

Act Now for Our Future 2019 LEGISLATIVE PRIORITIES

#ActNowForOurFuture



IMPROVE

Strengthen the Teaching Pipeline

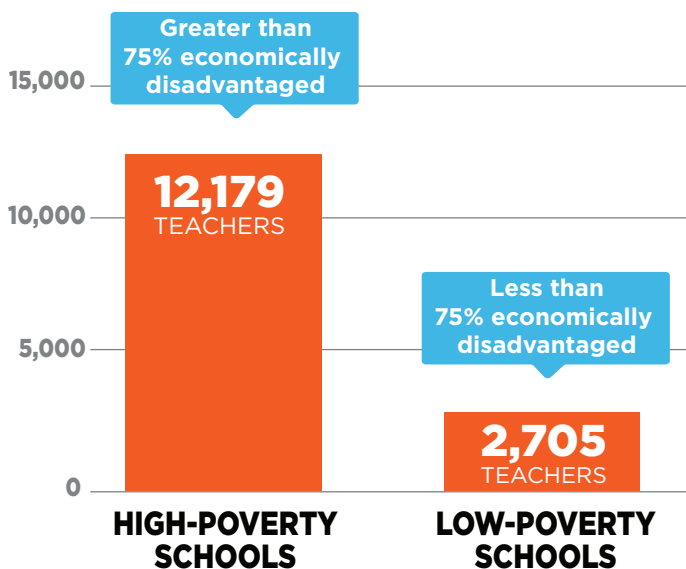
Texas students deserve equal access to high-quality teachers prepared to teach on day one. Raise Your Hand Texas® supports research-based improvement in our state's teacher preparation programs, enhanced recruitment and retention of effective teachers, and greater transparency and accountability in the state's educator data system.

Who benefits from better teacher recruitment, training, and retention?

The teaching profession in Texas stands at a crossroads. All students need access to high-quality teachers for our state to succeed. Campuses with high concentrations of students who are economically disadvantaged employ beginning teachers at twice the rate of lower poverty schools. To meet the needs of a growing and increasingly diverse student population, Texas must do a better job of recruiting and developing aspiring teachers from all backgrounds into high-quality teacher preparation programs.

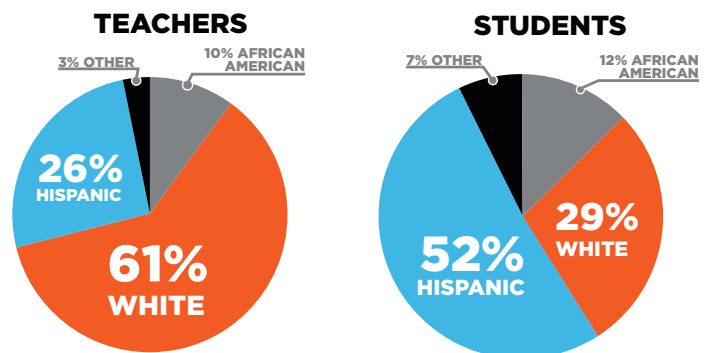
Beginning Teachers Often Start in High Poverty Schools¹

Number of Beginning Teachers Employed in Texas Public Schools



Do Texas teachers reflect their students?

Research demonstrates that when there is racial/ethnic congruence between students and teachers, students tend to perform better.²



What makes educator preparation programs high quality?¹

While the quality of preparation varies significantly across Texas, research is clear high-quality teacher preparation programs should deliver a competency-based program that includes a relevant course of study and a substantial clinical preparation component. High-quality programs establish strong collaborative relationships with districts so that teacher candidates have access to seasoned practitioners and classrooms similar to those in which they are likely to teach. By encouraging Texas teacher preparation programs to implement these research-based improvements, more Texas students in our highest need schools will have access to quality teachers on the first day of school.

To retain effective teachers in the profession, teacher preparation programs need to support teachers after they graduate from their programs. In collaboration with districts, teacher preparation programs need to assist with mentoring and coaching, and provide research-based professional development to improve the practice of all teachers. Districts need to provide teacher preparation programs with data and feedback on the performance of their graduates so programs can incorporate the data into their improvement process.

How can we share teacher preparation data in a meaningful way?

Teacher preparation program data should be accessible to the public as consumer information. These data should include characteristics and qualities of program completers, the levels of employment and persistence in the high-need subjects and schools, and the positive impact on K-12 student learning. Consumer information on which programs are the most effective should be available for individuals who want to become teachers and employers of new teachers. The State Board for Educator Certification should use this data to recognize high-performing programs and close programs that are not meeting performance standards.

Texas Should Continue to Develop a More Consumer-Friendly Approach to Data

Tennessee releases an annual report with demographic and academic profiles of each educator preparation program. The report includes the effectiveness of program completers over time and is accessible by educator programs and the public.³

PROVIDER NAME	NUMBER OF COMPLETERS	OVERALL PERFORMANCE CATEGORY	CANDIDATE PROFILE PERFORMANCE CATEGORY	EMPLOYMENT PERFORMANCE CATEGORY	PROVIDER IMPACT PERFORMANCE CATEGORY	DOWNLOAD REPORT
Aquinas College	46	N/A	2			
Austin Peay State University	535	3	3	2	4	
Belmont University	148	2	2	1	3	
Bethel University	175	2	4	3	1	
Bryan College	81	1	1	1	1	
Carson-Newman University	241	3	3	3	3	
Christian Brothers University	97	3	4	2	2	
Cumberland University	108	3	2	4	3	
East Tennessee State University	611	3	2	2	3	

Policy Recommendations

- ▶ Increase transparency and accountability in the state’s educator data system.
- ▶ Support research-based improvements in Texas’ teacher preparation programs.



References

¹ 2016-2017 Texas Academic Performance Report Retrieved from <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html>.
² Egalite, A.; Kisida, B. (2017) *The Effects of Teacher Match on Students’ Academic Perceptions and Attitudes* American Educational Research Association Retrieved from <http://journals.sagepub.com/doi/abs/10.3102/0162373717714056>
³ Tennessee *Teacher Preparation Report Card* Retrieved from <http://teacherprepreportcard.tn.gov/>

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