

SFA Educator Preparation Advisory Council

November 9, 2022
11:30-1:00 Fall 2022

CONTENTS

2
3
7
41

AGENDA

MINUTES

POWERPOINT FROM MEETING
SUPPLEMENTAL MATERIALS

Shared at meeting

Stephen F. Austin State University
Educator Preparation Program Advisory Council
Meeting Agenda
November 9, 2022 11:30am -1:00pm
McKibben 131/ZOOM Meeting

- Welcome - Dr. Christina Sinclair, Associate Dean
 - Introductions
 - Review EPP Advisory Council purpose
 - Approval of Spring 2022 Summary Notes
 - Dr. Judy Abbott, Dean
 - SFA, Educator Preparation, and PCOE updates
 - Dr. Jannah Nerren
 - Education Studies Updates
- Stakeholder Discussion and Feedback
 - TVTF Teacher pipeline—Improving Educator Preparation
 - Expand Yearlong Paid Residency Models
 - TCLAS Funds
 - Advisory Council Thoughts on Partnering to Support Teacher Pipeline
- Clinical Teacher Pathways and Partnerships
 - Paid Clinical Teaching Update – Michelle Miller
 - Strategic Staffing Models to Support Paid Clinical Teaching
 - Information and Q & A
 - Meet the Districts – January 26, 2023
- TEA Updates on Certification Exams
 - edTPA
 - SFA Results Summary
- 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://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 14th, 10:00-1:00**
 - **NEXT MEETING – March 1st**
- Other Items

EPP Advisory Council Meeting
Summary Notes
Spring 2022-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**

November 9, 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

Dr. Christina Sinclair, Associate Dean
Introductions





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.



News & Updates

- Dr. Abbott
 - SFA
 - Educator Preparation
 - Perkins College of Education

Dr. Jannah Nerren

- Dept of Education Studies



Updates from the Department of Education Studies

- TEA PK-3 Certification Application
- TEA Vetted Residency Application
- US PREP National Center
usprepnationalcenter.com
- Fall 23 Masters in Curriculum and Instruction
- Fall 24 Doctoral Program in Curriculum and Instruction
- DoE RAICES Grant
- Adjunct Faculty Opportunities
 - Advanced degree with 18 hours in content area
 - Online or evenings



Stakeholder Discussion and Feedback



TVTF: Teacher Pipeline

- Improving Educator Preparation
 - Expand Yearlong Paid Residency Models



TEA: What is a Teacher Residency?

- A **paid, full-year** of clinical teaching/co-teaching in a K-12 classroom
- Residents are paired with an experienced, **highly effective mentor** teacher
- **EPP and LEA have shared ownership** over the preparation, support, and success of the teacher resident
- Can take place at **traditional, alternative, or post-bac certification routes**

(this is as defined by TEA)



Paid Teacher Residencies Lead to Stronger Preparation, Effectiveness, and Retention

- **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 [TARP, 18-19]
- **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.

Source: TARP 2018-19, Bank Street COE. (2017, September). Clearing the Path: Redesigning Teacher Preparation for the Public Good.



Current Residency Strategy: Pilot, Create Proof Points, Scale and Build TA Support Capacity

- TCLAS Decision 5: Residency Program Supports
 - **District partner** with an approved EPP and receive funds for teacher resident salaries for three years, while districts establish enabling conditions to make residencies sustainable
- ESC Strategic Staffing and Talent Pipeline Fellowship
 - Develop **ESC** capacity to have innovative staffing TA providers, to support district in building Teacher Residencies
- Vetted Teacher Residency Program List
 - A vetted list of **EPPs** that are currently implementing a teacher residency model
 - Districts are required to partner with these EPPs to receive grant funding
- Teacher Residency Technical Assistance
 - **Fund residency TA provider** to support scale of EPPs in transformation to residencies and codify exemplars and best practices

(Source: TEA)



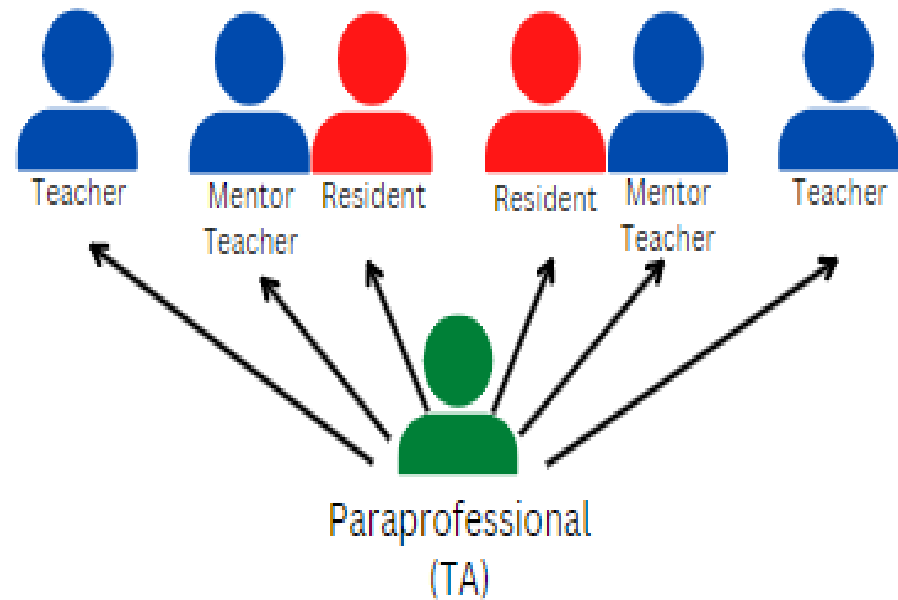
Residents as Paraprofessionals (TA)

- 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

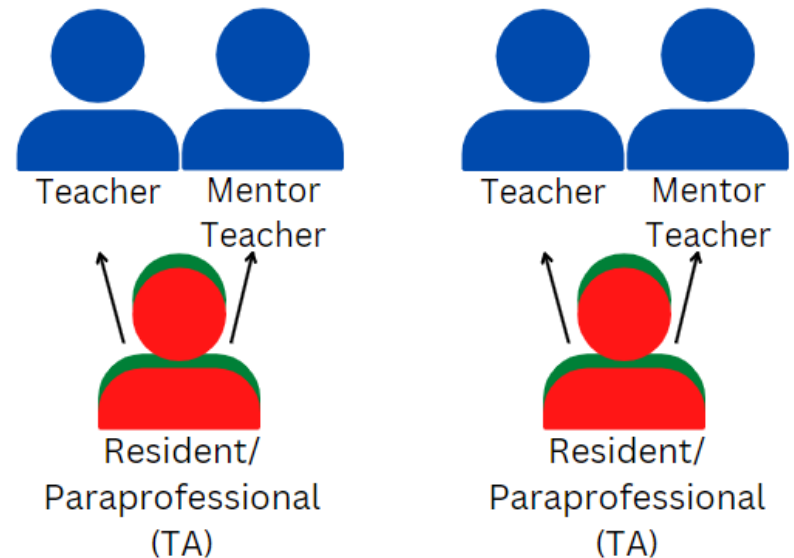


Residents as Paraprofessionals (TA)

- Paraprofessionals (TA) Salary
 - \$28,000




- Residents as Paraprofessionals (TA)
 - 2 Residents at \$12,000 each
 - \$24,000
 - 2 Mentor Teachers at \$2,000 each
 - \$4,000



TCLAS

- TCLAS Grant
 - [Texas COVID Learning Acceleration Supports \(TCLAS\) | Texas Education Agency](#)





Thoughts/Ideas on ways to Partner to
Support the Teacher Pipeline?



