



Panel 3

District-Preparation Program Partnerships

Scott Ridley, Dean, Texas Tech University

Scott Ridley is the dean of the College of Education at Texas Tech University. He is also a member of the State Board for Educator Certification and the Southern Regional Education Board Teacher Preparation Commission. Prior to moving to Texas Tech in 2011, Ridley worked for 20 years in the Mary Lou Fulton Teachers College at Arizona State University. As an associate professor of educational psychology, he taught courses and published research on learning and motivation theory, action research and classroom assessment. Ridley received a bachelor's degree from New Mexico State University and a master's degree and a doctorate from The University of Texas at Austin.

Susan Hull, Superintendent, Grand Prairie ISD

Susan Simpson Hull has been a Texas educator for 37 years, serving as a teacher, coach, principal, and superintendent. She has served as a superintendent for more than two decades, including her current decade-long assignment as superintendent of the Grand Prairie Independent School District. She was selected as the 2005 Texas Superintendent of the Year by the Texas Association of School Boards and the Texas Association of School Administrators. In 2014, Hull was appointed to the State Board of Educator Certification by Gov. Rick Perry. She was appointed to another term on the board in 2015 by Gov. Greg Abbott. Hull received her bachelor's and master's degrees from East Texas State University and a doctorate from Texas A&M University.

Texas Self-Check:

The state of new teacher recruitment, preparation and retention

Is Texas on a solid pathway for finding, preparing and keeping QUALITY new teachers ready to positively impact our children on DAY ONE?

Scott Ridley, Ph.D.

Dean, College of Education

Texas Tech University

Is Texas on a solid pathway for finding, preparing and keeping
QUALITY new teachers ready to positively impact our children
on DAY ONE?

NO

- In the face of teacher shortages, Texas created the “Late Hire” Alt Cert market to make it easy for anyone to become a teacher.
- Late Hire Alt Cert teachers are not required to have ANY classroom experience or teacher training prior to becoming teacher-of-record.
- This is a PURE sink or swim, “learn on the job” pathway

How Big is the Late Hire Alt
Cert Pathway in Texas?

The “Late Hire” Alt Cert Prep Pathway is the *dominant* new teacher provider in Texas

Using the latest 16-17 data from TEA:

32,795 new teachers were certified

- 14,155 (or 43%) of were late hire alt cert
- 11,806 (or 36%) were traditional university undergraduate & post-bac
- 3,935 (or 12%) were out-of-state
- 2,899 (or 9%) were from traditional alt cert programs (TFA, Relay, Yes Prep, ESCs, Univ.)

Where do the Late Hire Alt Cert Teachers Serve?

According to TEA data, the vast majority teach in the most diverse,
highest poverty schools in Texas

How do principals “grade” the classroom readiness/effectiveness of new teachers coming from alt cert vs. university teacher prep programs?

University All	80%	“B”
Alt Cert All	67%	“D”

What do we know about the 5-year retention of new teachers coming from alt cert vs. university teacher prep programs?

University	76%
Alt Cert	64%

IF CERTIFICATION ISN'T
SYNONYMOUS WITH A QUALITY
TEACHER ON DAY ONE,

THEN WHAT'S THE POINT OF HAVING CERTIFICATION??

Two Strategy Solutions for Solidifying Texas' New Teacher Recruitment, Prep and Retention Pathway

1. Enact competency-based certification (demonstration of classroom teaching proficiency as the basis of initial and advanced licensure)
2. Foster/advocate for the development of partnership-based “Grow Your Own” teacher prep programs (school districts-university-community college-other EPPs)

