

**A REPORT ON
PROMISING PRACTICES
FOR THE RECRUITMENT AND
COMPLETION OF
EDUCATOR PREPARATION PROGRAMS**

Texas Higher Education Coordinating Board
Division of Participation and Success

July 2002

Texas Higher Education Coordinating Board

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Coordinating Board Mission

The mission of the Texas Higher Education Coordinating Board is to work with the Legislature, Governor, governing boards, higher education institutions and other entities to provide the people of Texas the widest access to higher education of the highest quality in the most efficient manner.

THECB Strategic Plan

Coordinating Board Philosophy

The Texas Higher Education Coordinating Board will promote access to quality higher education across the state with the conviction that access without quality is mediocrity and that quality without access is unacceptable. The Board will be open, ethical, responsive, and committed to public service. The Board will approach its work with a sense of purpose and responsibility to the people of Texas and is committed to the best use of public monies. The Coordinating Board will engage in actions that add value to Texas and to higher education; the agency will avoid efforts that do not add value or that are duplicated by other entities.

THECB Strategic Plan

EXECUTIVE SUMMARY

At its October 2001 meeting, the Board adopted a set of initiatives and corresponding action plan for educator recruitment, preparation, and retention for 2001-2002, to build on similar initiatives the Board has undertaken each year, beginning in 1997.

Current recruitment initiatives “to increase the number of college students who pursue educator preparation programs” include conducting meetings with institutional representatives to identify successful strategies and share best practices for increasing enrollments and student completion in educator preparation programs.

The following are principal elements of the report:

- ❖ Coordinating Board staff conducted regional meetings in San Antonio, Arlington, Clear Lake, Corpus Christi, and Lubbock in February, March and April 2002. Representatives from 50 different higher education institutions attended the meetings. Community college, public university, and independent college and university representatives attended each meeting.
- ❖ Staff made presentations and brief overviews on *Closing the Gaps*, the Board’s Educator Recruitment, Preparation and Retention Initiatives for 2002, the Texas Teacher Recruitment and Retention Project, and the Hot Careers in Texas project.
- ❖ Following the presentations and overviews, the remaining meeting time was spent working in small groups with participants discussing recruitment and enrollment strategies and sharing best and most promising practices for getting students into and successfully through Texas teacher education programs.
- ❖ During the wrap-up portion of the meetings, group reports were given regarding the recruitment and enrollment strategies and best practices for completion that had been identified by meeting participants.
- ❖ Coordinating Board staff compiled the enrollment and recruitment strategies and promising practices and presented them at the 18th Annual Recruitment and Retention Conference held in Austin June 17-19, 2002.
- ❖ The full report on enrollment and promising practices has been sent to all Deans of Education and Directors of Instructional Programs at public and independent colleges and universities and community colleges in Texas. The report has been posted on the Coordinating Board’s website.
- ❖ Coordinating Board staff is planning additional regional meetings and presentations to other groups and at other meetings and conferences beginning in the fall for institutional representatives and education officials unable to attend the spring meetings or the Recruitment and Retention Conference.

**REPORT ON PROMISING PRACTICES
FOR THE
RECRUITMENT AND COMPLETION OF EDUCATOR PREPARATION PROGRAMS**

<p>Goal(s): Participation, Success These activities help carry out the Board's initiatives of recruiting, preparing and retaining additional well-qualified educators for elementary and secondary schools and focus college and university efforts on increasing graduates who become teachers.</p>
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Historical Background

The Committee on Educator Preparation Improvement was created by the Texas Higher Education Coordinating Board in May 1998 to provide staff with guidance and support necessary to carry out Board initiatives to improve the number and quality of elementary and secondary school teachers. At the same time the Board adopted five specific initiatives to improve the preparation of teachers and other educators.

At its January 2000 meeting, the Board hosted a panel and discussed higher education's role in recruiting, preparing, and retaining educators in the public schools of Texas. Following that discussion, new initiatives were proposed and adopted by the Board in July 2000.

