



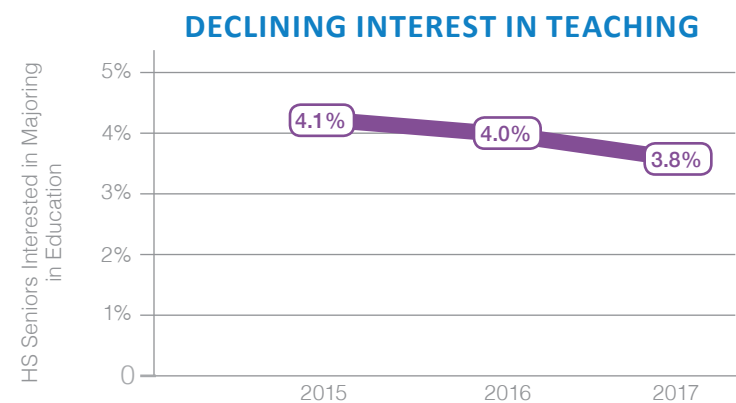
Education Service Center 3, Victoria ISD

WHY THIS MATTERS

Teachers have a tremendous impact on student learning and students' lives. But despite the rewards that come with such fulfilling work and the importance of getting the best and brightest new teachers every year, we have seen a decline in interest in education as a college major over the past several years. In 2017 just 3.8% of high school seniors expressed interest in majoring in education.

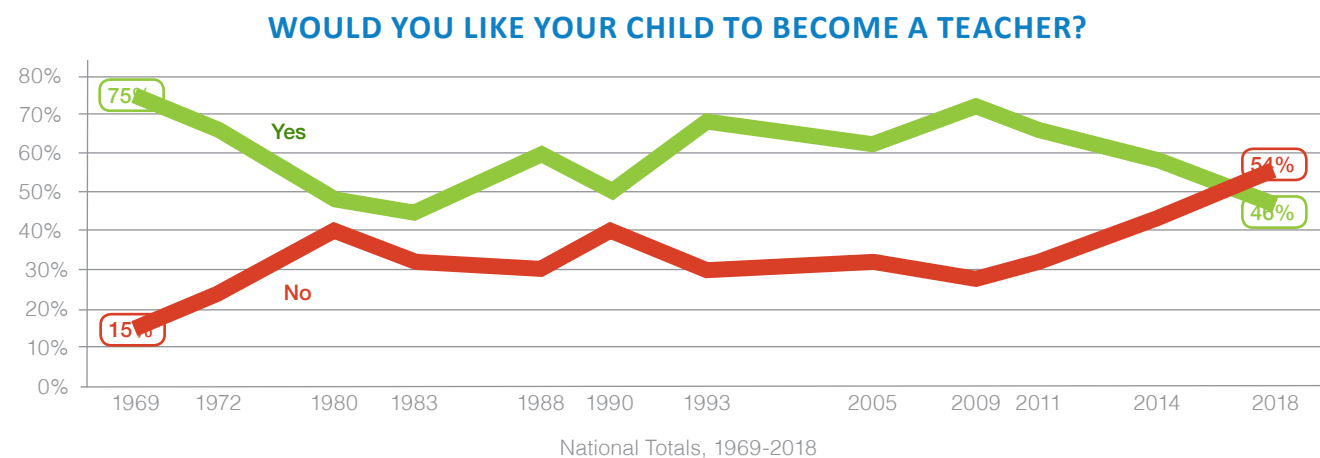
TEACHER RECRUITMENT

Teaching is a profession that demands that we consistently work to get our best and brightest into the classroom. However, less than four percent of high school seniors who take the SAT/ACT currently express an interest in Education as a college major.¹⁴ Effective recruitment into our teaching profession should be a priority for every Texas community in the years ahead.



