A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to two young children. The children are also sitting on the floor, looking at the book. They are in a library or classroom setting with bookshelves and blue storage bins in the background. The image is semi-transparent, allowing the text to be overlaid.

TCLAS Deep Dive Webinar: Decision 5: Residency Program Support

July 13, 2021

Welcome and Thanks for Joining Us Today!

Jessica McLoughlin
Director of
Standards, Testing,
and Preparation

Jessica.McLoughlin@tea.texas.gov

Melissa Yoder
Director of
Educator
Residencies and
Talent Pipelines

Melissa.Yoder@tea.texas.gov

TEATeacherResidency@tea.Texas.gov

A few logistical notes:

- Feel free to enter questions and reactions in the chat box throughout. We will conduct Q&A at the end
- We will follow up with the slides and recording
- All material will be posted on the TEA website

Agenda

Recap: What is TCLAS?

Decision Point Deep Dive

Q&A and Next Steps

Agenda

Recap: What is TCLAS?

Decision Point Deep Dive

Q&A and Next Steps

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 will 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

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

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

10 Available Decision Points for Districts in TCLAS

Accelerated Learning Strategies				
Strategic Planning	Instructional Materials	Teacher Pipelines	More Time	Innovative School Models
Decision 1: LEA Accelerated Learning Strategic Planning	Decision 2: HQIM Core Approved Products	Decision 4: Teacher recruitment support	Decision 6: Tutoring Supports	Decision 9: P-TECH
	Choice by Subject/Grade Level	Decision 5: Residency Program Support	Decision 7: School Day/Calendar Redesign	Decision 10: New School Models
Decision 3: HQIM Supplemental Approved Products	Decision 8: Strong Summer Program			
Various Types of Products				
<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Resilient School Support Program (RSSP) 	<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Texas Home Learning (THL) / CRIMSI Math Innovation Zones Dyslexia tools Phonics Reading System College Prep Course 	<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Grow Your Own (GYO) Teacher Residencies 	<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Additional Days School Year (ADSY) Vetted Texas Tutor Corps 	<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> PTECH Texas Regional Pathways Network School Action Fund (SAF)



Focus for Today's Webinar: Decision 5 - Residency Program Support

Accelerated Learning Strategies				
Strategic Planning	Instructional Materials	Teacher Pipelines	More Time	Innovative School Models
Decision 1: LEA Accelerated Learning Strategic Planning	Decision 2: HQIM Core Approved Products	Decision 4: Teacher recruitment support	Decision 6: Tutoring Supports	Decision 9: P-TECH
	Choice by Subject/Grade Level	Decision 5: Residency Program Support	Decision 7: School Day/Calendar Redesign	Decision 10: New School Models
Decision 3: HQIM Supplemental Approved Products	<i>Today's focus</i>		Decision 8: Strong Summer Program	
Various Types of Products				
<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Resilient School Support Program (RSSP) 	<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Texas Home Learning (THL) / CRIMSI Math Innovation Zones Dyslexia tools Phonics Reading System College Prep Course 	<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Grow Your Own (GYO) Teacher Residencies 	<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> Additional Days School Year (ADSY) Vetted Texas Tutor Corps 	<u>Similar TEA Initiatives:</u> <ul style="list-style-type: none"> PTECH Texas Regional Pathways Network School Action Fund (SAF)



Agenda

Recap: What is TCLAS?

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Staffing and Talent Best Practices are Foundational...



Lever 2

EFFECTIVE, WELL-SUPPORTED TEACHERS

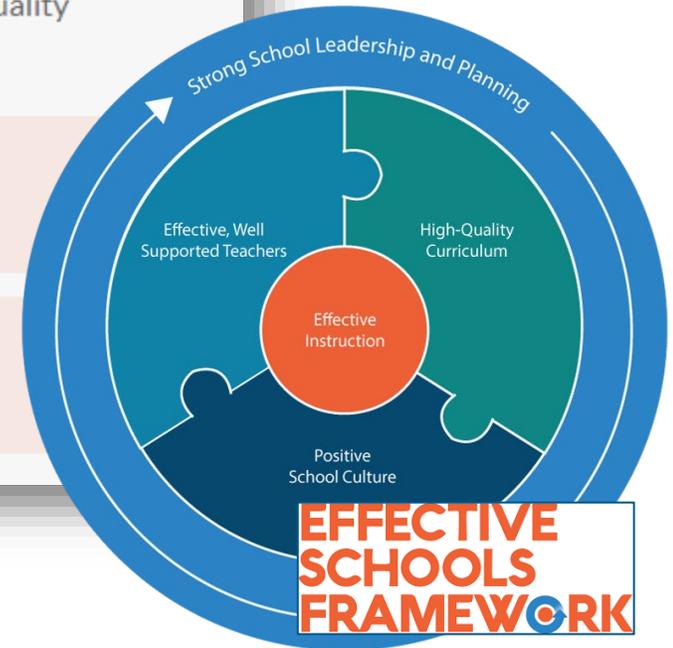
Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

2.1

Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

2.2

Build teacher capacity through observation and feedback cycles.



What challenges and barriers have you encountered in recruiting, selecting, and retaining high-quality teachers?

A Snapshot of Current Teacher Retention in Texas...

66.2%
Retention

Texas General Education Teacher
Retention after 5 years...

37.7%
Retention

Texas Special Education Teacher
Retention after 5 years...

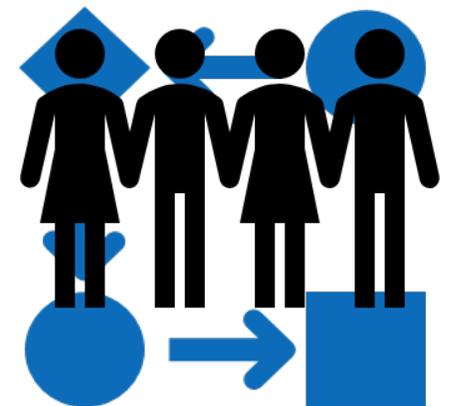
The Bottom Line...

