

TEXAS TEACHER WORKFORCE PRIORITY RESEARCH QUESTIONS

STRAND 1: BUILDING THE TEACHER WORKFORCE

What makes different pathways into teaching successful for aspiring teachers and Texas schools?

Supporting Research Questions

- How do different pathways into teaching prepare aspiring teachers and connect them with the staffing needs of Texas schools?
 - How have recent certification policy changes shaped the preparation pathways available to aspiring teachers?
 - How do candidate characteristics and program design influence success across different preparation pathways?
 - How do preparation pathways available to aspiring early childhood educators differ from those for other teachers, and how do those differences shape outcomes?
- How do different preparation pathways influence classroom practice and student outcomes in early childhood education and across other grade levels?
- Which factors help aspiring teachers enter and complete pathways into teaching, and which act as barriers?
 - How do these supports and barriers differ in hard-to-staff contexts, such as rural areas or high-need subjects?
- How do districts anticipate their staffing needs and use strategic staffing approaches to build a sustainable teacher workforce?
 - How do connections between districts and preparation pathways help address current and future staffing needs?
 - What strategies and supports are most helpful for districts with limited capacity or resources?

STRAND 2: SUSTAINING A STRONG TEACHER WORKFORCE

What do high-quality teachers need to stay and thrive in the profession?

Supporting Research Questions

- What factors influence teachers' decisions to stay in the profession, and how do they differ for early career and mid-career teachers?
- What strategies help retain teachers and how do they vary across geography, institutional contexts, and teacher characteristics?