

OCTOBER 2026 · LONESTAR P3 WEBINAR

From Residency to Infrastructure

What's Next for Teacher Residencies in Texas

■ Dr. Erika Mein

UTEP

■ Dr. Sarah Beal

US PREP

US PREP | TEXAS TECH
College of Education



Welcome

Teacher residencies in Texas are entering a new chapter. What began as locally designed partnerships between educator preparation programs and school districts is increasingly becoming part of the state's educator workforce infrastructure.

In this session, we'll share lessons from the evolution of teacher residencies in Texas, explore what high-quality residency partnerships require in practice, and unpack what the state's newest policy and funding changes could mean for EPPs and districts — both the opportunities ahead and the implementation questions the field will need to navigate as Texas moves from promising residency models toward greater scale and sustainability.



PRESENTER

Dr. Erika Mein

The University of Texas at El Paso



PRESENTER

Dr. Sarah Beal

US PREP



In the Chat:
Name, Your Role,
Why You Chose this
session



Agenda



01

How Texas Got Here

From local residency partnerships to statewide infrastructure

NOW



02

UTEP's Residency

What a high-quality residency partnership requires in practice



03

HB 2 PREP Allotments

What new state policy and funding could mean for EPPs and districts



Q & A

Leverage this Q & A doc

Add your questions to the shared Q & A doc.

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Questions & Answers

From Residency to Infrastructure: What's Next for Teacher Residency in Texas?

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2011: Residency as the institutional model

Texas Tech made the yearlong residency the standard



Program redesign

Texas Tech built preparation around a yearlong clinical experience and the K–12 calendar.



Embedded support

Site Coordinators connected coursework, classroom practice, and feedback.



Shared ownership

University and district leaders jointly selected mentors and examined candidate readiness.



Sustainable operations

The university reallocated institutional resources to support the model.

