

The background of the slide is a composite image. The top half shows a panoramic view of the Austin skyline at dusk, with several skyscrapers illuminated against a blue and orange sky. The bottom half shows a serene lake with a reflection of the sky and surrounding greenery. A white rectangular box is overlaid on the center of the image, containing the title and date.

# Teacher Vacancy Task Force

March 10, 2022

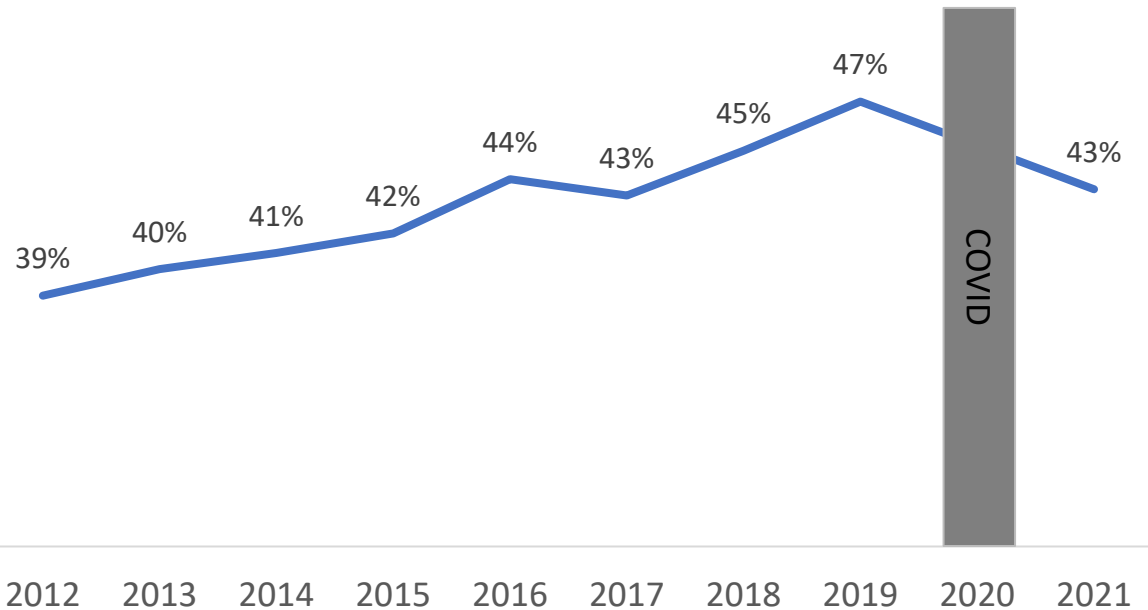
The background of the slide is a photograph of two women sitting at a table. The woman on the left is wearing a red long-sleeved shirt and is smiling broadly, looking down at something on the table. The woman on the right is wearing a grey long-sleeved shirt and is also smiling, looking towards the first woman. On the table, there is a water bottle and some papers. The image is slightly blurred and has a soft, warm tone.

**We must significantly change our practices in order to address the needs of our students.**

# COVID-19 Erased Years of Academic Gains

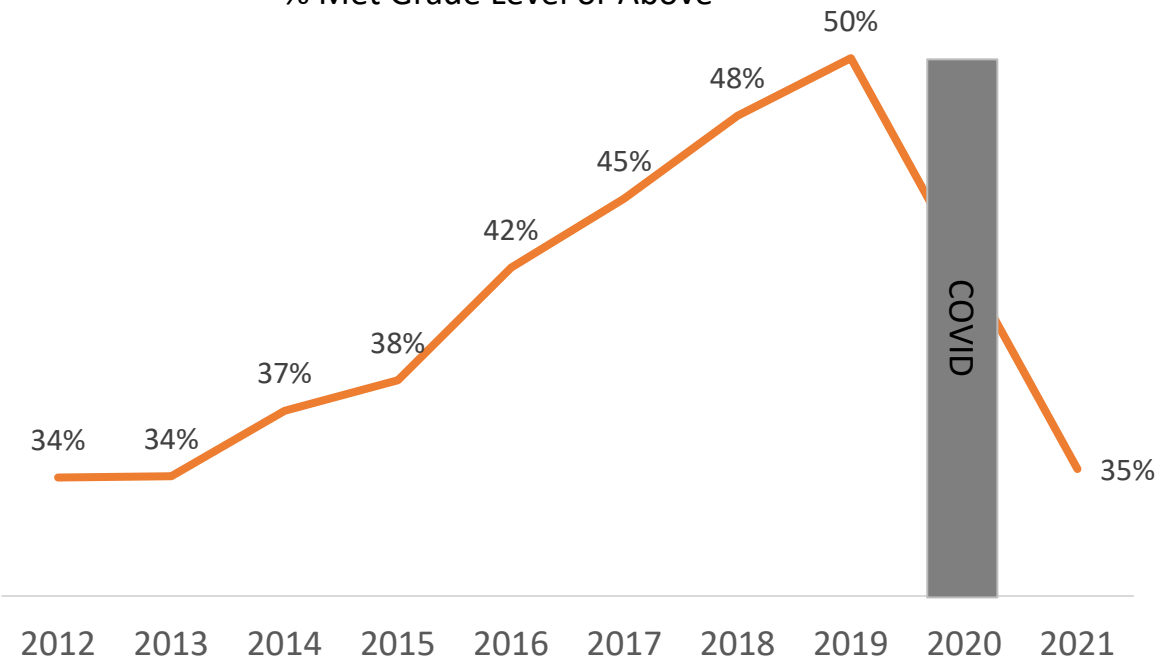
## Reading

% Met Grade Level or Above



## Math

% Met Grade Level or Above





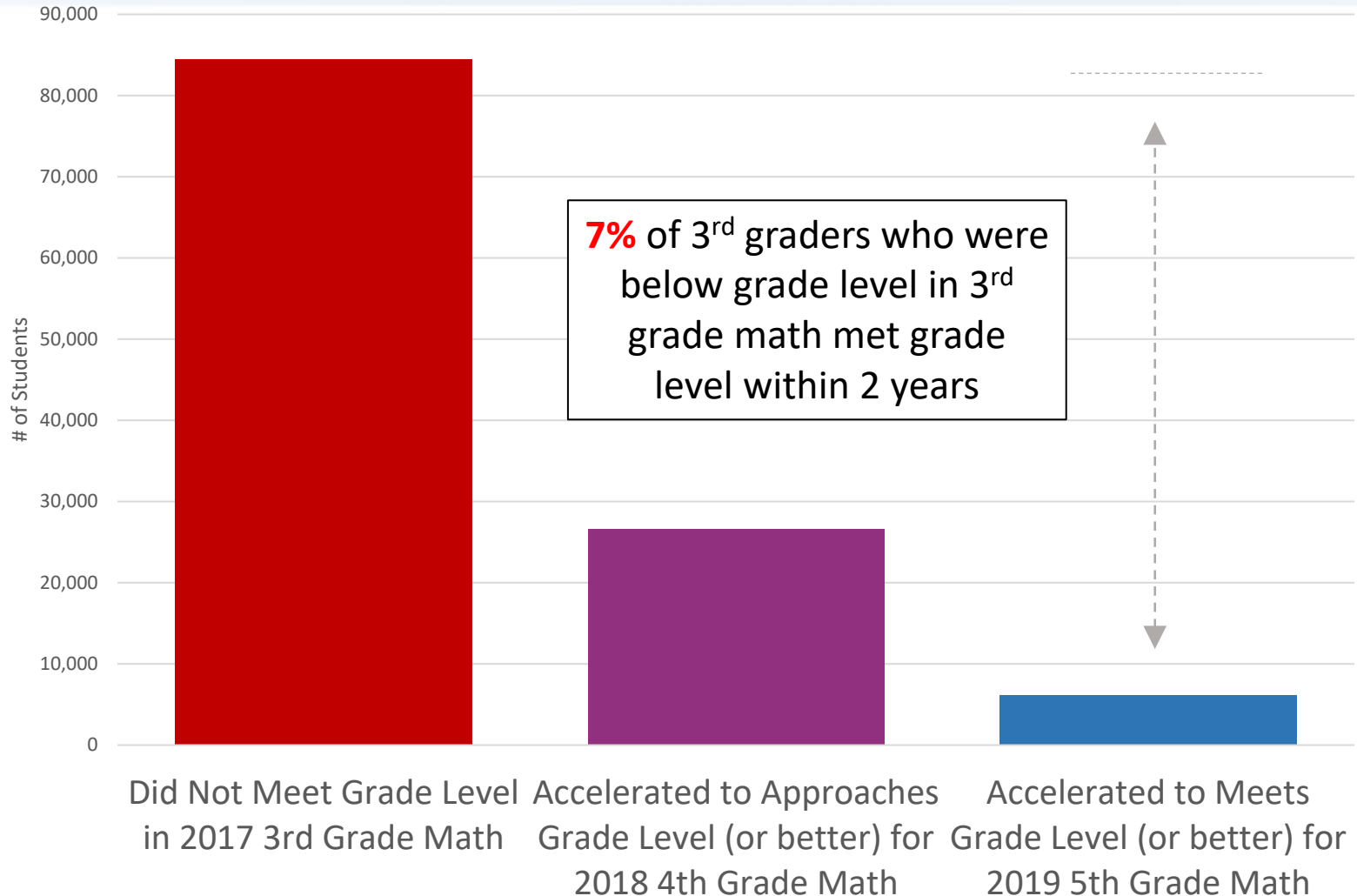
# We Have Had Limited Success Accelerating Students From Below Grade to Meets Grade Level

## Hurricane Katrina



After **4 years** of intervention, those students recovered to state averages in reading. **They did not recover in math.**

