

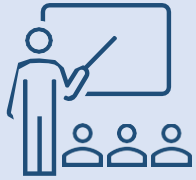


House Public Education and Higher Education Joint Committee Update

Teacher Workforce Interim Charge

Every Child, Prepared for Success in College, Career, or the Military

Strategic Priorities



Recruit, support and retain teachers and principals.



Build a foundation for reading and math.



Connect high school to career and college.



Improve low-performing schools.

Key Actions



Supported Educators



Ready Students



Rigorous Engagement



Aligned Systems



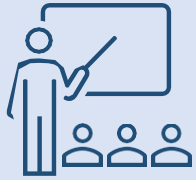
Actionable Goalsetting



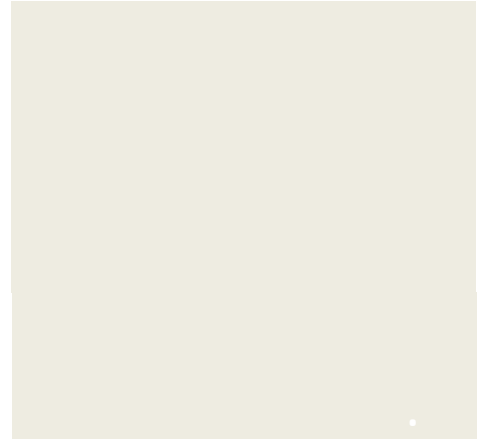
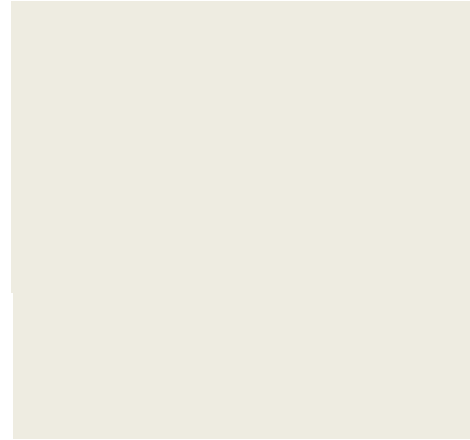
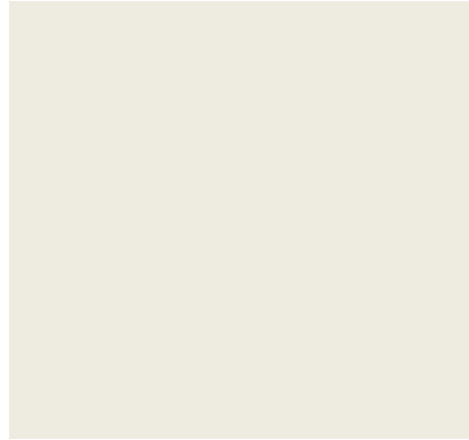
Continuous Improvement

Recruiting, Supporting, and Retaining Educators is a critical strategic priority and key action in TEA's strategic plan.

Strategic Priorities



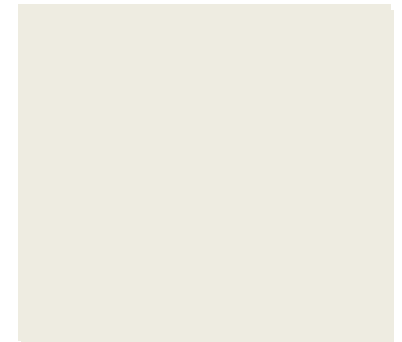
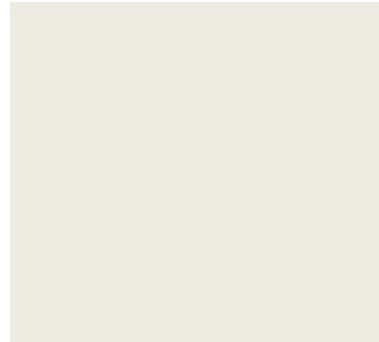
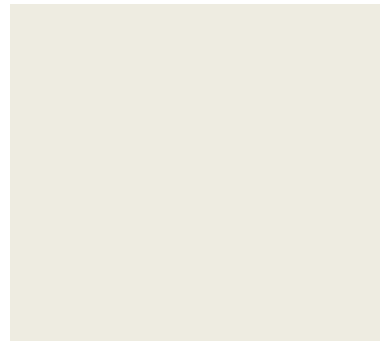
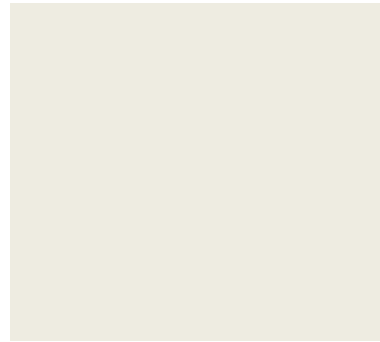
Recruit, support and retain teachers and principals.



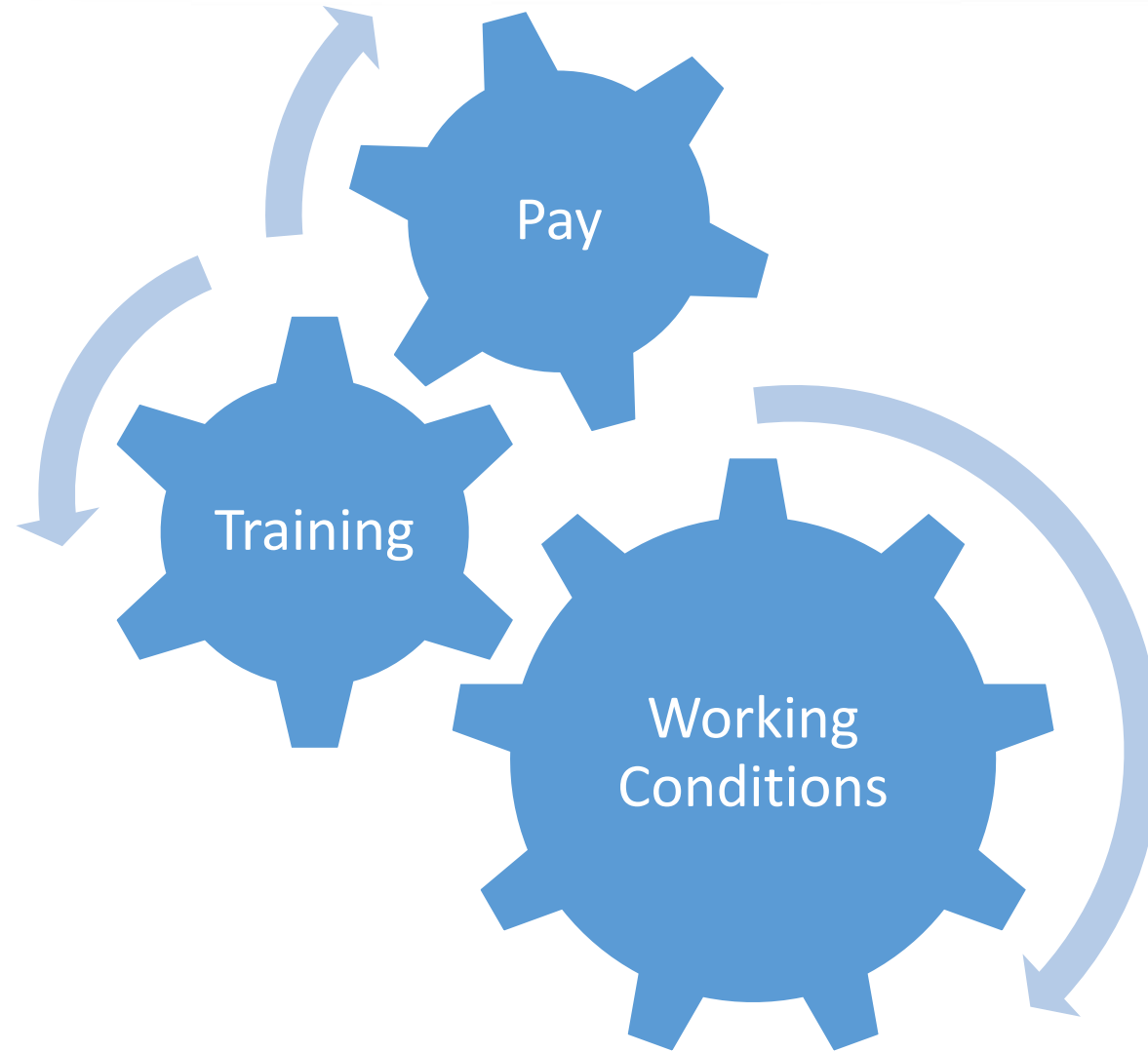
Key Actions



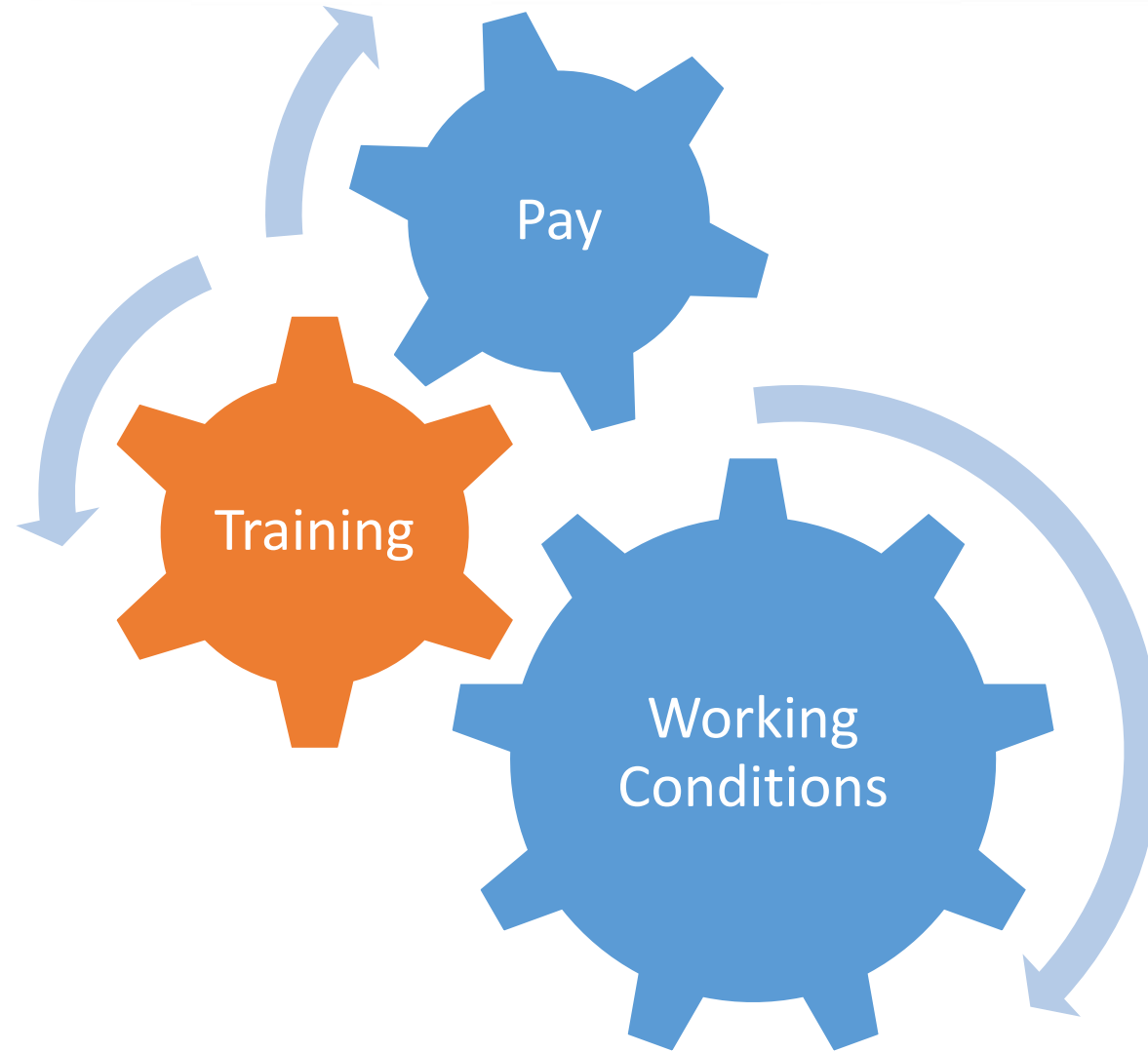
Supported Educators



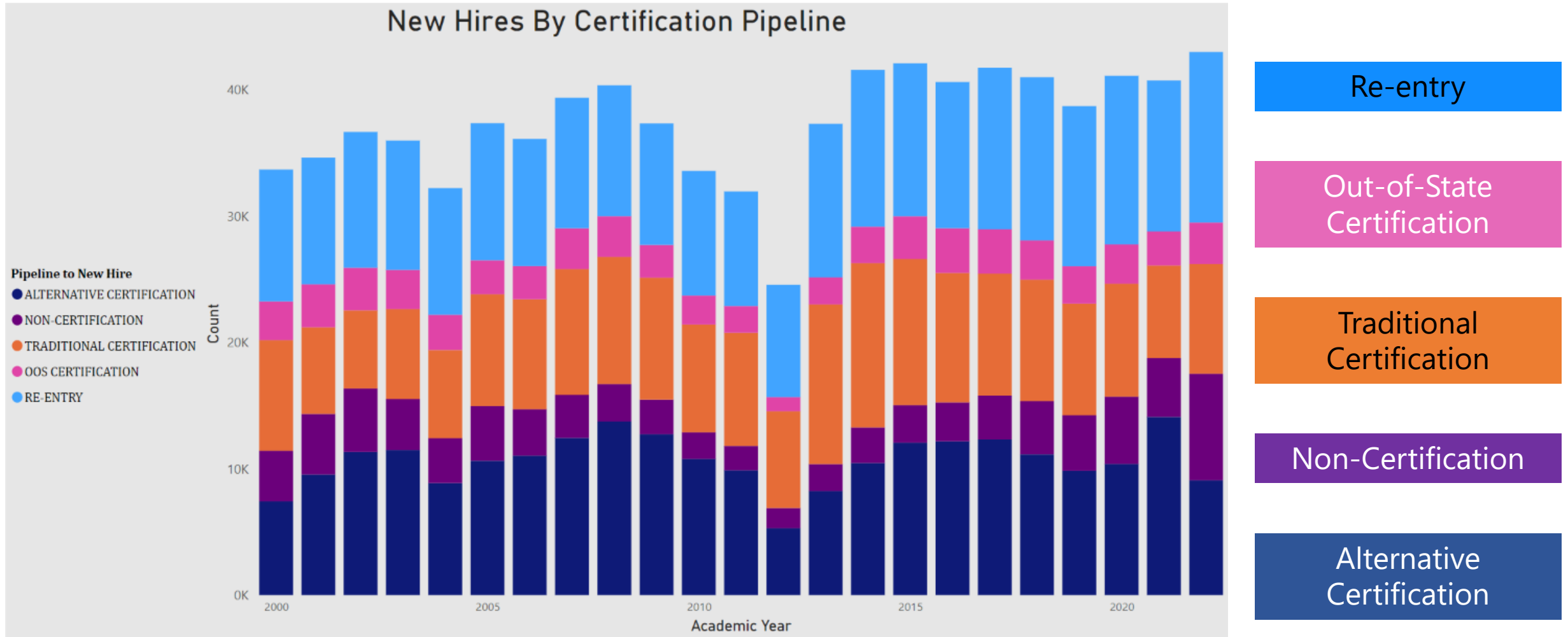
The Texas Legislature has invested in programs to address the key teacher workforce challenges



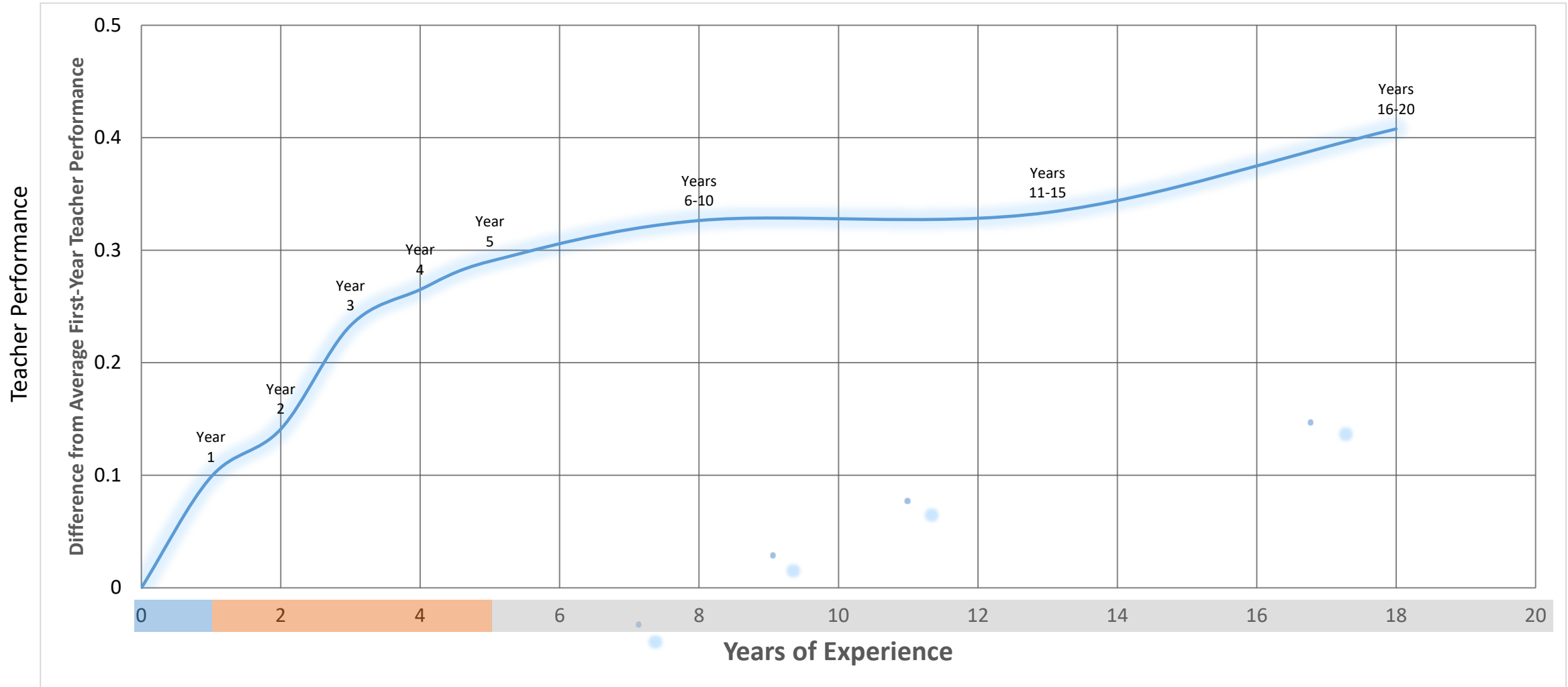
The Texas Legislature has invested in programs to address the key teacher workforce challenges



Our pipeline of newly hired teachers remains strong, but many are entering without the training and support they need to be successful.



