

The background of the slide is an aerial photograph. The top half shows a city skyline with several tall buildings under a blue sky with light clouds. The bottom half shows a river flowing through a green, wooded area with some buildings and a marina. A white rectangular box is overlaid in the center of the image, containing the text.

Talent Pipelines Working Group

TVTF Working Group 2

In the chat, please share:

- **Your name**
- **Your role**
- **Why you chose to join this working group in particular**

Welcome to Working Group 2: Talent Pipelines



**Jessica
McLoughlin**

Director, Talent
Pathways



Melissa Yoder

Director, Educator
Residencies and
Talent Pipelines



Mark Olofson

Director, Educator
Data, Research, and
Strategy



**Dr. Xóchitl Anabel
Rocha**

Programs Manager,
Bilingual/ESL
EL Support Division



**Camille
Davenport**

Education Specialist,
Educator
Residencies and
Talent Pipelines

Introducing Our Task Force Leads



Ashley Osborne

Executive Director,
Talent Development,
Ector County ISD



Dr. Justin Terry

Superintendent, Forney
ISD

Working Group Objectives

- Summarize input from last session and share impact on overall working group structure
- Debrief pre-work and gather initial perspectives around key issues, common barriers, and areas for prioritized focus
- Identify key objectives to address to support talent pathway development and develop recommendations to address those objectives. These may include possible statute, rule, or district-level policy changes needed
- Identify next steps between Aug and Oct meeting

Agenda and Working Group Session Guide

- 9:20-9:30: Summary of Input
- 9:30-9:50: Begin to Debrief Pre-work
[Whole Group Session]
- 11:00-12:00: Finalize Debrief of Pre-work
- 12:00-12:30: Lunch
- 12:30-2:30: Working Group Discussion and Recommendations

Talent Pipelines Working Group: Reflect and Collect Toolkit

Talent Pipelines Working Group: Reflect and Collect Toolkit

Pre-Work Debrief: Educator Profiles from Longhorn ISD 1

Pre-Work Debrief: Case Study Discussion 2

Working Group Recommendations: Objectives, Impact, Actors and Possible Next Steps 3

Recruit and Train Phase: 3

(Re)Recruit Phase: 4

Retain Phase: 5

Overall TVTF Process for Recommendations: Next Steps 6

TEA Teacher Pipeline Development: Recruitment, Training and Retention of Effective Teachers

1. Recruit and Train Teacher Candidates: Apprenticeship systems provide access to quality prep (e.g. paid residencies, vet. strategic residency, dual partnerships)

2. (Re)Recruit: Recruit and plan support for retention

3. Retain Teacher: Dev. & leadership planning

Pre-Work Debrief: Educator Profiles from Longhorn ISD

Barriers addressed by Longhorn ISD and their partners:	
Recruit and Train Profiles: Jennifer, Mike, Marcus	
Re-Recruit Profile: Serena	
Retain Profile: Kelly	

Pre-Work Debrief: Case Study Discussion

Ector County ISD	Goals: What was their desired outcome? What were they trying to address?	Enablers and strategies prioritized	Specific barriers addressed	Suggestions for additional supports that could benefit ECISD

Download the [session guide](#) linked in the chat for independent note taking.

Virtual Meeting Norms

- Stay on camera (when possible)
- Stay on mute when not talking
- Utilize the chat and emojis to ask questions and alert the facilitator if you want to speak
- Actively engage and share from your own experience and expertise
- Make room for all voices
- Assume best intent
- Allow for productive disagreement
- Expect and accept non-closure



Summary of Input



Summary of Input:

- Emphasis on quality prep pathways with time for practice
- Need for partnerships to support teacher prep aligned to PK-12 needs
- Emphasis on incentives for teachers as leaders and role of mentor teachers
- Opportunities to leverage DOI flexibilities
- Process: more time for discussion and generation of solutions, less TEA sharing out

Focus of June Strategic Staffing Working Group:

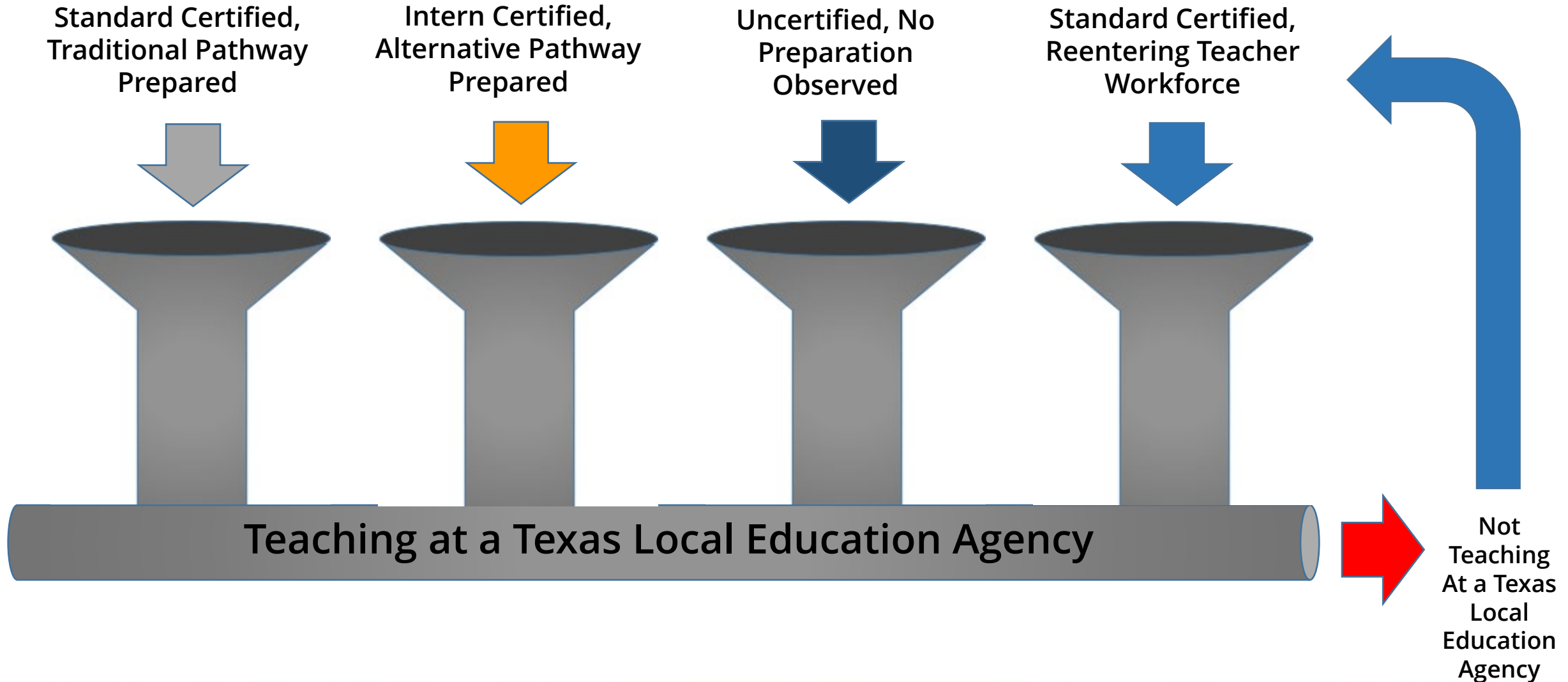
Strategic Staffing to Support Talent Pipeline Development, including:

Paid Teacher Residencies and Grow Your Own Models

August Working Group Focus: Teacher talent pipeline strategy

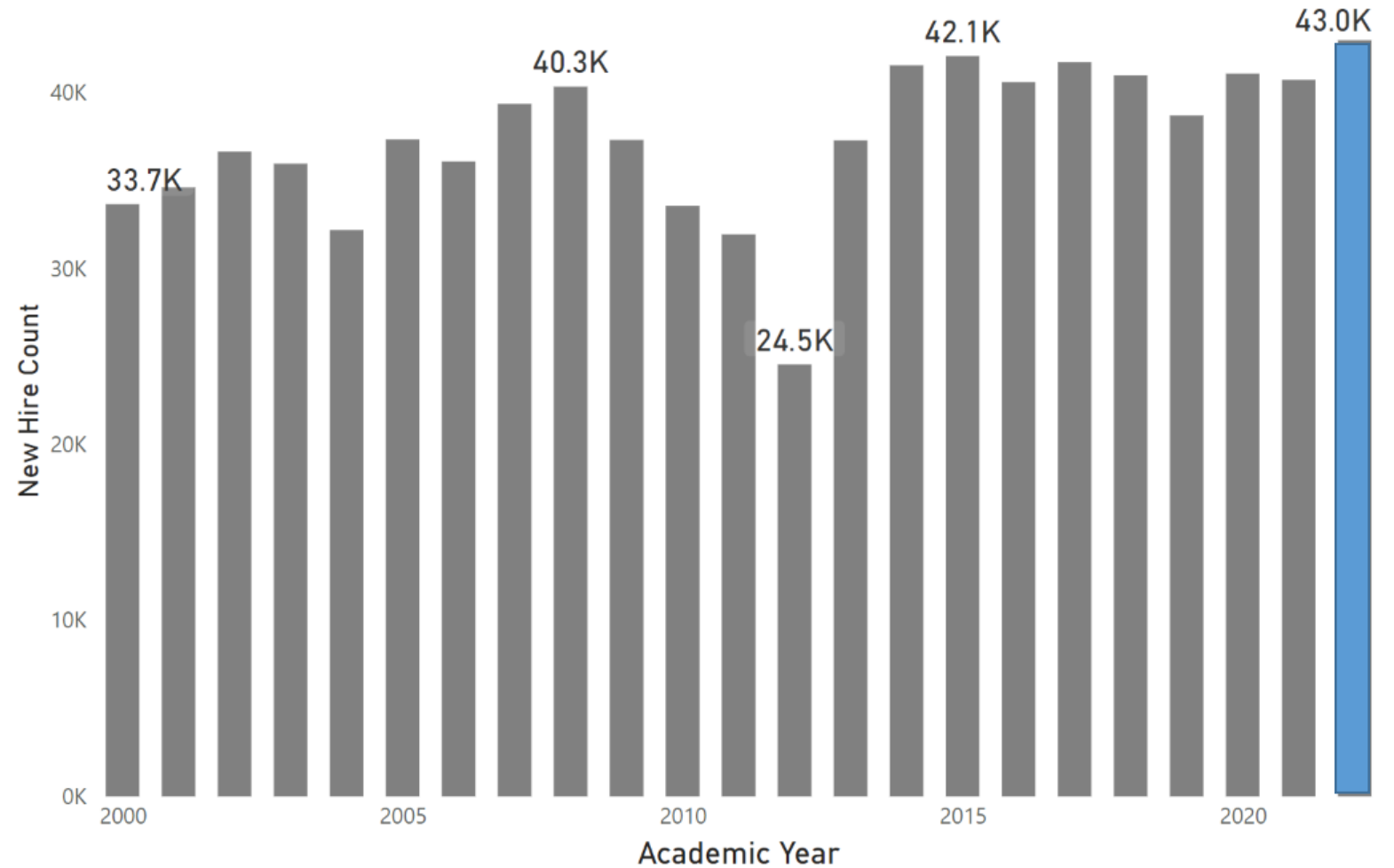
Staffing models are one key enabler of strong talent pipelines. Based on our June discussion, we determined that there was a need to step back and think critically about recommendations to support strong teacher pipeline development.

The teacher pipeline is of vital importance to the advancement of Texas Public Schools