Clinical Teacher Pathways and Partnerships



Paid Clinical Teaching Update

- Started Spring 21' with one partner district, Brazosport ISD
- Fall 21'- OAA was still navigating the waters, continued with Brazosport
- Spring 22'- increased to 5 district partnerships, 4 in ETX and BISD
- Fall 22'- increased to 8 partners
- Spring 23'- increasing to 18 partners
- Fall 23'- so far 23 partners, this number is increasing every week



Paid Clinical Teaching by District/Region/Positions/\$\$\$

Division by Region

Districts Beginning Fall 23'

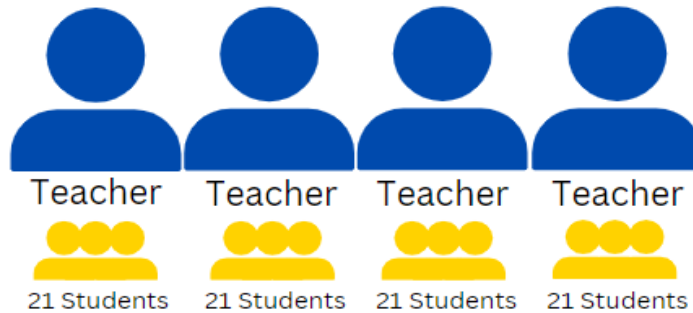
Spring 23'/Fall 23' paid CT positions

District	Region	# of spots	Exclusive to SFA?	District Incentive
DFW Metroplex				
Azle	DFW Metroplex	2	Y	\$1,100 per month
Mesquite	DFW Metroplex	no limit	N	\$10,000 per semester
East Texas				
Henderson	ETX	3 or 4	Y	
Huntington	ETX	3	Y	\$7,600 per semester
Lufkin	ETX	10	Y	\$7,500 per semester
Nacogdoches	ETX	10	Y	\$1748.93 per month
SFA Charter	ETX	2	Y	TBD
Cushing ISD	ETX	2-3 starting Fall 23'	Y	TBD
Alto ISD	ETX	4-6 spots	TBD	Tuition reimbursement for credit hours paid in final semester. \$3000 sign on bonus if the CT is hired.
Greater East TX				
Madisonville ISD	Greater EXT	no limit	N	\$50 per day
Brownsboro ISD	Greater EXT	TBD starting in Fall 23'	TBD	TBD
Chapel Hill ISD	Greater EXT	2 starting Fall 23'	Y	\$90 per day
Central TX				
Elgin	Central TX	10	N	\$105 per day
Round Rock ISD	Central TX	no limit	N	\$1000 for CT at the district and another \$1000 if hired afterwards
Leander ISD	Central TX	TBD	N	TBD

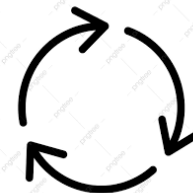
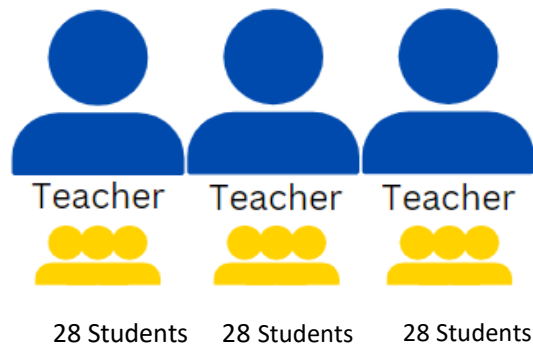
Paid Clinical Teaching by District/Region/Positions/\$\$\$

Spring 23'/Fall 23' paid CT positions				
	Division by Region			
	Districts Beginning Fall 23'			
Houston Metro				
Goose Creek ISD	Houston Metro	5	Y	\$15,000 per semester, access to employee health clinic at no charge, full benefit eligible, access to employee workout facility
Humble	Houston Metro	no limit	N	\$60 per day
Santa Fe	Houston Metro	8	N- SFA and U of H Clearlake	\$750 per month
Spring Branch	Houston Metro	no limit	N	\$10,000 per semester
Galena Park	Houston Metro	17	N	\$14.38 per hr/ appx \$2,500 per mth
New Caney ISD	Houston Metro	8 starting Fall 23'	N	TBD
Klein ISD	Houston Metro	TBD starting in Fall 23'	TBD	TBD
Gulf Coast				
Brazosport	Gulf Coast	16	N	\$3,000 per mth, apt w/ reduced fees and rent discounts

Strategic Staffing Models to Support Paid Clinical Teaching



VS.



Funding Redistribution

4 Teachers x 56,000=\$224,000

Reallot funds

3 Teachers x \$168,000

Provide a stipend of \$5,000 per teacher

Provide clinical teacher \$7,500 each for CT semester

Savings of \$26,000



Clinical Teachers Being Paid

- Fall 22' -
 - 29 CT's were hired in pd positions
 - 52 CT's being paid as paraprofessionals
 - 47% of the Fall clinical teachers earned income
- Spring 23' (so far)-
 - 46 CT's hired in pd positions
 - 34 CT's being paid as paraprofessionals
 - 34% of our students have secured paid positions



Meet the Districts

- Spring 23' Teacher Applicants-This event was held September 8th
 - 9 district attended
- Next MTD event- January 26th, 2023
 - 23 districts will be in attendance
- Fall 23'- approximately 165 paid positions available to our clinical teachers





TEA Updates Related to edTPA



SFA Overall edTPA Submission Results Across the 3- Yr Pilot

Submitted Successfully	577 (95%)
Submission was Unsuccessful	16 (2.5%)
Did not Submit	16 (2.5%)
Total Teacher Candidates	609



