# Teacher Workforce Interim Charge

OCTOBER 14, 2020

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Texas Education Agency

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

Support: School Leadership and Culture

- Principal Certification Redesign
- Principal Residencies
- Texas Instructional Leadership
- Restorative Practices

Support: Initial Teacher Preparation

- Redesign certification exams
- Increase high quality teacher preparation pathways
- Mentor Program Allotment

Support: Continuous Professional Growth

- TX Lesson Study
- TXTLAC Online
- Teacher Leadership
- Reading Academies
- Math and SPED Academies
- Remote Instruction

Recruit

- Grow Your Own
- #iamtxed Campaign
- Teacher Incentive Allotment

Retain

- Compensation Increases
- Teacher Incentive Allotment

RECRUIT
SUPPORT
RETAIN

Over 5,000 school leaders across the state participated in Excellence in Remote Instruction sessions over the summer.

MODULE A	MODULE B	MODULE C
Introduction to Remote Learning	**Driving Remote Instruction Quality and Improvement**	**Building Staff Capacity Remotely**
Understand how to set up a vision and structures for remote learning implementation and success. Leaders will: • Understand what remote learning is and clarify key terms and approaches • Explore what the research base says about components that drive quality and efficacy • Identify starting points for implementation	**Explore drivers for effective, rigorous, and equitable remote instruction.** Leaders will: • Develop a deeper understanding of remote instructional quality • Explore key strategies such as assessing mastery and executing data-driven personalization • Align leadership team support	**Understand how to implement remote, site-level professional learning to support teacher success.** Leaders will: • Understand drivers for high-quality adult online learning • Identify critical educator competencies needed for implementing remote instruction • Develop an action plan for educator learning

Texas TLAC Online provides free high-quality, virtual professional learning to all Texas educators. Accounts tripled since March.

Texas TLAC Online

Resources   LOG IN   SIGN UP

Learn and practice
Teach Like a Champion techniques
on your own schedule

Total TXTLAC Online Accounts

7000
6000
5000
4000
3000
2000
1000
0

March   April   May   June   July   August   September

Total Accounts
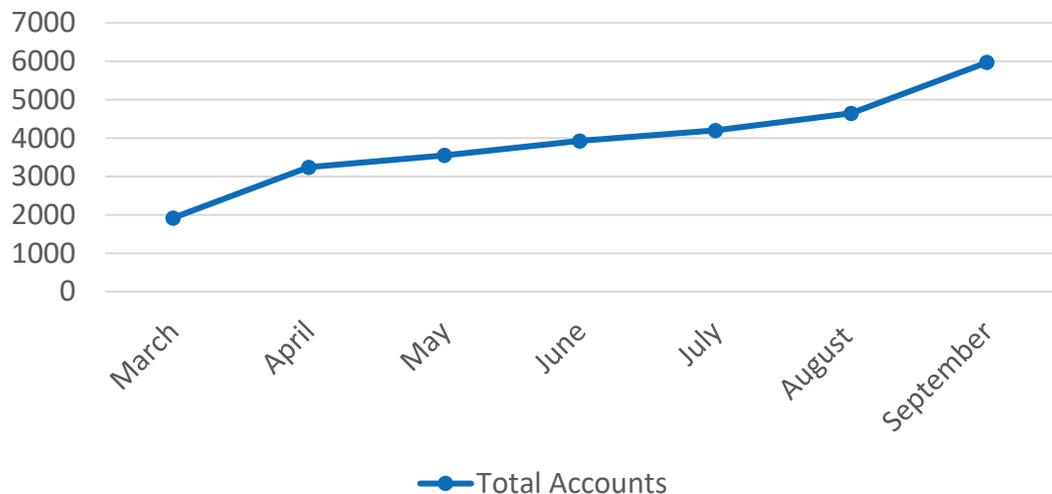
Built for the reality of busy teacher lives, each 15-minute module follows a similar design pattern:

Record

Just try it out: Self-interrupt on the word "evaporation."

"Yesterday, we discussed the process of evaporation."

Click "Record" when you're ready, and feel free to re-record until you're satisfied.

STEP INTO A CLASSROOM
Observe the technique in action with teachers and students.

SEE A MODEL
Watch members of Uncommon Schools' TLAC team modeling how to practice the technique.
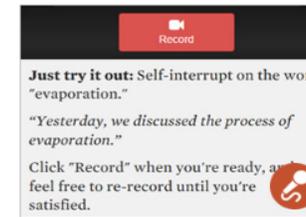
PRACTICE
Record yourself practicing to review and share with others.

Some modules also include Doug Lemov in conversation with champion leaders and teachers about the benefits, impact, and nuances of the specific technique.

Texas TLAC Online currently has 24 modules covering 11 techniques in 3 categories:

Behavior and Culture	Planning for Achievement	Engaging Academics
What To Do	Double Plan	Cold Call
Radar	Plan For Error	Show Call
Least Invasive Intervention	Art of the Sentence	Stretch It
Strong Voice	Exit Tickets	

Through a TEA-sponsored program, Texas TLAC Online is available at no cost to all educators and education students in Texas.

Reading Academies provide online teacher training modules on evidence-based literacy instruction to teachers across the state.

23,000+ teachers are currently participating in reading academies, both face to face & virtual

"Information about Literacy Rich Environments was helpful to understand how to better support students and their parents on their literacy journey by making them feel included and supported as well as comfortable in the learning environment."

"All of chapter 4 [M2:STR] was eye opening. We always talk about explicit and systematic instruction, but it was broken down for us in this chapter so that it seems incredibly logical."

Overall, 83% of participants agree or strongly agree that Reading Academies modules are well designed and will positively impact classroom practice.

| Module	Science of Teaching Reading	Establishing a Literacy Community	Using Data to Inform Instruction	Oral Language and Vocabulary	Phonological Awareness
% of participants who agree+ that the **module is well designed.**	87	84	79	77	89
% of participants who agree+ that the **content will improve classroom practice.**	89	85	80	79	89

Results look promising from statewide initiatives focused on recruiting, supporting, and retaining teachers . . .

- The **Teacher Incentive Allotment** designated **3900 high performing teachers** in 26 LEAs, providing them with an additional **$3,000 - $32,000** in additional compensation.
- The **Grow Your Own** initiative impacted **110 LEAs (9,288 high school students, 452 paraprofessionals, and 192 teacher residents)**.
- The **Mentor Program Allotment** impacted 65 LEAs, supporting **1665 beginning teachers** with research-based new teacher mentoring practices.
- **TX Instructional Leadership** supported job-embedded, professional development in **265 campuses**, resulting in significant increases in campus performance.
- **TX Lesson Study** impacted **1400 teachers** serving 49,000 students and resulting in increases in student pre- and post-assessment scores.
- **Reading Academies** launched, supporting over **20,000 teachers** to strengthen their reading practices

But much more work remains given the challenges...