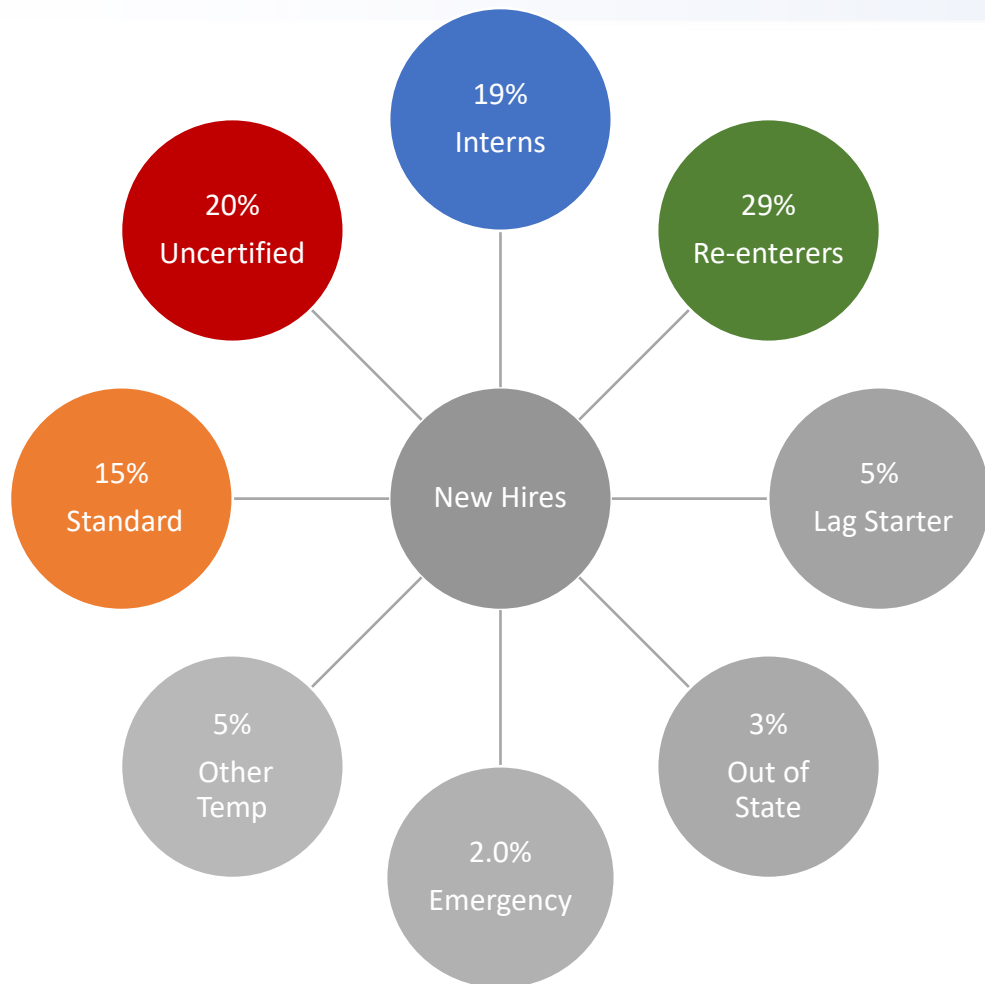
The number of new hires has been steady since the 2013-14 academic year and was highest in the 2021-22 academic year

Count of New Hires from 1999-2000 to 2021-2022



Definition
 A new hire is an individual who is employed as teacher in the current academic year but was not in a teacher role in the previous academic year

Who are new hires in 2021-2022?

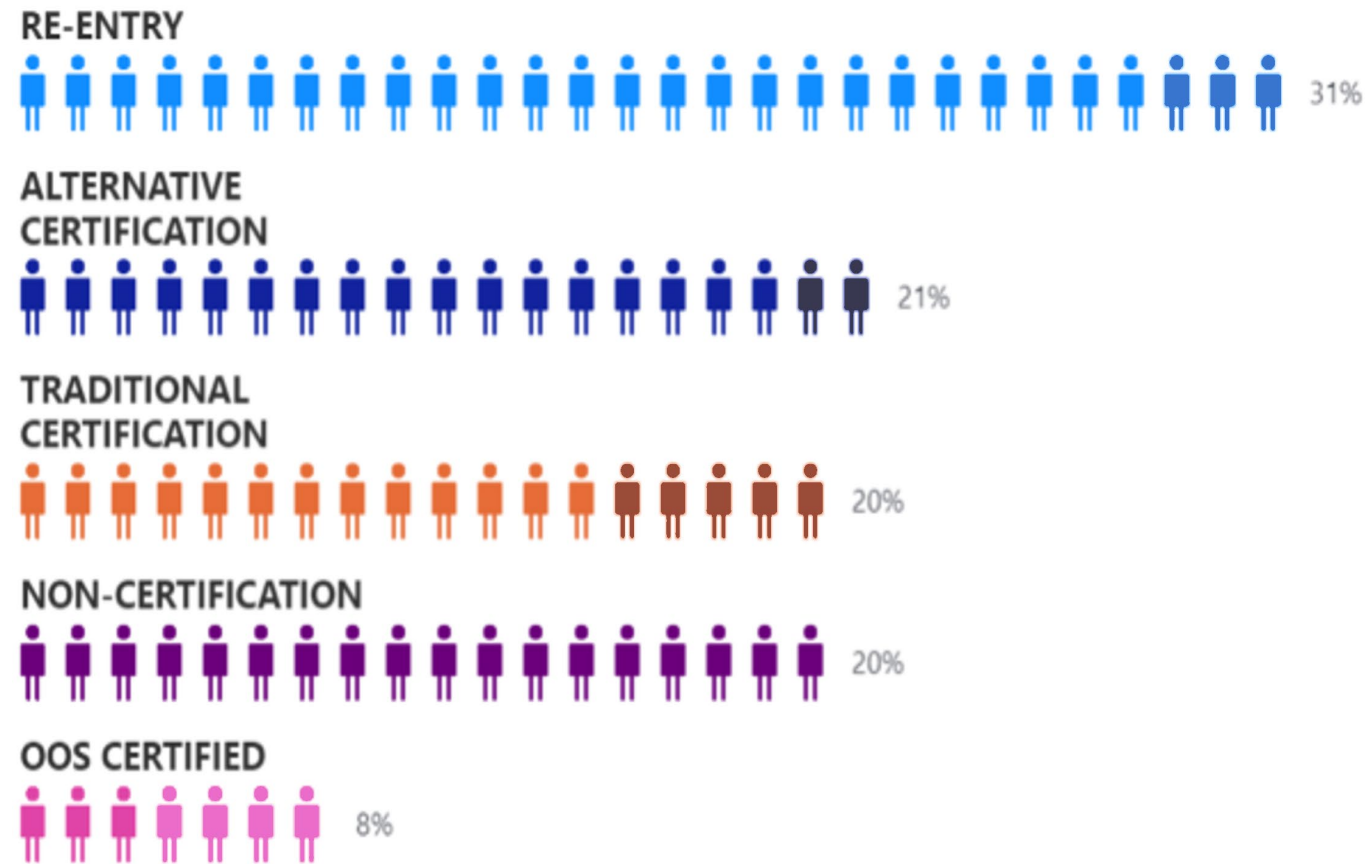


Definitions:

- **New Hire:** An individual employed as a teacher in the current academic year but was not employed as a teacher in the previous year
- **Re-enterer:** An individual holding an active or expired standard certificate who was previously full-time and had a break in teaching employment
- **Intern:** An individual still being prepared in an alternative certification route
- **Uncertified:** An individual who holds no certification issued by the SBEC
- **Standard:** An individual who received their certification from a traditional or alternative certification pathway

