A background photograph of a modern school building with large glass windows. A group of students, mostly wearing backpacks, are walking up a wide set of concrete stairs. The scene is brightly lit, suggesting daytime. The text "Educator Residencies and Innovative Staffing Models" is overlaid on the left side of the image in a large, bold, blue font.

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

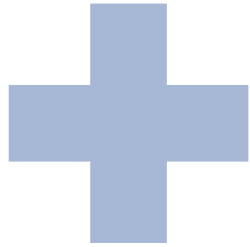
Retain teachers: teachers prepared in a residency are more likely to be retained

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...

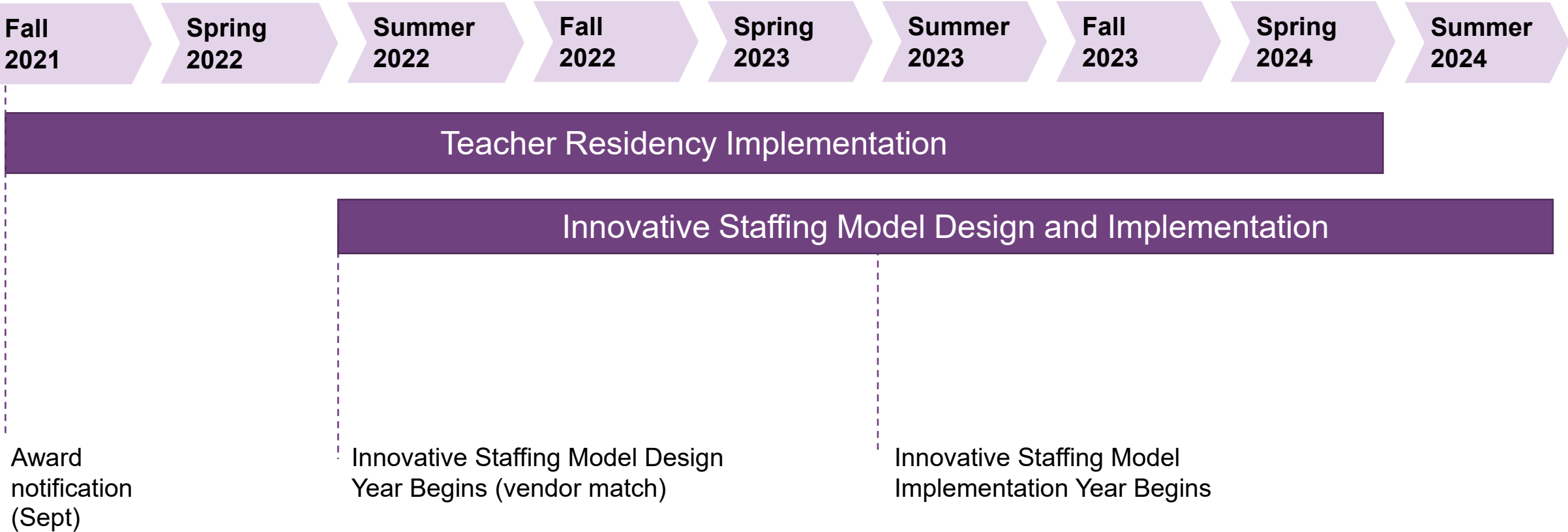
Implement **paid teacher residencies** in partnership with a high-quality educator preparation program (5A, 5B)



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:

- ☐ 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:

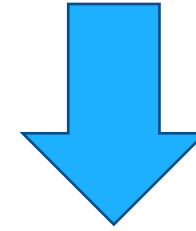
- ☐ The applicant and EPP partner must assure that they will collaboratively develop a teacher resident profile, aligned with the applicant's educator pipeline needs, that they assure will be used to recruit, select, and place teacher residents.
- ☐ The applicant and EPP partner must assure that the 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.

