



Staffing Models to Support Talent Pipelines

TVTF Working Group 2



Welcome to the Staffing Models to Support Talent Pipelines Working Group!

In the chat, please share:

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

Welcome to Working Group 2: Strategic Staffing



Jessica McLoughlin

Director, Educator
Standards, Testing and
Preparation



Melissa Yoder

Director, Educator
Residencies and Talent
Pipelines



Colin Dempsey

Director, District
Operations and
Sustainability Support



Dr. Xóchitl Anabel Rocha

Programs Manager,
Bilingual/ESL
EL Support Division

Introducing Our Task Force Leads



Ashley Osborne

Executive Director,
Talent Development,
Ector County ISD



Dr. Justin Terry

Superintendent, Forney
ISD

Strategic Staffing Working Group Objectives

- Build shared understanding of current approaches to strategic staffing to support talent pipelines
- Discuss enabling conditions and barriers to effective strategic staffing practices
- Begin to develop recommended strategies to support implementation of strategic staffing more broadly

Agenda and Working Group Session Guide

- Overview of Strategic Staffing Models
- The Research Foundation for Strategic Staffing
- Technical Assistance Panel: Strategic Staffing Supports
- Lunch (~12:00-12:30)
- District Leader Panel: Texas Approaches to Strategic Staffing
- Working Group Discussion and Recommendations

Participant's Guide: Working Group 2: Staffing Models that Support Talent Pipelines

Research Foundations for Residencies and Strategic Staffing: Panelist Questions:

	Notes
<ul style="list-style-type: none">• What does the research tell us about the impact of funded residency models supported by strategic staffing efforts?	
<ul style="list-style-type: none">• What should LEAs be taking into consideration when designing a strategic staffing model?	

Strategic Staffing Technical Assistance Providers Panel: Panelist Questions:

	Notes
<ul style="list-style-type: none">• What has led to successful strategic staffing model design and implementation from your experience?	
<ul style="list-style-type: none">• What are some of the biggest potential challenges LEAs may likely encountered?	
<ul style="list-style-type: none">• What should LEAs take into consideration when entering this work?	

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



Strategic Staffing Overview



Challenges Impacting Retention

Working Conditions

Preparation & Training

Pay

Strategic staffing approaches can positively impact all three.

Impact of high-quality, teacher residency “Grow Your Own” teacher pipeline strategies

Provide sustained, meaningful pre-service practice: in a safe environment with close support and coaching from a mentor teacher, reflection and feedback processes

Reduce the novice teacher learning curve: in Texas nearly 130,000 teachers have less than 5 years of experience and intern/probationary teachers are serving well over 70% of our economically disadvantaged students [TAPR, 2018-19]

Paid residencies mean access for more racially and economically diverse candidates

Strategically generate a strong pipeline of qualified, effective candidates for projected high needs positions and hard to staff schools

Retain teachers: teachers prepared in a residency are more likely to be retained

Many teachers are overwhelmed with everything they have to do in the day.



A Key Source of Teacher Stress:

- Responsible for huge number of student expectations (SE) (e.g., 235 core content SEs for 1st grade teachers)
- Can regularly work 12+ hour days
- Limited job-embedded planning time and support
- Minimal breaks
- Regularly asked to take on extra duties (tutoring, substitute coverage, before/after school, etc.)

Focus of June Strategic Staffing Working Group:

Strategic Staffing to Support Talent
Pipeline Development, including:

Paid Teacher Residencies and Grow Your
Own Models

Focus of Future Strategic Staffing Working Group:

Informed by working group
recommendations, but potential topics
could include Strategic Staffing Models
to Address Teacher Workload

Strategic Staffing Models can meet immediate instructional needs and fund sustainable, paid teacher pipelines



Strategic staffing design focuses on making staffing and scheduling decisions driven by immediate and long-term instructional needs to reallocate and reinvest underutilized, existing LEA dollars to fund talent pipelines.