Traditional teacher preparation: key roles



The Faculty Member



**The University /
Field Supervisor**



The Mentor Teacher

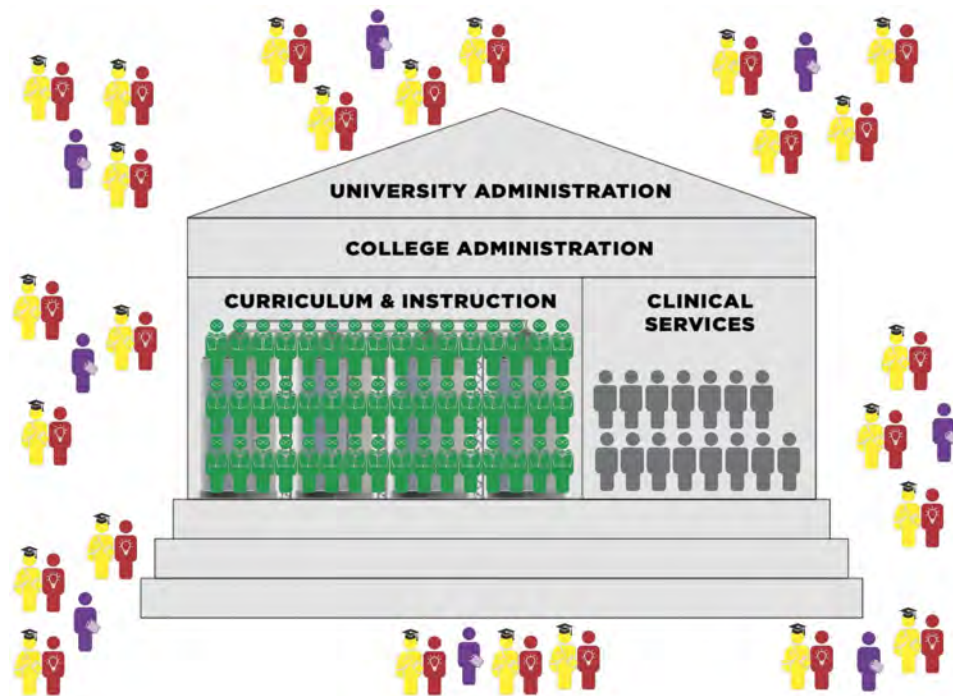


**The Teacher
Candidate**

Traditional university structure

KEY

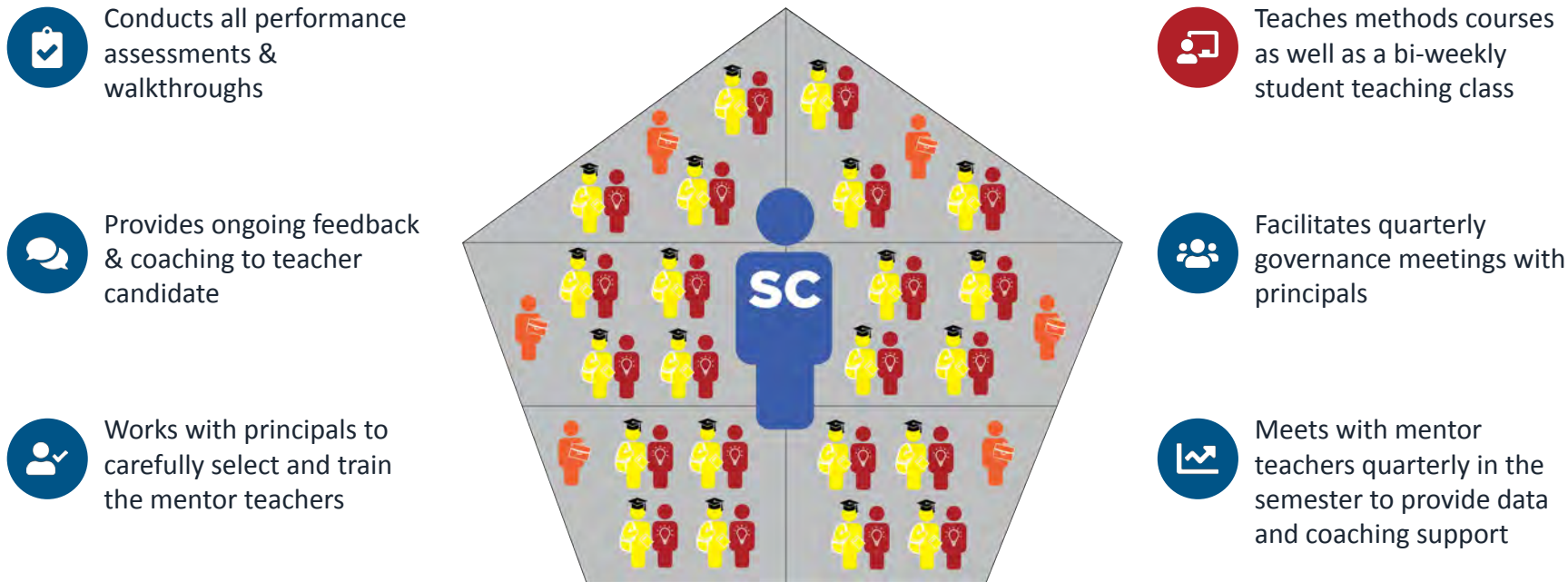
- Faculty member
- University / field supervisor
- Mentor teacher
- Teacher candidate



