

# ABSTRACT

Since building better-equipped teachers for Texas schools is a primary goal, then providing the opportunity for teacher candidates to be immersed in yearlong residencies is imperative. Developing these transformational partnerships takes commitment of time and resources to enact our collective passion, positivity, and perseverance. During this session, we will present the experience of Tarleton State University's EPP as we worked with public school partners and transformed our clinical teaching experience. We will share our journey to become a TEA-Vetted Teacher Residency Program, and as a result, our district partners applied for TCLAS funding opportunities.

# PROPOSAL

Since building better-equipped teachers for Texas schools is a primary goal, then providing the opportunity for teacher candidates to be immersed in yearlong residencies is imperative. Developing these transformational partnerships takes commitment of time and resources to enact our collective passion, positivity, and perseverance. During this session, we will present the experience of Tarleton State University's EPP as we worked with public school partners and transformed our clinical teaching experience. We will share our journey to become a TEA-Vetted Teacher Residency Program, and as a result, our district partners applied for TCLAS funding opportunities.

While implementing the yearlong Tarleton Teacher Residency Model, we celebrated many successes such as using data to transform our curriculum and increased opportunities for a high level of engagement with partner districts. In addition, we endured a number of challenges for all involved. Perhaps most alarming was the financial instability of our Teacher Residents.

This challenge should not have been surprising as one of the most common barriers to becoming a teacher is the financial burden, including tuition, fees, certification exams, living expenses, cost of travel, and more (Rafa & Roberts, 2020). Because preservice teachers are in the field or in class every day, they have difficulty maintaining outside employment. As Mansukhani and Santos (2021) point out: "Aspiring teachers can't work for free and learn how to teach well (p. 12)."

One way that we supported our teacher residents was to allow them to substitute teach on their campus one day per week. This helped offset some of their financial needs as well as support the districts as they were in dire need of substitute teachers in the wake of the COVID-19 pandemic. In addition, we regularly pointed them to both university and community-based support for food insecurity, certification exam costs, and more.

In the Spring of 2020, with the hopes of recruiting, training, and retaining a more diverse teacher workforce, Tarleton committed to a series of trainings with three local school districts in partnerships with Public Impact (PI) and Opportunity Culture (OC) in order to explore options for developing paid residencies for Tarleton students. We will discuss the residency funding models used by OC and PI and the impact of participating in training and planning.

While the work with PI and OC provided one path to funding yearlong residencies, we discovered that this was not the best fit for all districts. One district who originally participated in the training decided that its campuses were not able to utilize the OC model but still committed to participating in a paid residency. This district worked independently to develop an individual Sustainable Staffing Model in which the district used grant funding and other resources to provide paid district positions for Tarleton Teacher Residents. Moving forward, the district will present a plan for sustaining this model based on using salaries from vacant positions (teachers' aides, paraprofessionals, and substitute teachers) to create paid teacher resident positions in the hope that the residents will potentially be hired as certified teachers for the next school year.

In the summer of 2021, TEA created a grant opportunity, Texas COVID Learning Acceleration Supports (TCLAS), available to LEAs across the state. The grant supports 10 different funding opportunities available to school districts. We will discuss the two opportunities available to support new candidates for Teacher Educator Preparation Programs and paid yearlong teacher residencies. The two areas are identified as: Decision 4: Teacher Recruitment Support and Decision 5: Residency Program Support.

We persevered in building strong partnerships with 4 additional school districts to support the scale of the Tarleton Teacher Residency to 100%. This work was recognized by the TEA, and Tarleton State University is considered 1 of 15 institutions named as a vetted Education Preparation Program provider to partner in this grant.

Goldhaber, D., Theobald, R., & Tien, C. (2019). Why we need a diverse teacher workforce. *Phi Delta Kappan*, 100(5), 25-30.

Rafa, A., & Roberts, M. (2020). Building a Diverse Teacher Workforce. Policy Brief. Education Commission of the States.

Mansukhani, D. & Santos, F. (2021). #MoreLearningLessDebt: Voices of aspiring teachers on why money matters. New York: Prepared To Teach, Bank Street College of Education.

White, T., Woodward, B., Graham, D., Milner IV, H. R., & Howard, T. C. (2020). Education policy and Black teachers: Perspectives on race, policy, and teacher diversity. *Journal of Teacher Education*, 71(4), 449-463.

