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 a group of young students. The students are also sitting on the floor, looking at the book. They are in a classroom setting with bookshelves and blue storage bins in the background.

**Decision 5: Residency
Supports TCLAS Initiative Kickoff
Webinar**

Welcome and Congratulations on your Award!

Jessica McLoughlin
Director of Educator
Standards, Testing and
Preparation

Melissa Yoder
Director of Educator
Residencies and Talent
Pipelines

Camille Davenport
Teacher Residencies and
Talent Pipelines
Specialist

Ebony Love
Educator Preparation
and Capacity Building
Specialist



Agenda and FYIs for Today's Webinar

Agenda

1. Welcome and Introductions
2. TCLAS Award Next Steps
3. Decision 5 Specific Deep Dive
4. Recap Next Steps

FYIs



Please ask questions and drop them in the **Question and Answer** box in Zoom



This **recording and these slides will be posted** on tea.texas.gov/tclas shortly after this webinar concludes

TCLAS Next Steps

1

What: Complete **Award Confirmation Survey** and re-commit to program assurances for all awarded supports
When: Due by 11:59 PM CT on September 10th

← Complete!

2

What: Complete **Program Onboarding** by:

- Attending mandatory support-specific kickoff webinars
- Completing additional onboarding as outlined in pdf attachment to award confirmation survey (also reviewed in this webinar)

When: September 13th- 21st

← You Are Here

3

What: Complete **eGrants Application:**

- Complete eGrants Application to receive your Notice of Grant Agreement (NOGA)
- Optional Supports: TCLAS eGrant Calculator Available for LEAs and eGrants Webinar and Office Hours

When: Open Mid-September; Closes October 29th (Processed on first-come, first served basis)

FYI - All of this information is detailed in your **award confirmation email and the attached PDF!**



Onboarding Webinar Schedule

Key	
	General TCLAS
	eGrants
	Support-Specific

9/6	9/7	9/8	9/9	9/10
[Labor Day]	Award notification & confirmation survey sent		9am-10am: TCLAS Launch Webinar	Confirmation survey due
9/13	9/14	9/15	9/16	9/17
9am-10am: TCLAS Launch	4pm-5pm: Decision 10	<ul style="list-style-type: none"> 9am-10am: Decision 1 10:30am-11:30am: Decision 3B 2:30pm-3:30pm: Print Access (Decisions 2B & 3C) 4-5pm: Digital Access (Decisions 2A, 3A, 3D, & 6) 	<ul style="list-style-type: none"> 9am-10am: Decision 9A 10:30am-11:30am: Decision 9B 1pm-2pm: Decision 9C 2:30pm – 3:30pm: Decision 2A & 2C (CRIMSI) 4pm-5pm: Decision 2A & 2C (SAVL) 	9am-10am: eGrants
9/20	9/21	9/22	9/23	9/24
9am-10am: Decision 3E	<ul style="list-style-type: none"> 9am-10am: Decision 8 1pm-2pm: Decision 5 2:30pm-3:30pm: Decision 4 4pm-5pm: Decision 7 	<div style="border: 2px solid red; padding: 5px; display: inline-block;"> <p style="color: red; margin: 0;">We Are Here</p> </div>		9am-10am: eGrants office hours

**All webinar registration links are available on tea.texas.gov/tclas
 Recordings and slides will also be posted on tea.texas.gov/tclas**

10/1, 10/15, and 10/29
9am-10am: eGrants office hours



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10/1, 10/15, and 10/29
9am-10am: eGrants office hours



Optional eGrants Application Webinars

Webinar	Date/Time	Short Registration Link
Overview Webinar	Friday, 9/17 9– 10 am CT	bit.ly/TCLAS_eGrants_Overview
Office Hours #1	Friday, 9/24 9– 10 am CT	bit.ly/TCLAS_eGrants_OH1
Office Hours #2	Friday, 10/1 9– 10 am CT	bit.ly/TCLAS_eGrants_OH2
Office Hours #3	Friday, 10/15 9– 10 am CT	bit.ly/TCLAS_eGrants_OH3
Office Hours #4	Friday, 10/29 9– 10 am CT	bit.ly/TCLAS_eGrants_OH4

Audience: District staff submitting eGrants application



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 a group of young students. The students are also sitting on the floor, looking at the book. They are in a library or classroom setting with bookshelves in the background. The image is semi-transparent, allowing the text to be overlaid.

