

A photograph of a classroom with students raising their hands. The image is overlaid with a semi-transparent dark grey filter. The whiteboard in the background has some faint, illegible writing and a diagram. The title 'TEACHER TALENT PIPELINE' is centered in large, white, bold, sans-serif font. Below it is a thin white horizontal line. The subtitle 'Key Learnings from Educators and Students' is centered below the line in a smaller, white, bold, sans-serif font. In the bottom right corner, there is a white line-art logo of a city skyline with a central tower, and below it, the text 'CITY EDUCATION PARTNERS' in a white, bold, sans-serif font.

# TEACHER TALENT PIPELINE

**Key Learnings from Educators and Students**



**CITY EDUCATION PARTNERS**



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# SPECIAL THANKS

Many thanks to the San Antonio teachers, students, and organizations who connected us to teachers and students. Thank you to our external partners who provided critical feedback to help inform and strengthen this report elevating the voices of San Antonio teachers and students.





# TEACHER TALENT PIPELINE

## 1 THE LANDSCAPE:

Despite the positive COVID-19 recovery, The [2022 School Pulse Panel](#) released in September found that 62% of school leaders from across the nation say that the pandemic has made it more difficult to fill teaching positions. This is no different for local San Antonio independent school districts and charter management organizations struggling to fill classrooms with high-quality teachers. Based on [state market data](#) and decreasing teacher attrition rates, teacher demand in Texas will continue to increase. The Texas labor market data predicts teaching positions will grow by 14.77% from 2018-2028, the same rate as the growth average for all other occupations.

The challenge remains in meeting this demand and retaining great talent. Just recently, The Charles Butt Foundation released the [2022 Texas Teacher Poll](#) reporting 77% of Texas teachers that participated in their poll have seriously considered leaving the teaching profession. And 93% of the 77% of teachers considering leaving have taken at least one step to do so.

## 2 THE OPPORTUNITY:

To identify and address the key challenges with the recruitment and retention of educator talent, Bexar County superintendents created the Bexar County Teacher Recruitment and Retention Collaborative (BCTRRC) at the start of the 2021-2022 academic school year. The collaborative convened a committee made up of stakeholders from across school districts, universities, education nonprofits, state legislature, and the Texas Education Agency. After engaging in a series of conversations and focus groups (for which City Education Partners attended), the BCTRRC, in support of the Educator Service Center (ESC) Region 20, developed a strategic and systematic approach to:



### Support & Develop

Determine best practices for supporting and developing teachers to drive up recruitment and retention



### Recruit

Explore and identify best practices for effectively recruiting teachers



### Retain

Explore how to retain teachers effectively



### 3 THE CALL TO ACTION:

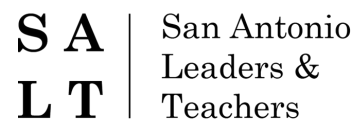
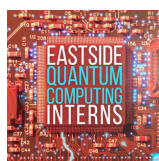
The desire to incorporate and learn from the voices of teachers and students is included in the following steps established by the BCTRRC:

To aid the BCTRRC in its efforts to cultivate and strengthen local talent pipelines, City Education Partners (CEP) worked in conjunction with partner agencies to convene a series of small focus groups with teachers and students to elevate key learnings informing and strengthening local talent initiatives, investments, and programs.

CEP engaged in outreach with local agencies with a broad reach of youth and educators representative of various school districts across San Antonio's urban core.

The recommendations listed in the report highlight the top 3-5 themes that rose to the top as key priorities for both teachers and students.