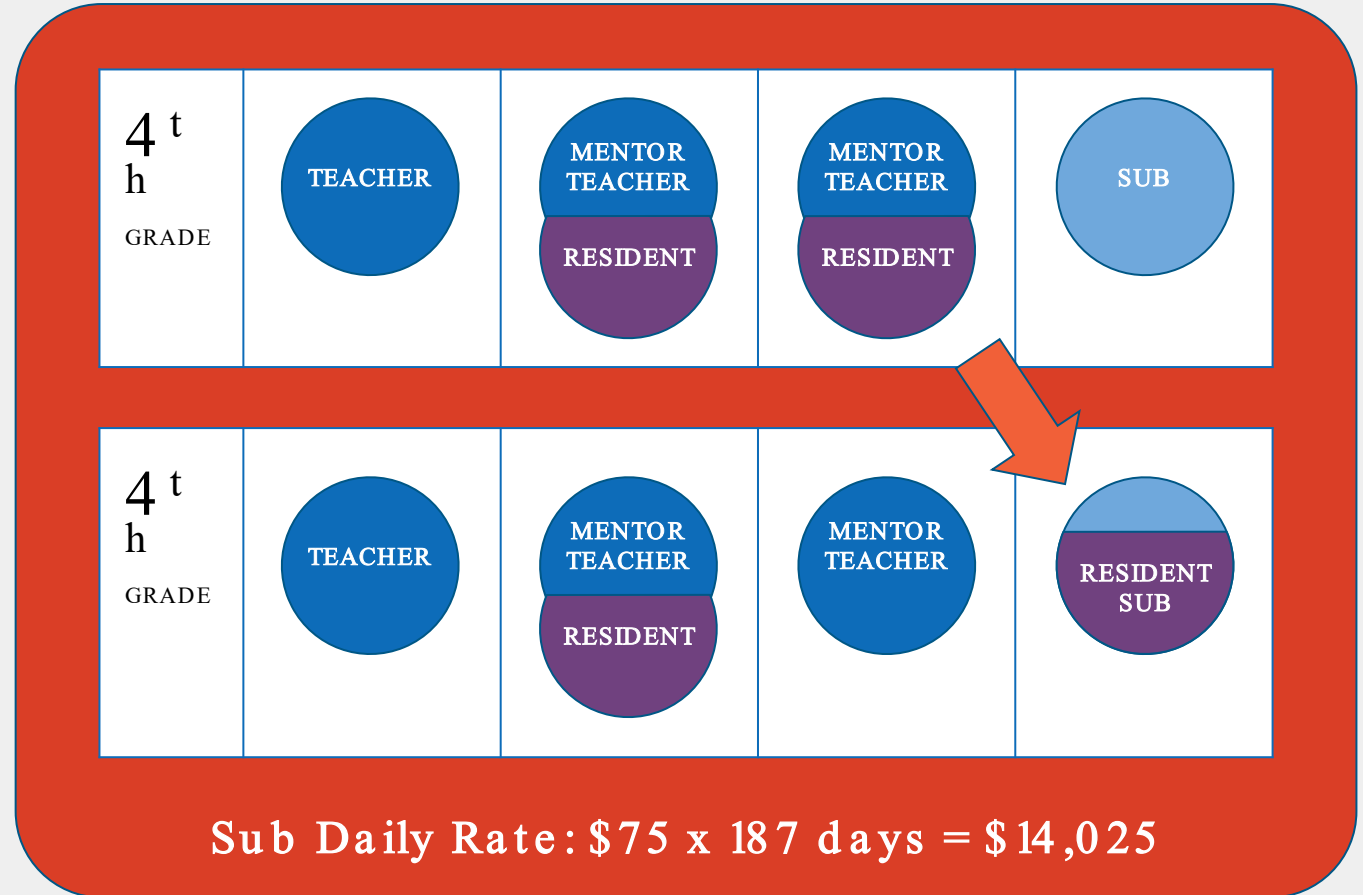
Reallocate 2 Sub Positions:

$$\$14,025 \times 2 = \$28,050$$

2 Residents @ \$12,000

2 Mentor Teachers @ \$2,000

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



Residents as Paraprofessionals

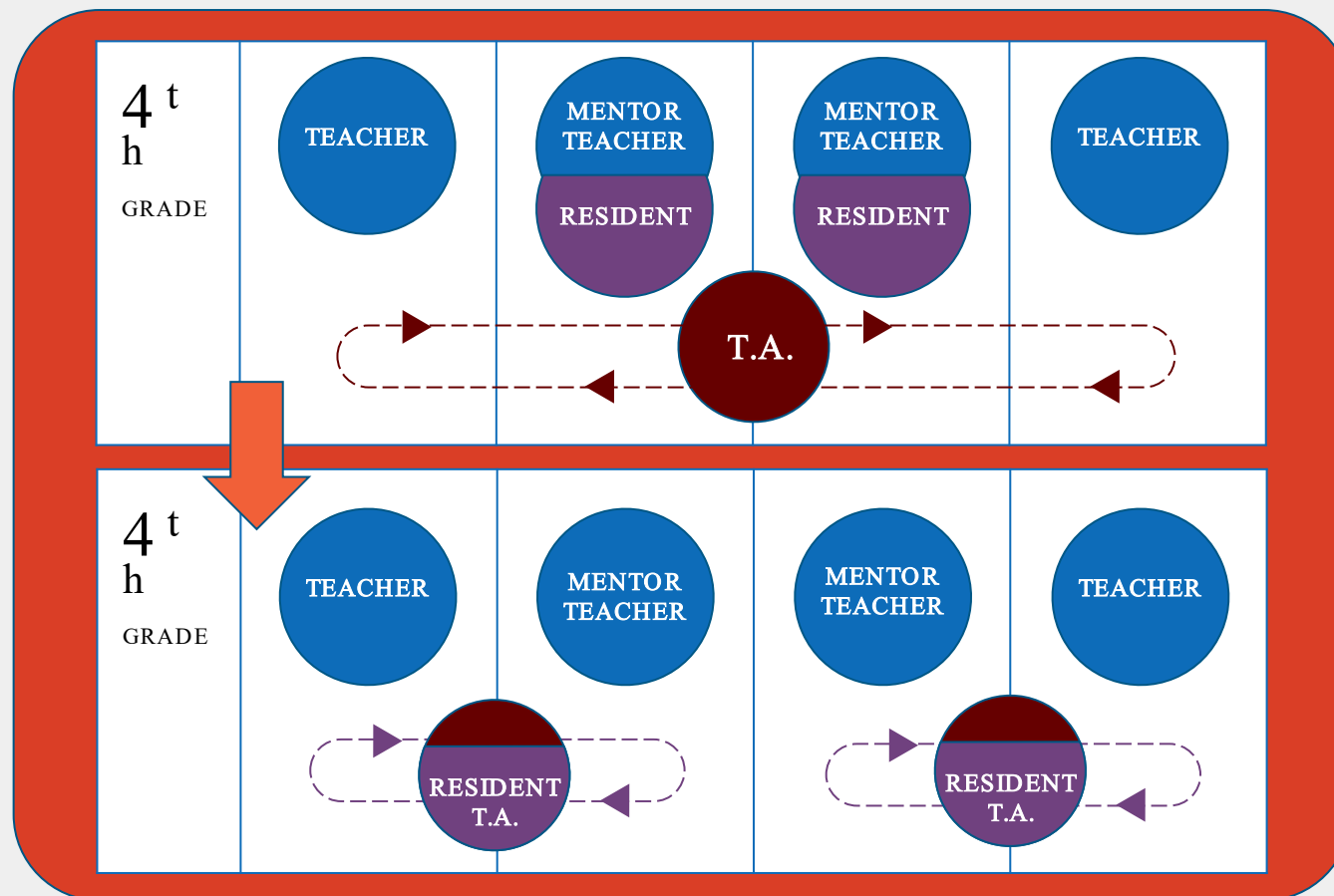
The *paraprofessional model* relies on two residents splitting the role of one full-time paraprofessional (teacher assistant), redirecting funding lines that may be left unfilled without a full-time hire.