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



The Texas Legislature has provided significant investments in district-led efforts to recruit & prepare new teachers



Grow Your Own

Offer **high school students** teacher preparation classes and **student-teaching experience**, recruit recent HS grads to serve as paraprofessionals while in college, and help existing paraprofessionals become **degreed & certified teachers**.

382 LEAs



Teacher Residencies

An educator preparation pathway, co-led by districts and educator preparation programs, designed to leverage at least a **full year of paid, authentic, and supported teacher practice** prior to becoming teacher of record.

92 LEAs, 15 EPPs



Strategic Staffing

LEA technical assistance support model focused on making staffing and scheduling decisions driven by immediate and long-term instructional needs to reallocate underutilized, existing LEA dollars to **fund talent pipelines**.

**11 ESCs training
81 LEAs**

~\$130 million in federal and state funds, 87th TX Legislative Session

The Mentor Program Allotment Supports Expansion of Research-based Mentoring Programs for 1st Year Teachers

The Mentor Program Allotment (HB3) provides **\$1.65 million annually** to districts to support the implementation of job-embedded, research-based mentoring practices.

Cycle 3 of MPA (2022-2025) includes **29 participating districts**.

Components of the Mentor Program Allotment



Beginning Teacher



Mentor Selection



Mentor Assignment



Mentor Training

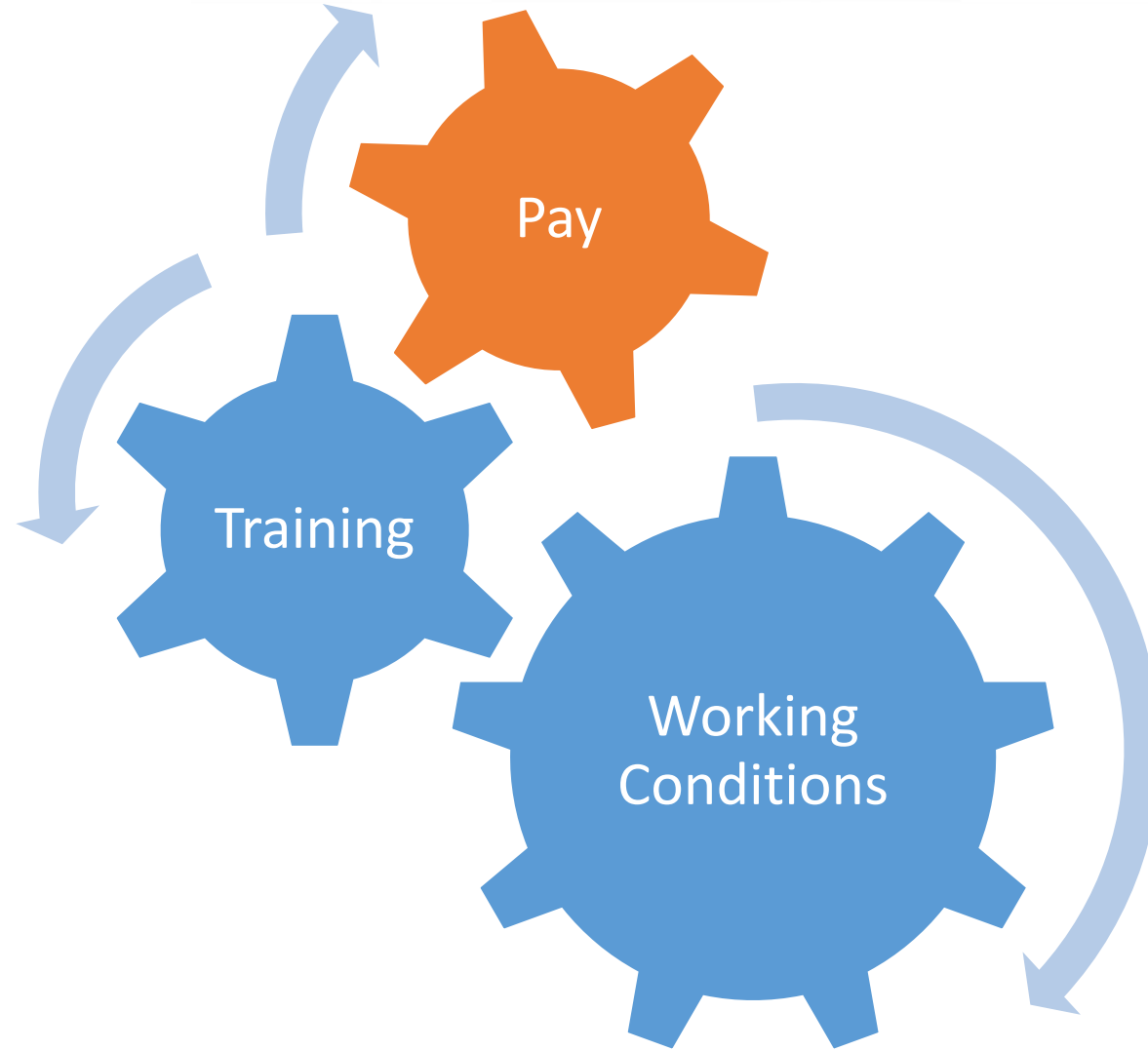


Mentoring Topics



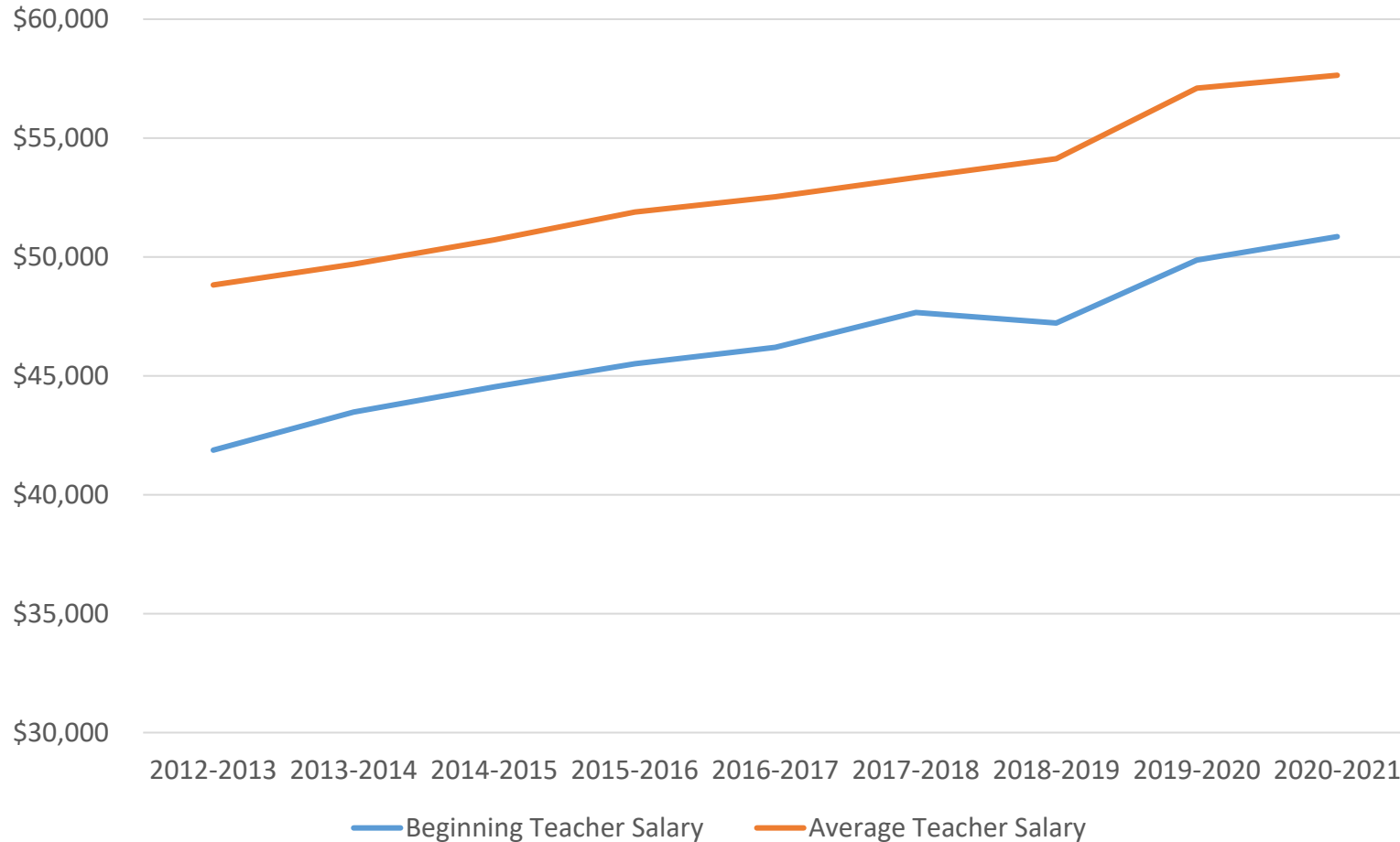
Scheduling

The Texas Legislature has invested in programs to address the key teacher workforce challenges



Starting & Average Teacher Salaries

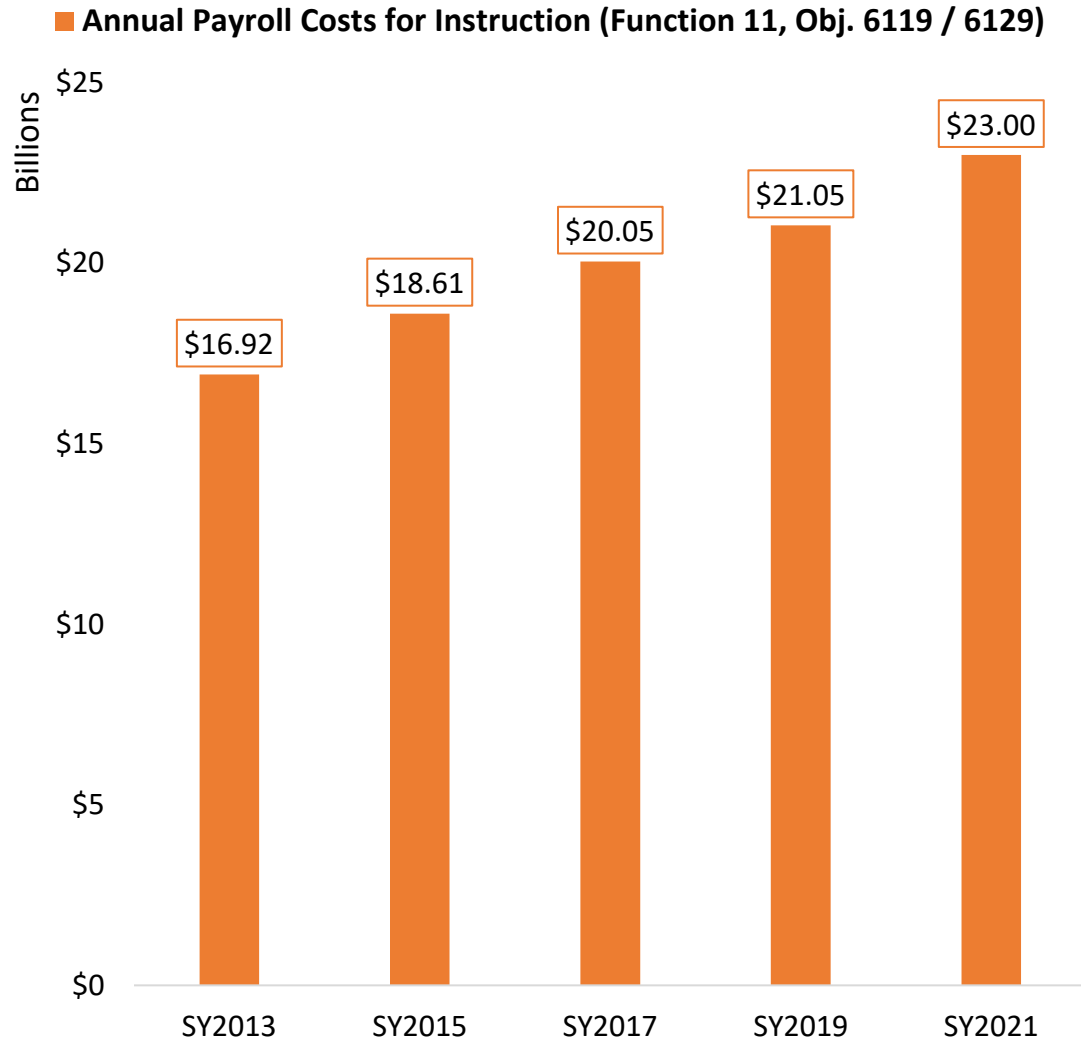
Average Teacher Pay Trends, 2012-2021



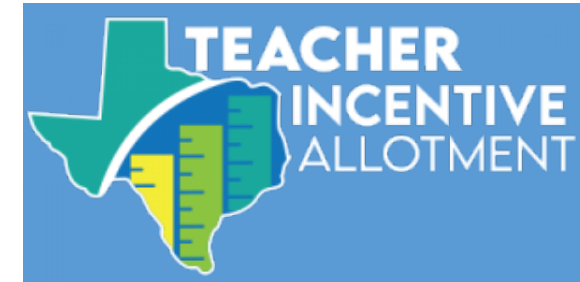
Average pay is now \$57,641. About a 6.5% increase in last 2 years, increase of \$3500

Over the past 9 years, starting pay for teachers rose \$8,971 to \$50,849.

The funding devoted to teacher salaries is significant

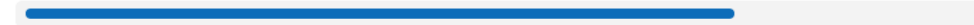


The number of teachers making 6-figures has doubled since 2018-19

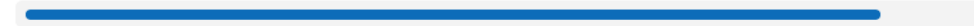


NATIONAL BOARD
for Professional Teaching Standards®

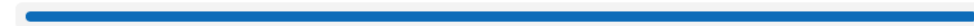
Recognized – \$3,000–\$9,000



Exemplary – \$6,000–\$18,000



Master – \$12,000–\$32,000

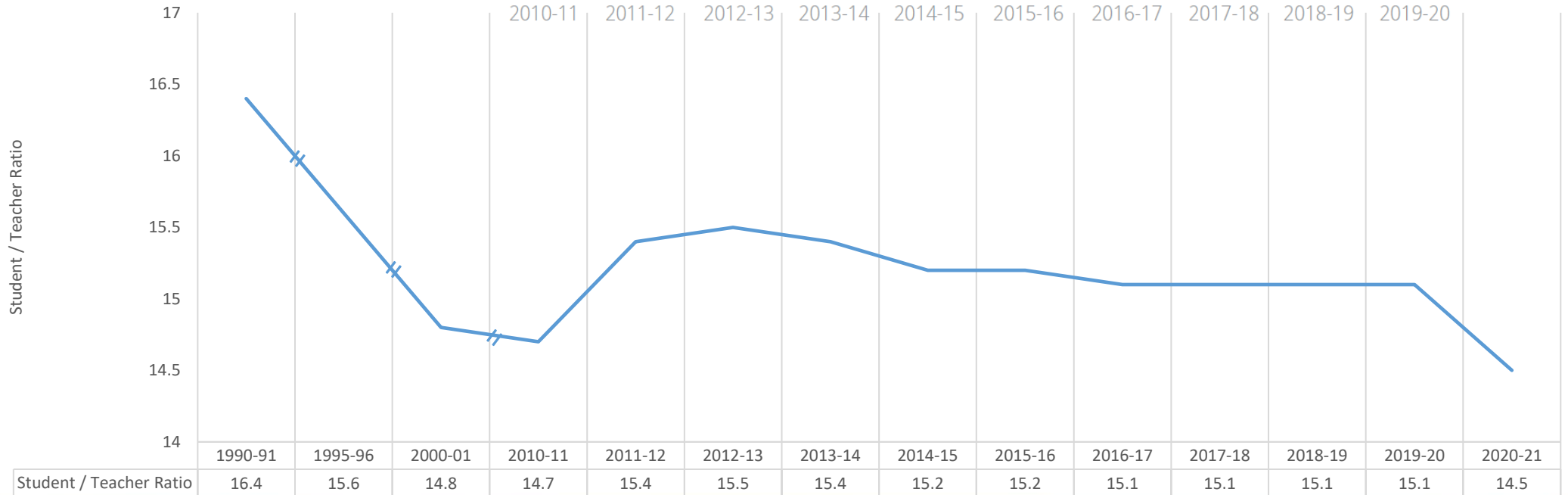
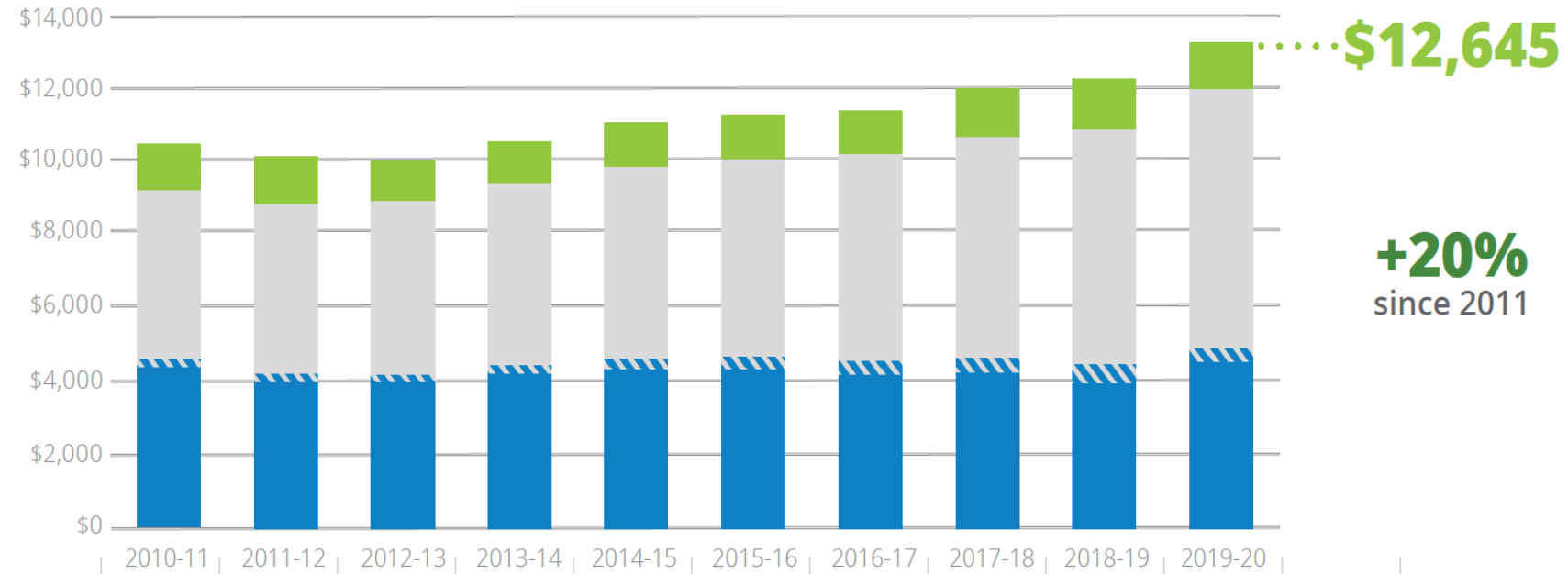


~\$187 million in state funds, projected for 2022-23

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

Per student annual funding

- Total Statewide State Funding
- Total Statewide Revenue from Recapture
- Total Statewide Local Funding
- Total Statewide Federal Funding



Texas is investing in the teacher workforce, but there is a trade-off between employing more teachers or paying teachers more.