In October 2000, the Educator Preparation Improvement Committee was incorporated into the new Participation and Success Committee to reflect the Board's commitment to carrying out the goals of *Closing the Gaps by 2015*. At the July 2001 Board meeting, staff reported that most of the initiatives had been achieved, although the Legislature had not acted favorably on all the items that were recommended.

The Committee on Participation and Success met August 30, 2001 to discuss and consider new educator recruitment, preparation, and retention initiatives proposed by Coordinating Board staff for 2002. During the discussion, changes were made to the initiatives. The committee approved them and directed staff to prepare a recommendation for adoption to take to the Board at the October 2001 quarterly meeting. In addition, the Committee also directed staff to prepare an action plan with specific strategies to help Coordinating Board staff carry out the new initiatives.

At its October 2001 meeting, the Board adopted the new initiatives and action for educator recruitment, preparation, and retention for 2001-2002, building on similar initiatives that the Board had undertaken in previous years. An action plan for these initiatives was also adopted at that time. (See Appendix A.)

Current recruitment initiatives "to increase the number of college students who pursue educator preparation programs" include conducting meetings with institutional

representatives to identify successful strategies and share best practices for increasing enrollments and student completion in educator preparation programs.

Regional Meetings

Coordinating Board staff conducted regional meetings in San Antonio, Arlington, Clear Lake, Corpus Christi, and Lubbock during February, March, and April 2002. Representatives from 50 higher education institutions attended these meetings. Community colleges, public universities, and independent colleges and universities were represented at each of the meetings. (See Appendix B.)

The first part of each meeting was used to provide information to the participants. Power Point presentations and brief overviews were given by Coordinating Board staff on *Closing the Gaps* (with particular attention given to the teacher targets that are part of the higher education plan); the Board's Educator Recruitment, Preparation, and Retention Initiatives for 2002; the Texas Teacher Recruitment and Retention Project (a collaborative effort underway between the Coordinating Board, the Texas Education Agency, the State Board for Educator Certification, and other agencies to recruit, prepare and retain more teachers); and the Hot Careers in Texas project (a collaborative effort to develop the web linkages between the Coordinating Board, the Texas Workforce Commission, the Texas Education Agency, the State Board for Educator Certification, and other agencies).

Following the presentations and overviews, most of the remaining meeting time was spent working in small groups with participants discussing recruitment and enrollment strategies and sharing best and most promising practices for getting students into and successfully through the variety of traditional and nontraditional teacher education programs in the state. This portion of the meeting included a working lunch to facilitate participation and make the best use of the participants' time. Each small discussion group was asked to address the topics listed below:

Discussion Topic #1: Recruitment and Enrollment Strategies

Part 1: Identify the three most successful recruitment/enrollment strategies that are used to recruit students into teaching.

Part 2: Identify one recruitment/enrollment strategy that has been unsuccessful and/or the least useful.

Discussion Topic #2: Promising Practices for Program Completion

Part 1: Identify the three best practices that are used to help students successfully complete the teacher education program.

Part 2: Identify one practice that has been unsuccessful and/or the least useful.

During the wrap-up portion of the meetings, the large group reconvened to hear the small discussion group reports on the successful recruitment and enrollment strategies and best practices for completion of educator preparation programs that were identified, have been successful, and appear to be working. In addition, each small group included in their reports the unsuccessful recruitment strategies and educator preparation program completion practices that have been tried but have been found to be unsuccessful, unproductive, and/or the least useful. (See Appendix C.)

Findings

An analysis of the findings regarding the successful recruitment and enrollment strategies and best and most promising practices for educator preparation program completion that were identified by the regional meeting participants revealed a number of common themes. In each of the small discussion group reports, the same top five successful recruitment and enrollment strategies and best and most promising completion practices emerged and were consistently identified by institutional representatives and education officials, regardless of the meeting location or the institutions the participants were representing.

The top five successful recruitment and enrollment strategies that appear to be working and are used by institutions across the state include: 1) scholarships, 2) articulation agreements, 3) academic advising, 4) partnerships with local schools, and 5) transfer and field-of-study courses. Participants indicated that scholarships and other forms of financial aid are extremely helpful in recruiting and enrolling students into teacher education programs. All of the participants agreed that additional financial aid is needed and that special scholarships for students pursuing preparation in high-needs areas such as mathematics, science, foreign language, and special education should be provided.