- ★ Texas schools are consistently onboarding and training new teachers
- ★ Texas students, particularly those most vulnerable populations, are in the classrooms of developing teachers.

“Teacher quality impacts student outcomes more than any other aspect of schooling.”

Therefore, developing strong educator pipelines is crucial to an overall learning acceleration strategy.

If teachers are charged with support students in gaining over a year’s worth of growth in a year, they must be ready to meet the needs of their students from the first day on the job.



High Quality, Sustainable Teacher Residencies: Contextualized Preparation as a Lever for Change



What would be the impact on your LEA if these “what ifs” were a reality?

What if... your incoming teachers were prepared in your district prior to day 1, learning from your district context?

What if... they were engaged in practice-based learning on a daily basis (in your classrooms)?

What if... they received daily coaching and support from high quality mentor teacher (in your schools)?

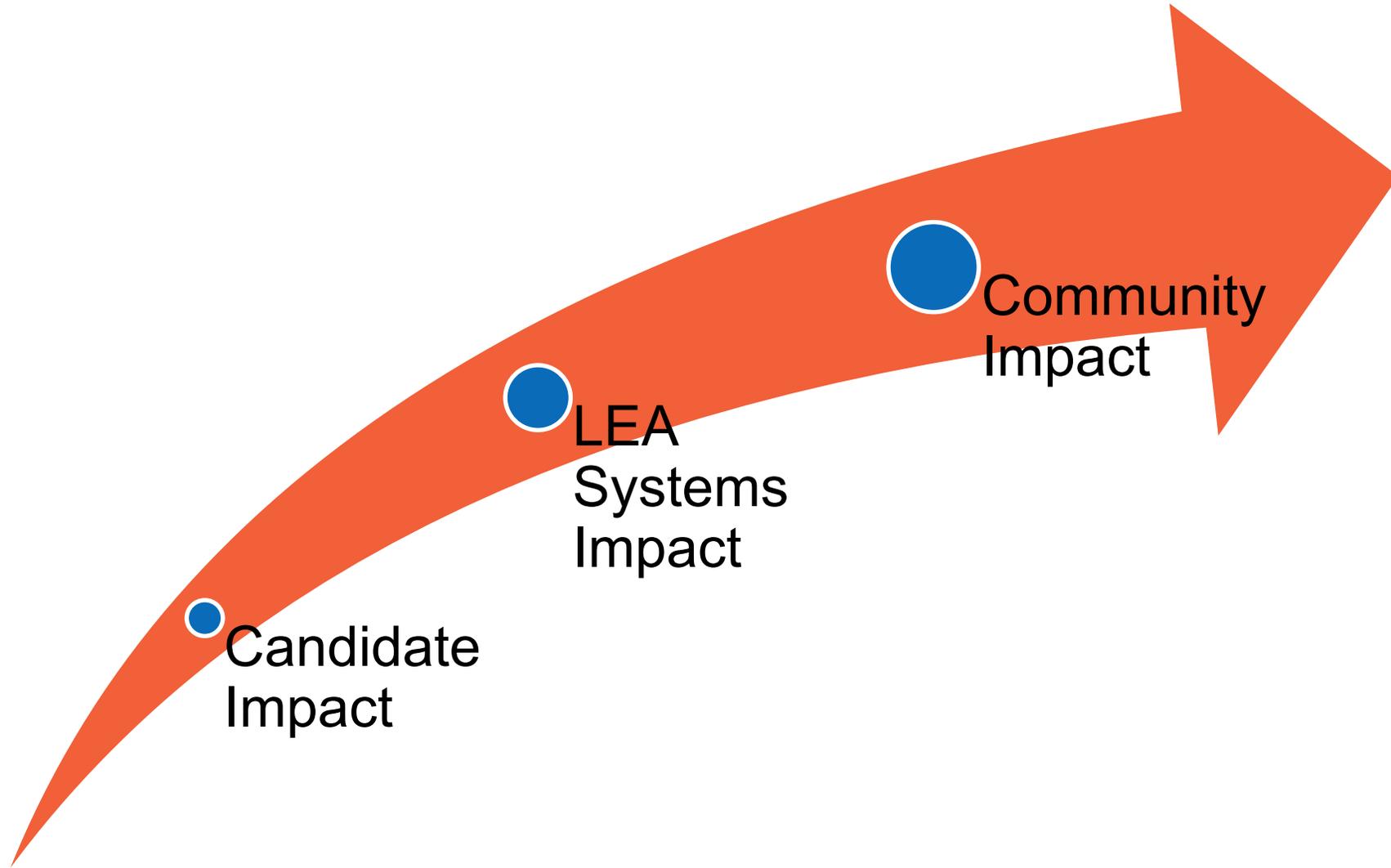
What if... they were already building relationships and contributing to positive school culture during their preparation?

What are high-quality teacher residency models?

A high-quality teacher residency model is one in which a teacher candidate is paired with an experienced, highly effective mentor teacher for a full-year of clinical training/co-teaching in a K-12 classroom (minimum of 3 days per week for full year). Residencies take place at the undergraduate and post-baccalaureate level. In some cases, residents receive a stipend during the year-long residency.

In high-quality teacher residency models, the EPP and LEA have shared ownership over the preparation, support, and success of the teacher resident.

High Quality, Sustainable Residencies: A Trajectory of Impact



Teacher Candidate Impact: Quality Preparation

Pedagogical Content Knowledge

“content knowledge for teaching is the **strongest** teacher-level predictor of **student achievement**”

EPP coursework in the specific certification fields with opportunities to apply content pedagogy

Focus on Skill-Building

“(teachers) with more coursework on **methods/pedagogy** felt better **prepared to teach** and **stayed longer** in the profession.”