Decision 5: Residency Program Supports Deep Dive

You are on your way 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

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

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



You're on your way to making this a reality through
Decision 5: Residency Program Supports!

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 teachers (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 Teacher Residencies: Your Educator Talent Pipeline Catalyst

“National studies of teacher retention indicate that around **20–30% of new teachers leave the profession within the first five years**, and that **attrition is even higher** (often reaching 50% or more) **in high-poverty schools and in high-need subject areas**... Studies of **teacher residency programs** consistently point to the **high retention rates of their graduates**, even after several years in the profession, generally **ranging from 80–90% in the same district after three years and 70–80% after five years.**”

- *The Teacher Residency, Learning Policy Institute (2016)*

... That Leads to Improved Student Outcomes

Early studies of residency programs “indicate **that students of teachers who participated in a residency program outperform students of non-residency prepared teachers on select state assessments.**”

-The Teacher Residency, Learning Policy Institute (2016)

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.

Funding:

- 5A: \$20K goes directly to teacher resident
- 5B: \$5K per teacher resident can be used to support residency and innovative staffing (e.g. mentor teacher stipends, LEA position funding, EPP funding 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

- **Your EPP partner on the VTR list has confirmed your partnership**
- **If you have not already done so, we encourage you to contact your VTR program partner asap to begin coordination**

The EPP-LEA Partnership is Central



Decision: The HQS Residency Pathway Supports LEAs to...

Implement **paid teacher residencies** in partnership with a high-quality educator preparation program

5A-5B



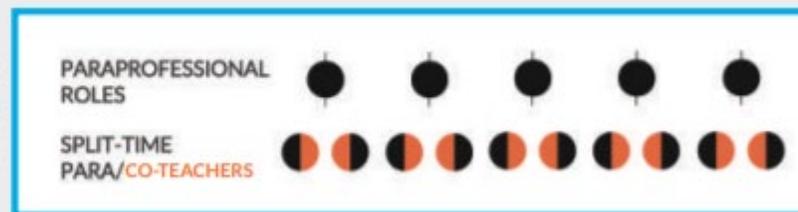
Implement **innovative staffing models** to sustainably fund teacher residencies and build educator pipelines

5C

Examples of Innovative Staffing Models

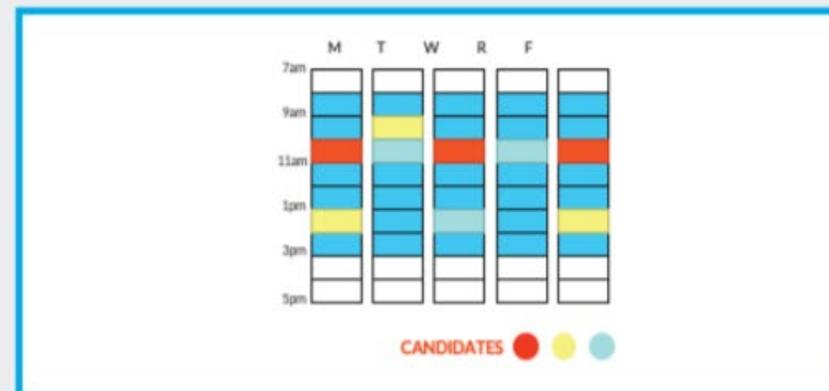
REALLOCATING PARAPROFESSIONAL ROLES

If a school has unfilled paraprofessional roles, a cohort of aspiring teachers can split their time between co-teaching and paraprofessional responsibilities. Each candidate receives half of a full-time paraprofessional salary.



LEVERAGING TUTORING TIME

Similarly, in departmentalized grade levels, teacher candidates can tutor during certain periods throughout the day, potentially supporting required federal investments in tutoring through the American Rescue plan Act.