Careful academic advising, articulation agreements, and the transfer of courses among and between institutions have been found to be extremely helpful in recruitment and enrollment efforts. Participants agreed that it is critical that students receive accurate information regarding their degree plans from their academic advisors. Too often, students take unnecessary coursework that prolongs program completion. Education officials and institutional representatives all reported that articulated agreements among and between institutions are crucial not only to the advising process, but to the transferability of coursework, including the field-of-study curricula, among and between institutions. Satisfaction surveys and feedback from students confirm that these efforts are extremely important and critical to their personal success. Partnering with local and area schools to provide multiple opportunities for a variety of field experiences with students of different ages and at different levels have been useful in institutional recruitment and enrollment efforts in attracting students into teacher education programs. Such partnerships were identified and reported consistently by the regional meeting participants.

In addition to identifying successful recruitment and enrollment strategies that appear to be working, participants were also asked to identify strategies that have been tried but have been unsuccessful and not useful. At the top of the list of unsuccessful and least

useful strategies identified and consistently reported by education officials and institutional representatives were job fairs, recruitment workshops, public service announcements and advertising in the wrong places, special recruiters for the colleges or schools of education or recruiters that do not look like the students being recruited, and after-school future teacher clubs. Participants reported that these unsuccessful and least useful efforts, among others, have been abandoned because the desired results have not been realized.

The best and most promising practices for student completion of educator preparation programs identified and reported on by the regional meeting participants were also analyzed and common themes were revealed. Again, in each of the small discussion group reports, the same top five best and most promising practices being used to help students successfully complete educator preparation programs surfaced and were consistently identified repeatedly again by institutional representatives and education officials, regardless of the meeting location or the institutions the participants were representing.

The top five best and most promising practices for student completion of educator preparation programs that appear to be working and are used by institutions across the state include: 1) hiring Examination for Certification of Educators in Texas (ExCET) coordinators, 2) attracting educational aides into the program, 3) providing ongoing field experiences, 4) accessibility to faculty, and 5) flexible schedules. It came as no surprise to find that participants consistently placed student success on the state's teacher certification examinations at the top of the list. To ensure that students are successful on these examinations, most institutions have hired individuals to coordinate the efforts. Sessions on test-taking strategies and unlimited opportunities to take practice tests are provided and have been found to be key among the ingredients necessary to ensure student success. Overall, students' test results for the past several years have improved as evidence that these test preparation efforts have begun to pay off.

Attracting educational aides into the program, accessibility to faculty, and flexible schedules have been found to be extremely helpful in getting students successfully through the various traditional and nontraditional educator preparation programs found throughout the state. Many educational aides have a strong desire to become certified teachers but face multiple barriers to the realization of this dream. Education officials and institutional representatives reported that more extensive efforts to provide flexible schedules and course offerings at times when educational aides could attend classes have been beneficial. It was reported that these students make huge sacrifices to attend classes and because of this their completion rates are very high. Flexible schedules and courses offered at times when educational aides can attend classes were also linked to greater student success because faculty are more accessible to offer the encouragement, assistance, and support that students need to become program completers. According to the regional meeting participants, satisfaction surveys and feedback from students confirm that these efforts have been extremely important and critical to their personal success. Further, participants also reported that because of their partnerships with the local and area schools, opportunities for educational aides to attend classes have been encouraged and are supported.

Promising practices that include multiple opportunities for students in educator preparation programs to have a variety of field experiences with students of different ages, in different grades, and with various ability levels were also identified and reported as very valuable. Institutional representatives and education officials reported that because of their successful efforts to collaborate and form partnerships with local and area schools, students have multiple opportunities for realistic and practical experiences with children and are better prepared for the classrooms in which they someday will teach. Participants also reported that student retention and completion rates in educator preparation programs have improved greatly, in large part because of the expanded field experience component found in today's educator preparation programs.

