

Audience (SBOE Members) Reminders:

Members are very unlikely in the weeds on teacher preparation. They likely need the basics and background/context: What is the status of teacher preparation? What is a residency? Why now? How does this affect students?

Approach & Reminders:

Strategy to emphasize teacher residency, enhanced teacher certification, additional candidate supports, and streamlined organization and downplay the rest as general candidate support and incremental changes. Don't want to feed any impression that these are big government regulations or will create too many hurdles for candidates, but should be prepared to respond to critical questions regarding regulations and barriers to entry. All these provisions enhance candidate support and will increase student outcomes. Signaling HB 11/SB 9/Governor's Teacher Vacancy Task Force bipartisan support can help. **Overall, unless something changes, a light-touch approach is probably the right approach at this time.**

Mapping:

- 10 Republicans, 5 Democrats
 - 6 new since EdTPA in 2022: Brooks, Childs, Francis, Kinsey (Chair), Pickren, Ortega
 - Half of these members (Childs, Francis, and Pickren) are on the Committee in which the proposals will be heard (the Committee on School Initiatives) before moving to the full Board with a recommendation to pass or take no action
 - 2 in run off: Little, Maynard
 - 3 leaving: Davis, Hardy, Ortega
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Key Messages:

The revisions to Chapters 228 and 230 are an immediate step towards strengthening teacher candidate support, enhancing transparency to school districts and parents, and slowing the revolving door of teachers coming into and leaving the profession. The revisions incorporate robust stakeholder input that are the result of several feedback cycles and build off of multiple legislative conversations over the past year. The updates to these chapters will strengthen teacher preparation, resulting in more effective teacher candidates who are more likely to stay in the classroom. Enhancing teacher preparation not only reduces the demand for underprepared and uncertified teachers, but also ensures students have highly prepared and successful instructors, leading to improved student learning and outcomes.

Talking Points- Background, Context, and Data

Current Context and Opportunity:

- Teachers are the most important in-school factor affecting student learning. However, too many teachers lack the preparation and support needed to succeed and stay in the profession.
- Currently, about 1 in 3 (34%)¹ newly hired teachers have NO preparation or certification when they enter the classroom. This leads to a revolving door of unprepared and under-prepared teachers coming into and quickly leaving the profession.
- Underprepared teachers exacerbate learning and achievement gaps.

¹ [Newly Certified and New Teacher Hires Dashboard](#), Texas Education Agency, 2024.

- Currently, only 53% of students perform at grade level for reading and only 45% for math - that means half of our 5.5m students are not on grade level.²
- Yet, we know that hands-on teacher preparation produces candidates who have greater impact on student outcomes and thus greater potential to support student learning gaps. These candidates are also more likely to stay in the classroom longer and are more diverse.
 - Retention is a key teacher workforce issue: Only 37% of uncertified teachers remain in the classroom 5 years later, compared to nearly 90% of residency completers.³
- Notably, the rule revisions include a formal teacher residency preparation route and Enhanced Standard Certification alongside other supports for all teacher candidates.
- Texas needs to support its teacher workforce with students in mind. By improving preparation, we are reducing the need for underprepared teachers. These changes are foundational for richer student learning experiences and outcomes.

Landscape of Current Preparation Routes:

- Last year, over 17,000 teacher candidates received their teacher certification through one of the 250+ distinct preparation routes available in Texas. With 118 accredited programs, Texas has one of the most diverse landscapes of teacher preparation in the nation. With such varying routes to enter the teaching profession, it is crucial that all teacher candidates and current teachers receive comprehensive and evidence-based support.⁴
- Of the 17.7K newly certified teachers in the 2023-2024 school year, 5.8K (~33%) completed a traditional, undergraduate preparation route, and 9,179 (~39%), completed an alternative preparation route for individuals already holding at least a bachelor's degree.⁵

What is a Teacher Residency?:

- Teacher residencies provide teacher candidates a full year of immersive, on the job training under the supervision and guidance of an experienced mentor teacher.
 - [Option to show an [EdTrust Video](#): “These videos are from previous teacher residents discussing their experience in a teacher residency”]
- Teacher residencies were supported by Governor Abbott’s Teacher Vacancy Task force and in bipartisan legislation championed by Sen. Creighton and Rep. Dutton in the 88th Legislative Session.
- Data shows high-quality educator preparation, such as teacher residencies, result in candidates who stay in the classroom longer, have greater impact on student learning outcomes, and are more diverse.
- The first year of teaching is often cited as the most difficult, and approximately 550,000 (1 in 10 students) Texas students were served by a first-year teacher in the 2022-2023 school year.⁶

² Texas Education Agency, [Annual Report Pocket Edition](#), 2022-2023 Texas Public School Statistics.

³ Education Policy Initiative at Carolina, [Assessing Teacher Candidate Characteristics](#), January 2024.

⁴ Texas Education Agency, [Newly Certified and New Teacher Hires Dashboard](#), March 2024.

⁵ Texas Education Agency, [Newly Certified and New Teacher Hires Dashboard](#), March 2024.

⁶ Texas Education Agency, [2023 Texas Academic Performance Report](#) (TAPR).