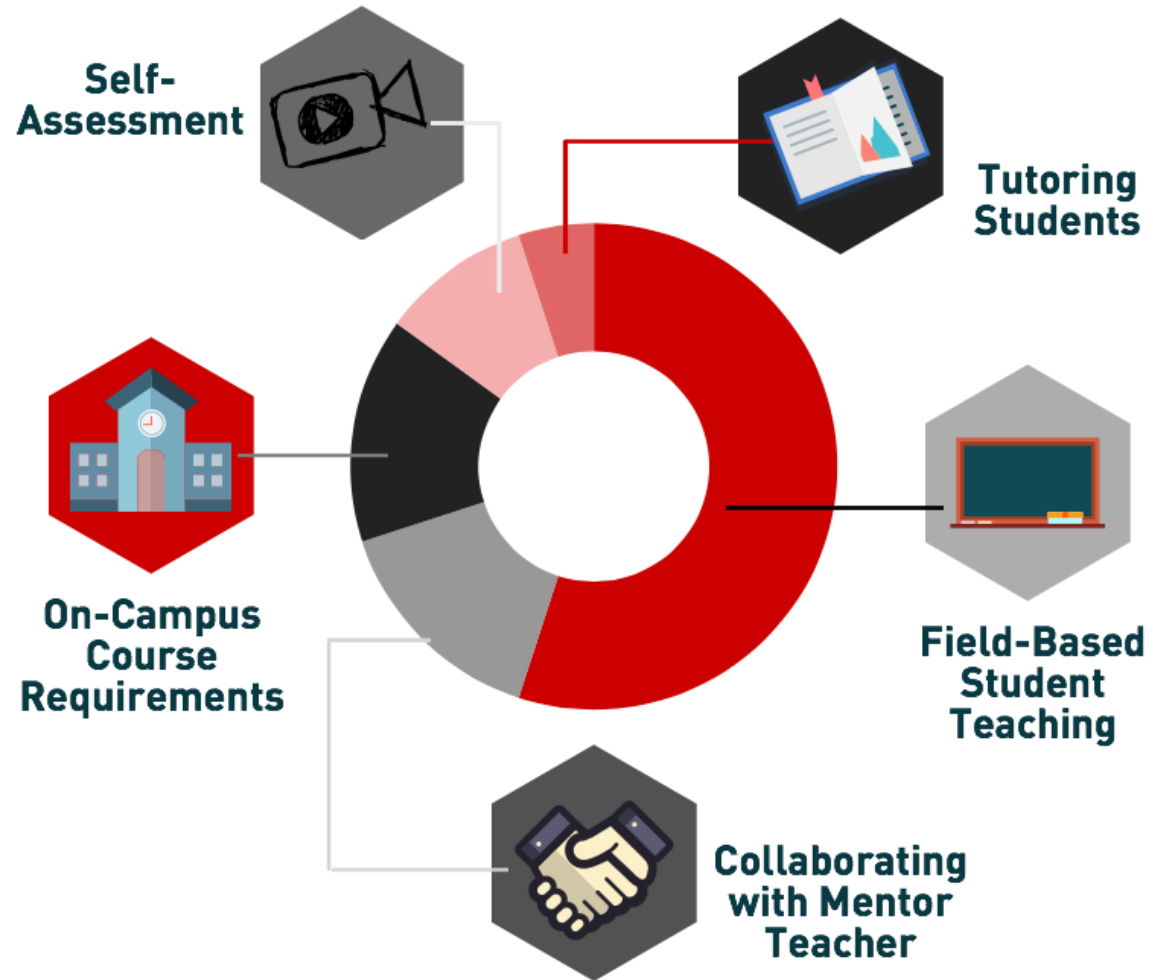


TECH TEACH AT A GLANCE

The Teacher Education
Program of
Texas Tech University



How Student Teacher Candidates Spend their Time



TechTeach Facts



**92% +
Rate of
Employment**

**Only full-time
Teacher
Education
Program in
Texas using the
TAP rubric.**



The System for Teacher
and Student Advancement

A NEW DIRECTION FOR SUCCESS



Council for the
Accreditation of
Educator Preparation

Nationally accredited by CAEP.



**TechTeach candidates
use state of the art
digital technology to
review their own
instruction, evaluate,
and improve.**

What makes us special?