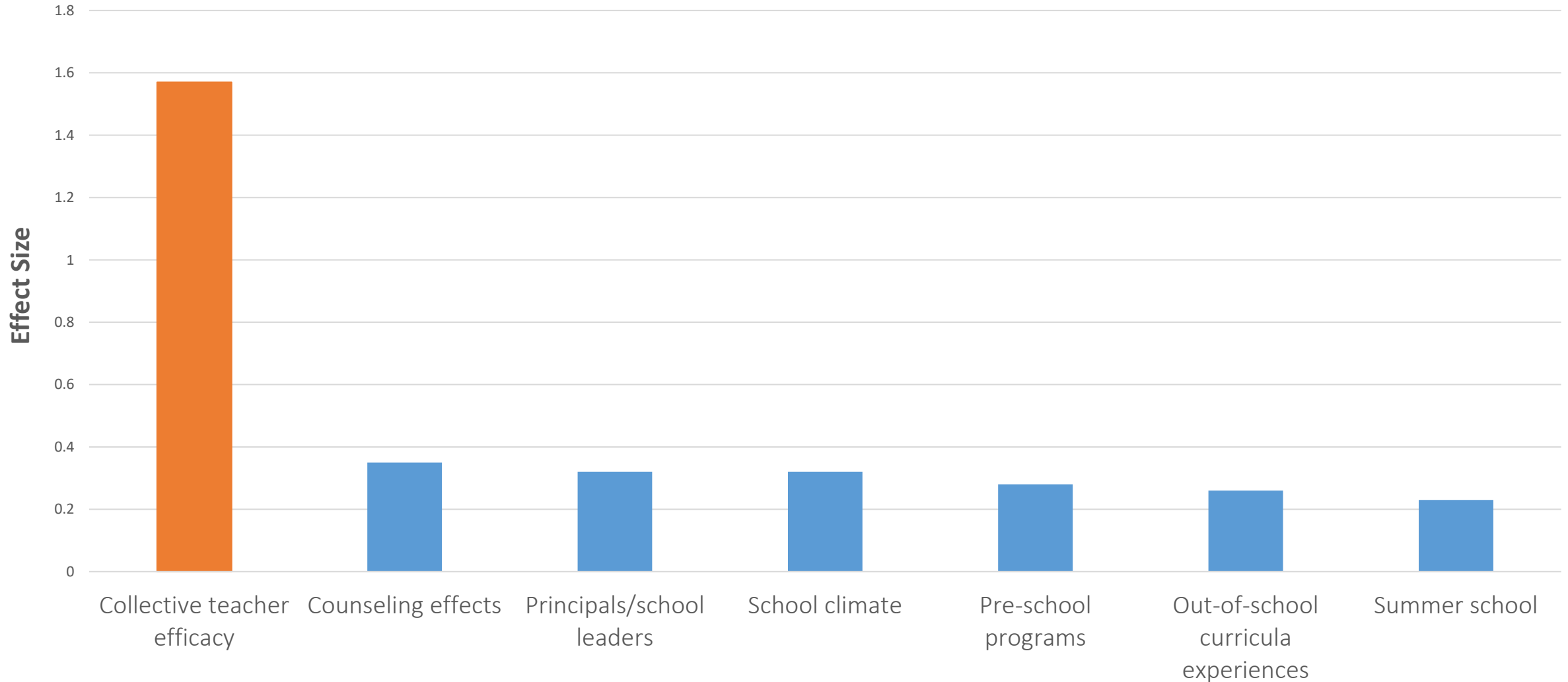
Source: TEA



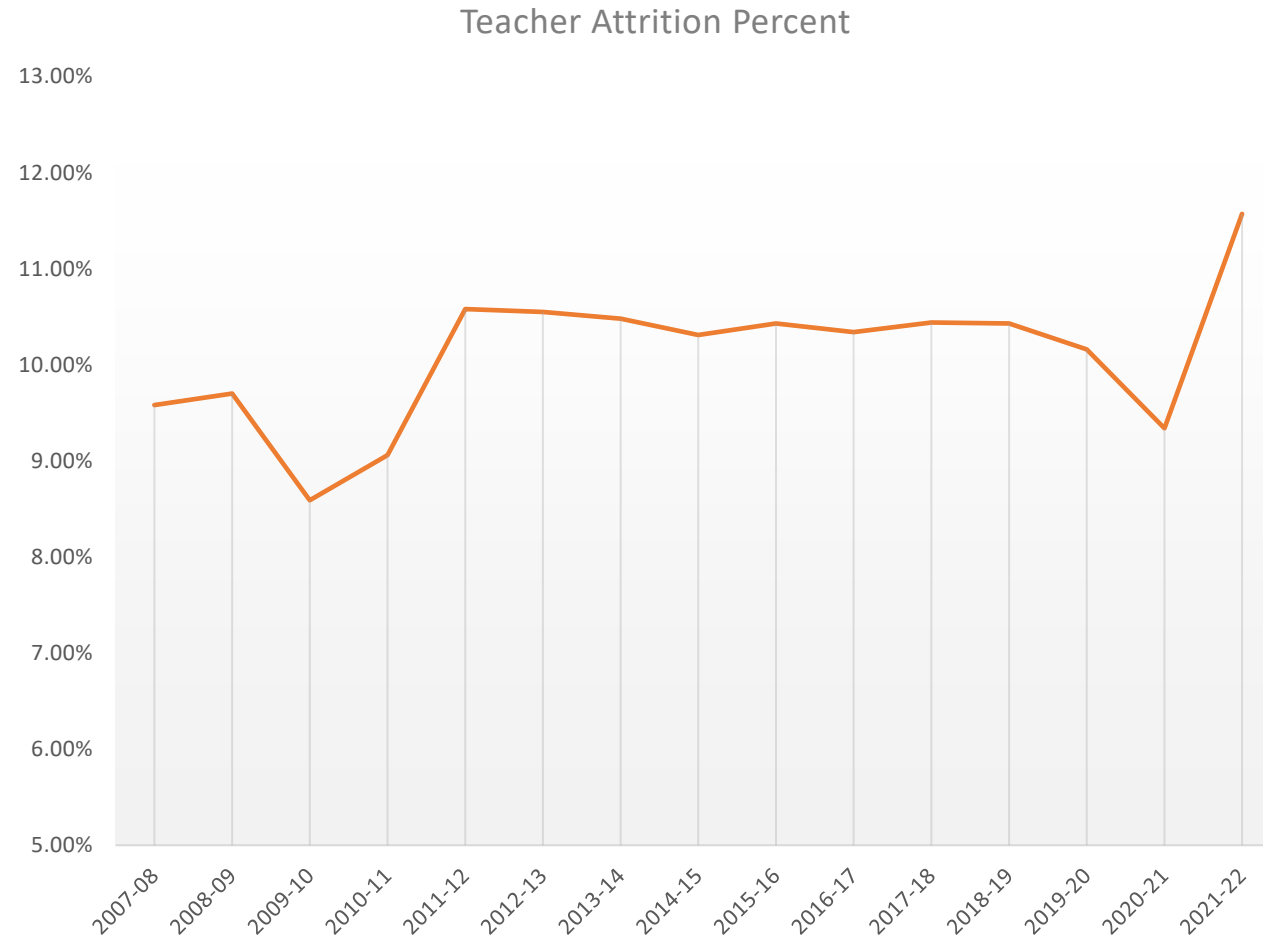
The background of the slide is a photograph of a classroom. A female teacher with long brown hair, wearing a red button-down shirt, is smiling and looking down at a student. The student, a young woman with long brown hair, is also smiling and looking at the teacher. They are sitting at a desk. On the desk, there is a water bottle and some papers. The image is slightly blurred, giving it a candid feel. A semi-transparent blue horizontal band is overlaid across the middle of the image, containing the text.

**There is no path to victory for students that doesn't involve teachers.**

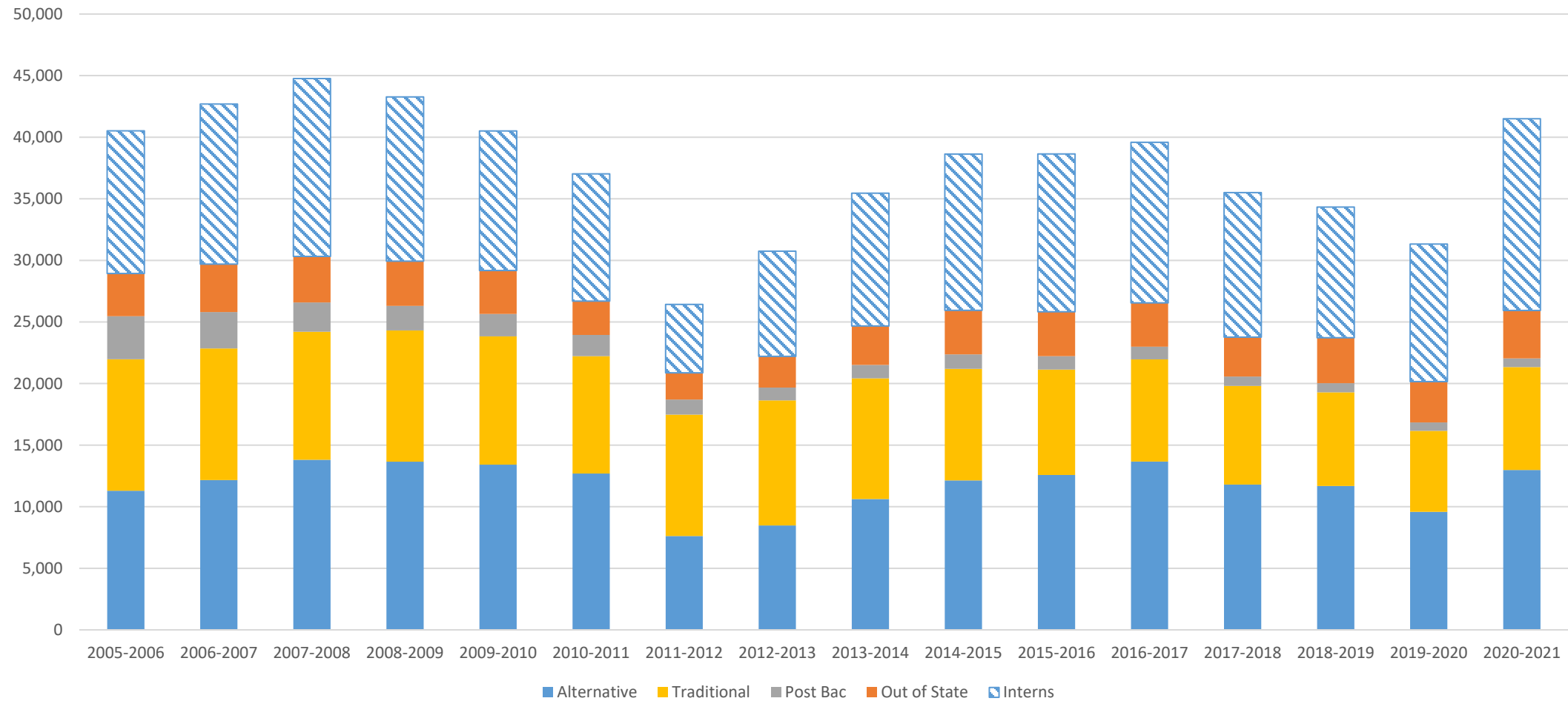
# Teachers are the single most important in school factor impacting student outcomes



