Session: Working Group Share Out

Deputy Commissioner Oeser welcomed Task Force members back from their working groups. Mr. Tamarez Torres provided an overview of how working groups would share out summaries of their discussions and reminded the group of virtual meeting norms. A summary of each working group is included below.

Working Group 1: Improving Educator Preparation

x   One of the reoccurring themes was teacher quality and ensuring there is a high bar for teachers. edTPA needs to continue to ensure the quality of the teaching workforce is maintained.

x   There is a need for high quality mentoring programs, quality teacher preparation across the state, more partnerships between districts and educator preparation programs (EPPs), and financial incentives for teacher candidates to select high quality preparation programs (e.g., such as teacher residencies).

x   EPPs should stay involved with teachers once they enter the classroom and support them early in their careers.

x   Improve quality of preparation without increasing the cost to teacher certification candidates. Financial incentives and grants could help with this.

x   A Task Force member asked how EPPs could differentiate their support for candidates that are going into diverse teaching roles? The working group representative mentioned that districts and EPPs could partner together to look at the progress of teachers throughout their preparation. The working group also talked about leveraging retired teachers to help with the transition into teaching.

x   Another Task Force member asked about whether paying student teachers was discussed. A working group representative mentioned the group supports paying student teachers and interns. The group discussed a model in Forney ISD where the district is paying instructional aides. Another working group member mentioned that serving as an aide while working towards certification would provide valuable experience and insight for teacher candidates.

Working Group 2: Strategic Staffing Models

x   The group first discussed research and heard from technical assistance providers that are working with districts to reconsider staffing and teacher pipelines in districts. The group discussed paid teacher residencies and learned from districts that are already implementing these models.

x   The group discussed enablers, barriers, and recommendations for the Task Force to consider. Enablers and barriers discussed included capacity of staff, time, and the bandwidth of staff. Recommendations included considering how smaller districts could get access to technical assistance providers that could help them think through some of the innovative practices. Another recommendation was to consider a collective impact approach, specifically how to leverage Education Service Centers as a hub to assist districts in thinking through strategic staffing models.

x   Additional considerations and questions the working group discussed include:
   o   How do we continue to feed our teacher pipeline? Examples include working with high school students in a Grow Your Own Model.
   o   What could districts strategically abandon for teachers to allow for more strategic staffing? How could strategic staffing support staff in working smarter, not harder.

x   Finally, another Task Force member asked what types of support the technical assistance providers
    could provide. The working group representative mentioned that they could provide structures the
    district could use to ensure these staffing models are sustainable. This provider could also work with
    the EPPs to ensure a strong and sustainable partnership with districts.

Working Group 3: Compensation Models

x   The group discussed different ways to compensate employees other than salary, examples of
    compensation support such as the Teacher Incentive Allotment (TIA), and the possibility of other
    innovative forms of compensation, such as childcare being offered to staff.
x   A group of teacher and district leader panelists from Austin ISD, Diboll ISD, Longview ISD, and Slaton
    ISD shared best practices and strategies. For example, Austin ISD shared their teacher compensation
    model based on teacher evaluation and teacher effectiveness. Other districto (d 3t)oc Ausse(t)-3.2 (he)0i.8