Examining Newly Hired Teachers Requires Examining More Than Newly Certified Teachers

New Hires by Certification Status for the 2021-22 Academic Year



N=42,973 New Hires in 2021-22

Re-entry includes individuals not teaching in the prior year or who were part-time

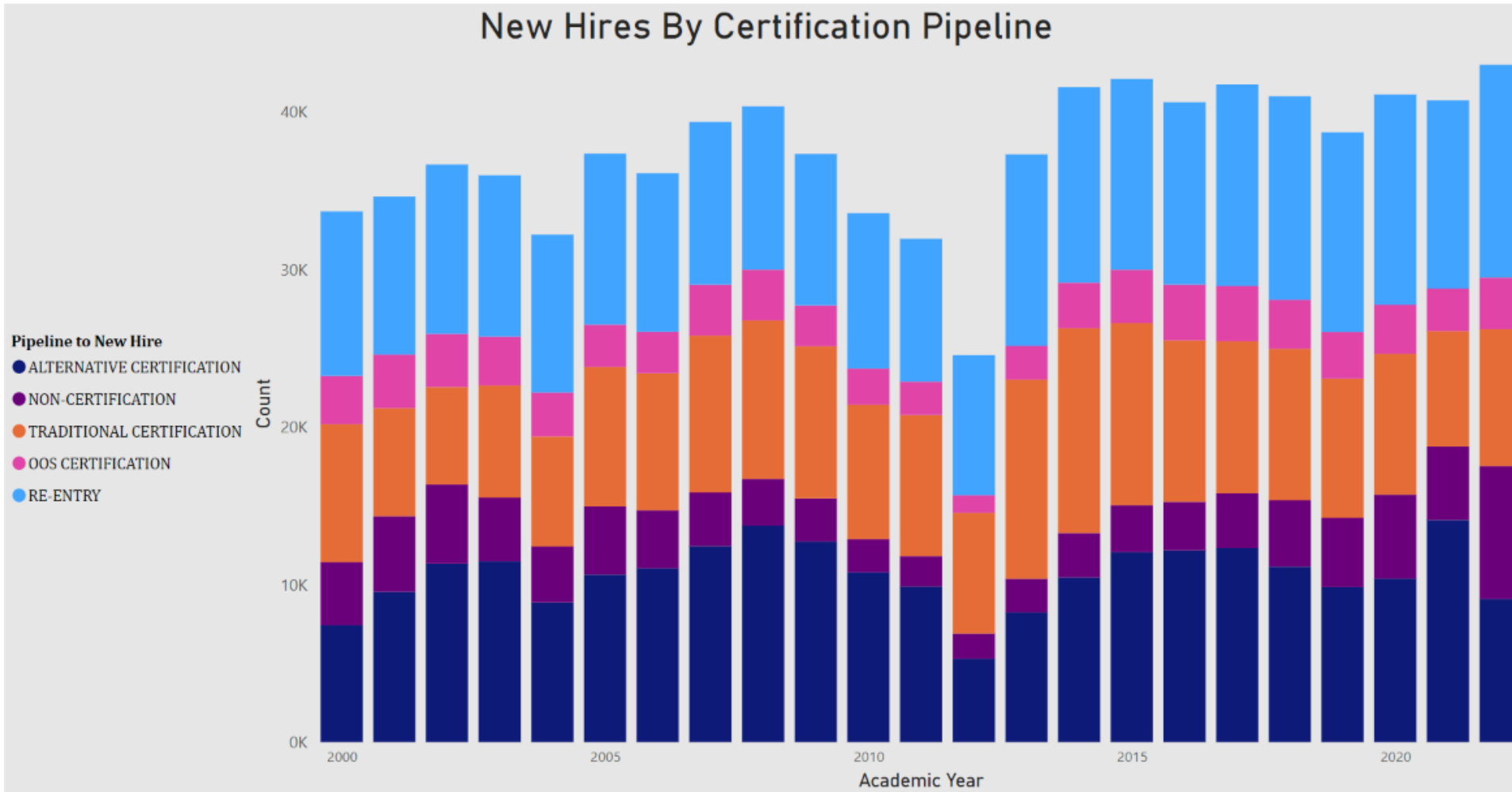
Alternative certification includes direct entry on an intern or emergency permit

Traditional certification includes direct or lagged entry on a standard certificate

Non-certification includes individuals without a certificate or permit from Texas

Out-of-State certification includes one-year or standard certificates issued based on out-of-state credentials

The 4 dominant categories of new hires over time; categories change ordering because of changes to certification policy and economic trends