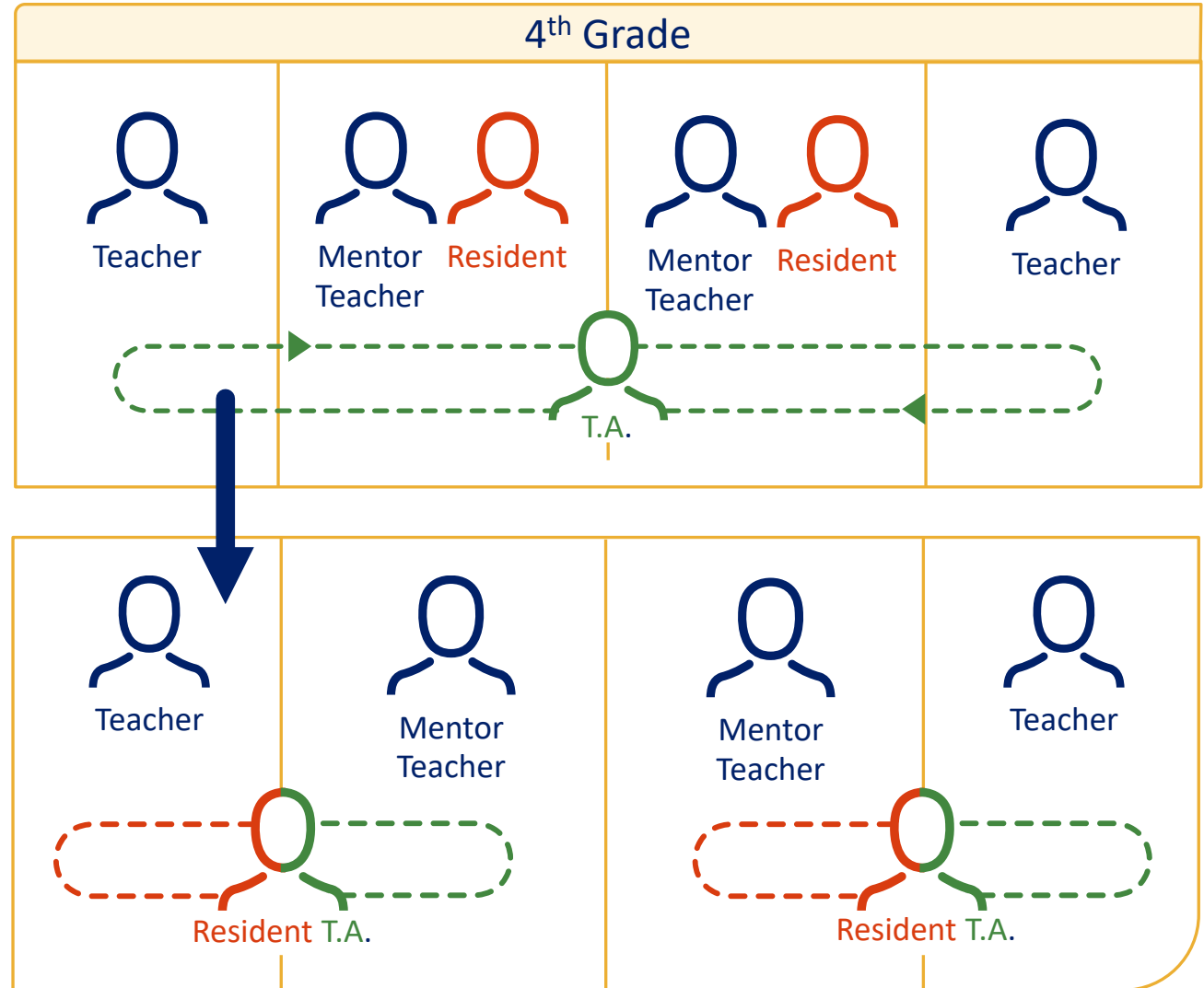
Variety of strategic staffing approaches already underway across Texas LEAs to enable and sustainably fund teacher residencies, Grow Your Own pathways, teacher leadership roles, etc.

Residents as Paraprofessionals

The *paraprofessional* model relies on two residents splitting the role of one full-time paraprofessional (teacher assistant), redirecting funding lines that may be left unfilled without a full-time hire.

Model Benefits:

- Teacher residents may address hard to fill paraprofessional roles
- Opportunity for current paraprofessionals to fulfill clinical teaching and still serve in additional instructional capacities as paraprofessionals.