Students taught by inexperienced teachers are, on average, at a disadvantage

Based on 2018-2019 STAAR progress measure

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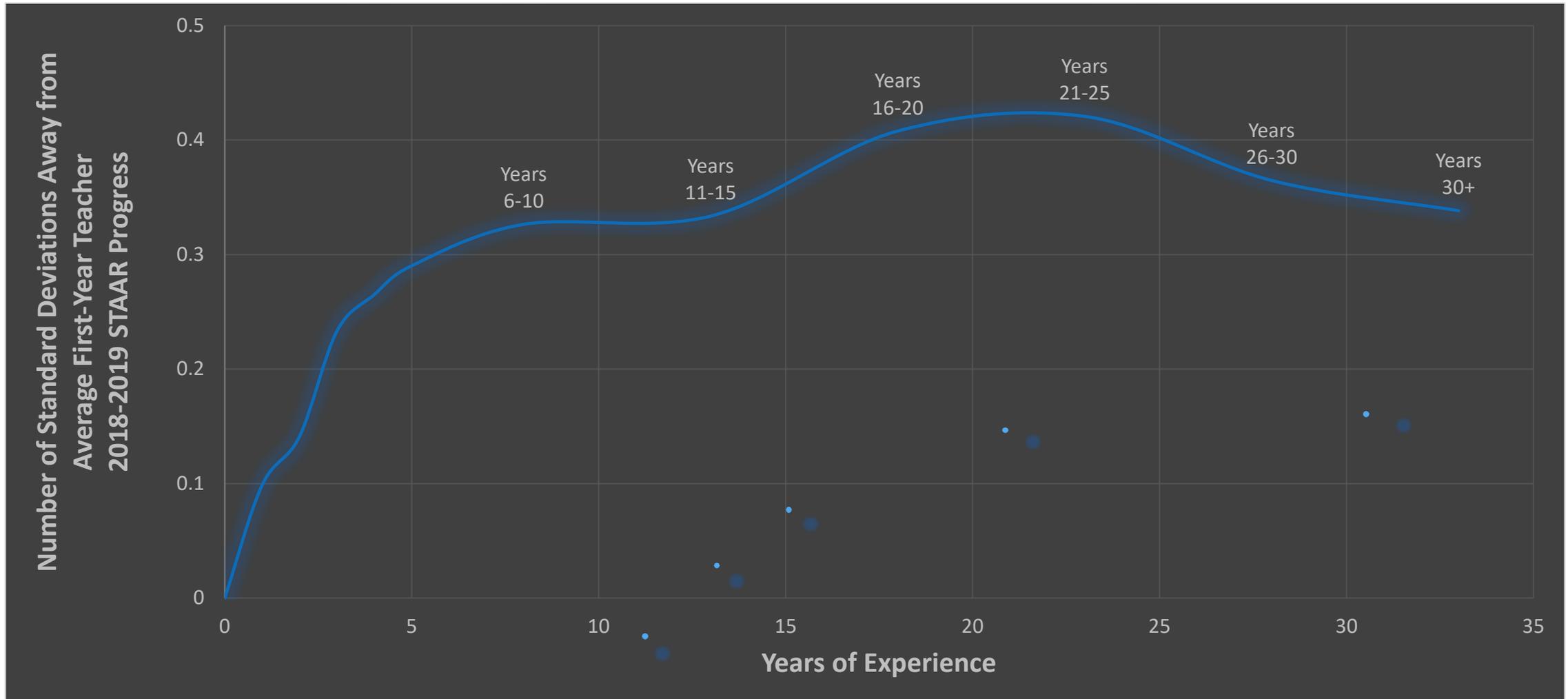
High-quality teacher residency programs could significantly shift the learning curve for new teachers, ensure teachers are well prepared for Day 1, and impact thousands of students in new teacher classrooms.
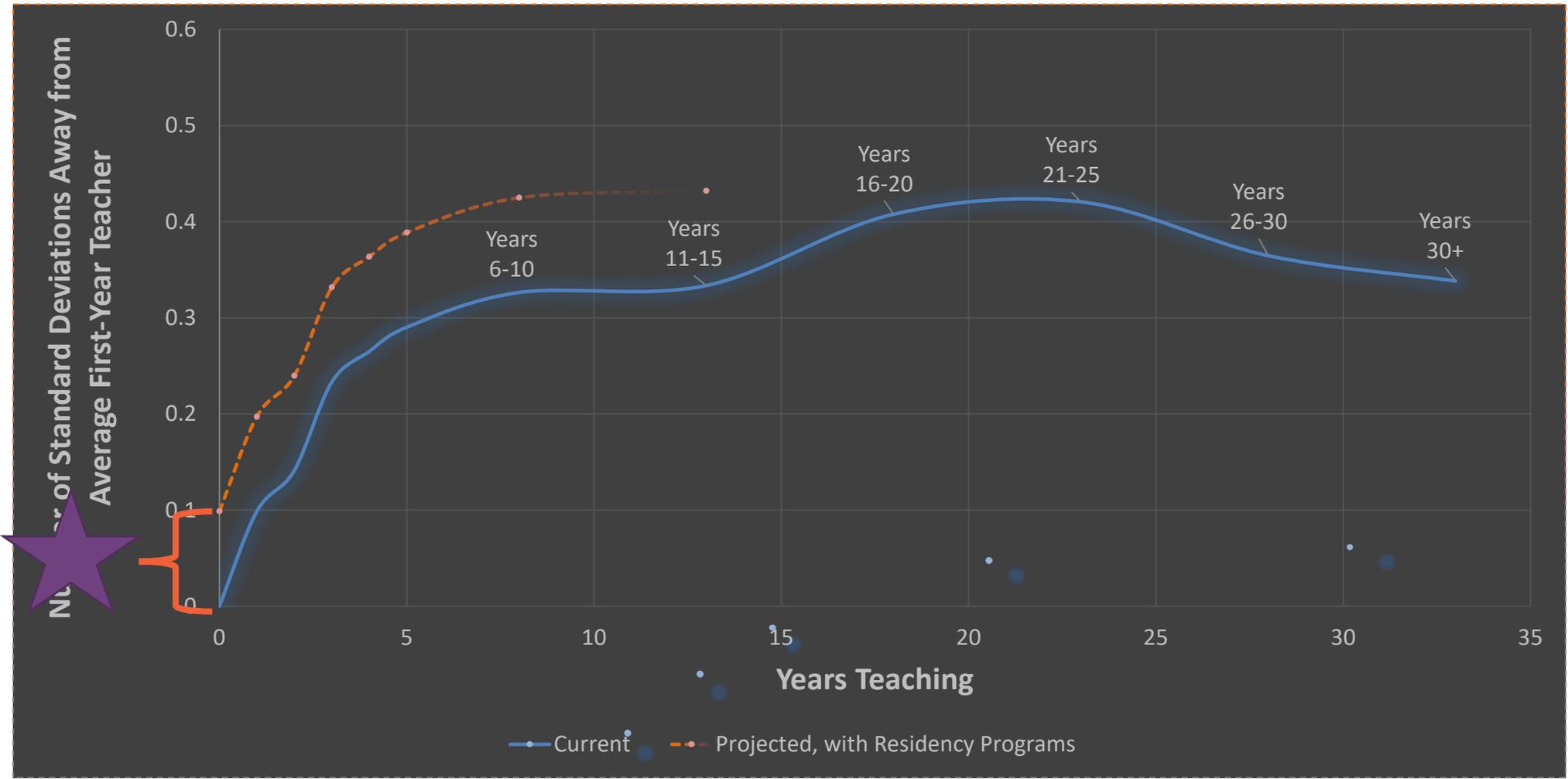
Pathway 3: Teacher Residencies

High-quality **clinical teaching residencies** and intensive preservice training for EPP students.

Up to $15,000 stipend per teacher candidate.

This also provides funds for EPP field supervisor.

Partnership between a Texas local education agency (LEA) and educator preparation program (EPP).

Year-long clinical teaching experience or intensive preservice training.

Expectation of ongoing coaching and support

Requirement that the teacher candidate teach within the placement LEA for a set number of years.

TEXAS LEGISLATURE
RIDER 41
86th Legislative Session

Questions?

Appendix

Retention challenges result in new teachers being a significant percentage of the workforce. New teachers are more likely to serve low income students and student of color.

358,450+ Total Teachers

Pie chart:
- Beginning 7%
- 1-5 Years Experience 29%
- 6-10 Years Experience 19%
- 11-20 Years Experience 29%
- Over 20 Years Experience 16%
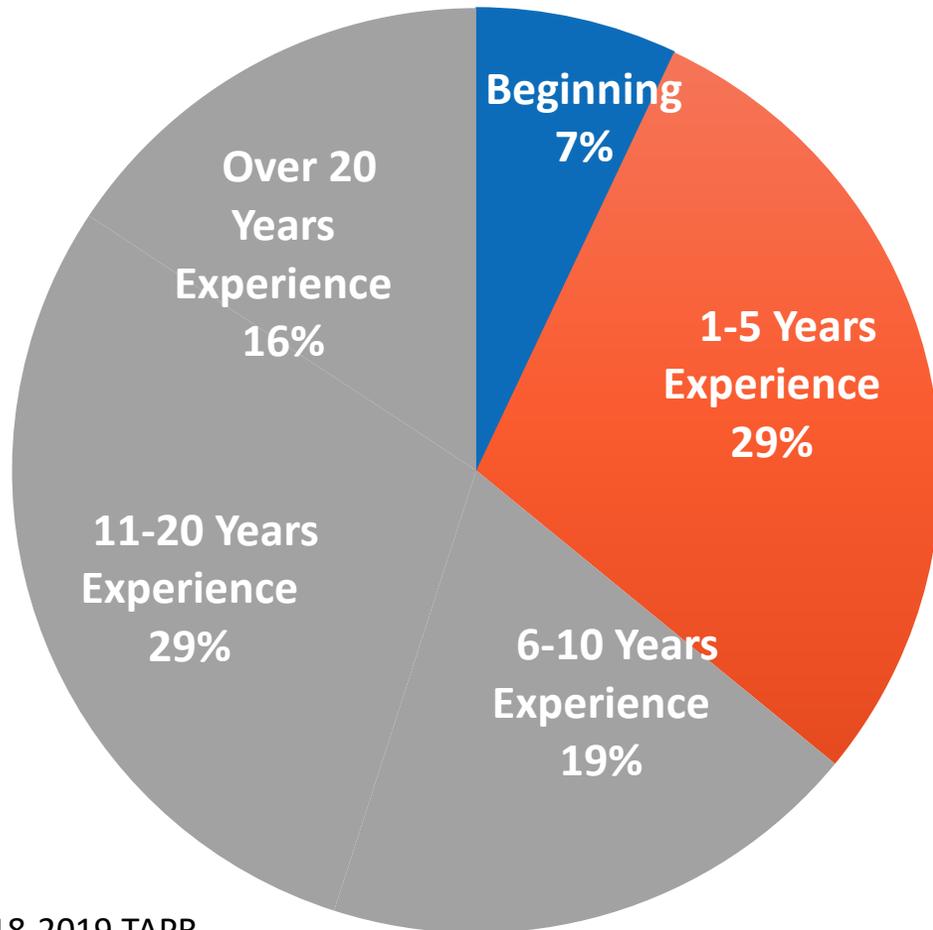
Campus Demographics by Teacher Certificate Type and Experience

Bar chart categories: Black/African American, White, Hispanic/Latino, Economically Disadvantaged, Non-Economically Disadvantaged

Legend:
- Intern/Probationary
- Standard: 3 years or fewer experience
- Standard: 4 years or more experience