18 Rubric Total Scaled Score Comparison

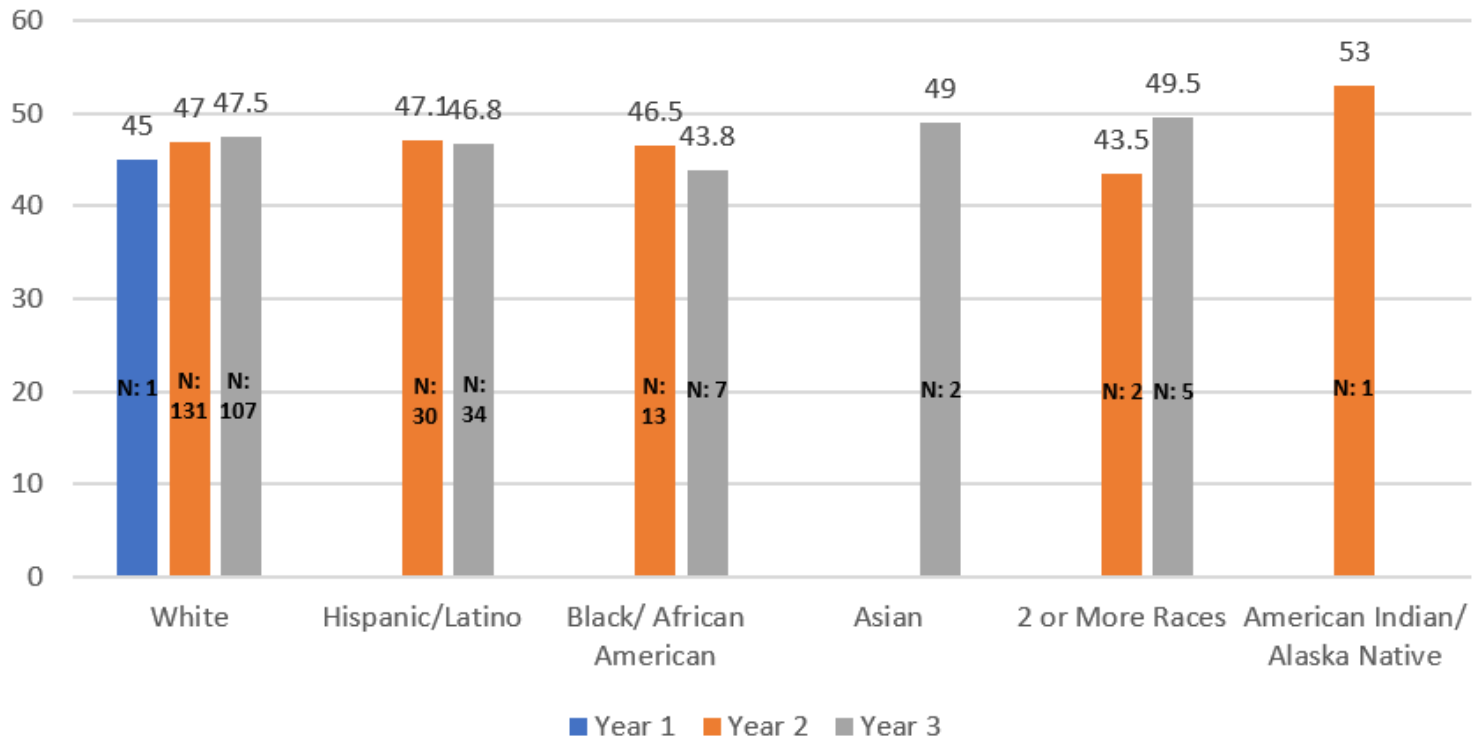


Figure 2. EC-6 certification pathway demographic breakdown by Ethnicity x pilot year. Note the mean cut score in other states is 45.



15 Rubric Total Scaled Score Comparison

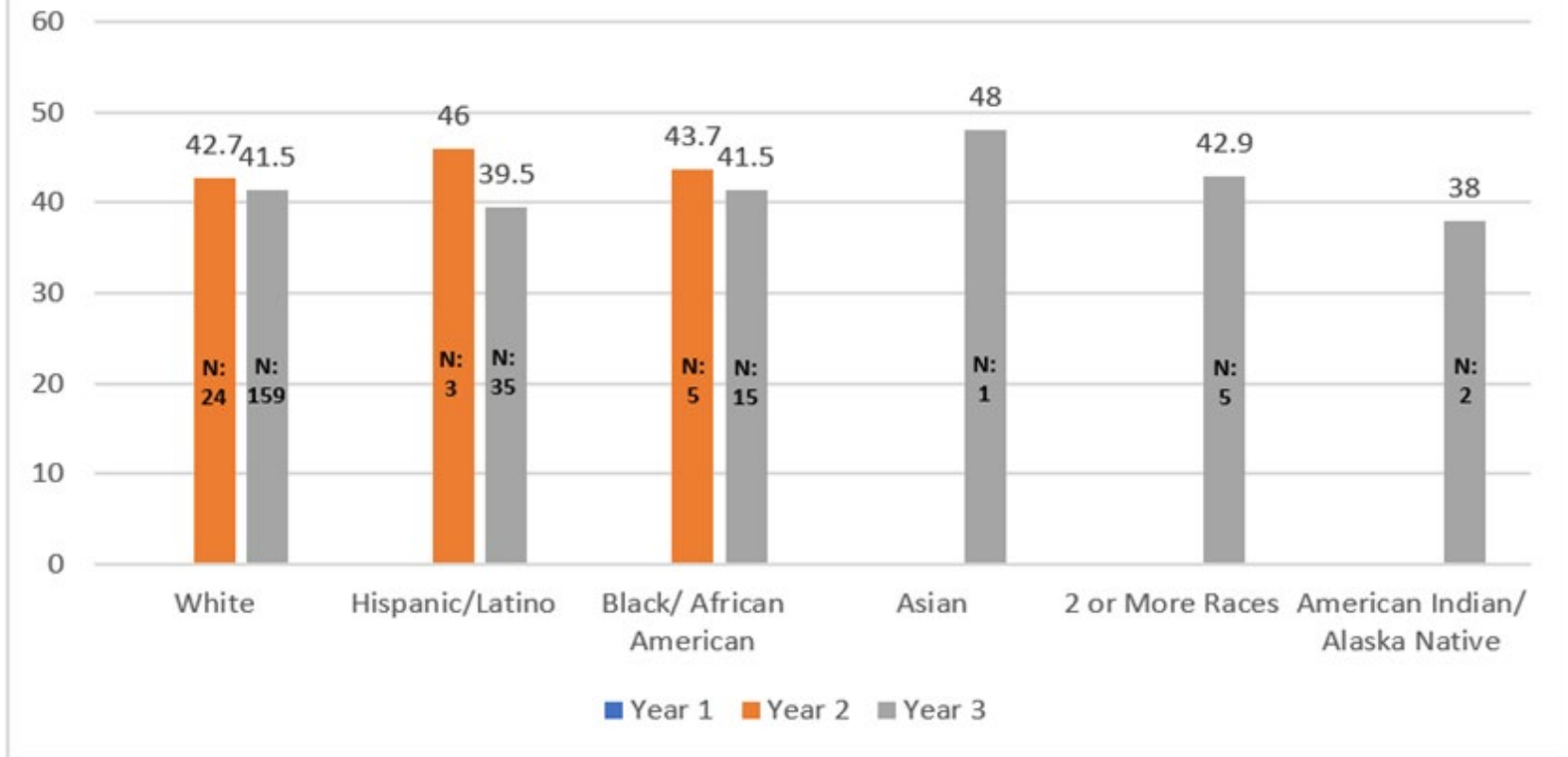



Figure 3. Middle Childhood, Secondary and All-Level demographic breakdown by Ethnicity x pilot year. Note the mean cut score for other states is 38.



A purple-tinted image of a statue of a man in 19th-century attire, standing on a rocky base. The statue is positioned on the left side of the slide, partially overlapping the text area.

edTPA Performance Summary Reports from July 2021-June 2022 revealed that SFA teacher candidates submitted edTPA portfolios across 14 different edTPA content area handbooks. **SFA was above the State mean total score in 12 of the 14 handbooks. SFA was above the National total score in three handbooks.**



Refined Set of Options

Refined Set of Options to Discuss Today (Options raised by stakeholders and informed by July discussion)

TPA as a Certification Exam	Option A: Keep PPR and edTPA as options until Texas-created TPA is ready, then replace PPR with TPA options.
	Option B: Require edTPA now and add alternatives, including Texas-created TPA, as additional options when available
TPA as a Program Requirement	Option C: Embed completion of a TPA in 228 as program requirement without a standard cut score (with EPP choice to implement a local or state-procured TPA) and update/improve PPR for certification
Potential add-ons	<ul style="list-style-type: none"> • Pre-service: Increase pre-service requirements for alt cert programs • Opt-outs: Create teacher residency route that can opt-out of the TPA requirement, opt-out for CTE/fine arts • Accountability (Not Applicable to C): Low cut score for candidates with scaled accountability for EPPs within ASEP

Note: Options presented are not exhaustive and are meant to be a starting point for discussion. Components of all options could be adjusted directed by the Board.