State or jurisdiction	Number of operating schools	Number of operating districts	Students	Teachers	Student / Teacher Ratio	Average Teacher Pay	Teacher Pay per student
United States	98,507	19,247	50,710,441	3,198,170	15.9	\$64,133.00	\$4,044.69
Texas	8,991	1,227	5,495,398	364,478	15.1	\$57,090.00	\$3,786.45
California	10,378	2,140	6,163,001	271,805	22.7	\$84,531.00	\$3,728.05

Texas has fewer students than California...

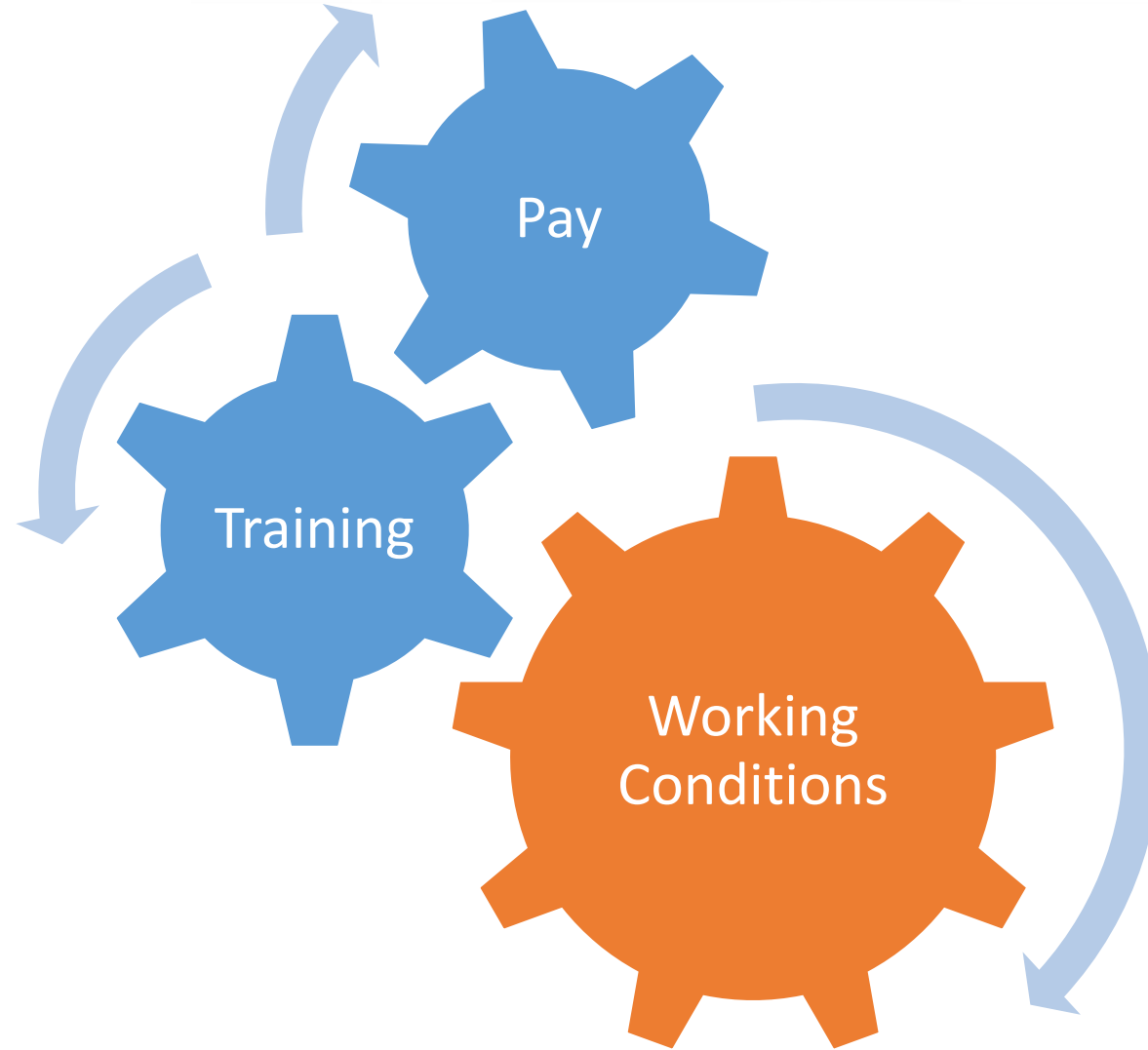
...but far more teachers.

Our student / teacher ratio is low...

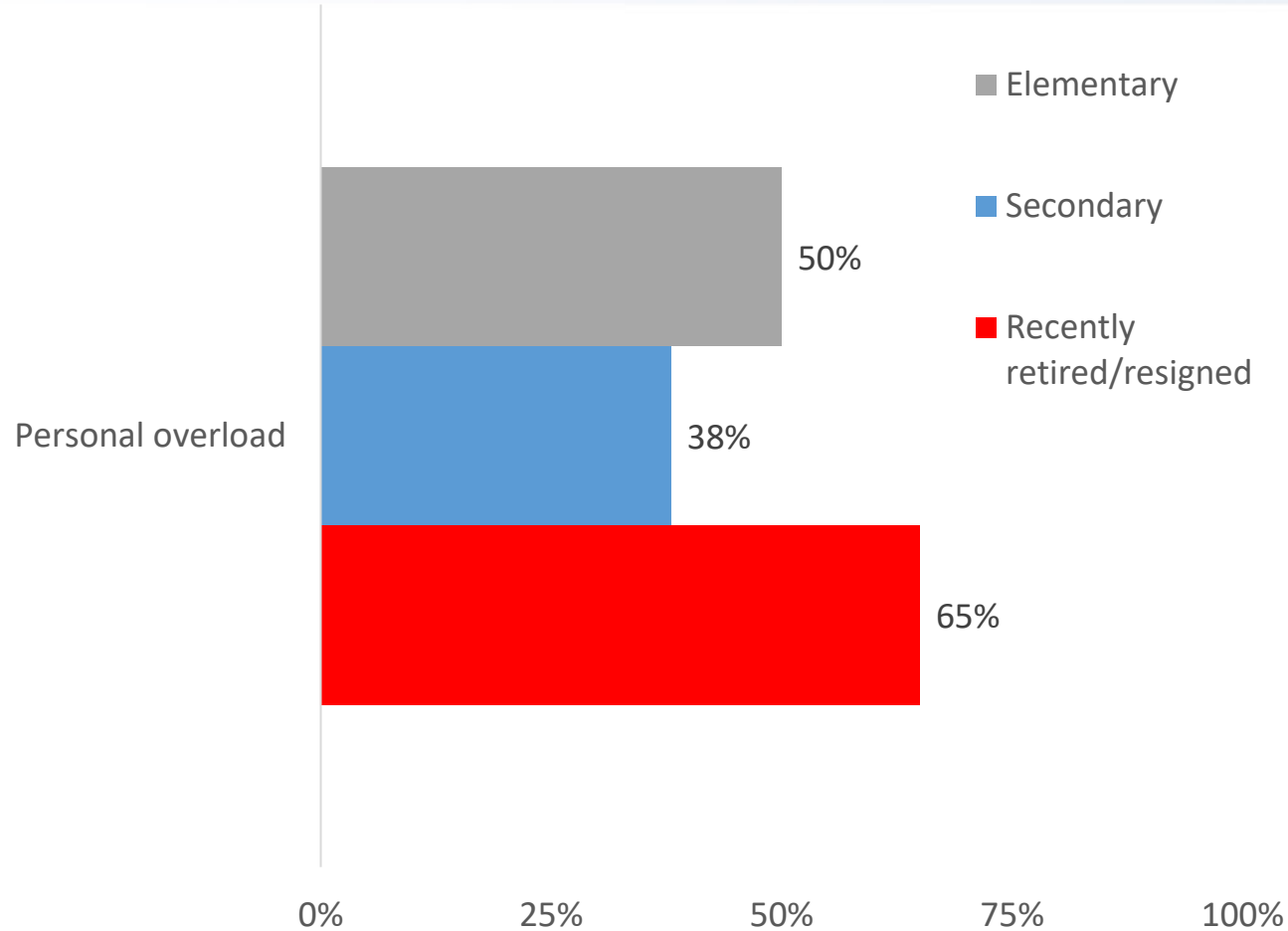
...average pay is lower...

...but teacher pay per student is almost identical

The Texas Legislature has invested in programs to address the key teacher workforce challenges



Feeling overwhelmed with the overload of work was the number one issue cited for those who had recently left the profession.

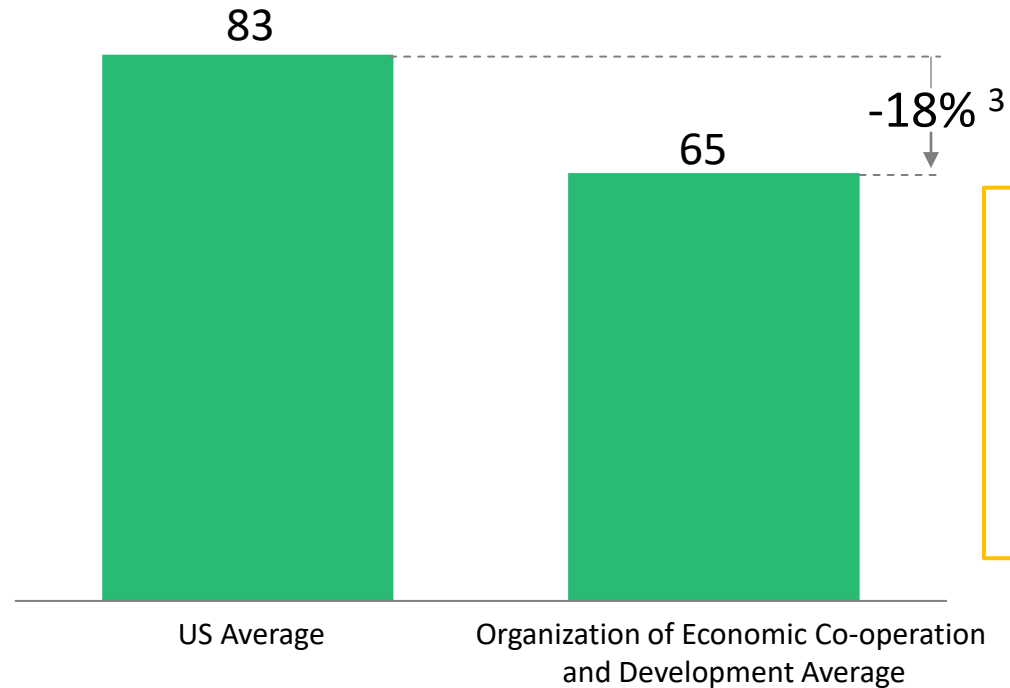


“Teaching is like 2 full time jobs. At school you teach and support students. At home you answer emails, grade, plan, and analyze data. Each year districts add more and more to the plates of teachers with minimal pay increase.” (Recently resigned, ESL teacher)

The teacher role and schedule looks very different in other countries.

In most higher performing countries, teachers are in front of students between 3 and 4 hours per day, compared to an average of 6 hours in the US.

Working hours teachers spend giving instruction¹ (%)

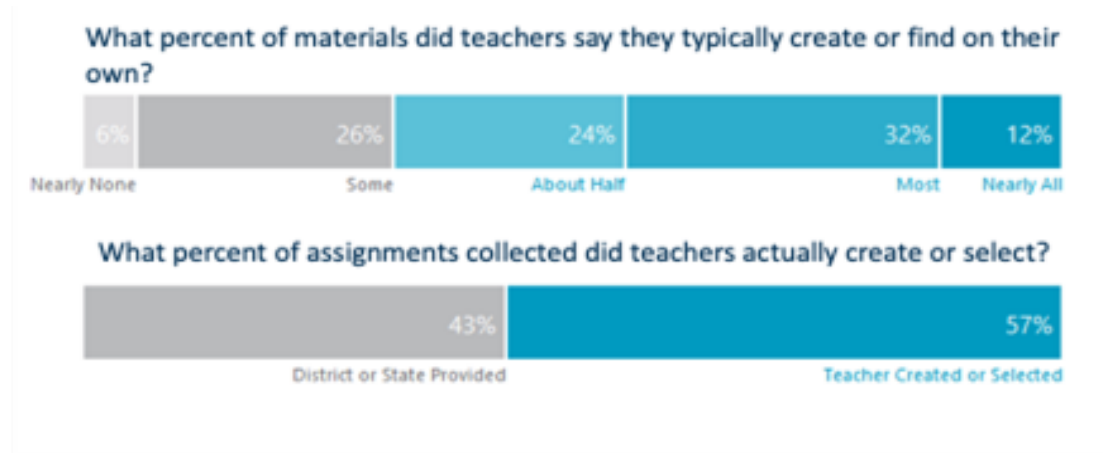


Of note: Teachers in South Korea, Japan and Singapore spend only ~35%² of their working time teaching pupils

Data compiled by Boston Consulting Group. Sources: 1. OECD's "2014 Education at a Glance" report; included primary school teachers only 2. In Japan, students have a shorter school day and teachers stay for additional hours to do other activities, according to Stanford Education Policy "How High Achieving Countries Develop Great Teachers" 3. Difference in teaching time can be as low as 12% according to "The Mismeasure of Teaching Time", Columbia University

One key factor leading to increased teacher workload is lack of access to high quality instructional materials.

Teachers reported spending **7 hours per week** or **250 hours per year** developing or selecting instructional materials.



Where do teachers find materials?

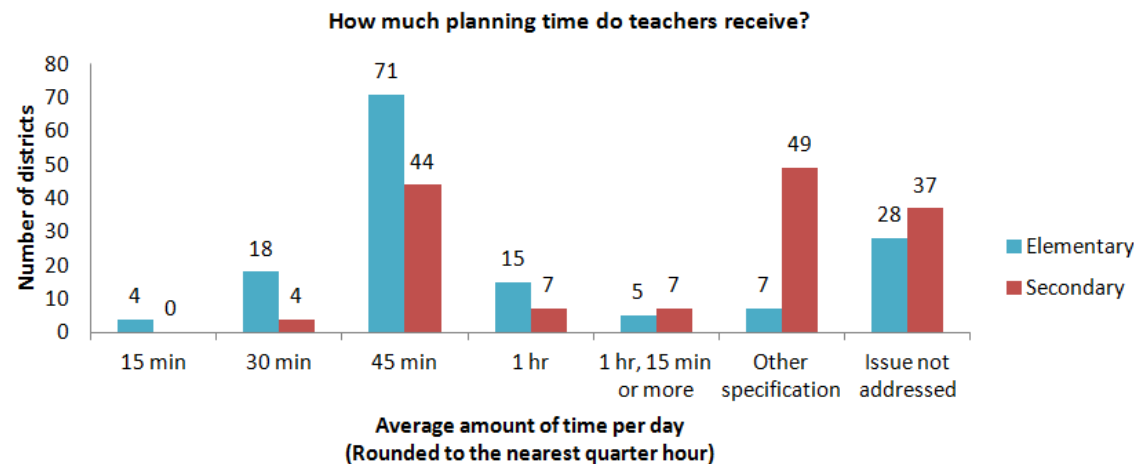


94% say Google



87% say Pinterest

Teachers reported being given only **3 hours 45 mins per week** on average to plan.



High quality instructional materials designed to balance instruction & planning time for teachers must be made universally available.



