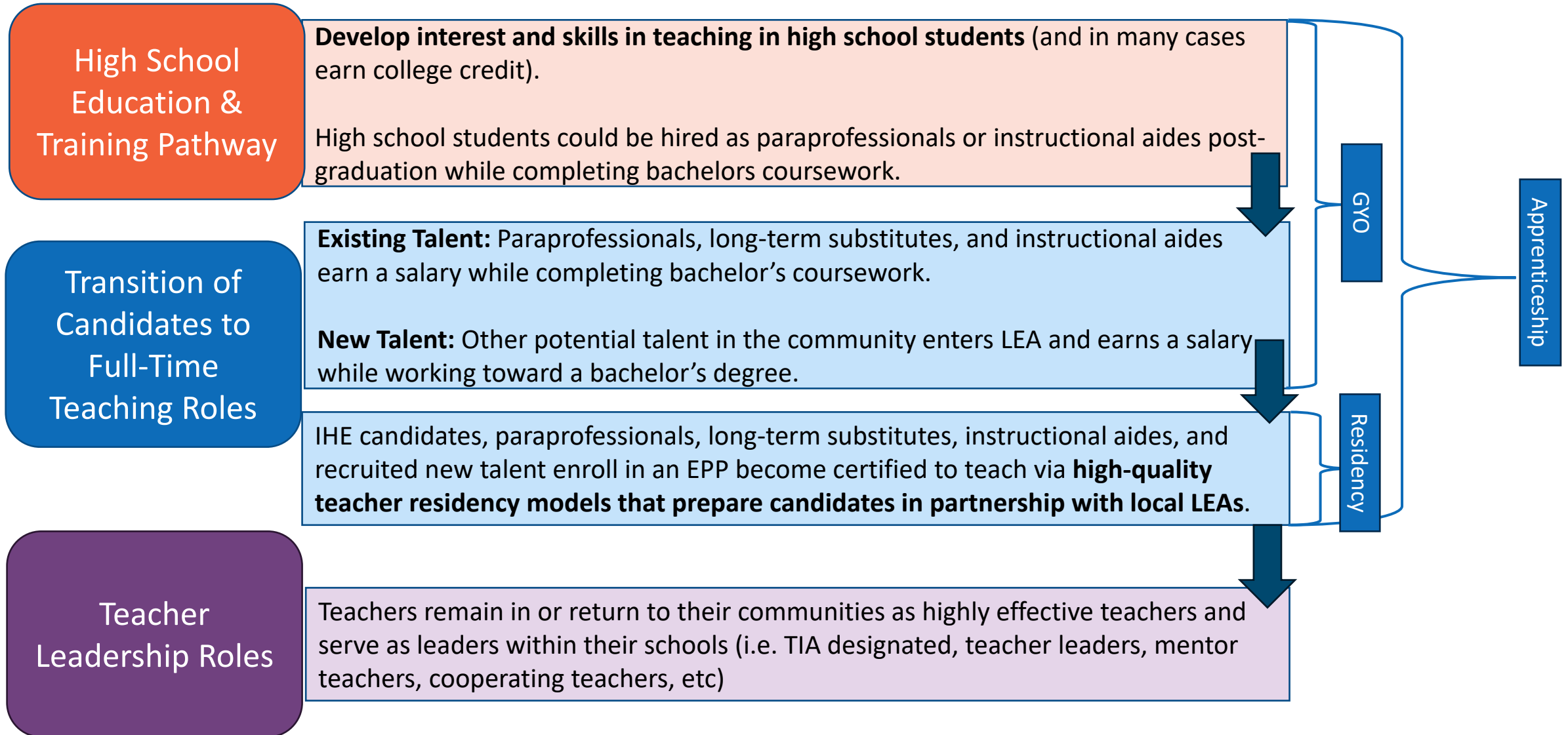
Sustainably funded resident wages not yet consistently at livable wage

- Which challenges resonate with your experiences in Strategic Staffing so far?
- What innovations have you heard about so far that address some of these challenges?



Planning for Teacher Apprenticeship Expansion in Texas

Talent Pipeline Desired State: Teacher Apprenticeships that build coherence and bridges across key entry points and milestones to and through the profession



Implementing lessons learned and addressing challenges via teacher apprenticeship expansion



The quality of the preparation and the quality of the partnership matters most



Growing talent from within communities brings more talent to high quality preparation pathways and supports local workforce needs



Building coherence and supports across key components of the pipeline is critical



Range of integrated supports to expand teacher apprenticeship efforts



Technical Assistance: Provide LEAs/EPPs with **continued and expanded technical assistance through Texas Strategic Staffing** to braid multiple, local, sustainable sources of funding to support **paid residencies, overall paid teacher apprenticeship, and teacher leadership models.**



Tools and Resources: Continued development of critical resources and tools that support quality preparation throughout the apprenticeship pathway, **including educator workforce data tools**



Policy Levers: Formal mechanisms to **recognize teacher residents and teacher residency programs**, as well as **redesigned EPP continuing approval and systems of support.**



Grants and Funding Incentives: Design programs that **support and fund partnerships to develop talent pathways** that include quality teacher preparation and address local context.



Tri-Agency Coherence for Texas Teacher Apprenticeship System: TEA, Texas Workforce Commission, and The Higher Ed Coordinating Board are developing state **guidelines for Texas teacher apprenticeship** (quality apprenticeship standards, funding structure, and technical assistance).