Targeted skill building aligned with prioritized competencies and measured through performance gates

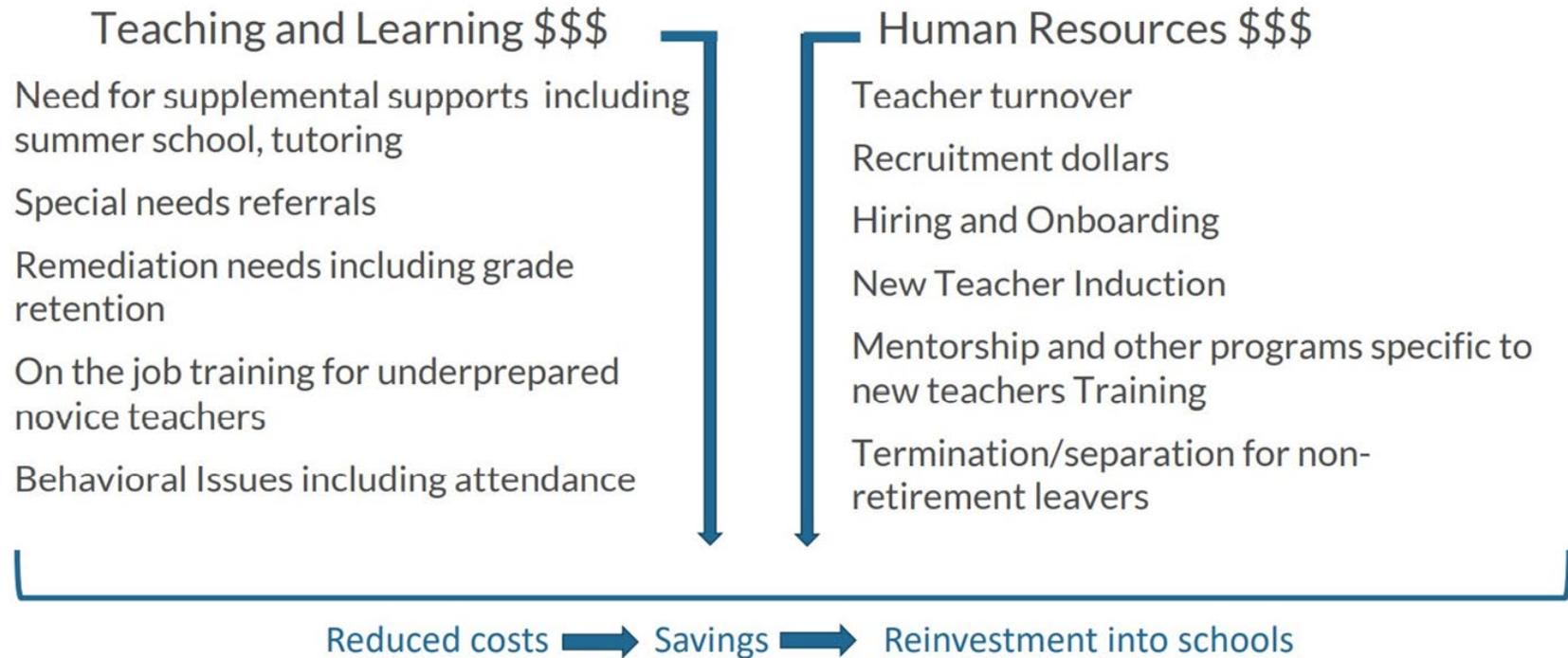
Meaningful Pre-Service Practice

“(first-year teachers) who had practice teaching prior to their employment were over **three times less likely to depart**”

Structured practice in a classroom setting that connects high quality preparation with real world application and feedback.

Research from the Field: LEA Systems Impact

Residencies help create strong, stable schools which in turn reduce costs in...