Preliminary Considerations Summary

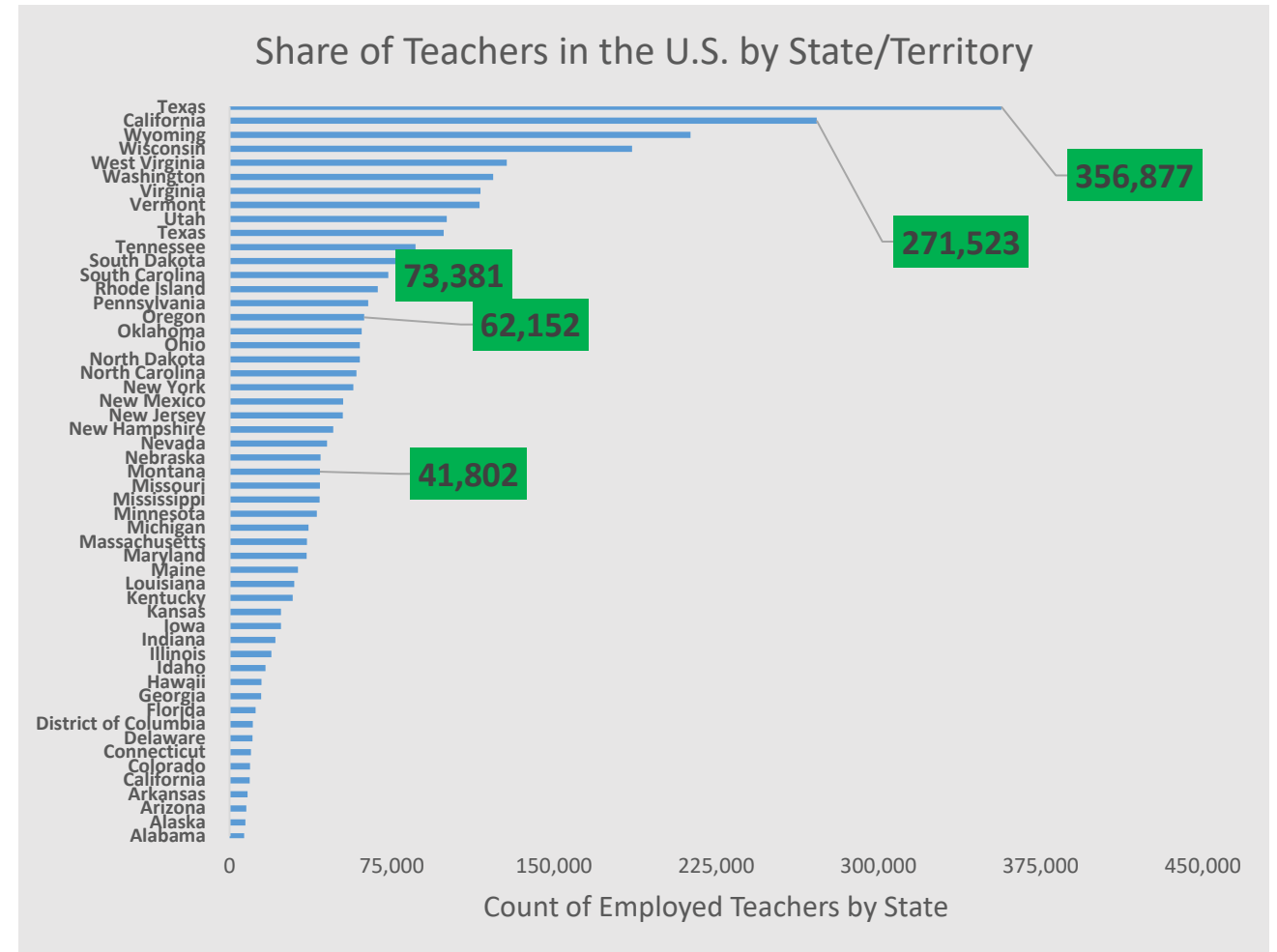
- Consider ways to improve the pipeline and training for teachers through expanding support for high-quality, paid residency & apprenticeship preparation models.
- Consider ways to increase compensation for teachers not only through overall funding increases, but also through more strategic staffing supports
- Consider ways to improve working conditions for teachers through expanded supports for districts related to improved master scheduling, staffing patterns, and increasing availability of instructional materials engineered to align with these alternative scheduling approaches.

Appendix

Texas has the largest teacher labor market and educator preparation system in U.S.

Size

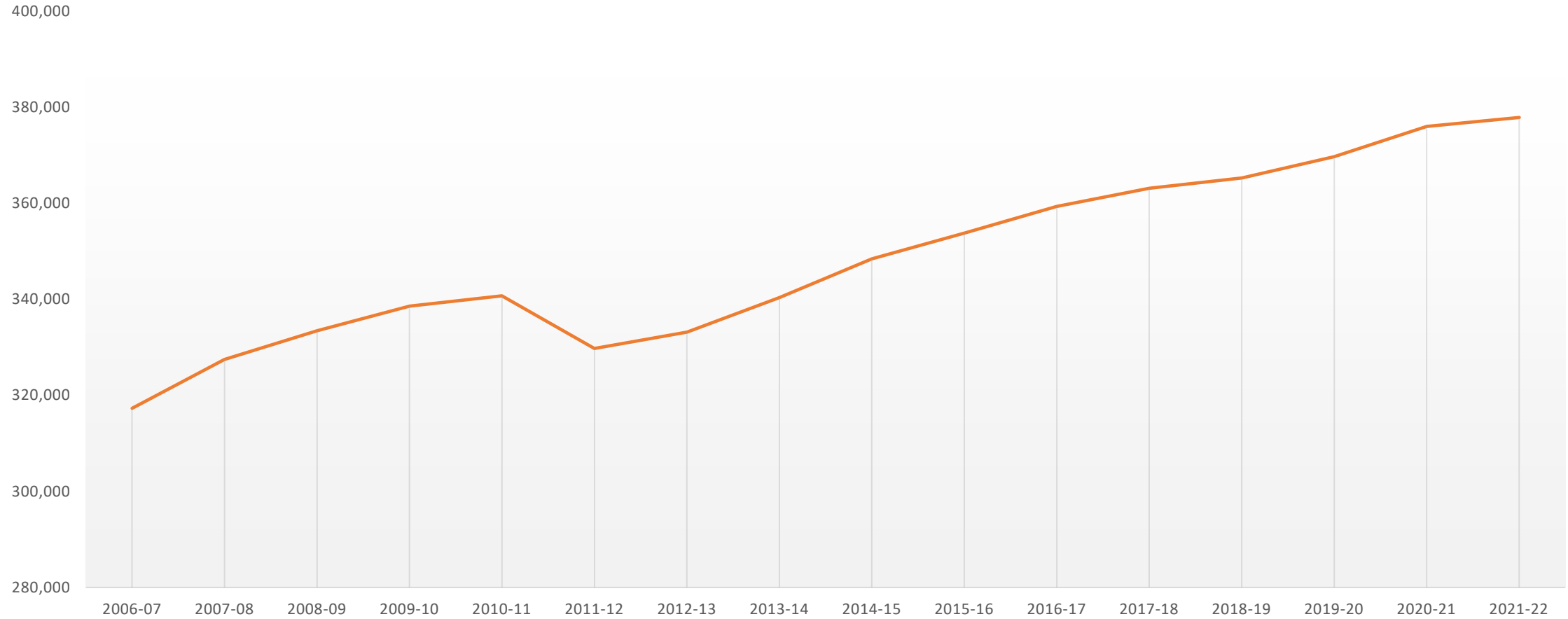
- Texas public schools employ the most teachers in the country
- More than 10% of the U.S. public school teaching workforce





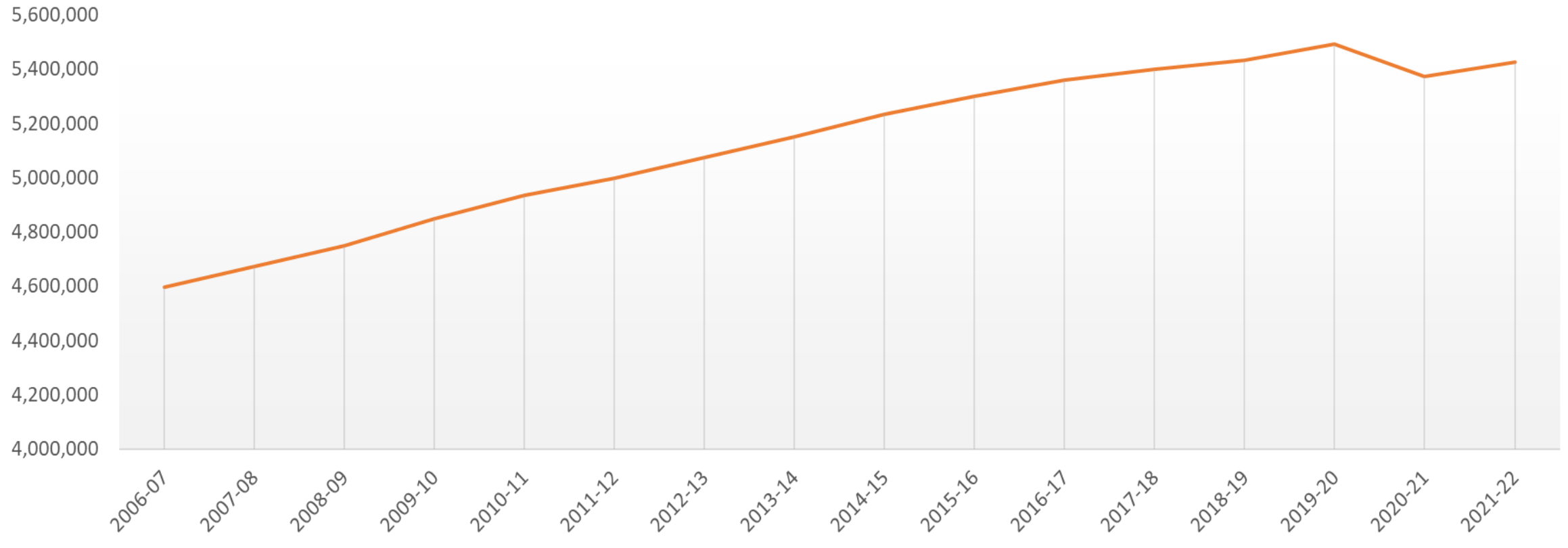
Texas is currently employing more teachers than at any point previously

Number of Employed Teachers

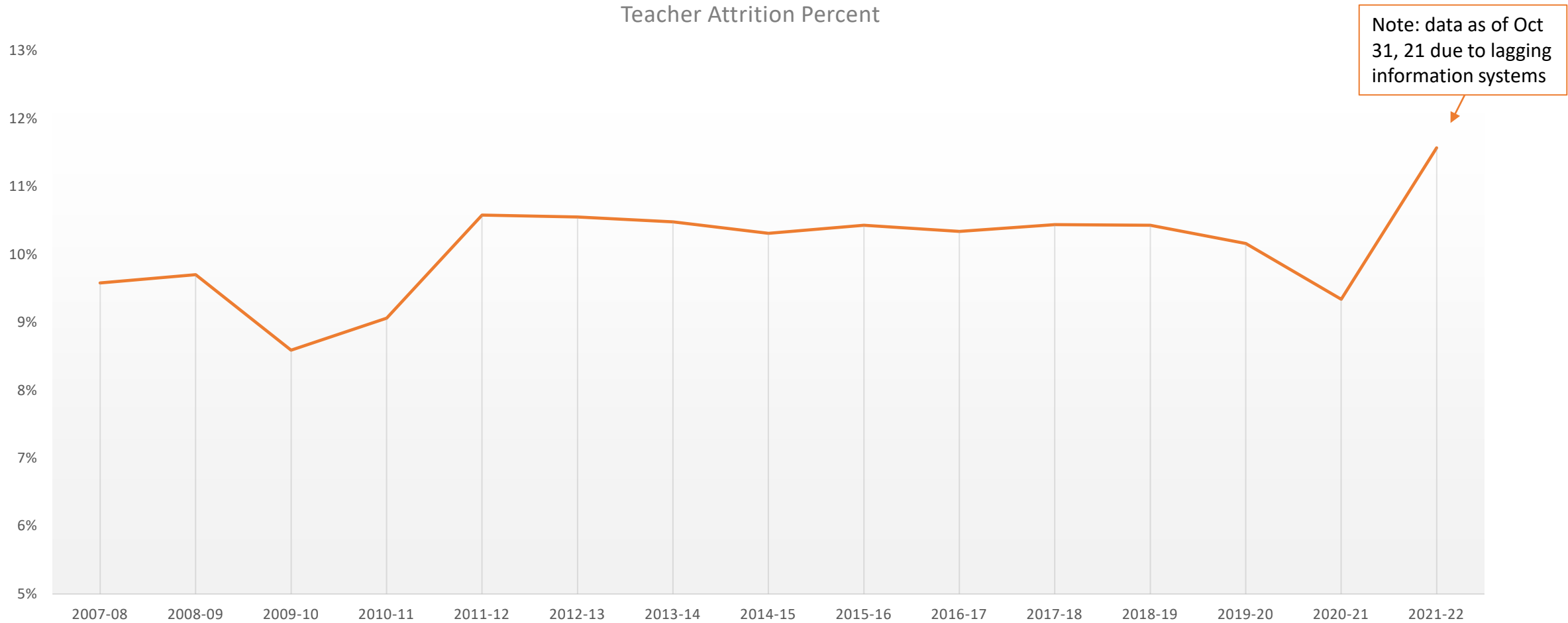


Teacher employment is related to student enrollment, but student enrollment has declined during COVID

Student Enrollment



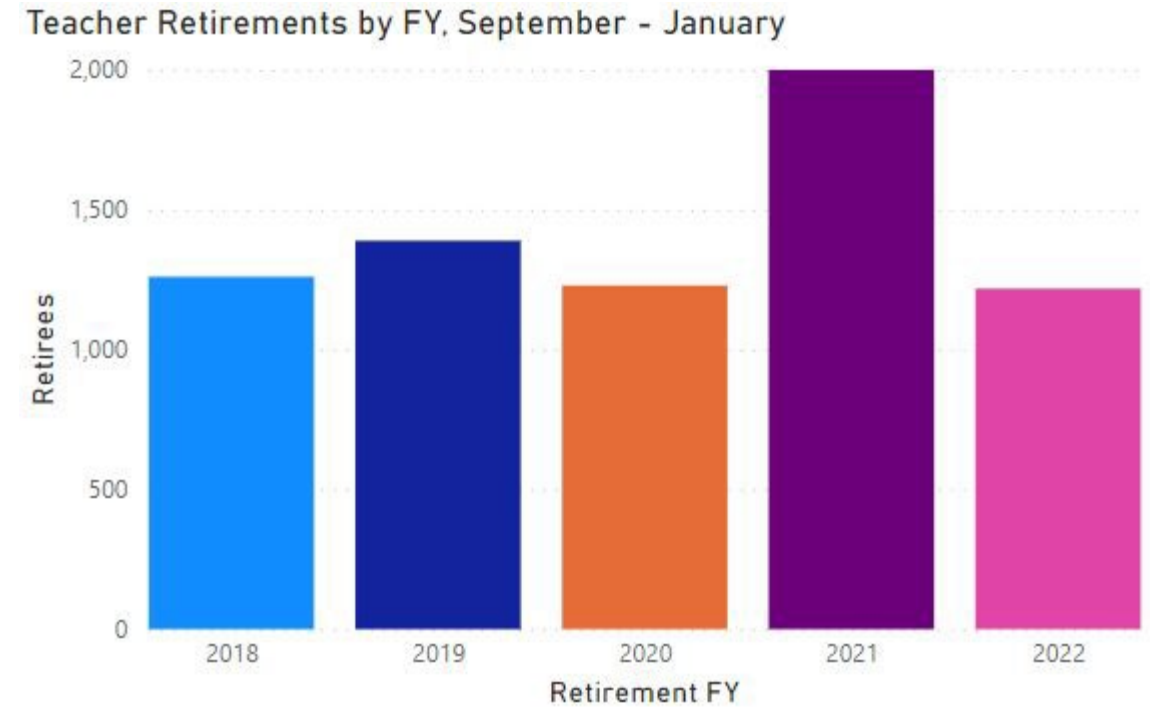
We face significant retention challenges, which worsened coming out of COVID





Teacher retirement data provides slightly more real-time info. Retirements increased in 2020-21, but have returned to normal in the first half of the year.

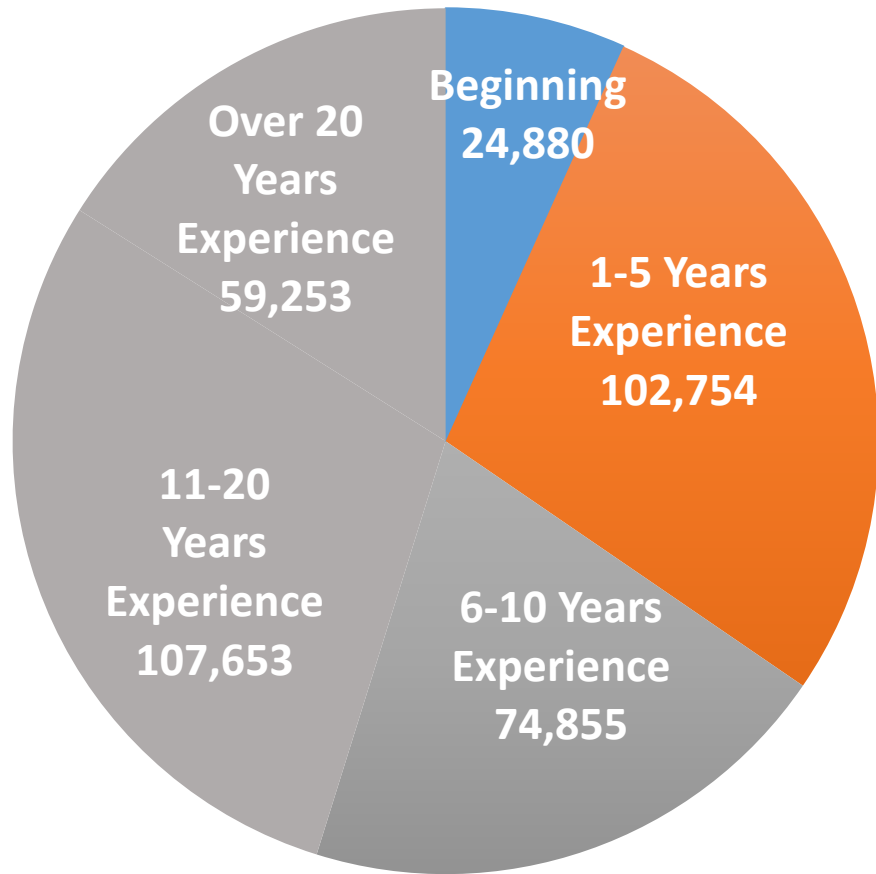
Fiscal Year	Teacher & Librarian Retirements
2018	7,423
2019	7,465
2020	7,551
2021	8,611
2022	Full Data Not Yet Available