Introducing a new stakeholder



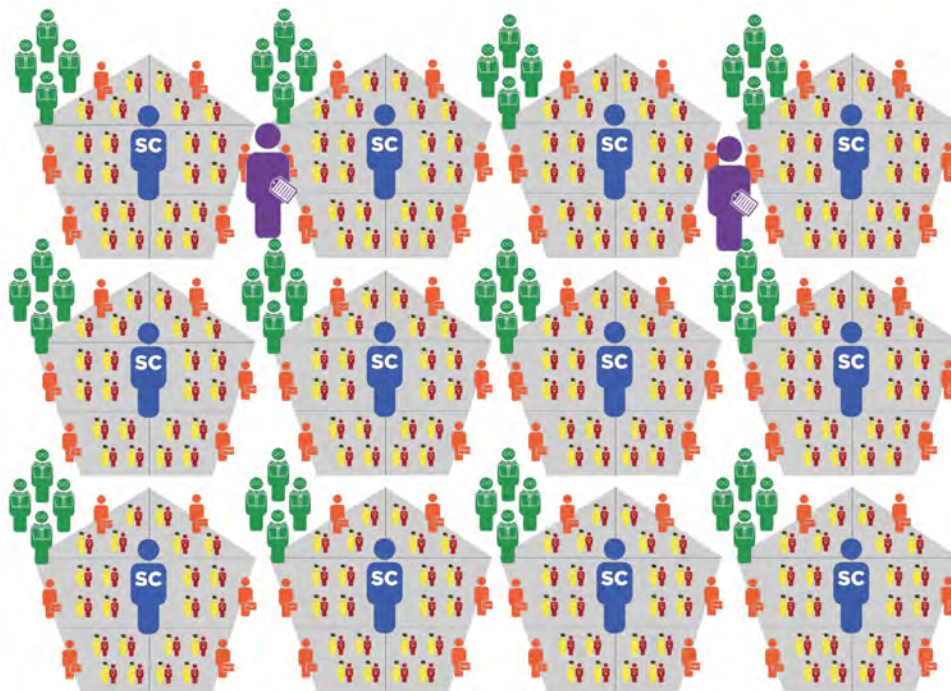
Role of the Site Coordinator



Scale

KEY

- Faculty member
- University / field supervisor
- Mentor teacher
- Teacher candidate
- Site Coordinator (SC)



2015–16: US PREP opens the learning

Other institutions redesigned preparation in their own contexts



Common quality

Yearlong practice, aligned coursework, trained mentors, and shared improvement data



Local ownership

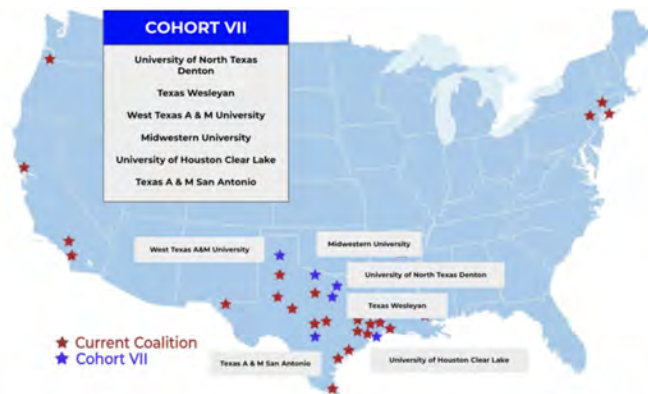
Universities and districts adapted the approach to their communities



Technical assistance

US PREP supported program redesign, implementation, and sustainable financing

THE US PREP COALITION



Around 2020: The economics of paid residency

Strategic Staffing connected resident pay to district workforce design



People and roles

Residents contributed through supported co-teaching, small groups, and intervention.



Time and resources

Districts redesigned schedules, mentor roles, and resource use to support paid preparation.



TCLAS: Statewide implementation capacity

Temporary public investment built capability that could last



Public investment

TCLAS Decision 5 paired paid residency funding with TA and sustainability planning.



Regional expertise

US PREP helped ESC teams build the capability to support district implementation.



Local relationships

Community organizations and regional philanthropy strengthened ownership and adoption.



Lasting capability

Temporary funding helped build tools, expertise, and partnerships that could continue.

2024–25: Residency enters public infrastructure

From local partnerships to a state route with recurring funding

2024

Texas established a residency preparation route and Enhanced Standard Certificate.

2025

HB 2 created PREP allotments and recurring, formula-based public investment.



The foundation

Implementation experience, research, practitioner voice, and advocacy informed the policy conversation.



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SECTION 02

UTEP's Residency Journey

Dr. Erika Mein, The University of Texas at El Paso



OUR CORE MISSION AS AN EDUCATOR PREPARATION PROGRAM

To prepare the highest-quality teachers to serve all students in our region and beyond

DRIVING QUESTION



What are the systems, structures, and resources needed to accomplish this overarching goal?