# COVID has caused a significant disruption in teacher attrition, not seen since the great recession



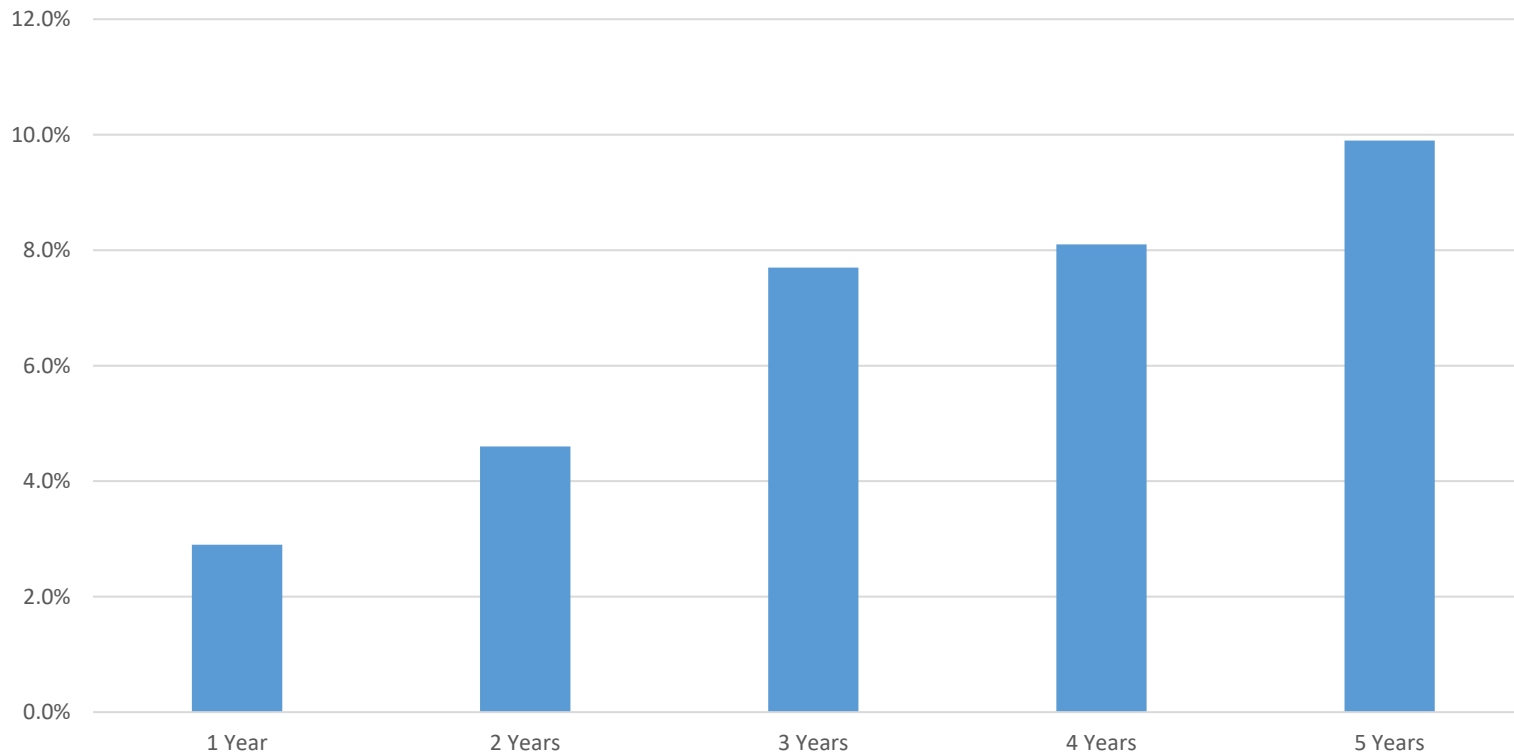
# Teacher supply in Texas adjusts based on LEA demand, largely because of alternative certification





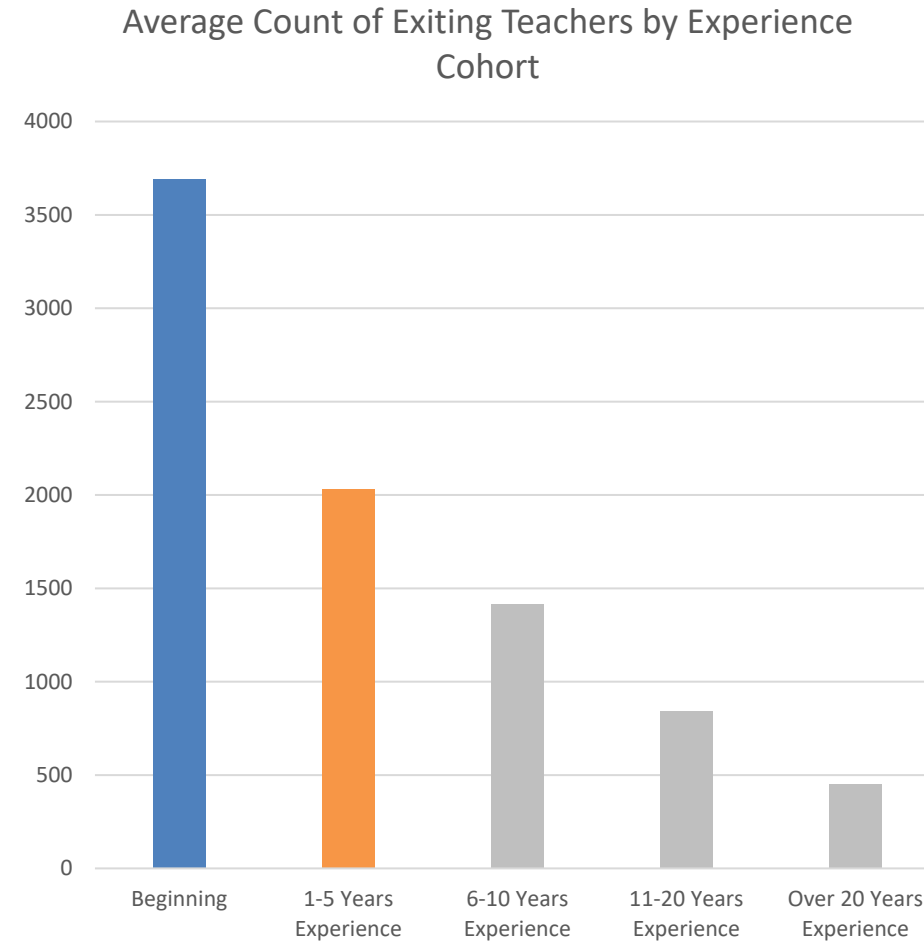
# Teachers prepared through alternative certification programs leave the workforce at a higher rate

Excess Percentage Attrition of Alternative Certification Candidates, compared to Traditional Route