In addition to identifying best and most promising practices that appear to be working, participants were also asked to identify practices that have been used but found to be unsuccessful and not useful. At the top of the list of unsuccessful and least useful practices identified and consistently reported by institutional representatives and education officials were putting too much emphasis on the certification examinations, requiring capstone courses, emphasizing wrong or incorrect practices, sending out informational mass mailings to education students, and holding job fairs. Participants reported that these unsuccessful and least useful efforts, among others, had been abandoned because the desired results had not been realized.

Summary Comments

Coordinating Board staff compiled and presented the enrollment and recruitment strategies and most promising practices at the 18th Annual Recruitment and Retention Conference that was held June 17-19, 2002, in Austin. An executive summary of the recruitment and enrollment strategies and best and most promising practices was disseminated. The enrollment and promising practices report has been sent to all of the Deans of Education and Directors of Instructional Programs at public and independent colleges and universities and community colleges in Texas. The report has also been posted on the Coordinating Board's website.

Coordinating Board staff will conduct additional regional meetings and make presentations to other groups and at other meetings and conferences for institutional representatives and education officials unable to attend the regional meetings or the Recruitment and Retention Conference. Coordinating Board staff is planning to conduct these meetings and presentations beginning in the fall.

APPENDIX A

Educator Recruitment, Preparation, and Retention Initiatives for 2002

Action Plan for 2002

Educator Recruitment, Preparation, and Retention Initiatives for 2002

Overarching Initiative: Develop a strategic plan to increase the number of certified teachers in this state (Senate Bill 1, Rider 46).

Recruitment

1. Increase the number of college students who pursue educator preparation programs.
 - Implement a “hot button” on the main website of each public institution of higher education in the state to promote careers in teaching by January 2002.
 - Plan, develop, and implement in collaboration with the Texas Education Agency and the State Board for Educator Certification a statewide campaign for teacher recruitment and retention by January 2002.
 - Collaborate with other state agencies to develop and implement a teacher certification web page to convey information on traditional and alternative certification programs and employment opportunities by March 2002.

Preparation

2. Increase alternative certification programs as a means of increasing the number of teachers in Texas public schools.
 - Develop and assist in obtaining approval from the State Board for Educator Certification five new alternative certification programs at community colleges by May 2002.
 - Develop and assist in obtaining approval from the State Board for Educator Certification five new alternative certification programs at public universities by September 2002.
3. Increase by 10 the number of institutions of higher education that secure grant funding to improve their teacher preparation activities by July 2002.
4. Increase by five the number of Texas Association of Developing Colleges and Hispanic-serving institutions that apply for and secure Eisenhower Higher Education Grants in 2002-2003.

Retention

5. Improve mathematics, science, and technology education and skills for all teachers.
 - Develop and assist in obtaining approval from the State Board for Educator Certification 20 new master mathematics teacher programs as a means of improving mathematics knowledge, skills, and abilities for teachers by October 2002.
 - Develop and assist in obtaining approval from the State Board for Educator Certification 10 new master technology teacher programs as a means of improving instructional knowledge, skills, and abilities for teachers by October 2002.

Educator Initiatives Action Plan for 2002

Recruitment

Initiative 1: Coordinating Board staff will:

- gather and provide to each public institution of higher education in the state information that promotes careers in teaching and technical assistance to implement a “hot button;”
- participate in the collaboration with the Texas Education Agency and the State Board for Educator Certification on the Texas Teacher Recruitment and Retention Campaign and report on the meetings, actions and successes of that collaboration at the October 2002 Board meeting and post a summary document on the CB website;
- report at the July 2002 Board meeting on the collaboration and successful implementation among agencies and other entities of a teacher certification web page that conveys information on traditional and alternative certification programs and opportunities; and
- conduct meetings with institutional representatives to identify successful strategies and share best practices for increasing enrollments and student completion in educator preparation programs.

Preparation

Initiative 2: Coordinating Board staff will:

- provide technical assistance for the development and approval of new alternative certification programs at public community colleges and universities in the way of providing guidelines, editing and providing samples of best practices;
- track enrollment, enrollment growth, and student completion data on alternative certification programs at public community colleges and universities; and
- report on the progress made to increase alternative certification programs at community colleges and public universities to the Coordinating Board in October 2002.

