

Aligning Teacher Pipelines with Local Needs

Evidence from the Texas Tech residency model: how preparation pathway shapes student learning, teacher pay, and retention

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What this session covers

1

The statewide picture

Demand for certified teachers, especially in rural counties, and how much preparation pathways differ in quality and impact.

2

The Texas Tech residency evidence

Student learning, TIA designations, and retention for Tech Teach and Tech Teach Across Texas graduates, 2021 to 2024.

3

Two community colleges

Lori and Dana on their local context: why their institutions invested, what the partnerships look like, and the impact so far.

4

Funding and discussion

How HB 2's PREP allotment and HB 8 outcomes funding shape a local pipeline strategy, then your questions.

What are we asking candidates to invest?

UNIVERSITY PATHWAY

Semester or yearlong clinical placement
(teaching without full salary)
Certification exam fees
Coursework requirements

Forgone income: \$17K-\$47K
Fees: \$1,500-\$3,000+

Income loss is the real cost

THE SHORTCUT

Bachelor's degree
Online cert program
Minimal field hours

Time: 6-12 weeks
Cost: ~\$4,600
No income loss

Start earning immediately

NO PATHWAY AT ALL

Any background
No certification
No preparation

Time: 0
Cost: \$0
No income loss

Start earning immediately

Where all three pathways end up

SAME SALARY ON DAY 1

\$47,195

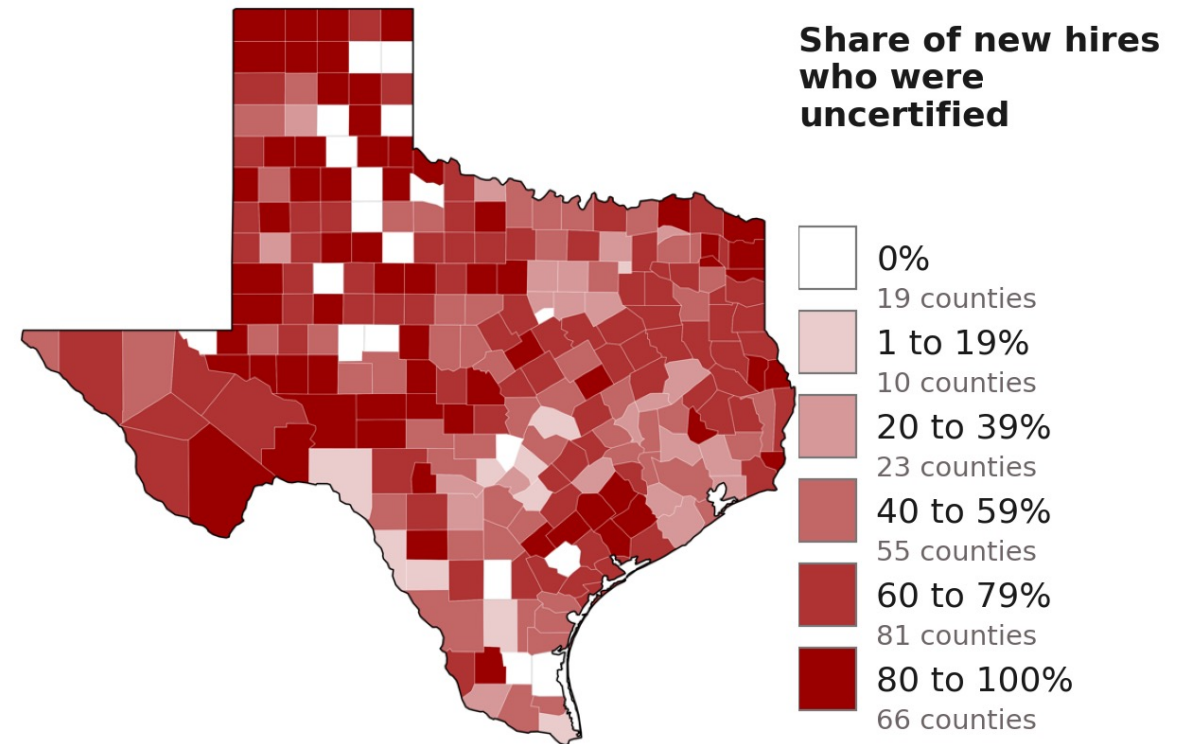
Average starting teacher salary in Texas

The person who gave up a year of income for clinical training earns the same as the person who was **teaching and earning a salary that entire time.**

Nearly half of new hires are uncertified

In 2025-26, **47 percent** of newly hired Texas teachers held no teaching certificate. More than **41,000 teachers**, about 12 percent of the workforce, are uncertified, up from 4 percent before the pandemic.