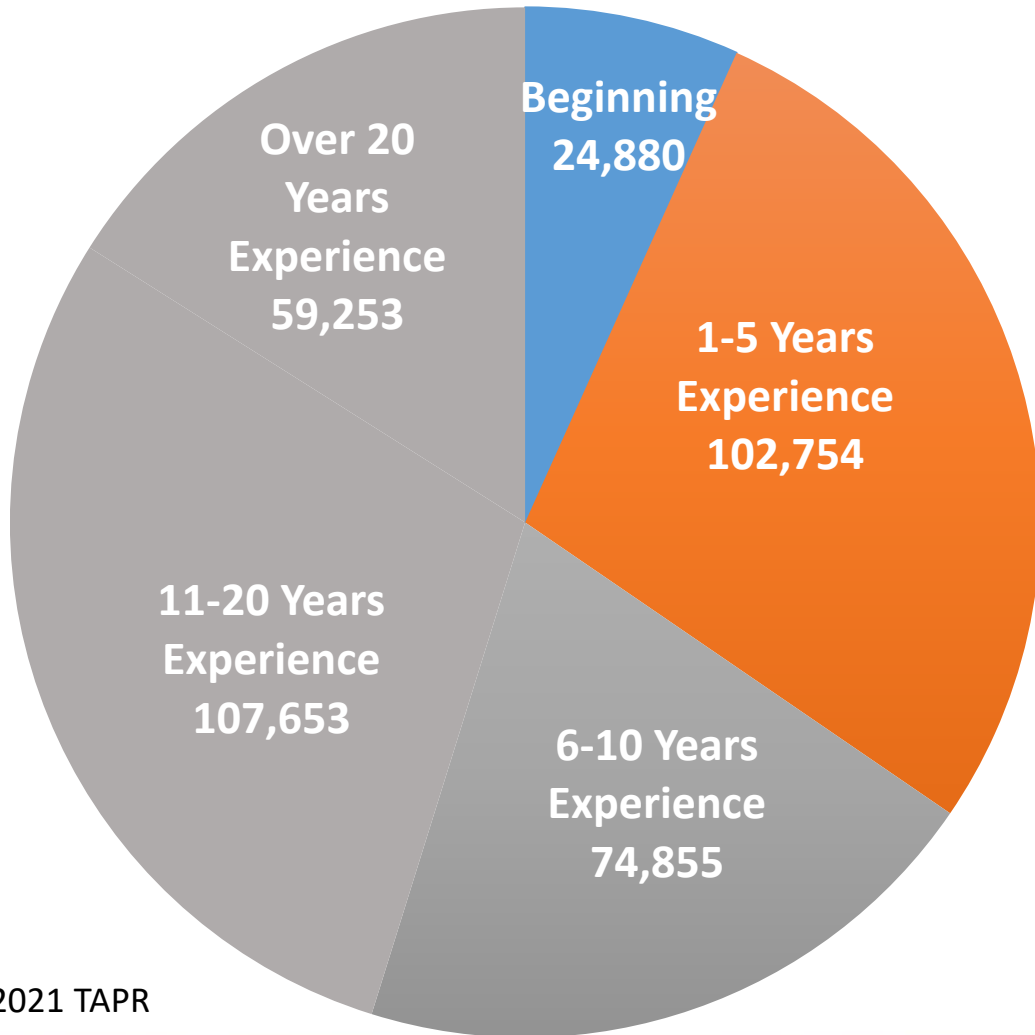


If teachers prepared in alternative certification programs were retained at the same rate as teachers prepared in traditional programs, over **3,700** fewer new teachers would have been needed last year.

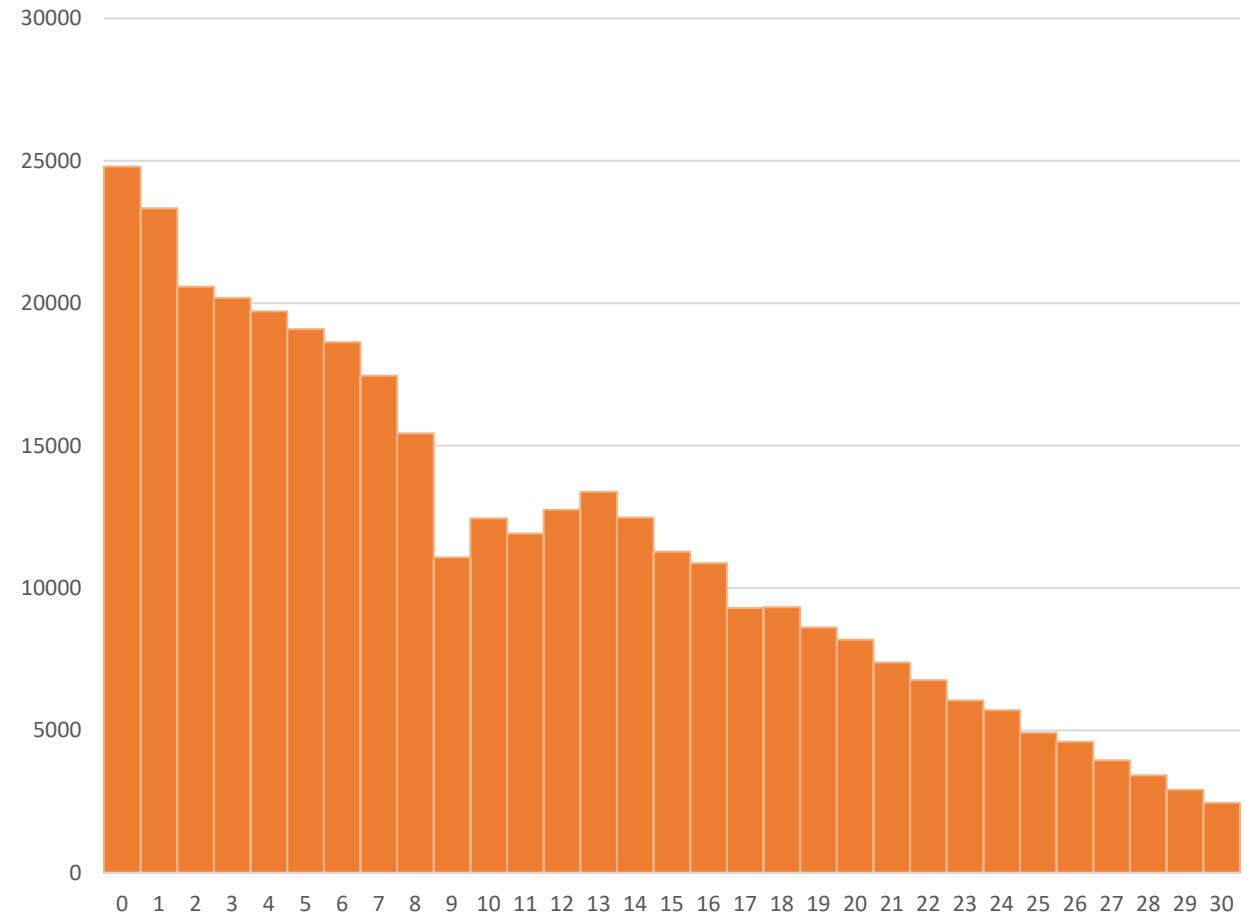
## But novice teachers leave the profession in large numbers



