

SFA Educator Preparation Advisory Council

March 2, 2022

11:30-1:00

Spring 2022

CONTENTS

2

AGENDA

3

MINUTES

7

POWERPOINT FROM MEETING

24

SUPPLEMENTAL MATERIALS

Shared at meeting

Stephen F. Austin State University
James I. Perkins College of Education (PCOE)
EPP Advisory Council Meeting Agenda
March 2, 2022 11:30am -1:00pm
BPSC – 2.201/ZOOM Meeting

- Welcome - Dr. Christina Sinclair, Associate Dean
 - Approval of Fall 2021 Summary Notes
 - Dr. Judy Abbott, Dean
 - SFA, Educator Preparation, and PCOE updates
- Advisory Council Purpose
 - Review EPP Advisory Council purpose
- Stakeholder Discussion and Feedback
 - Educator Preparation Program Admission GPA
 - Content Test
 - What skills do teachers need now post-Covid?
- Clinical Teacher Pathways and Partnerships
 - Clinical Teaching Recruitment Workshop – Michelle Miller
 - Strategies that are working for districts
 - Guest Speaker - Mesquite ISD
 - Guest Speaker - Brazosport ISD
 - TCLAS Grant
 - [Texas COVID Learning Acceleration Supports \(TCLAS\) | Texas Education Agency](#)
 - Discussion and brainstorming of other strategies
- TEA Updates
 - EdTPA
- How's It Going and How Can we Help?
 - Job Fair – Ours and yours?
 - Center for Career and Professional Development
 - Register for future events at [Handshake \(joinhandshake.com\)](https://www.joinhandshake.com)

Center for Career and Professional Development
Stephen F. Austin State University
936-568-3305
Ccpd@sfasu.edu - www.sfasu.edu/ccpd
- Important Dates
 - **Spring Teacher Job Fair- April 1st, 10:00-1:00**
 - **NEXT MEETING – Fall 2022**
- Other Items

EPP Advisory Council Meeting
Summary Notes
March 2, 2022
11:30am – 1:00pm
BPSC Tiered Meeting Room 2.201 & Zoom

In Attendance: Judy Abbott, Carrie Baker, Shannon Bennett, Maryann Bentley, Elida Buchanan, Erik Buchanan, Deborah Buswell, Andrea Dickson, Clinton Elsasser, David Flowers, Stacy Hendricks, Daya Hill, Kristi Kirschner, Summer Koltonski, Betsy Lock, Ronda McClain, Melanie Mercer, Betsy Mijares, Michelle Miller, Marty Moffett, Mark Montgomery, Amanda Moore, Barbara Morrison, Barbara Qualls, Susan Reily, Amanda Rudolph, Christina Sinclair, Julie Stadler, Kurt Stephens, Nikkie Strahan, Joe Strahl, Jay Thornton, Michael Walker, Amanda Wallace, Harold Whitaker, Sarah Wright, Tingting Xu, Terry Young

Not in Attendance: Stephen Autrey, Nathan Boughton, Will Cauthen, Zach Crawford, Jill Gaston, Paula Harshbarger, Karen Hickman, Steve Johnson, Daniel Lopez, Claire Murphy, Cindy Nerren, Summer Pannell, Cindy Phelps, Chay Runnels, David Russell, John Seybold, Shelly Slaton, Reid Spivey, Elaine Turner, Jeffery Van Meter

Welcome – Dr. Christina Sinclair, Associate Dean & Dr. Judy Abbott, Dean

- Approval of November 10, 2021 Summary Notes
 - Motion to approve: MaryAnn Bentley
 - Seconded by Betsy Mijares
- Dr. Judy Abbott, Dean
 - SFA Updates – 2 interim Deans, currently a search for Micky Elliott CoFA. New facility will be ready by Summer 2023. Dance is leaving PCOE to move to Fine Arts. College of liberal and applied arts dean search is ongoing. Content areas in these colleges are highly linked to PCOE. Administrative dean for Research and Graduate Studies will also be appointed this year.
 - PCOE Updates – the college reorganized several years ago and went from 5 to 4 academic units. There is currently an ongoing search for Ed Studies unit chair. Finalists interviewing around April. In place by ~ July 1.

Advisory Council Purpose

- To assure that appropriate stakeholders including school and community partners are involved in program evaluation, improvement, and identification of models of excellence.

Stakeholder Discussion and Feedback

- EPP admission GPA – 2.5 or 2.75? Cohort min at 3.0, currently at 3.36
 - Discussion:
 - English content area can notably tell difference in student with the 2.5 GPA
 - What do the 2.5 clinical teachers look like in practicum settings?
 - We're admitting more people between the 2.5 and 2.75 margin now
- Content test
 - The EPP is back to requiring that clinical teachers pass their content exam before clinical teaching
 - Current Rule: Must pass content exam before the first day of SFA classes
- What skills do teachers need now post-COVID?
 - Discussion of the following took place:
 - Foundational literacy skills
 - Writing skills
 - Ability to adapt lesson plans

Clinical Teacher Pathways and Partnerships

- Michelle Miller shared that she hosted a ZOOM clinical teaching recruitment workshop that was well attended by partner LEAs and created an opportunity for discussion of ways LEAs are using strategic staffing to pay clinical teachers. Key take aways were shared:
- Strategies that are working for districts
 - Mesquite ISD – Vanguard HS
 - Career-oriented high school
 - Innovative curriculum
 - Employability skills
 - Shortage of teachers, lots of openings
 - CIA's (clinical instructional assistants) & student teachers, paired with mentor teachers
 - CIA's and student teachers are kept for a semester/full year (depending on EC-6 or Secondary), then become certified and are kept as teachers in the district
 - Very collaborative approach to training future teachers
 - Model implemented in history, math, ELA, & Spanish
 - Michelle guides the clinical teachers the through application process, and the screening will be up to Vanguard
 - Brazosport ISD
 - Talent Acquisition Strategy
 - Ghost organization – 10 teaching positions that sit in the human resources organization
 - Locally developed “Grow Our Own” program