#### FOCUS GROUP PARTNERS:



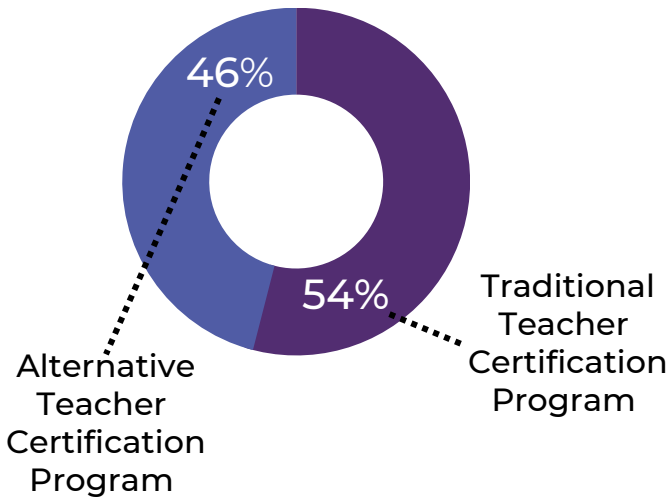
# 4 THE PROCESS

## Teacher Focus Groups

CEP hosted a group of 50 teachers across San Antonio to learn about their experiences along the teacher talent pipeline continuum. Our goal was to understand their priorities and needs while brainstorming innovative opportunities to best support teachers so they may joyfully and effectively lead in their profession and positively impact student outcomes.

Below is an overview of the teachers we engaged with.

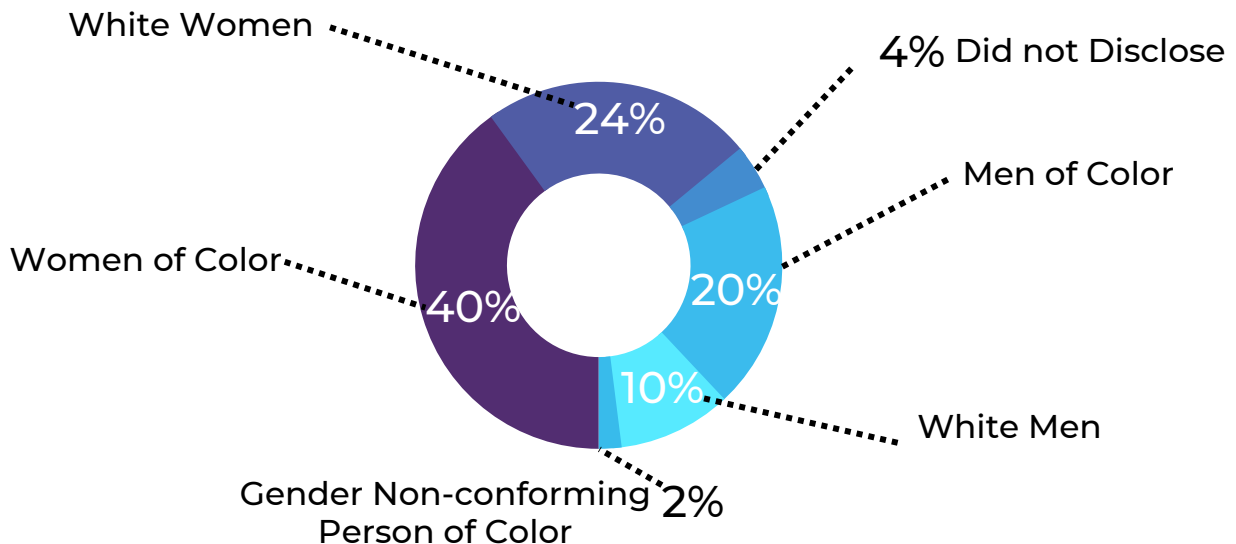
### Teacher Career Pathway



### Teacher Education Institutions

- 10 School districts and CMOs across Bexar County
- 3 School districts and CMOs from outside Bexar County
- 1 Institute of higher education