# There are a large number of novice teachers

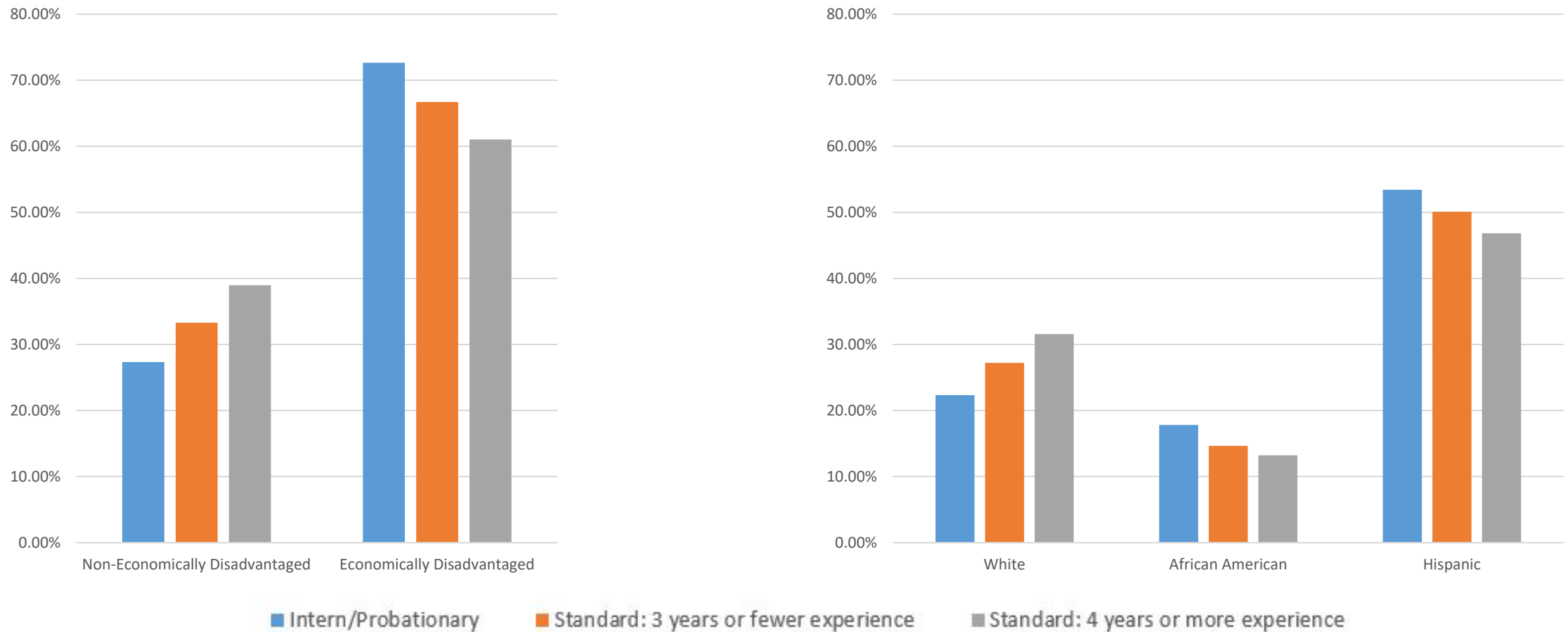


Teacher Years of Experience in 2021

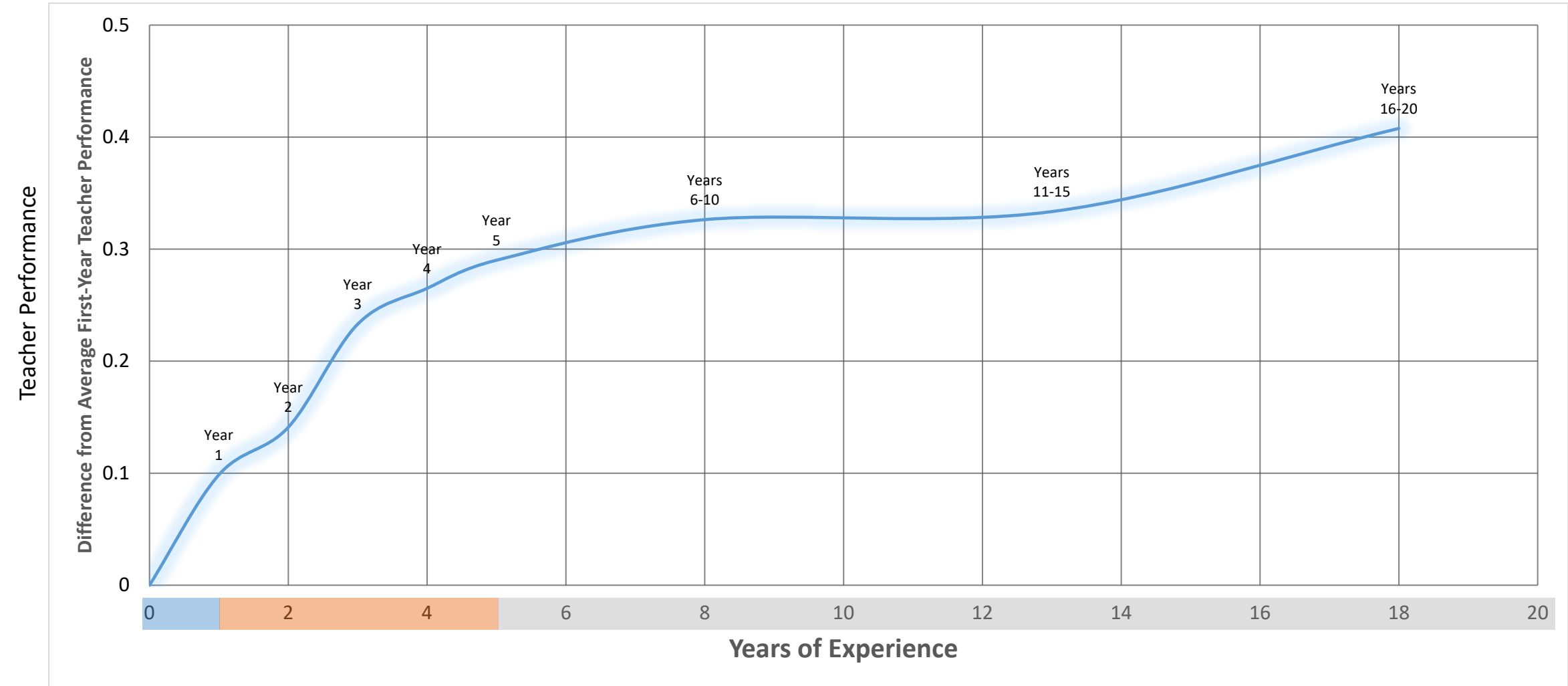


# Novice teachers are more likely to teach low-income students and students of color

Median Campus Demographics by Teacher Certificate Type and Experience



# Novice teachers achieve less academic growth with students than more experienced teachers



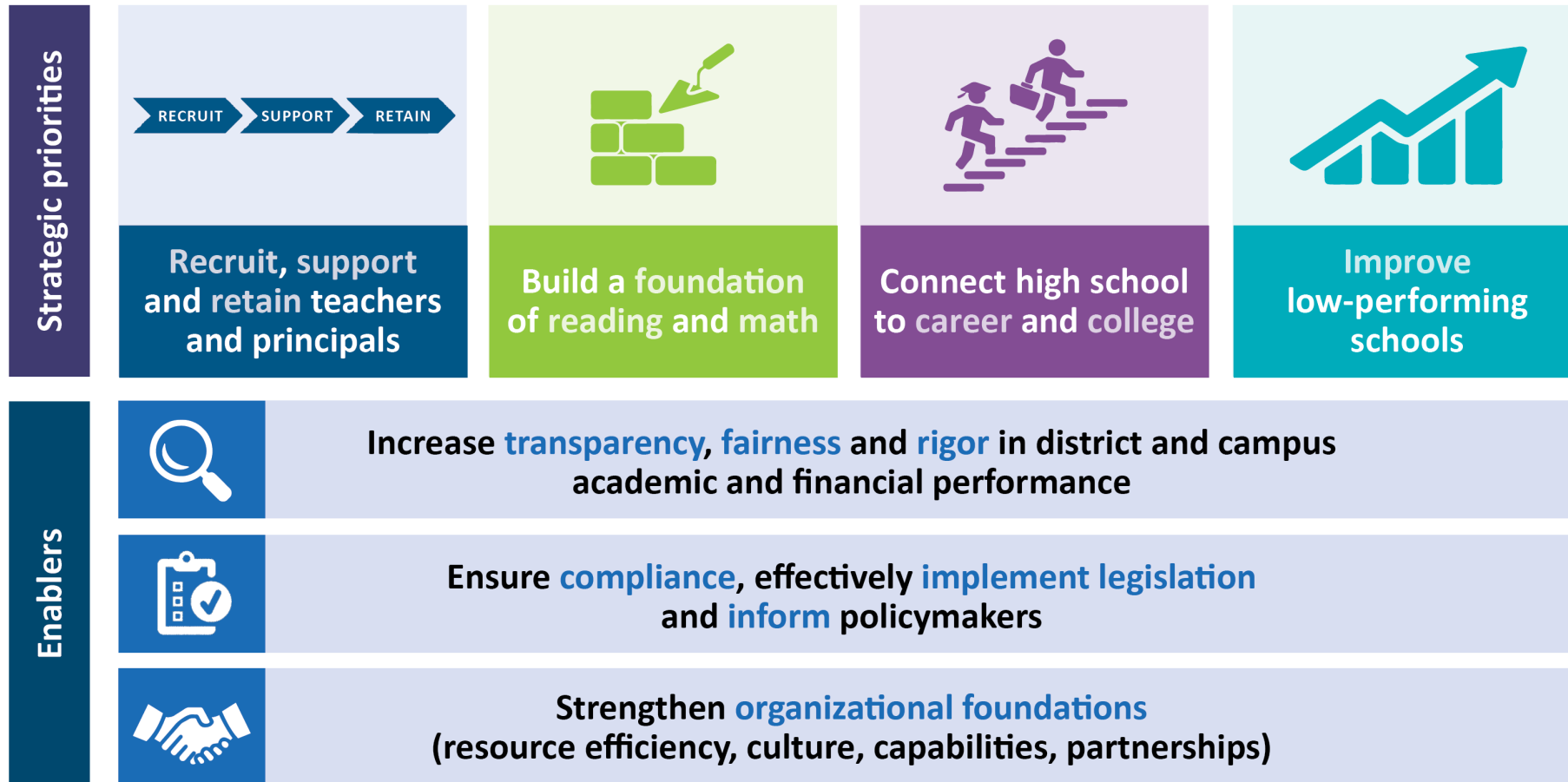


The background of the slide is a photograph of two women sitting at a table, smiling and looking at each other. The woman on the left is wearing a red long-sleeved shirt and has her hands clasped together. The woman on the right is wearing a grey long-sleeved shirt. On the table in front of them are several small, round, colorful objects, possibly paint palettes or craft supplies. A blue water bottle is visible on the left side of the table. The image is slightly blurred and has a soft, warm tone.

**Increasing recruitment & retention, and improving preparation support and quality requires as integrated strategy**

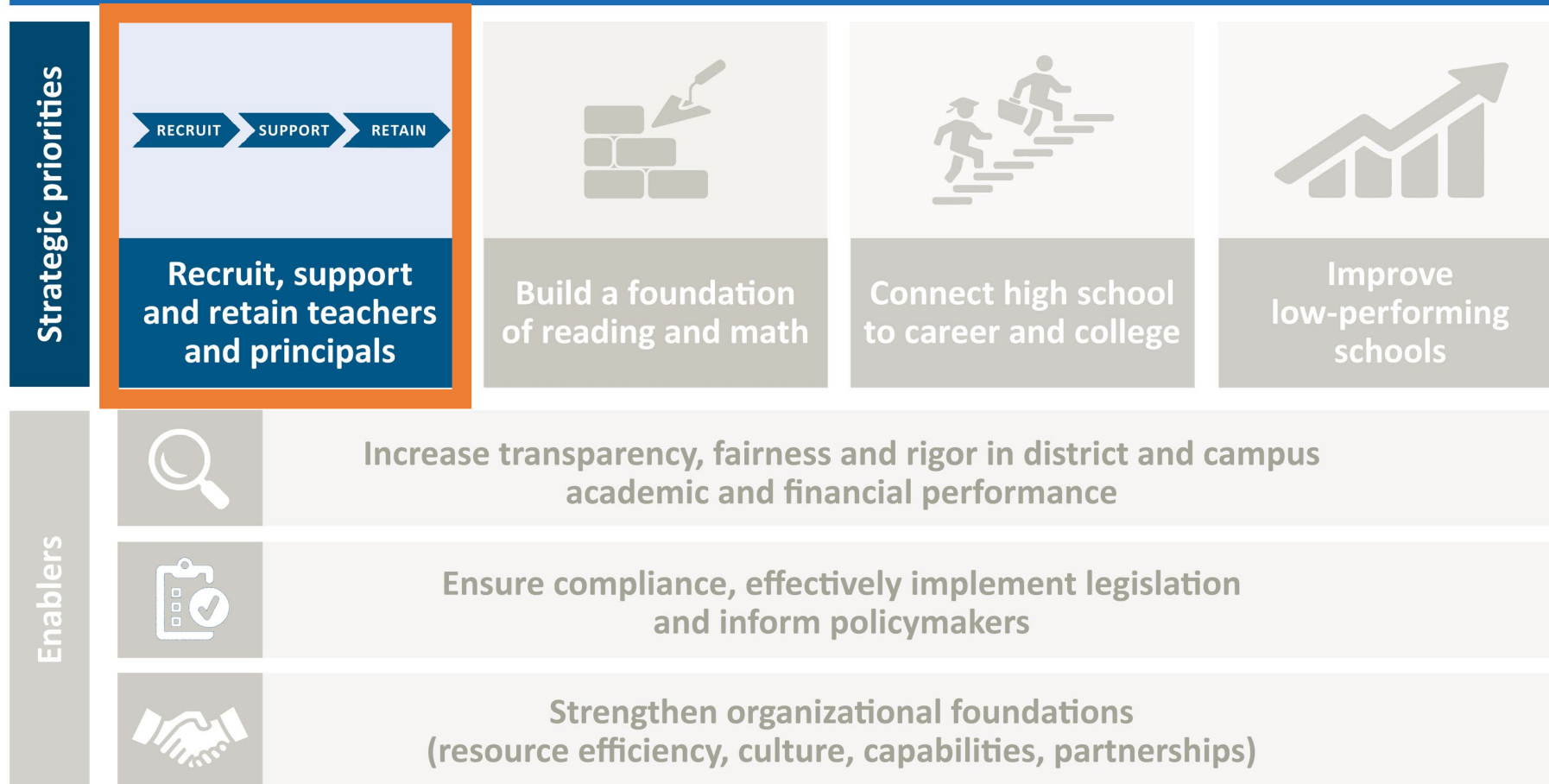
# TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.