2018-2019 TAPR
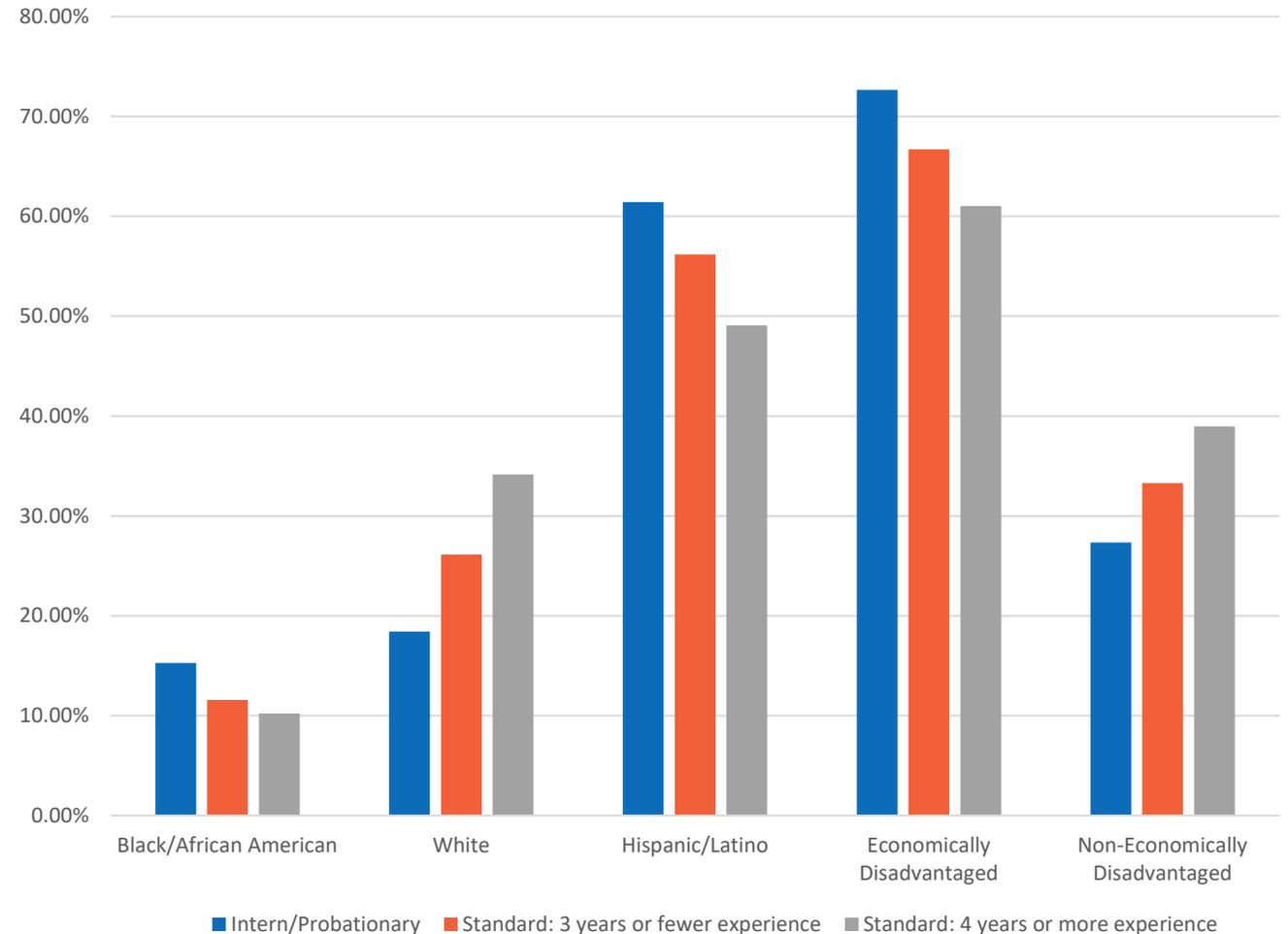
Expanding teacher residency models will support more Texas teachers to be ready to meet the needs of students on Day 1.

Goal: Ensure a high-quality, diverse teaching workforce that is well-prepared to meet the needs of all Texas students beginning **Day 1**.

Texas Teacher Residency Model Priorities:

- Strengthen our **recruitment and selection** of a high-quality, diverse teacher candidate pool

- Ensure a **high-quality clinical experience** for all teacher candidates through teacher residency programs

- Use **competency and performance-based assessments** to inform the design of teacher residency programs and determine teacher candidate preparation for their first day of teaching

How does the medical field ensure doctors have the required knowledge and skills by their first day as a physician?

Before Medical School

Rigorous undergraduate coursework

Intentional recruitment and selection of students

Medical School

4 Years

Specialized, research-based coursework, which includes clinical experience

The Match

Intentional matching of physician and residency based on specialized skill sets
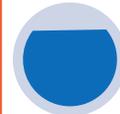
Medical Residency

3-7 Years

Extensive, hands-on, supervised training and practice under an attending physician
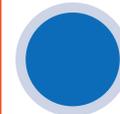
Continuing Medical Education

Practicing Physician

State licensure as minimum bar, with board certification in specialties

Medical residencies allow physicians ample opportunity to practice prior to becoming a practicing physician, shifting that steep learning curve

Field-specific Content Knowledge

Medical residencies provide extensive **training in a specific field**

Focus on Skill-Building

Medical residencies focus on opportunities to **apply skills through extensive, high-quality practice**

Pre-Service Practice

Medical residents receive **consistent and supervised practice before their first opportunity on their own**

Compared to the medical profession, the majority of teacher preparation programs in Texas have a shorter pre-service training (with varying amounts of clinical experience) and no residency experience.

Preparation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8 and Beyond
Medical Preparation with Residency	Preparation: Medical School				Residency: 3-7 Years			Practicing Physician
Traditional Teacher Preparation	Preparation: Educator Preparation Program (IHE)		Teacher of Record					
Non-Traditional Teacher Preparation	Preparation: Educator Preparation Program (Alternative Certification)	Teacher of Record						

The **Texas Teacher Residency Model** will support teacher preparation programs to move closer to the model used in medical preparation.

Before Teacher Residency

Intentional recruitment and selection of **diverse, high quality candidates**
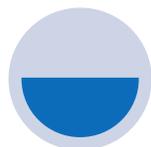
Teacher Residency

2 Years

Content-specific, research-based coursework integrated with targeted skill-building

Extensive, hands-on, supervised training and practice under the guidance of a mentor teacher in a residency lab school
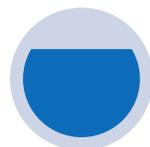
The Match

Intentional matching of resident and placement school based on resident profile and performance.
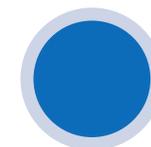
Certification

Certified Teacher

Certification requirements include **demonstrated impact on student outcomes**

Teaching is brain surgery,
and the procedure happens while patients are awake and providing feedback.

High-quality teacher residencies can build teacher capacity through ample pre-service practice and skill-building prior to their first day of teaching

Keys to Teacher Quality

Pedagogical Content Knowledge	Focus on Skill-Building	Pre-Service Practice
"content knowledge for teaching is the **strongest** teacher-level predictor of **student achievement**"	"(teachers) with more coursework on **methods/pedagogy** felt better **prepared to teach** and **stayed longer** in the profession."	"(first-year teachers) who had practice teaching prior to their employment were over **three times less likely to depart**"
EPP coursework in the specific certification fields with opportunities to apply content pedagogy	Targeted skill building aligned with prioritized competencies and measured through performance gates	Training within a high-quality school that is consistent and supervised before their first opportunity on their own

Texas Teacher Residency Model planning grants through the Grow Your Own initiative will support the creation of "Residency Lab Schools".

Residency Lab School – "Teaching Hospital"
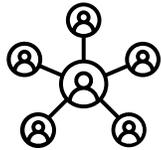
Serves a feeder school pipeline within or across districts:
Places teacher candidates in similar campus settings with aligned academic and coaching models

Implements an academic and coaching model:
Implements high-quality curriculum (TRR/OER) and formative coaching protocols (TIL/TXLS)
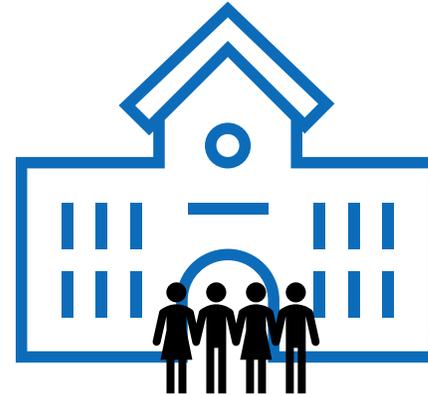
Staffed with Host Teachers (the "Attending Physicians"):
Teachers designated as Recognized, Accomplished, or Master teachers and trained in Teacher Mentor Allotment-approved training programs
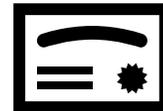
LEA must have an approved local designation system for the Teacher Incentive Allotment

Led in partnership by the EPP and LEA, potentially through a formal 1882 partnership
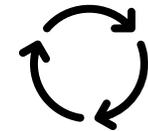
Establishes structures for sustainability:
Implements school models that support sustainability long-term, such as ADSY, staffing models, and distributed leadership