- 192 of 254 counties exceed the statewide average. In 66 counties, 80 percent or more of new hires were uncertified, up from 40 counties in 2022-23; most of these counties are rural.



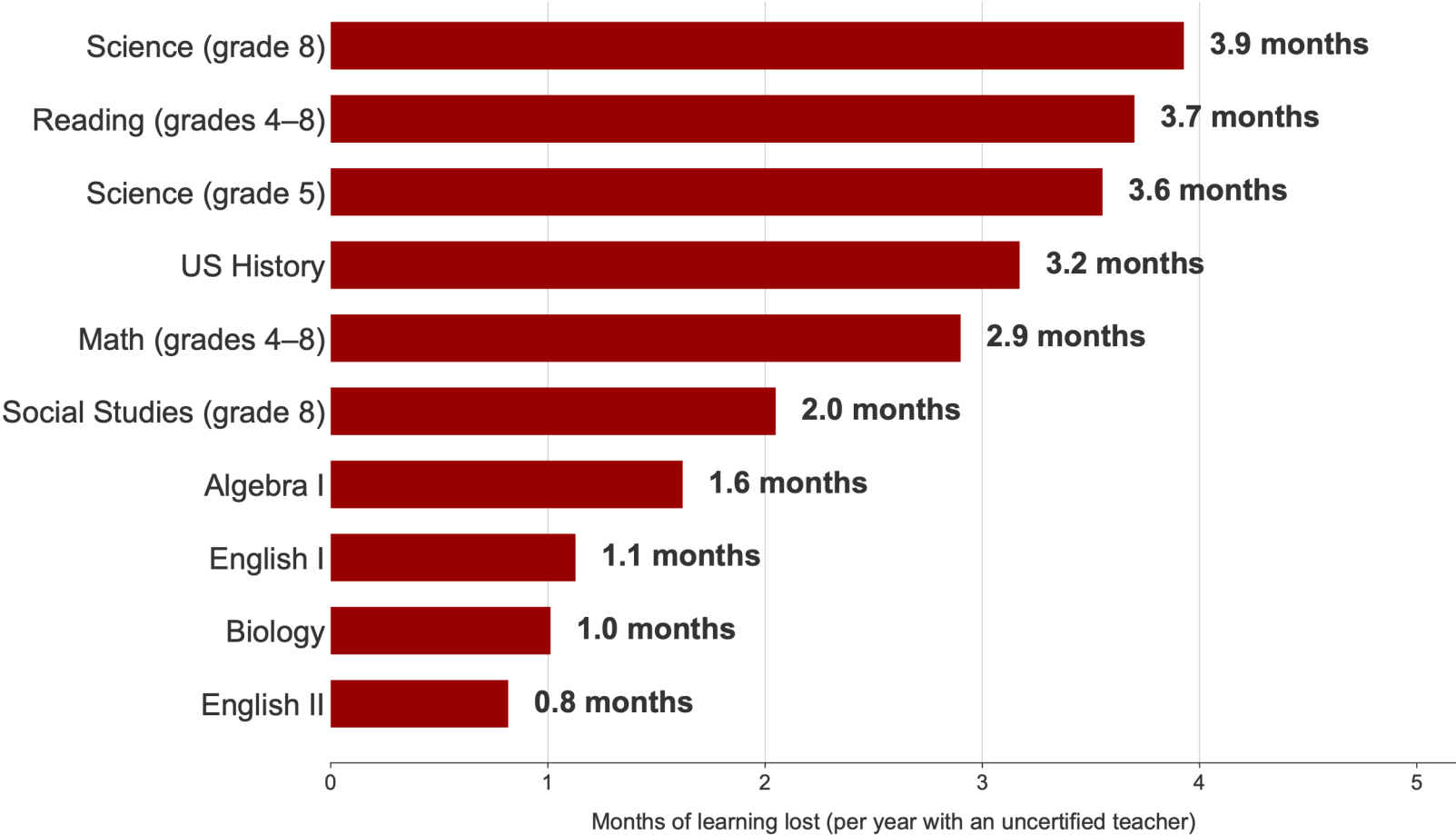
What this shows: Share of 2025-26 new teacher hires without a Texas teaching certificate, by county. Source: Kirksey (2026), Texas's uncertified teachers, CIRCLE, Texas Tech University; TEA PEIMS.

HB 2 phases out uncertified core hiring

House Bill 2 (2025) removes District of Innovation exemptions from certification for foundation-subject teachers on a fixed schedule, which raises the demand for certified teachers exactly where uncertified hiring has been heaviest.