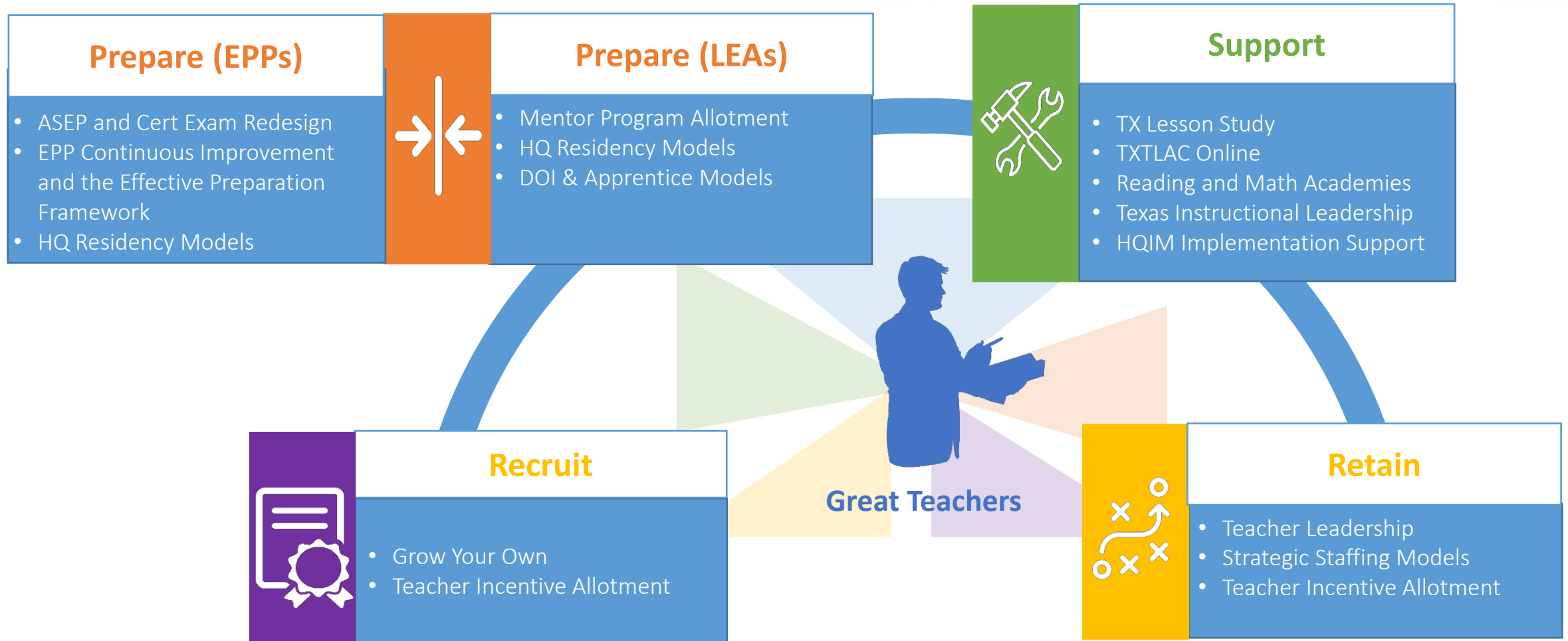


# TEA Strategic Priorities

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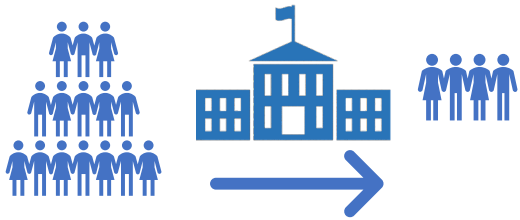
# Recruiting, Preparing, Supporting, and Retaining Teachers Requires a Continuum of Policies and Practices



# We must increase teacher preparation rigor AND increase teacher recruitment and retention efforts



If there are no other policy changes, some argue that increased rigor in teacher preparation can reduce the number of people entering the profession...



However, low rigor of preparation will continue to lead to increased early career teacher attrition and low outcomes for students taught by novices...



Therefore, we must combine a focus on increasing rigorous preparation with a focus on increasing recruitment, support, and other retention efforts



# The Texas Legislature has significantly invested in additional teacher recruitment and retention supports



## Strategic Staffing

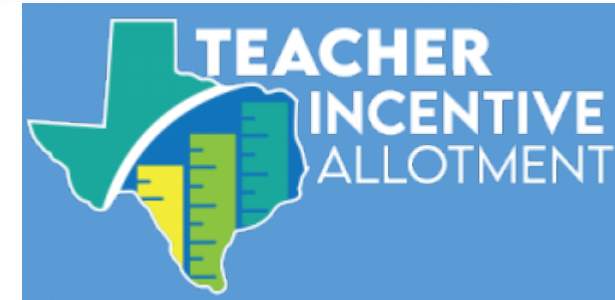
Grant funding for **teacher resident stipends** and access to **strategic staffing design and implementation supports**



## Teacher Residencies

**High-quality, sustainable teacher residency** planning and implementation support in partnership with an Educator Preparation Program

**~\$130 million** in federal and state funds,  
87<sup>th</sup> TX Legislative Session



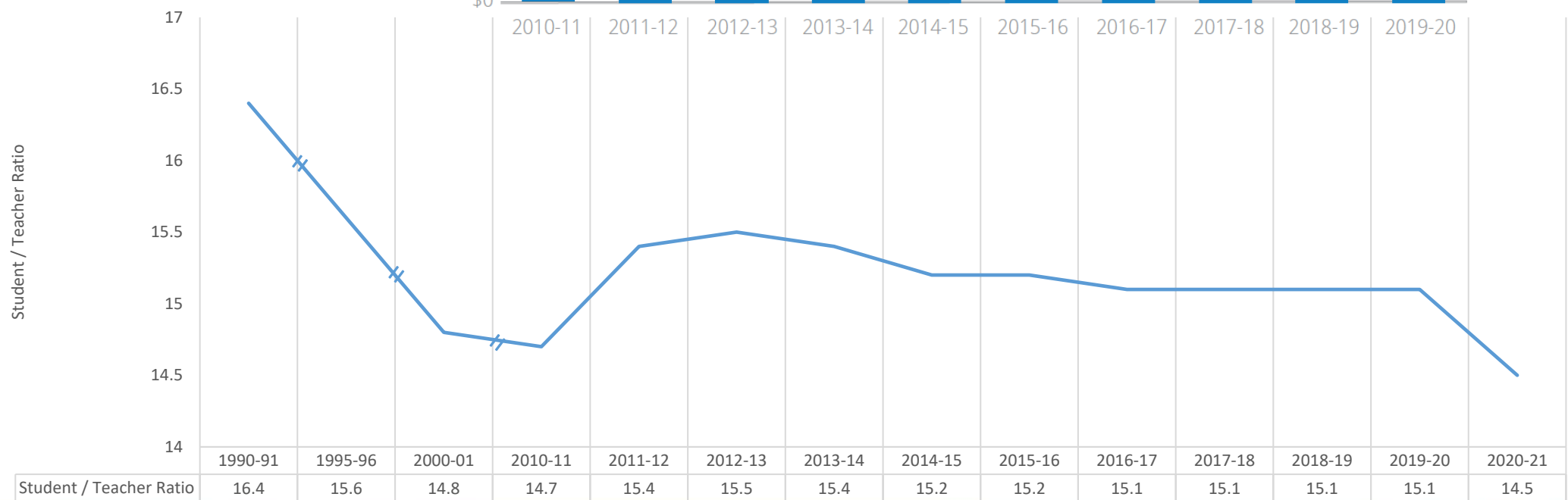
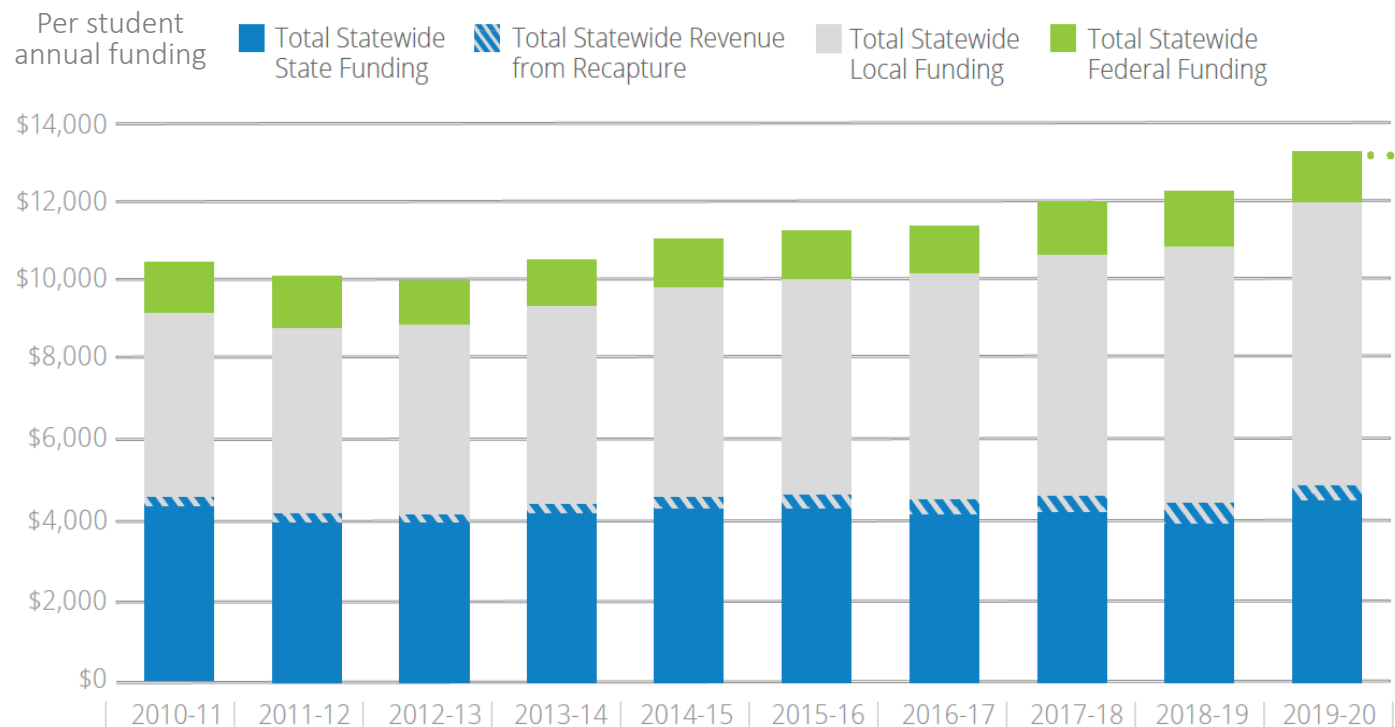
**NATIONAL BOARD**  
*for Professional Teaching Standards®*