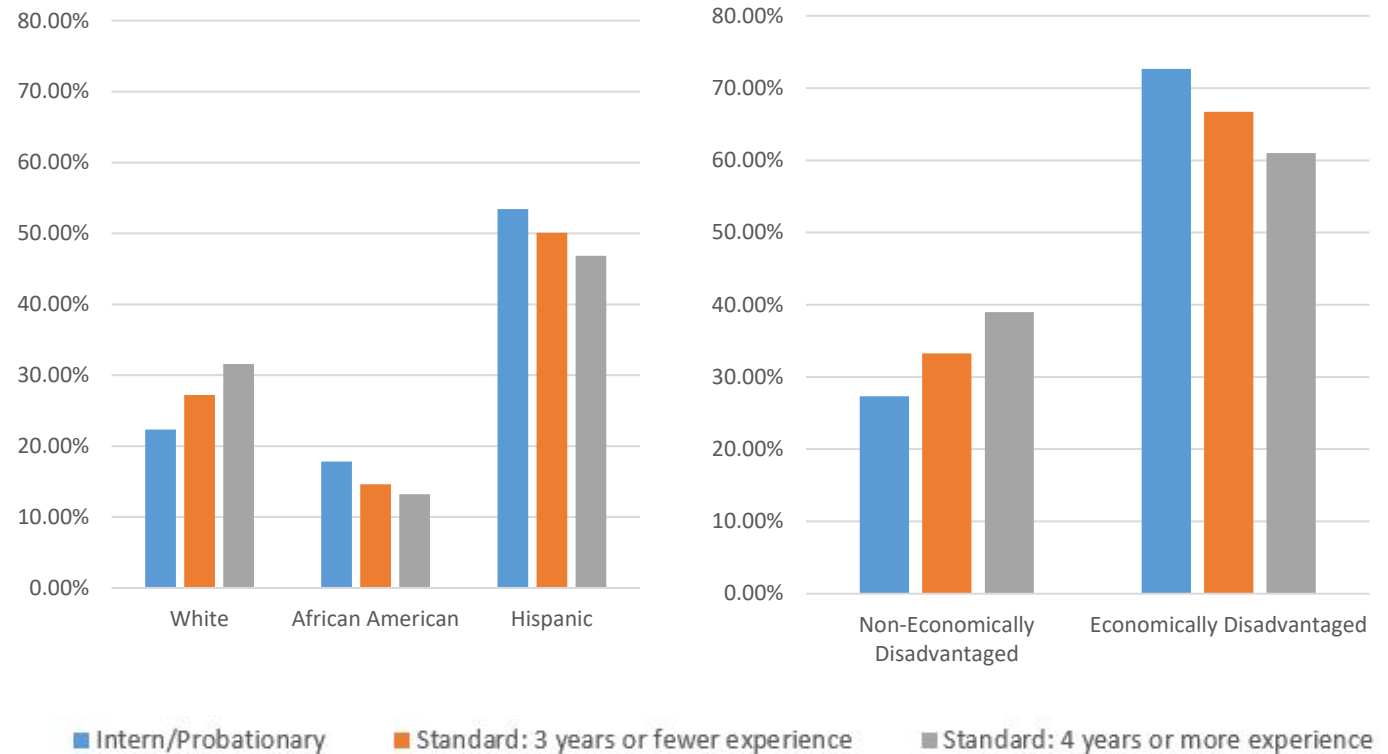
Data provided by the Teacher Retirement System of Texas



There are a lot of novice teachers, and they are more likely to serve low income and students of color

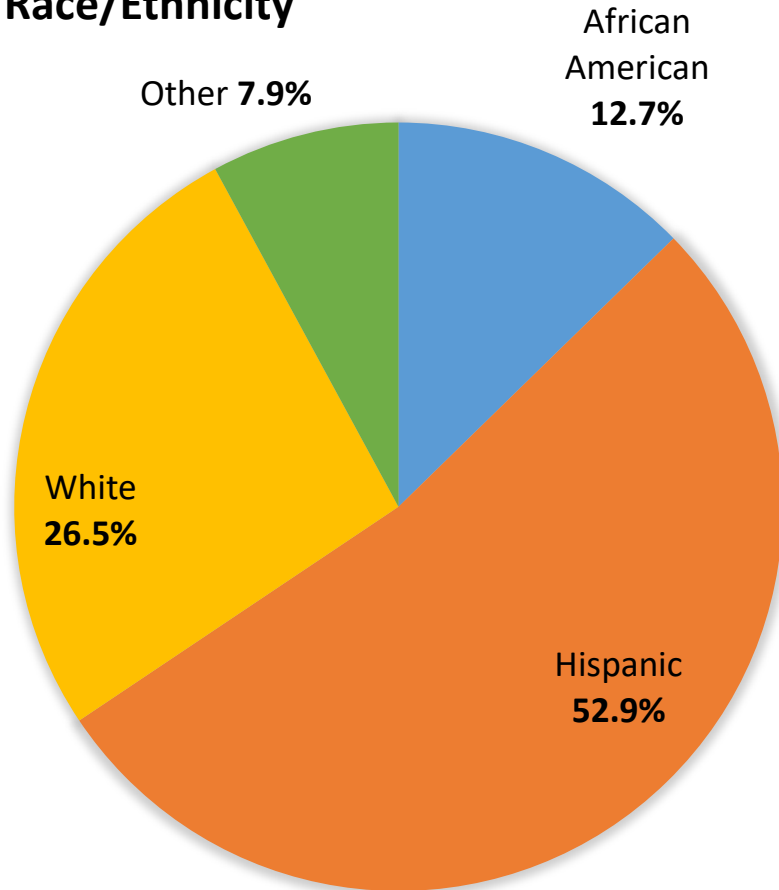


Median Campus Demographics by Teacher Certificate Type and Experience

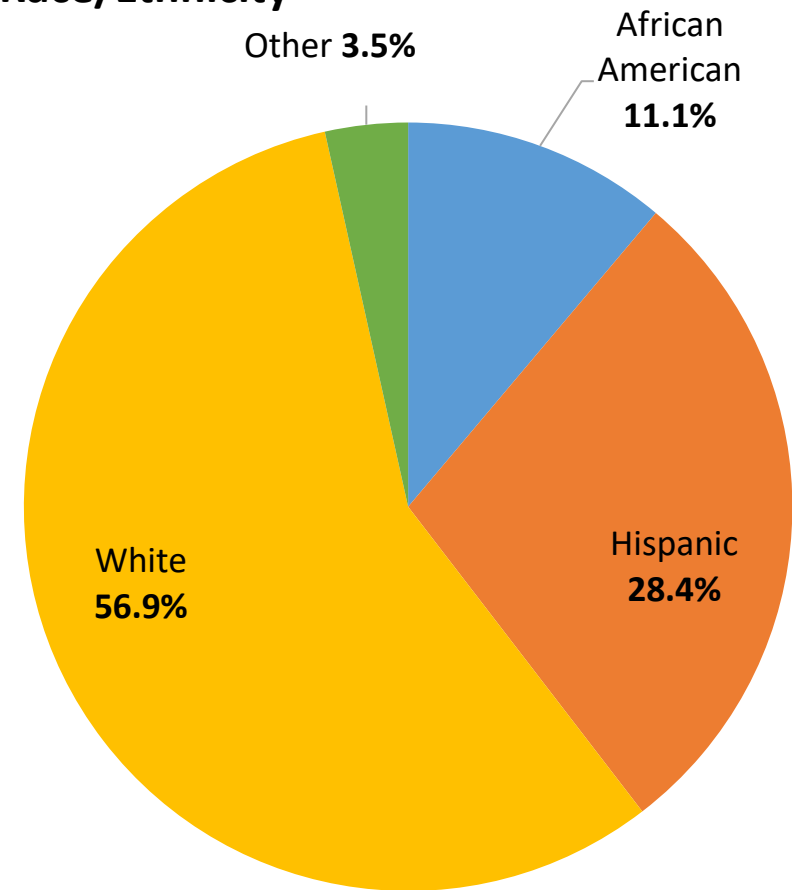


Texas Teachers are a majority White, while Texas Students are not.

Student Race/Ethnicity



Teacher Race/Ethnicity



We Face Significant Recruitment Challenges

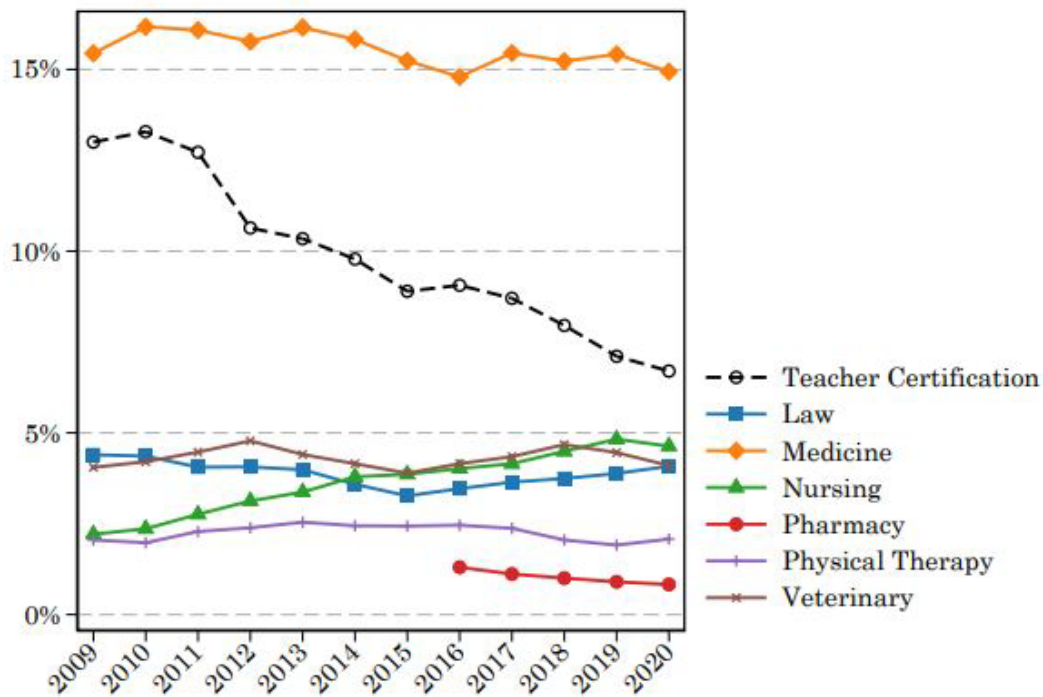
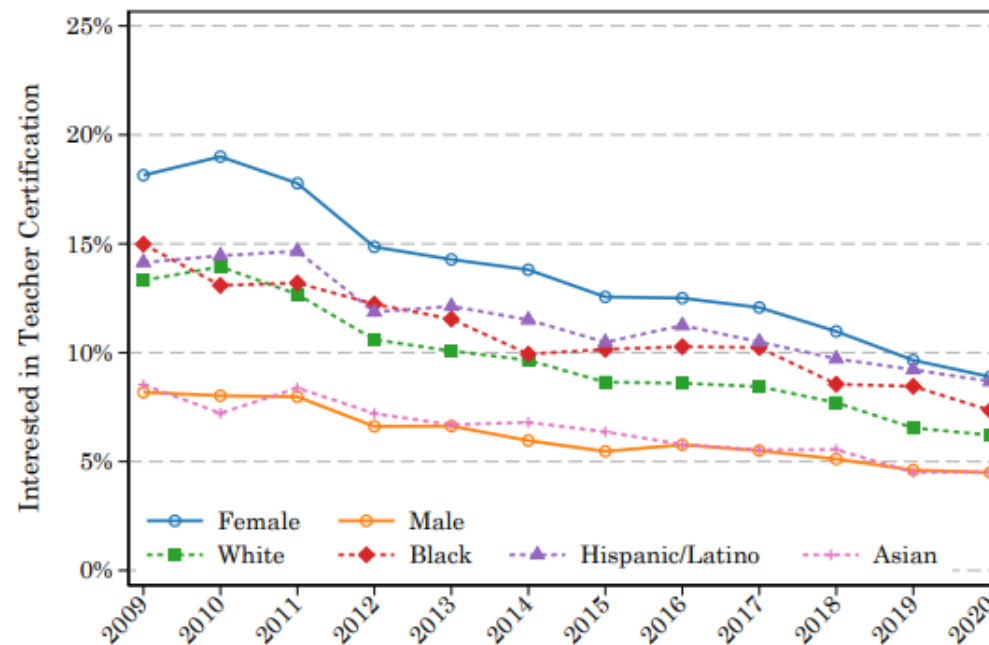


Figure 1

Interest in Teaching and Preprofessional Programs

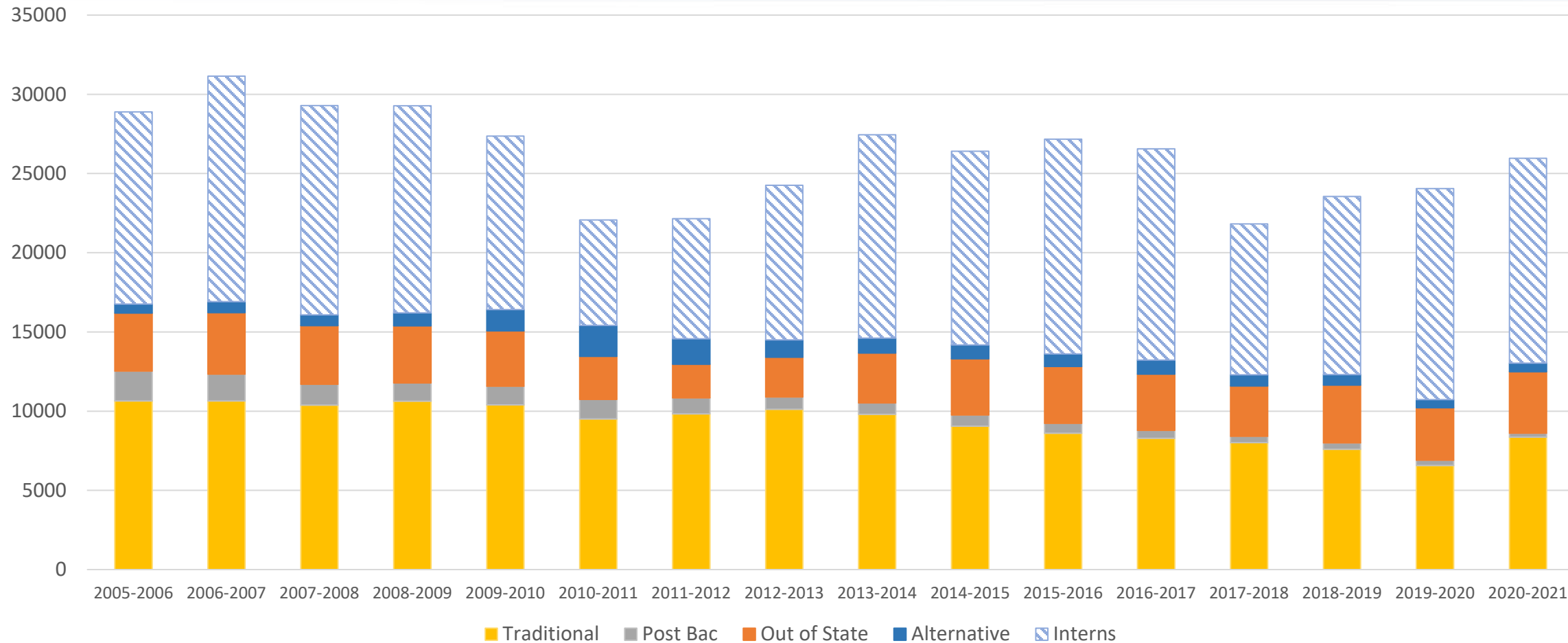
Notes: For teacher certification, the lines shows the percentage of applicants who responded yes to the following question: “Will you seek teacher certification?” A yes/no response was required. The remaining lines comes from a single item: “If you plan to pursue a preprofessional program, please specify which one.” A response was not required and applicants could choose one (mutually exclusive) of the six listed programs, “no”, or “others.” Pharmacy was not an available option until 2016.

(a) Demographics



Bartanen, Brendan, and Andrew Kwok. (2022). From Interest to Entry: The Teacher Pipeline From College Application to Initial Employment. (EdWorkingPaper: 22-535). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/hqn6-k452>

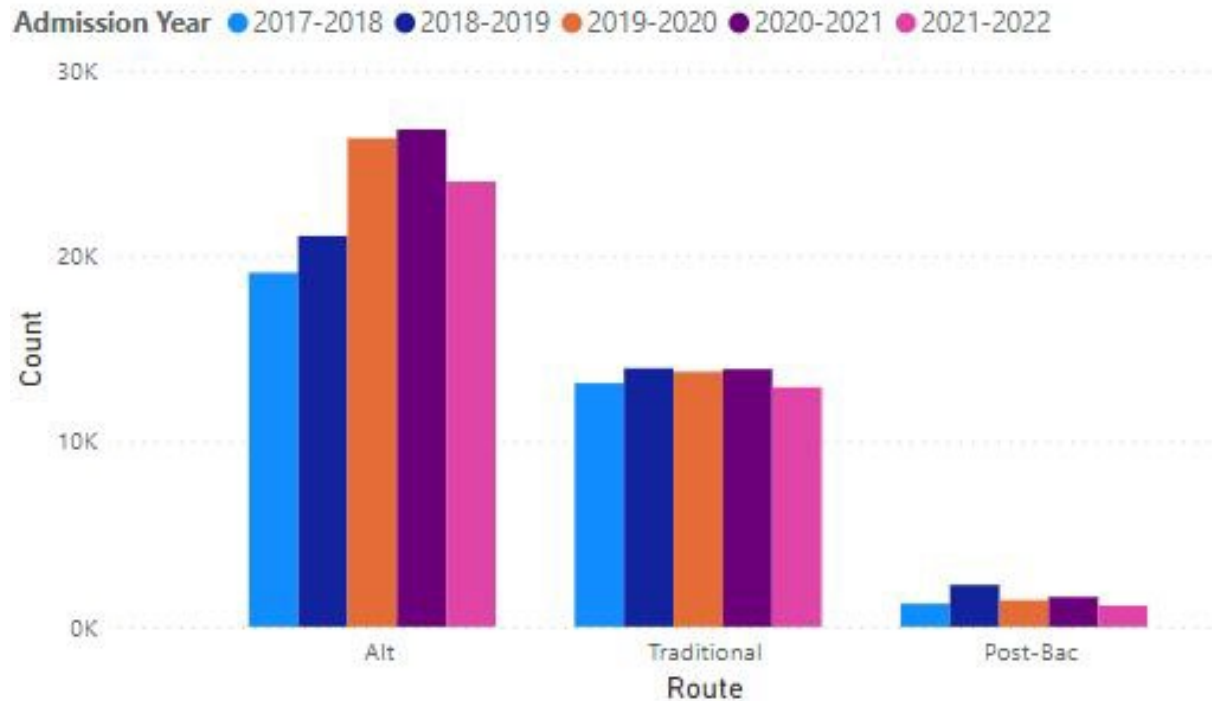
Newly certified teacher supply in Texas adjusts based on LEA demand, largely because of alternative certification





Admissions to Texas Teacher Preparation Programs are slightly lower this year, driven by alternative certification admissions