Re-entry

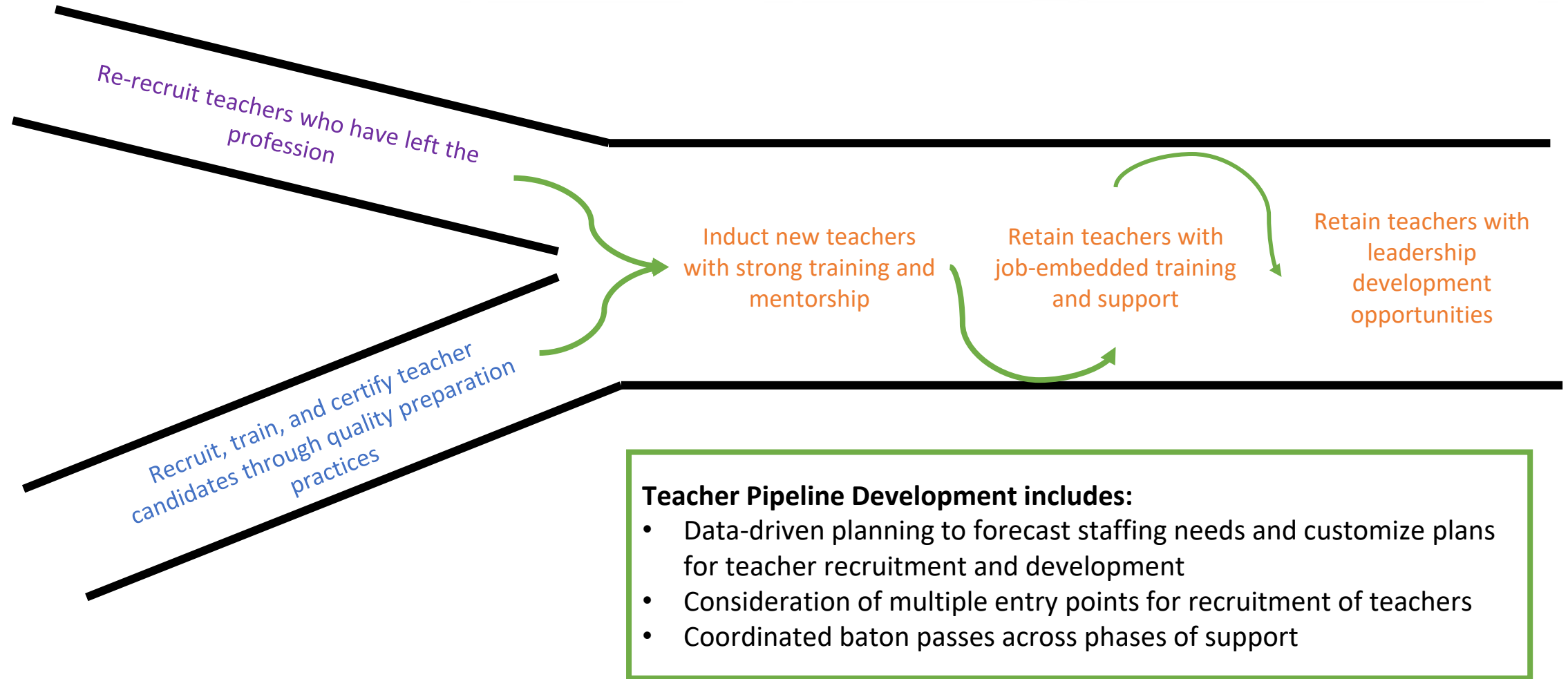
Out-of-State Certification

Traditional Certification

Non-Certification

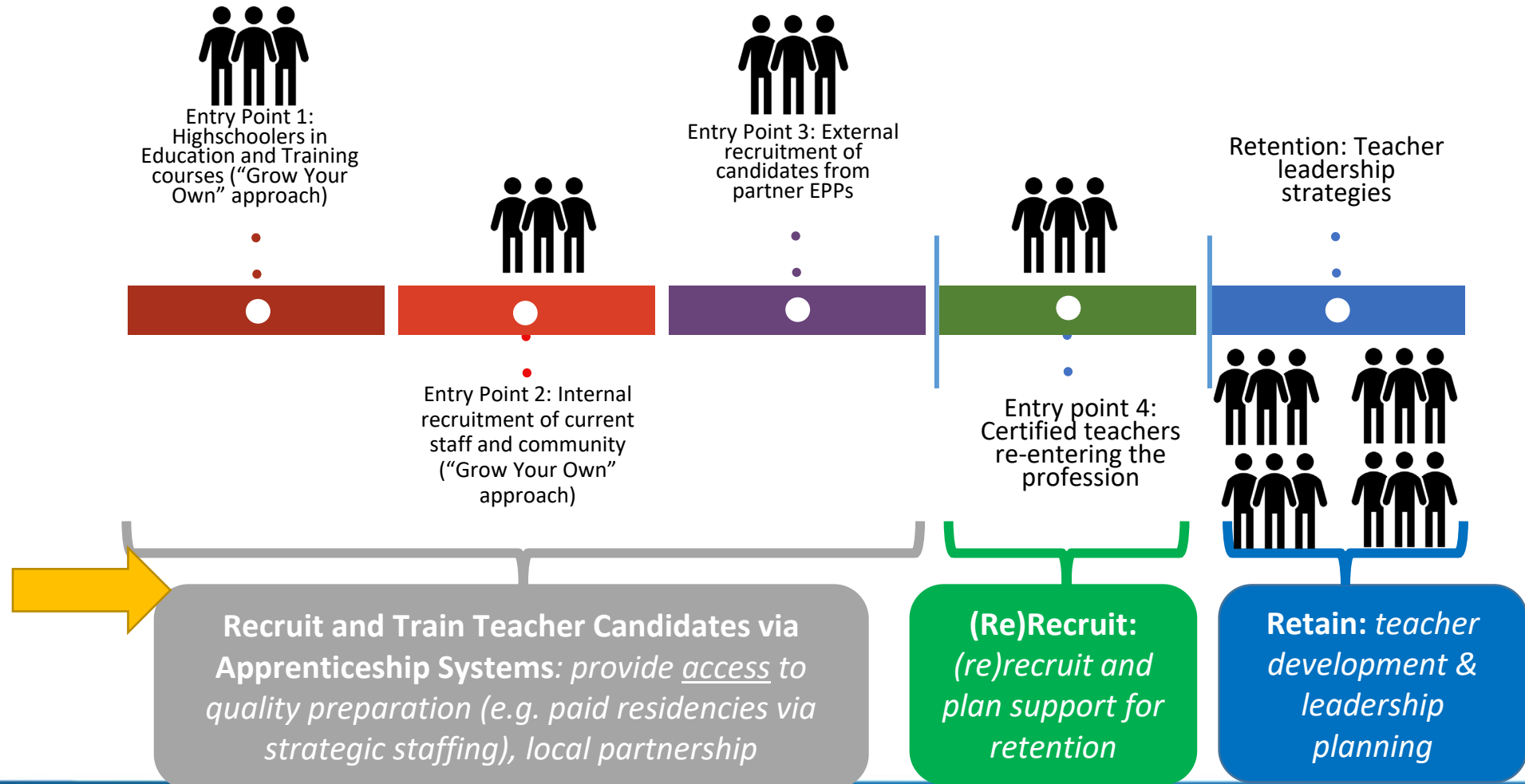
Alternative Certification

The Development of Strong Teacher Pipelines Require Intentional Planning



Teacher Pipeline Development: Recruitment, Training, and Retention of Effective Teachers

Candidates **enter** the pipeline to the profession through multiple paths and through various certification routes. Candidates **stay** in the profession as a result of intentional development and likely leadership opportunities.





Pre-work Debrief, Part 1: Profiles along the Pipeline



Discussion:

- **5 minutes:** Take a few moment to reorient to your notes.
- For each section of the pipeline:
 - *What were the key systems and strategies used by Longhorn ISD and its partners to address potential barriers?*
 - *You may star or add check marks to the barriers that you believe are most important to address first.*
- **5 minutes:** Please add your reflections to your copy of the shared capture document.
- **10 minutes:** Following, we will discuss your shared reflections.