**100% Pass Rate
on Initial
Certification Exam**



**TechTeach Across Texas
program locations in Dallas,
Fort Worth, Hill Country, San
Antonio, and West Texas!**



**We value
student
feedback.**

Grand Prairie TechTeach Cohort



Scott Ridley, Dean, Texas Tech University

- *What have you learned about matching the teacher candidate with the right campus and mentor?*

Susan Hull, Superintendent, Grand Prairie ISD

- *What do you want to see in the preparation of future teachers and how does TechTeach address that?*

Chris Fraser, Senior Dean, Relay Graduate School for Education

Chris Fraser is the senior dean of Relay Houston, where he oversees teacher preparation. He began his education career as a Teach For America corps member in the Houston Independent School District. He also worked as a social studies teacher for YES Prep, a Texas charter school, and worked in various roles for Relay and Teach for America. Fraser recently taught core pedagogy and secondary social studies to graduate students at Relay's Newark campus. Fraser earned a bachelor's degree from the University of Florida and a master's degree from the Harvard Graduate School of Education.

Gabriela Sanchez, Teacher Candidate at KIPP Explore through Relay GSE

Gabriela Sanchez is a first-grade lead teacher at KIPP Explore Academy. A Houston native, Sanchez says she is motivated by her Mexican immigrant parents. Sanchez earned a bachelor's degree from the University of Houston. She is currently a graduate student in Relay Graduate School of Education.

Relay

Graduate School of Education

Chris Fraser, Relay
Gabriela Sanchez, KIPP Houston

RELAY / GSE
GRADUATE SCHOOL of EDUCATION

About Us

Our Mission



Grow the number of great teachers and school leaders who are preparing their PK-12 students for success in college and career.