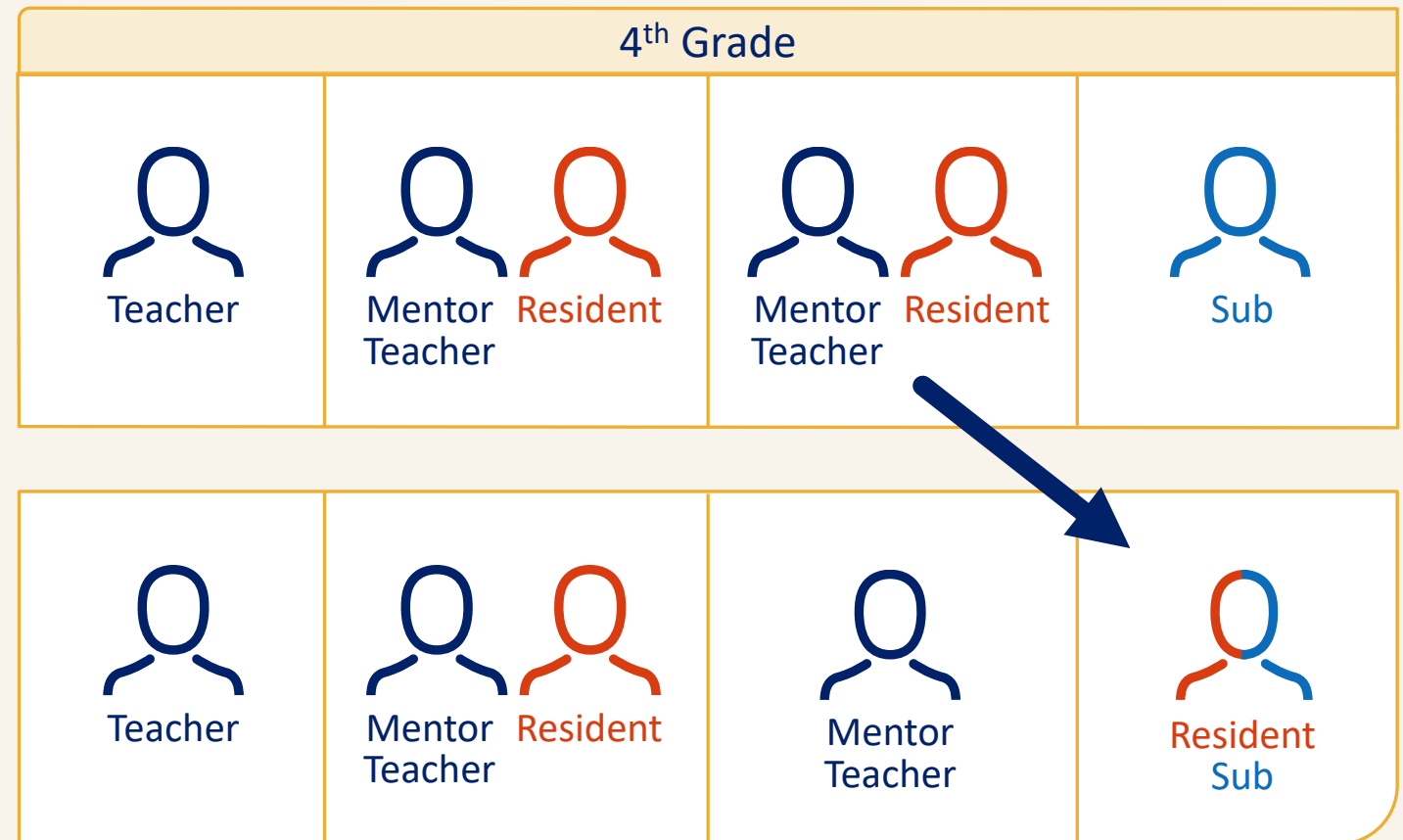


Residents as Substitutes

The **substitute teaching** model relies on residents spending at least *one day per week* serving as a substitute teacher for other teachers in the school, receiving pay through dollars typically spent on substitute teachers.

Model Benefits:

- Add to substitute capacity on campus
- Opportunity to further strengthen campus systems for substitute teachers & quality control
- Teacher candidates have more opportunities to practice and potential exposure to other grade levels.