Residency Design Components

Recruitment and Selection of High-Quality, Diverse Candidates

Commitment to Data for Continuous Improvement

Integrated Two-Year Clinical Teaching Experience
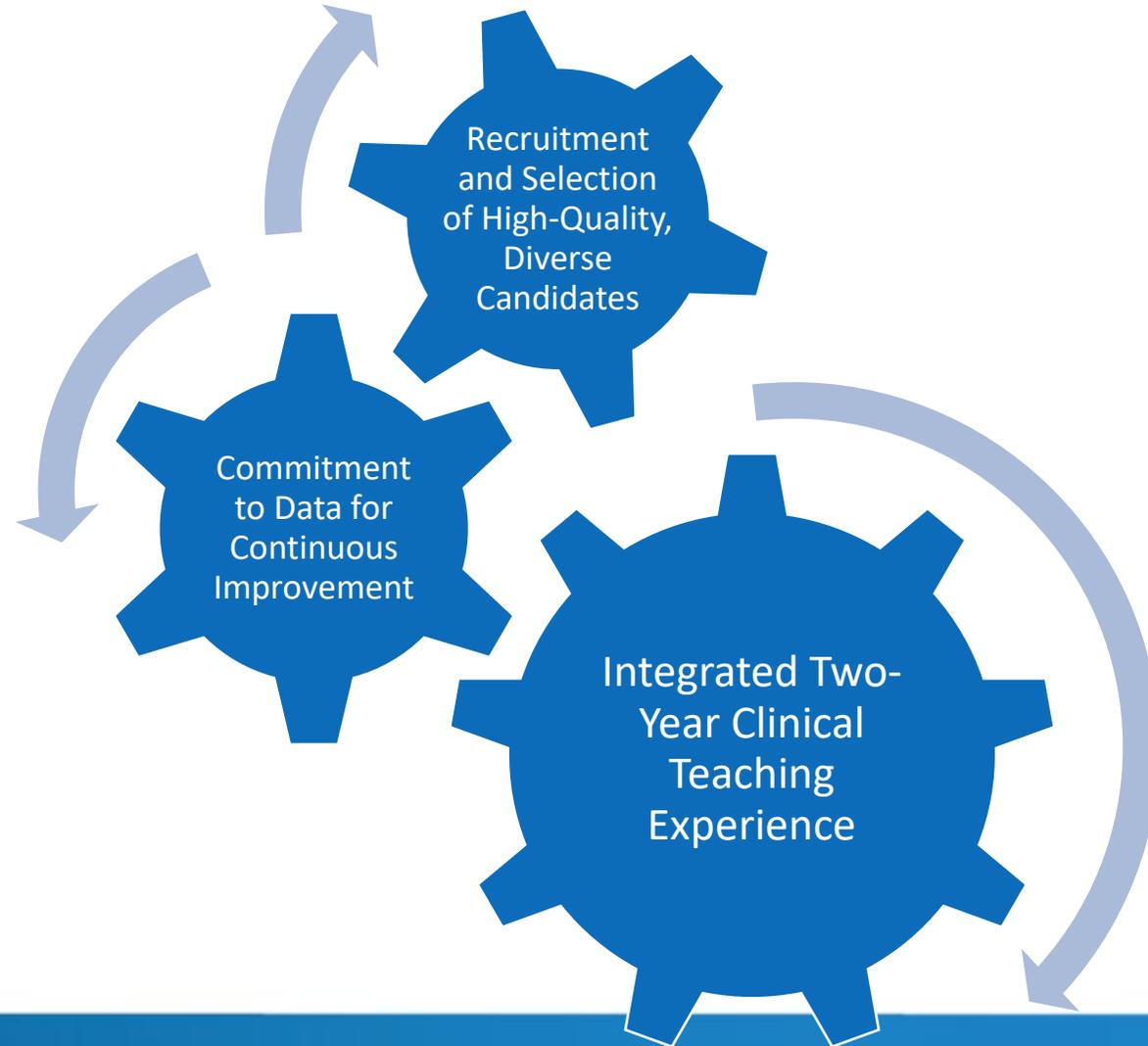
Interest in Teaching has Declined

Do High School Students Want To Become Teachers?

4%
of HS students indicated interest in education major.*
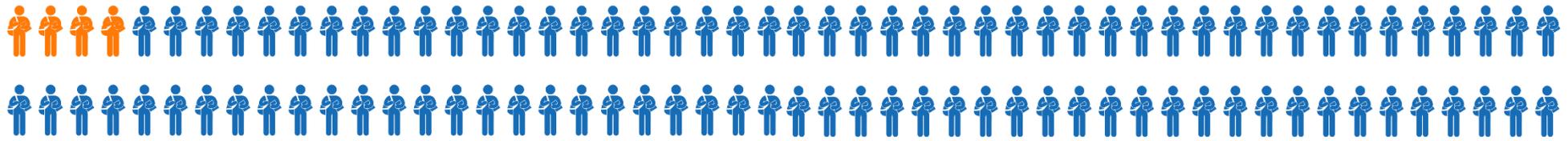
Do Parents Want Their Children To Become Teachers?

46%
of parents want their kids to become teachers.
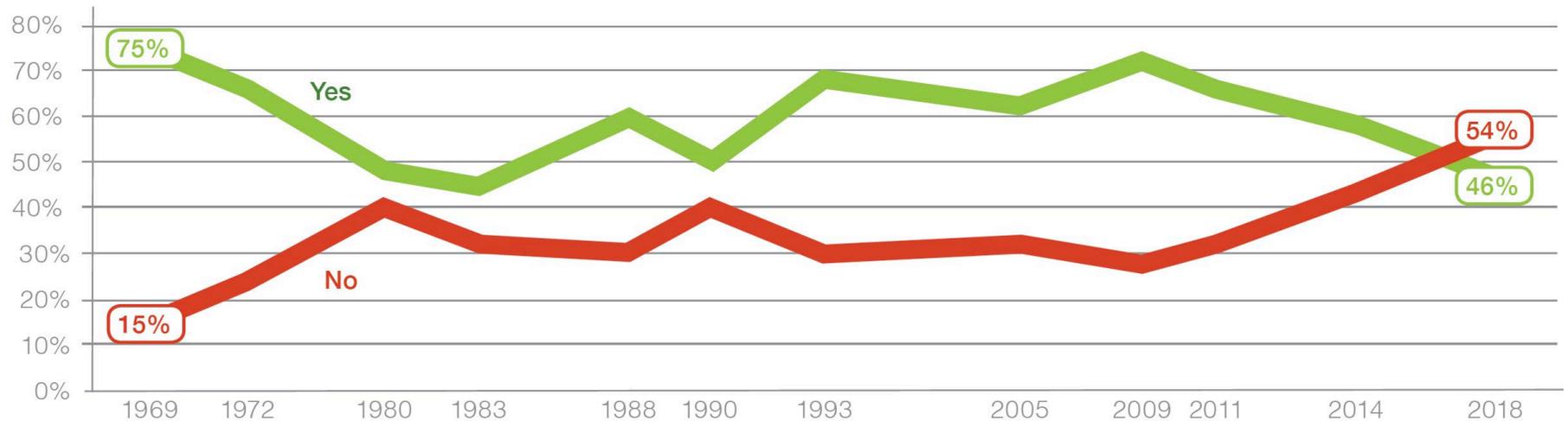
A significant challenge for teacher recruitment is declining production of teachers in Texas
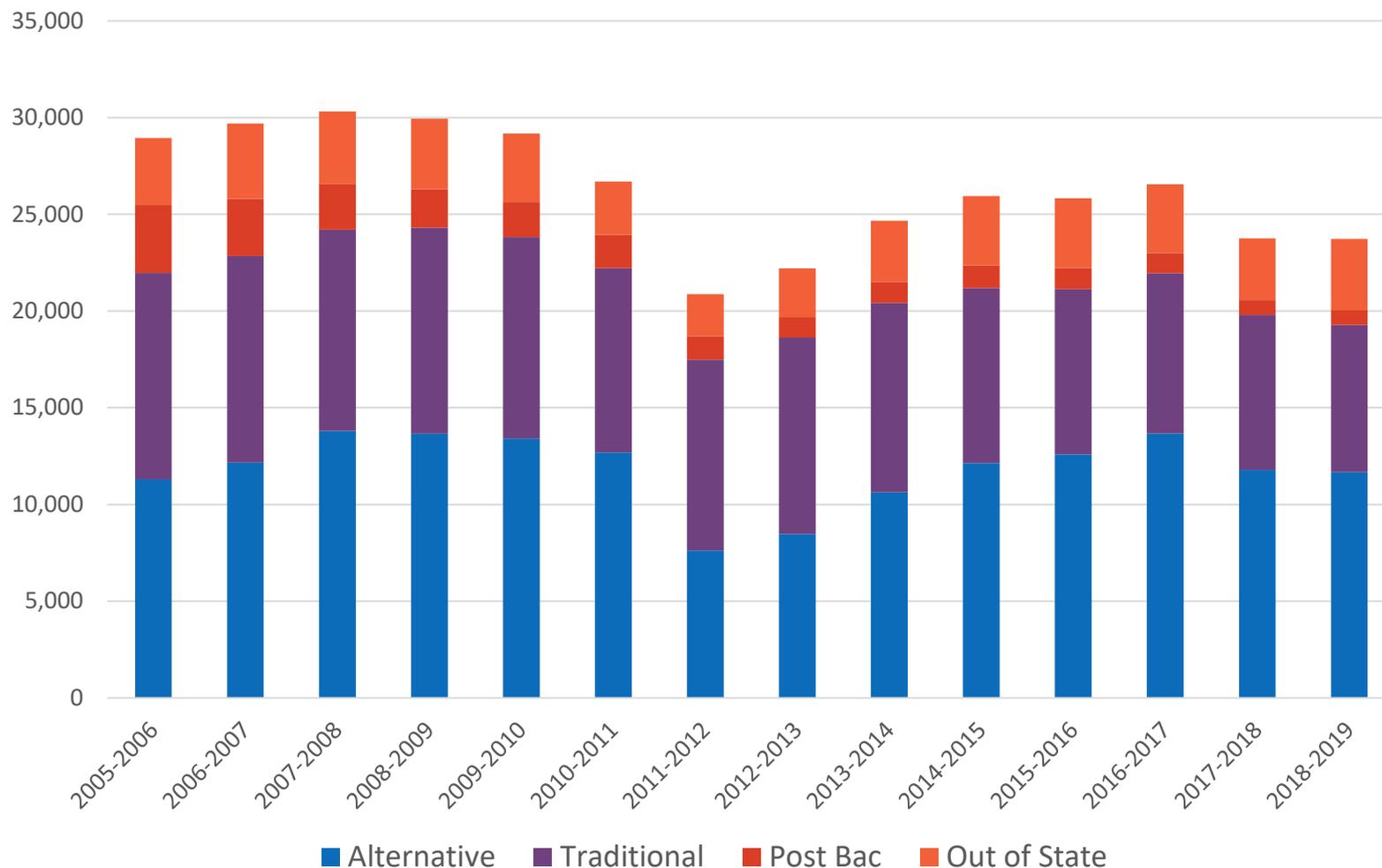
- Teacher production has declined in the past two years following a rebound after 2011-2012