Initiatives 3 and 4: Coordinating Board staff will:

- contact by letter and a follow-up call, all Chief Academic Officers (CAO) at public and independent institutions of higher education to apprise the institutions of staff’s availability to assist with letters of support for grant applications to federal funding sources such as Fund for the Improvement of Post-Secondary Education (FIPSE), National Science Foundation (NSF), National Endowment for the Humanities (NEH), National Institutes of Health (NIH);
- inform the CAOs on staff’s availability to assist with review of preliminary proposals to state and federal grant programs;
- provide all CAOs with Eisenhower Grant Application materials;
- inform the CAOs on staff’s availability to assist with the review of preliminary proposals to the Eisenhower Grants Program; and
- report to the Coordinating Board in October 2002 all new grant funding to Texas public and independent institutions of higher education that supports

improvement in teacher preparation activities for the period from October 1, 2001 to October 1, 2002.

Retention

Initiative 5: Coordinating Board staff will:

- provide guidelines to institutions on the master teacher programs for mathematics and technology;
- provide institutions samples of best practices;
- assist institution personnel with editing of proposals;
- track new proposals, program approvals, and enrollment and student completion data on Master Mathematics Teacher and Master Technology Teacher Certification Programs; and
- report to the Coordinating Board in October 2002.

APPENDIX B

Comprehensive List of Participating Institutions

Comprehensive List of Participating Institutions

Angelina College
Angelo State University
Clarendon College
Dallas Baptist College
Del Mar Community College
El Centro College
Grayson Community College
Houston Community College
Howard Payne University
Jarvis Christian college
Lamar State College-Orange
Laredo Community College
Lubbock Christian University
McLennan Community College
Midland College
Midwestern State University
Mountain View College
Paul Quinn College
Prairie View A&M University
St. Edward's University
San Antonio College
Southwest Texas State University
Stephen F. Austin State University
Sul Ross State University-Alpine
Tarleton State University
Tarrant County College
Texas A&M International University
Texas A&M University
Texas A&M University-Corpus Christi
Texas A&M University-Kingsville
Texas A&M University-Texarkana
Texas Southern University
Texas Tech University
Texas Woman's University
University of Houston-Clear Lake
University of Mary Hardin Baylor
University of North Texas
University of Texas
University of Texas-Arlington
University of Texas-Brownsville
University of Texas-Dallas
University of Texas-Pan American
University of Texas-Permian Basin
University of Texas-Tyler
Victoria College
Wayland Baptist University
West Texas A&M University

APPENDIX C

**Comprehensive List of Enrollment and
Recruitment Strategies**

**Comprehensive List of Best and Most
Promising Practices**

Comprehensive List of Enrollment and Recruitment Strategies

Topic #1:

Part 1: Please identify the three most successful recruitment and enrollment strategies that you use to recruit students into teaching.

- "Teaching as a profession" course (entry into teaching, orientation)
- Tuition free course (introductory)
- Scholarships for high need areas
- Publicity internal/external (Print, PSA, Web, Blue Chip recruits, video)
- High School FTA/TAFE/Summer Camps/ Discover Teaching Days
- Recruiters specifically for teachers
- Community college contacts
- Freshman drops (education club at the university-begins with freshmen)
- Putting PPR on line
- Transfer guides with junior/community colleges
- Distance education cohorts (TV, online courses)
- Para educators (grow your own)
- Education faculty presentations to content area classes
- Coordinate information with admissions office
- Joint appoints of math educator in college of math/science
- 2 + 2 transfer agreements/fields of study
- 1 stop shops (forms, applications, financial aid, etc)
- Shorter degree programs
- ACP programs within colleges
- Freshman courses (college connections, something to take as sophomores)
- Student organizations to support teaching
- Borrowing library of texts for students with 2.75 GPA or higher
- Grants and scholarships
- Articulation agreements
- Communication and mentoring of high school students
- Active teacher education program-affiliation with high school recruitment
- Teacher academies at local and area high schools
- Articulation agreements with public and independent colleges and universities and local community/junior colleges
- Scholarships for bilingual education students to complete courses and other experiences-through articulated agreements
- Tuition waivers for dual credit
- Title VII grants
- Web-sites
- Recruiting in high schools
- Partnerships with community colleges
- America Reads/Counts
- Foundation grants and scholarships
- Teacher in residence funding
- Improve teacher image
- Business partnerships