Chair Streepey's Direction Coming Out of September Meeting

- After the Board's discussion of the three options, Chair Streepey provided direction to staff to bring a discussion item to the Board in December to:
 - Implement a performance assessment in Chapter 230 as a certification exam and
 - Provide additional “carve out” options that could be available for programs, including what the options would entail and how programs would be held accountable.



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 2023 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:

March 1, 2023

THANK YOU!



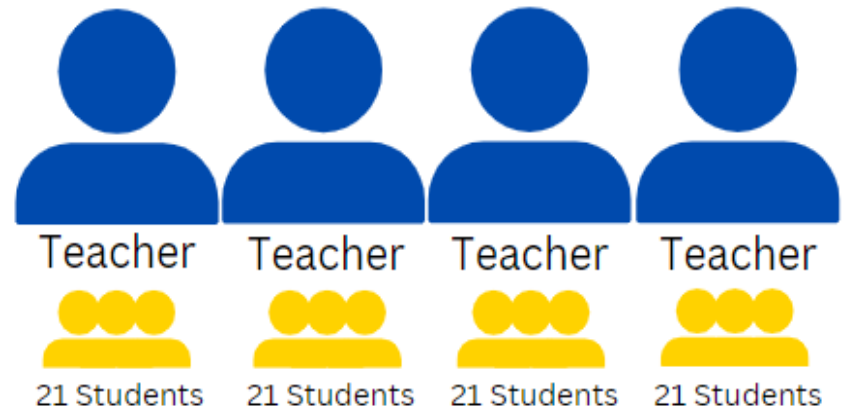
Residents as Release Time Support

- The **release time** model relies on residents providing release time so their mentor can take on teacher leader roles supporting other classroom teachers (co-planning, co-teaching, modeling, observing, providing feedback).

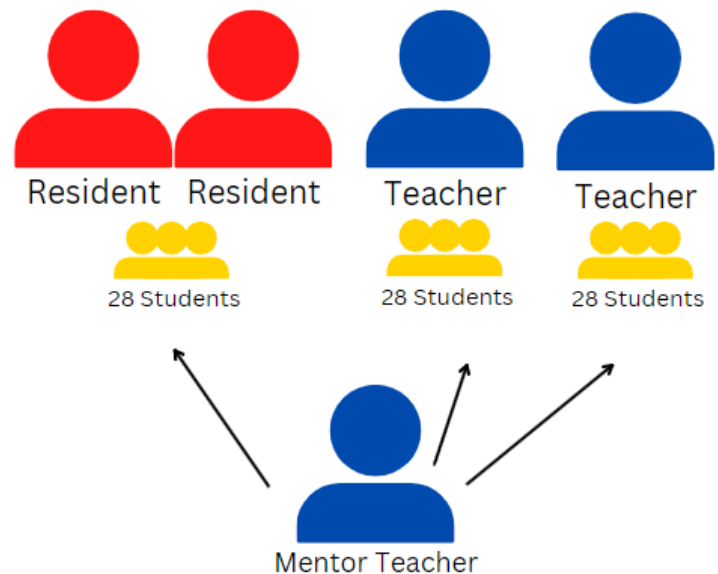


Residents as Release Time Support

- Teacher Vacancies
 - \$56,000 per vacancy



- Residents as Release Time Support
 - 2 Residents at \$12,000 each
 - \$24,000
 - 1 Mentor Teachers at \$8,000
 - \$32,000



**Stephen F Austin State
University Educator Preparation
3-Year edTPA Pilot Results**

Table 1. SFA edTPA Results

SFA Overall edTPA Submission Results Across the 3- Yr Pilot	
Submitted Successfully	577 (95%)
Submission was Unsuccessful	16 (2.5%)
Did not Submit	16 (2.5%)
Total Teacher Candidates	609