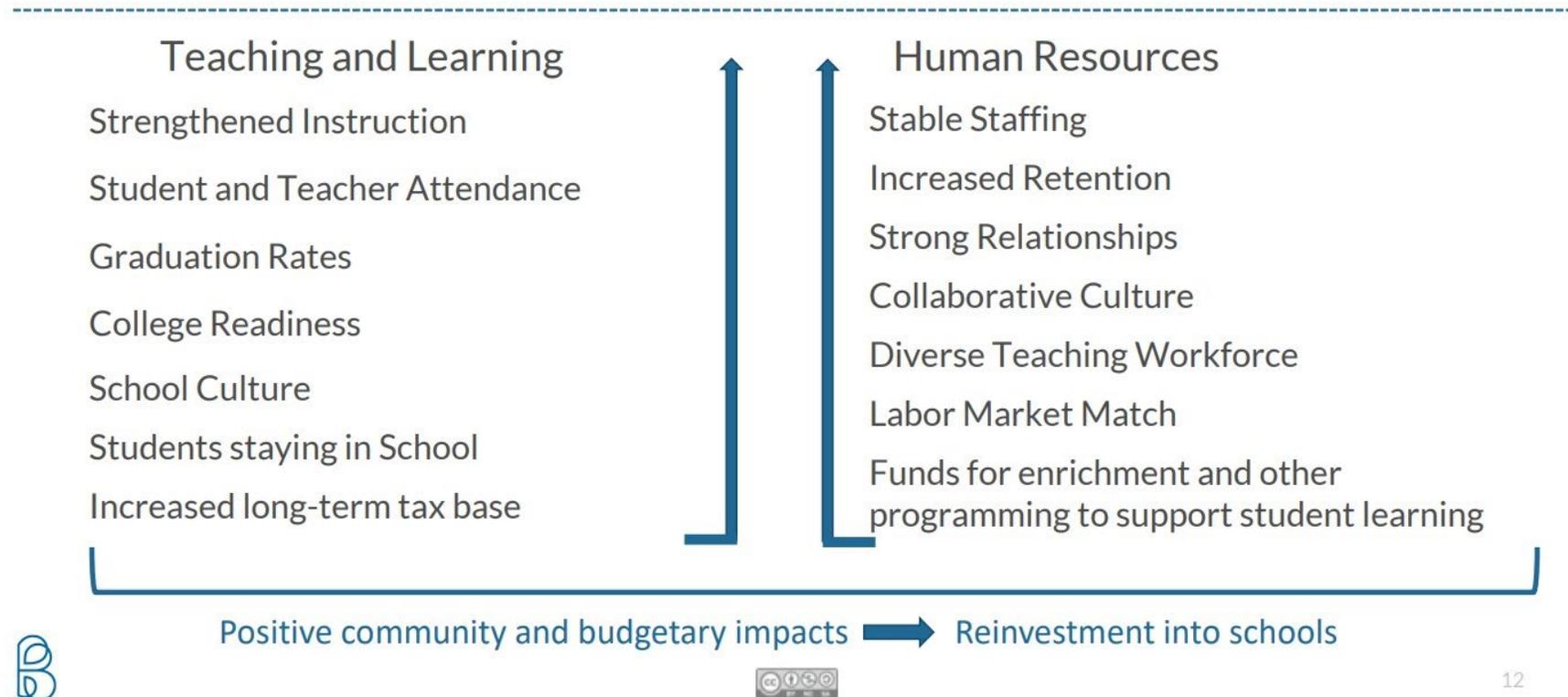


Copyright: "Residency Revolution: Funding High Quality Teacher Preparation" Bank Street: Prepared to Teach and WestEd, May 2021.



Research from the Field: Broader Community Impact

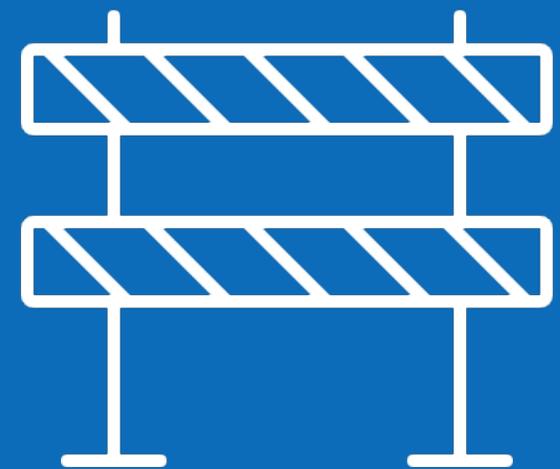
...and create broader positive impacts for communities



High-Quality, Sustainable Residencies

What excites you or resonates with you in learning about the potential impact of high-quality teacher residencies?

If Teacher Residency Programs are a true catalyst to developing strong educator pipelines, what are the barriers to making them **stick**?



Research from the Field: Start with Sustainability

What's the barrier to residencies? Aspiring teachers can't work for free.

Aspiring teachers can't work for free and learn how to teach well.¹

Full-time work



40% of undergraduates and **76%** of graduate students **work full-time**; **20%** have **dependents**.

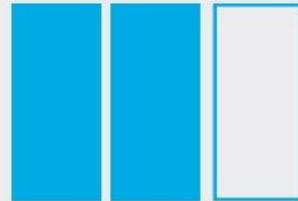
Proportions are higher for students of color.

Debt



Teachers **incur the same amount of debt** as all other college students. Low teaching salaries make debt payment difficult.

College costs



Up to 2/3 of the cost of college is related to living expenses. Tuition is often defrayed through scholarships and aid, but living costs are rarely defrayed.

Enrolled teacher ed



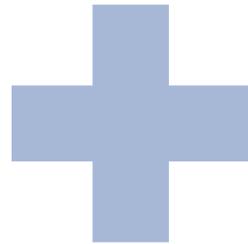
Enrolled teacher education students who identify as white come from families with **annual incomes of \$90,000**; all others who are enrolled come from families with **less than half that amount**.

Copyright: "Residency Revolution: Funding High Quality Teacher Preparation" Bank Street: Prepared to Teach and WestEd, May 2021.

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

Residency Model

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



Funding via Innovative 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

Innovative 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.

What do we mean when we say “innovative staffing models”?

“Innovative staffing arrangements helped the schools personalize learning by **providing more students with great teaching**. Key elements of these innovative staffing models included:

- **Paid fellowships and residencies** that enabled schools to train their own teachers, building the pipeline of future educators.
- **New roles for educators**, often as part of a career path allowing development and support. Roles included:
 - teacher-leaders of small instructional teams, who often planned and directed the team teachers’ instruction, coached the teachers, and analyzed data;
 - collaborating teachers who worked in teams and supported one another more than typically happens for classroom teachers in traditional schools; support staff who tutored or mentored students, providing more one-on-one or small-group time; and
 - teachers-in-training, who supported other teachers and taught while learning on the job.
- **Cultures of intensive coaching**, with weekly or even daily observations and feedback. Roles, responsibilities, and schedules were all designed to support this.”

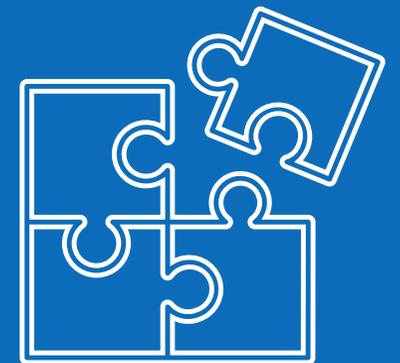
Christensen Institute

<https://www.christenseninstitute.org/publications/staffing/>



Innovative staffing models enable LEAs
to:

- Implement high-quality, sustainable [paid] residencies
- Enable systems for continuous teacher development
- Build meaningful educator pipelines



District Benefits from Implementation of High-Quality, Sustainable Teacher Residencies via Innovative Staffing

Short term Benefits:

- ✓ addresses vacancies as they arise,
- ✓ provides targeted support for unfinished learning,
- ✓ **ensures more students are taught by the most effective teachers**

How can my district get started?