Texas Strategic Staffing Expansion—Building on the foundation

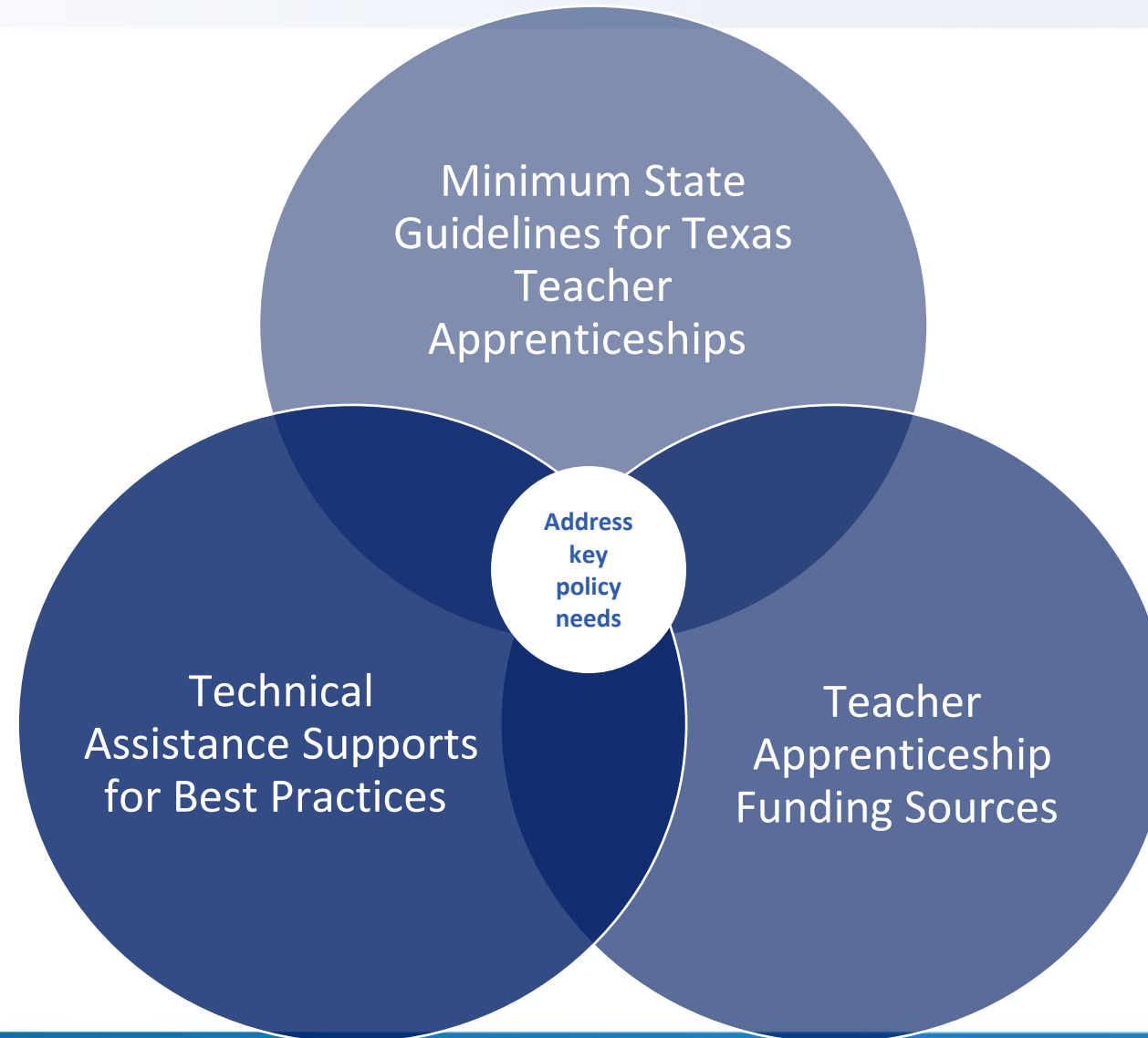
Teacher Pipeline Development Needs:
*increase quality of new teachers,
coordinated strategy for teacher pipeline*
(Early Apprenticeship into Residencies)

**Staffing and Teacher Leadership
Challenges:** *capacity for teacher
development, retention of master
teachers, maximizing impact of master
teachers (sustainably), vacancies*
(Teacher Leadership and Mentorship)

Key Idea: Expanding strategic staffing supports provides **foundational support** for **implementation of strong practices aligned to state frameworks** for effective EPP and District Practices.



Texas Teacher Apprenticeship Strategy: Tri-Agency Work Group Priorities



What do you hope to learn more about in the next breakout session and after this conference?

What stands out to you about TEA's work on Strategic Staffing and educator pipelines?



Thank you!

Team Contacts:

melissa.yoder@tea.texas.gov

alissa.rhee@tea.texas.gov

TEA

Upcoming Grant Opportunities

- 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program
 - Due 4/2/2024
 - All LEAs eligible
- 2024-2025 Sustainable Residency Continuation Grant
 - Due 4/3/2024
 - TCLAS Decision 5 participants only

FAQ documents for both grants are posted on the TEA Grant Opportunities page.