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

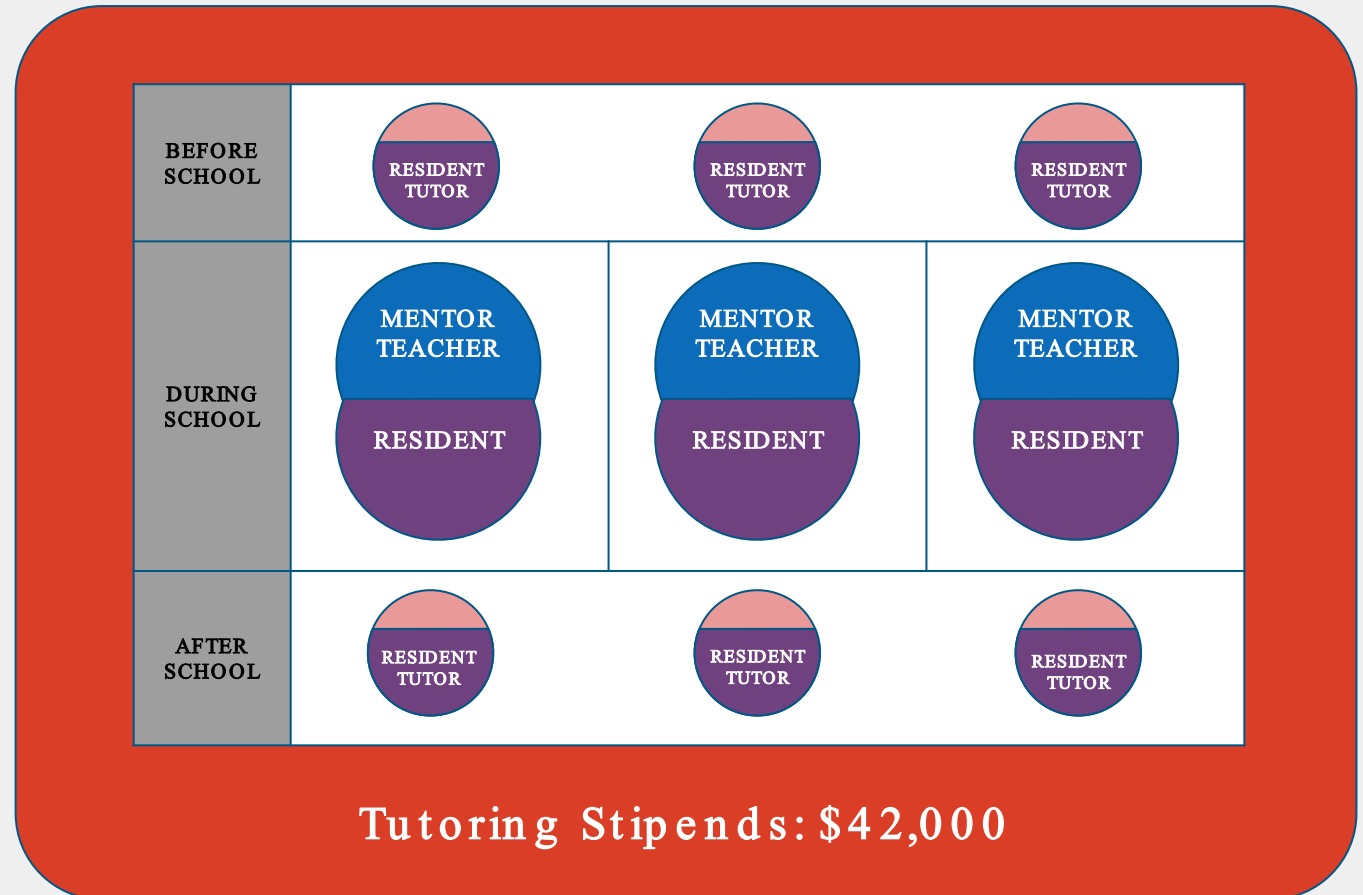
The *tutor & enrichment model* relies on residents spending at least four days before, during, or after school tutoring students, receiving pay through dollars typically spent on tutoring.