### Teacher Demographics

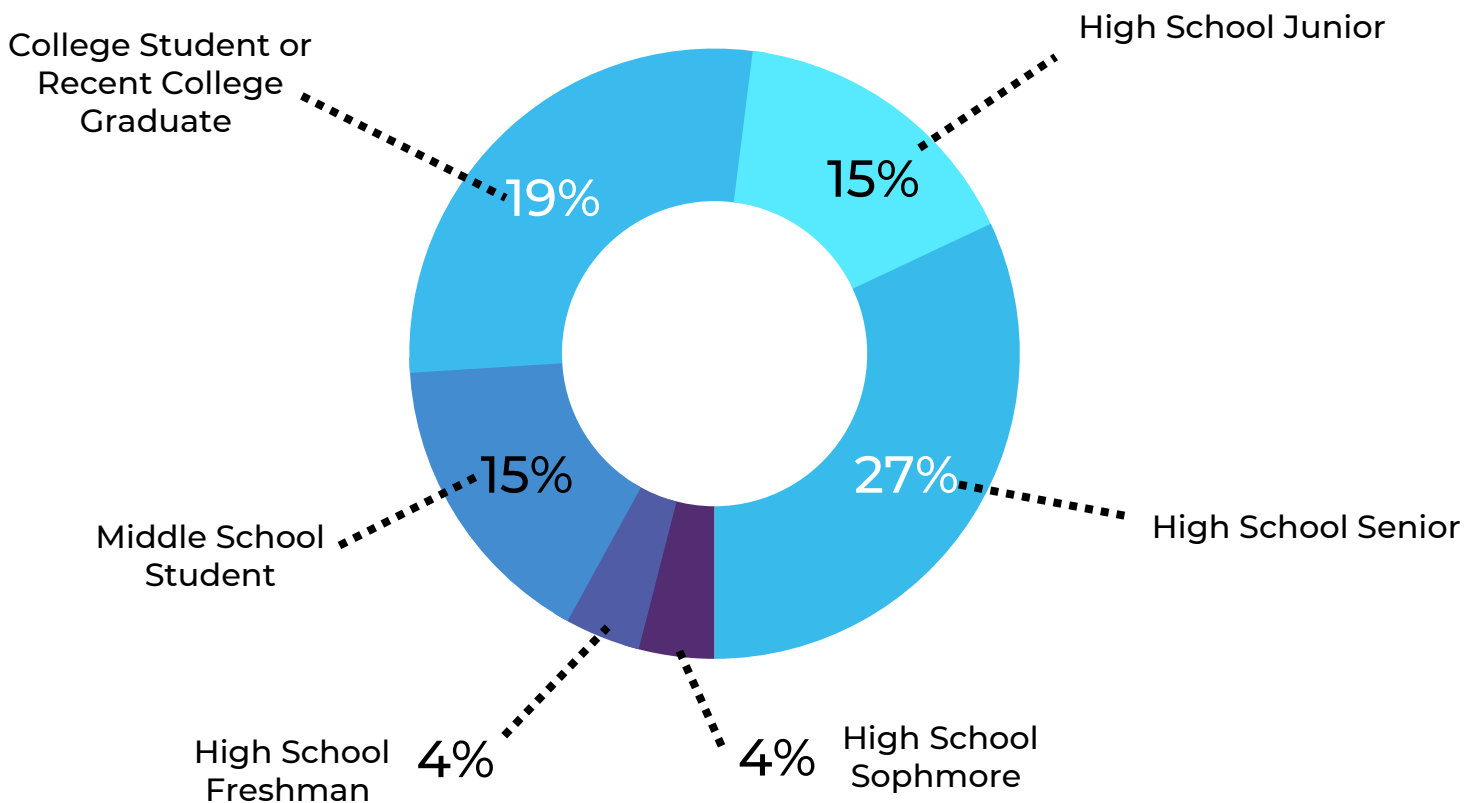


## Student Focus Groups

To gain better insights around perceptions and pathways into education, CEP hosted 28 students across various grade levels. We invited them to reflect and share their lived experiences as students navigating early career pathways. We asked them what is top of mind when they think about the teaching profession, and they dreamed big and bold ideas for how to best recruit talent into the field of teaching.

Below is an overview of the students we engaged with.