“

**Alone we can do so little; together
we can do so much.**

— Helen Keller

Building the residency together: 2019-present

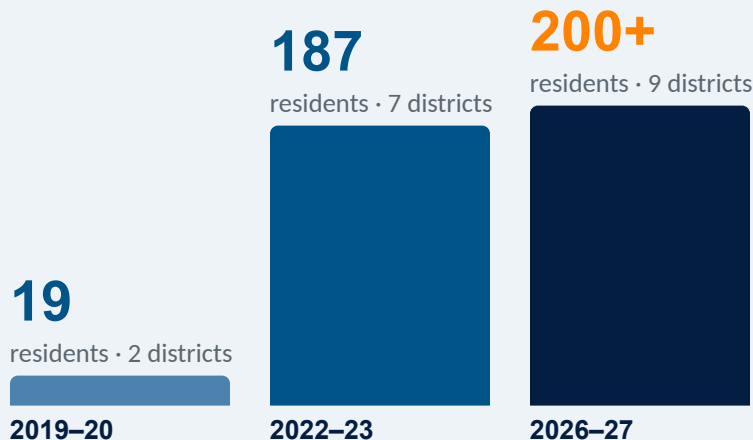
Many partners and resources came together to build a high-quality year-long residency for every candidate



The Miner Teacher Residency at scale

Not a boutique track: the culminating clinical experience for all education majors and majority of post-bac candidates

Growth in residents and partner districts



FOUR KEY ELEMENTS

01

Site Coordinator as leader

District-based faculty Site Coordinators



02

Faculty engagement

Curriculum revision, enhanced teaching, and residency data dialogues

03

Robust partnership structures

Shared governance, data sharing, and continuous feedback loops



04

Resident stipends

Sustained through the HB 2 PREP Allotment



Key ingredient: the faculty Site Coordinator

From clinical supervisor to leader with district partners

CORE RESIDENCY ROLE

- Conducts all performance assessments and walkthroughs
- Teaches methods courses and the student teaching seminar
- Provides ongoing feedback and coaching to residents
- Facilitates quarterly governance meetings with district leaders/principals
- Works with principals to select and train mentor teachers
- Meets quarterly with mentor teachers to share data and provide coaching support

Caseload: 20–25 residents each

+ UTEP'S EXPANDED LEADERSHIP ROLE

- 💡 Leading strategic initiatives, such as HQIM integration, AI literacy, Grow Your Own, and rural outreach
- 👥 Leading data collection tied to reporting, continuous improvement & shared governance
- 🎓 Onboarding and mentoring of new Site Coordinators
- 🔍 Conducting research on the residency
- 🕒 Developing and implementing quarterly trainings for UTEP host teachers
- ★ Participating in key EPP events such as Pinning Ceremony and Match Day

UTEP SITE COORDINATORS

- 10** full-time (UTEP and grant-funded)
- 4** half-time (UTEP and grant-funded)
- 2** part-time (Dallas/Houston)

STRUCTURES OF SUPPORT

- **Monthly Site Coordinator meetings** with integrated professional development
- **Twice-yearly retreats** (December and May)
- **Lead Site Coordinator role** for day-to-day mentorship and support

Robust partnership structures and feedback loops

Formal, data-driven shared governance between UTEP and district partners led by Site Coordinators



Who is at the table

- UTEP leadership
- Site Coordinators
- Associate superintendents
- HR directors
- Principals
- Host teachers
- Residents



What we review

- Aggregated resident performance on the MAT
- Host teacher feedback
- Pulse check data
- Hiring/Employment data
- **Other programmatic data tied to key initiatives (HQIM, GYO, AI)**



What we act on

- Co-designed supports for struggling residents or host teachers
- Coursework aligned to local district needs
- Cohesion on priority initiatives

150+

shared governance
meetings with 9 districts,
2019–2026

Meetings held quarterly

Resident stipends for financial sustainability

Removing the financial barriers that keep candidates from intensive clinical programs

RESIDENT STIPEND

\$20K–\$30K

per resident, now supported primarily by districts through the HB 2 PREP Allotment



Paid residency

Residents typically serve as paid substitutes or support staff in partner districts. This strategic staffing provides income so residents can treat the residency as a full-time professional commitment.



Integrated funding

Sustainable district funding through the HB 2 PREP Allotment makes the year-long residency viable for all UTEP education majors and post-bac candidates, regardless of economic background.