- Proposal to board, \$30,000 grant program. Paying for students to attend EPP for certifications
- Paid internships with univ. partnerships
 - Increasing number of univ. partnerships to broaden depth of clinical candidates
 - Focusing on pre-clinical as much as clinical to build pool of candidates
 - Organizing virtual and in-person sessions
 - Started 2021 with 10, now with 14 positions
 - Candidates undergo application process
 - Traditional, unpaid clinical teaching still offered
 - Interview Questions:
 - Candidate preparedness
 - Knowledge of best instructional practices
 - Knowledge of district instructional priorities
 - Student teachers are developed at cohort level in cluster approach to placement
 - Selected candidates are paid \$2,000/month (\$10,000 a semester)
 - Students will have peers in the district to relate to
 - Employer housing discount
 - Employee perks ex: ½ priced PK tuition
 - Clinical teaching is “semester long interview”
- High-Quality teacher residency partnership
 - Goal: Resident Cohort Model
 - Simple shifts: paying aspiring teachers with existing resources
 - Funding feasibility
- TCLAS Grant
 - TCLAS – Texas COVID Learning Acceleration Supports
 - A set of targeted supports and additional state and federal funding aligned to the Learning Acceleration Framework
 - Accessed through a single, streamlined discretionary, non-competitive grant application that mimics the simplicity of a formula grant
 - No narrative responses required
 - No need for grant writers
 - Easy budget calculations
 - Access for info on this can be accessed through: <https://tea.texas.gov/texas-schools/health-safety-discipline/covid/texas-covid-learning-acceleration-supports-tclas>
 - Refer to TEA handout ideas for partnerships in student teaching/staffing models
- **Job Fair**

- April 1st – 10:00-1:00
- Register through handshake

No Questions from the floor

Meeting Adjourned at 1:00 PM

Next Meeting: Fall 2022

STEPHEN F. AUSTIN STATE UNIVERSITY
NACOGDOCHES, TEXAS

SFA Educator Preparation Advisory Council

March 2, 2022

11:30-1:00



sfasu.edu



Stephen F. Austin State University

Educator Preparation Program

Challenging Minds, Changing Lives -
One Lumberjack at a Time



Welcome

- Approval of summary notes
- Dr. Abbott ---News & Updates
 - SFA
 - Educator Preparation
 - Perkins College of Education





EPP Advisory Council Purpose

- TO ASSURE THAT APPROPRIATE STAKEHOLDERS INCLUDING SCHOOL AND COMMUNITY PARTNERS ARE INVOLVED IN PROGRAM EVALUATION, IMPROVEMENT, AND IDENTIFICATION OF MODELS OF EXCELLENCE.



A purple-tinted background image of a statue of a man in a long coat, standing outdoors. The statue is the central focus of the left side of the slide.

**Stakeholder
Discussion
and
Feedback**

EPP Admission GPA

Content Test

What skills do teachers
need now post-Covid?



Clinical Teacher Pathways and Partnerships

- Clinical Teaching Recruitment Workshop
 - Hosted by Michelle Miller, Clinical Teaching Coordinator
- Strategies that are working for districts
 - Guest Speakers
 - Mesquite ISD
 - Brazosport ISD



Clinical Teacher Pathways and Partnerships Continued

- TCLAS Grant
 - [Texas COVID Learning Acceleration Supports \(TCLAS\) | Texas Education Agency](#)
- Discussion and brainstorming of strategies





TEA Updates

edTPA





edTPA Pilot Implementation

**Year 1
(19-20)**

- 27 EPPs
- 419 candidate portfolio submissions

ACT RGV
Alamo College
Arlington Baptist University
Austin Community College District
Harris County Department of Education
Houston ISD
Inspire Texas, Region 4 Education Service Center
iTeach
McLennan Community College
North American University
Our Lady of the Lake University
Prairie View A&M University
Region 1 Education Service Center
Region 2 Education Service Center

**Year 2
(20-21)**

- 34 EPPs
- 846 candidate portfolio submissions

Region 10 Education Service Center
Region 19 Education Service Center
Region 20 Education Service Center
Rice University
Stephen F. Austin State University
St. Mary's University
Sul Ross University
Tarleton State University
Teaching Excellence
Texas A&M University
Texas A&M University – Commerce
Texas A&M University – Corpus Christi
Texas A&M University – San Antonio

**Year 3
(21-22)**

- 40 EPPs
- ~2,000 candidate portfolio submissions

Texas A&M University – Texarkana
Texas Tech University
TNTP Academy
Trinity University
University of Houston
University of Houston – Victoria
University of Texas at Dallas
University of Texas at El Paso
University of Texas Rio Grande Valley
University of Texas at San Antonio
Urban Teachers
Wayland Baptist University
Web Centric Alternative Certification Program



Updated Proposed edTPA Implementation Timeline based on SBEC and Stakeholder Feedback

Requirements	2022-2023	2023-2024	2024-2025
edTPA required?	No (edTPA an option alongside PPR)	Yes	Yes
edTPA official passing score for candidates implemented?	No (pass/fail only)	No (pass/fail only)	Yes
edTPA pass rate included in EPP ASEP accountability?	No (edTPA pass rate not included in ASEP)	Yes (edTPA pass rate included in ASEP, pass/fail only)	Yes (edTPA pass rates included in ASEP, official passing score implemented)



Flexibility in Selecting an edTPA Assessment

- Educators can be issued a probationary or standard certificate in more than one certification category by passing only **one** edTPA certification exam.
- Allow candidates to select an edTPA exam based on their instructional context:
 - Eight edTPA exams as pedagogy exam options for the Core Subjects with Science of Teaching Reading (STR): EC-6 certificate.