**Recognized – \$3,000–\$9,000**

**Exemplary – \$6,000–\$18,000**

**Master – \$12,000–\$32,000**

The legislature has also increased overall funding, but the impact on teacher salaries depends on LEA staffing decisions

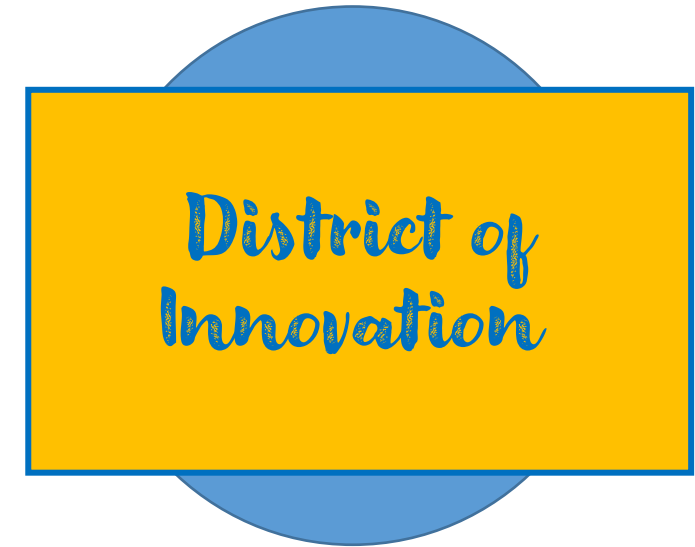


# Districts have access to a range of hiring and placement flexibility to meet immediate needs

## 7 Ways to Qualify an Uncertified Teacher

- Alternative certification program (ACP)
- School district permit
- Emergency certification
- Temporary Classroom Assignment Permit (TCAP)
- Nonrenewable permit
- Texas Education Agency (TEA) waiver

<https://www.tasb.org/services/hr-services/hrx/recruiting-and-hiring/7-ways-to-qualify-an-uncertified-teacher.aspx>



This flexibility allows districts to create targeted apprenticeship approaches along with innovative & strategic staffing models

# Forney ISD GYO Example: Paraprofessional to Certified Teacher

## FACT: Empower

Forney ISD paraprofessional transition to locally certified classroom teacher

### NOTE

Starting salary for 0 year teacher  
2021-22 is \$54,400; Aide is \$17,144

[21-22 Teacher Salary Schedule](#)

## Empower Program Pay Scale

	FISD Salary	Salary Paid	Tuition	Diff.	Degree Plan	Benchmarks
Totals				+\$31,600		
FISD Aide	\$17,144				Apply to program	
Year 0 Teacher	\$54,400	\$40,000	\$1,000	+\$13,400	Complete 30 FISD hours	Forney ISD Locally Certified
Year 1 Teacher	\$54,400	\$40,000	\$7,000	+\$7,400	Complete 30 hours IWU	-
Year 2 Teacher	\$54,400	\$40,000	\$7,000	+\$7,400	Complete 30 hours IWU	
Year 3 Teacher	\$54,400	\$44,000	\$7,000	+\$3,400	Complete 30 hours IWU	IWU Core Complete
Year 4 Teacher	\$54,000	\$54,000	\$0	\$0	Complete Internship with Teachworthy	Bachelor's Degree Complete

\*Candidate pays \$300/month for 10 months



# Forney ISD GYO Example: High School E&T Coursework to Certified Teacher

## FACT: Focus

Forney ISD course plan for high school education in training students to complete field experience, have the opportunity for employment with the district upon high school graduation, and pursue their bachelor's degree while working as a classroom

## NOTE

DCCCD tuition is waived for FISD students.





## Focus Program Pay Scale

	FISD Salary	Salary Paid	Tuition	Diff.	Degree Plan	Benchmarks
Totals				+\$2,400		
11th Grade				\$0	Complete 30 hours DCCCD	
12th Grade				\$0	Complete 30 hours DCCCD	DCCCD Core Complete
Year 0 aide	\$17,144	\$17,144	\$1,000	-\$1,000	Complete 30 hours PLA	Forney ISD Locally Certified
Year 1 Teacher	\$54,400	\$44,000	\$7,000	+\$3,400	Complete 30 hours IWU	
Year 2 Teacher	\$54,000	\$54,000	\$0	\$0	Complete Internship with Teachworthy	Bachelor's Degree Complete

\*Candidate pays \$300/month for 10 months




# Ector County ISD Example: Teacher Residency and Strategic Staffing Models



Classroom 1	Classroom 2	Classroom 3	Classroom 4
Full-time teacher 	Full-time teacher 	Full-time teacher 	Vacancy or substitute teachers 

Opened with over 300 vacancies each year



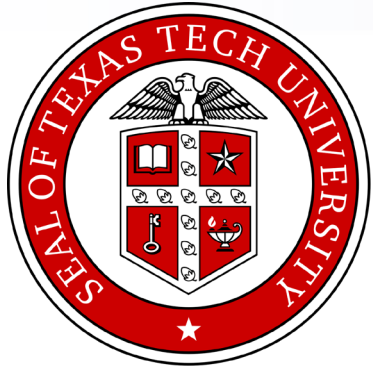
Classroom 1 - Multi-Classroom Leader and Advanced Paraprofessional or Teacher Resident
 Multi-classroom leader – ~70K + ~15K Advanced Paraprofessional (Reach associate) - ~30K or Teacher Resident – ~30K



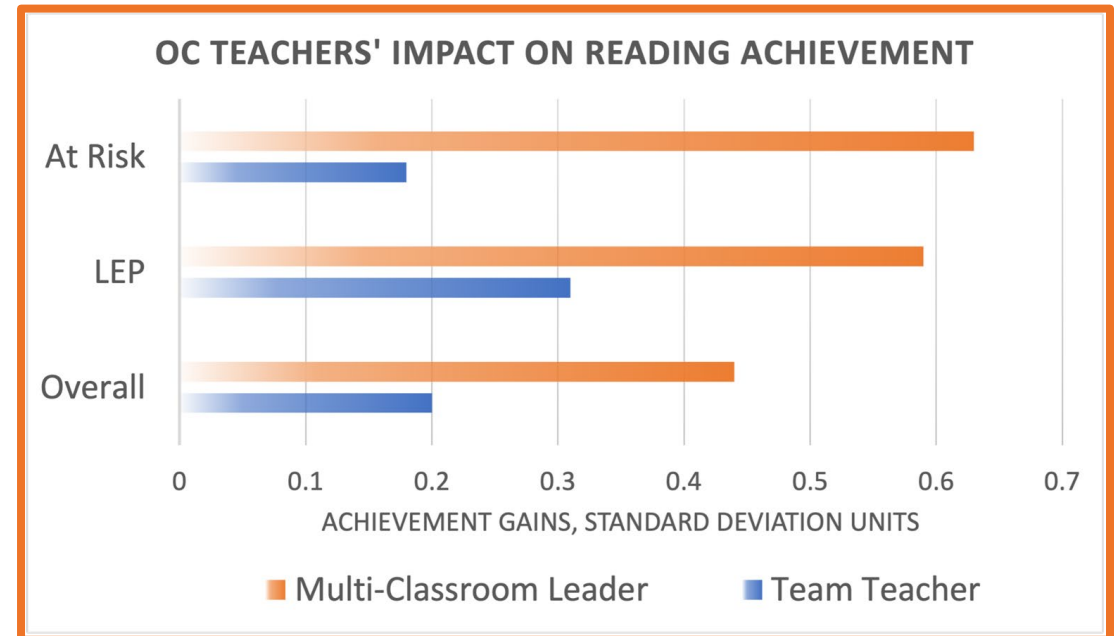
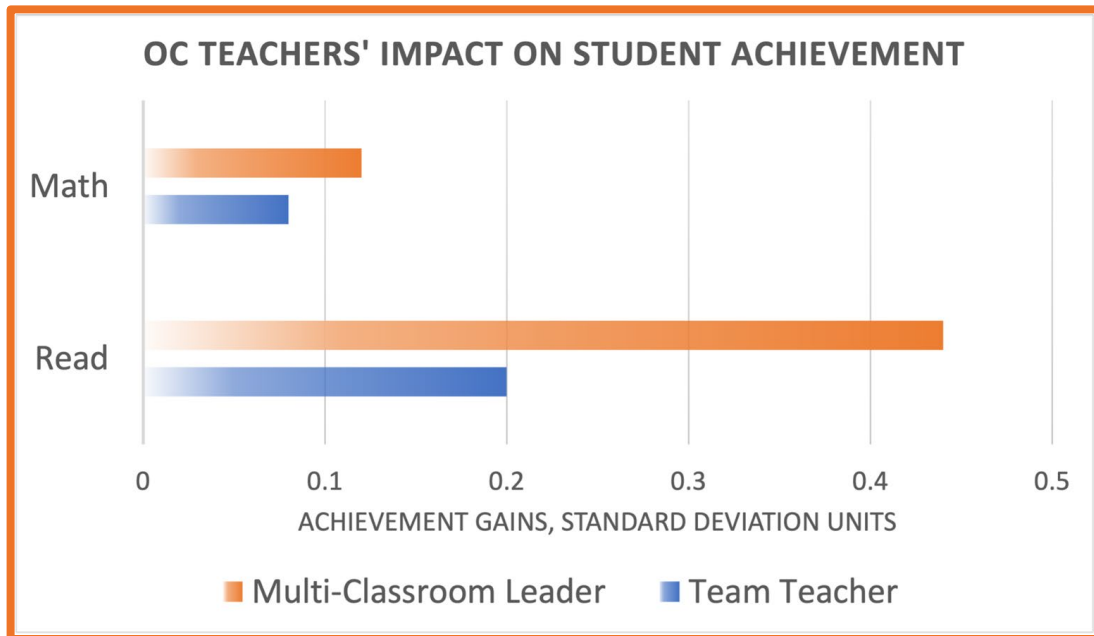
Classroom 2	Classroom 3
 Full-time teacher	 Full-time teacher