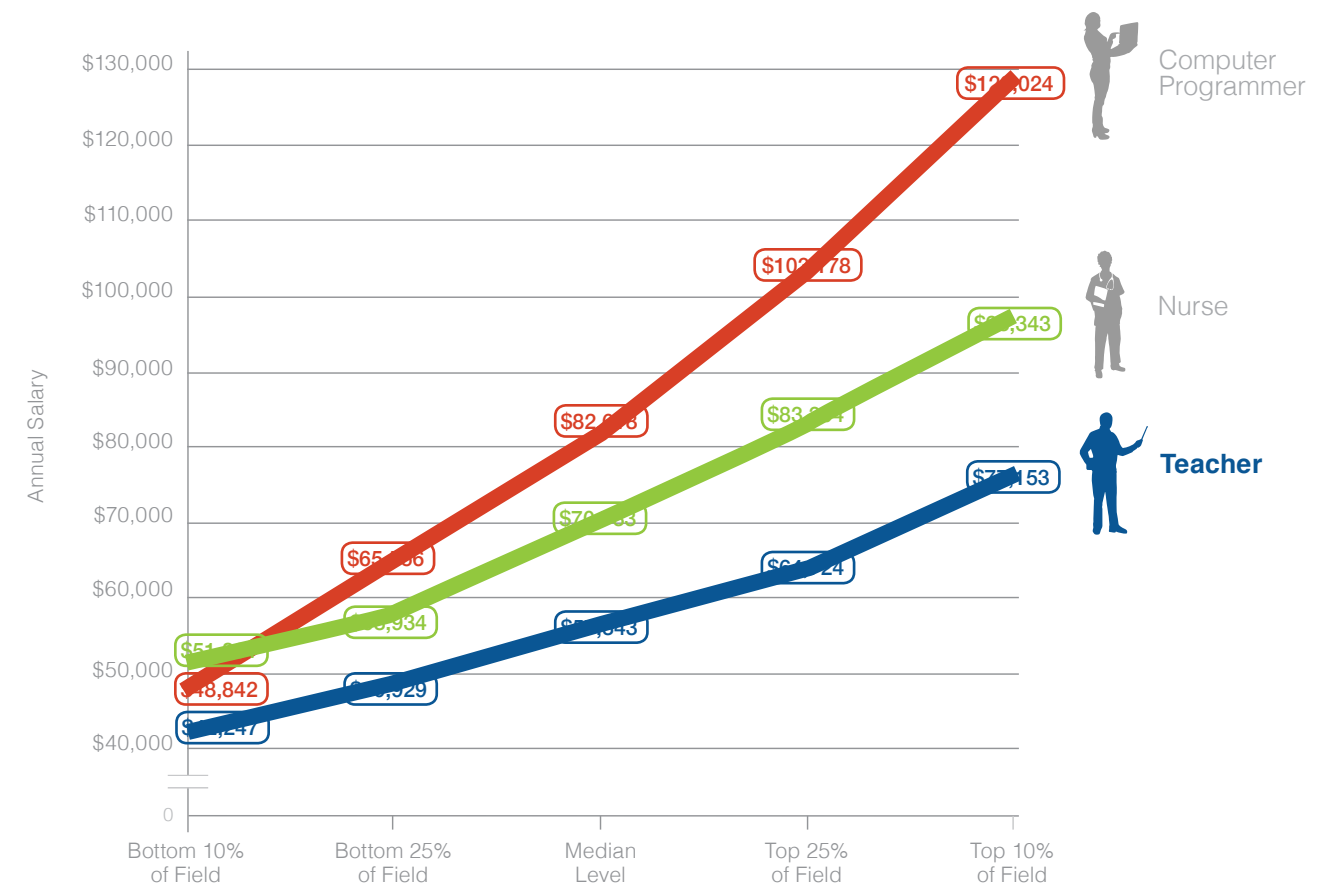
FEWER PARENTS WANT THEIR CHILDREN TO BE TEACHERS

In the past 50 years, the proportion of parents who indicate that they would like their child to become a teacher has decreased nearly 30 percentage points.¹⁵ Recently, for the first time, more parents answer this question with "no" rather than "yes." This downward shift mirrors the decrease in the number of students interested in pursuing teaching as a career.