### Student Representation



# 5

## THE FOCUS GROUP QUESTIONS

As a part of the focus group process, the CEP team asked students and teachers the following questions:

### Student Questions

- What are career roles/specific classes/groups/clubs/associations/ etc. you have heard about/been involved in as middle/high school students?
- What comes to mind when you hear 'teaching'?
- What does it take to be a teacher?
- What should it take to be a teacher?
- What is one thing that you've experienced in how teachers help?
- What is one thing that you've experienced in how teachers hurt?
- What is an average teacher's salary?
- What does the quality of life for a teacher look like?
- What career growth opportunities exist in the teaching profession?
- What are some innovations/restorative practices/solutions/best practices to effectively recruit teachers?
- What career are you interested in?

### Teacher Questions

- What are some innovations/restorative practices/solutions/best practices to effectively recruit teachers?
- What are some innovations/restorative practices/solutions/best practices to develop teachers?
- What are some innovations/restorative practices/solutions/best practices to support teachers?
- What are some innovations/restorative practices/solutions/best practices to retain teachers?
- What are some innovations/restorative practices/solutions/best practices to elevate teachers?



## 6

## WHAT WE HEARD: RECRUITMENT

What are some ways we can effectively recruit teachers?

## Recruitment: Shared Expressions

Below are the list of recruitment ideas and strategies that were shared across the BCTRRC report and CEP teacher and student focus group responses. This gave insight into the national [Merrimack College Teacher Survey](#) that found a split between teachers that would advise their younger self to pursue a career in teaching. [Similarly](#), Texans divide on whether they'd like to have a child of their own take up teaching in the public schools as a career, 49 percent say yes and 50 percent say no, essentially steady since 2020.

Increase pay and benefits for new and veteran teacher hires.

Show the positive impact of teachers.

Increase paid teacher residencies and apprenticeships.

Embed paid mentorship programs for new teachers - consider collaborating with 3rd party expert.

Establish paid grow-your-own teacher prep programs as early as middle/high school.

## Recruitment: Additional Expressions

Below are the list of recruitment ideas and strategies that also came up during both the BCTRRC and CEP focus groups.

### BCTRRC

- Combat the perceived "culture of work"
- Conduct teacher focus groups to identify what support looks like
- Prepare teachers for bilingual positions during residency

### Teacher CEP Focus Group

- Embed salary increases through professional growth and development
- Provide teaching experiences to professionals in other industries inviting them to consider teaching

### Student CEP Focus Group

- Provide teachers more autonomy to go beyond designated curriculum
- Increase the presence of teacher aids in classrooms to support teachers and students

# 6

## WHAT WE HEARD: DEVELOPMENT

How can teacher development impact recruitment and retention?

### Development: Shared Expressions

Below are the list of development ideas and strategies that were shared across the BCTRRC report and CEP teacher focus group responses. According to a [Brookings article](#), the Center on Reinventing Public Education (CRPE) ongoing review for districts' investment in their workforce found that professional development is the most common strategy to support staff followed by staff recruitment strategies.

Create paid mentorship opportunities for teachers and teacher residents to increase support.

### Development: Additional Expressions

Below are the list of development ideas and strategies that also came up during both the BCTRRC and CEP focus groups:

#### BCTRRC

- Increase relational professional development that addresses social emotional and restorative support
- Improve induction and onboarding programs with veteran teacher input and leadership
- Dedicate a liaison to educator preparation programs to follow up with teacher residents through monthly one-on-one meetings, mock interviews, and wrap-around services
- Explore how to support career changers to enter the teaching field

#### Teacher CEP Focus Group

- Increase pay and benefits for new and veteran teacher hires
- Explore retention stipends
- Increase teacher residencies and apprenticeships as early as middle school through educator preparation programs
- Provide teaching experiences to professionals in other industries inviting them to consider teaching
- Improve teaching working conditions - provide teachers working time during working hours, low student to teacher ratios, reduce test pressures
- Provide teacher celebrations, recognitions, and incentives

# 6

## WHAT WE HEARD: RETENTION

What can be done to effectively retain teachers?