# BUILDING A BETTER TEACHER: SUSTAINABLE PARTNERSHIPS FOR STUDENT SUCCESS



*The Year of the Teacher*



#TEACHERS CAN #Writetochus



Amber Lynn Diaz  
Kindergarten



Anna Fox  
Kindergarten



Crystal Rose  
Kindergarten



Elizabeth Garcia  
Kindergarten

# YOUR PRESENTERS



Erin Pearce  
Kindergarten



Lisa Colvin  
Kindergarten



Melissa Becker  
Third Grade



# SESSION OUTCOMES

- What If?
- Theory of Change
- Tarleton TEACH
- Tarleton Teacher Residencies
- Professional Development School Models
- Opportunity Culture
- Sustainable Staffing Models
- TEA TCLAS Grant

# WHAT IF?

What if Teacher Educator Preparation Programs across the nation produced teachers in isolation of school district partners, their hiring needs, and the specific student demographic needs? Furthermore, what if they did not equip teachers to effectively address the complex demands of today's classrooms [diversity, equity, inclusion, and social justice]?

Would **YOU** consider these Teacher Educator Preparation Programs effective?

At Tarleton State University, we have been regionally known for producing quality teachers and highly praised by our community at large. However, until this last year, our program was absent of diverse voices and perspectives, absent of collaboration and thought partnership with school districts, and absent of the need to improve the preparation of our teachers. So much so, we believed the legacy of our program was at stake.

**So, we CHANGED and TRANSFORMED.**

# THEORY OF CHANGE

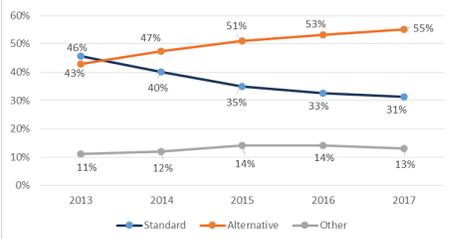


## PROBLEM OF PRACTICE

Ineffective teachers are an equity issue. The accessibility and benefits of alternative certification programs that provide health care coverage and teaching salaries are attractive to potential candidates.

However, fast-track pathways lead to ill-prepared teachers and high attrition rates.

Newly Certified Teachers by Preparation Route



## OPPORTUNITY

A solution to this problem is partnering with local school districts to support paid Teacher Residencies and Teacher Pipelines.

- Increase in Evaluation Areas
- Quality of Selection for Teacher Candidates
- Quality of Content Knowledge and Teaching Skills
- Quality of Clinical Placements, Feedback, and Candidate Performance
- Quality of Partnership Performance management



## PARTNERSHIPS

Tarleton TEACH

**RAISE**  
YOUR HAND TEXAS

**US PREP**  
Renewing Educator Preparation

**PUBLIC IMPACT**

**FWEP**  
FORT WORTH EDUCATION PARTNERSHIP

**TEA**  
Texas Education Agency



## STRATEGIES

Cultivate Mutually Beneficial Partnerships

Paid Teacher Residencies

**YEARLONG TEACHER**  
RESIDENCY PROGRAM



Build Sustainable Teacher Pipelines



## IMPACT

Elevate the teaching profession through mutually beneficial partnerships that foster innovation, increase teacher retention, and positively impact student academic achievement.



Tarleton produces teachers that  
**EVERY** student deserves.  
Tarleton Teachers are competent,  
dedicated educators who are  
committed to longevity in the  
profession, while having a  
positive and significant impact  
on student achievement.

PROFESSIONAL DEVELOPMENT SCHOOLS: A MECHANISM TO SUPPORT TEACHER RECRUITMENT, PREPARATION, & RETENTION IN SOUTH CAROLINA

# TARLETON PDS MODEL

WHAT IS THE PDS MOVEMENT?



The PDS model is rooted in John Goodlad's work that started in 1989.



In order to improve schools & work of teachers, institutions of public education & teacher prep programs had to develop relationships.



PDS sites vary yet share goals for teacher preparation and professional practice through innovation and inquiry.



Challenges remain for widespread investment & long-term sustainability.



Three SC institutions are leading the way in this work: USC-Columbia, Winthrop University & USC-Aiken.