Plan to Address Cost Concerns

- Candidates will receive a \$30 rebate after receiving their edTPA scores
- Allocation of financial assistance waivers
- Program-purchased edTPA vouchers
 - This option would allow programs to embed the edTPA fee into the program for candidates to use other financial resources to pay the exam fee.
 - Associated resources and tools for programs.
- Longer-term: Consider updates to exam design to potentially lower overall number of exams required for some certificates



LEA & EPP Communication and Support Plan

LEA

- Release To the Administrator Address (TAA) Letter, [edTPA Teacher Certification Examination Pilot](#)
- Provide LEAs with information about edTPA and the edTPA implementation timeline (e.g., via [TEA Website/Texas' edTPA Pilot Page](#))
- Provide centralized support email address (TxTPASupport@tea.texas.gov)
- Provide edTPA webinars for LEAs (e.g., [Texas Teachers Who Support Teacher Candidates](#))
- Communicate with LEA-facing professional organizations
- Develop LEA-facing informational one-pagers and FAQs
- Provide informational webinar series
- Develop edTPA workshop series for ESCs

EPP

Similar supports as noted for LEAs in addition to the following:

- Provide informational webinar series
 - edTPA 101
 - edTPA Task Deep Dives
- Provide workshop series for EPPs ([spring 2022](#), summer 2022 and 2022-23 academic year)
 - edTPA Data Deep Dives
 - Curriculum Inquiry
 - Academic Language
 - Evaluating Candidate Performance
- Offer new workshops and webinars (based on Texas' EPP needs) beyond the 2022-23 academic year
- Establish network of individualized support with edTPA Regional Coordinators and broader edTPA community

How's it going?

How can we help?

- SFA Teacher Job Fair
 - Center for Career and Professional Development
 - Register at [Handshake \(joinhandshake.com\)](https://joinhandshake.com)
- Let us help you promote your upcoming job fairs
 - Email information to edcertfield@sfasu.edu



SFA Spring 2022 Teacher Job Fair

April 1st, 10:00am – 1:00pm

BPSC

Grand and Twilight Ballrooms

<https://www.sfasu.edu/ccpd>

**Center for Career and Professional Development
Stephen F. Austin State University**

P.O. Box 13032 - SFA Station | Nacogdoches, TX 75962

T 936.468.3305 | F 936.468.6638

ccpd@sfasu.edu | sfasu.edu/ccpd



Items from the Floor






Adjourn

Next Meeting:

Fall 2022

THANK YOU!



A photograph of a school staircase with large windows in the background. Several students with backpacks are walking up and down the stairs. The image is overlaid with a semi-transparent blue box containing the title text.

Educator Residencies and Innovative Staffing Models

Teacher Preparation Matters: Paid Residencies are Necessary

Provide sustained, meaningful pre-service practice: in a safe environment with close support and coaching from a mentor teacher, reflection and feedback processes

Reduce the novice teacher learning curve: in Texas nearly 130,000 teachers have less than 5 years of experience and intern/probationary teachers are serving well over 70% of our economically disadvantaged students [TAPR, 2018-19]

Paid residencies mean access for more racially and economically diverse candidates

Strategically generate a strong pipeline of qualified, effective candidates for projected high needs positions and hard to staff schools

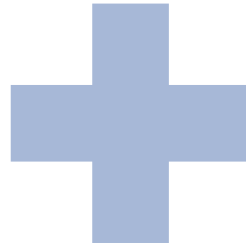
Retain teachers: teachers prepared in a residency are more likely to be retained

Sources: TAPR 2018-19, Bank Street College of Education. (2017, September). Clearing the Path: Redesigning Teacher Preparation for the Public Good.

Ensure Sustainability of High-Quality Teacher Residences through Strategic Staffing Models

Residency Model

- Access to quality practice- based preparation experiences
- Short cycle feedback to improve practice



Funding via Strategic Staffing

- Defrayed living expenses and reduce financial stress
- Access for more diverse candidates



Funded Residency Programs

- Strong, diverse teachers who are likely to stay in the profession
- Retention of strong, diverse teachers reduces financial burden of LEAs
- More students with quality teachers
- Positive long-term student outcomes

Strategic Staffing Models enable:

- funding to pay teacher residents as LEA employees focused on developing district-specific competencies and practices,
- sustainable implementation of high-quality teacher residency models, and
- the foundation of meaningful educator pipelines.

Texas COVID Learning Acceleration Supports (TCLAS) is a set of targeted supports and additional state and federal funding aligned to the Learning Acceleration Framework.

LEAs access TCLAS funding and supports through a single, streamlined discretionary, non-competitive grant application that mimics the simplicity of a formula grant.

- No narrative responses required
- No need for grant writers
- Easy budget calculations

Accelerated Learning Strategies in TCLAS

Accelerated Learning Strategies

Strategic Planning



Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies

Instructional Materials



Rigorous, high-quality instructional materials designed to make up ground and master grade level TEKS

Teacher Pipelines



Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year

More Time



More time for the students most in need, including expanding instructional time in the summer and with targeted **tutoring**

Innovative School Models



Innovative school models to incorporate all aspects of the learning acceleration framework

TCLAS provides districts access to:

\$1.4 B

in services and
supports available
to districts

15

TEA initiatives
customized for
learning
acceleration

1

district application
to access funding

TCLAS Results

\$1.1B

in services and supports awarded to districts

20

regions supported with services and supports

719

LEAs to be awarded TCLAS supports and services (of 729 applicants)



LEAs and EPPs have begun to build meaningful educator pipelines and teacher residencies through the TCLAS Residency Support Pathway



**TCLAS Decision 5:
Teacher Residency
Supports**

The TCLAS Residency Pathway Supports LEAs and EPPs to...