- Nationwide, teacher preparation program completion has dropped 27% since 2010
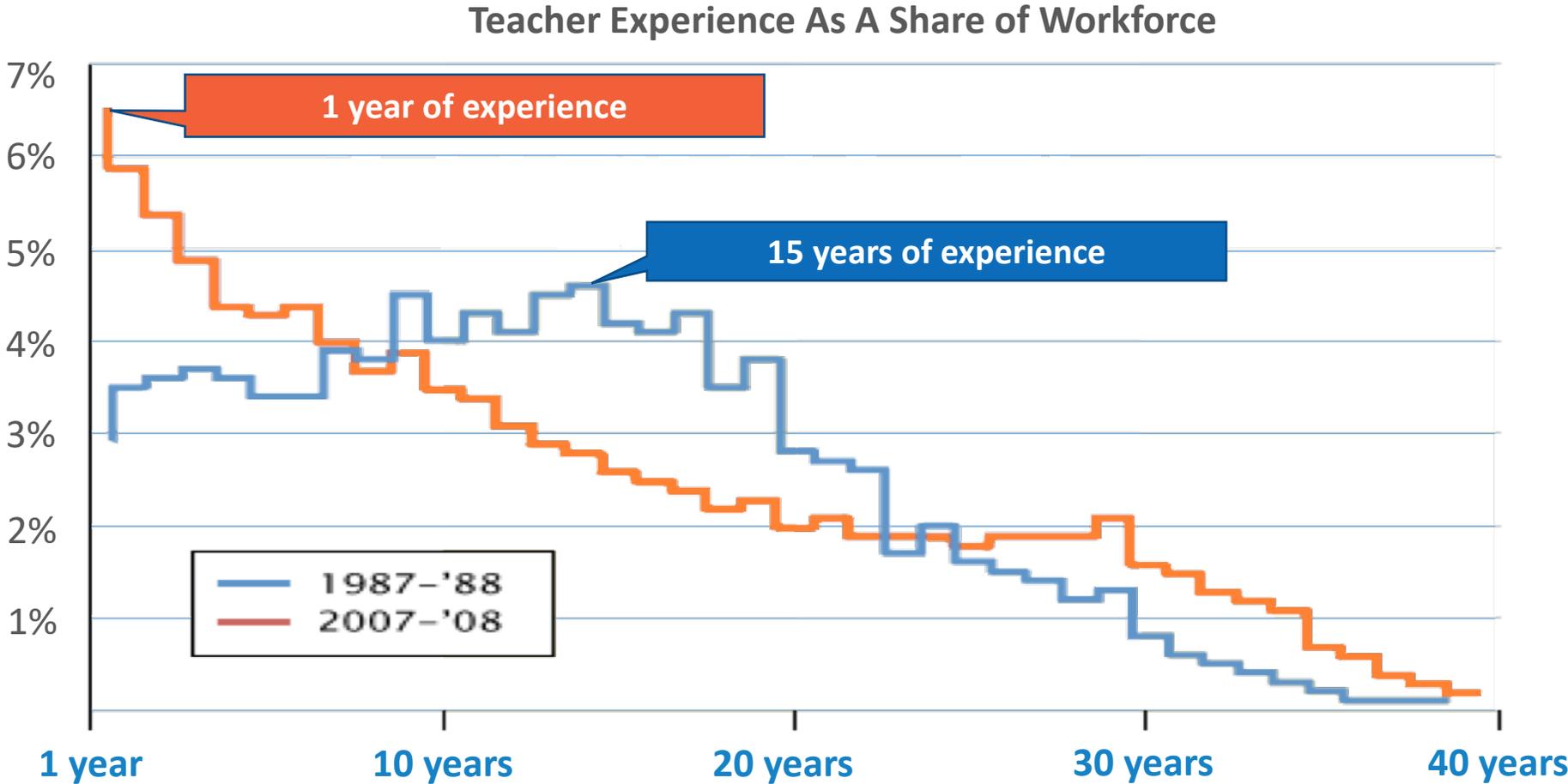
Teachers quit due to lack of career development opportunities and low compensation

36% quit because of lack of career development

- Personal Reasons (Health, Relocation)
- Professional Reasons

71%

- Involuntary
- Voluntary

84%

- Career Development & Advancement
- Pay & Benefits
- Other

60%

https://www.gallup.com/education/237275/why-best-teachers-leaving-ways-keep.aspx
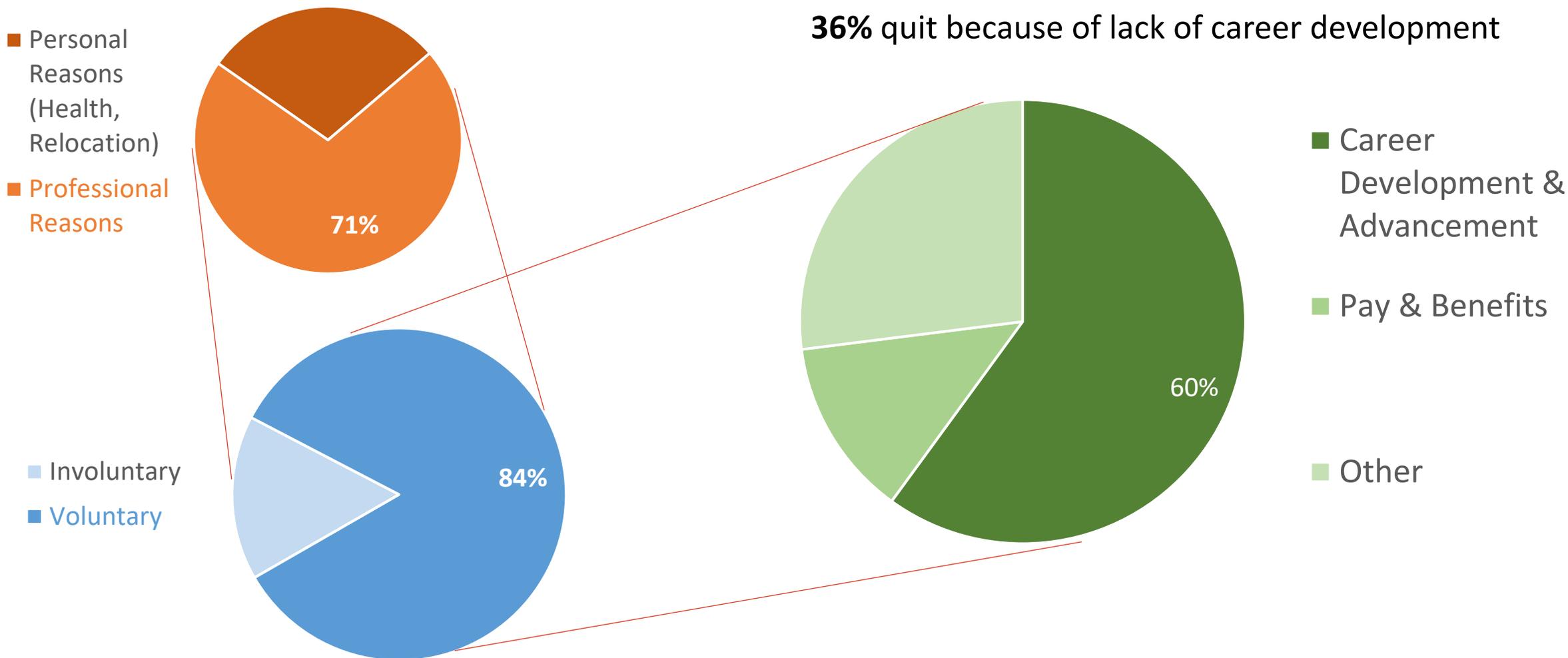
Despite massive investments by districts in teacher professional development, most teachers do not substantially improve from year-to-year.