1 ENGAGE in SCIENTIFICALLY-BASED RESEARCH on the long-term IMPACT of teacher preparation in PROFESSIONAL DEVELOPMENT SCHOOLS



5 EXPAND OPPORTUNITIES for schools NOT in proximity to UNIVERSITIES to be involved in PDS work.



2 ESTABLISH STATE-LEVEL COLLABORATION & communication opportunities



3 EXAMINE ways in which the PDS MODEL can be better used to INCREASE teacher recruitment, especially in MIDDLE & HIGH SCHOOLS



4 EXPLORE various FUNDING MODELS to support PDS IMPLEMENTATION & sustainability



FUNDED BY THE COMMISSION ON HIGHER EDUCATION AS A CENTER FOR EXCELLENCE, THE SOUTH CAROLINA TEACHER EDUCATION ADVANCEMENT CONSORTIUM THROUGH HIGHER EDUCATION RESEARCH (SC-TEACHER) WILL EXAMINE THE BROAD LANDSCAPE OF TEACHER RECRUITMENT, PREPARATION, AND RETENTION PRACTICES.

★ VISIT [sc-teacher.org](http://sc-teacher.org) to retrieve the full-length working paper.

2019



Stephenville Campus



Fort Worth Campus

# TOUR SCHOOL DISTRICT RESIDENCY PARTNERS

100% of Tarleton's Elementary Teacher Candidates  
are in a yearlong residency.  
[Seniors | ALSE, EC-3, EC-6, 4-8]



Waco Campus

# TARLETON TEACH

The Tarleton TEACH model provides the necessary space with the right community partners to address problems of practice and elevate the teaching profession through a shared vision.

Tarleton TEACH embraces **shared governance**, diverse ideation, initiatives around teacher recruitment and retention, co-creation in coursework and preparation, continuous improvement utilizing shared data, and solving 'problems of practice'.

Together we are preparing tomorrow's teacher workforce.



## TEACHER EDUCATION ADVISORY COUNCIL HOST



# TARLETON TEACHER RESIDENCIES

- Tarleton Teacher Residents are placed with the same cooperating teacher and classroom for the entire year. This model is designed to boost the readiness of aspiring teachers to better serve diverse students throughout the region.
- The entire year begins with Teacher In-Service and includes 4 full days during the Fall and Spring semester. Tarleton Teacher Residents end during final weeks prior to Graduation.

# TARLETON TEACHER RESIDENCY

## Yearlong Residency Model

1 Year in the Field

Begin Co-Teaching Model on First Day

4 P.O.P. Cycles [45 Minutes +]

10 Walkthroughs

Monthly Cooperating Teacher Training

Data Collection & Analysis

Teacher Residency Record

Student Perception Survey

Tarleton T.E.A.C.H

C&I<sup>3</sup>

The Department of **C**urriculum & Instruction engaging in  
**C**ollaborative Inquiry for **C**ontinuous Improvement