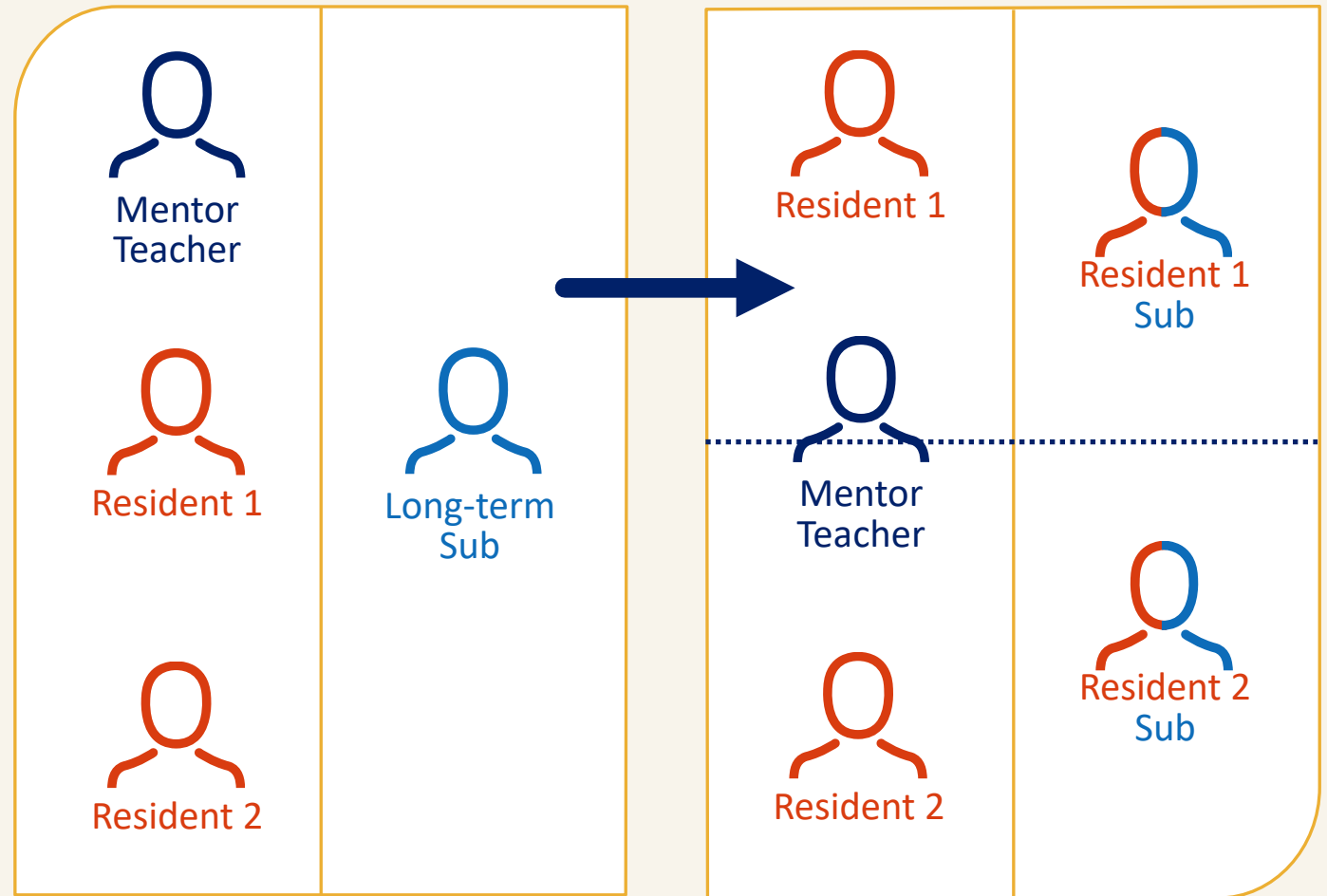
Pre-work Connection: Socorro ISD and UTEP

Residents as Long-Term Substitutes

The *long-term substitute* model relies on two residents splitting the role of a full-time long-term substitute, receiving pay through dollars typically spent on long-term substitute teachers.

Model Benefits:

- Quality control over long term substitute
- Mentor teacher is compensated for supporting long term sub
- Teacher residents get more opportunities to practice critical skills



Residents as Co-Teachers

The **Co-Teacher** model puts residents alongside his/her mentor for the entire school year. Because there are two teachers in that classroom, the student-to-teacher ratio is cut in half.