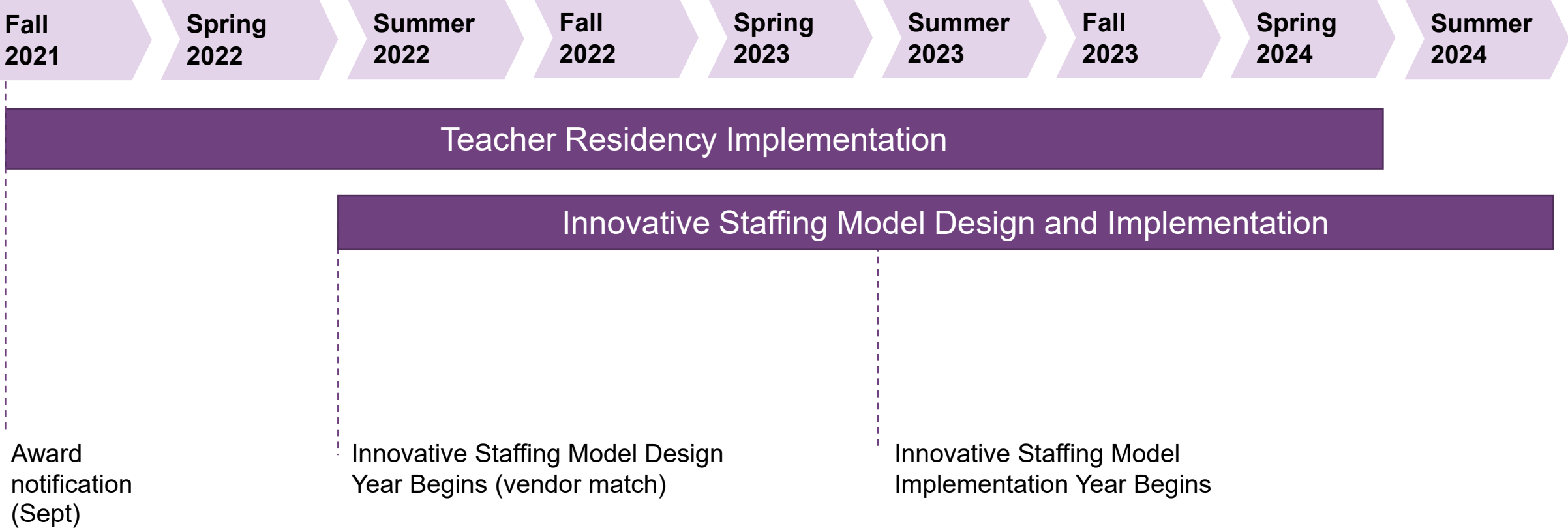
Implement **paid teacher residencies** in partnership with a high-quality educator preparation program (5A, 5B)



Implement **innovative staffing models** to sustainably fund teacher residencies and build educator pipelines (5C)

94 Texas LEAs partnering with 15 Texas EPPs who implement teacher residencies models.

TCLAS Timeline: Teacher Residency Support



Vetted Teacher Residency Program List

VTR 2021-2022 Approved List

Baylor University
Relay Graduate School of Education
Sam Houston State University
Tarleton State University
Texas A&M University
Texas A&M University - Commerce
Texas A&M University – San Antonio
Texas State University
Texas Tech University
University of Houston
University of Houston - Downtown
University of Texas - San Antonio
University of Texas at El Paso
University of Texas - Permian Basin
Urban Teachers

Educator preparation program that have been vetted for high quality teacher residency practices.

LEAs are required to have an established partnership with one or more of the EPPs on the VTR list to receive 5A teacher resident stipends.

The EPP-LEA Partnership is Central



Vetted Teacher Residency Programs Include:

Teacher residency models include:

- Full-year of clinical training/co-teaching in a K-12 classroom
- Resident paired with an experienced, highly effective mentor teacher
- Residencies take place at the undergraduate and post-baccalaureate level.
- EPP and LEA have shared ownership over the preparation, support, and success of the teacher resident.
- In some cases, residents receive a stipend during the year-long residency.

TCLAS Residency Support Pathway Assurances

Assurances	Description
Applicant-EPP Partnership	Assure that you have an established partnership with a VTR program. Assure that you'll engage in a meaningful partnership activities with your partner EPP(s).
Teacher Residency Program Structure	Assure that you'll recruit, train, and support teacher resident during a full-year clinical teaching assignment. Assure that you'll match residents with strong mentor teachers.
Innovative Staffing Design and Implementation	Assure that you'll designate a team to participate in innovative staffing model training and support, leading to the design and implementation of the innovative staffing model
High-Quality, Sustainable Residency Funding	Assure that you'll provide the teacher residents with a \$20,000 stipend and use additional grant funding to support residency and innovative staffing model implementation.

Applicant-EPP Partnership

Applicant-EPP Partnership:

- The applicant must assure that they have a signed letter of commitment or an established memorandum of understanding (MOU) with an educator preparation program included on the 2021-2022 Vetted Teacher Residency Program list.
- The applicant must assure that they will hold structured governance meetings with their EPP partner at least three times annually to analyze teacher resident data and develop plans for teacher residency continuous improvement.
- The applicant must assure that they will provide preferential hiring, to the greatest extent possible, to teacher residents who have successfully completed the teacher residency program and received standard certification.
- The applicant must assure that they will report the following data to TEA annually:
 - Number of teacher residents participating in the year-long teacher residency,
 - Demographics of teacher residents participating in the program,
 - Number and type of teacher certifications awarded to teacher residents,
 - Number of teacher residents hired as full-time teachers within the LEA the following year.
- The applicant commits to attending quarterly High-Quality, Sustainable Teacher Residency webinars in SY 2021-22.