- Include private colleges in funding
- Active community college recruitment (undecided majors)
- College placement offices
- Scholarships
- Tuition waivers (high need areas)
- Use of Texas lottery funds
- Loan forgiveness for all teachers
- Attendance at high school career days
- Community college recruitment
- Alumni, graduates as teachers/recruiters
- Transfer exposure
- Dean's recruitment
- Local banquet for high school students
- Minority recruitment
- Internships
- Community colleges-partnerships-appreciation banquets, luncheons, breakfasts
- Teacher residency
- High schools-funds
- Community college partnering-TV, face-to-face
- Child care
- High schools' "teacher cadet" programs
- On-line programs
- Community college partnering and teaching scholarships
- Teachers academy for mentoring
- Teacher induction programs
- Non-traditional student opportunities and programs such as special education and bilingual education
- Collaboration among community colleges, high schools, and universities
- Faculty involvement in public schools-formal and informal
- Articulation agreements
- College orientation classes
- Mascot Days-recruitment fairs, tours, lunches, tickets to games
- Aggressive faculty recruiters making presentations to entire schools
- Use successful graduates to recruit (including student teachers in field)
- Use existing organizations to recruit
- STEP program-transition from high school to community college to university
- Pathways to teaching (Education courses: Intro to Education, Schools and Society)
- Offer students a chance to tutor
- Partnerships with high schools-after school programs and courses for high school students and paraprofessionals, teacher cadets, etc
- Undergraduate paid internship in high need areas because of higher costs
- Discover teaching days
- Summer camps
- Community college teacher scholars program
- Admissions and advisement
- High school to community college to university-seamless teacher preparation programs
- High school surveys

- ❑ Grant writing workshops
- ❑ Teachers assistant recruitment on campus
- ❑ Transfer week at community colleges
- ❑ Scholarships, grants, loans, waivers, etc
- ❑ Use district lead teachers to help with outreach and recruitment
- ❑ Discover teaching days and parent visit days
- ❑ Customer service approach (Dean's reception)
- ❑ Work with individuals wishing to change careers (outreach and community groups)
- ❑ Mass media opportunities
- ❑ Career committees to fund Future Teachers of America chapters-increase collaboration between educator preparation programs and public schools
- ❑ Information sessions at junior colleges
- ❑ Courses at graduate level for post-baccalaureate students to earn masters degree
- ❑ Using ExCET as a diagnostic tool for past baccalaureate students-encourages students to continue without taking additional courses by pass licensing exam
- ❑ Recruiting from currently enrolled freshman and sophomore students-talking to content area classes-getting "two- per" a teaching certificate plus the content major
- ❑ Creating degree and certificate programs on the junior college campuses
- ❑ Meet with prospective students when they visit the campus with their parents
- ❑ Meeting each semester for anyone interest in teaching
- ❑ Public relations, brochures, posters in schools
- ❑ On-site advisors at community college
- ❑ ISD partnerships
- ❑ Seeking federal funding for recruitment
- ❑ Identifying graduates of normal schools in Mexico
- ❑ Attracting teacher aides
- ❑ Tuition paid for early field experience courses
- ❑ Internal recruiting using department advisors
- ❑ Explore the college or university programs, fairs, education booths
- ❑ Focusing on excellence within programs-basic needs-rather than recruiting
- ❑ Forming freshman groups, learning communities

Comprehensive List of Enrollment and Recruitment Strategies

Topic #1:

Part 2: Please identify one recruitment/enrollment strategy that has been unsuccessful and/or the least useful.