**Dr. Crystal Rose**

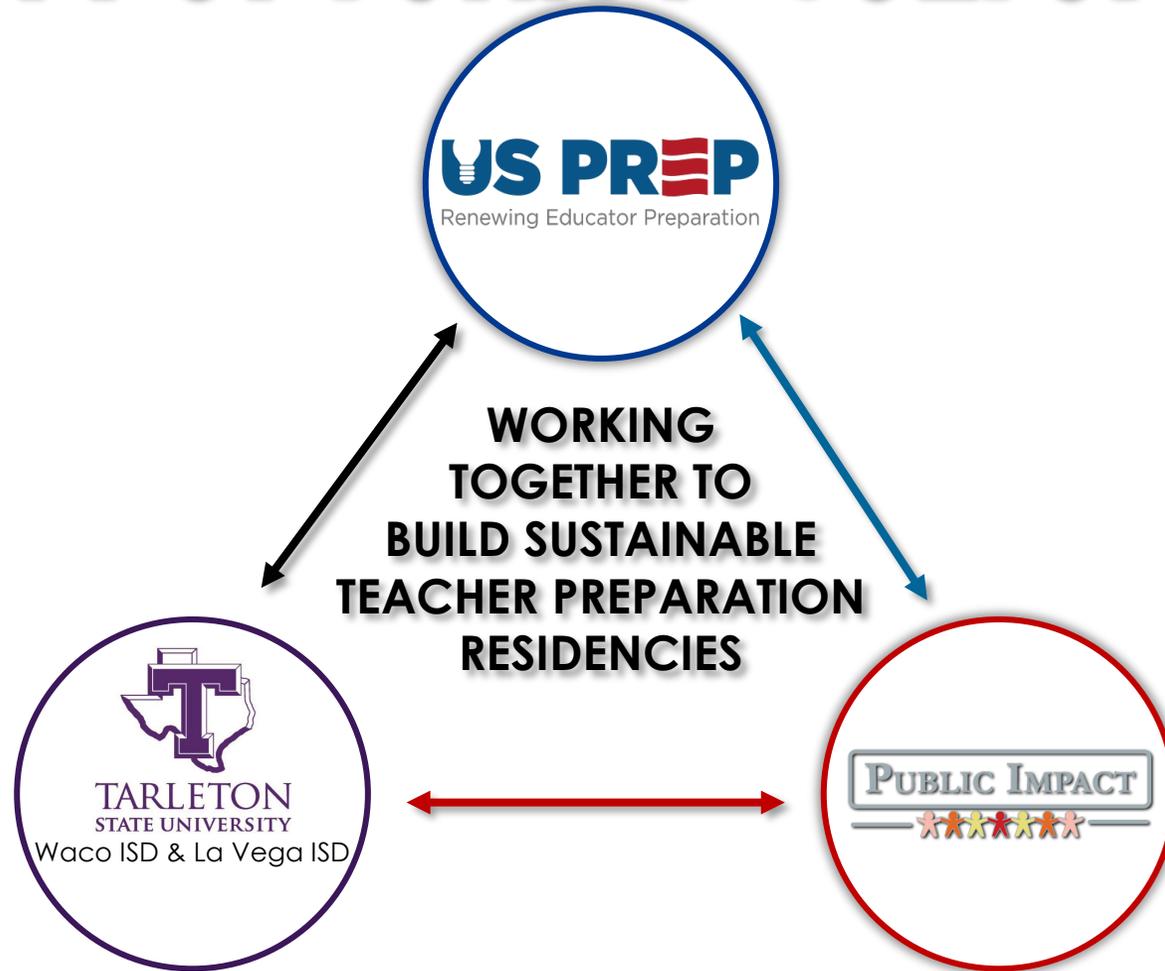
Site Coordinator & Assistant Professor

**From a Tarleton Resident...**



**To a Tarleton Teacher!**

# OPPORTUNITY CULTURE



# OPPORTUNITY CULTURE AND OUR DISTRICTS

LVISD & WISD chose to implement Opportunity Culture in order to...



Recruit and Retain Excellent Teachers

&

Provide all teachers with excellent development and advanced career opportunities

Provide equitable access to excellent instruction for all students



# OPPORTUNITY CULTURE & RESIDENCY ROLES

<b>Multi-Classroom Leader (Cooperating Teacher)</b>	<b>Reach Associate &amp; Teacher Resident</b>	<b>Team Reach Teacher</b>	<b>Team Teacher</b>	<b>Site Coordinator</b>
				
<ul style="list-style-type: none"><li>• Teach students directly</li><li>• Coach and support the teacher residents</li><li>• Coach and support Team Teachers &amp; TRTs</li><li>• Lead team meetings</li><li>• Collaborate with Site Coordinator</li></ul>	<p><b>Teacher Residents</b></p> <ul style="list-style-type: none"><li>• Receive coaching and development from MCL</li><li>• Participate in team meetings</li><li>• Complete coursework</li><li>• Provide release time for MCL</li></ul>	<ul style="list-style-type: none"><li>• Teaches on a team led by an MCL</li><li>• Reaches more students directly</li><li>• Receives coaching and support from MCL</li><li>• Participates in team meetings</li></ul>	<ul style="list-style-type: none"><li>• Teach their own classes</li><li>• Receive coaching &amp; development from the MCL</li><li>• Participate in team meetings</li></ul>	<ul style="list-style-type: none"><li>• Teaches at the university</li><li>• Facilitates governance meetings with principals</li><li>• Meets with MCLs</li><li>• Provides ongoing feedback and coaching to TRs</li><li>• Conducts performance assessments and walkthroughs.</li></ul>

# SUSTAINABLE STAFFING MODEL

## Objectives

- Maximize residents to fulfill a school's immediate instructional needs while accelerating student learning
- Increase access to high quality resident pathways to build and sustain a strong teacher pipeline
- Recruit, prepare, and retain a more diverse teacher candidate pipeline (racially, linguistically, and culturally)
- Develop and incentivize highly effective mentor teachers
- Reallocate existing budgets and roles to sustainably fund paid residents and mentors