Long term Benefits:

- ✓ develops a solid pool of high-quality teacher candidates who are trained on your district systems,
- ✓ develops meaningful teacher career pathways to keep your best teachers in the classroom with leadership incentives,
- ✓ leads to smaller coaching span per instructional leader leading to more targeted coaching supports,
- ✓ positions the district overall to be better prepared and to have a structured plan for TIA approval and growth, which has powerful implication for overall sustainability of the LEA's human capital system.

Begin your journey to building meaningful educator pipelines with the TCLAS Residency Support Pathway



5

Decision: The HQS Residency Pathway Supports LEAs 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

Support to Implement a High-Quality Teacher Residency Program within the LEA (5A & 5B)

Benefits:

- Teacher Residents receiving high-quality educator preparation while learning within the LEA context and serving LEA students.
- Pipeline of high-quality future educators to meet district needs.

TCLAS Requirements and Supports:

- Partnership with an EPP on the Vetted Teacher Residency (VTR) Program list.
- Stipends to fund teacher resident roles.
- Additional funding to support residency and innovative staffing model implementation.

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



Support to Design and Implement an **Innovative Staffing Model** for Teacher Residency Sustainability (5C)

Benefits:

- Innovative staffing models allow districts to fund teacher resident salaries within district budgets.
- Have the potential to expand educator pipelines through teacher leader and teacher resident roles.

TCLAS Requirements and Supports:

- LEAs pursuing 5A-B funding must also receive 5C support unless already receiving similar support from an approved vendor (US Prep or Public Impact)
- Needs assessment to determine innovative staffing model approach.
- Match with a HQ innovative staffing model vendor to support design and implementation of the staffing model.

Innovative Staffing Model Technical Assistance Support

In-kind technical assistance support to design and implement the innovative staffing model with an approved vendor

Vendor match based on needs assessment

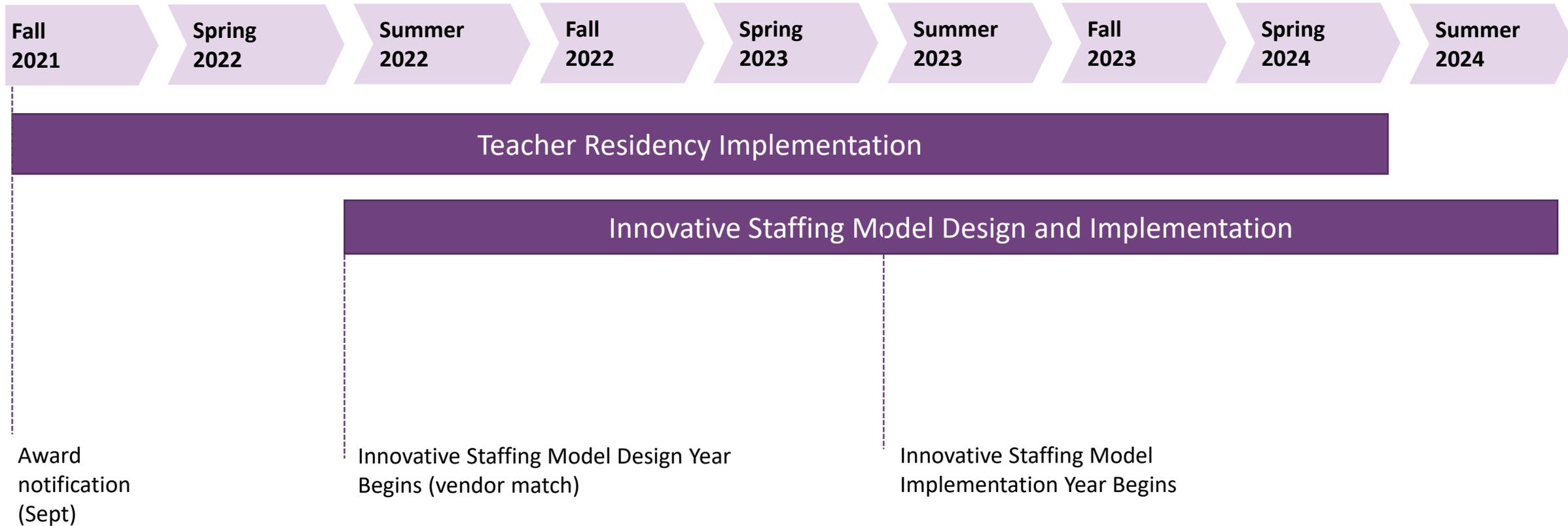
Current Approved Vendors:

Approved ESCs

US Prep

Public Impact

TCLAS Timeline: Teacher Residency Support



TCLAS Residency Support Pathway: Timeline

Year 1-3:

- ⑨ Provides eligible districts with 3 years of teacher resident stipend funding (3 cohorts of teacher residents)

Year 2-3:

- ⑨ Provides eligible districts with in-kind technical assistance to design (Year 2) and implement (Year 3) innovative staffing models that will allow for resident funding to sustain over time.

Year 4 and beyond:

- ⑨ Districts sustainably fund residencies through innovative staffing models
- ⑨ Districts have established the foundations for a strong educator pipeline

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.