- **2026-27.** Teachers of reading and mathematics in kindergarten through grade 5 must hold a certificate.
- **2027-28.** All foundation-subject teachers (reading and English language arts, mathematics, science, and social studies) in every grade. Career and technical education and enrichment subjects remain exempt.
- **Extensions.** Districts could apply to the commissioner to delay the requirement to the start of 2029-30.
- **Local implication.** Districts that relied on waivers, disproportionately rural, need a steady supply of certified teachers, and the state is now paying district and preparation-program partnerships to produce them (the PREP allotment, later in this talk).

Uncertified teachers reduce achievement



All coefficients statistically significant ($p < 0.05$). Conversion: 0.25 SD $\approx$ 9 months of learning (an academic year).

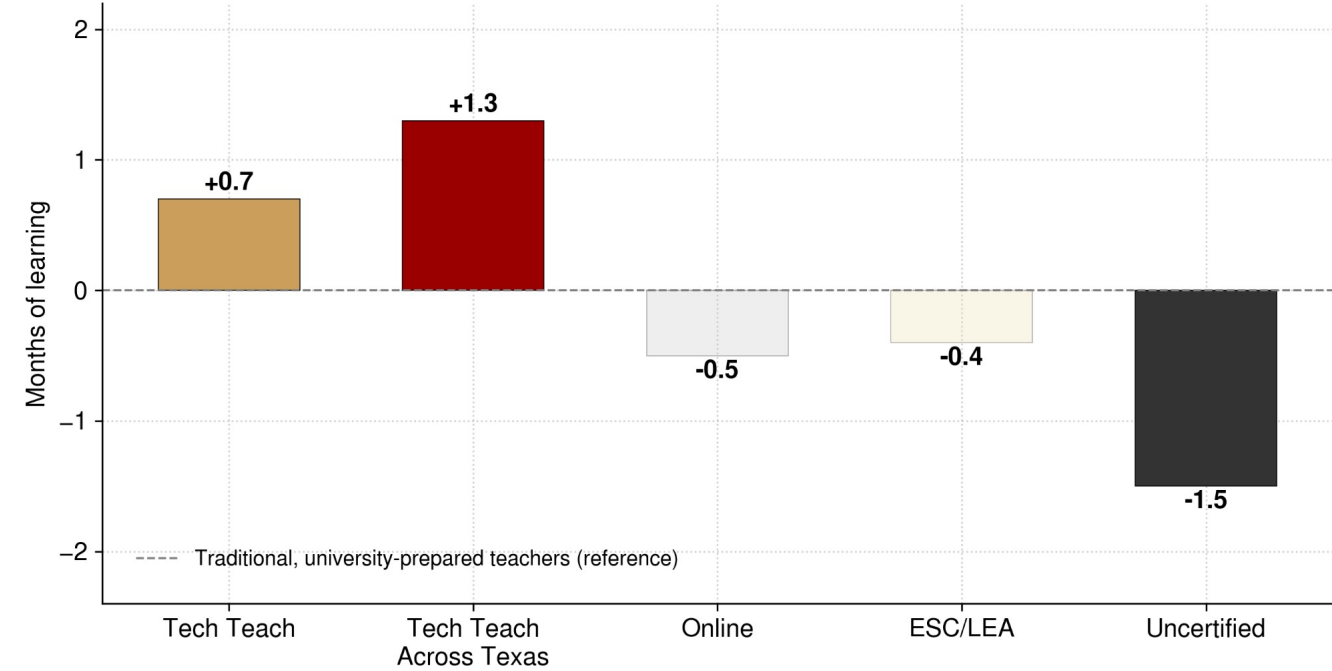
What Works: Evidence from the Texas Tech residency model

The Texas Tech residency model

In 2011, the Texas Tech College of Education started the earliest large-scale teacher residency program in Texas.

- **A full year in the classroom.** Alongside coursework, residents spend a full school year teaching with an experienced mentor teacher and receiving coaching from a university-based site coordinator, gradually assuming responsibility before becoming teachers of record.
- **Twice the clinical experience.** Most traditional university programs require one semester of student teaching; the residency roughly doubles supervised classroom time.
- **Tech Teach.** The clinically intensive program for traditional undergraduates, with residencies in partner school districts.
- **Tech Teach Across Texas (TTAT).** The same model statewide: candidates complete coursework online while completing their residency in a partner district in their own region, which connects residents to the schools that will hire them.