Admissions by Route and Academic Year

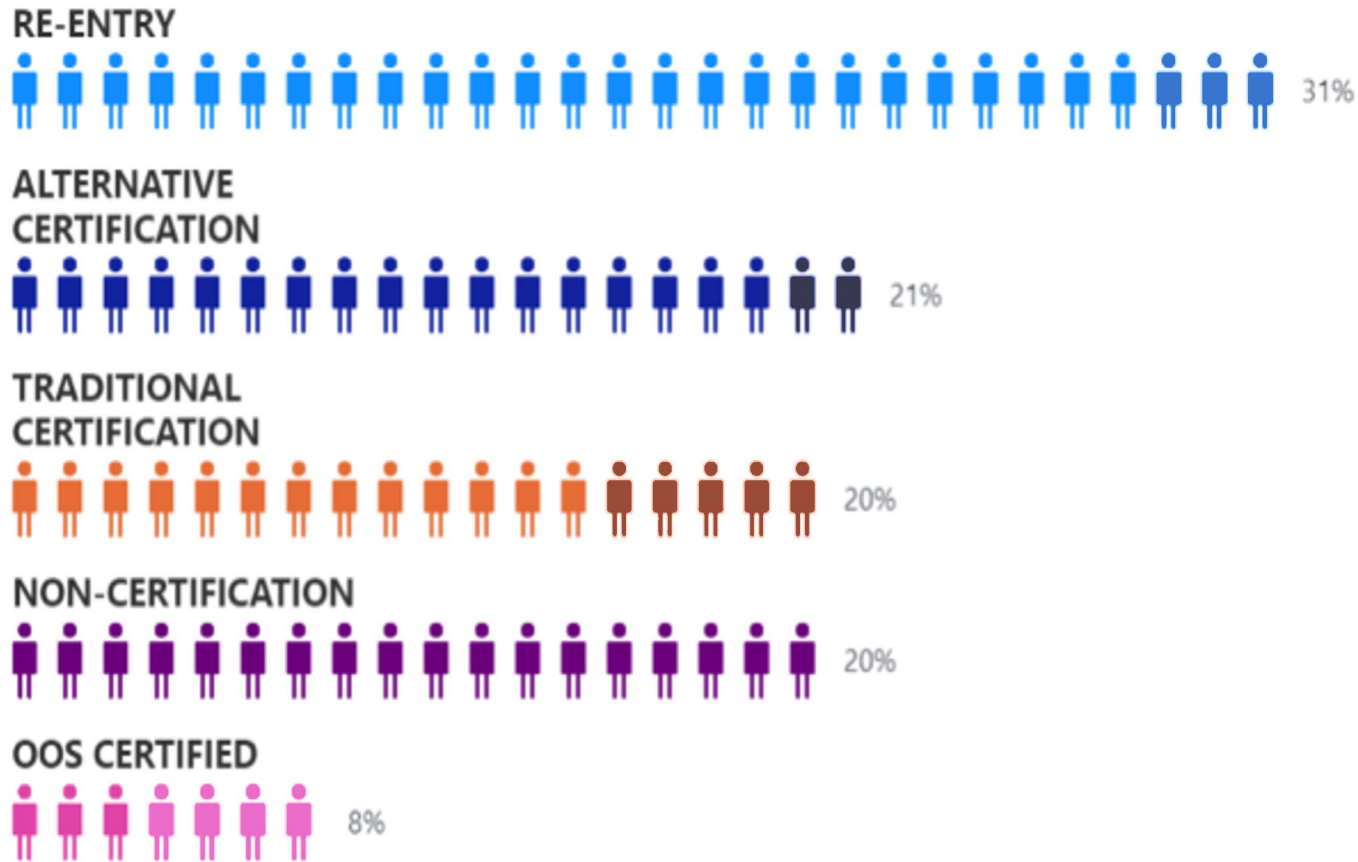


Academic Year	Teacher Admissions
2017-2018	33,458
2018-2019	37,250
2019-2020	41,504
2020-2021	42,292
2021-2022	38,049



Newly Hired Teachers Come from Many Sources

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

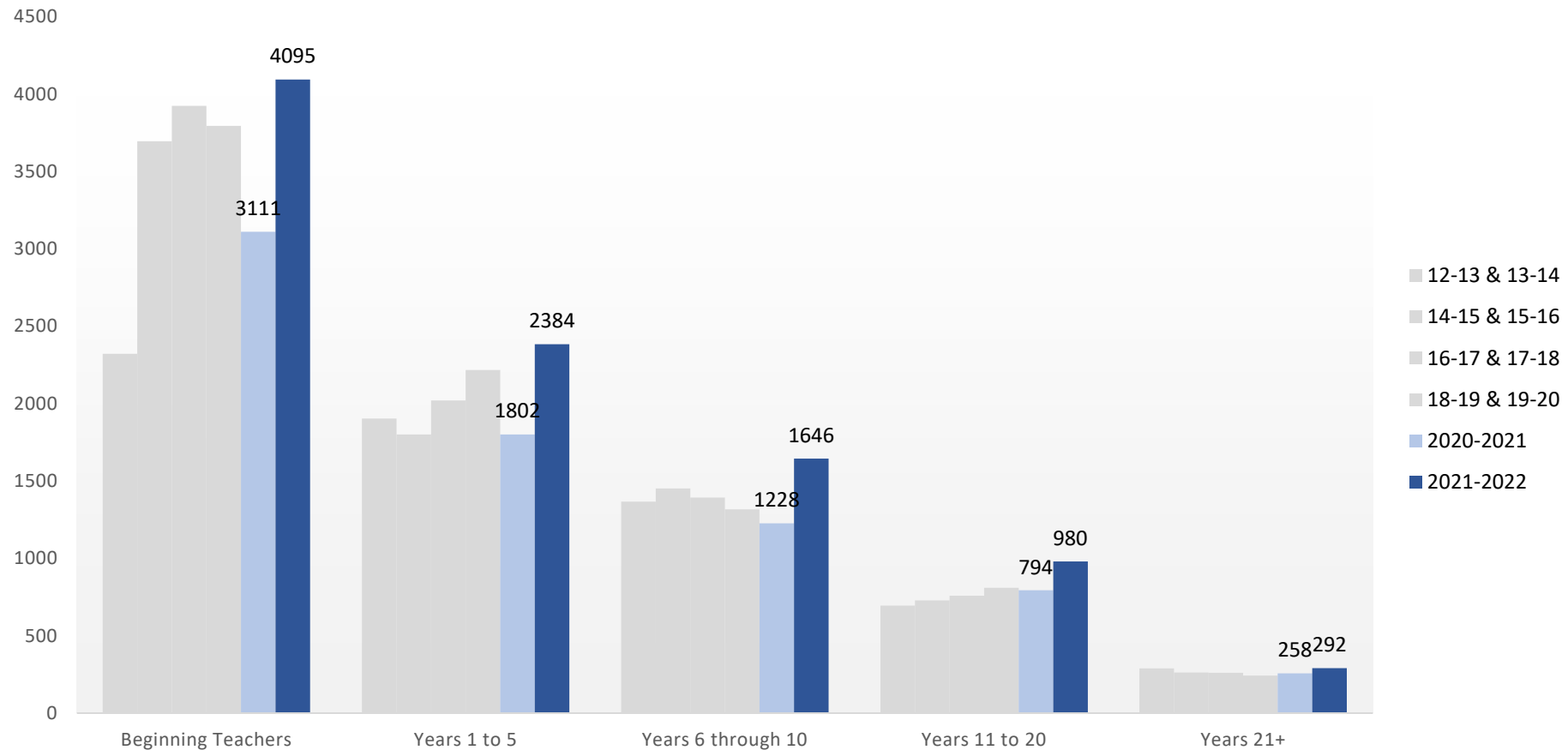
Traditional certification includes direct or lagged entry on a standard certificate

Non-certification includes individuals without a Texas teaching certificate

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

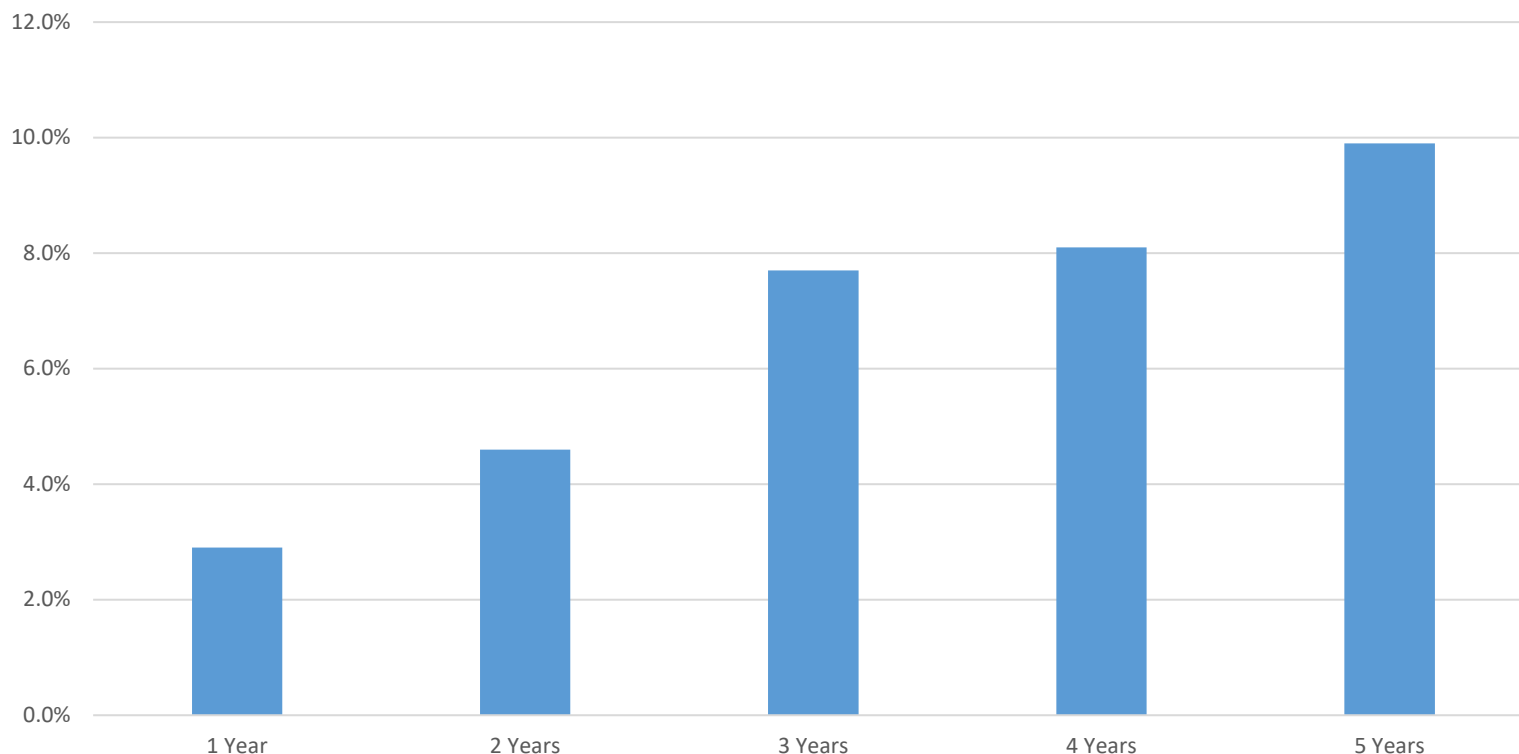
Novice teachers leave the profession in large numbers

Average Count of Exiting Teachers by Experience Level



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.

Many candidates in alternative certification programs do not obtain a standard certificate, even after completing the internship.

Outcomes for Intern Certificate Holders



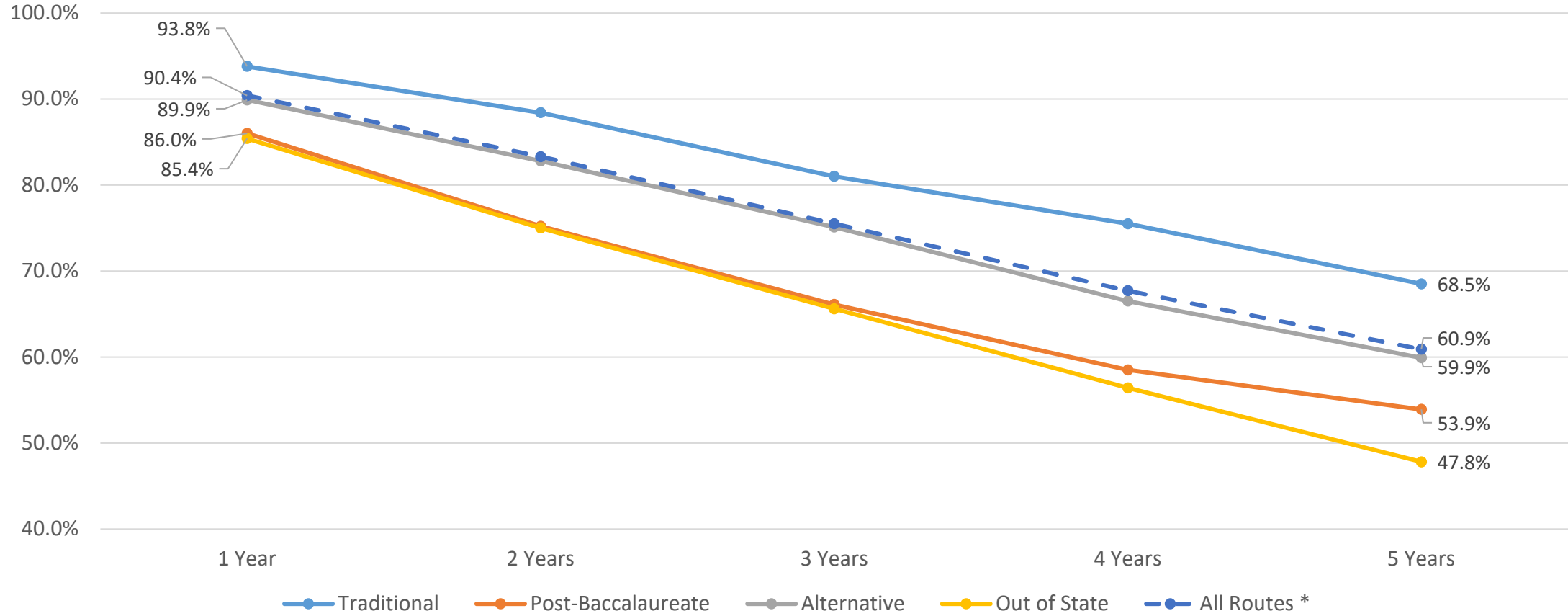
18.0% of the intern certificate holders did not obtain a standard certificate

A decade ago, 16.0% of intern certificate holders did not obtain a standard certificate

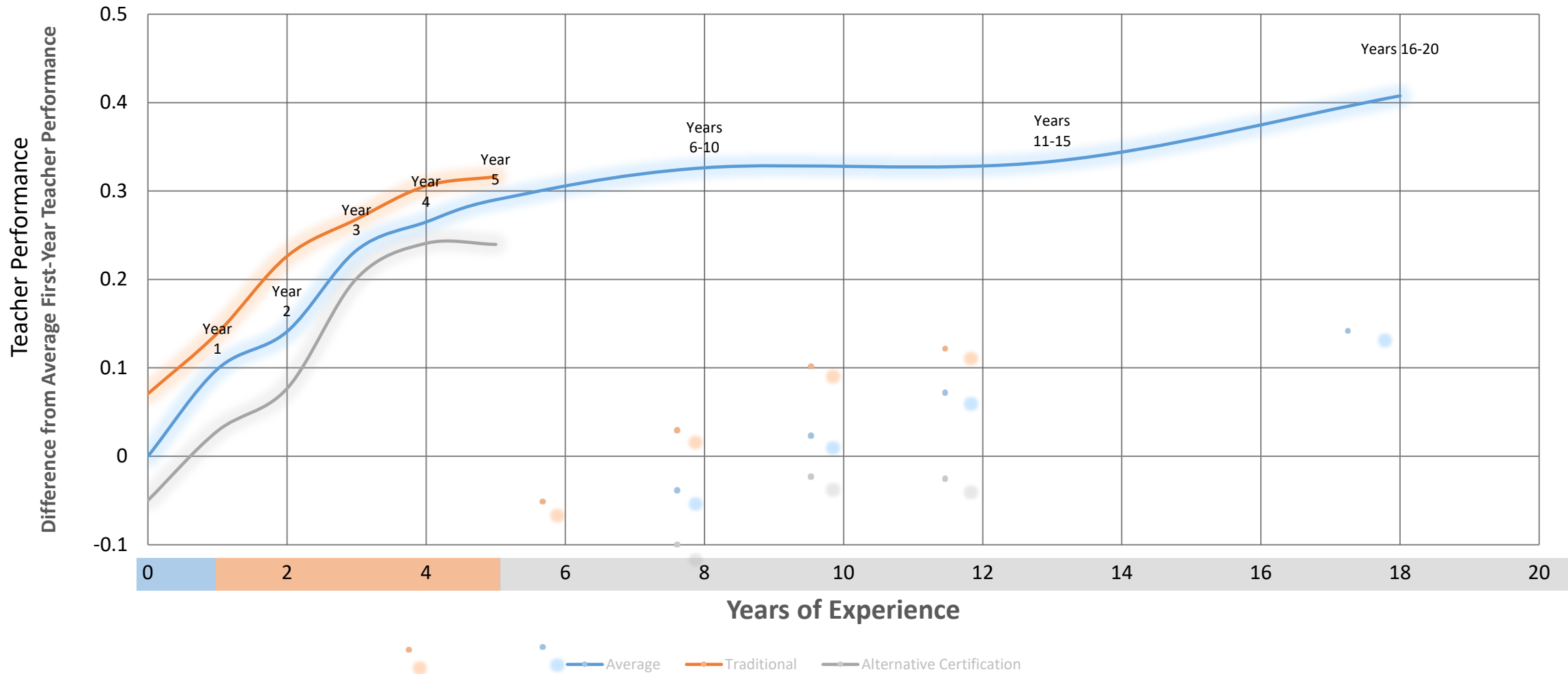
A lower percentage of Black candidates obtain a standard certificate when compared to White Candidates