Model Benefits:

- Addresses teacher vacancies
- Addresses student to teacher ratio, allowing for greater differentiation
- Teacher residents receive maximum co-teaching time

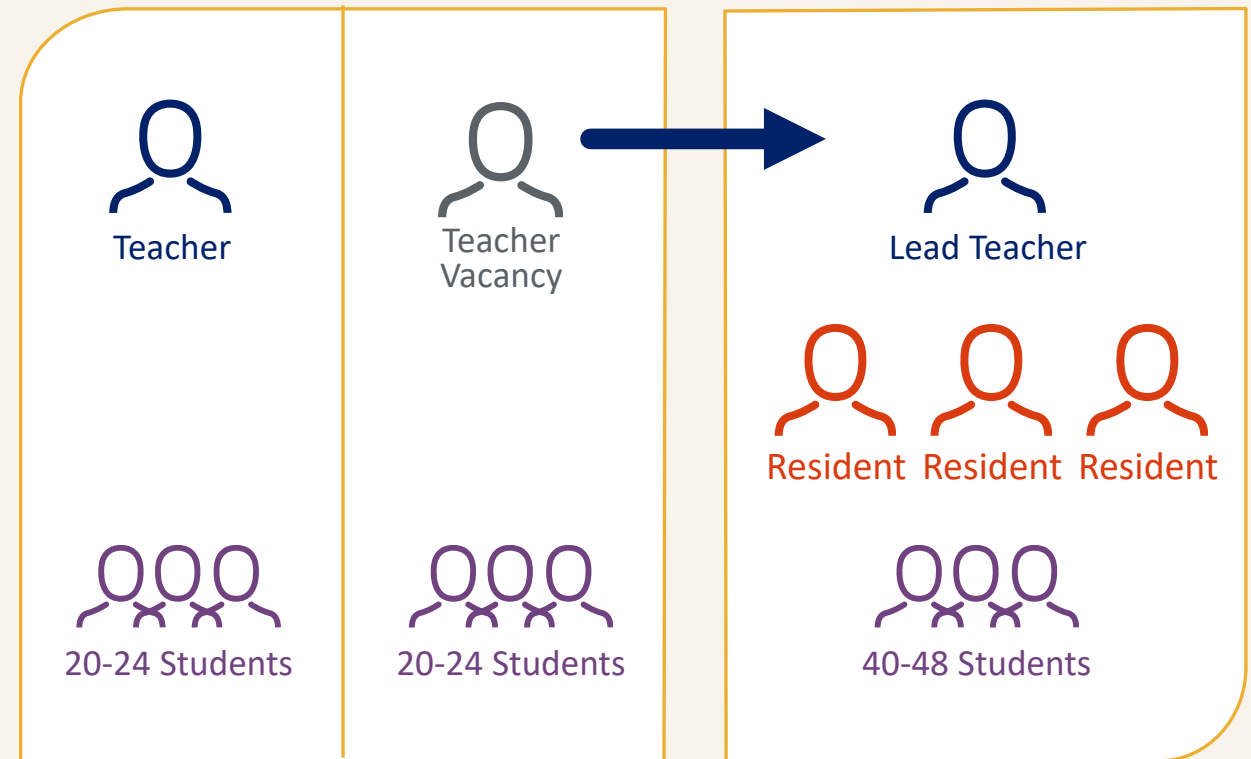


The **Resident and Mentor Teacher Teams** model challenges the traditional classroom staffing structure of 1 teacher to 24 students.

In this model, schools combine two classrooms (above 40-48 students). One highly effective mentor works with three resident candidates to co-teach and support the students in a team-based model of instruction. The ratio of teachers to students in this model is about one teacher to 10 students.

Model Benefits:

- Addresses Teacher Vacancies
- Provides for even more flexible grouping, all students with an effective teacher of record, & a maximized coteaching experience for teacher residents.