### Retention: Shared Expressions

Below are the list of retention ideas and strategies that were shared across the BCTRRC report and CEP teacher focus group responses. Several of which mirror the retention strategies elevated by teachers who participated in the [Charles Butt Foundation 2022 Texas Teacher Poll](#) that would encourage them to remain in their jobs as well as the differential needs of teachers of color as illustrated in the [2022 Voices from the Classroom Survey](#).

**Improve teaching working conditions - provide teachers working time during working hours, low student to teacher ratios, reduce test pressures.**

**Increase pay and benefits for new and veteran teacher hires & embed a competitive pay increase scale.**

### Retention: Additional Expressions

Below are the list of retention ideas and strategies that also came up during both the BCTRRC and CEP Focus Groups:

#### BCTRRC

- Allow teachers to find solutions and lead teacher professional development
- Promote teacher growth models that include non-administrative roles for teachers
- Increase and foster teacher autonomy

#### Teacher CEP Focus Group

- Show the positive impact of teachers
- Provide teacher celebrations, recognitions, and incentives
- Improve teaching working conditions - provide teachers working time during working hours, low student to teacher ratios, reduce test pressures

# 7 MALE TEACHER OF COLOR (MTOC)

## Teacher Focus Group

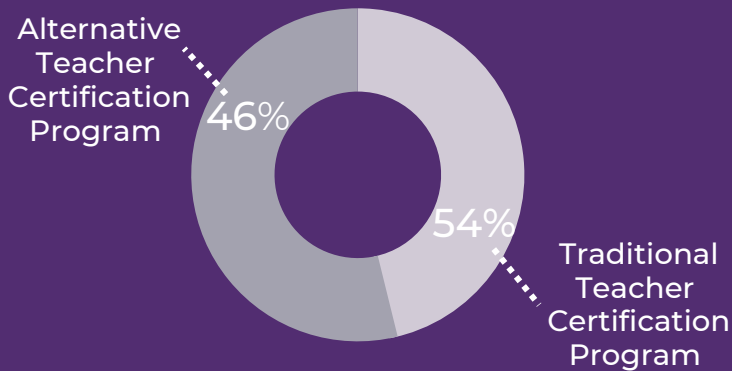
Studies consistently show that teachers of color matter for all students, especially for students of color. For the last decade, we continue to see the underrepresentation gap between teachers of color and their white counterparts. We lack a mirroring effect of the increase representation students of color across the state as noted in the [2021 Texas Teacher Workforce Report](#). In San Antonio urban core districts, roughly 10% of educators teaching from pre-kinder through high school are males of color, while roughly 45% of students are males of color.

CEP hosted a group of 13 male teachers of color across the urban core to explore their experiences along the teacher talent pipeline continuum and better understand their hopes for the support, development, and retention of fellow male teachers of color in San Antonio.

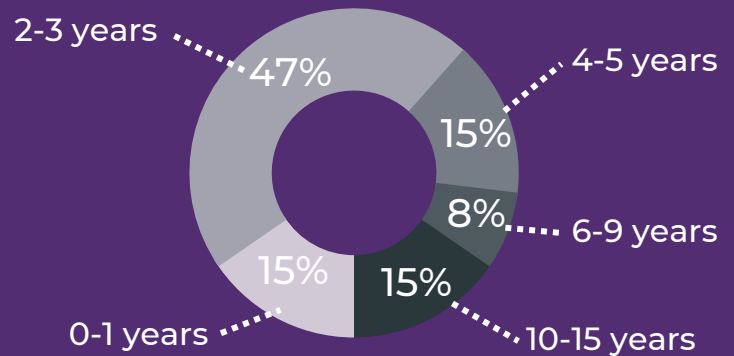
Below is an overview of the teachers we engaged with.