TCLAS Residency Support Pathway Award Calculation

5A: Teacher Resident Stipends

5a	Teacher Resident stipends	2021-2022	2022-2023	2023-2024	Type
5a	Does the LEA want Decision 5a supports?	Select Y/N	Select Y/N	Select Y/N	LEA Input
5a	# of teacher residents (max 20 per year)	Insert #	Insert #	Insert #	LEA Input
5a	Stipend per teacher resident	\$20,000	\$20,000	\$20,000	Assumption

Notes:

- Pre-Requisites – Must work with approved EPP included on the Vetted Teacher Residency list
- Award Priority Points – Economically disadvantaged student population and annual teacher attrition rate
- Award Calculation Notes: \$20,000 per teacher resident per year, limit 20 teacher residents per district per year

Residency Support Pathway Award Calculation

5B: Implementation Support Funding

5b	Flexible funding for implementation support	2021-2022	2022-2023	2023-2024	Type
5b	Does LEA want Decision 5b supports?	Select Y/N	Select Y/N	Select Y/N	LEA Input
5b	Stipend per teacher resident	\$5,000	\$5,000	\$5,000	Assumption

Notes:

- Pre-Requisites and Priority Points – Same as 5a
- Award Calculation Notes: \$5,000 per teacher resident per year to be used at LEA discretion to support residency and innovative staffing implementation.

Residency Support Pathway Award Calculation

5C: Staffing Design and Implementation Support

5c	Staffing Design and Implementation Support	2021-2022	2022-2023	2023-2024	Type
5c	Does LEA want Decision 5c supports?	NA	Select Y/N	Select Y/N	LEA Input
5c	# of placement schools	NA	Enter #	Enter #	LEA Input
5c	Is the LEA engaged in this support with Public Impact or US PREP technical assistance partners in the 20-21 and/or 21-22 school year?	NA	Select Y/N	Select Y/N	LEA Input

Notes:

- Pre-Requisites and Priority Points – Same as 5a
- LEAs are required to participate in Decision 5c supports if they want Decision 5a-b supports unless currently engaged in teacher residency and strategic staffing model support with Public Impact or US Prep technical assistance providers.
- Award Calculation Notes: Total allocated based on district needs assessment, size, and number of placement schools; On average, \$50,000 per campus per year for two years
- Grant Type: LEA matched with TEA technical assistance provider

Agenda

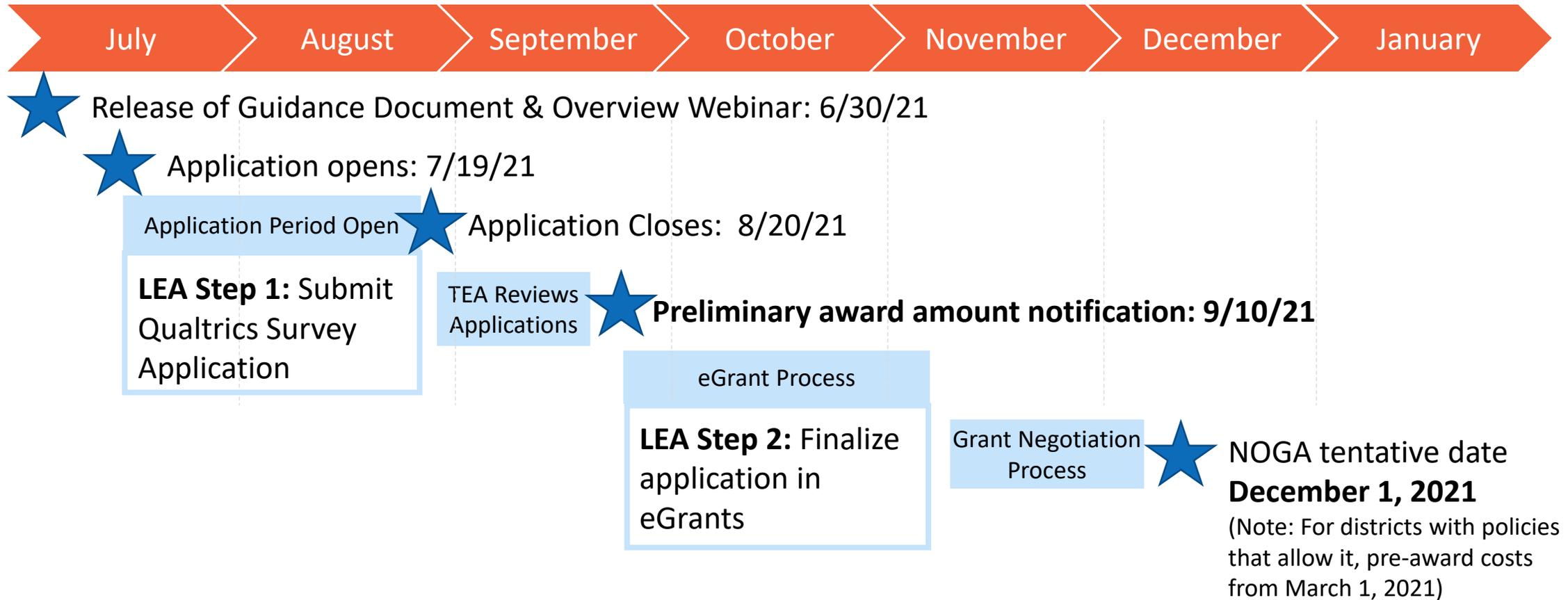
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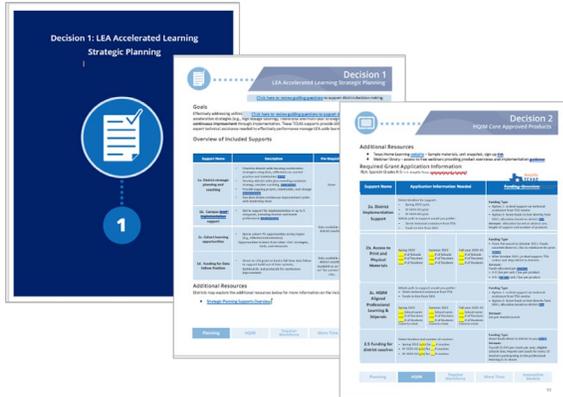
Questions?