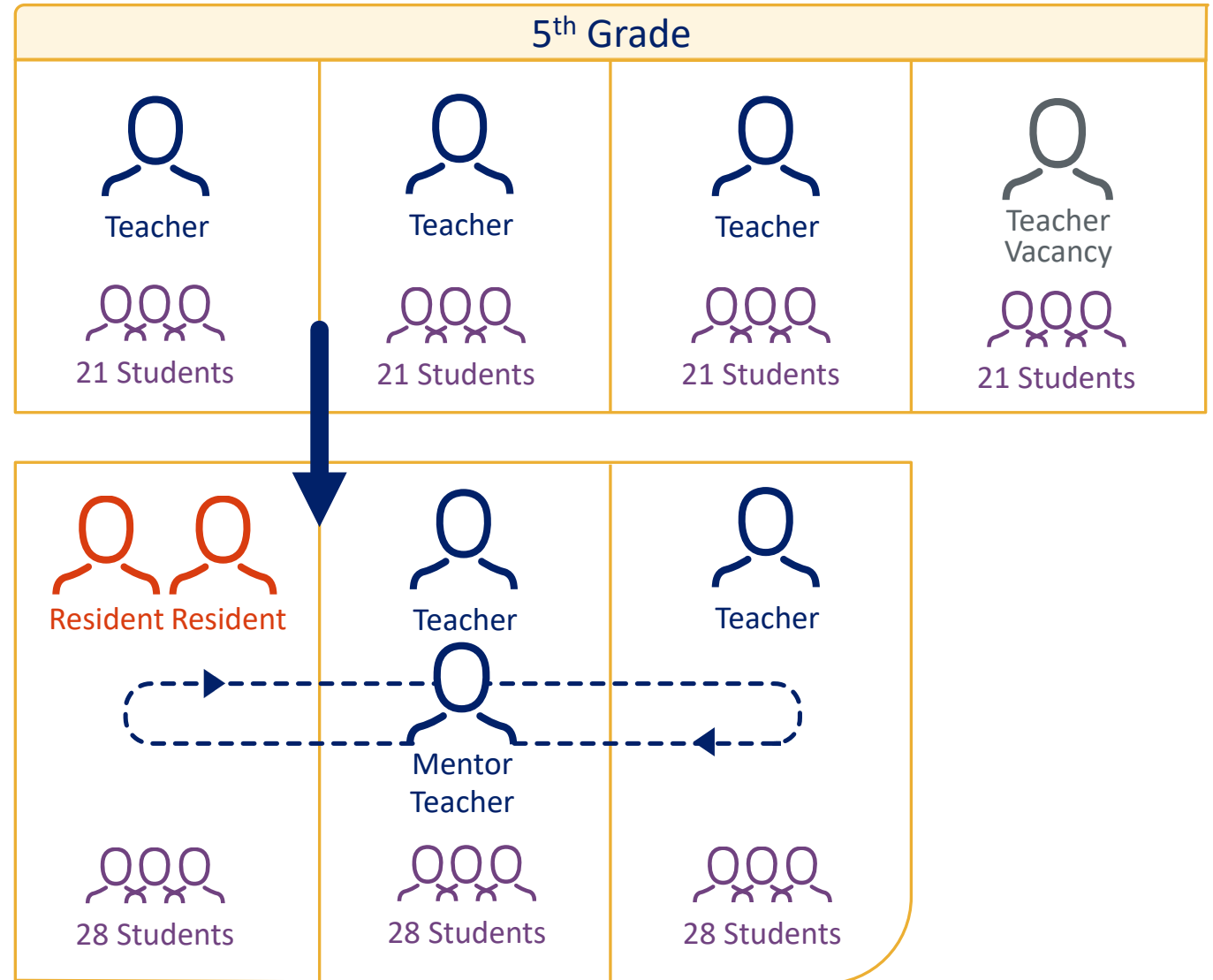


Residents as Release Time Support

The *release time* model relies on residents providing release time so their mentor can take on teacher leader roles supporting other classroom teachers (co-planning, co-teaching, modeling, observing, providing feedback).

Model Benefits:

- Addresses teacher vacancies
- **Addresses teacher leadership pipeline development (mentor role, developing teacher supports)**