## Summary of Teacher Demographics

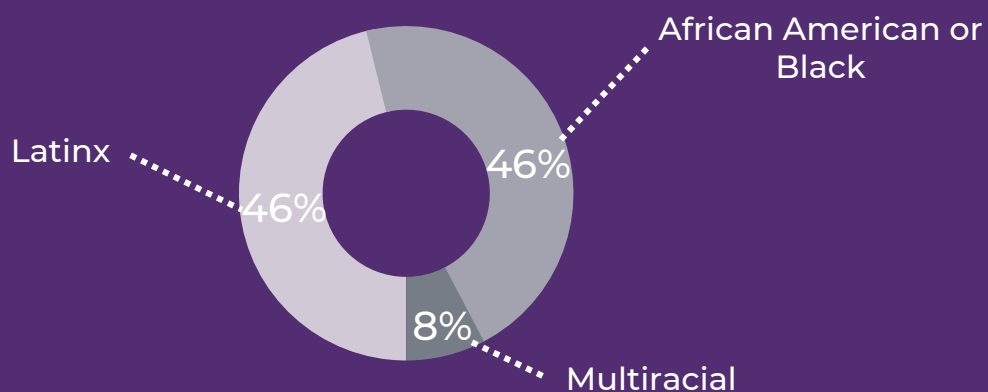
### Teacher Career Pathway



### Teacher Experience



### Teacher Demographics



## 7 WHAT WE HEARD: MTOC

Below is the list of teacher talent pipeline hopes and fears male teachers of color elevated, similar to those reported in the [2019 National Report: If You Listen, We Will Stay](#).

**As you think about the support, development, and retention of fellow male teachers of color, including yourself, what are your hopes?**

- Establishing a collective network of male teachers of color in San Antonio for support and networking
- Being invited to share my input as a teacher and help youth see themselves as future educators
- Empowering males to pursue a career in the field of education
- Male teachers of color being afforded opportunities to grow as an educator through mentorships and fulfilling roles of leadership as a teacher
- Create an all male teacher committee
- Increase pay for male teachers of color due to most males being the bread winners in the house
- Advocate and show to other males that being a teacher is a beautiful thing

**As you think about the support, development, and retention of fellow male teachers of color, including yourself, what are your fears?**

- Lack of resources, funding, and work life balance causing more teachers and teachers of color to quit and limiting students from witnessing a role model through their school experience
- Male teachers of color being seen as disciplinary figures instead of the lens of an educator with opportunities for career growth
- Lack of sustainability as a teacher regarding low pay and limited access to networks
- Students not being exposed to male teachers of color and not knowing that it is a career option for them
- Educational decisions being made by individuals who do not understand the backgrounds and demographics we deal with
- Teaching being about business versus about teaching. Teach hearts, not pockets
- Demanding time commitment as an educator





# Teacher Talent Pipelines

City Education Partners



## 8

## THE RECOMMENDATIONS

The key insights shared in this report elevate what is true for teachers and students in San Antonio as it relates to the teacher talent pipeline continuum. They highlight various opportunities for ISDs/CMOs, educator preparation programs, supporting nonprofits, supporting corporations, and community members to lead targeted investments, programming, services, and expansion of existing infrastructures. Below is a summary of our findings for recommendations.

- Independent School Districts and Charter Management Operators
- Teacher Preparation Programs
- Supporting Organizations and Community Members



# Teacher Talent Pipelines

City Education Partners



## Independent School Districts and Charter Management Operators

### For Teachers



#### Compensation

Provide comprehensive and competitive compensation for new hires and increase pay for veteran teachers comparable to market



#### Mentorship

Develop and deploy a robust mentorship and coaching infrastructure to strengthen the capacity of the teacher workforce



#### Wellness

Provide wellness wrap-around support to teachers including emotional support, onsite childcare, mental health days, and student support



#### Environment

Provide exceptional teacher working conditions honoring school values and teacher leadership, practice, and time in the workplace



#### Schedule

Explore innovative work schedule models and host teacher for us, by us professional development learning communities



#### Celebrate

Elevate teacher workforce by celebrating teachers, elevating their achievements, and hosting teacher luncheons