According to a TNTP study, districts spend on average **$18,000 per teacher per year** on professional development. Despite this investment, over several years teachers saw their scores:

▼ **Decline** (20%)　━ **Remain The Same** (50%)　▲ **Improve** (30%)

Only 3 in 10 teachers demonstrated substantial improvement
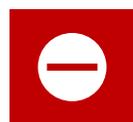
⊖ Conclusion: District professional learning efforts rarely result in improved results for teacher effectiveness.

HB3 significantly increased teacher compensation, which is a significant driver of both recruitment and retention of teachers.

RETAIN RECRUIT

Basic Allotment Increased from $5,140 to $6,160

District Budget Increases	=	**Educator Compensation Increases**

District Budget Increases

✓ This increases the minimum salary schedule (MSS) by $5.5K - $9K per creditable year of service (CYS)

✓ Teacher Retirement System (TRS) contributions from the state for all who are subject to the MSS will be increased, reducing the amount LEAs fund out of their own budgets

Educator Compensation Increases

✓ **30%** of a district's budget increase must go to increases in compensation

➢ **75%** of this total must go to **teachers, librarians, counselors, and nurses**, with priority given to veteran classroom teachers (greater than 5 years of experience)

Teacher Retirement System (TRS) payments for Charters and Districts of Innovation (DOI) now match those of ISDs

The first cohort of the Teacher Incentive Allotment provided additional compensation to 3900 designated teachers in 26 LEAs.

ENCOURAGING THE BEST TEACHERS TO STAY IN THE CLASSROOM WHERE THEY ARE MOST NEEDED

PRE HB 3

$65,000

A 10-Year veteran who works extra duty

Same pay, regardless of school type or performance

POST HB 3

LOW POVERTY SCHOOL

% Low Income Students
9%

NEIGHBORHOOD CHARACTERISTICS
Median Household Income
$118,980
% Single Parent Households
8%
% Home Ownership
94%

Recognized Teacher Salary
+$3K — **$68,000**

Exemplary Teacher Salary
+$6K — **$71,000**

Master Teacher Salary
+$12K — **$77,000**

RURAL, HIGH POVERTY SCHOOL

% Low Income Students
87%

NEIGHBORHOOD CHARACTERISTICS
Median Household Income
$27,434
% Single Parent Households
21%
% Home Ownership
63%

Recognized Teacher Salary
+$8K — **$73,000**

Exemplary Teacher Salary
+$16K — **$81,000**

Master Teacher Salary
+$30K — **$95,000**

Differentiated pay to support equity and performance

Teacher Incentive Allotment:
Paying Teachers More, With a Focus On Equity

- ✓ HB 3 establishes an optional **Teacher Incentive Allotment** with a stated goal of a six figure salary for teachers who prioritize teaching in high needs areas and rural district campuses

- ✓ Funding ranges from **$3,000 - $32,000** per teacher per year, using new Compensatory Education spectrum system

- ✓ At least **90%** of these funds must be spent on compensation of teachers at these campuses

More Poverty →

		Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Recognized	Non-rural	$ 3,000	$ 3,750	$ 4,500	$ 6,000	$ 7,500	$ 9,000
	Rural	$ 6,000	$ 6,750	$ 7,500	$ 9,000	$ 9,000	$ 9,000
Exemplary	Non-rural	$ 6,000	$ 7,500	$ 9,000	$ 12,000	$ 15,000	$ 18,000
	Rural	$ 12,000	$ 13,500	$ 15,000	$ 18,000	$ 18,000	$ 18,000
Master	Non-rural	$ 12,000	$ 14,500	$ 17,000	$ 22,000	$ 27,500	$ 32,000
	Rural	$ 22,000	$ 24,500	$ 27,000	$ 32,000	$ 32,000	$ 32,000

More Funding →

✓ The Texas Education Agency has announced the 26 school districts that will be part of the first cohort of the Teacher Incentive Allotment. The program distributed about $40 million to about 3,650 teachers across the state for the 2019-2020 school year (as part of the settle-up process in September 2020).

✓ An additional 277 National Board teachers were designated at 14 districts and generated about 1.2 million.

	Allotment	Potential Earning
Recognized	$6,301.69	$69,054.81
Exemplary	$12,587.24	$79,785.69
Master	$22,508.69	$95,854.43

*(Base compensation based on 2019-20 projections. Potential earnings include districts flowing 100% of the funds directly to designated teachers – most districts are flowing at most 90%)

Initial interest in TIA has been strong, and we need to continue to invest in this initiative in order to see the results

RETAIN RECRUIT

Teacher Incentive Allotment

🏆 Accomplishments

Year 1 (2019-2020)

26 Districts Approved   **3900 Teachers Designated**   **$34M in additional salary**

800+ districts have expressed interest in pursuing TIA
271 National Board teachers earned designations starting in 2019-2020
300 more National Board teachers to earn designations in 2020-2021

Needs To Scale Impact

- **Start-up/planning funding for LEAs seeking to pursue TIA**
- **Continued administrative LAR funding until TIA is at scale**

"Grow Your Own" pathways have launched in 110 LEAs focused on recruiting and supporting local talent who are likely to stay in or return to a local community to teach.

Pathway 1: 9,288 High School Students

High-quality Education and Training programs, with dual credit opportunities

$8,000 - $10,000 per high school
$5,000 - $10,000
per Education and Training teacher

Pathway 2: 452 Paraprofessionals

Bachelor's degree completion and teaching certifications in high-needs areas

$5,000 - $12,000
tuition reimbursement per candidate

Pathway 3: 192 Teacher Residents

High-quality clinical teaching residencies and intensive preservice training

$5,000 - $15,000
stipend per student teacher

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The Grow Your Own program prioritizes small and rural districts throughout Texas, where we need teachers the most.
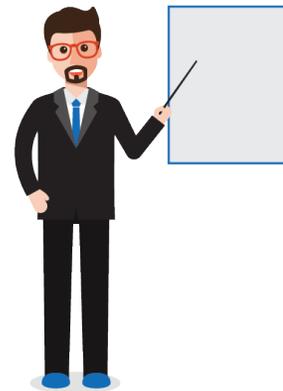
Grow Your Own Districts

Average LEA Student Enrollment	Number of Grant Awards
< 1,000	58 (41%)
1,001 – 4,999	57 (41%)
> 5,000	25 (18%)

140 grants awarded

Number of funded districts within each ESC Region, Cycles 1-3

- 0 funded districts
- 1 – 4 funded districts
- 5 – 7 funded districts
- 8 – 12 funded districts
- 16 funded districts
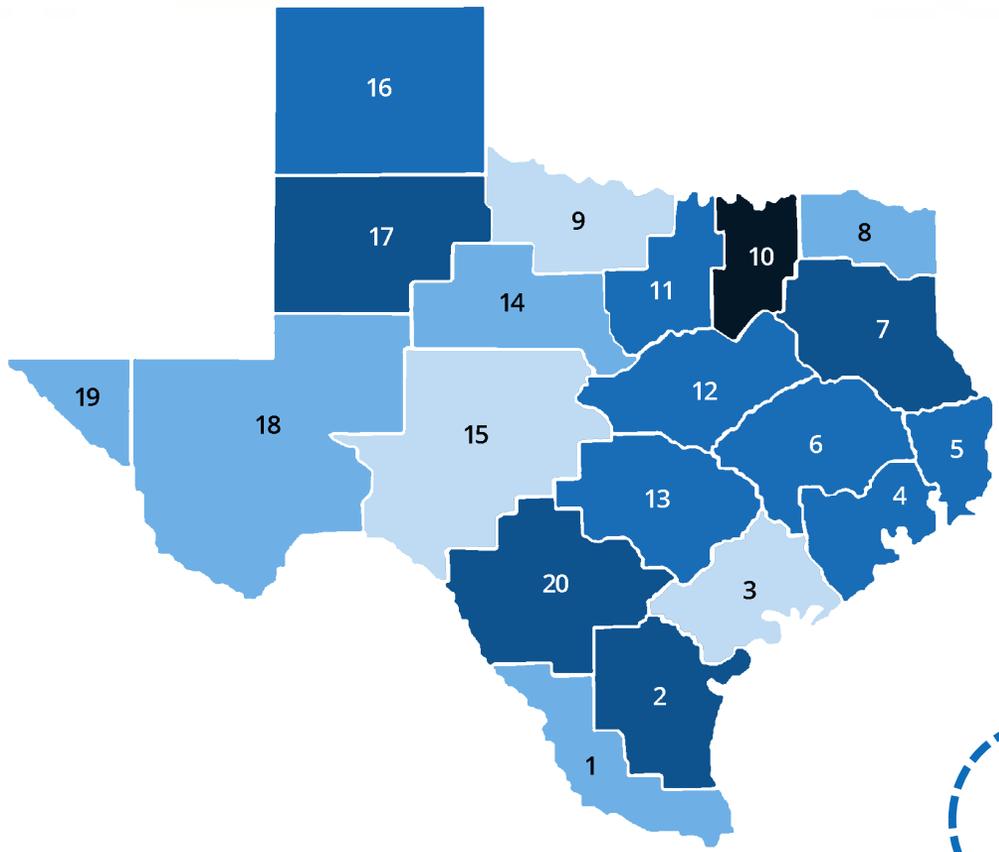
110 total funded districts

Grow Your Own has shown initial progress, but more investment is needed to scale the impact.