Teacher Retention by Route

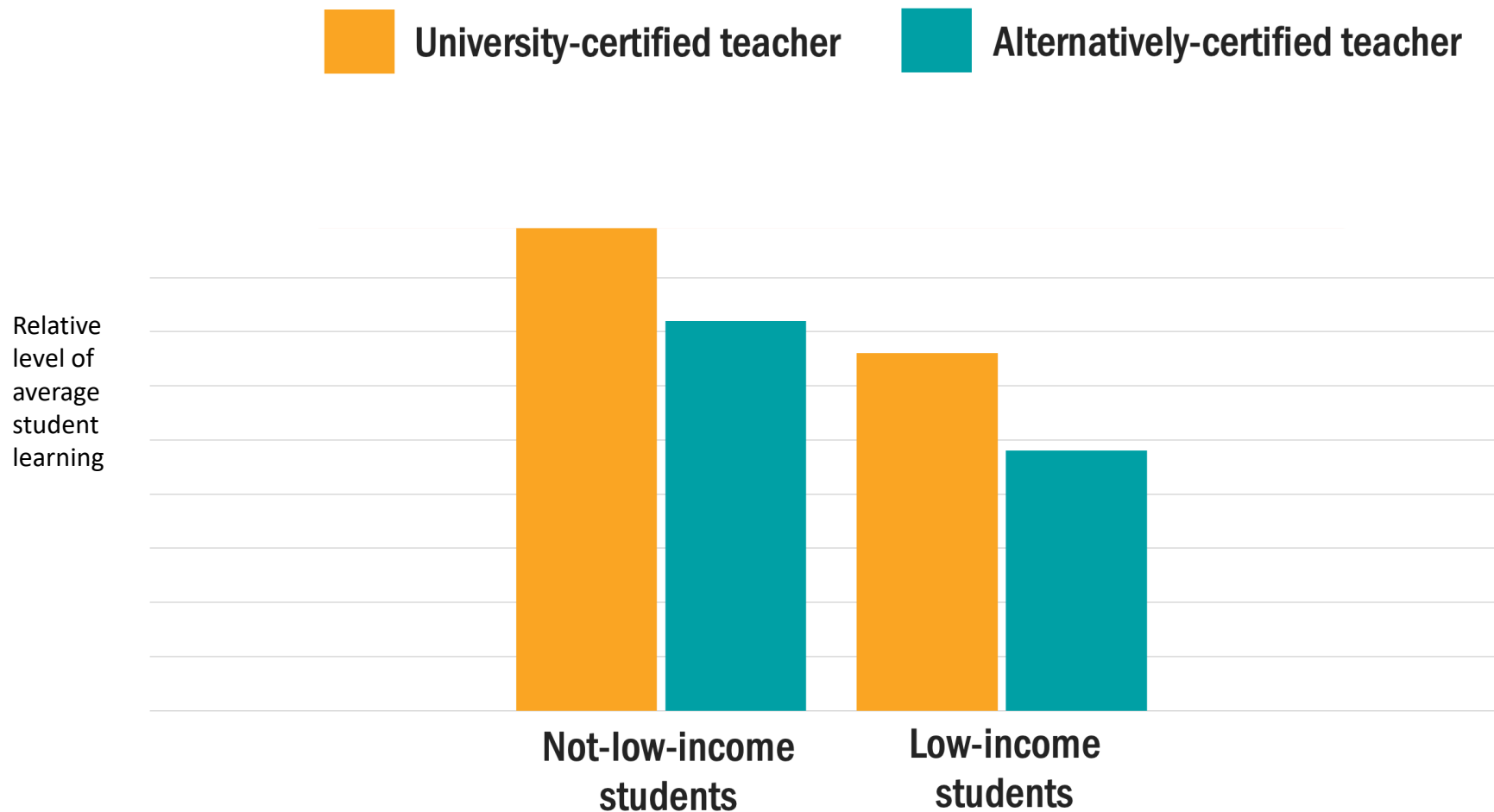
Percent of Teachers Retained in the Texas Teaching Workforce, By Route



Undergrad outperforms alt cert, but all novice teachers achieve less academic growth with students than more experienced teachers



Undergrad prep outperforms alt cert, but both have been shown to exacerbate the achievement gap



Analysis done on 9th grade math teachers

Improving teacher preparation requires a system of aligned **accountability policies** and **supports**

Implement rigorous, authentic certification exams that drive and provide transparent evidence of the quality of educator preparation.

**1. Rigorous,
Authentic
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**

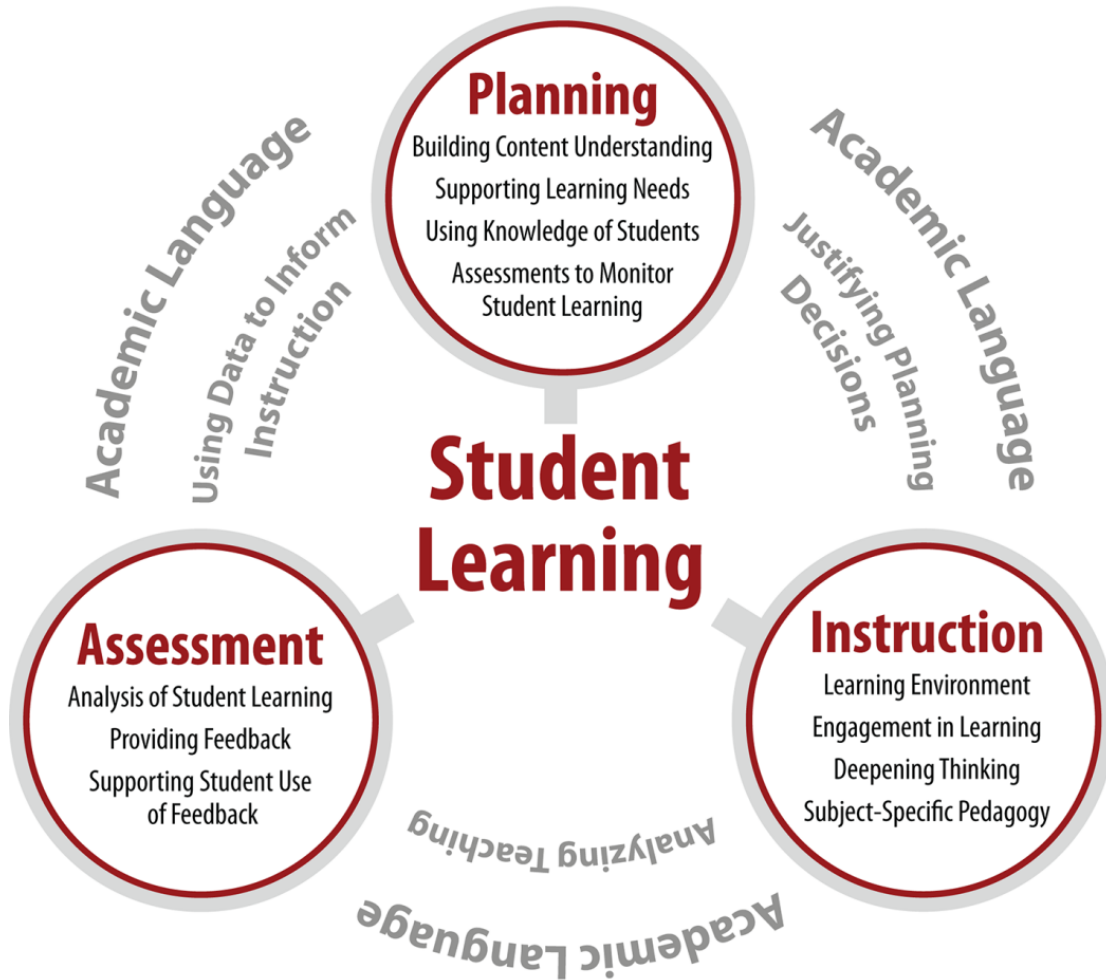
Support the development and scale of high-quality teacher residency programs.

**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**

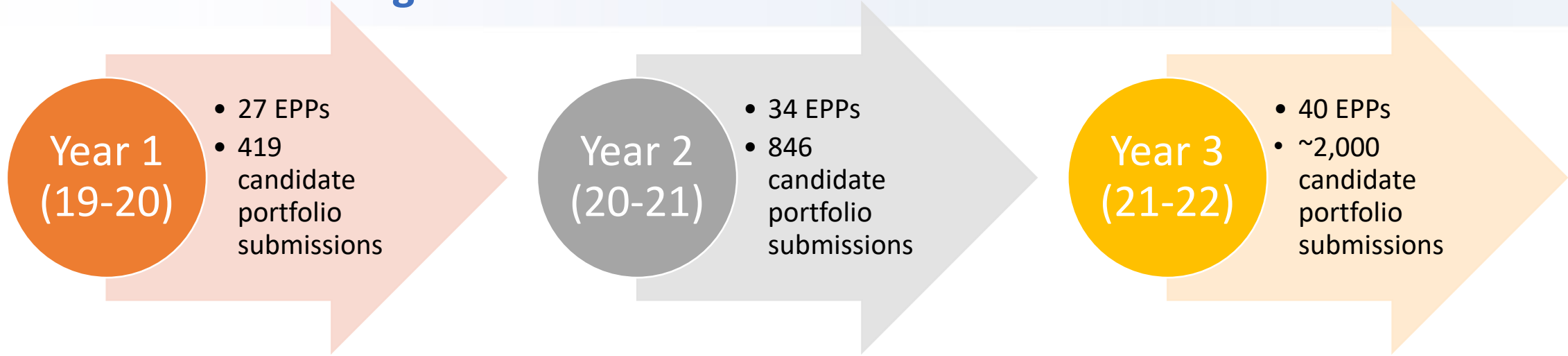
Replacing the PPR with edTPA to ensure teacher candidates demonstrate skills needed in the classroom



- edTPA is a portfolio-based performance assessment that requires a candidate to submit artifacts (e.g. videos, documents) demonstrating their ability to:
 1. Plan lessons
 2. Deliver instruction to students using those lessons, and
 3. Assess student mastery and plan instructional adjustments to meet individual student needs
- edTPA replaces the PPR exam at the same point in the teacher preparation experience.
- **edTPA has been shown to predict first year teacher performance¹**

1- <https://publicpolicy.unc.edu/wp-content/uploads/sites/107/2016/10/Initial-Findings-from-edTPA-Implementation.pdf>

edTPA pilot implementation has expanded to 40 EPPs over three years with average candidate production within participant programs maintaining normal trends



- ACT RGV
- Alamo College
- Arlington Baptist University
- Austin Community College District
- Harris County Department of Education
- Houston ISD
- Inspire Texas, Region 4 Education Service Center
- iTeach
- McLennan Community College
- North American University
- Our Lady of the Lake University
- Prairie View A&M University
- Region 1 Education Service Center
- Region 2 Education Service Center

- Region 10 Education Service Center
- Region 19 Education Service Center
- Region 20 Education Service Center
- Rice University
- Stephen F. Austin State University
- St. Mary's University
- Sul Ross University
- Tarleton State University
- Teaching Excellence
- Texas A&M University
- Texas A&M University – Commerce
- Texas A&M University – Corpus Christi
- Texas A&M University – San Antonio

- Texas A&M University – Texarkana
- Texas Tech University
- TNTP Academy
- Trinity University
- University of Houston
- University of Houston – Victoria
- University of Texas at Dallas
- University of Texas at El Paso
- University of Texas Rio Grande Valley
- University of Texas at San Antonio
- Urban Teachers
- Wayland Baptist University
- Web Centric Alternative Certification Program

edTPA has a lower achievement gap than PPR

edTPA pilot results show increased performance in all groups and no meaningful differences in performance by candidate race/ethnicity groups.

The current PPR exam has a high achievement gap, and scores have not been shown to be related to 1st year teacher effectiveness

edTPA		
Group	19-20 Mean Scaled Score	20-21 Mean Scaled Score
Asian	35.6	Low N
African American	34.5	38.2
Hispanic	36.9	38.7
White	36.6	38.9



PPR		
Group	18-21 Mean Scaled Score	Passing Percentage
Asian	258	85%
African American	252	77%
Hispanic	255	83%
White	264	93%

SB1267

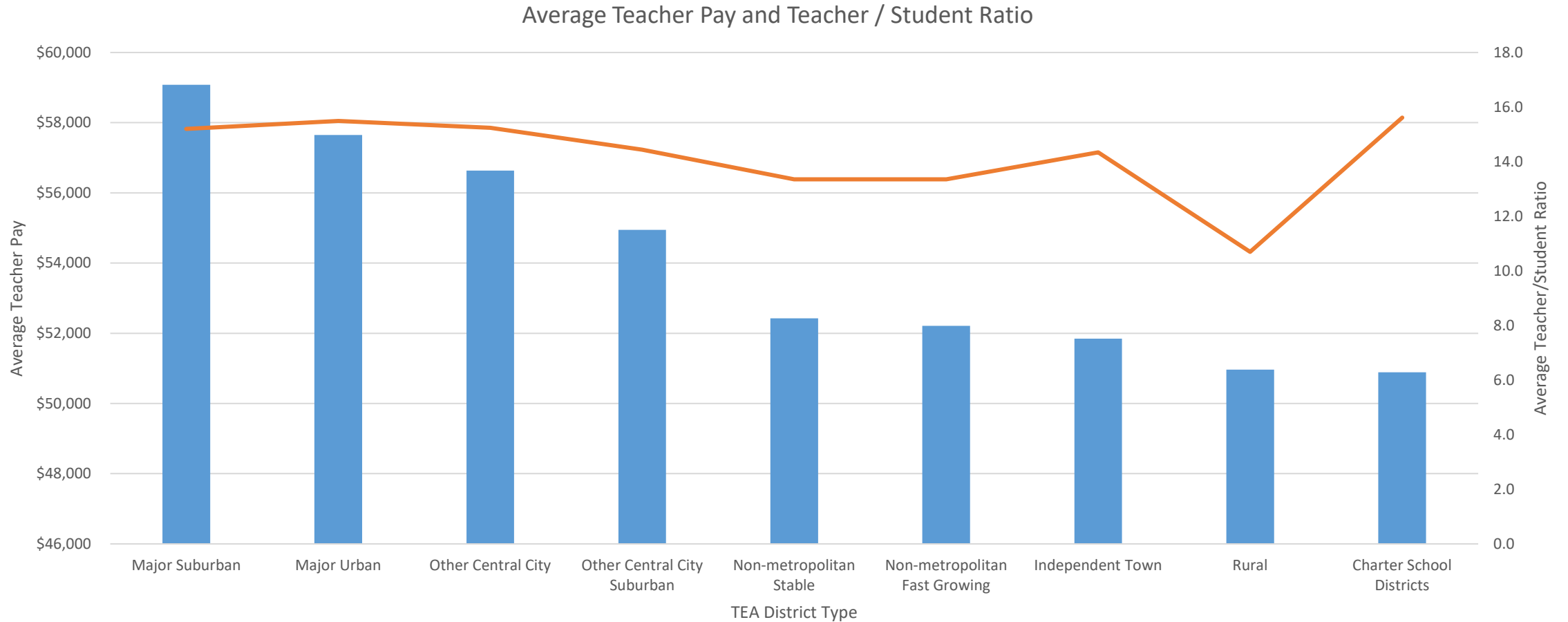
Continuing Education Clearinghouse

- Extensive teacher continuing education requirements exist, but concerns have been raised that many may be redundant, or better executed under a coherent framework.
- SB1267 required the SBEC to create a clearinghouse of continuing education requirements, including best practices recommendations for the frequency for training of educators and other school personnel.
- Recommendations will be available in prior to the beginning of the 2022-23 academic year.

A few example required trainings:

- Suicide Prevention
- Bullying
- Safety Training
- Epinephrine Auto-Injector
- Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children
- Trauma-Informed Care
- Establishing and Maintaining Positive Relationships

District pay of teachers varies based on enrollment size & geography



- **TEC. 21.402. MINIMUM SALARY SCHEDULE FOR CERTAIN PROFESSIONAL STAFF.** (a) Except as provided by Subsection (e-1) or (f), a school district must pay each classroom teacher, full-time librarian, full-time school counselor certified under Subchapter B, or full-time school nurse not less than the minimum monthly salary, based on the employee's level of experience in addition to other factors, as determined by commissioner rule, determined by the following formula:
- **MS = SF x FS where:**
 - "MS" is the minimum monthly salary;
 - "SF" is the applicable salary factor specified by Subsection (c); and
 - "FS" is the amount, as determined by the commissioner under Subsection (b), of the basic allotment as provided by Section 48.051(a) or (b) for a school district with a maintenance and operations tax rate at least equal to the state maximum compressed tax rate, as defined by Section 48.051(a).
- **(b) Not later than June 1 of each year, the commissioner shall determine the basic allotment and resulting monthly salaries to be paid by school districts as provided by Subsection (a).**

(c) The salary factors per step are as follows:

Years Experience	0	1	2	3	4
Salary Factor	.5464	.5582	.5698	.5816	.6064
Years Experience	5	6	7	8	9
Salary Factor	.6312	.6560	.6790	.7008	.7214
Years Experience	10	11	12	13	14
Salary Factor	.7408	.7592	.7768	.7930	.8086
Years Experience	15	16	17	18	19
Salary Factor	.8232	.8372	.8502	.8626	.8744
Years Experience	20 and over				
Salary Factor	.8854				

2021-2022 Minimum Salary Schedule

Years of Experience Credited	Monthly Salary	Annual Salary (10 month contract)
0	3,366	33,660
1	3,439	34,390
2	3,510	35,100
3	3,583	35,830
4	3,735	37,350
5	3,888	38,880
6	4,041	40,410
7	4,183	41,830
8	4,317	43,170
9	4,444	44,440