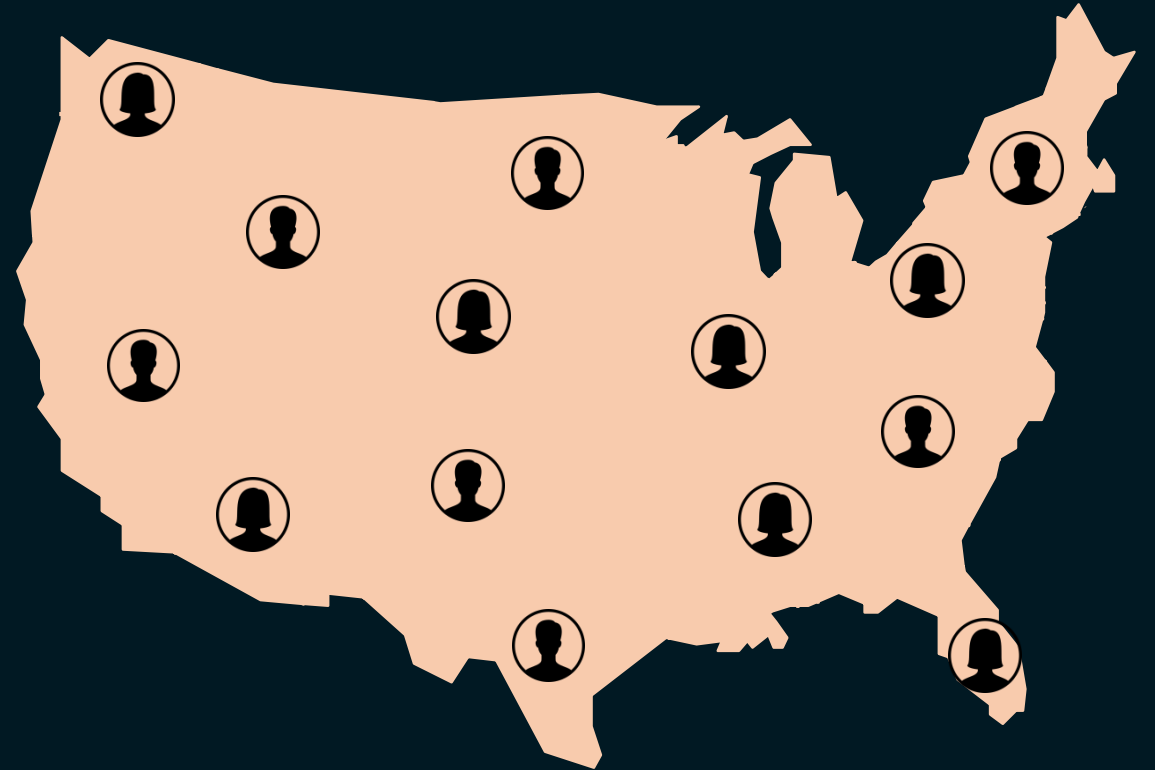


Education creates **freedom.**


Studies affirm that highly effective teachers not only raise student achievement in the short term — but they also significantly improve their students' long-term life outcomes.

Great teachers are **made**, not born.

Our goal is to become *the* place where a new generation of dedicated, continuously-improving teacher-heroes can fulfill their destiny in the world's greatest profession.