TCLAS Application Timeline



TCLAS Application Components

Guidance Document



Walks LEAs through supports available through TCLAS and guiding questions LEAs should consider before making TCLAS decisions

Budget Calculator

TCLAS Grant Calculator - LEA Inputs

Use the guidance document to understand what is included in each decision. Fill in the yellow cells below based on your district's interest in the specific TCLAS support. Based on your inputs, the calculator will determine your estimated grant award based on overall TEA available funding and capacity.

View the Guidance Doc | Download the Calculator | LEAs Fill Out Cells

General Information	Amount
EA Inputs	
Input EA student enrollment	\$50,000
Input EA's opportunity cost	\$500,000
EA Assumptions	
EA Assumptions	Amount
Cost per FTE per year	\$125,000

Decision Point 1: LEA Accelerated Learning Strategic Planning	2024-25	2025-26	2026-27	Notes
1a-1 Strategic Planning Support	Yes	Yes	Yes	LEAs may vary answer by year
1a-2 Does LEA want Decision 1a to support?	Yes	Yes	Yes	LEAs must participate in 1a to get access to 1d
1a-3 Estimated funding	\$200,000	\$200,000	\$200,000	In-kind Supports
1a-4 EA Assumptions				
1a-5 Data Strategy/FTE Position	Yes	Yes	Yes	LEAs must participate in 1a to get access to 1d
1a-6 Does LEA want Decision 1a to support?	Yes	Yes	Yes	LEAs must participate in 1a to get access to 1d
1a-7 Estimated funding	\$125,000	\$125,000	\$125,000	Grant Funds
Total Award Value	\$325,000	\$325,000	\$325,000	
1 Total In-kind Supports	\$200,000	\$200,000	\$200,000	
1 Total Grant Funds	\$125,000	\$125,000	\$125,000	

Decision Point 2: High Quality Instructional Materials Core Approved Products	2024-25	2025-26	2026-27	Notes
2a-1 EA Assumptions				
2a-2 What type of support would LEA prefer	Select Type	Select Type	Select Type	LEAs preference for TEA awards based on availability

Calculates district TCLAS award – including both in-kind and granted funds – based on the decisions made in TCLAS

Application

Coming Soon

Qualtrics application link posted week of 7/19

This is how districts will submit their TCLAS choices to TEA



Guidance Document Dive: Decision 5 - Residency Support Pathway



Goals
The quality of the Texas education system is improved through the development of high-quality, sustainable teacher residency programs. The High-Quality, Sustainable Teacher Residency Program provides resources to support districts in developing high-quality, sustainable teacher residency programs. High-Quality, Sustainable Teacher Residency Programs create high-quality teaching and learning environments for all students.

Overview of In

- Support Name
- Sa. Teacher resident stipend(s)
- Sb. Flexible funding for district implementation support
- Sc. Innovative Staffing Design and Implementation Support

Additional Res

- LEAs may explore the
 - Vetted Teacher
 - High-Quality

Strategic Planning

Decision 5 Residency Program Support

Decision 5 Residency Program Support

Required Grant Application Information

The following page outlines the information required from districts to calculate the award formula. The only information districts will need for the application is listed in yellow boxes as shown. No narrative responses or open-ended questions are required.

General Questions

Question	District Response
List your EPP partner(s) from the approved Vetted Teacher Residency list	Select from the Vetted Teacher Residency list

- Link to [Vetted Teacher Residency list](#)

District Formula Calculation - LEA Inputs & Assumptions

Sa	District strategic planning and coaching	2021-2022	2022-2023	2023-2024	Type
Sa	Does the LEA want Decision 5a supports?	Select Y/N	Select Y/N	Select Y/N	LEA Input
Sa	# of teacher residents (max 20 per year)	Insert #	Insert #	Insert #	LEA Input
Sa	Stipend per teacher resident	\$20,000	\$20,000	\$20,000	Assumption

- Pre-Requisites - Must work with approved EPP included on the Vetted Teacher Residency list
- Award Priority Points - Economically disadvantaged student population and annual teacher attrition rate
- Award Calculation Notes: \$20,000 per teacher resident per year, limit 20 teacher residents per district per year

Sb	Flexible funding for implementation support	2021-2022	2022-2023	2023-2024	Type
Sb	Does LEA want Decision 5b supports?	Select Y/N	Select Y/N	Select Y/N	LEA Input
Sb	Stipend per teacher resident	\$5,000	\$5,000	\$5,000	Assumption

- Pre-Requisites and Priority Points - Same as 5a
- Award Calculation Notes: \$5,000 per teacher resident per year to be used at LEA discretion to support residency and innovative staffing implementation.

Sc	Staffing Design and Implementation Support	2021-2022	2022-2023	2023-2024	Type
Sc	Does LEA want Decision 5c supports?	N/A	Select Y/N	Select Y/N	LEA Input
Sc	# of placement schools	N/A	Enter #	Enter #	LEA Input
Sc	Is LEA currently engaged in this support with Public Impact or US PREP technical assistance providers?	N/A	Select Y/N	Select Y/N	LEA Input

- Pre-Requisites and Priority Points - Same as 5a
- LEAs are required to participate in Decision 5c supports if they want Decision 5a-b supports unless currently engaged in teacher residency and strategic staffing model support with Public Impact or US Prep technical assistance providers.
- Award Calculation Notes: Total allocated based on district needs assessment, size, and number of placement schools; on average, \$50,000 per campus per year for two years
- Grant Type: LEA matched with TEA technical assistance provider

[Click here to review grant requirements \(assurances\) for included supports.](#)

Strategic Planning	Instructional Materials	Teacher Pipelines	More Time	Innovative School Models

pgs. 26-27



Guiding Questions

- Do you have a household friendly resources for struggling readers aligned to the Science of Teaching Reading?
- Do you have student decodables designed to support struggling readers in classrooms or households?