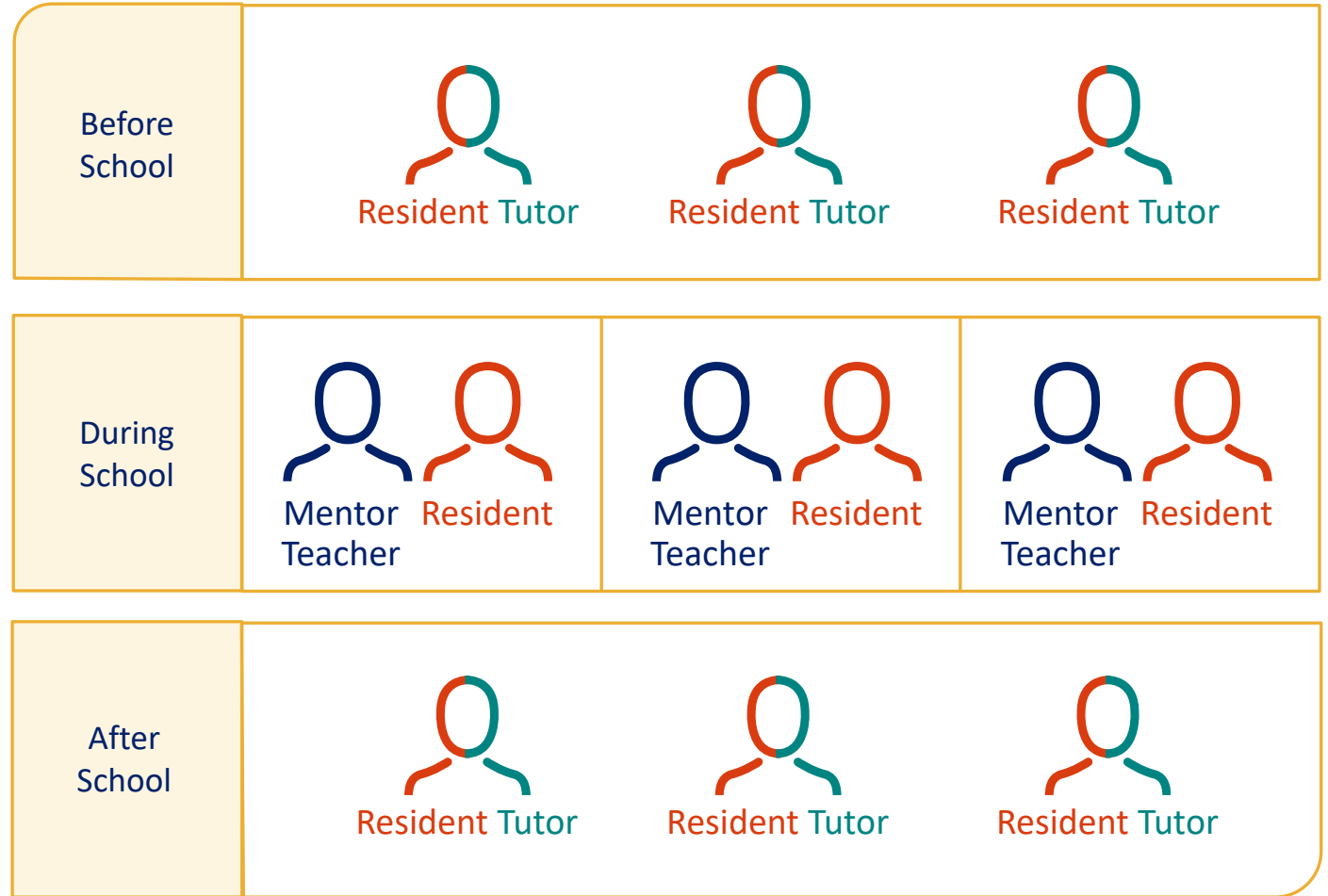


Residents as Tutors and Enrichment Teachers

The **tutor and enrichment** model relies on residents spending at least four days before, during, or after school tutoring students, receiving pay through dollars typically spent on tutoring.

Model Benefits:

- Addresses differentiation needs
- Addresses existing requirements for tutoring
- Could be combined with other models
- Tutor quality control



Short Term Benefits:

Residents **fulfill immediate instructional needs** in schools as part of their year long student teaching experience, to include:

- Residents as substitutes
- Residents as paraprofessionals
- Residents as tutors and enrichment teachers
- Residents and mentor teacher teams:
 - Reduce student to teacher ratio
 - Increase access to differentiated instruction
- **All residents impact student learning acceleration needs while co-teaching**
- **Paid teacher leadership opportunities are made possible**

Long Term Benefits

Residents **are prepared for the long term to be teachers** in their districts:

- Incentivize/make financially possible a residency pathway in your district
- Quality preparation for year 1 readiness
- Understand district context and culture
- Relationships with staff, students, and school community
- Increased retention over time due to quality preparation and buy-in within school community
- Increased retention of teacher leaders over time

District & EPP Perspectives on Strategic Staffing

Key takeaways

There is a consistent belief in the power and possibility of clinical practice, and especially for fully funded residencies.



LEAs and EPPs spoke about teacher shortages and the need for effective, well-trained teachers who reflect the students that they serve.