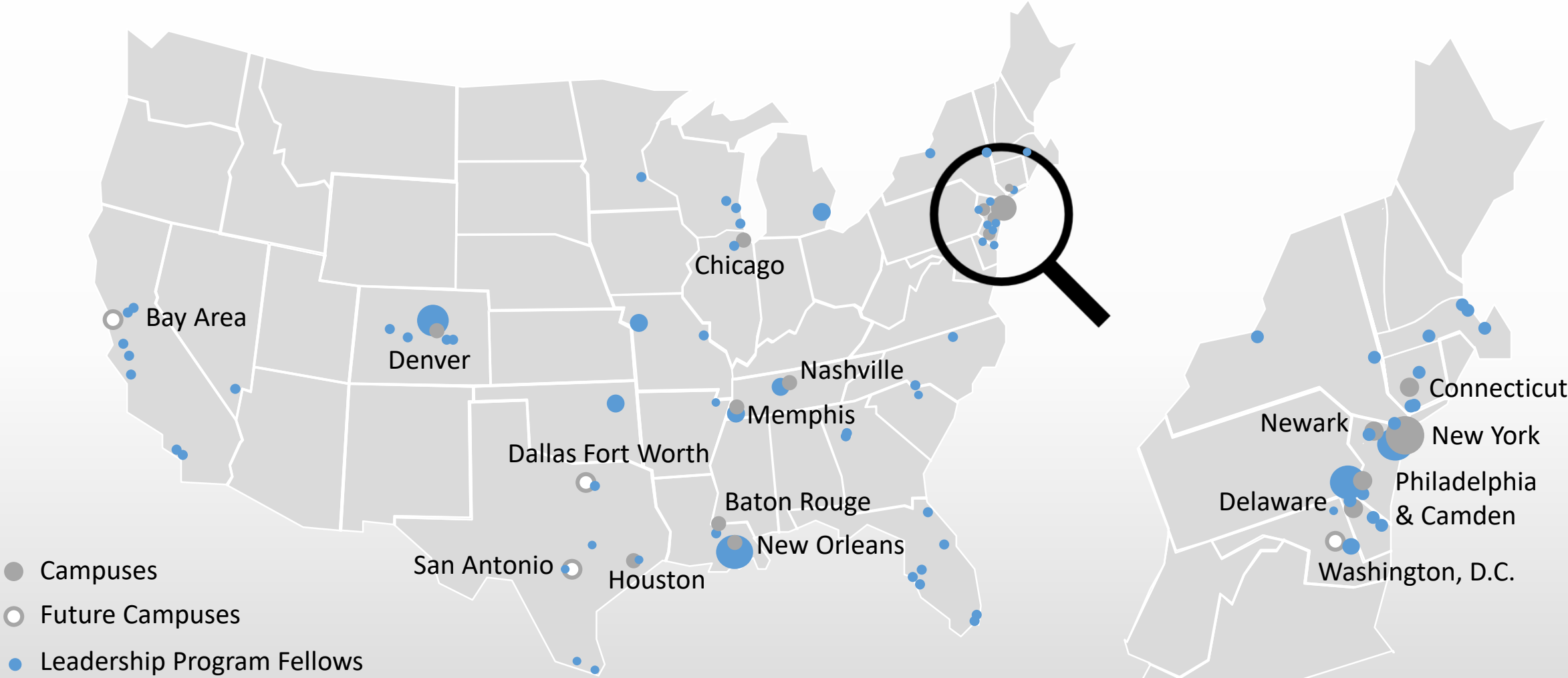


Teaching is an expression of **love.**

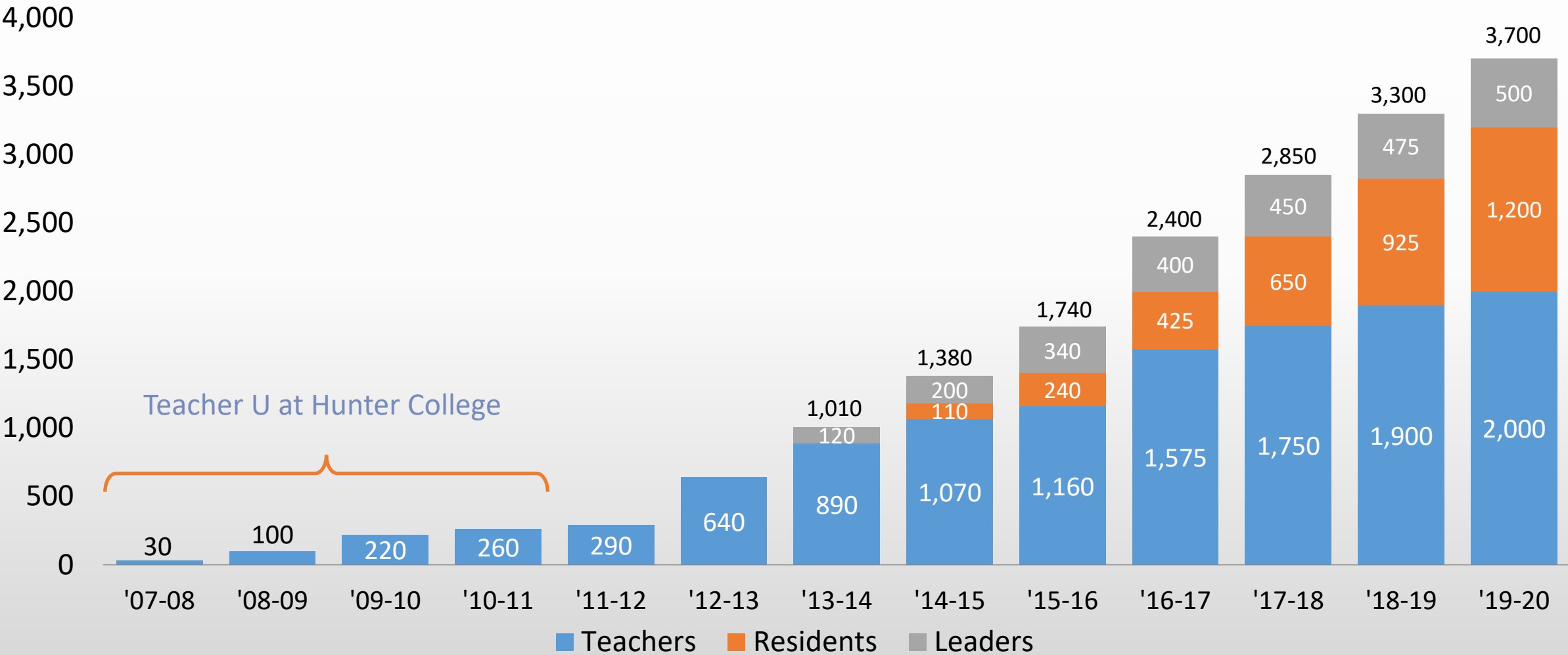


Every child needs a champion:
Teachers are heroes serving students
and their communities.

