

Texas Teaching Commission: Recommendations Summary

The table below provides a summary of the 21 statutory recommendations – as well as other recommendations for state agencies and local districts – included in the report: *Recommendations for the Next Generation of Teaching Policy in Texas*. The Commission strongly encourages state policymakers, the Texas Education Agency, the Texas Higher Education Coordinating Board and local districts to read through the report closely to understand the purpose and additional detail of each recommendation.



EDUCATE TEXAS

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	Statutory Recommendations	Regulatory/Administrative Recommendations	District Recommendations
Recruitment and Preparation	<p>The legislature should:</p> <ol style="list-style-type: none"> 1. Continue to require the evaluation of all teacher-preparation programs to review the impact of program graduates on student learning. 2. Ensure that the state’s teacher preparation programs – traditional and alternative – incorporate an opportunity for clinical experience. 3. Raise entry standards for alternative certification program candidates by including a minimum undergraduate GPA (to align with SBEC rules) and a minimum of 18 credit hours in the content area for which a certificate is being sought. 4. Amend current statute (21.044) to require teacher preparation programs to communicate teacher candidate’s specific information. 5. Require the TEA/SBEC and THECB to develop and implement new standards for teacher preparation and alternative certification programs that reflect updated standards for teaching practice. 	<p>The Texas Education Agency and/or the Texas Higher Education Coordinating Board should:</p> <ol style="list-style-type: none"> 1. Jointly produce quality standards for teacher preparation programs that align to the standards for teaching practice. 2. Identify and publish characteristics of successful teacher candidates– not just knowledge and skills – and intentionally recruit these types of candidates into preparation programs. 3. Broker partnerships between local districts and institutions of higher education. 4. Revise SBEC rules concerning educator preparation curriculum to include a clearer definition of what it means to include subject matter on “special populations.” 	<p>Local school districts should:</p> <ol style="list-style-type: none"> 1. Work with preparation institutions that serve the district and develop a plan to help high school students more explicitly explore and understand the teaching profession. 2. Provide high school students with pathways into the teaching profession that include early college credit. 3. Design local messaging on the need for recruiting, preparing and supporting great teachers in the community and create a brand/campaign around what it is like to teach in the district. 4. Facilitate stronger relationships between high schools and colleges of education.
Hiring	<p>The legislature should:</p> <ol style="list-style-type: none"> 6. Explore the refinement and restoration of funding for loan incentive programs. 7. Provide incentives, and fund those incentives, for teachers to serve in high shortage areas and hard-to-staff positions. 		<p>Local school districts should:</p> <ol style="list-style-type: none"> 5. Review district hiring processes and use the review to identify obstacles and move the hiring timeline up to recruit top-tier talent.
Inducting	<p>The legislature should:</p> <ol style="list-style-type: none"> 8. Redesign the BTIMs (Beginning Teacher Induction and Mentoring System) program into a comprehensive system and fund it appropriately. 	<p>The Texas Education Agency and/or the Texas Higher Education Coordinating Board should:</p> <ol style="list-style-type: none"> 5. Develop/adopt quality induction program standards. 6. Effectively staff the committee responsible for developing program guidelines for BTIMS. 7. Develop recommendations and implement actions that would align BTIMS to the standards for effective teaching and the teacher evaluation system. 	<p>Local school districts should:</p> <ol style="list-style-type: none"> 6. Require mentoring for new teachers through at least their first three years in classroom. 7. Review the use of existing Title II dollars and reallocate if necessary to provide better compensation to mentors. 8. Establish a district-level advisory committee to develop a beginning teacher induction and mentoring plan based on the induction standards and the state guidelines and submit to TEA for approval.