SFA Overall edTPA Submission Results

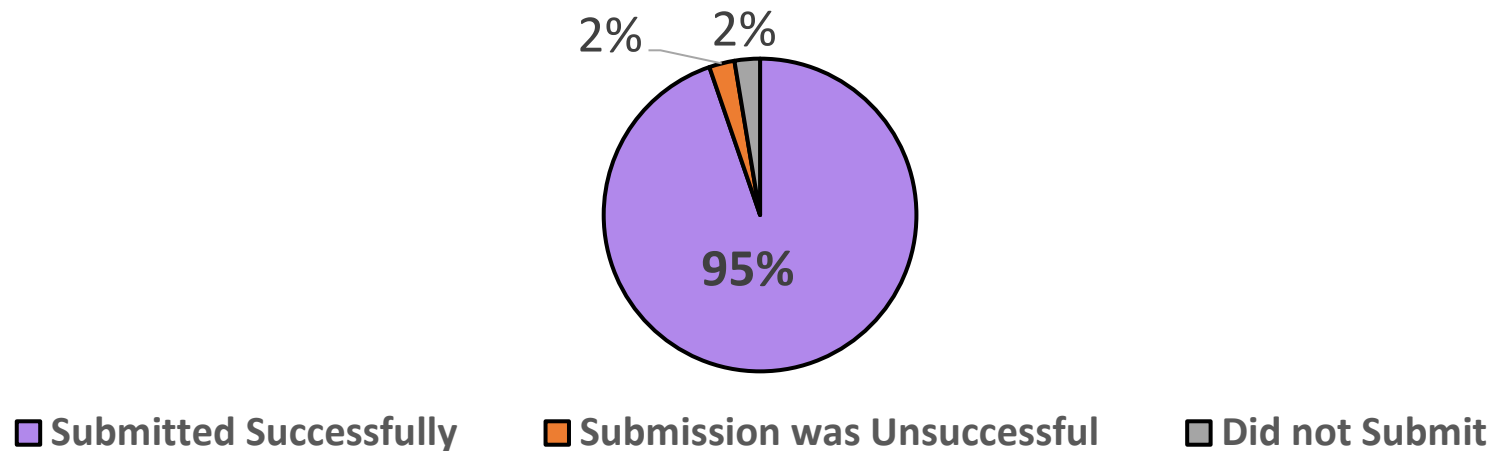


Figure 1. Overall SFA Results

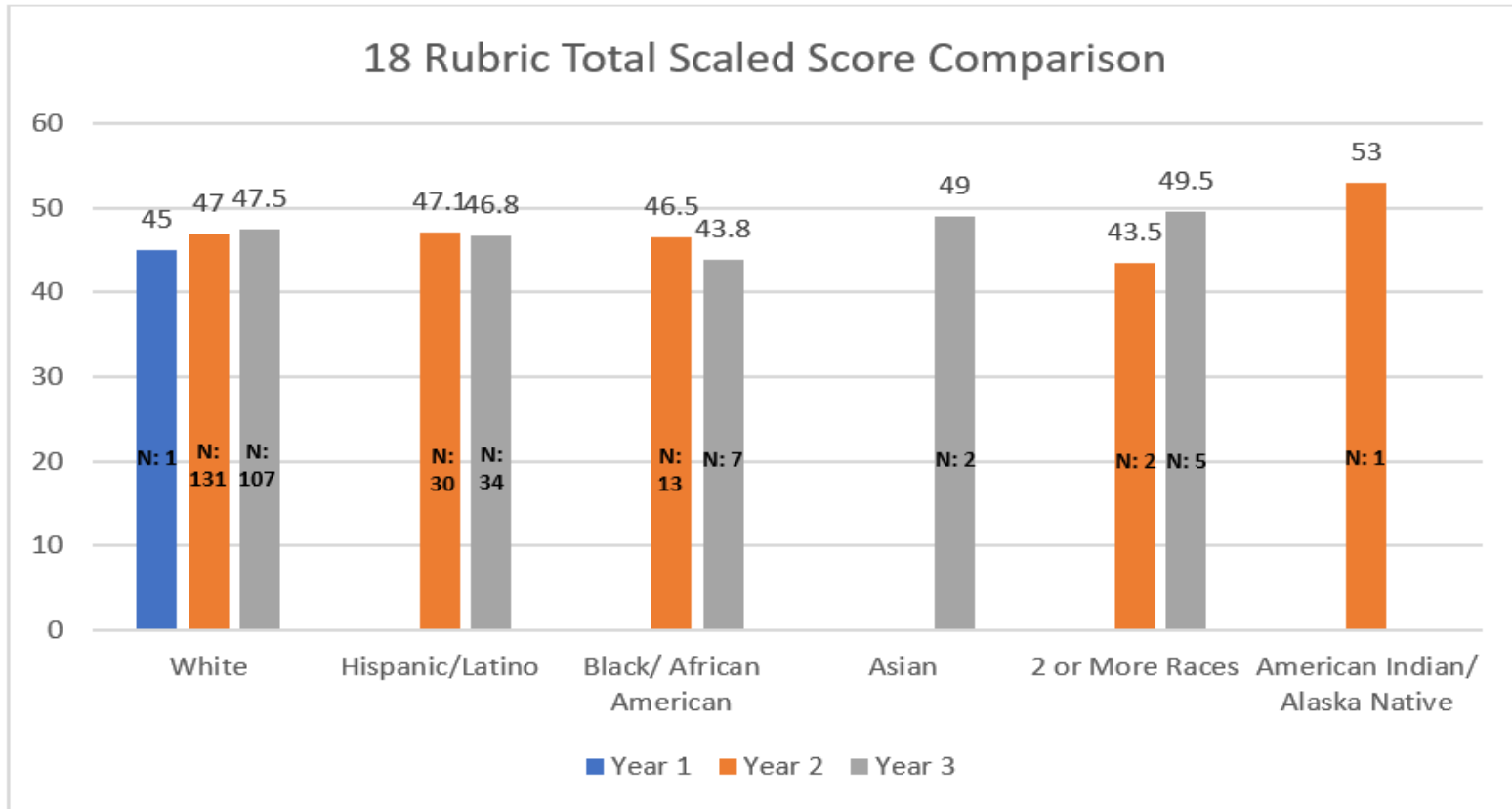


Figure 2. EC-6 certification pathway demographic breakdown by Ethnicity x pilot year. Note the mean cut score in other states is 45.

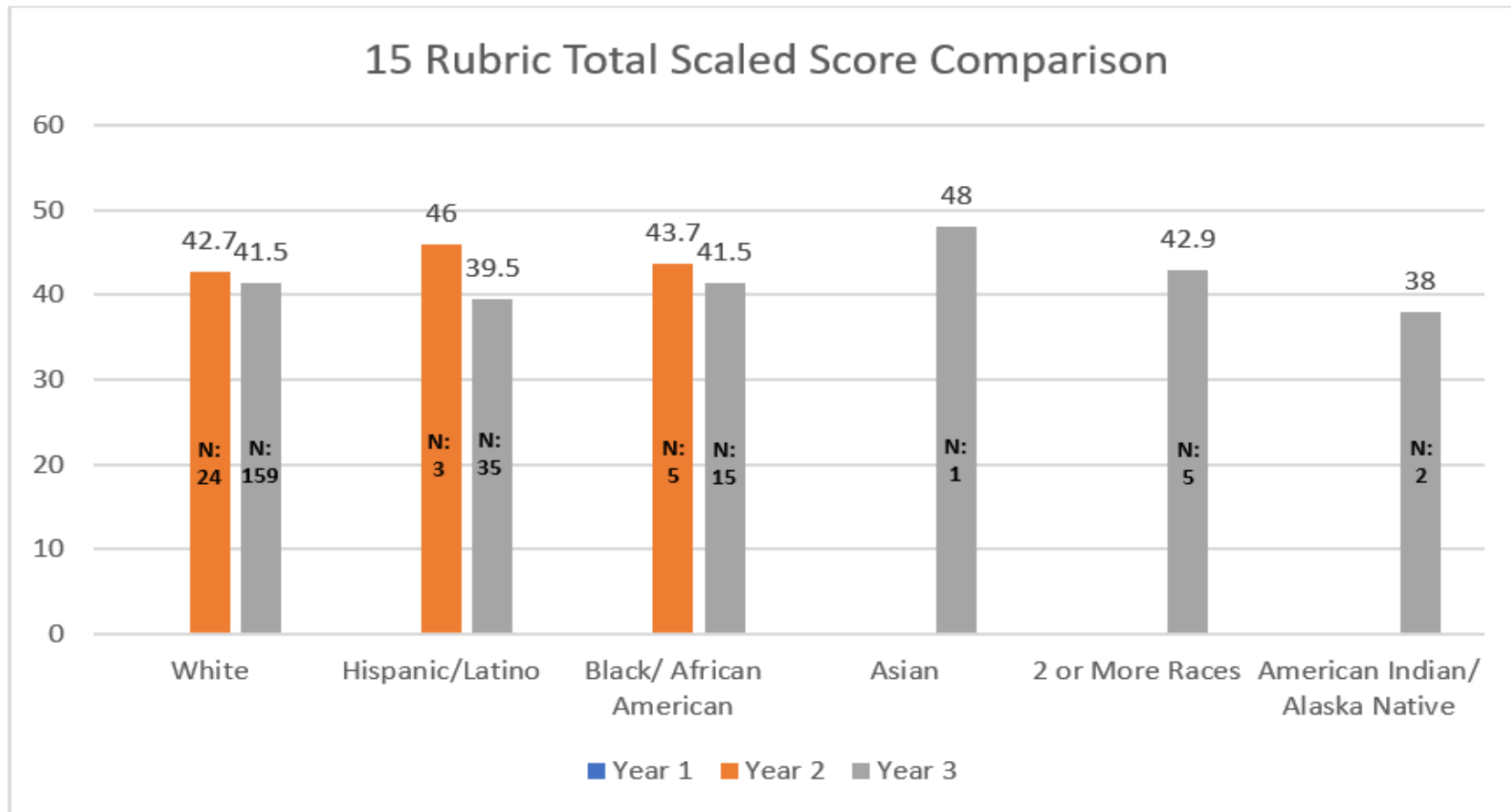


Figure 3. Middle Childhood, Secondary and All-Level demographic breakdown by Ethnicity x pilot year. Note the mean cut score for other states is 38.

edTPA Performance Summary Reports from July 2021-June 2022 revealed that SFA teacher candidates submitted edTPA portfolios across 14 different edTPA content area handbooks. **SFA was above the State mean total score in 12 of the 14 handbooks. SFA was above the National total score in three handbooks.**

edTPA Performance Summary July 2021-June 2022 on 18 Rubric Handbooks (EC-6)