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

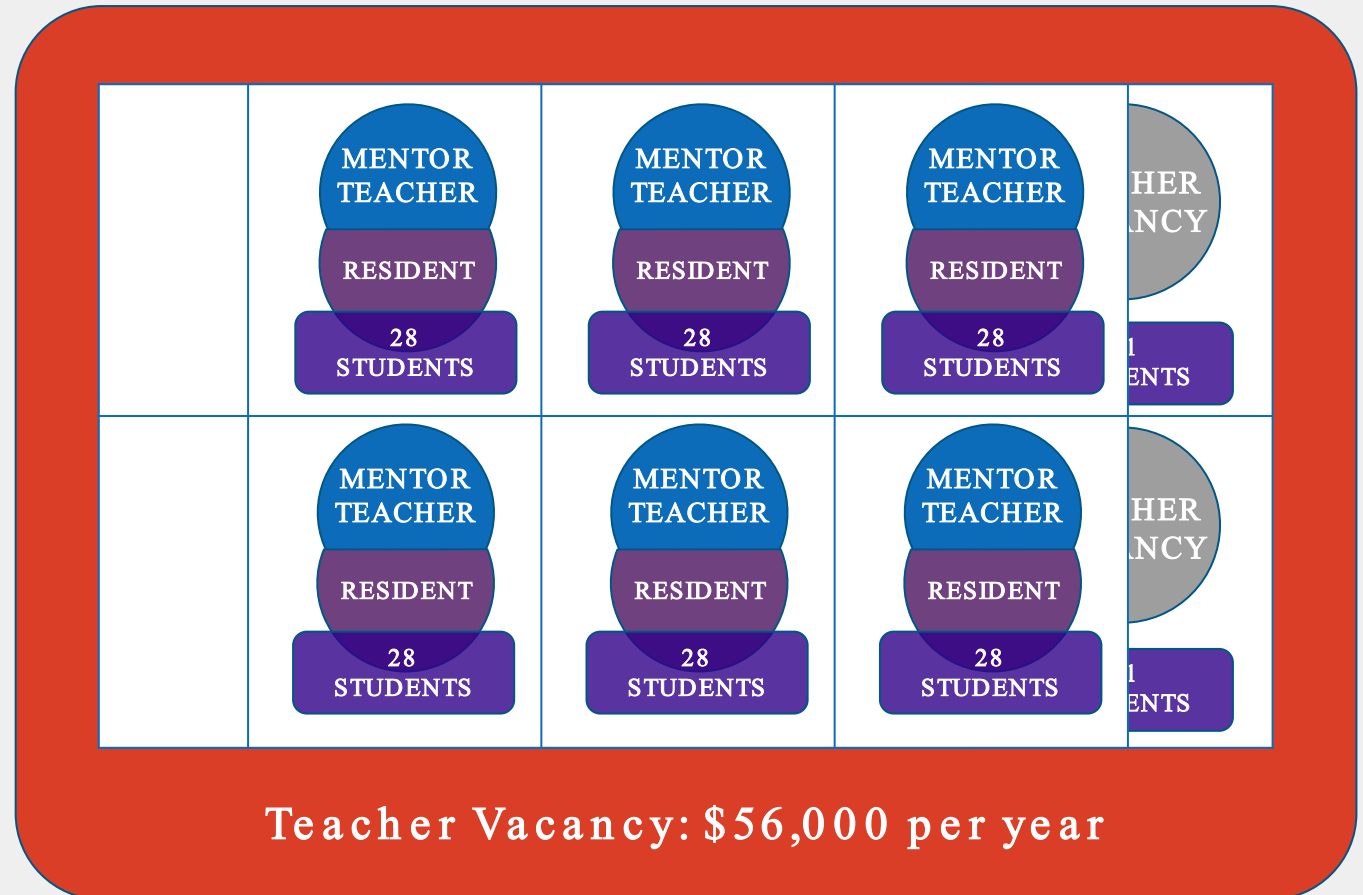
The *Co-Teacher Model* puts residents alongside his/her mentor for the entire school year. Because there are two teachers in that classroom, the student-to-teacher ratio is cut in half.

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

Upcoming Vetted Teacher Residency and Vetted Principal Residency Applications

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!