Governance Meetings:

- ❑ The applicant must assure that they will hold **structured governance meetings** with their EPP partner **at least three times annually** to **analyze teacher resident data** and **develop plans for teacher residency continuous improvement.**

Governance Meetings Enable LEAs and their Residency Partners to:

- **Use data** to drive decision making and continuous improvement throughout residency implementation
 - Directly support residents and mentors
- **Establish and maintain accountability** for shared responsibility and clear roles within residency implementation
 - District leadership and school level leadership is critical
- **Align** the residency to the LEA's strategic plan and related priorities/ strategies
 - Nimble implement and adjust course
- **Build deep, systematic LEA and EPP partnerships** through clear communication, robust collaborative conversations, planning, and follow up related to continuous improvement of resident development and program implementation.

Individual Impacts from Strong Governance Practices:

LEAs...

- Clear, meaningful roles in residency implementation
- Ownership in development of residents as future teachers
- Aligned support for mentors and residents to LEA coaching and instructional practices

Educator Preparation Programs...

- Align clinical experience to coursework
- Align supports to specific resident/mentor needs
- Clear communication structure with critical LEA stakeholders

Teacher Candidates...

- Residency supports adjusted to support specific needs and perpetuate growth

The Community (our families and students)

- Strong, well prepared teachers to better support student needs and the strength of the community



Teacher Residency Program Structure

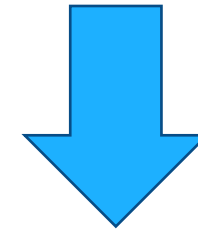
Teacher Residency Program Structure:

- The applicant and EPP partner must assure that they will collaboratively develop a teacher resident profile, aligned with the applicant's educator pipeline needs, that they assure will be used to recruit, select, and place teacher residents.
- The applicant and EPP partner must assure that the teacher resident year-long clinical teaching assignment is one academic year (28 weeks minimum) in length, with the teacher resident spending at least 3 days per week on the assigned campus under the supervision of the cooperating teacher.
- The applicant and EPP partner must assure that they will collaboratively develop a cooperating teacher profile, that includes consideration of the cooperating teacher's impact on student achievement, to recruit and select high-quality cooperating teachers.
- The applicant and EPP partner must assure that they will provide training and support in mentorship and co-teaching best practices for cooperating teachers.
- The applicant and EPP partner must assure that they will adhere to all educator preparation program requirements in the Texas Administrative Code (TAC).

Teacher Residency Program Structures: Key Points

- ⑨ **Communicate** a clear definition of a Teacher Residency to define the bar for quality
- ⑨ **Define** clear roles and responsibilities for residents, mentors, and leadership
- ⑨ **Develop** mentors and residents through ongoing coaching and aligned training

The TCLAS Residency Pathway Supports LEAs and EPPs to...



Implement **paid teacher residencies** in partnership with a high-quality educator preparation program (5A, 5B)



Implement **innovative staffing models** to sustainably fund teacher residencies and build educator pipelines (5C)

94 Texas LEAs partnering with 15 Texas EPPs who implement teacher residencies models.

What is Strategic Staffing Design for Teacher Residencies?

- ❑ Innovative Staffing Models are a product of Districts & their EPP Partners working alongside a Strategic Staffing Technical Assistance Provider to design staffing models that will support the district to continue to pay resident and mentor wages beyond grant funding.
- ❑ Strategic staffing design focuses on making decisions driven by instructional needs in the district to reallocate underutilized, existing local dollars to fund paid teacher residencies for teacher candidates.
- ❑ Examples of key instructional needs: Tutoring roles, para professional responsibilities, substituting, etc.

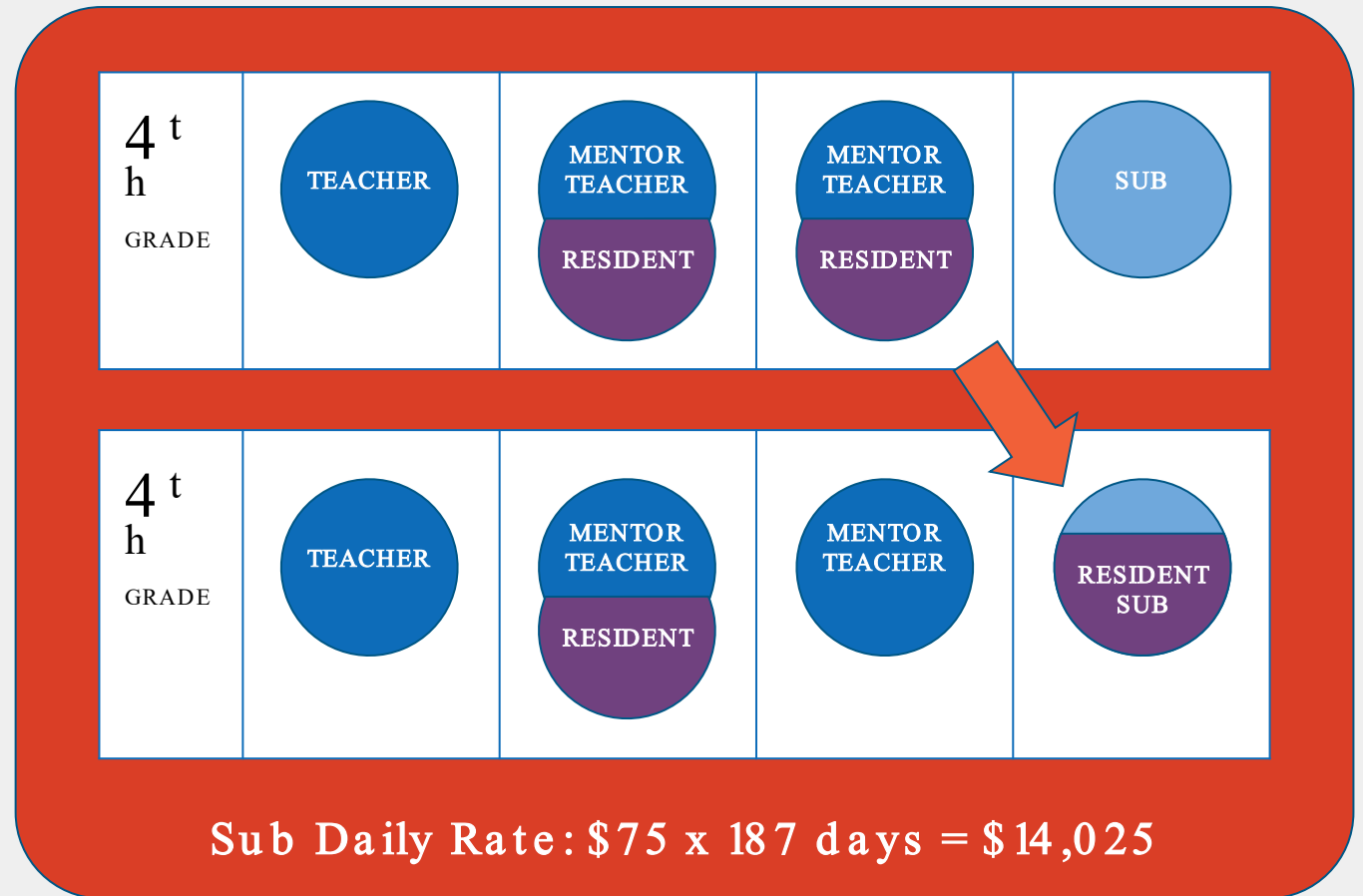
If we enable pathways for teacher resident wages, we enable access to quality preparation for more diverse teacher candidates and increase overall teacher retention, we ensure more quality teachers in front of Texas students.