Goal: Fund teacher residency positions via district dollars long term

Source: <https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1011&context=pt>

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

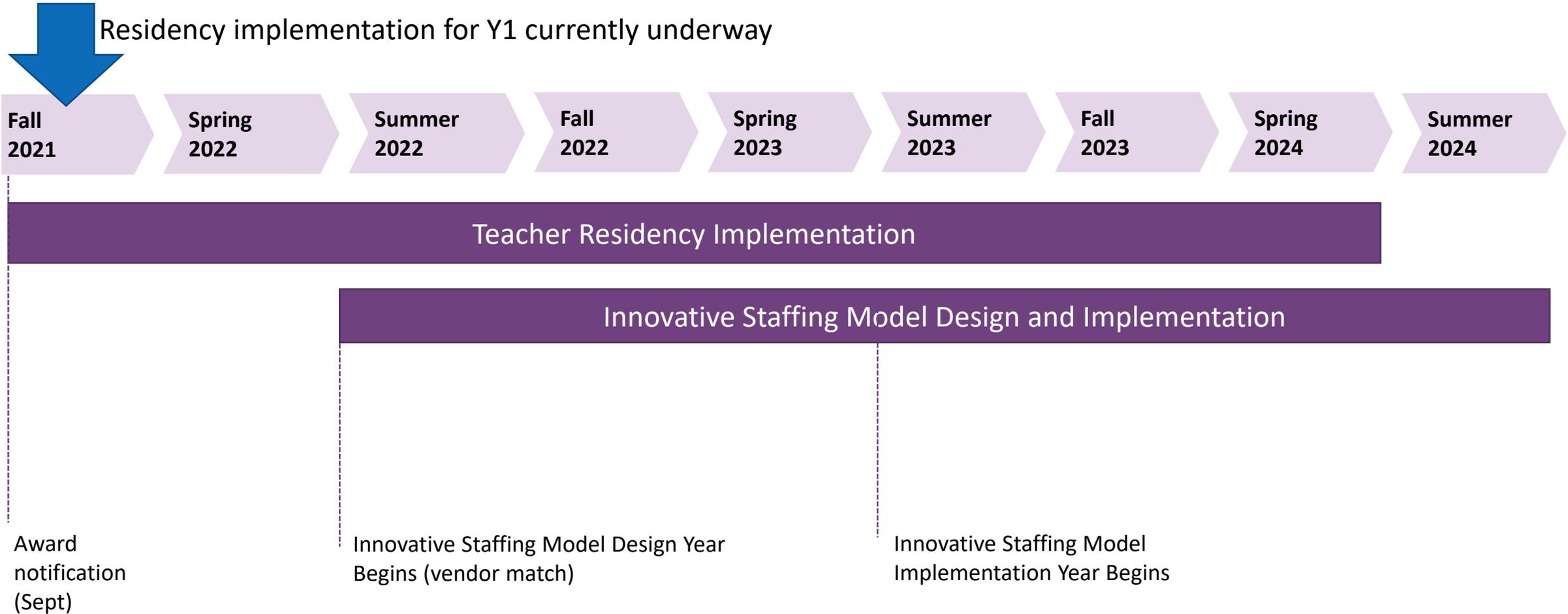
Benefits:

- 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:

- Needs assessment to determine innovative staffing model approach.
- In-kind technical assistance to design and implement innovative staffing model.

TCLAS Timeline: Teacher Residency Support



TCLAS Residency Support Pathway: Timeline

Year 1-3:

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

Year 2-3:

- 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:

- Districts sustainably fund residencies through innovative staffing models
- 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.

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.

TCLAS Residency Support Pathway Assurances

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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.



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).

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Innovative Staffing Design and Implementation:

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.

TCLAS Residency Support Pathway Assurances

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High-Quality, Sustainable Residency Funding

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.

Next Steps for These Supports

- Coordinate a kick-off meeting with your EPP partner to review Assurances and finalize MOU/formal partnership agreement, if you have not already done so.
- Be on the look-out for additional information on:
 - Residency Support Program webinars
 - Required data collections
 - Standing communication structures



Closing and Next Steps

This support is a heavy lift intended to have a large impact

This support is designed to have a significant and lasting impact on learning acceleration for your students and requires a significant amount of time and effort from you and your staff.

If, after today's webinar, you do not believe that your LEA can fully commit to all requirements and assurances of this TCLAS support, please send an immediately to tclas@tea.texas.gov.



TCLAS Next Steps

1

What: Complete **Award Confirmation Survey** and re-commit to program assurances for all awarded supports
When: Due by 11:59 PM CT on September 10th

← Complete!