Texas Tech's residents: students learn more



*Note. Differences in mean composite value-added versus new, traditional university-prepared teachers at the same campuses, in months of learning (0.25 SD = 9 months). Faded bars are not statistically significant.
ESC/LEA = alternative certification programs run by Education Service Centers or local education agencies (districts).*

+1.3 months

additional learning with a **Tech Teach Across Texas** teacher; +0.7 months for Tech Teach

-1.5 months

with an uncertified teacher — same campuses, same comparison group

vs. new traditional university-prepared teachers at the same campuses. **Preparation shows up in how much students learn.**

Our residents earn TIA designations at higher rates

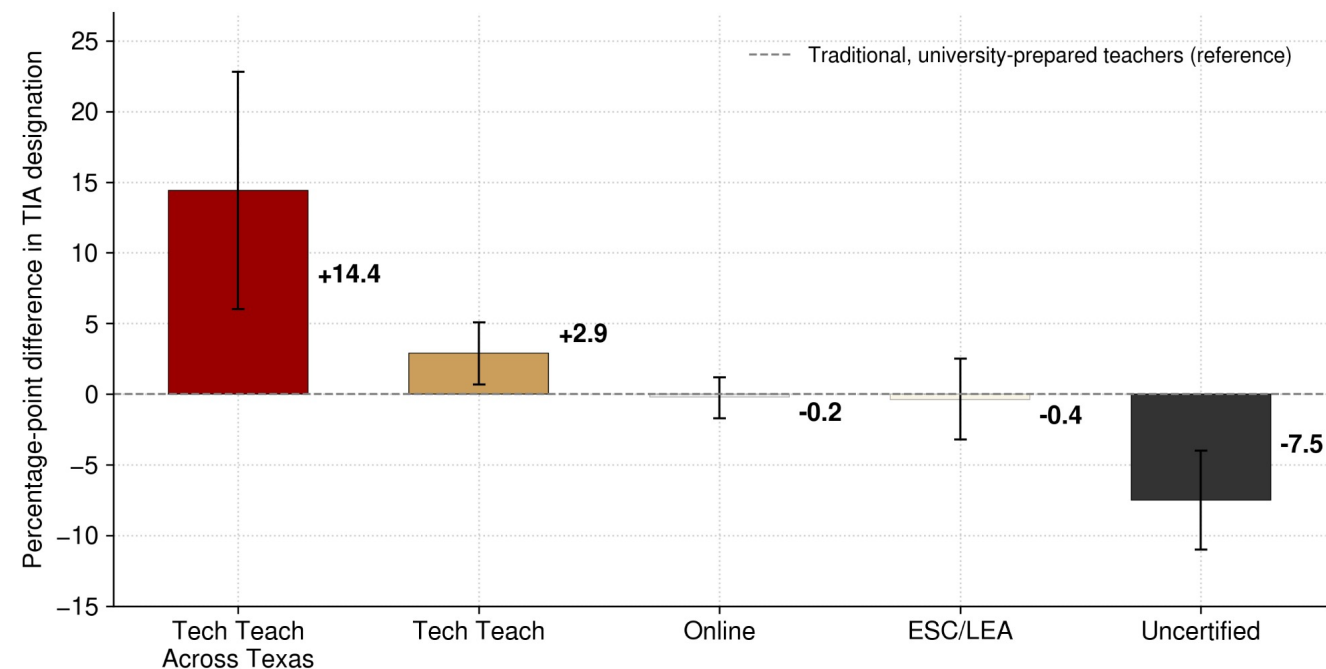
+14.4 pp

TTAT designation advantage — **against a 4.9% base rate** among new teachers

23–31 pp

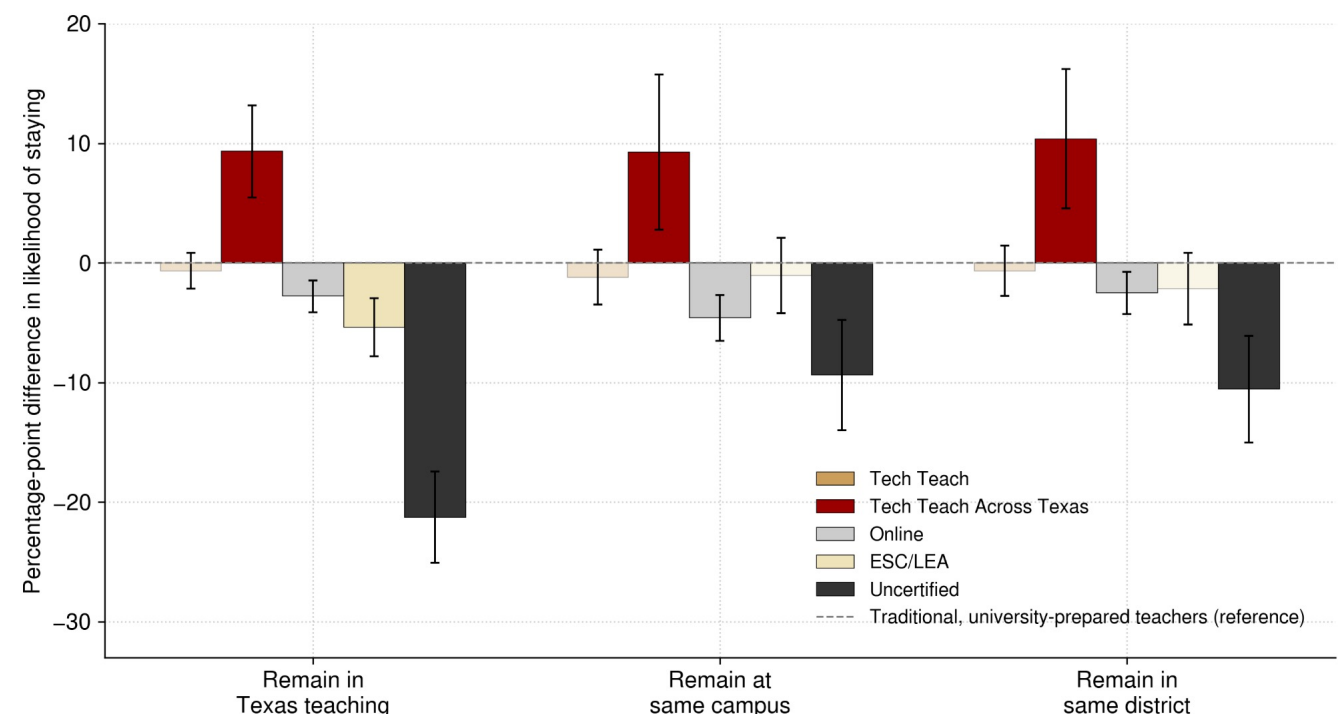
by years three and four — **the return begins at the earliest point TIA allows**

Uncertified: **–7.5 pp** . Designations carry \$3K–\$36K/year — these gaps are pay.



Note. New teachers in TIA-participating districts, relative to new, traditional university-prepared teachers at the same campuses. School-by-year and grade fixed effects; robust standard errors; bars show 95% confidence intervals. Faded bars are not statistically significant. ESC/LEA = alternative certification programs run by Education Service Centers or local education agencies (districts).

And they stay



Note. Estimates for new teachers (four or fewer years of experience) relative to new, traditional university-prepared teachers at the same campuses. School-by-year and grade fixed effects; robust standard errors; bars show 95% confidence intervals. Faded bars are not statistically significant. ESC/LEA = alternative certification programs run by Education Service Centers or local education agencies (districts).

+9 to +10 pp

TTAT teachers more likely to remain in Texas teaching, at their campus, and in their district

-21 pp

uncertified teachers' likelihood of remaining in Texas teaching