COMPENSATION OPPORTUNITIES FOR TEACHING

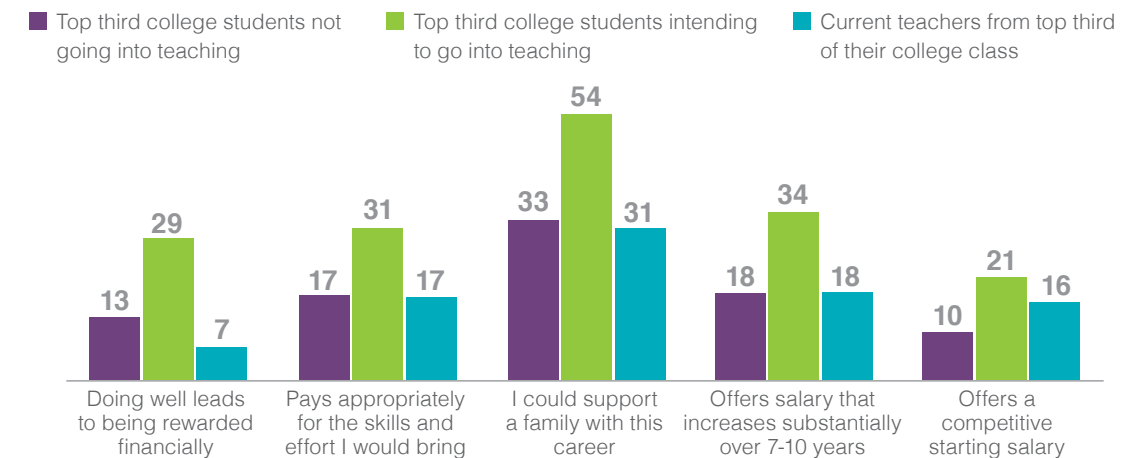
Teachers around the state know that the rewards of the profession are many. However, in comparison to other career paths for those with a bachelor's degree, the compensation opportunities for teachers provide limited potential for salary growth, which significantly decreases lifetime earnings potential.¹⁶



PERCEPTIONS OF THE FINANCIAL REWARDS OF TEACHING

Top performing college students who decide to become teachers are notably more optimistic about the financial benefits of teaching than their fellow high performers who choose other fields. This optimism significantly declines after they start teaching.¹⁷

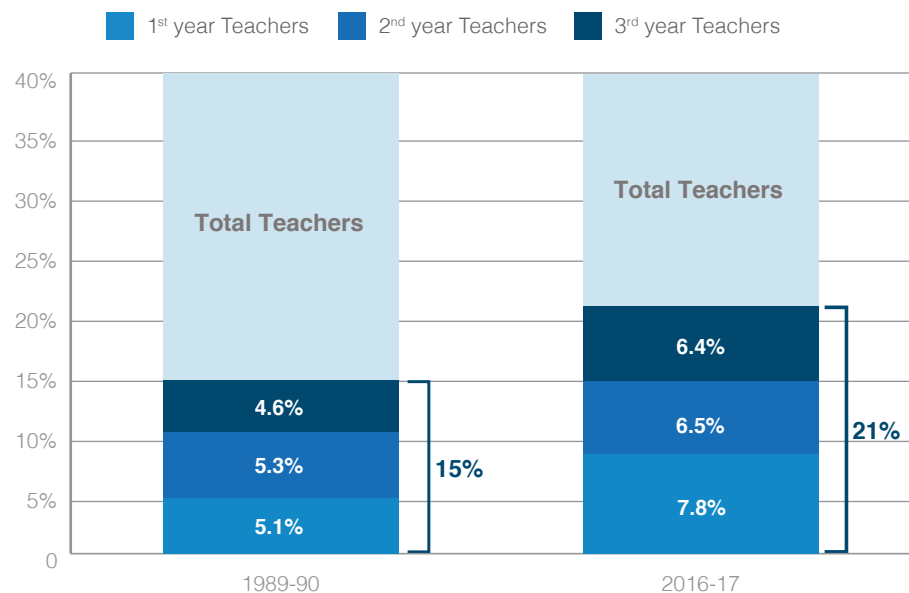
TOP THIRD OF COLLEGE STUDENTS WHO AGREE WITH STATEMENT