This year, Relay is preparing teachers at **12 campuses** and developing school leaders in **24 U.S. states and D.C.**



Relay is rapidly expanding in scope and impact, in response to high demand for quality training programs for teachers and school leaders across the country.







Our Approach

The Relay Approach: Learn. Practice. Perform.

Just as doctors and athletes must train for years to become expert professionals, we know that it takes meticulous practice, feedback, and repetition to become a skilled teacher or principal.



Learn



Practice



Perform

The Relay Approach: Learn



- ✓ Practical techniques that can be used the next day in the classroom
- ✓ Champion professors who were themselves outstanding teachers
- ✓ Curriculum is delivered 60% in-person, 40% online



The Relay Approach: Practice



- ☑ Unparalleled opportunities for practice with faculty and peer teachers
- ☑ Use of video to record and analyze teaching in action
- ☑ Immediate feedback to help refine techniques

The Relay Approach: Perform



- ✓ Learnings applied directly to teaching in the classroom
- ✓ PK-12 student data analyzed to inform instruction and continuously improve performance
- ✓ Teachers drive PK-12 student success in academics and personal character development



What It Will Take

Focus on Retention

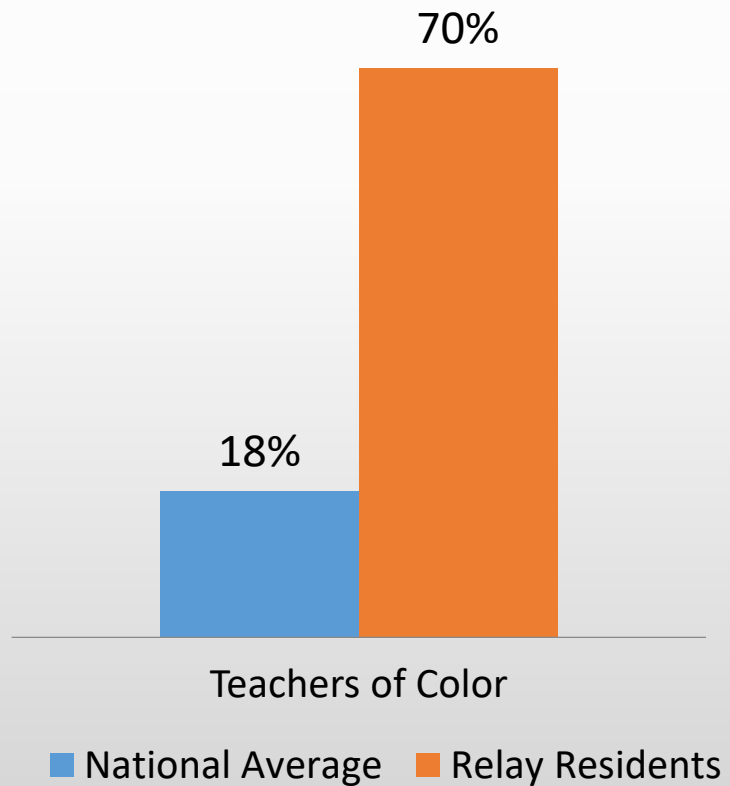
Almost all new teachers leave the profession **within five years**.



Schools in low-income communities have **DOUBLE** the turnover rate of schools in high-income communities.

Focus on Diversity

Through the Residency, Relay is working together with PK-12 school partners to attract local young people of color to join the teaching profession.



