

Date: February 16th, 2023

Session: Training and Support Breakout Session

Task Force Members discussed the training and support section of the draft final report. The group discussed that the following would be important in the communication of the final report.

Theme 4:

A. Expand high-quality Grow Your Own (GYO) pathways for high school students and paraprofessionals seeking to become certified teachers

Task Force members discussed that compensation for teachers who are training and overseeing the high school students in GYO programs is important.

B. Establish and fund a Teacher Residency pathway

A Task Force member shared some concern about this being partially funded and then the bulk of the responsibility and funding falling back on the districts. The Task Force member suggested providing specificity on where these funds should come from (i.e. Increase the basic allotment to provide funds for a teacher residency pathway) in the communication of the report.

C. Expand Educator Preparation Program capacity to produce teacher residents through technical assistance support

The Task Force shared that the original wording in this recommendation was potentially confusing and suggested the following:

- Ensure that acronyms are defined the first time they are used in case people do not have background knowledge about what the acronym stands for
- Clarify technical assistance support

Theme 5:

A. Develop cooperating teacher and mentor teacher trainings that leverage job-embedded and research-based best practices

A Task Force member shared that rural districts may “shop” around for mentor teachers if they do not have enough teachers to meet their needs. A clearinghouse or database could be helpful in identifying quality mentor teachers.

B. Increase funding for and scale of the Mentor Program Allotment (MPA)

A Task Force member shared that the MPA provides temporary funds. School districts do not always qualify for MPA funds consecutively, which could affect the consistency of mentorship in districts.

C. Provide opportunities and technical assistance to create and expand teacher leadership opportunities

There was consensus across the groups to include a definition of technical assistance in the report.

Theme 6:

A. Expand awareness of and access to High-Quality Instructional Materials (HQIM) to reduce time teachers spend searching for and creating materials

Some Task Force members expressed that teachers are not aware of the supports TEA provides on HQIM and expanding awareness around what is already provided by TEA is important to help/assist teachers while providing flexibility for school districts.

B. Require EPPS to integrate instruction on curriculum and assessment literacy into coursework and provide training for EPP faculty/staff on curriculum and assessment literacy best practices.

The Task Force thought the general reader may think this recommendation only applies to reading and language arts based on the wording of “literacy” in this recommendation. A Task Force member suggested editing this recommendation for clarity.