	Total Score	Task Scores				Task 1 Rubrics					Task 2 Rubrics					Task 3 Rubrics					Task 4 Rubrics		
		Task 1	Task 2	Task 3	Task 4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
SFA Avg.	46.7	12.6	13.5	13.2	7.4	2.6	2.3	2.8	2.3	2.3	3	2.7	2.9	2.6	2.5	2.5	3.3	2.5	2.5	2.7	2.4	2.7	2.3
Texas Avg.	44.6	12.1	13	12.6	6.6	2.5	2.3	2.8	2.4	2.2	3.0	2.6	2.7	2.4	2.4	2.4	3.0	2.3	2.3	2.6	2.2	2.5	2.1
National Avg.	52.4	14.5	14.7	15.1	8.2	3.0	2.8	3.1	2.9	2.8	3.0	3.0	2.9	3.0	2.8	3.1	3.4	2.9	2.8	3.0	2.7	2.7	2.8

<p>Task 1: Planning Rubric 1. Planning for Content Understandings Rubric 2. Planning to Support Varied Student Needs Rubric 3. Using Knowledge of Students to Inform Teaching and Learning Rubric 4. Identifying and Supporting Language Demands Rubric 5. Planning Assessments to Monitor and Support Student Learning</p>	<p>Task 2: Instruction Rubric 6. Learning Environment Rubric 7. Engaging Students in Learning Rubric 8. Deepening Student Learning Rubric 9. Subject Specific Pedagogy Rubric 10. Analyzing Teaching Effectiveness</p>	<p>Task 3: Assessment Rubric 11. Analysis of Student Learning Rubric 12. Providing Feedback to Guide Learning Rubric 13. Student Use of Feedback; Rubric 14. Analyzing Students' Language Use and Content Learning Rubric 15. Using Assessment to Inform Instruction</p>
<p>Task 4: Elementary Education Handbook Only Rubric 19. Analyzing Whole Class Understandings Rubric 20. Analyzing Individual Student Work Samples Rubric 21. Using Evidence to Reflect on Teaching</p>	<p style="text-align: center;"><u>EC-6: Areas for Improvement</u></p> <p>TASK 1 Planning Rubric 2. Planning to Support Varied Student Needs Rubric 4. Identifying and Supporting Language Demands Rubric 5. Planning Assessments to Monitor and Support Student Learning</p> <p>Task 3 Assessment Rubric 11. Analysis of Student Learning Rubric 13. Student Use of Feedback; Rubric 14. Analyzing Students' Language Use and Content Learning</p> <p>Task 4: Elementary Education Handbook Only Rubric 19. Analyzing Whole Class Understandings Rubric 20. Analyzing Individual Student Work Samples Rubric 21. Using Evidence to Reflect on Teaching</p>	

**edTPA Performance Summary July 2021-June 2022 on 15 Rubric Handbooks
(Middle Childhood, Secondary, All-Level)**

	Total Score	Task Scores			Task 1 Rubrics					Task 2 Rubrics					Task 3 Rubrics				
		Task 1	Task 2	Task 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
SFA Avg.	46.7	12.6	13.5	13.2	2.6	2.3	2.8	2.3	2.3	3	2.7	2.9	2.6	2.5	2.5	3.3	2.5	2.5	2.7
Texas Avg.	40	13.5	13.5	12.9	2.5	2.3	2.8	2.4	2.2	3.0	2.6	2.7	2.4	2.4	2.4	3.0	2.3	2.3	2.6
National Avg.	52.4	14.5	14.7	15.1	3.0	2.8	3.1	2.9	2.8	3.0	3.0	2.9	3.0	2.8	3.1	3.4	2.9	2.8	3.0

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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...

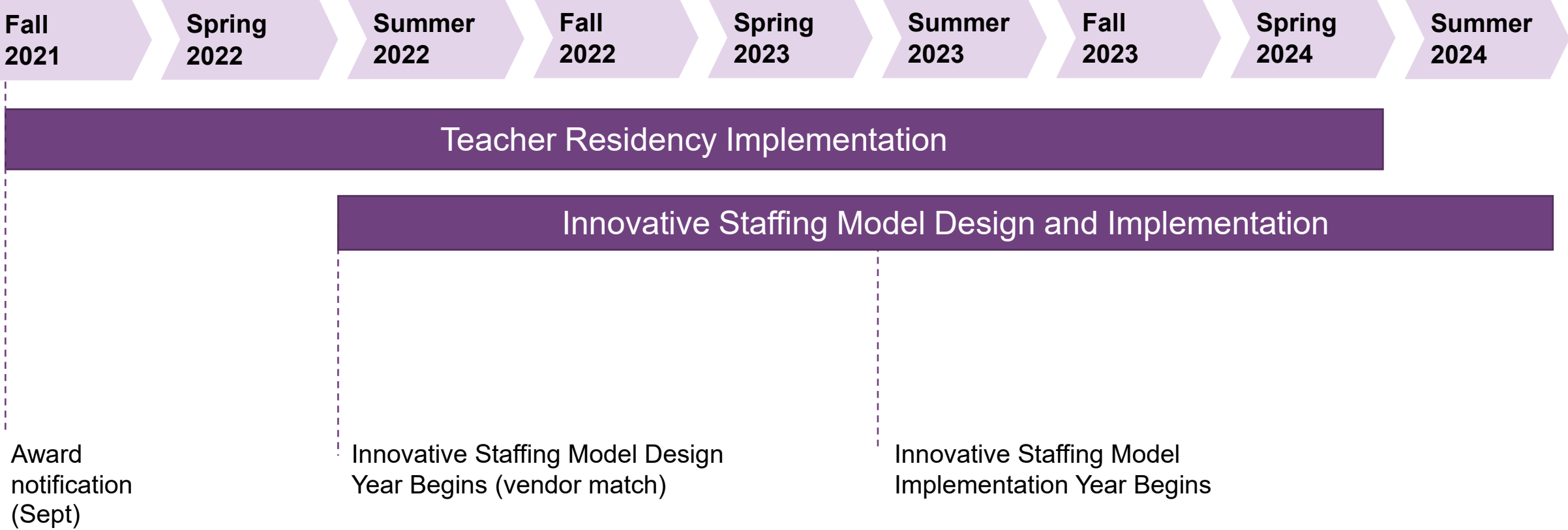
Implement **paid teacher residencies** in partnership with a high-quality educator preparation program (5A, 5B)



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

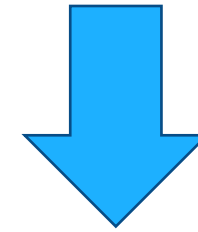
Teacher Residency Program Structure:

- 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

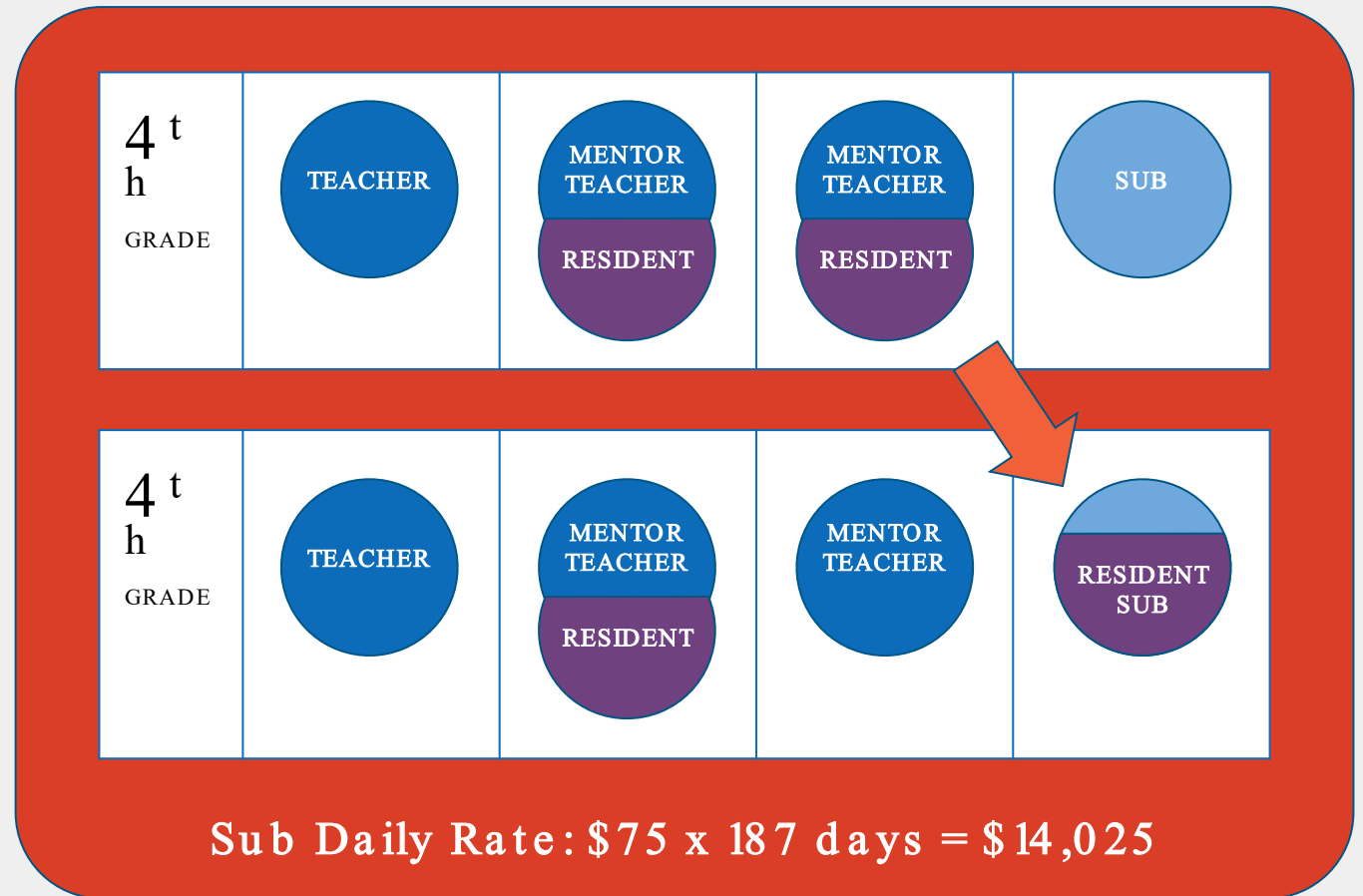
The *substitute teaching* model relies on residents spending at least *one day per week* serving as a substitute teacher for other teachers in the school, receiving pay through dollars typically spent on substitute teachers.

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

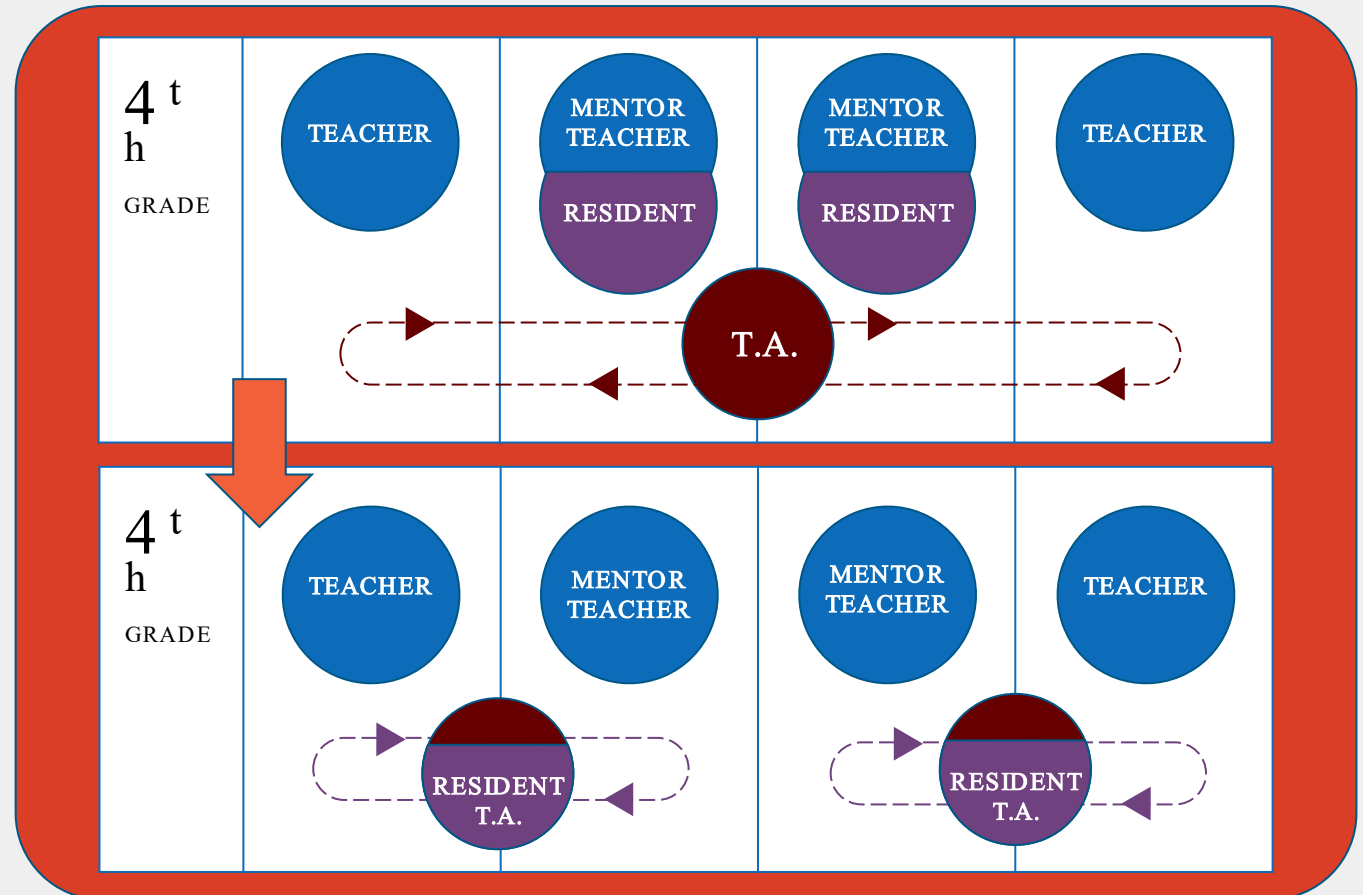
The *paraprofessional model* relies on two residents splitting the role of one full-time paraprofessional (teacher assistant), redirecting funding lines that may be left unfilled without a full-time hire.