### For Students



#### Pathways

Explore the implementation of early career teacher pathways such as Future Teachers of America, Dual Credit Teaching Courses, Grow Your Own Teacher Programs, Student Mentorship Programs



#### Elevate

Elevate the teaching profession through teacher spotlights, highlights, rewards, and incentives demonstrating to students teachers' impact and expertise positively affecting local school community



#### Classes

Create opportunities within early career exploration/courses for students to learn of the various career pathways within the education sector



## Teacher Preparation Programs



### Residency Programs

Provide culturally relevant and high-quality teacher residency programs strengthening teacher capacity through clinical hours, continuous application, and in-the-field feedback



### Certification Pathways

Provide National Board Teaching Certification pathways and scholarships for teachers interested in continued higher education and dual credit certification



### Scholarships and Incentives

Provide scholarships and incentives for local teachers pursuing higher education including graduate degrees and additional certifications



### Partnerships

Expand partnerships with neighboring ISDs and CMOs for Dual Credit Teaching Courses and Grow Your Own Teacher Programs to cultivate local teacher talent



### Spotlight

Elevate the teaching profession and teacher's impact to the local community through teacher spotlights, highlights, rewards, and incentives



### Exploration

Create opportunities within early career exploration/courses for students to learn of the various roles within the education sector

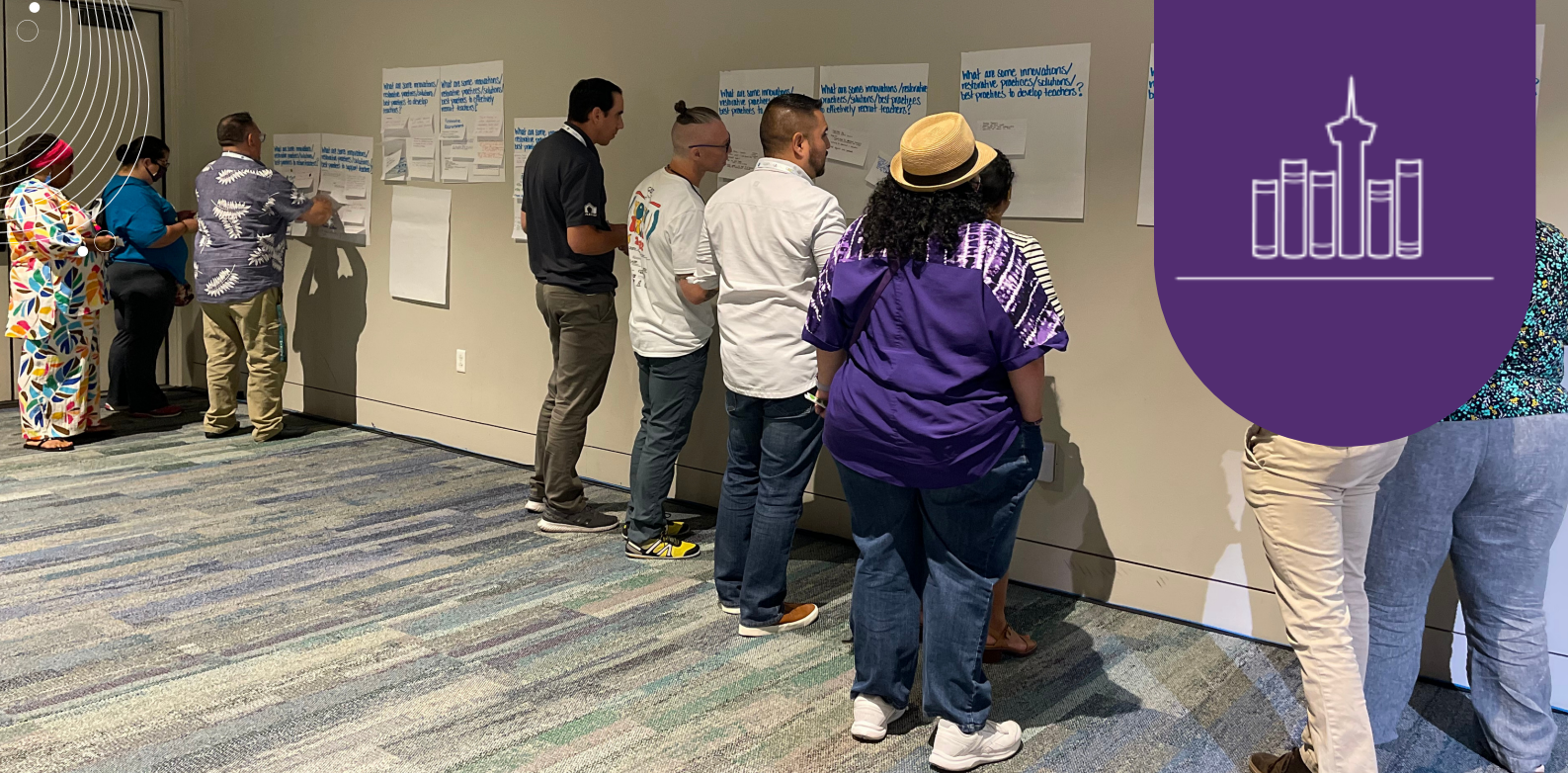


### Mentorship and Networking

Create opportunities for teachers of color to come together through affinity spaces for support, mentorship, and networking







## Supporting Organizations and Community Members



### Development

Provide culturally relevant and high quality teacher professional and leadership development programs across content areas at tiered pricing or scholarship offering



### Networking

Create affinity spaces for teacher networking and support



### Incentives

Provide city-wide incentives (i.e. teacher discounts, housing and childcare support, etc.) to teachers in San Antonio



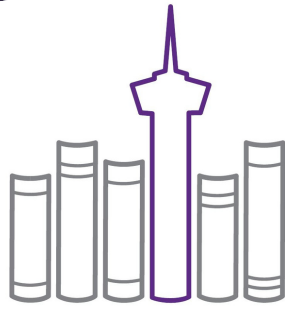