Residents as Substitutes

The *substitute teaching* model relies on residents spending at least *one day per week* serving as a substitute teacher for other teachers in the school, receiving pay through dollars typically spent on substitute teachers.

Reallocate 2 Sub Positions:
 $\$14,025 \times 2 = \$28,050$

2 Residents @ \$12,000
2 Mentor Teachers @ \$2,000
 $(\$12,000 \times 2) + (\$2,000 \times 2) = \$28,000$



Residents as Paraprofessionals

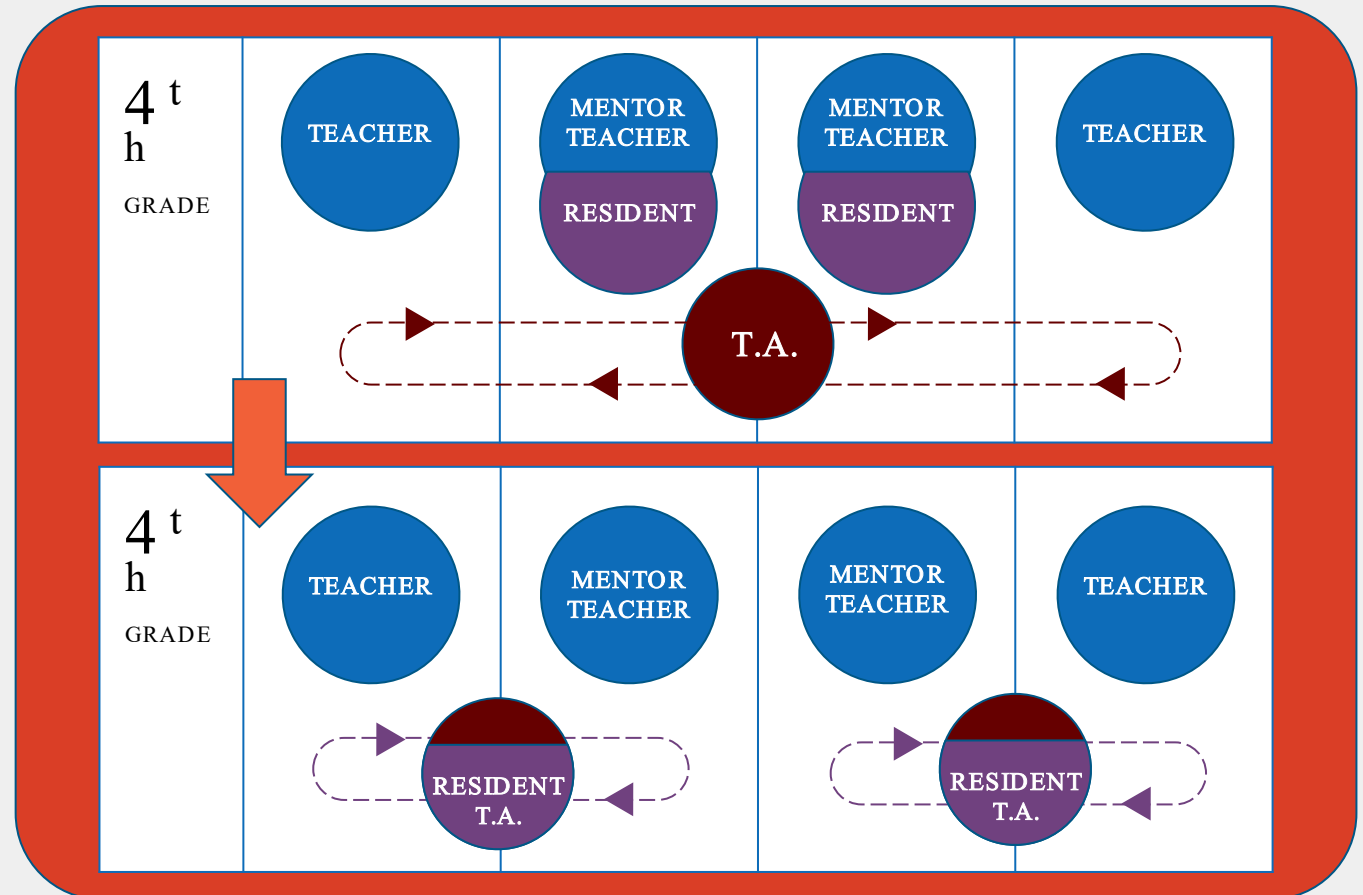
The *paraprofessional model* relies on two residents splitting the role of one full-time paraprofessional (teacher assistant), redirecting funding lines that may be left unfilled without a full-time hire.