Dyslexia Tool

- Do you currently have capacity to effectively support all of your students with dyslexia?
- Do you currently have enough interventionists to effectively support your students with dyslexia?
- Do you have a master schedule that allows for sufficient support of students with dyslexia?
- Did students with dyslexia have their support interrupted due to COVID 19?
- Is there a need to support your students with dyslexia with compensatory service?

College Bridge

- Does the LEA currently have the capacity and resources to ensure that all students are ready to perform entry-level college coursework by high school graduation?
- Does the LEA employ teachers that can support students in the HB 5 (TEC 28.014) college preparatory courses?
- Does the LEA have counselors/advisors that can help students navigate how to prepare to enter and pay for college?
- Does the LEA have access to resources, technology, and instructional materials for students that cover the following topics: value of a postsecondary degree, demonstrating college readiness, college and career exploration, choosing a school, paying for college, and college applications?
- Has the MOU and content of the HB 5 college preparatory courses been created and/or reviewed with in the last 3-5 years?
- Will all students meet the College Career and Military Readiness indicators by high school graduation?

Decision 4 - Teacher Recruitment Support

- Does our LEA have teacher shortages in traditionally hard-to-staff areas such as bilingual and/or special education certification areas?
- Does our LEA have demographic gaps between students and teachers?
- Does our LEA have high attrition rates?
- Does our LEA have paraprofessionals, long-term substitutes, and/or instructional aides who are quality educators and would like to become certified teachers?
- Does our LEA offer programs that encourage and prepare high school students to pursue a career in teaching?

Decision 5 - High-Quality, Sustainable Teacher Residency

- Does your LEA evaluate teacher pipeline data at least annually (hiring, promotion, attrition, etc)?
- Is improving teacher retention a current area of focus within your LEA?
- Does your LEA have demographic gaps between students and teachers?
- Is your LEA interested in developing an educator pipeline strategy, including recruitment, selection, induction, and promotion of effective educators?
- Does your LEA have, or are you interested in, establishing a partnership with an educator preparation program to place teacher residents in full-time, yearlong teacher residencies on one or more campuses?

The Texas Covid

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Grant Requirements (Assurances)

For Paraprofessional Ce

- LEAs must allow reasons for completion of course requirement.
- The applicant must have Accredited-Warned Educator to participants. The letter of selection of grant awardee

- All certification-only can cohort managed collaborator
- All candidates receiving years and serve as a teacher

For Education and Train

- The applicant must assure instructional Practices and, at least both stated course either courses.
- The applicant receiving dual credit course section i sequence.

- All LEA high schools must career cluster (TAFE or FCC)
- All LEA high schools must participants including E&T counselors will only be req student ambassadors is req

- Each participant receive currently using a high-quality and coaching. Participants and Training Curriculum.
- All LEA high schools must

- The applicant must assure that a designated team of district, campus, and partner EPP-level leaders will actively participate in innovative staffing model training and technical assistance support activities beginning in SY 2022-2023. The designated team must include at least one district and EPP-level leader and a selected set of leaders from each campus on which teacher residents are placed.
- The applicant must assure that they will design and implement an innovative staffing model plan that will ensure that the teacher residency model will be sustainable, fully-funded by district dollars, by SY 2024-2025. The plan must include sustainable funding for teacher resident stipends/salaries.

- 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.
- 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).

- Innovative Staffing Design and Implementation:
 - The applicant must assure that a designated team of district, campus, and partner EPP-level leaders will actively participate in innovative staffing model training and technical assistance support activities beginning in SY 2022-2023. The designated team must include at least one district and EPP-level leader and a selected set of leaders from each campus on which teacher residents are placed.
 - The applicant must assure that they will design and implement an innovative staffing model plan that will ensure that the teacher residency model will be sustainable, fully-funded by district dollars, by SY 2024-2025. The plan must include sustainable funding for teacher resident stipends/salaries.

- High-Quality, Sustainable Residency Funding:
 - The applicant must assure that they will provide each teacher resident placed within the district a stipend of at least \$20,000.
 - The applicant must assure that they will allocate and use the residency and innovative staffing implementation funding specifically for program specific requirements.

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Upcoming TCLAS Support Opportunities

TCLAS Overview Webinar



Overview of **guidance document** and process for submitting a TCLAS application

June 30

Recording on [TCLAS webpage](#)

Decision Point-Specific Webinars



In depth review of **supports available** within TCLAS; LEAs should join for all interested supports

Week of July 12th, Various Time

Registration available now on [TCLAS webpage!](#)

TCLAS Office Hours



Question and answer opportunity with TEA staff about TCLAS and completing the application

Begin Week of July 26th

Registration available now on [TCLAS webpage!](#)

Visit the [TCLAS webpage](#) to register and access recordings

Decision Point-Specific Webinars

Webinar Topic	Date	Time	Registration Link
Decision 1: LEA Accelerated Learning Strategic Planning	7/12/2021	12-12:45 p.m.	Register
Decision 2: HQIM Core Approved Products	7/13/2021	2-3:00 p.m.	Register
Decision 3: HQIM Supplemental Approved Products	7/14/2021	10-11:00 a.m.	Register
Decision 4: Teacher Recruitment Support	7/13/2021	9-9:45 a.m.	Register
Decision 5: Teacher Residency Program Support	7/13/2021	10-10:45 a.m.	Register
Decision 6: Tutoring Supports	7/14/2021	2-2:45 p.m.	Register
Decision 7: School Day Calendar Redesign	7/15/2021	11-11:45 a.m.	Register
Decision 8: Strong Summer Program	7/14/2021	11-11:30 a.m.	Register
Decision 9: P-TECH	7/14/2021	9-9:45 a.m.	Register
Decision 10: New School Models	7/15/2021	8-8:45 a.m.	Register

Send any general TCLAS questions to: TCLAS@tea.Texas.gov

Send any Decision 5 questions to:
TEATeacherResidency@tea.Texas.gov

Thank you!