Teacher residencies provide a full year of experience in a classroom, making the transition to lead teacher nearly seamless.

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Talking Points- Chapter 228 and Chapter 230 Content

Overview of Rule Text

- *Enhanced Standard (Residency Certificate)*
 - Chapters 228 and 230 establish the teacher residency preparation route and create an “Enhanced Standard (Residency) Certification.”
 - The rule revisions emphasize the importance of hands-on, practice-based training during candidate preparation.
 - This new certificate will provide a clear signal to hiring districts about the extensive practical preparation these residency completers have received.
 - The “Enhanced Standard Certification ” is the most high-leverage opportunity to strengthen our state’s teacher workforce and distinguish rigorous teacher preparation.
 - Texas already has existing models of teacher residencies and partnerships between prep programs and school systems that prepare stronger teacher candidates and fill workforce gaps.
 - We continually hear from district talent leaders that they WANT to place and hire more residency completers.
 - The revisions in Ch 228 and 230 formally establish teacher residency routes with an enhanced standard certification, but adopting a residency model **will remain optional for all preparation programs.**
- *Field-Based Experiences*
 - By increasing the required field-based experience hours from 30 to 50, teacher candidates will receive more authentic experiences with students in K-12 classrooms as part of their pre-service preparation.
 - The rules allow new flexibilities for acceptable activities to complete the required field-based experiences to allow candidates and preparation programs more options to complete their 50 hours and offer a variety of opportunities to engage with students.
- *Informal Observations*
 - All candidates will receive additional informal observations while maintaining required formal observations as part of their pre-service experience. These frequent touchpoints will foster more authentic feedback and encourage supportive professional learning without placing major additional burdens on preparation programs.
 - Educator preparation programs supporting late hire candidates will be required to conduct two in-person informal observations within the first eight weeks of school. Late hire candidates enter the classroom with minimal training and require more support than those who complete adequate training.
- *Clinical Teaching (traditional certification)*
 - The proposed revision would ensure that candidates get adequate time not only preparing

lessons and supporting the host teacher but also be provided opportunities to engage in instructional delivery so they can demonstrate mastery of educator standards as well as be given touchpoints to practice delivering content, strengthening the feedback loop.

- The required duration of clinical teaching was shifted from a required number of weeks to 490 hours. Changing this requirement to hours was designed as a flexibility to allow a candidate to complete clinical teaching within a varying schedule.(i.e. 4-day school weeks).
- Internship requirements (alternative certification)
 - New requirements establish additional support for candidates early on in the internship and throughout the school year.
 - The revisions would set out the observation requirements that apply specifically to internships. The number of formal observations conducted for candidates holding Probationary certificates was increased from three to five.
- *Organization*
 - We applaud SBECs and the Texas Education Agency staff for doing the hard work to make Chapter 228 more transparent and better organized. The thoughtful layout of the rule will better support programs in focusing on their most important job of training and supporting candidates and less on trying to navigate the provisions in rule.

FAQs/Debunking:

- Will all preparation programs be required to offer a teacher residency route?
 - No. Teacher residency routes are still completely optional. The residency route and enhanced standard certificate proposed in Chapters 228 and 230 distinguishes rigorous preparation for candidates and hiring school districts.
- Will the new requirements place undue burdens on preparation programs and candidates, resulting in fewer certified teachers?
 - By improving educator preparation, we are reducing the demand for uncertified teachers.
 - Additional supports for candidates are necessary for real-time growth and development. Frequent touchpoints and informal observations help speed up and solidify the learning experience for candidates.
 - Many preparation programs are already providing these experiences because they know the difference these practices make for candidates and the students they educate.
 - With the additional requirements come additional flexibility to meet the requirements.
- Will the new revisions added increase barriers to entry or undue regulations for EPPs?

General Teacher Landscape

- Why do we have so many newly hired teachers? Is this because of our teacher shortage?
 - Texas has the largest teacher workforce in the nation and is employing more teachers than ever before. However, many teachers are leaving the profession due to under

preparation and lack of support. This is not so much a teacher shortage problem as it is a teacher retention problem. This results in our high newly hired teachers count, and the number of uncertified teachers helps explain turnover.

- Ch 228 and Ch 230 reinforce supports and high-quality preparation to help address this problem.
- Alternative certification programs (ACPs) produce more teacher candidates of color. Does this mean the traditional routes and residencies are less accessible for candidates of color or those economically disadvantaged?
 - Candidates from high-quality, hands-on preparation routes such as residencies are more diverse.
 - Both candidates from ACPs and traditional routes should be supported through hands-on training and held to rigorous standards that we know led to student outcomes.
 - Bipartisan legislation during the 88th Legislative session included efforts to establish paid residencies, and some models include a stipend for teacher residents.
- Are teacher candidates from traditional routes stronger than those from alternative and internship routes?
 - Traditional routes are often university based, where candidates complete their bachelor degree and participate in a student teaching experience during their last semester or through a teacher residency.
 - Alternative routes offer an accelerated entry into the classroom, where coursework and internship/on-the-job training are completed simultaneously.
 - Both routes can offer varying levels of preparation and rigor. We know that the teachers with fewer years of experience or little preparation have higher turnover rates and less growth in student outcomes.