

Texas

State Overview

Populationⁱ: 28,701,845

Urbanizationⁱⁱ: 84.7%

Student Enrollmentⁱⁱⁱ: 5,226,300

Demographics ⁱⁱⁱ		
Demographic	% Student Population	% Teacher Population
Male	51.3	22.4
Female	48.7	77.6
White	28.5	65.3
Black	12.6	9
Latinx	52.2	23.1
Asian or Pacific Islands	4.1	‡
American Indian or Alaska Native	0.4	‡
2+ Races	2.1	‡

Special Populations ⁱⁱⁱ	
Population	% Students
Free- and Reduced-Price Lunch	50.3
English Learners	17.2
Special Education	9.2

Teacher Workforce

Size of Total Workforce^{iv}: 350,769

2018 Teacher Preparation Statistics ^v	
Total Completers	22,574
Traditional IHE-based Program	42.3%
Alternative IHE-Based Program	3.5%
Alternative Non-IHE-Based Program	54.2%

Teacher Workforce Reporting: Texas [reports annually](#) on employment rates for each certification area by preparation route (aggregate), the proportion of teachers in out-of-certification area positions, and teacher retention by preparation route (aggregate). Texas also reports annually on employment rates for each preparation provider, but

not by certification area within program. Texas reports teacher demographics at the state, district, and school levels annually as well.

Teacher Prep Reporting: All preparation programs submit data to the state for its [Accountability System for Educator Preparation Programs](#) (ASEP) and to the U.S. Department of Education pursuant to Title II. Annual ASEP reports detail the success of each educator prep program in the state, reporting on indicators related to program enrollment and completion, teacher readiness as measured by certification examination pass rates, employment, effectiveness in first year as measured by improvement on student achievement and principal appraisal, retention, and survey results from program completers and supervising administrators.

Vacancies: Texas does not report district-level or statewide vacancies by region or certification area annually. They do report number certified by subject year to year, however the statistics are not tied to demand data (like openings or student enrollment). The main headline here is that there is a mismatch between supply and demand in terms of cert areas and location—Texas has grown teacher preparation program enrollment and completion, but they still experience challenges filling vacancies in certain subject areas and regions with high-quality educators. [Retention](#) of alternative certification completers is slightly lower than teachers prepared through other routes. Additionally, [attrition varies](#) greatly by district location and size, with smaller districts more likely to lose teachers in their first year than larger districts.

Teacher Preparation Programs

Recruitment: Texas has a number of different types of recruitment initiatives, including financial incentives, to encourage candidates to enter the teaching profession. Many of these incentives specifically target current school employees and shortage areas.

General recruitment programs include:

- [Texas Troops to Teachers](#) is active across the state, supporting removals of barriers to entry, including certification advising and waivers for testing fees.
- ["Ready, Set, Teach!"](#) is a grant-funded program that districts across the state can apply for annually. This program is designed to engage high school students who are interested in careers in teaching through a field-based internship and pedagogy courses, developing their knowledge of teaching principles and best practices prior to entering higher education. The Texas Education Agency does not currently report a comprehensive list of grants awarded to "Ready, Set, Teach!" participants, and reporting of outcome varies based on what each participating district has chosen to track.

Programs to address critical shortage areas include:

- [Grow Your Own grants](#), targeted to support small and rural districts, in order to fund recruitment in hard-to-staff subjects.
- There are Teach campaigns in [Dallas/Ft. Worth](#) and [Houston](#), designed to support candidate entry into and completion of prep programs. With help from state funding, these programs have shown success in recruiting teacher candidates to these cities and supporting their hiring in local districts.
- [State funding](#) for high-need and rural districts to offer incentives to new teachers.
- [Tuition assistance](#) to IHE-based teacher preparation programs to support students preparing to teach bilingual, ESOL or Spanish.

Certification Requirements: Certification requirements include content expertise and either the Texas-specific Pedagogy and Professional Responsibility Exam or the edTPA—as of 2019, either is accepted by TEA and the choice is up to each individual teacher candidate.

Emergency Certification: Texas offers [emergency certificates](#) to districts who can demonstrate a subject-area shortage and have tried to fill a vacancy. To renew an emergency certificate, candidates must enroll in a preparation program and be progressing towards a full certificate (or must pass the appropriate subject-specific test if certified in

a different content area/grade level). While Texas annually reports the proportion of teacher in out of field subject placements, they do not report on the number of emergency permits granted or utilized each year.

Texas allows certain school districts to take advantage of the same flexibilities given to open enrollment charter schools, including exemption from teacher certification requirements. To be eligible to be a “[District of Innovation](#),” a school district’s most recent academic performance rating must be at least “acceptable.” Districts of Innovation can choose whether or not to include licensure waivers in their district plan. There are currently [hundreds of Districts of Innovation](#) across the state and some districts use waivers where they have struggled to source qualified talent in specific content areas, like CTE. Not all are using licensure waivers to help fill critical shortages, however.

Teacher Prep Program Approval and Accountability: IHEs, regional education service centers, public school districts (including open-enrollment CMOs), and other entities approved by the State Board for Educator Certification may be authorized to prepare teachers. [Programs must](#) submit an application describing several aspects of their program and complete a site visit. Entities are reevaluated every five years. Programs within each institution are evaluated annually based on ability to meet standards aligned to the following accountability performance indicators:

- Candidate performance on certification exams
- Administrator evaluations of first-year teachers
- Student achievement, “to the extent practicable, as valid data become available and performance standards are developed”
- Frequency, duration and quality of field supervision to candidates completing clinical teaching or an internship
- New teacher satisfaction survey results

Programs from whom all candidates fail to meet any of the standards for three consecutive years will have their certification revoked for each such program.