The retention story completes the arc:
teachers who were prepared well, performed well, and were paid for it are the teachers still in their classrooms.

Implications for the teacher pipeline

- 1 Pathway is a measurable input**

Preparation route predicts student learning, whether teachers earn performance pay, and whether they stay. Residency graduates lead on all three; uncertified hires trail on all three.
- 2 TIA rebalances the residency tradeoff**

A yearlong residency delays a full salary, but residency graduates convert that year into designations worth \$3,000 to \$36,000 a year within two to four years of teaching.
- 3 HB 2 now pays for residencies**

TEA's PREP allotment pays \$24,000 to \$39,500 per resident (up to 40 per district per year, from 2026-27) through formal district and preparation-program partnerships.
- 4 Community colleges are an entry point**

Associate of Arts in Teaching transfer, dual credit, and grow-your-own pathways feed regional residencies; HB 8 pays colleges for those same outcomes.

Where does your college currently sit?

Teacher Pipeline Engagement Scale. Which level best describes your institution today, and which level does your community need you to be at?

1. We transfer students into teacher preparation programs.
2. We actively recruit aspiring teachers.
3. We partner with districts.
4. We operate formal teacher pathway initiatives.
5. We are a central regional workforce partner shaping local teacher supply.

The community college role

Questions for Lori and Dana's segments, and for your own board.

1. Why has your institution invested in teacher preparation pathways, and what local need drove the decision?
2. What do the partnerships look like in practice: which districts and preparation programs, and who does what?
3. What impact are you seeing so far in enrollment, completion, certification, and hiring by local districts?
4. How is the work resourced: HB 2's PREP allotment, HB 8 outcomes funding, grow-your-own programs, philanthropy?

Questions

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