INCREASING CHURN IN THE EARLY YEARS

Three decades ago, the average teacher in a Texas school had substantially more experience than the average teacher today. In 1989-90, only 15% of teachers were in their first three years; today it is 21%. New teachers are leaving the profession at faster rates than in years past.¹⁸

TEXAS TEACHER INEXPERIENCE



6% increase in inexperienced teachers from 1989 90 to 2016 17

RECRUITING AND TRAINING TEACHERS THROUGH 'GROW YOUR OWN'



With an emphasis on small and rural school districts, the Grow Your Own grant program works to elevate the teaching profession and address the challenges of recruiting and retaining high-quality, diverse teacher candidates in hard-to-staff areas. The Grow Your Own program supplies three pathways into the profession:

- 1. Recruit talented students to the teaching profession** by offering the opportunity to take education courses and work in classrooms while still in high school.
- 2. Recruit and support paraprofessionals, instructional aides and long-term substitute teachers** who are already serving students to become certified full-time teachers.
- 3. Develop prospective teachers** by giving them extensive opportunity to practice their skills in the classroom through year-long intensive teacher residencies.

Twenty-five districts participated in 2018-19.



Rice Consolidated ISD

Grow Your Own Programs allow students to explore their interest in education while still in high school

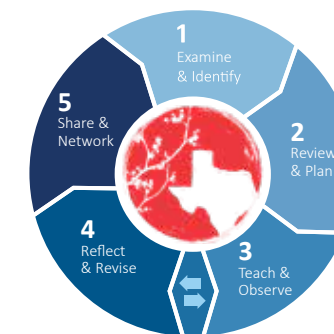
“ Superintendents in small and rural districts are concerned that there is not only a shortage of qualified teachers, there is a shortage of applicants available to fill vacancies. ”

-Richard W. Grill
Superintendent
Sabinal ISD

SUPPORTING TEACHERS WITH TEXAS LESSON STUDY

In Texas, we are rightly proud of our legacy of student achievement, both in academic and extracurricular areas. But these student achievements don't happen without hard working educators who continuously refine and practice their approach. Consider the reflective feedback cycle practiced by our football coaches. In support of their football players, coaches plan, teach, assess (under Friday night lights), reflect on game film, research how to improve, revise and repeat. The Texas Lesson Study initiative aims to support a similar approach in our academic classrooms. Lesson Study teachers work collaboratively to examine student needs, plan lessons based on detailed research, teach while others observe, reflect on assessment results and lesson videos, revise, reteach, and publish the results for others.

The Texas Lesson Study cycle is similar to the approach taken by coaches with football players.



“ Reflecting on game film each week is an essential step to continuously improve how we coach our players. Having the ability to evaluate and correct teaching techniques and the execution of those taught techniques through a planned video evaluation process is paramount. ”

-Joe Martin
Executive Director
Texas High School Coaches Association

TEXAS LESSON STUDY: TEACH & OBSERVE



RECORDING THE LESSON

Video camera captures the lesson so teacher teams can view and reflect on key instructional moments.

TEACHER OBSERVATION

Teachers who collaboratively designed the lesson record observational data on students' learning processes.



AFTER THE LESSON

After the lesson is taught, teachers review assessment results, watch lesson videos, reflect, and practice. When finished, lessons may be published on TexasGateway.org.