Teacher Prep Program Requirements: Texas requires a 2.5 minimum GPA on either the cumulative transcript, on all coursework from the degree-granting institution, or in the candidate’s last 60 credit hours. Programs may make exceptions for up to 10% of their incoming class for individual candidates with documented experience and passing scores on an applicable content exam. Candidates must exhibit content expertise by completing 12 semester credit hours in the content area or passing an approved content-area exam. All candidates must participate in an interview or another screening instrument to determine if their knowledge, experience, skills, and aptitude are appropriate for the certification sought. To meet clinical requirements, [all candidates must complete either](#) 14 weeks (70 school days) unpaid teaching with a mentor teacher or 28 weeks of half day teaching with a mentor teacher, or a one-year full school year as the teacher of record. If taking this pathway, the intern must complete 150 hours of training and 30 hours of field experience prior to being recommended for an intern certificate. [Preparation programs](#) are not required to offer specific courses, but must provide instruction aligned to several categories of subject matter outlined in state regulations including: Educators’ Code of Ethics, pedagogical skills, classroom management, and Texas Essential Knowledge Standards.

Policy Landscape

Governance: The Texas Education Agency is led by the Commissioner of Education, currently Mike Morath. The Commissioner of Education was appointed by governor Greg Abbott with the consent of the senate. The Texas State Board of Education is responsible for overseeing certain aspects of the state’s public education system. The board is composed of 15 members elected from districts. Members serve four-year terms. Texas also has a separate State Board for Educator Certification, which is responsible for setting policy related to educator preparation, licensure, and professional conduct. This board is composed of 15 members, 13 of whom are appointed by the Governor.

Union Presence: Texas [prohibits collective bargaining](#). 63% of teachers are part of a teachers union.

Recent Policy Changes: [House Bill 3 \(2019\)](#) increased public education funding by 17%, including a focus on high need and rural school teacher recruitment through teacher compensation incentive allotments.

[House Bill 3 \(2019\)](#) also includes a provision that requires each district to adopt early childhood literacy and mathematics proficiency plans. Under this new accountability system, each district must set and meet specific annual goals for the following five school years that pertain to early childhood performance in reading and mathematics at each campus.

The [principal survey component](#) of the Texas EPP accountability measure recently went live. Principal survey measures of new teacher quality and preparedness are now being used as an effectiveness measure for educator prep programs across the state.

The state is piloting the edTPA exam as an alternative to the Texas-specific Pedagogy and Professional Responsibility Exam. Educator prep programs have begun accepting the edTPA as part of an implementation pilot.

Trends

Size and composition: The Texas teacher workforce is large, with 1 teacher for every 15 enrolled students in the state. Texas has a larger proportion of ELL students than the US average, and while a generally urban state, has a large number of very small, rural districts. While the Texas teacher workforce is more diverse than the US teacher workforce as a whole, it does not mirror student demographics.

Shortages and mismatch: Despite a high number of teachers in the state, Texas is experiencing shortages in several high-need subjects and locations, including STEM, bilingual education, and in rural and lower-income districts. Although preparation program enrollment has been increasing, more than doubling since the 2014-15 school year, it has not [kept pace with the growth in student enrollment](#). Texas does not publicly report teacher vacancy data, so it is unclear whether or not the increased enrollments in prep programs are in certifications areas where there are the largest proportions of vacancies. They do report the proportion of teachers in out of certification area positions, meaning the state tracks the number of teachers in positions not aligned to their certification area(s). The subject areas with some of the highest proportion of teachers from out of field are also ones facing [critical shortages](#)—Special Education, Bilingual/ELL, and CTE.

Current Focuses and Challenges: Texas is largely focusing recruitment efforts on a few critical shortage areas, including Bilingual education. The Spanish-English bilingual student enrollment continues to grow as they face a shortage of qualified educators, and many of the largest districts in the state are looking to Florida and [Puerto Rico](#) as potential recruitment sources. Overall, TX has a strong supply of educators, with EPP enrollment and completion steadily growing in recent years—the main challenges are with retention and subject area mismatch. The state has unfilled demand for Bilingual, ELL, STEM, and Special Education, but an oversupply of Elementary educators. Many rural areas are also facing challenges in recruiting teachers to their schools due to a variety of factors, such as limited EPPs in the area, less funding, and remote locations as compared to other districts. Collecting and reporting on vacancy data would help EPPs make informed decisions about program offerings and enrollment, which would in turn support district matches and hiring.

The TX policy environment, including the advent of Districts of Innovation, fosters success of wider range of types of programs and teachers, which has allowed alternative prep programs to continue to grow and thrive. While many of the alternative certification programs are rigorous and include high-quality training and mentorship experiences, not all meet the same quality bar. There are a number of fully online certification programs that do not include much experiential learning, which may not be the best option for candidates new to the classroom. Additionally, as across the country, certification tests are a barrier to entry that is especially impacting candidates of color, which has prompted Texas to [shift to edTPA](#).

ⁱ *United States Census Quick Facts*. (2018). Retrieved October 2019, from Census.gov: <https://www.census.gov/quickfacts/>

ⁱⁱ Iowa State University. (2010). *Urban Percentage of the Population for States, Historical*. Retrieved from Iowa Community Indicators Program: <https://www.icip.iastate.edu/tables/population/urban-pct-states>

iii Institute of Education Sciences. (2018). *Digest of Education Statistics*. Retrieved from National Center for Education Statistics: https://nces.ed.gov/programs/digest/2018menu_tables.asp

iv Institute of Education Sciences. (2012). *Digest of Education Statistics*. Retrieved from National Center for Education Statistics: https://nces.ed.gov/programs/digest/d17/tables/dt17_209.30.asp

v U.S. Department of Education. (2018). *2018 Title II Reports*. Retrieved from Title II: <https://title2.ed.gov/Public/Home.aspx>