### Elevate

Elevate the teaching profession and teacher impact through teacher spotlights, highlights, rewards, incentives, and state of teaching landscape analysis



### Cross-Sector Efforts

Engage in cross agency coordination and collaborations to multiply efforts for strengthening a comprehensive and diverse teacher talent pipeline



## 9

## INVITATION & COMMITMENT

As you reflect on the insights elevated by teachers and students of San Antonio, we invite you to identify calls to action you can lead within your spheres of influence and network to help strengthen a diverse teacher talent pipeline in our city. As you do so, we encourage you to identify engagement opportunities to involve, center, and elevate teacher and student voice informing the ideation, development, and execution of your organization's programs, policies, process, and related teacher talent initiatives.

CEP has gained significant learnings about the local teacher talent pipeline ecosystem in San Antonio and specifically that of our urban core. We hold a shared responsibility alongside fellow education organizations in San Antonio to ensure every child in San Antonio has access to a high-quality education alongside high-quality educators throughout their schooling experience.

Serving as an education champion organization, we believe that if...

1. We amplify teacher voice and elevate talent data insights
2. We elevate San Antonio as a teaching destination
3. We convene and connect talent to San Antonio urban core schools
4. We champion collaboration and shared practices
5. We fund innovation along a diverse teacher talent pipeline

...through the deployment of strategic investments along a diverse teacher talent pipeline starting from early career teacher pathways, recruitment, development, retention, and leadership alongside partners ... then we will meet the teacher demand by supplying and retaining a pool of high-quality, diverse teacher talent in San Antonio leading to transformational classrooms that positively impact schools.

We invite you to connect with us and tell us more about the innovative practices you are leading that can help inspire and inform local talent work. We also welcome the opportunity to discuss partnership opportunities to strengthen and support the teacher talent pipeline in San Antonio.

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