RECRUIT

Accomplishments:

- Exposed **9,288** non-unique students to E&T courses over two academic years.
- **452** paraprofessionals offered a path to classroom certification.
- **192** undergraduates supported through intensive pre-service training and certification program.
- Improved teacher pipeline efforts in **29** rural districts.
- Minority recruitment is **30.5% higher** than the current Texas teacher workforce.

Needs to Scale Impact:

- Equip districts to successfully establish and grow their high school Education and Training programs by offering:
  - **Resources** (marketing materials, guides, high-quality curriculum) and
  - **Training and support** (GYO institute, webinars, community of practice)

TEXAS LEGISLATURE
RIDER 41
86th Legislative Session

1600 new teachers in 37 LEAs will receive mentoring under the Mentor Program Allotment in the 2020-2021 school year.

Research-based Components of the Mentor Program Allotment

Beginning Teacher
Beginning teacher is defined as a teacher with less than two years of experience in a subject or grade level

Mentor Training
- Mentors must complete research-based training approved by the commissioner
- Training must occur before the school year and once per semester

Mentor Selection
- Mentor must have 3 years of experience
- Effective instructional practices, interpersonal skills, leadership skills
- Match to same grade and subject
- Must teach four hours daily

Mentoring Topics
- District context, policies, and practices
- Data-driven instruction
- Instructional coaching cycles
- Professional development
- Professional expectations

Mentor Assignment
- Timely assignments
- Mentors commit to a full year
- Beginning teachers receive mentoring for at least two years

Scheduling
- 12 hours per semester
- Schedule release time or reduced teaching load for mentor and mentee
- Designate time during the school day

Mentoring New Teachers

HB 3 established **Teacher Mentor Program Allotment (MPA)** to fund stipends for mentors and other costs associated with mentoring teachers in their first two years

- ✓ In August of 2020, 67 districts were approved to receive the allotment for the 2020-21 school year.
- ✓ Cycle 1 MPA - $1,800 per mentee, which can be used on mentor stipends, scheduled release time, and providers of mentor training

Teacher Mentorship

Commissioner of Education Rule (§153.1011) - effective June 28th, 2020

- ▪ Each year, TEA will provide an application and approval process for school districts to apply for mentor program allotment funding.

- ▪ Funding will be limited based on availability of funds, and, annually, the commissioner shall adopt a formula to determine the amount to which approved districts are entitled

There have been significant interest in MPA, but additional investment will be needed to scale the impact

Mentor Program Allotment

🏆 Accomplishments

159 LEAs applied for MPA funding for school year 2020-21

65 LEAs receiving an allotment for school year 2020-2021

37 LEAs met MPA requirements but weren't funded due to funding limitations

1665 beginning teachers to be mentored under MPA in 2020-2021

Approximately **1200** mentor teachers supporting beginning teachers under MPA in 2020-2021

⚒ Needs To Scale Impact

- An increase in state funding to meet district demand
- Expanded list of commissioner-approved providers of mentor training

Improving Reading Outcomes

Requires each teacher and principal in grades K-3 to complete reading academies by 2020-2021
- Academies are available in a blended model and a comprehensive model and both models include a biliteracy path

38 Authorized Providers, (including all 20 ESCs) support…

**700+** Cohort Leaders, who have been screened + trained to facilitate…

**500+** Cohorts launched, both blended and comprehensive, preparing…

20,000+ Educators actively strengthening their reading practices!

Snapshot Date: September 3, 2020

TEXAS LEGISLATURE
HOUSE BILL 3
86th Legislative Session

Texas Instructional Leadership (TIL) provides best-in-class, job-embedded professional development in 265 campuses resulting in 117% increase in A/B ratings and 48% decrease in D/F ratings.

SUPPORT

Face-to-Face Professional Development
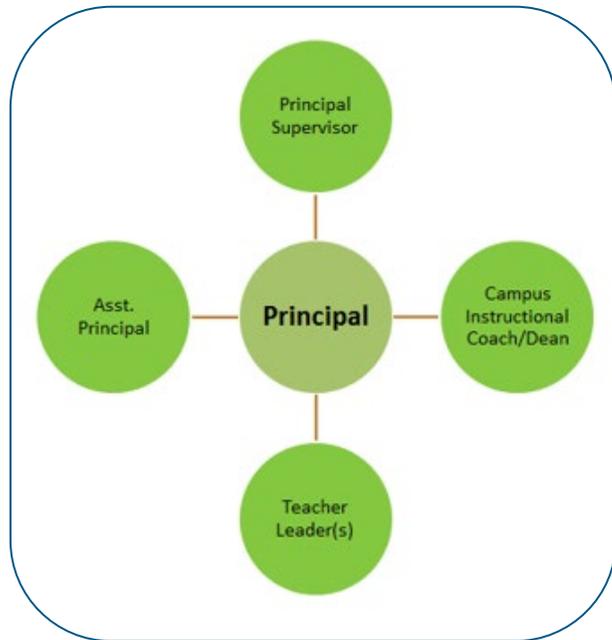
Implementation Support
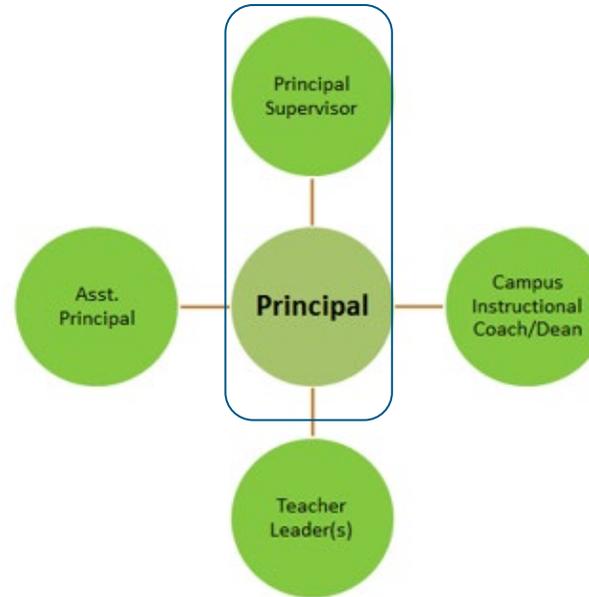
One-on-One Coaching
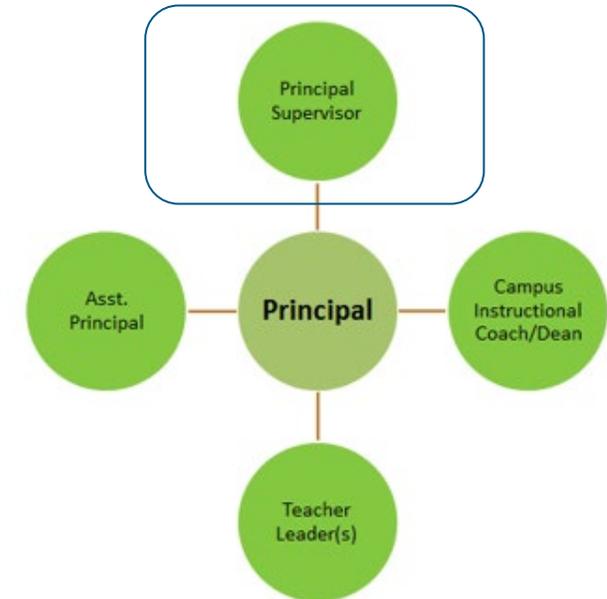
TIL builds the capacity of the **school principal** and **those who support** him or her through **professional development, implementation support**, and **coaching** so that they can **continuously improve instruction** for all students.

Texas Instructional Leadership

🏆 Accomplishments

**117% increase** in A/B ratings and a **48% decrease** in D/F ratings in 2017-2018

42% of D/F campuses participating in TIL saw at least **10 pt.** gain in Domain 2 scale scores in 2018-2019

Over **265 campuses** participated in TIL training across 20 regions in 2019-2020

⚒ Needs To Scale Impact

Support districts with campuses in school improvement in accessing TIL trainings

Texas Lesson Study (TXLS) is job-embedded, strategic, collaborative, professional development to support teachers and improve student outcomes

Lesson Study Process

Examine student data, and **identify** a research theme and student expectation from the **TEKS**

→

Review instructional materials, **research** best practices, and **plan** an effective lesson

→

Teach the lesson, and **collect** observation data on **students' learning processes** and engagement

→

Reflect on the lesson and data collected, and **refine** lesson accordingly (may **reteach** lesson)

→

Share the research-based lesson and findings, and **network** with other Lesson Study groups

~1400 teachers serving 49,000 students participated in Lesson Study in the last biennium.