# US PREP'S APPROACH TO STRATEGIC STAFFING

1

EXAMINE DISTRICT HIRING AND RETENTION DATA TO UNDERSTAND THE TEACHER PIPELINE TRENDS AND NEEDS OF SPECIFIC CAMPUSES

2

ESTABLISH A SHARED VISION FOR THE RESIDENCY BY CO-DEVELOPING YEAR 1, YEAR 2, AND YEAR 3 GOALS & MEASURES

3

CO-DEVELOP A SET OF CRITERIA AND SCHOOL MODELS FOR RESIDENTS AND MENTOR TEACHER STIPENDS

4

LEADERS EVALUATE THE SCHOOL MODELS AND BUDGETS WITH CONSIDERATION TO SHARED GOALS AND AGREED UPON CRITERIA

5

LEADERS CO-DEVELOP AND IMPLEMENT A PROCESS FOR RESIDENT AND COOPERATING TEACHER RECRUITMENT, SELECTION, AND TRAINING

# SSM OPPORTUNITIES

**SUBSTITUTE  
TEACHERS**

**LONG-TERM  
SUBSTITUTES**

**TEACHER  
AIDES**

**TUTORING  
STIPENDS**

**TEACHER  
VACANCIES**

# TEXAS COVID LEARNING ACCELERATION SUPPORTS [TCLAS] GRANT

Texas COVID Learning Acceleration Supports (TCLAS) is a set of targeted supports available to Local Education Agencies to accelerate student learning in the wake of COVID 19 utilizing funds from the state discretionary ESSER III allocation and general revenue appropriated in the 87th Texas Legislature.

Through TCLAS, TEA aims to:

- Provide a strategic approach to accessing learning acceleration supports that meet the local needs of students, teachers, communities and school systems
- Leverage statewide resources to allow for deeper, more targeted supports and services for LEAs at a lower cost to the state
- Develop coordinated and coherent supports for LEAs based on needs identified by Texas educators for the coming school year

[TEA, TCLAS, 2021]

# TEACHER PIPELINES

## Decision 4: Teacher Recruitment Support

- 4a. Paraprofessional Stipends for Tuition, Fees, Living Stipend
- 4b. Stipends for HS Education and Training (E&T) teachers
- 4c. Implementation and growth funds for E&T programs

## Decision 5: Residency Program Support

- 5a. Teacher Resident Stipend(s)
- 5b. Flexible Funding for District Implementation Support
- 5c. Innovative Staffing Design and Implementation Support



**US PREP**  
Renewing Educator Preparation

# TARLETON & TEA TCLAS GRANT



**OPPORTUNITY CULTURE**  
An Initiative of Public Impact

**EXTENDING THE REACH  
OF EXCELLENT TEACHING**

**TO ALL STUDENTS, EVERY YEAR**



**Fort Worth**  
INDEPENDENT SCHOOL DISTRICT

**FWEP.**  
FORT WORTH EDUCATION PARTNERSHIP

**US PREP**  
Renewing Educator Preparation

## Vetted Teacher Residency Program List

The Vetted Teacher Residency Program list includes Texas educator preparation programs that currently offer high-quality teacher residency programs. The list has been established in preparation for state and federal grant opportunities that require LEAs to partner with a high-quality teacher residency program. For the purpose of the Vetted Teacher Residency Program list, a teacher residency pathway is defined as:

A teacher residency is where a teacher candidate is paired with an experienced, highly effective mentor teacher for a full-year of clinical training/co-teaching in a K-12 classroom (minimum of 3 days per week for full year). Residencies take place at the undergraduate and post-baccalaureate level. In some cases, residents receive a stipend during the year-long residency.

### 2021-2022 Approved List

Relay Graduate School of Education
Urban Teachers
Tarleton State University
University of Texas at El Paso
Texas State University
Texas A&M University – Commerce
University of Houston
Texas A&M University
UTSA COEHD
Sam Houston State University
Baylor University
University of Texas Permian Basin
University of Houston-Downtown
Texas Tech University
Texas A&M University- San Antonio





**“DON'T BE AFRAID OF THE  
SPACE BETWEEN YOUR DREAMS  
AND YOUR REALITY.  
IF YOU CAN DREAM IT  
YOU CAN MAKE IT SO.”**

**BELVA DAVIS**



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