A framework for collecting and sharing data

Data to improve the program now, and data to assess its impact over time



Data for continuous improvement

- Resident performance on the Miner Assessment Tool
- Mentor teacher survey data
- Student perception survey data
- Strategic staffing and substitute teaching data
- Additional data as needed



Data to assess program impact

- EPP enrollment data
- EPP certification exam data
- Resident exit survey data
- Hiring data
- Graduates' performance as beginning teachers
- Student achievement data of resident graduates
- Student growth data of resident graduates
- Teacher retention

WHERE & HOW DATA IS SHARED



University–District Governance
Meetings



El Paso Educator Pipeline
Community of Practice



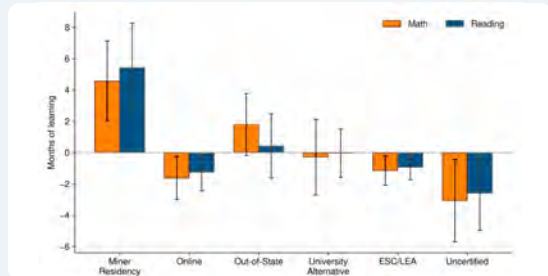
Annual Region-Wide Residency
& Teacher Pipeline Summit

What the impact data show

STUDENT ACHIEVEMENT

+4.5 & 5.5 mo.

of additional learning in STAAR math and reading for students of Miner residents

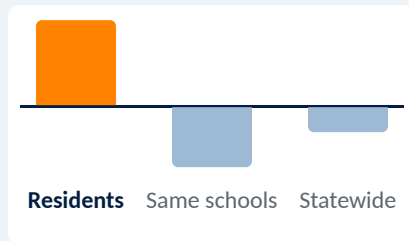


Months of learning vs. students of new traditional university-prepared teachers; no other pathway showed a significant gain (Figure 1)

STUDENT GROWTH (VAM)

+1.5–2 mo.

of additional learning relative to the average Texas teacher

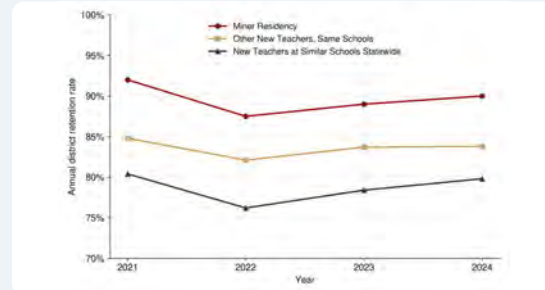


Line = average Texas teacher. Gray bars = other new teachers at the same schools and at similar schools statewide

TEACHER RETENTION

94–95%

of residents remained in Texas public school teaching each year



Annual district retention rate, 2021–24: highest of any group every year (Figure 3)

Source: Kirksey & Mein (2026), CIRCLE Policy Brief No. 4, Texas Tech University.



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SECTION 03 • HB 2 PREP ALLOTMENTS

Texas House Bill 2

Statewide legislation dedicating funding for
teacher preparation & certification programs



Historic investments in teacher preparation



\$400M+

Over \$400 million annual investment in teacher preparation and certification



Entitlement

Establishes predictable funding entitlement for districts and preparation programs



Up to 200

Funds up to 200 candidates, aspiring teachers, and mentors per district annually

A chance to change your hiring pipeline



Pipeline
strategy



PREP allotment

Recruitment

New state funding for teacher recruitment*

Grow Your Own
(\$8–12K) → 40

Improved teacher preparation
training content requirement

Preparation

New state funding for preparation,
paying costs of training candidates
before they begin teaching*

Residency Preservice
(\$25–39.5K) → 40

Traditional Preservice
(\$10–21.5K) → 40

Alternative Preservice
(\$10–21.5K) → 40

Mentorship

Increased state funding for new
teacher mentoring*

Mentorship Program
(\$3K) → 40



**Phase out uncertified
teacher hiring**
in core content subjects,
with transition incentives

Strong Participation in the First Year



Grow Your Own

1144

District Employees
participated in GYO
in 128 districts



Residency

1501

Residents placed in
197 districts



Providers

56

EPPs Approved to
Offer Residency
Route



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