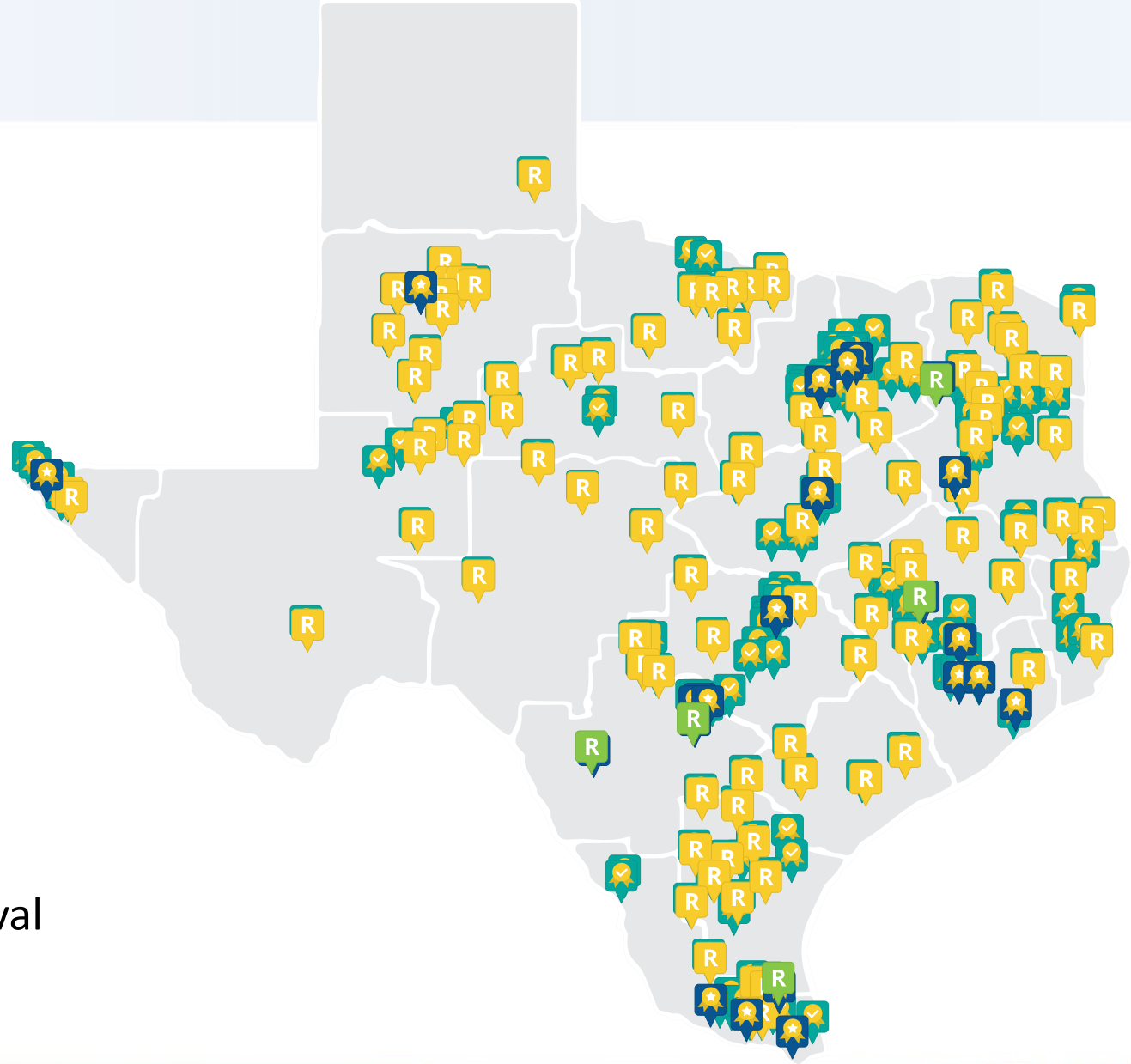
10	4,563	45,630
11	4,677	46,770
12	4,785	47,850
13	4,885	48,850
14	4,981	49,810
15	5,071	50,710
16	5,157	51,570
17	5,237	52,370
18	5,314	53,140
19	5,386	53,860
20 & Over	5,454	54,540

[Required Reporting on Salary Increases | Texas Education Agency](#)

- In response to HB3 and the increase in state funding for compensation, districts across Texas were able to invest significantly in compensation for teachers and other school-based staff members.
- Total salary gains for teachers, nurses, librarians, and counselors were approximately \$1.172 billion.
- On average, teachers with 0 to 5 years of experience saw \$3,839 increase in salary and teachers with greater than 5 years of experience saw increases of \$5,215.
- This was most pronounced for Texas' smallest districts. Districts with less than 500 students saw:
 - Increases \$4,614 for teachers with 0 to 5 years of experience, and;
 - Increases \$6,352 for teachers with greater than 5 years of experience.

Teacher Incentive Allotment (TIA)

- 2019-2020 TIA Allotment Totals
 - 40 districts
 - 3,976 designated teachers
 - \$40,400,000 million in funding
- 2020-2021 TIA Allotment Totals
 - 127 districts
 - 4,617 designated teachers
 - \$43,046,976 million in funding
- 2021-2022 Preliminary TIA Allotment Totals
 - 179 districts
 - 6,244 designated teachers
 - 55.4 million in funding
- 373 districts currently approved or in the approval process for a local designation system.





For years when AEIS or TAPR not available, we calculated the numbers using PEIMS views for ROLEGRP2 = '21'.

The biggest three salary increases happened in school years 1999-00 (+9.89%), 2006-07 (+7.55%), and 2019-20 (+5.49%).

TX Teacher Average Salary Changes (1998-2021)				
Calculated by (BASEPAY*PTIME)/PFTE, for ROLEGRP2 = '21'				
Using PEIMS views P.EMPLOY&YR.F and P.STAFF_ROLE&YR.F				
Source	School year	Average salary	Increase from prior year	Percent (%)
PEIMS	1997-98	33,537		
PEIMS	1998-99	34,337	800	2.39
PEIMS	1999-00	37,732	3,395	9.89
PEIMS	2000-01	38,361	629	1.67
PEIMS	2001-02	39,232	871	2.27
PEIMS	2002-03	39,974	742	1.89
AEIS	2003-04	40,478	504	1.26
AEIS	2004-05	41,011	533	1.32
AEIS	2005-06	41,744	733	1.79
AEIS	2006-07	44,897	3,153	7.55
AEIS	2007-08	46,179	1,282	2.86
AEIS	2008-09	47,159	980	2.12
AEIS	2009-10	48,263	1,104	2.34
AEIS	2010-11	48,638	375	0.78
AEIS	2011-12	48,375	-263	-0.54
TAPR	2012-13	48,821	446	0.92
TAPR	2013-14	49,692	871	1.78
TAPR	2014-15	50,715	1,023	2.06
TAPR	2015-16	51,891	1,176	2.32
TAPR	2016-17	52,525	634	1.22
TAPR	2017-18	53,334	809	1.54
TAPR	2018-19	54,122	788	1.48
TAPR	2019-20	57,091	2,969	5.49
TAPR	2020-21	57,641	550	0.96

TEA Has Begun Supporting Districts Directly in Apprenticeship and other District-Led Non-Traditional Approaches

A yellow rectangular box with a blue border and rounded corners is centered on a blue oval background. The text "District of Innovation" is written inside the box in a blue, serif font.

District of Innovation

Most ISDs can become a District of Innovation, obtaining the same freedom as Charters to hire individuals directly, without the candidates first obtaining a teacher certification.

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

Districts have additional flexibilities to hire non-certified individuals:

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

* Given federal requirements, special education assignments always require certification. The same is true for bilingual assignments under state statute.

Residents as Paraprofessionals

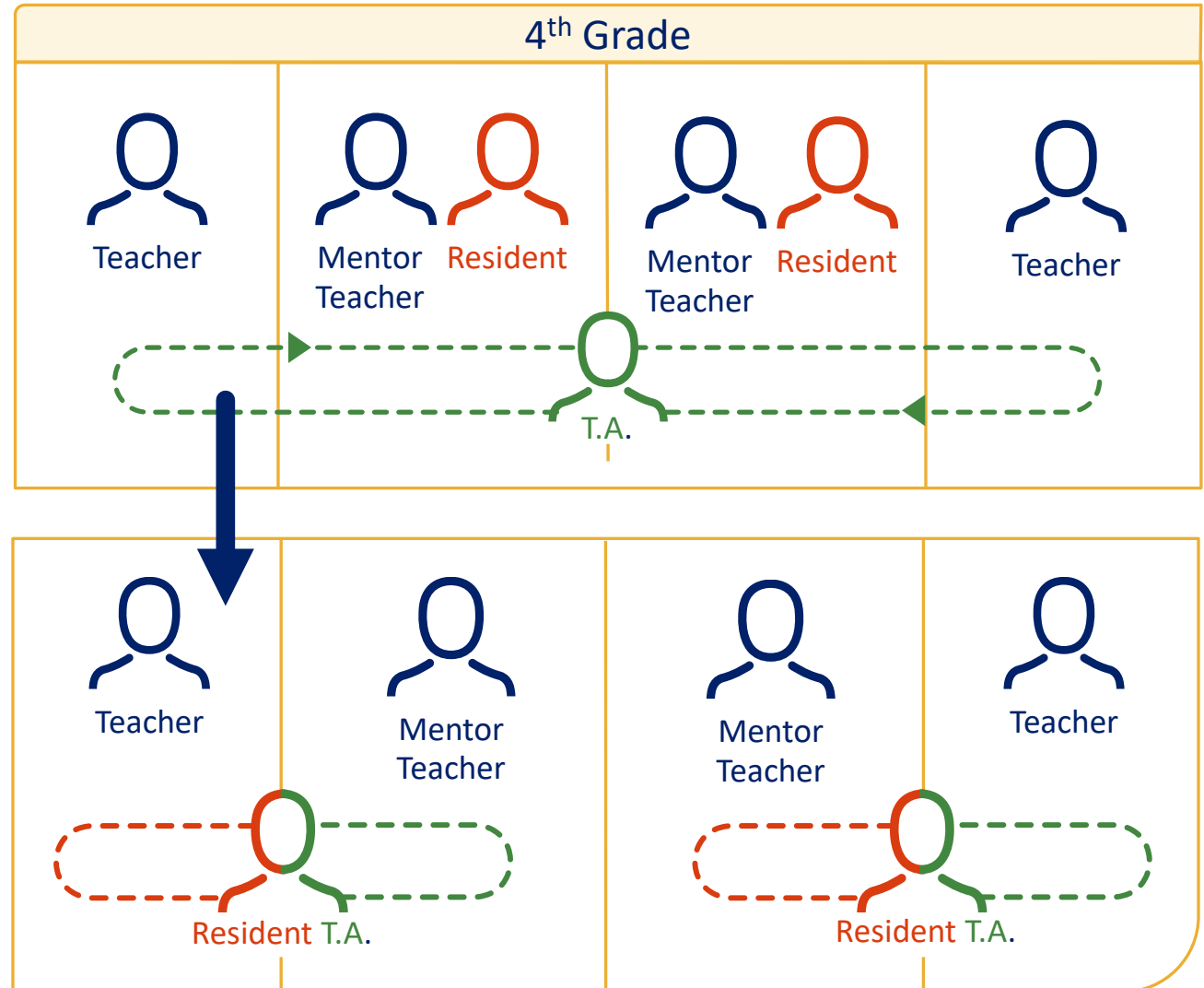
The *paraprofessional* model relies on two residents splitting the role of one full-time paraprofessional (teacher assistant), redirecting funding lines that may be left unfilled without a full-time hire.

Paraprofessional (T.A.) Salary: \$28,000

2 Residents at \$12,000

2 Mentor Teachers at \$2,000

$(\$12,000 \times 2) + (\$2,000 \times 2) = \$28,000$



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.

Reallocate 2 Sub Positions:

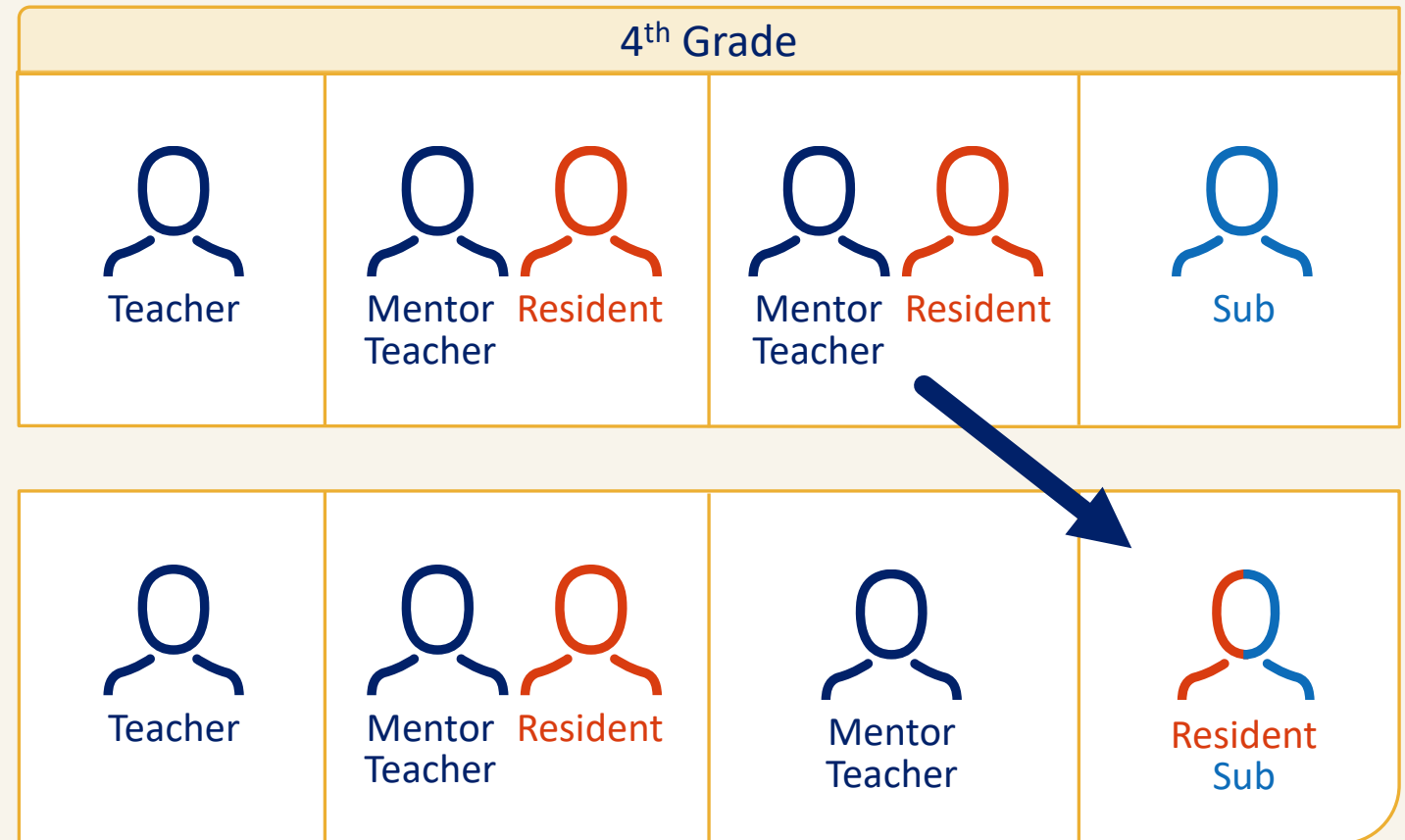
Sub Daily Rate: $\$75 \times 187 \text{ days} = \$14,025$

$\$14,025 \times 2 = \$28,050$

2 Residents at $\$12,000$

2 Mentor Teachers at $\$2,000$

$(\$12,000 \times 2) + (\$2,000 \times 2) = \$28,000$



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).

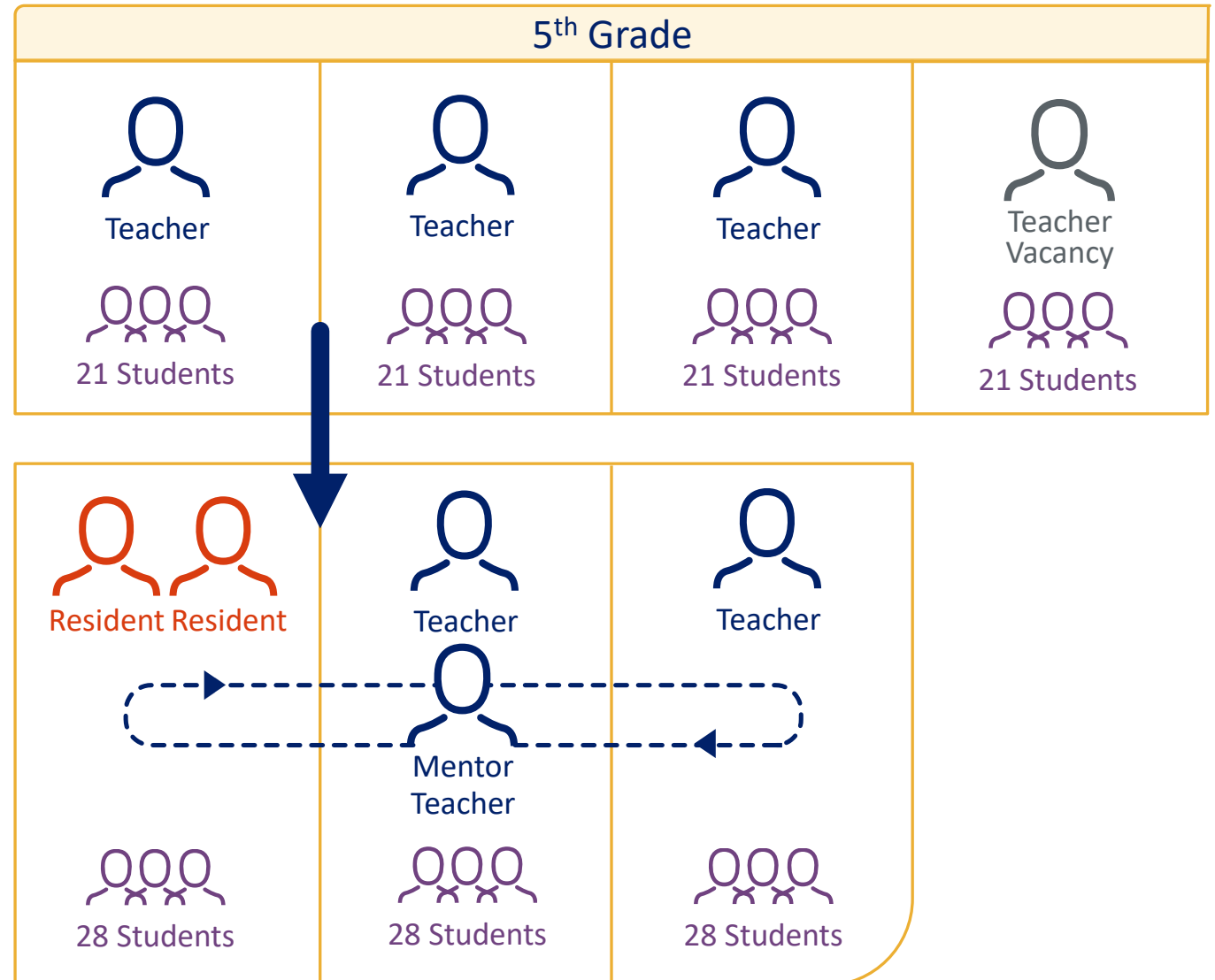
Teacher Vacancies:

$$\$56,000 \times 1 = \$56,000$$

2 Residents at \$12,000

1 Mentor Teacher at \$8,000

$$(\$12,000 \times 2) + (\$8,000) = \$32,000$$



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.

Tutoring Stipends: \$42,000

3 Residents at \$12,000

3 Mentor Teachers at \$2,000

$(\$12,000 \times 3) + (\$2,000 \times 3) = \$42,000$