Key Takeaways:

Phase	Summary of LISD's Priority Focus Areas
Recruit and Train	<ul style="list-style-type: none">• Support for LEA & EPP partnerships• Focus on high school education and training pathways• Develop pathways for existing staff and community (Grow your Own)• Ensure access to quality teacher preparation• Prioritize strong HR recruitment practices and systems
Re-entry	<ul style="list-style-type: none">• Engage in targeted marketing and recruitment strategies for returners• Provide induction and training supports• Remove process barriers
Retain	<ul style="list-style-type: none">• Prioritize intentional talent pipeline planning• Leverage staffing models and financial support• Prioritize leadership development training and support

Break:

- We will transition back to the main room to hear from Commissioner Morath and Mike Miles from Third Future Schools
- When we get back, we will have a chance to reflect on the case studies you read about and the case study that will be presented shortly
- We will discuss and add to our capture document

What was talent pipeline issues were Third Future Schools trying to address in their model?
What enablers and strategies did they prioritize to build a talent pipeline strategy?



Pre-Work Debrief, Part 2: Unpacking Real Texas Case Studies



Texas Case Studies

TFS STAFFING MODEL

APRIL 2022



Next Up:
K-12 Teacher Registered Apprenticeship



Strategic Pipeline Efforts - A high impact journey



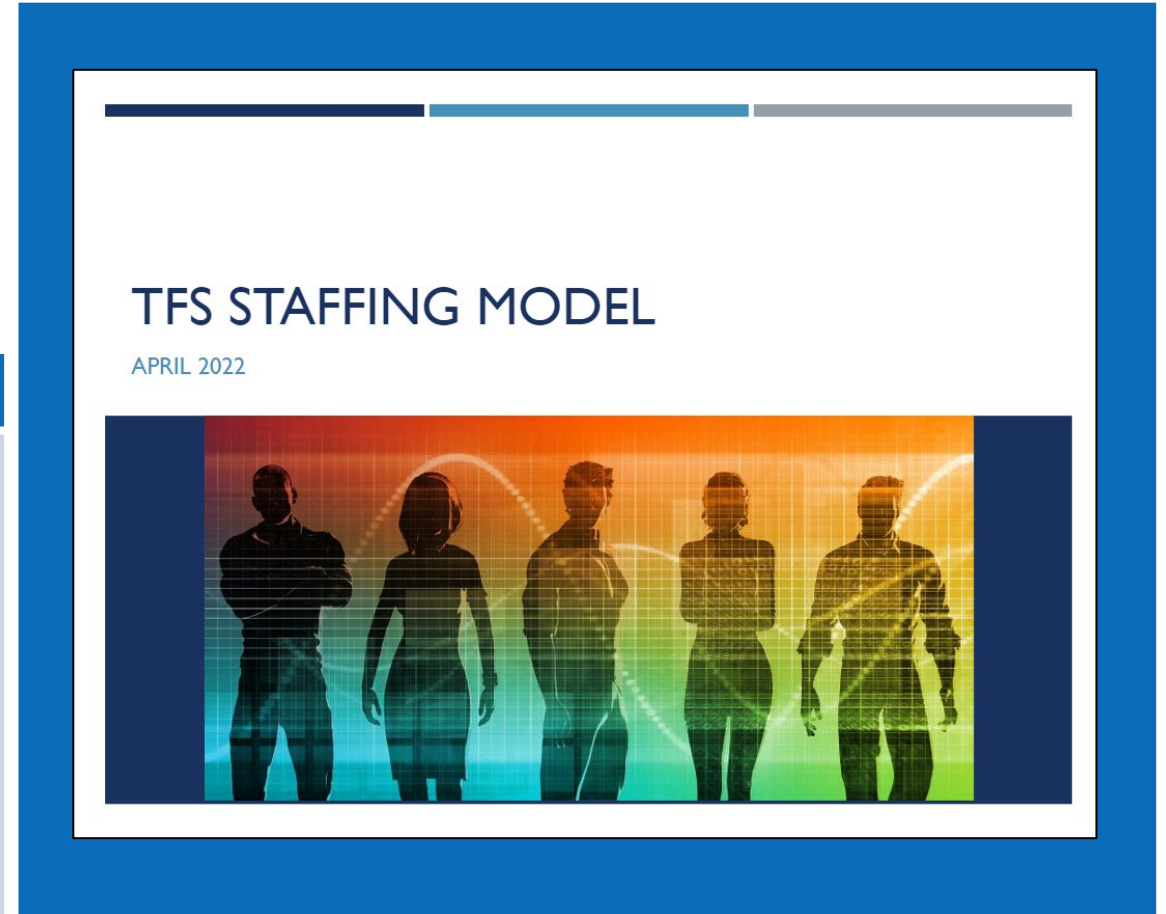
Texas Educator
Residency Summit



TFS: Debrief

- What was talent pipeline issues were Third Future Schools trying to address in their model?
- What enablers and strategies did they prioritize to build a talent pipeline strategy?

Issue	Strategies
<ul style="list-style-type: none">• Address needs to attract and retain quality educators, particularly given regional recruitment challenges• Build a local system focused on retaining great teachers through addressing workload needs	<ul style="list-style-type: none">• Staffing models and financial supports focused on teacher time as core of talent strategy• Targeted marketing and recruitment strategies for educators (including recruitment incentives)• Talent pipeline planning with teacher apprentice and learning coach roles (spring bench, strong induction)



BPISD | Inspire Texas | Brazosport College:

- Snapshot of pipeline strategy (5 minutes)
- Questions from the working group



Next Up:
K-12 Teacher Registered Apprenticeship

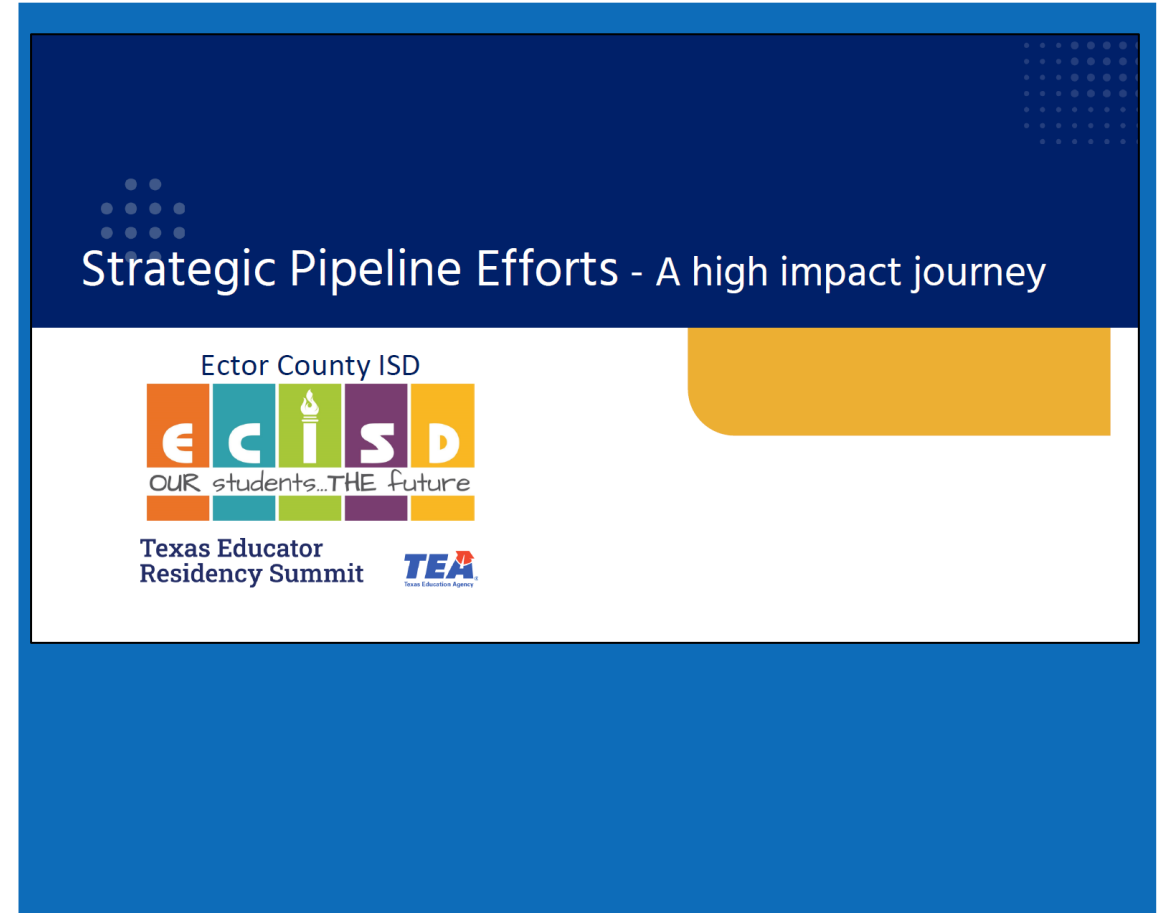
 Brazosport College
The College of Choice®

 **BPISD**
Brazosport Independent School District

 **INSPIRE TEXAS**
EDUCATOR CERTIFICATION BY REGION 4

ECISD:

- Snapshot of pipeline strategy (5 minutes)
- Questions from the working group



The slide features a dark blue header with a grid of dots in the top right corner. The title "Strategic Pipeline Efforts - A high impact journey" is centered in white. Below the header is a white content area with a yellow decorative shape on the right. The ECISD logo is centered, consisting of five colored squares (orange, teal, green, purple, yellow) with the letters E, C, I, S, D inside. Below the logo is the tagline "OUR students...THE future". At the bottom of the white area, the text "Ector County ISD" is above the logo, "Texas Educator Residency Summit" is to the left of the TEA logo, and the TEA logo is on the right.

Strategic Pipeline Efforts - A high impact journey

Ector County ISD

OUR students...THE future

Texas Educator Residency Summit

TEA
Texas Educator Agency

Debrief Protocol

- **10 minutes:** In breakout groups, you will discuss the key takeaways from the pre-work for your assigned case study
- If time permits, you may also reflect further on the case study we just heard from Third Future Schools.
- As a team, you will designate a note-taker to capture team reflections on the shared capture document.
- **10 minutes:** As a whole group:
 - **5 minutes:** silent review
 - **5 minutes:** Each breakout group will share, other group may add additional reflections.

Key Ideas:

District	Issues & Goals	Enablers and Strategies: Themes
ECISD	<ul style="list-style-type: none"> Addressing teacher vacancies in ECISD Build a local system focused on teacher development and retention, that includes quality, accessible preparation pathways & opportunities for career development 	<ul style="list-style-type: none"> LEA-EPP partnership, Prioritizing pathways for staff and community (GYO), Reducing financial barriers to quality prep (strategic staffing paid residencies, in-house high quality ACP strategy), Prioritization of HR recruitment systems and talent pipeline planning, Leadership development training and support, Staffing models and financial support
BISD	<ul style="list-style-type: none"> Address long-term educator pipeline needs in the community Build a local system focused on providing access and entry into the teaching profession for the community via an apprenticeship model 	<ul style="list-style-type: none"> LEA-EPP partnership, Prioritizing pathways for staff and community (GYO), Reducing financial barriers to quality prep (paid residencies as part of apprenticeship), Prioritization of HR recruitment systems and talent pipeline planning



Lunch Break

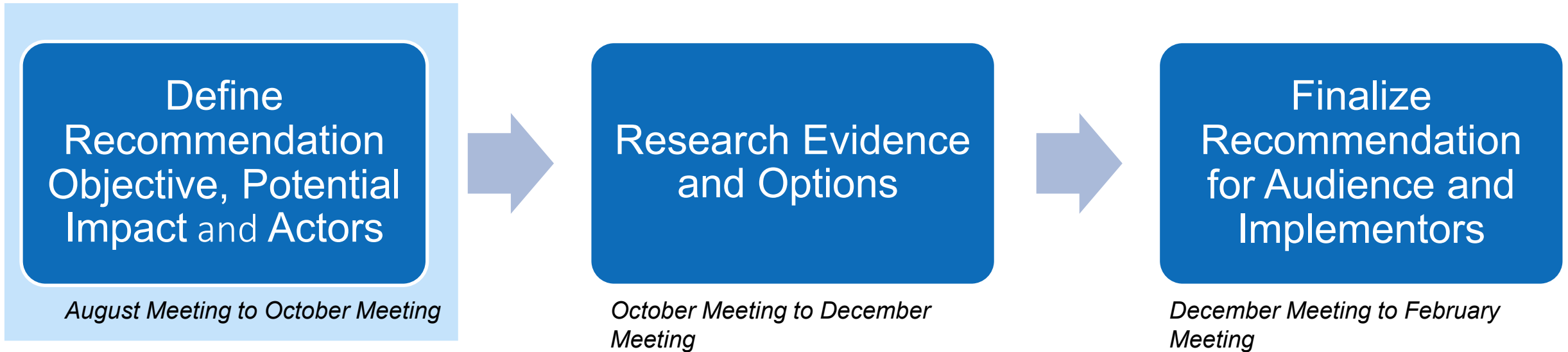




**Working Group
Discussion:
Identify Key
Recommendation
Objectives**



Framework for Developing Recommendations



- Objective (or the What?) – Define the goals for change of this recommendation
- Potential Impact (Why and Tradeoffs?) – Identify the rationale, possible outcomes, trade-offs, costs, and potential consequences if this is widely implemented
- Actors:
 - Who? – Identify the implementers for this type of recommendation
 - How? - Begin to describe the method the implementers would use to enact this change
- Next Steps: What research or other steps need to be taken to finalize this recommendation?