TXLS has had a strong initial impact, and we need to continue to invest in this work in order to scale the impact.

Texas Lesson Study

🏆 Accomplishments

Avg. increase of 21% between student pre- and post-assessment scores

Avg. increase of 10% in teachers believing in their ability to positively impact students

84% of teachers and 86% of administrators reported that Lesson Study impacted teachers' professional growth

⚒ Needs To Scale Impact

Build capacity of district and campus leaders to facilitate the Lesson Study process to sustain and spread Lesson Study within and across campuses

Key Challenges in the Teacher Workforce due to COVID-19

Threats of potential COVID outbreaks impacting staffing and continuity

Teachers juggling mix of in-person and remote instruction

Variation in student experience depending on effectiveness, experience of teacher

Shortage of quality candidates in teaching pipeline, combined with turnover

Challenge of effectively differentiating and providing individualized support, particularly to English learners and students with IEPs / 504s

Over 5,000 school leaders participated in the Excellence in Remote Instruction trainings with 92% indicating high satifaction with the sessions.

Module	Average Rating	Total Survey Responses	Total Participants
A: Introduction to Remote Learning	4.55	897	5,541
B: Driving Remote Instruction Quality and Improvement	4.51	621	3,692
C: Building Staff Capacity Remotely	4.50	854	4,798

How helpful was this session given your remote learning needs?
Scale of 1-5, "Not at all helpful" to "Extremely helpful"
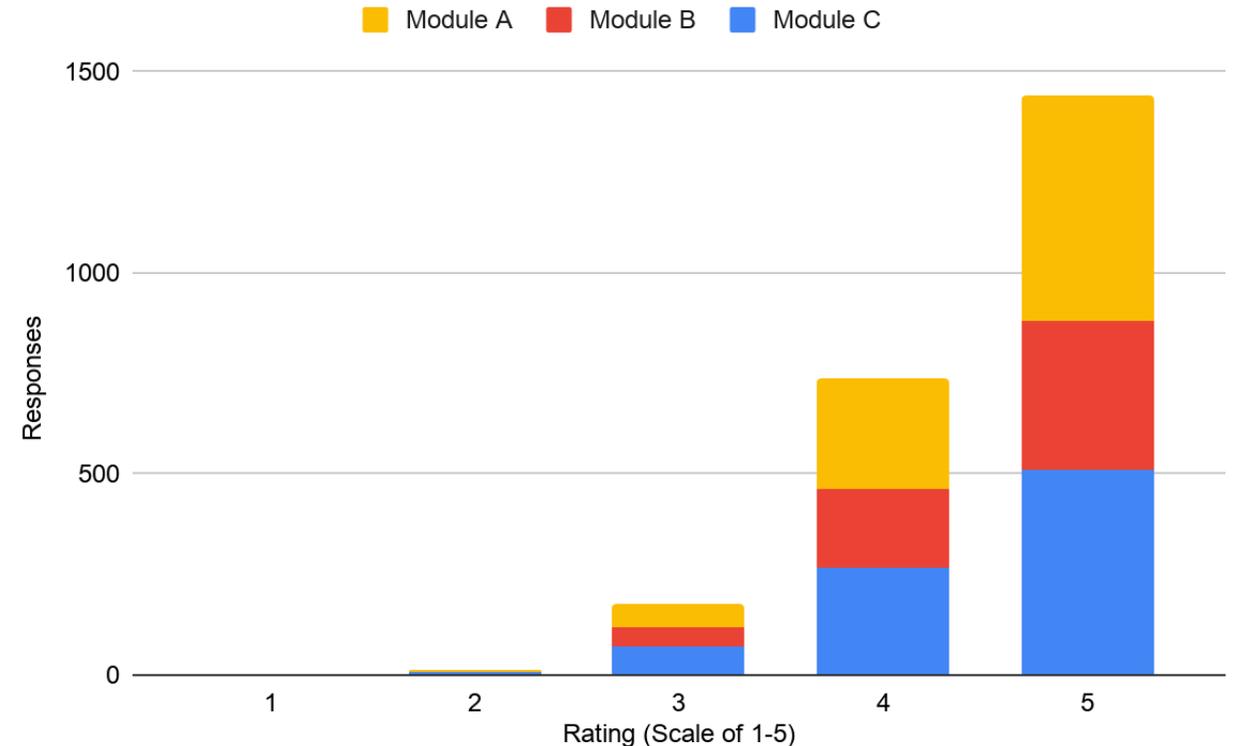
Innovative, resilient staffing models are also needed to address COVID-19 teacher workforce challenges.

Traditional Staffing

Classroom 1 **Classroom 2** **Classroom 3** **Classroom 4** **Classroom 5**
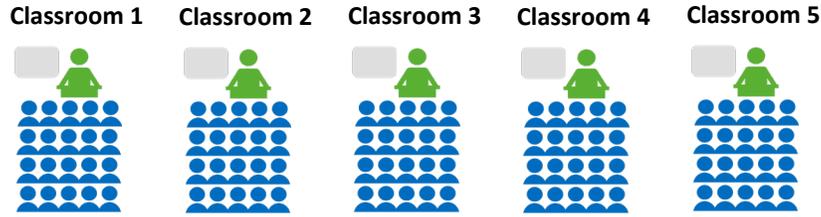

Teachers encounter the challenge of <u>delivering instruction *and* differentiation</u> across remote and in-person settings in siloed classrooms, with significant disruptions during COVID.

New Staffing Model

| Part 1 | **Lead teacher** delivers instruction to multiple small groups at once |

| Part 2 | **Teachers** differentiate in small groups, with **Aide** support |

Associate Teacher
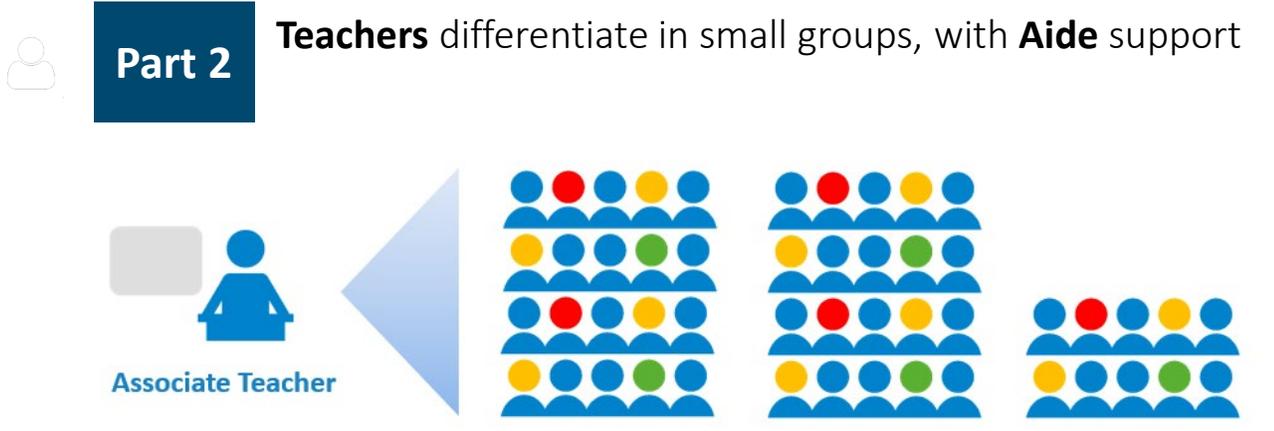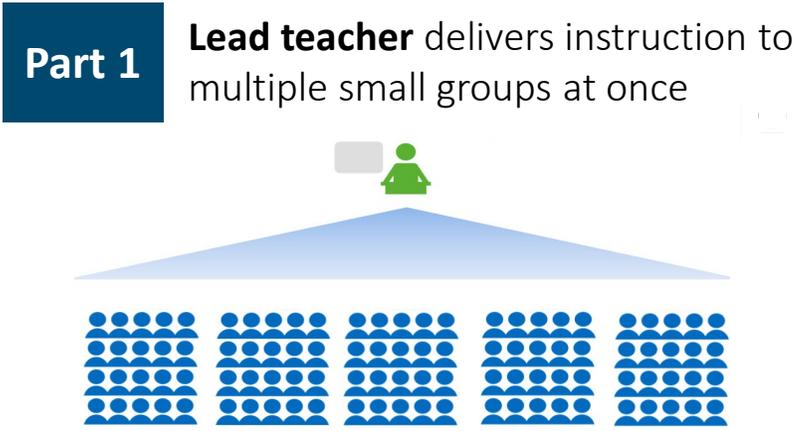
Key Benefits of Innovative Staffing Models for COVID-19 Response
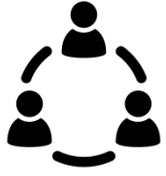
A more resilient, flexible staffing model. Teacher teams are fluent in the same curriculum, lesson plans, and student needs, able to sub in for one another when one teacher is out. Especially a fit for a mix of remote and in-person learning and COVID-related disruptions

A more sustainable, supported teacher experience. Lead teachers coach teacher teams. All teachers collaborate and learn from their teacher team. Specialized roles free up capacity and time for deeper lesson internalization and planning student supports

A stronger, more equitable student experience. All students receive instruction from the strongest teachers and dedicated differentiation time for individualized and group-level support, especially key for students with disabilities and English learners