

TEACHER QUALITY



Texas Education Grantmakers Advocacy Consortium

TEXAS MUST RECRUIT AND RETAIN DIVERSE, HIGH-ACHIEVING TEACHER CANDIDATES INTO QUALITY EDUCATION PREPARATION PROGRAMS TO MEET THE GROWING ACADEMIC AND SOCIAL-EMOTIONAL NEEDS OF OUR STUDENT POPULATION.

The Texas education teacher preparation landscape is a story of peril and promise. Each year, roughly 30,000 first-year teachers enter the classroom, trained by over 200 preparation programs in Texas. However, so many teachers are ill-prepared for the rigors of the classroom that in the 2017 school year, over 700 first-year teachers walked off the job mid-year, leaving students to complete their year with hastily-hired substitutes. A disproportionate share of those teachers came from schools serving the highest need students. In a state in which 60 percent of students are disadvantaged and barely more than half of students who graduate from high school are college ready, Texas grantmakers realize that we must do better.

There is tremendous momentum towards improving teacher preparation in Texas. In 2016-2017, TEGAC commissioned TNTP to conduct teacher focus groups across Texas to gather teacher input on which data would be useful to Educator Preparation Programs, districts, and policymakers. A common theme throughout the teachers' reflections, regardless of their range of experiences in their preparation programs, was that most teachers recalled feeling shock at the transition from their preparation programs and into their careers as teachers. The teachers described a monumental gap between the expectations of teacher preparation programs and the expectations of classroom teachers to raise student achievement.

TEGAC and its partners saw success in their efforts in the 84th and 85th legislative sessions, when the Texas Legislature passed legislation requiring the Texas Education Agency (TEA) to report valuable data about teacher preparation programs and make other improvements. Senate Bill 1839 (passed in 2017) requires TEA to provide critical data to preparation programs that would help them improve their practice and better align to district needs, and creates an early childhood (EC-3) teaching certification.

Building on this success, in 2018-2019 TEGAC is again partnering with Teach Plus Texas to conduct research to inform TEA and educator preparation programs in ways that improve teacher preparedness across the state. Teach Plus Texas conducted research on educator preparation programs' data and solicited teacher input on the impact of Texas' current teacher preparation system and the current Texas school finance system to produce policy recommendations based on their research.

Learn more about our 2018 research findings and 2019 policy recommendations on the second page.

TEXAS EDUCATION GRANTMAKERS ADVOCACY CONSORTIUM

Connect with us and learn more at [@TEGACTX](#) and [www.tegac.org](#)
Legislative Advertising by Jennifer Esterline, TEGAC, PO Box 660327, Austin, TX 78766

TEACHER QUALITY

2018 RESEARCH FINDINGS

- Teachers believe that more resources need to be provided for the education of high-need student groups (i.e. special education, English language learners, at-risk, economically disadvantaged, etc.).
- Teachers report that insufficient counseling services negatively impact student achievement.
- Teachers report that large class sizes and low teacher pay negatively impact student learning.
- Teachers say that schools need equitable access to technology, adequate school facilities, and funding for classroom expenses.
- When asked what data should be made publicly available, teachers believe that impact on K-12 student learning, demonstrated teaching skill, subject-specific pedagogical knowledge, mastery of teaching subjects, and entry and persistence in teaching are most important.
- For purposes of accountability, teachers believe that the same indicators—impact on K-12 student learning, demonstrated teaching skill, subject-specific pedagogical knowledge, mastery of teaching subjects, and entry and persistence in teaching—are the most important.
- Teachers believe that the Texas Education Agency (TEA) should publish data and other information on EPPs in an accessible format.

2019 POLICY RECOMMENDATIONS

- All teachers should have access to a high-quality, well-trained mentor in at least their first two years of teaching.
- Require school districts to provide training in trauma-informed practices to new staff, including teachers, administrators, and school resource officers.
- Add trauma-informed instruction to the list of continuing professional education requirements that teachers must complete in order to renew their licenses every five years.
- Maintain high standards and data transparency for educator preparation programs, and reject any efforts to lower standards or prevent high-quality licensure requirements.



Texas Education Grantmakers Advocacy Consortium