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When: September 13th- 21st

← Complete!

← Homework

3

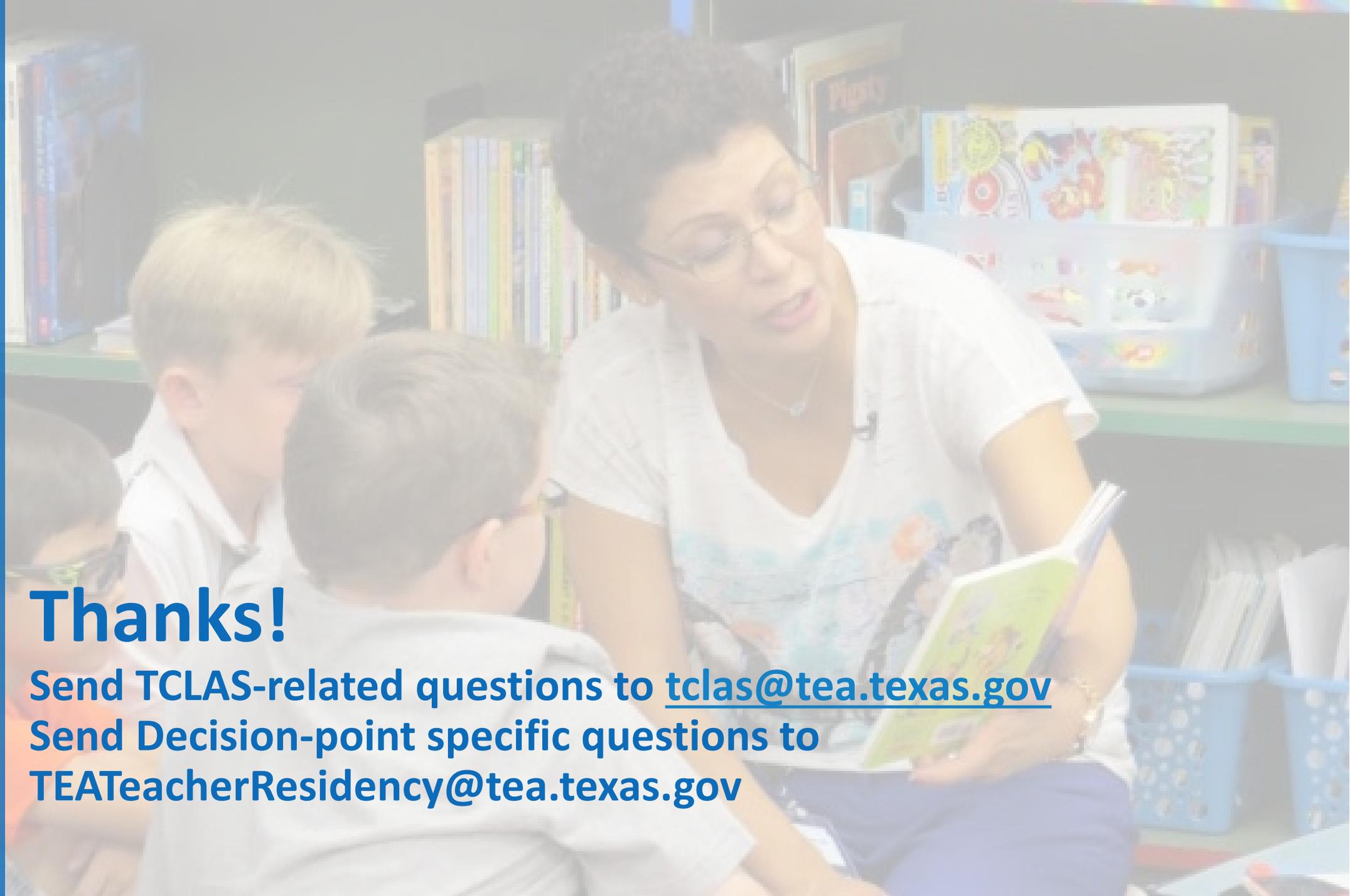
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Thanks!

Send TCLAS-related questions to tclas@tea.texas.gov

Send Decision-point specific questions to

TEATeacherResidency@tea.texas.gov