Paraprofessional (T.A.) Salary:
\$28,000

2 Residents @ \$12,000

2 Mentor Teachers @ \$2,000

$(\$12,000 \times 2) + (\$2,000 \times 2) = \$28,000$



Residents as Tutors & Enrichment Teachers

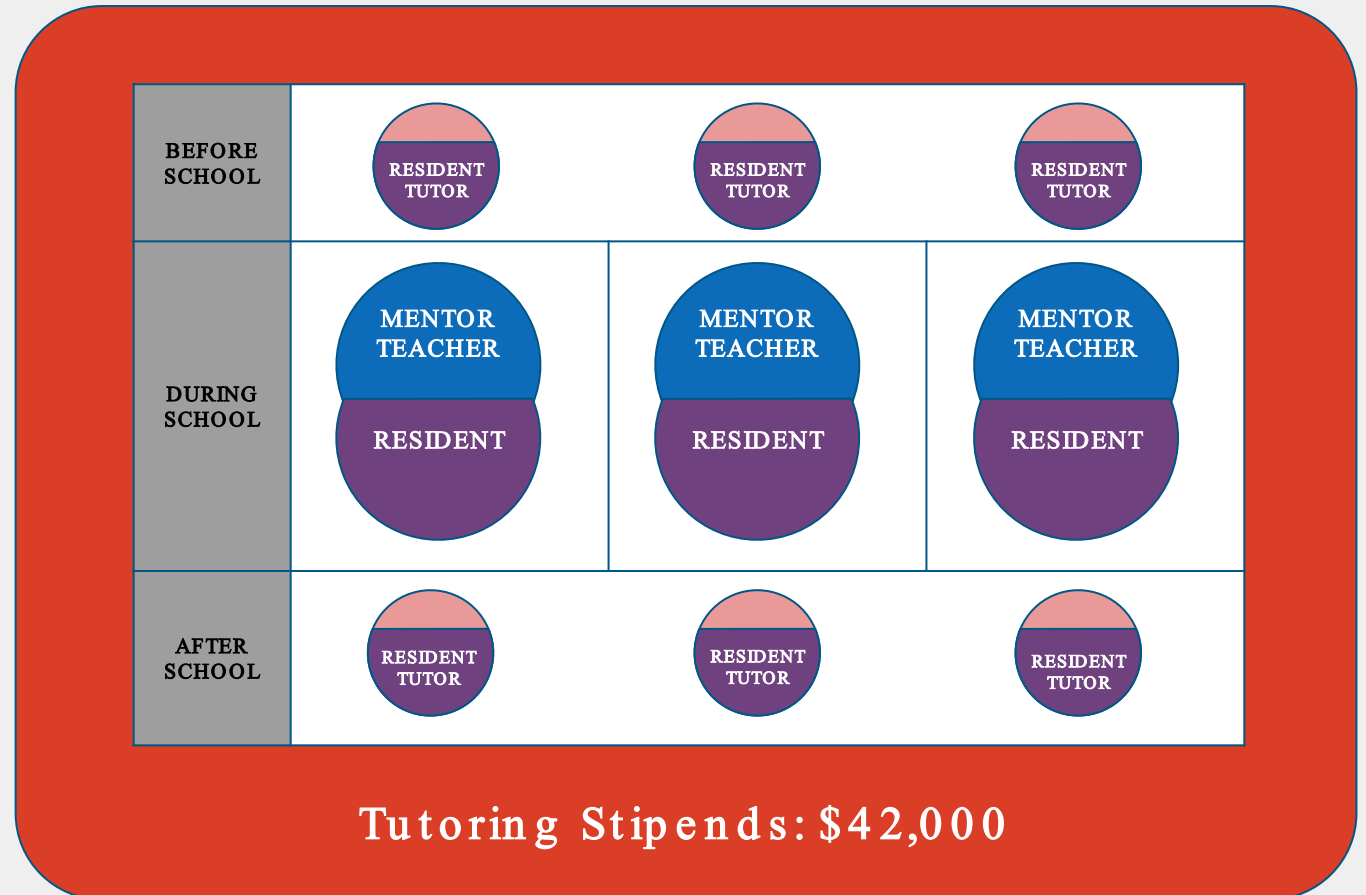
The *tutor & enrichment model* relies on residents spending at least four days before, during, or after school tutoring students, receiving pay through dollars typically spent on tutoring.