Allow Principals to be Instructional Leaders



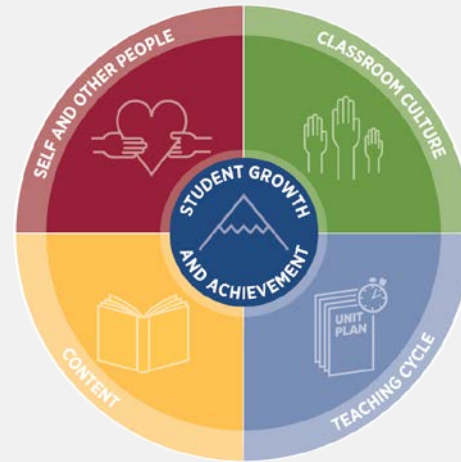
The average principal only spends **6 minutes a day** observing and giving feedback to teachers.

The Relay: From One Great Teacher to the Next

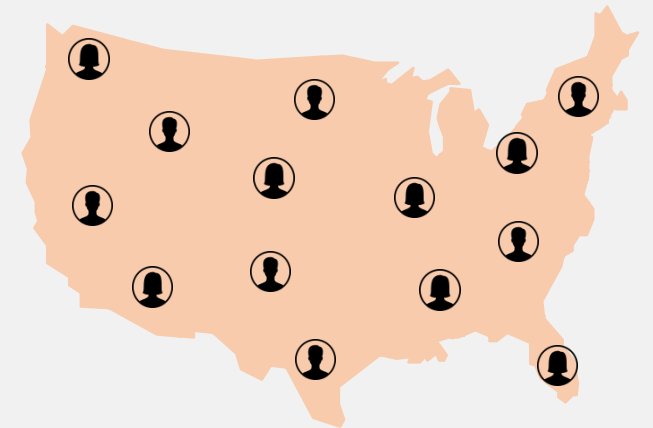
By recruiting, preparing, and supporting great educators at all levels, we will ensure that many more PK-12 students receive a high-quality education.



An innovative approach centered around practice



A focus on student achievement and character growth



A growing network of committed teachers and school leaders

Relay Programs



ASPIRING TEACHERS

- **Relay Teaching Residency**
A gradual on-ramp into the teaching profession through a structured apprenticeship with extra opportunities for deliberate practice
- **Teacher Pathways**
New programs to engage undergrads in hands-on experiences that ignite interest in teaching; in Houston this includes the Relay Tutor Corps, a semester-long structured tutoring program



CURRENT TEACHERS

- **Master of Arts in Teaching**
A two-year degree program focused on practical skills that prepare candidates to effectively support PK-12 students
- **Alternate Route Certification**
A one-year program for new teachers and career changers seeking state certification
- **Accelerated Master of Arts in Teaching**
A one-year program for experienced teachers looking to grow their impact and earn an advanced degree



SCHOOL LEADERS

- **National Principals Academy & National Principal Supervisors Academy**
A practical one-year fellowship program focused on high-leverage instructional leadership that includes differentiated tracks for principals and principal supervisors

Chris Fraser, Senior Dean, Relay Graduate School for Education

- *How have you incorporated deliberate practice in your preparation of educators and what have you learned about that approach?*

Gabriela Sanchez, Teacher Candidate, KIPP Explore through Relay GSE

- *What skills do you find to be the most challenging for you to master in your preparation and what has helped you improve in those areas?*

Krystal Goree, Professional Practice Director, Baylor University

Krystal Goree has served for 15 years as the director of Professional Practice in the School of Education at Baylor University and has taught undergraduate and graduate courses in teacher education and educational psychology. Goree is the partnership liaison between Baylor and the public school districts in which Baylor teacher-preparation candidates are placed for field experiences. She oversees both teacher certification and state assessment and works closely with Baylor and public school faculty to support teacher education candidates during their clinical experiences. Goree also facilitates partnership professional development for public school mentor teachers and clinical instructors, teacher-education candidates, and Baylor School of Education faculty. She holds three degrees, including her doctorate from Baylor University.