Recommendations Framework

Bucket	Issue & Root Causes	Objective – What?	Impact – Why? Cost?	Actor – Who?	Actor – How?	Next Steps?
Subgroup	<p>Sweet spot issue: issue where a person or group of people can be held accountable for enacting change</p> <p>Root cause: “the fundamental reason for a problem”; helps us identify a narrow, actionable, and aligned recommendation</p>	Define the goals for change of this recommendation	<p>Identify the rationale and possible outcomes if this recommendation is broadly implemented</p> <p>Identify cost, trade-offs, and potential consequences</p>	Identify the implementers for this type of recommendation	Begin to describe the method the implementers would use to enact this change	What research or other steps need to be taken to finalize this recommendation?
August 25	August 25	August 25				Ongoing
		August 25 to October 18	August 25 to October 18	August 25 to October 18	August 25 to October 18	Ongoing

Framework Example:

Phase	Bucket	Objective – What?	Impact – Why?	Actor – Who?	Actor – How?	Next Steps?
Recruit and Train	HR Recruitment Practices and Systems	Funding for recruitment incentives for high-need or hard-to-fill areas	This could incentivize additional educators to pursue harder to staff fields	District, State, Legislature	<p>Districts could leverage existing dollars for signing bonuses or other stipends</p> <p>State could integrate additional financial incentives for these areas into existing pipeline grants (GYO, teacher residencies)</p> <p>Legislature could allocate dollars to support additional recruitment incentives</p>	<p>Research current recruitment incentives used by Texas LEAs</p> <p>Research on use of recruitment incentives and impact on hiring practices</p> <p>Source examples of potential funding structures/amounts</p>

Today's priority: Buckets and Objectives



Our focus today: Describe Key Issues and Related Recommended Strategies

Protocol:

- **5 minutes: Whole Group:** Norm on key issues and buckets (focus areas) we are seeking to address for each phase. We have generated some based on the case studies, current data in the field, and past discussion.
- **90-100 minutes: Whole Group:** Generate the most aligned strategies to address the issues, based on learning from pre-work and today's discussion
- **For each phase:**
 - **5 minutes:** silent-solo review of the buckets and notes from the pre-work debriefs related to the pipeline phase
 - **5 minutes:** note related strategies to address each bucket on the [jam board](#)
 - **20 minutes:** debrief as a whole group to codify suggested strategies to address need of each bucket on the toolkit and describe potential impact
 - **5 minutes:** Identify “what research and next steps do we need to take to finalize the recommendations for this phase”?
- **5-10 minutes: Recap of next steps**
- **15-20 minutes: Break ahead of full task force share out**

Our focus today: Describe Key Issues and Related Recommended Strategies

Protocol:

- **Recruit and Train Phase:**

- **5 minutes:** silent-solo review of the buckets and notes from the pre-work debriefs related to the pipeline phase
- **5 minutes:** note related strategies to address each bucket on the [jam board](#)
- **20 minutes:** debrief as a whole group to codify suggested strategies to address need of each bucket on the toolkit and describe potential impact
- **5 minutes:** Identify “what research and next steps do we need to take to finalize the recommendations for this phase”?

Our focus today: Describe Key Issues and Related Recommended Strategies

Protocol:

- **Re-recruit Phase:**

- **5 minutes:** silent-solo review of the buckets and notes from the pre-work debriefs related to the pipeline phase
- **5 minutes:** note related strategies to address each bucket on the [jam board](#)
- **20 minutes:** debrief as a whole group to codify suggested strategies to address need of each bucket on the toolkit and describe potential impact
- **5 minutes:** Identify “what research and next steps do we need to take to finalize the recommendations for this phase”?

Our focus today: Describe Key Issues and Related Recommended Strategies

Protocol:

- **Retain Phase:**

- **5 minutes:** silent-solo review of the buckets and notes from the pre-work debriefs related to the pipeline phase
- **5 minutes:** note related strategies to address each bucket on the [jam board](#)
- **20 minutes:** debrief as a whole group to codify suggested strategies to address need of each bucket on the toolkit and describe potential impact
- **5 minutes:** Identify “what research and next steps do we need to take to finalize the recommendations for this phase”?



Working Group Next Steps



Working Group Next Steps

- **Today:**
 - Share our recommended strategies with the overall TVTF
- **Before October Working Group:**
 - Prioritize strategies/objectives via survey
 - Review other working groups' suggested recommendations
 - Review suggested actors & their roles in addressing strategies (who and what)
 - Review related research that supports prioritized strategies
- **October:**
 - Cross group work time to review draft recommendations
 - React to actors, their roles and discuss need for additional research
 - Map related next steps/calls for additional research

Recommendations Framework

Bucket	Issue & Root Causes	Objective – What?	Impact – Why? Cost?	Actor – Who?	Actor – How?	Next Steps?
Subgroup	<p>Sweet spot issue: issue where a person or group of people can be held accountable for enacting change</p> <p>Root cause: “the fundamental reason for a problem”; helps us identify a narrow, actionable, and aligned recommendation</p>	Define the goals for change of this recommendation	<p>Identify the rationale and possible outcomes if this recommendation is broadly implemented</p> <p>Identify cost, trade-offs, and potential consequences</p>	Identify the implementers for this type of recommendation	Begin to describe the method the implementers would use to enact this change	What research or other steps need to be taken to finalize this recommendation?
August 25	August 25	August 25				Ongoing
		August 25 to October 18	August 25 to October 18	August 25 to October 18	August 25 to October 18	Ongoing

Logistics Next Steps

- Return to Whole Group for Task Force Debrief at 2:45

[Link to Main Zoom Meeting here](#)



Thank You!