Tutoring Stipends:
\$42,000

3 Residents @ \$12,000

3 Mentor Teachers @ \$2,000

$(\$12,000 \times 3) + (\$2,000 \times 3) = \$42,000$



Residents as Co-Teachers

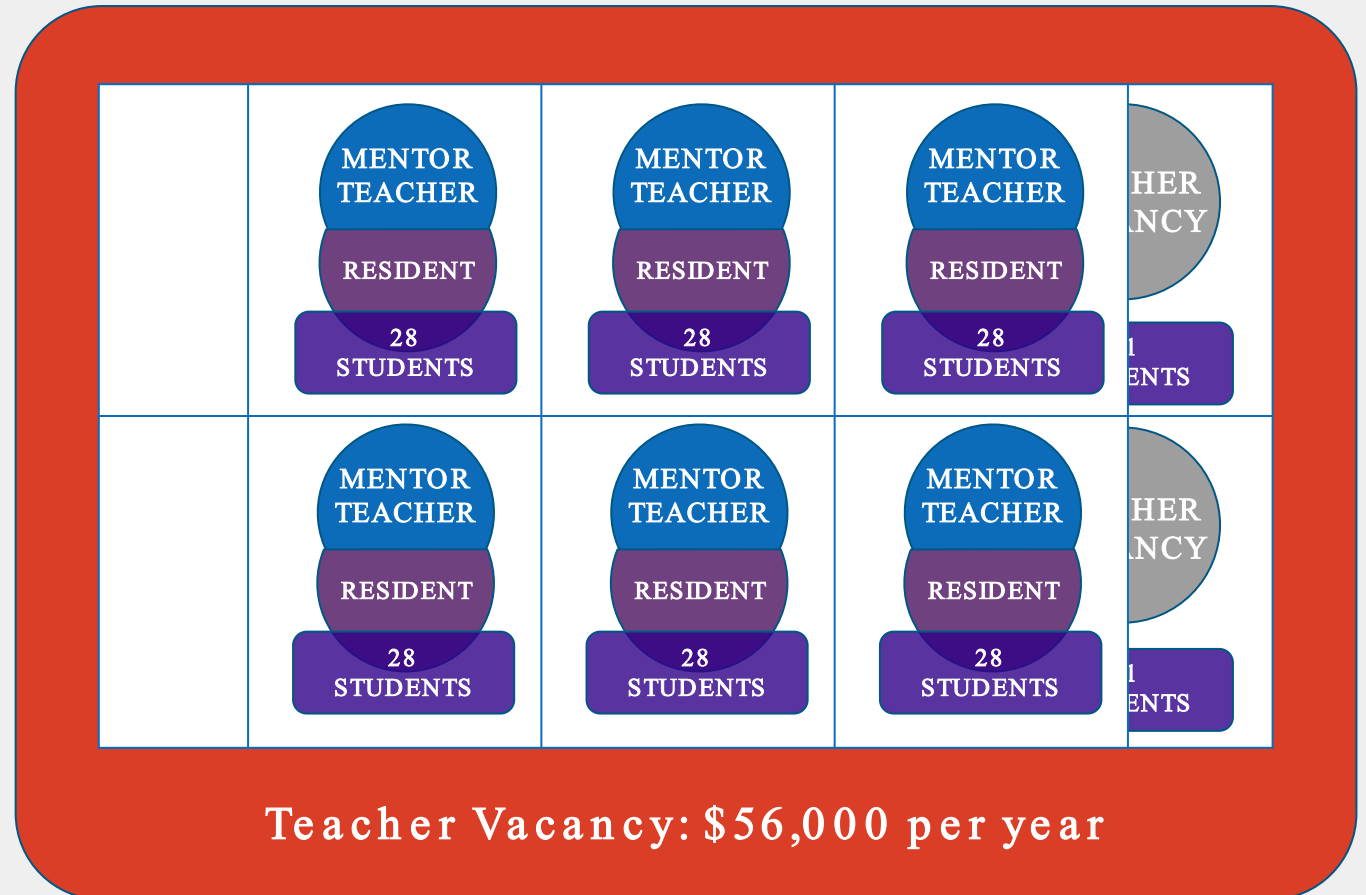
The *Co-Teacher Model* puts residents alongside his/her mentor for the entire school year. Because there are two teachers in that classroom, the student-to-teacher ratio is cut in half.

Teacher Vacancies:
 $\$56,000 \times 2 = \$112,000$

6 Residents @ \$14,000

6 Mentor Teachers @ \$2,000

$(\$14,000 \times 6) + (\$2,000 \times 6) = \$96,000$



Strategic Staffing Enables Residencies and the Following Benefits:

Immediate Instructional Benefits:

As a result, residents **fulfill immediate instructional needs** in schools at part of their year long student teaching experience:

- Residents as substitutes
- Residents as para-professionals
- Residents as tutors and enrichment teachers
- Residents and mentor teacher teams:
 - Reduce student to teacher ratio
 - Increase access to differentiated instruction

Teacher residents fill instructional needs, and filling those needs should also be a benefit to their own preparation. Preparing residents to fill instructional support areas requires intentional planning and support.



Strategic Staffing Enables Residencies and the Following Benefits:

Long term Instructional Benefits:

As a result, residents **are prepared for the long term to be teachers** in their districts:

- Incentivize/make financially possible a residency pathway in your district
- Quality preparation yields readiness to teach
- TCs Understand district context and culture, build relationships with staff, students, and school community
- Increased retention over time due to quality preparation and buy-in within school community
- Combination of short and long term benefits yields financial gains for the district
- Excellent teachers in front of all students throughout their school experience

Vetted Teacher Residency Program List

- *Current VTRPs are eligible to support TCLAS decision 5 awarded districts.*
- **Application Window: 3/22-4/12/22**
- **Communication about Application Status: By 4/30/22**
- Application will annual

Vetted Principal Residency Program List

- *VPRPs are eligible providers for district grantees in the Principal Residency Grant. New VPRPs may support 2022-23 Cycle grantees.*
- **Application Window: 4/12/22-5/9/22**
- **Communication about Application Status: By 6/10/22**
- Application will be annual

Save the Date! Texas Educator Residencies Summit

What: Please join the Texas Education Agency for an opportunity to learn from practitioners in the field about innovations through educator residencies. Learn, Connect, and Network!

When: 6/29/2022-6/30/2022

Where: Virtual

Who: All LEA, Educator Preparation Program Partners, and Prospective Partners across Texas

Event enrollment coming soon!