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

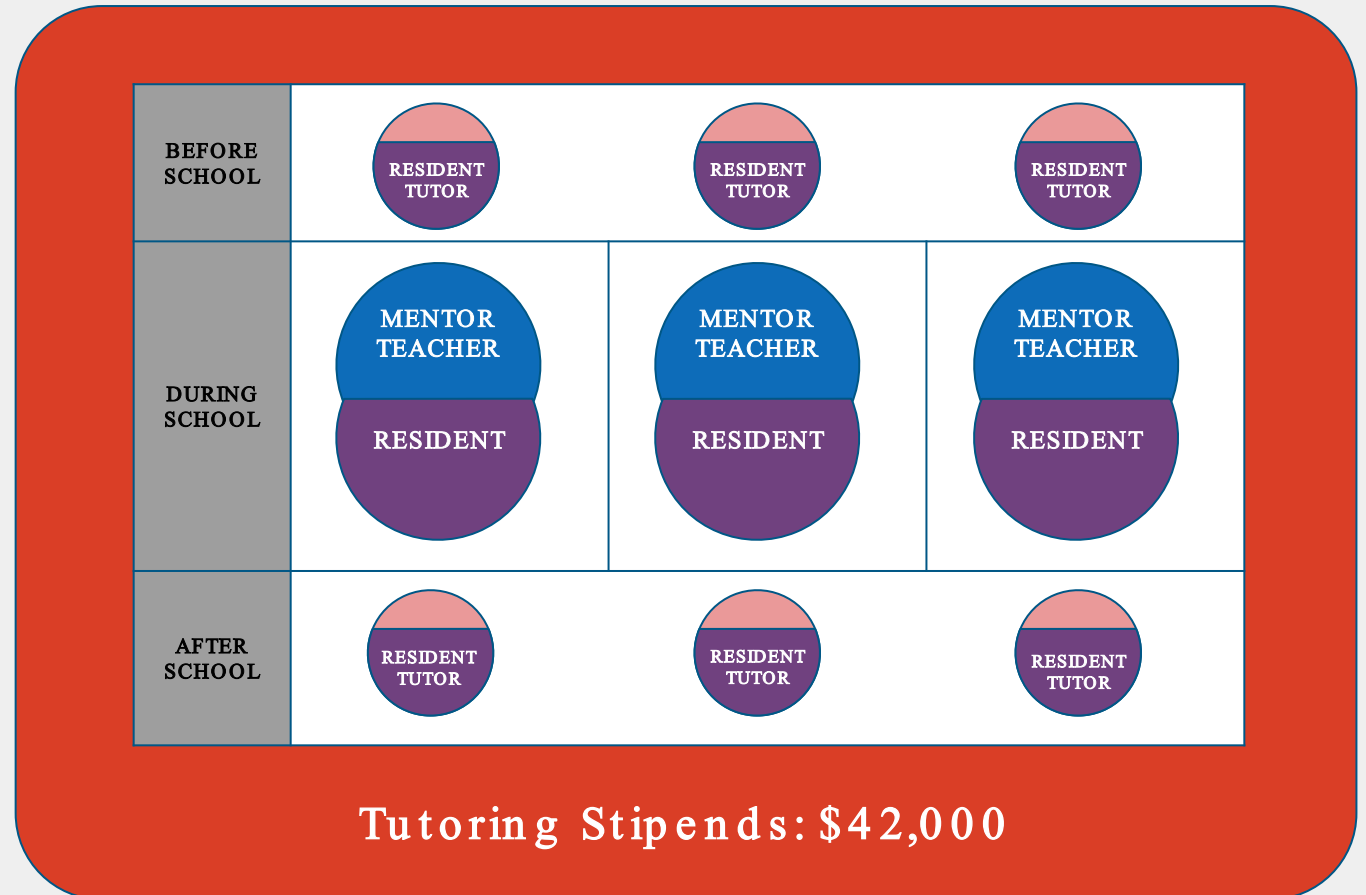
The *tutor & enrichment model* relies on residents spending at least four days before, during, or after school tutoring students, receiving pay through dollars typically spent on tutoring.

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

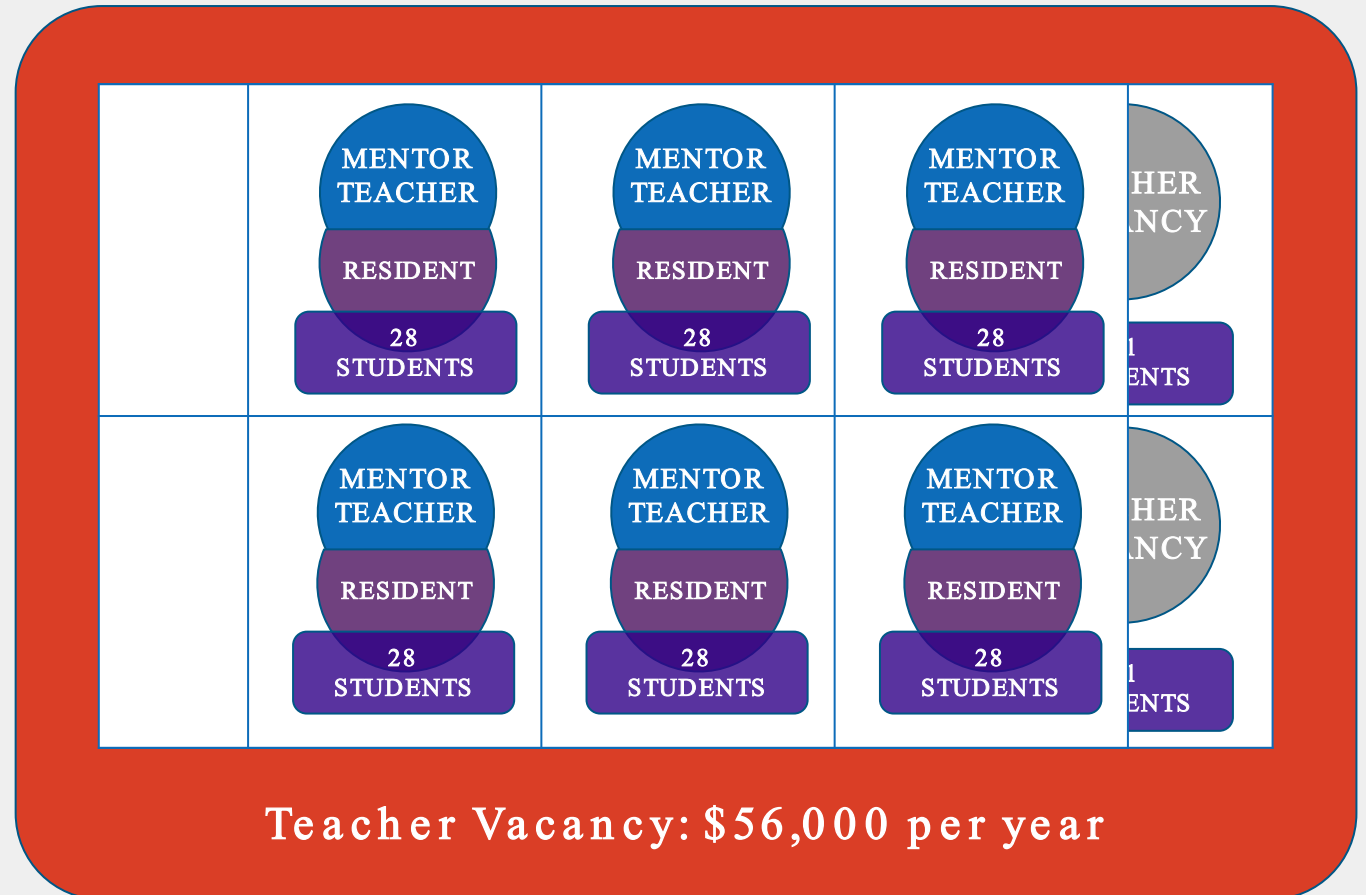
The *Co-Teacher Model* puts residents alongside his/her mentor for the entire school year. Because there are two teachers in that classroom, the student-to-teacher ratio is cut in half.

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!

