

PREP Residency Partnership Agreement Planning Tool

Directions: This tool is designed to provide guidance for developing PREP residency partnership agreements and is not to be submitted. It is intended to be used in conversation during which School System and EPPs work together to establish required parameters for a PREP Residency partnership. The tool includes probing questions intended to illicit potential considerations and examples of how a fictional School System and EPP have planned to address these components.

Recruitment (TAC §228.25(e)(1))*

Required Partnership Components:

Partners must describe how they will work collaboratively to recruit candidates that meet the district's greatest recruitment needs.

Probing questions for School Systems: *Review your new hire data over the past five years. Which teacher certification areas have you consistently had challenges filling or where have you relied on uncertified teachers? To the extent possible, what does your historic data over the past 3-5 years tell you about your needs? You may also refer to the TalentED dashboards to better understand the source of and retention of new hires, including by assignment.*

Probing questions for EPPs: *Do you have course/certification offerings that fit what your School System partners need? If so, how can you communicate that with them? If not, how quickly can you start offering those courses/certifications? Work with your School System partners to anticipate what might be needed in 5 years.*

Example plan:

Based on district new hire data, the district consistently needs to staff special education teachers. While the district is prioritizing a Grow Your Own pathway for special education para-professionals, there is still a deficit in Special Educators serving in Resource classroom settings. Their data showed that overall 37% of new teachers were uncertified across the board and 53% attrition in for special education teachers after one year. The partnership seeks to prioritize recruiting for special educators especially given the year of year increase of students identified with special education needs. The EPP plans to support this need by joining the district in local recruitment efforts within the school community and collaborate on candidate persistence supports. The EPP already offers a special education and EC-3 certification, and is also working internally to support student recruitment into the preparation pathway.

Shared Governance (TAC §228.25(d))

Required Partnership Components:

Partners must identify how they will structure their governance meetings.

Probing Questions for EPP and School Systems:

What are you wanting to accomplish by partnering with one another? What are the biggest goals you hope to achieve by engaging in this partnership? What are your non-negotiables? What data is important to your organization? How will you obtain this data? How (and with whom) will you share it? How will the data be protected? As you set up your governance structures, keep those questions at the forefront. Additionally, you will want to ensure that the required participants are empowered to make important decisions in the moment. Nothing kills momentum in a partnership like having to delay key decisions because the decision-makers aren't in the room.

Example Plan:

Our district firmly believes that by partnering with our EPP, we can address our need for hiring high-quality educators. The EPP shared data with us that demonstrates how student performance increases in classrooms with residency placements, and we believe this partnership will help us address key areas for growth on our campuses. Our assistant superintendent and HR director can make decisions regarding the partnership, and the EPP has informed us their director and department heads will have the same ability from their level.

Support for Residents (TAC §228.91(b), §228.95(a)(3), (b)(1-3))

Required Partnership Components:

Residents will require significant levels of support from the moment they step onto campus until the moment they leave. Partners must discuss how support will be provided and who will be responsible for which components.

Probing Questions for School Systems: Because residents will spend the overwhelming majority of their time in their residency placements on your campuses, you need to identify and clearly communicate how support will be provided to the residents. What do these supports look like from your lens? Who do the residents go to if they have an issue that is LEA-facing (i.e., they are out sick, have an issue with their paycheck, conflict with another staff member)? It is best practice to inform the EPP of your expectations regarding lines of communication as well, so that they may help reinforce them.

Probing Questions for EPPs: Even though your teacher residents will be almost exclusively with your **School System** partners, they will still need your advocacy and support. Try to identify pitfalls and misconceptions that might negatively impact their residency placements and work with them to avoid and account for these issues. Your **School System** partners will also need your support in

enforcing their expectations; how will you provide those supports? Who should the residents speak with if they have an issue that is EPP-facing (i.e., testing support, difficulty in coursework, conflict with their host teacher)? Will residents be required to return to campus for coursework, lectures, or other activities? If so, engage in discussion with the **School System** partner to identify when that will take place. Is there flexibility on which day residents will be out of placement? If so, discuss the days where it might be least disruptive to your partners. Additionally, what tool will you use to evaluate the residents' progress? You may consider discussing options with your partners to ensure compliance.

Example Plan:

Our residents will need to return to campus one day each week to complete coursework. Since all of their classes are on the same day, we have some flexibility in selecting a day. We met with our School System partners and determined that they need “all hands-on deck” on Mondays and Fridays, so we agreed that the residents would come back to our campus on Wednesdays.

Support for Host Teachers (TAC §228.95(b))

Required Partnership Components:

Hosting a resident in your classroom for an entire school year can be a heavy lift; host teachers will need significant support, even if they are seasoned educators.

Probing Questions: Beginning with the 2027-2028 academic year, host teachers will be required to undergo Texas Mentorship Training (TMT). School Systems and EPPs will need to identify who will provide initial and ongoing training for host teachers during the 2026-2027 academic year. When and where will this training occur? How will you ensure that both School System and EPP needs are addressed? In future years, who will provide the ongoing support host teachers will need after receiving TMT?

Much as with residents, host teachers will need to know who to speak with should an issue arise. If the issue is School System facing, who should they contact? What if the issue is EPP-facing; who should they speak with?

Example Plan:

Because TMT doesn't start this year, we have decided that our deputy superintendent will present the host teacher training alongside the assistant department head from the EPP. This way, we both get to make sure that the information that gets passed along includes information we feel is important.

Allocation of Costs and Resources (TEC §21.904(c,d))

Required Partnership Components:

Participation in the PREP Residency Allotment comes with financial requirements. Be sure to clearly identify how these requirements will be met.

Probing Questions for School Systems: School Systems are required to pay residents at least \$20,000 per year and hire them as at-will employees. Host teachers are required to receive stipends of at least \$2,000. If the School System is choosing to provide additional funding to either residents or host teachers, how much, and how will these funds be allocated? How many residents can the district sustainably host each academic year?

Probing Questions for EPPs: How will you ensure quality field supervision? How will field supervisors be assigned to specific School Systems and campuses? How will you collaborate with your School System partners on field supervision? If the EPP expects the host teachers to utilize a common language for coaching conversations, whose responsibility is it to provide training on that language and (likely) rubrics? This is an opportunity to build trust with School System partners by helping them build capacity in their best educators; be intentional regarding this development.

Example Plan:

For us to be able to afford to host residents, we will use funding that was originally allocated for substitute teaching. The EPP informed us that the residents could sub one day a week, which allows us to save money on substitutes while giving the residents experience in another classroom. That feels like a win-win situation for everybody.