George Kazanas, Superintendent, Midway ISD

George Kazanas is superintendent of the Midway Independent School District near Waco. He previously served as superintendent in the Wichita Falls and China Springs school districts. Kazanas began his career as a business education teacher and later worked as an assistant principal, principal and assistant superintendent. Kazanas is active in many professional and civic organizations including serving as a board of director for the Texas Association of Suburban and Mid-Urban Schools, executive committee member of the Texas Association of School Administrators, and a steering committee member on the State Board of Education's Long-Range Plan for Public Education. Kazanas holds a bachelor's and master's degree from Baylor University and a doctorate from Tarleton State University.

Partnering for Progress

Dr. George Kazanas, Midway
ISD

Dr. Krystal Goree,
Baylor University



History of Baylor/Midway Partnership

- Midway ISD has worked as a partner with the Baylor SOE for over 30 years
- In 1993, Baylor implemented the Professional Development (PDS) School model
- In 2009, Midway High School became a PDS campus
- In 2014, Spring Valley Elementary and Midway Middle School were added as PDS campuses



What is a Professional Development School Campus?

- PDSs are staffed with:
- University Liaison (Baylor Faculty Member)
- Site Coordinator (Part-time Employee of MISD)
- Clinical Instructors (MISD Teachers)
- Mentor Teachers (MISD Teachers)
- Each Campus also has a PDS classroom/lab where Baylor students receive instruction on content and pedagogy, create lesson plans, and practice various teaching strategies.

Why is the PDS Model Best for Midway ISD?

1. Benefits students
 - Lowers student/teacher ratios
 - Small group instruction/intervention pullouts, etc.
2. Benefits teachers
 - Increased professional collaboration (new ideas, strategies)
 - Professional Development from Baylor faculty
3. Benefits the district
 - Future employees
 - Impact on campus culture



Ongoing Impact of our Partnership

- Recruited & hired a total of 31 Baylor SOE graduates over the last 5 years
(SVE- 6, MMS- 5, MHS- 10, MISD- 11)
- Over 60% of Midway ISD teachers/administrators have a degree from Baylor University



What is a Professional Development School Campus?

PDSs host both:

- Teaching Associates (TA's)- Junior level candidates who complete 2 one- semester practicums with Clinical Instructors. TA's are on campus four days a week (3 hours each day) working with MISD students. TA's also receive instruction from their Baylor professors on MISD campuses.
- Interns- Senior level candidates who complete a full year internship with a Mentor Teacher.



Why is the PDS Model Best for Baylor University?

1. Greater focus on actual teaching in a community of practice
2. Full immersion experience
 - Rural & Urban Setting
 - Immersed in PLC & Professional Development
 - Technology Integration
3. Co-Teaching & Action Research
 - Collaboration in the classroom
 - Multiple teaching strategies to meet the needs of every student
 - Data to improve practice and/or prove a theory

Partnership Accomplishments

Midway ISD & Baylor University have jointly worked to make our work and accomplishments on the national level

1. 10 National Publications
2. 4 Research Studies
3. More than 50 National Presentations
4. 2017 National Association for Professional Development Schools Exemplary Partnership Award
5. CSOTTE State Award for Exemplary Faculty Practice



Krystal Goree, Professional Practice Director, Baylor University

- *What are the keys to meeting the unique needs of individual districts through partnerships such as yours?*

George Kazanas, Superintendent, Midway ISD

- *What skills and competencies do you want to see in your Midway teachers and how has Baylor University helped to prepare teachers with these desired skills and competencies?*

For More Information

- *TechTeach*

<https://www.depts.ttu.edu/education/undergraduate/index.php>

- *TechTeach at Grand Prairie ISD*

<https://www.depts.ttu.edu/education/undergraduate/dallas.php>

Relay GSE

<https://www.relay.edu/aspiring-teachers/relay-teaching-residency/program-overview-relay-teaching-residency>

- *Relay GSE at KIPP Houston*

<https://www.relay.edu/aspiring-teachers/relay-teaching-residency/campus-information-teaching-residency>

- *Baylor University/Midway ISD Partnership*

<https://www.baylor.edu/soe/index.php?id=935463>