- TAAS exempt day
- Wrong faculty with cohorts
- No contacts persons
- Lousy advising
- Lack of communication and modeling on high school level
- Information table at registration
- After school future teacher clubs
- High school magnet programs
- Traditional recruitment tactics-recruiters that don't look like the students being recruited/ students can't relate too
- Advertising in the wrong places
- No funds for participants
- Job fairs
- Collaboration with ISDs
- Grants, scholarships, and financial aid
- GEAR UP
- Recruitment workshops (attendance low)
- Public services
- Program for credentialed teachers in Mexico
- Recruiter for college of education
- Lack of collaboration between other educational institutions
- Lack of support from LEAs
- Lack of full funding for recruiters and advisement
- Research collaborative between colleges
- Difficult to recruit when faculty is limited (stretched thin to accommodate more students/ funding structure)

Comprehensive List of Best and Most Promising Practices for Completion of Educator Preparation Programs

Topic #2:

Part 1: Please identify the three best practices that you use to help students successfully complete your teacher education program.

- Rewards for advanced training
- Scholarships for student teaching
- Hiring EXCET coordinators
- Early professional education courses
- Early field experience courses
- EXCET review and remediation strategies
- Personal attention from faculty, older students, academy members-mentoring
- Hiring support/coordinator for assessment and ExCET (practice tests, etc)
- Curriculum alignment with standards and reality
- Field based activities with partnership schools and collaboratives
- Recruiting instructors currently in the educational field-currently working
- Faculty involvement in advisement and mentoring of students on a personal level
- Intentionally hiring bilingual faculty
- Surveying students to identify class time preferences (evenings, Saturdays)
- Mentoring
- Tutoring
- Accessibility to faculty and advisors
- Grants
- Day care
- Advising
- Partnerships with districts
- Field- based teacher education programs
- Scholarships for student teachers
- Centralized teacher advisement
- ExCET and TExES (test preparation)
- Reading Labs
- ExCET remediation sessions
- Math and writing labs
- Teach negotiations through the “red tape”
- Assistance teams to provide help with forms, admissions, financial aid, scholarships, etc
- Academic roadmap-high school to college-curriculum alignment
- Mentoring using successful students, peers, and faculty
- Academic support centers-writing, reading, math, ExCET support, etc
- Student organizations to support students
- Accessible faculty
- Flexible scheduling
- Field experiences-to reaffirm, exposure to teaching career
- Certification officers

- State assessment coordinator
- Small group reviews for interns
- Center for education programs-guides for passing tests
- Scholarships
- Linkages and agreements for all majors
- Academic guides for advising
- Teacher education nights
- Field trips
- Low faculty-student ratios
- Reviews for ExCET
- Field experiences
- Mentor training for teachers
- In-kind course work 3 to 9 hours agreement with dean
- One-to-one advisement
- Alignment of curriculum to standards and ExCETs, TExES examinations
- Field-based experiences
- Scholarships and support information
- Information on-line
- Student friendly approaches
- Faculty mentoring
- Convenient scheduling
- ExCET preparation and capstone courses
- Really good teachers
- Low caps on education classes

Comprehensive List of Best and Most Promising Practices for Completion of Educator Preparation Programs

Topic #2:

Part 2: Please identify one practice that has been unsuccessful and/or the least useful.

- Existing teachers for recruiting (unless they understand and are positive)
- Lousing advising
- Lack of holistic integration of multiple good ideas across programs
- Starting teacher education programs without formal articulation agreements in place
- School districts hiring non-certified teachers
- Changing of programs
- Deadlines for testing (ExCET vs TExES)
- Mass mail-outs to education majors
- ENRON job fair
- Emphasis on “the Test”
- Disconnect between instructional programs and actual classroom practice
- Emphasis on wrong practices such as classroom management
- Advertising in the wrong places
- No funds for participants
- Capstone courses
- ExCET review sessions
- ExCET barcodes and procedures for issuing bar codes

Related reports and data available from the Texas Higher Education Coordinating Board
Division of Participation and Success

A Uniform Recruitment and Retention Strategy, April 2002

*Public High School Graduates Enrolled in Texas Public Higher Education, by County,
1995-2000 Graduates*

This document is available on the
Texas Higher Education Coordinating Board
World Wide Web Site
<http://www.thecb.state.tx.us>

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