LEAs and EPPs consistently named the importance of flexibility, differentiated designs, and differentiated models.



LEAs and EPPs need time to: build and design in partnership, build the argument(s) for and evidence of strategic staffing best practices and, build their own faculty and mentor teachers' capacity. Yet, while many partners argued for more time, others named how pressing staffing challenges are and how the tension between shortages and building robust systems of preparation conflict.

EDUCATION POLICY INITIATIVE AT CAROLINA

4

Source: Education Policy Initiative at Carolina (EPIC)



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
<i>Totals</i>				+\$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
<i>Totals</i>				+\$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



Research Foundation for Strategic Staffing Approaches




Pre-Work Reflection



SIMPLE SHIFTS
PAYING ASPIRING TEACHERS WITH EXISTING RESOURCES

SUSTAINABILITY PROJECT CASE STUDY: REALLOCATION
ONE OF THREE CASES ON SUSTAINABLY FUNDING TEACHER RESIDENCY PARTNERSHIPS

 Bank Street
College of Education

April 2021

What were your biggest takeaways from reading Simple Shifts?

What questions do you have?

Research Foundation for Strategic Staffing



Dr. Karen DeMoss

Executive Director,
Prepared to Teach



Dr. Aisha Haynes

Director, Texas
Partnerships,
Prepared to Teach

What does the research tell us about the impact of the funded residency supported by strategic staffing?

What should LEAs be taking into consideration when designing a strategic staffing model?



Strategic Staffing Supports in Texas



Strategic Staffing TA Provider Panel



Dr. Sarah Beal, Executive Director



**Troy Smith, Asst. Vice President
Opportunity Culture**



**Jason Jeitz, ESC6 Texas Strategic Staffing
Lead**



Strategic Staffing TA Provider Panel

- What has led to successful strategic staffing model design and implementation in your experience working with LEAs and their educator preparation program partners?
- What are likely challenges LEAs may encounter?
- What should LEAs take into consideration when entering this work?

Working Group Questions





Lunch Break





District Leader Perspectives on Strategic Staffing Approaches



Introducing our District Leader Panel



Jina Eksaengsri

School Improvement
Officer, Socorro ISD



Allie Martin

Principal, Klenk
Elementary, Klein ISD



Ashley Osborne

Executive Director,
Talent Development,
Ector County ISD



Dr. Justin Terry

Superintendent, Forney
ISD

District Leader Panel

- Why did you decide to do this work? What challenge were you trying to address?
- What has gone well so far? To what do you attribute the success?
- What were the biggest barriers to design and implementation? How did you address them?
- Overall, what has been the impact on your talent pipeline?

Working Group Questions





Working Group Discussion



Working Group Discussion

What connections did you draw between challenges addressed by strategic staffing models and your district context?



Independent Reflection
on Session Guide

Whole Group Share-out

Working Group Discussion

Given today's discussion,
what are the primary enablers
and barriers to this work?

What additional enablers or
barriers have we not yet
raised given your
experiences/contexts?



Independent Reflection
on Session Guide

Small Group Discussion
and Chart

Whole Group Share-out

Working Group Discussion

Given these enablers and barriers, what does this make you think about next steps and strategies for...
your district AND
potential statewide recommendations?



Independent Reflection
on Session Guide

Small Group Discussion

Whole Group Share-out



Working Group Next Steps



Work Group Next Steps

- Share our reflections with the overall TVTF
- Share our learning with our networks
- Surface additional focus areas for the strategic staffing working group based on additional needs identified in the field

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Texas Educator Residency Summit

Scaling and Sustaining High Quality Residencies as a Workforce Solution

June 29-30, 2022

Live, Virtual Event

accevents.com/e/txedresidencysummit

Session Strands:

Teacher Residency

Principal Residency

Educator Prep Programs

LEA & EPP Partnership

What: Please join the Texas Education Agency for an opportunity to learn from practitioners in the field about innovations through educator residencies. Learn, Connect, and Network!

When: 6/29/2022-6/30/2022

Where: Virtual

Who: All LEA, Educator Preparation Program Partners, and Prospective Partners across Texas

Logistics Next Steps

- 2:20-2:30: Take a 10-minute break and transition back to main room for whole group debrief
- Ashley Osborne will share our discussion summary

[Link to Main Zoom Meeting here](#)



Thank You!