Opened with less than 30 vacancies

# ECISD – Academic Results



The magnitude of these gains is significant. The association of having a Multi-Classroom Leader or Team Teacher is equivalent to replacing the average ECISD teacher with an ECISD teacher in the top quartile.



# While districts can pursue options independent of certification, state efforts can improve alt-cert program quality to increase overall novice teacher retention & quality

Implement rigorous and relevant certification exams focused on demonstration of content pedagogical skill, including STR and edTPA.

## 1. Rigorous, Relevant Educator Certification Exams

Hold EPPs accountable for candidate performance on certification exams, student growth, candidate support, and candidate and principal feedback.

## 2. ASEP EPP Accountability

Support the development and scale of high-quality teacher residency programs.

## 4. Recognize and Expand Strong Preparation Practices

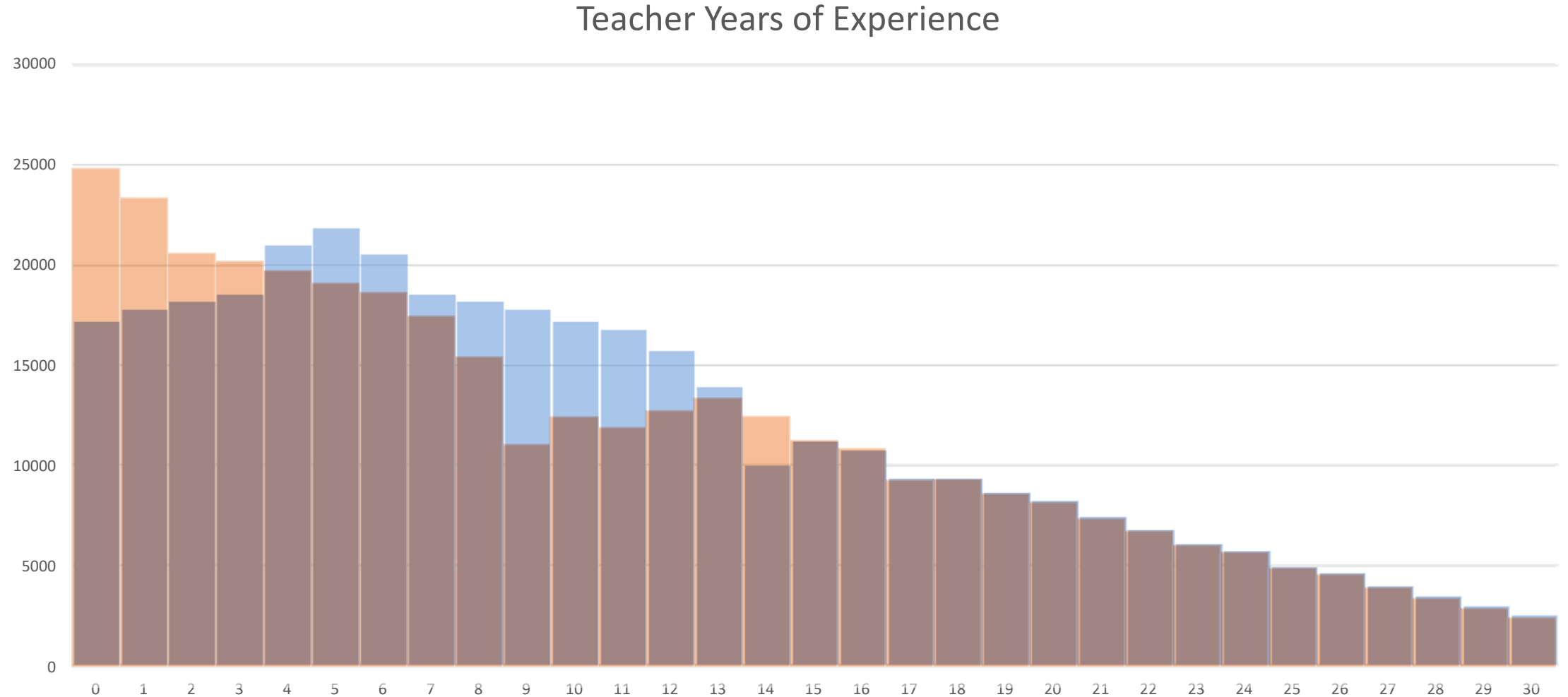
Support EPP continuous improvement through a shared vision for high quality educator preparation that informs approval and ongoing review.

## 3. Effective Preparation Framework

The background of the slide is a photograph of two women in what appears to be a classroom or workshop setting. The woman in the foreground is wearing a red long-sleeved shirt and is smiling while looking down at a tablet device she is holding. The woman in the background is partially visible, also looking towards the tablet. On the table in front of them are some art supplies, including a palette with various colors of paint or makeup. The overall atmosphere is collaborative and focused.

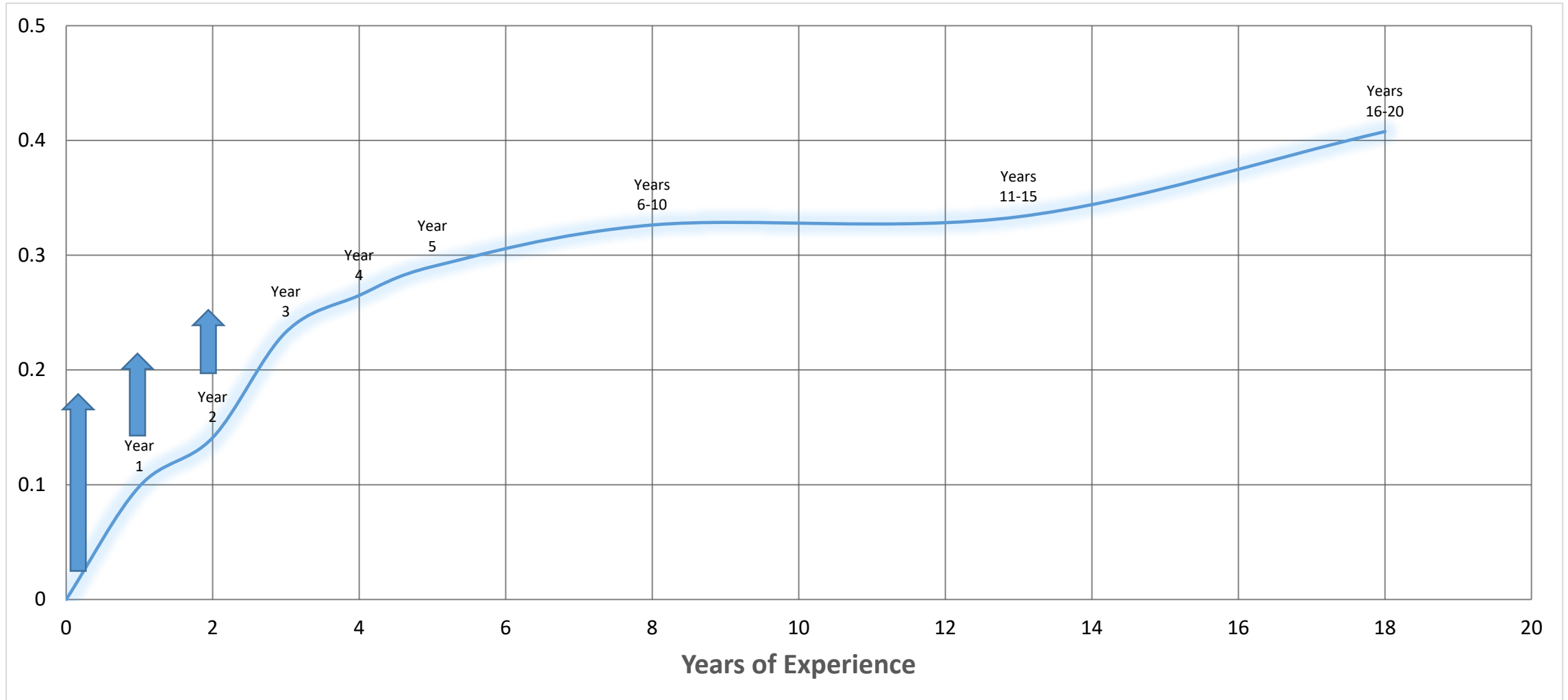
**We can significantly improve our approach to preparing teachers while maintaining overall supply and increasing retention.**

# What the future could be for the teaching workforce





# What the future could be for Texas students





The challenge is mighty,  
but so are educators in Texas.