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Evaluating	<p>The legislature should:</p> <ol style="list-style-type: none"> 9. Require TEA to provide a teacher evaluation framework that includes (1) standards for teaching practice; (2) context for teacher evaluations and; (3) teacher evaluation components and process. 10. Require districts to use consecutive evaluations from multiple years (more than one), as available, to inform employment and career decisions. 11. Require all teachers and principals to be evaluated annually, with differentiated timing and scope. 12. Require districts to communicate results from evaluations to the teacher and in a timely manner to ensure it is used as a developmental tool. 	<p>The Texas Education Agency and/or the Texas Higher Education Coordinating Board should:</p> <ol style="list-style-type: none"> 8. Require a range between 25-50 percent of every evaluation be based on multiple measures of student growth and learning within its model framework. Under no circumstances should standardized test-based measures of student performance become the primary factor in the student growth and learning component of a teacher's evaluation. 9. Review the standard domains in PDAS to ensure they are connected to the standards for teaching practice. 10. Develop a model framework that incorporates the necessary components for a comprehensive and fair evaluation for teachers. 11. Require districts to create or adopt evaluation measures collaboratively with teachers and continue that engagement in shaping and refining their evaluation model. 12. Provide a model training program for the teacher evaluation system it develops to support districts with limited capacity to certify appraisers. 13. Include a state-developed rubric for assessing the professional engagement and growth component of the teacher evaluation framework. 	<p>Local school districts should:</p> <ol style="list-style-type: none"> 9. Ensure the district's evaluation system includes collaboration between local administration and teachers and an emphasis on the core work of schools - teaching and learning. 10. Ensure that multiple appraisers participate in a rigorous certification process.
Developing	<p>The legislature should:</p> <ol style="list-style-type: none"> 13. Require TEA to develop a quality framework for professional development (PD) tied to standards for teaching practice and the evaluation framework. 14. Require TEA to develop/recommend models and/ or provide incentives for changing the school day to accommodate PD. 15. Require TEA to audit all training demands and provide guidance to districts on what high-quality PD looks like and what outcomes are expected. 	<p>The Texas Education Agency and/or the Texas Higher Education Coordinating Board should:</p> <ol style="list-style-type: none"> 14. Provide a repository of best practices in professional development (PD) to support districts. 15. Evaluate and certify PD providers to ensure that high-quality options are available. 16. Revise the TEA Title II Plan for the US Department of Education to reflect the state's desire to drive Title II funds to the campus level. At least 90% of district-received Title II dollars should flow directly to its schools to be used in innovative ways. 	<p>Local school districts should:</p> <ol style="list-style-type: none"> 11. Regularly monitor professional development (PD) for quality. 12. Develop a strategic approach to PD that includes goals, strategies and outcomes aligned to district-provided support. 13. Restructure the school day to allow more time for adult learning and collaboration. 14. Require all schools in the district to create professional learning communities. 15. Provide opportunities for teachers to engage in PD activities and supports based on their identified needs and opportunities for instructional leadership. 16. Require collaboration between principals and teachers to determine the goals for PD each year. 17. Ensure that PD enhances rather than sacrifices instruction, is differentiated, happens on a regular basis and is offered through multiple mechanisms.

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Strategic Compensation	<p>The legislature should:</p> <p>16. Eliminate the salary schedule for teachers and add a minimum entry-level salary of \$41,000.</p> <p>17. Create a compensation allotment in the Foundation School Program (FSP) that districts will access to drive funding directly to teacher salaries and incentivize districts to develop strategic compensation models.</p> <p>18. Require TEA to collect salary information and report average salaries of teachers by content and grade level.</p> <p>19. Require TEA to conduct a cost of living, salary comparability analysis by region.</p>		<p>Local school districts should:</p> <p>18. Provide incentives for teachers to serve in high-shortage areas and hard-to-staff positions.</p> <p>19. Seek TIF funds to provide additional pay for effective teachers in high-shortage areas and hard-to-staff positions.</p> <p>20. Ensure that all increases in a teacher’s compensation, not including cost of living raises, correlate in some way to their evaluation.</p>
Retention	<p>The legislature should:</p> <p>20. Require TEA to administer a teacher working-conditions survey.</p> <p>21. Increase the authority of building principals to place students on out-of-school suspension and ensure the continued support of the CBISS program throughout the state.</p>	<p>The Texas Education Agency and/or the Texas Higher Education Coordinating Board should:</p> <p>17. Look for opportunities to support teachers in their efforts to improve student discipline and ensure that students placed on out-of-school suspension are not left without any educational or support options.</p> <p>18. Require school districts to disaggregate teacher retention data by performance level using its evaluation system.</p>	<p>Local school districts should:</p> <p>21. Integrate a working conditions survey into school improvement planning.</p> <p>22. Develop a career track for teachers.</p> <p>23. Develop policies that reflect opportunity cost and other market forces and encourage and support differentiated pay.</p> <p>24. Provide teachers structured and deliberate opportunities to have a voice in decisions affecting their career.</p>