

Maximizing the Recruitment Potential of the Teacher Incentive Allotment (TIA) in Texas

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The Recruitment Challenge

The Teacher Incentive Allotment (TIA) was originally designed to attract the "best and brightest" into the teaching profession, particularly those who might otherwise have pursued more lucrative career paths. However, the role that Educator Preparation Programs (EPPs) play in communicating the opportunities offered by TIA to preservice teachers is not well understood. EPPs are a key influence on recruitment efforts and can shape preservice teachers' awareness and perceptions of TIA as a recruitment tool. Unfortunately, many EPPs do not consistently include TIA in their curriculum or advising strategies, leaving a significant gap in communication.

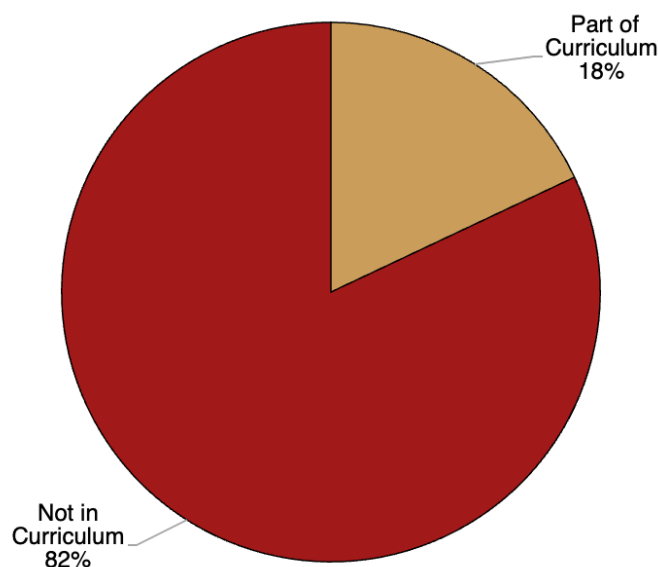
Current Study

This policy brief presents insights from a survey conducted in 2024 with Texas EPPs to assess how they present TIA to preservice teachers. The results of the survey reveal a lack of awareness about TIA among preservice teachers, with most EPPs neither incorporating TIA into their formal curriculum nor explicitly promoting it as a recruitment incentive. Furthermore, there is limited understanding among preservice teachers about how TIA could impact their career decisions.

Key Findings

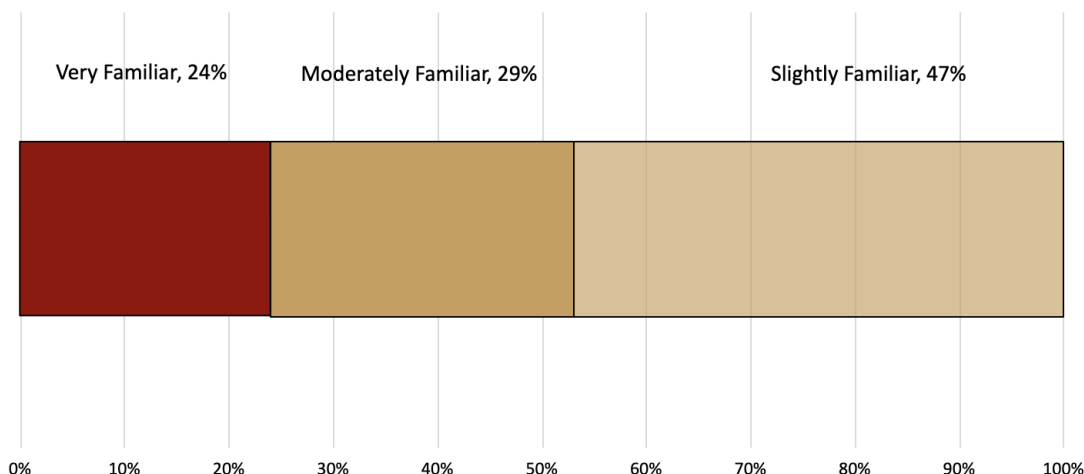
- **Limited Awareness:** All respondents were aware of TIA, but mostly only moderately (29%) or slightly familiar (47%). Moreover, 65% of respondents had not participated in TIA-related professional development within the past year.
- **Perception of Effectiveness:** Most (53%) respondents perceived TIA as effective in attracting the "best and brightest" into the teaching profession. Concerns were raised that designated TIA districts may not align with where preservice teachers want to live or work.
- **Curriculum Gaps:** Preservice teachers often learn about TIA through informal discussions with instructors or other teachers since the majority (82%) of EPPs do not include TIA in their curriculum.
- **Challenges:** Respondents noted that location, competitiveness, and administrative burdens associated with TIA often discouraged preservice teachers from considering TIA-participating districts.

The Majority of EPPs Do Not Incorporate TIA Information Into Their Curriculum



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Familiarity with TIA Varies Among EPPs



Policy Recommendations

- **Increase TIA Visibility:** EPPs should purposefully integrate TIA-related content into teacher preparation courses, advising, and transition supports to ensure that preservice teachers understand the potential financial benefits and career advancement opportunities.
- **Strategic Partnerships:** EPPs should partner with TIA-participating districts to strengthen connections, and provide preservice teachers with practical knowledge of TIA's benefits.
- **Tailor Recruitment Efforts:** Districts should explicitly incorporate TIA into their recruitment efforts, making it a central component of job fairs, interviews, and teacher induction programs.
- **Professional Development:** Expand access to professional development opportunities for both current educators and EPP faculty related to TIA, focusing on the benefits of TIA participation.
- **Highlight Success Stories:** Showcase examples of teachers who have benefited from TIA to help build awareness and enthusiasm among preservice teachers.

Actionable Steps

- **EPP Integration:** Texas EPPs should develop modules and discussions on TIA as part of their teacher training programs to ensure future educators are knowledgeable about the initiative.
- **Building Connections:** Texas EPPs should collaborate with TIA-participating districts to offer mentorships, guest speakers, and field placements that expose preservice teachers to TIA.
- **Recruitment Materials:** School districts should update their recruitment materials to prominently feature TIA and the associated benefits for new teachers.
- **Ongoing Communication:** Establish regular communication between EPPs, districts, and the Texas Education Agency (TEA) to ensure accurate and updated information about TIA.
- **Awareness Campaigns:** Implement a statewide awareness campaign to educate preservice teachers and current educators about the advantages of working in TIA-participating districts.

Policy Implications

By enhancing EPPs' communication about TIA and increasing preservice teachers' awareness of the program's financial and professional rewards, the Texas teacher pipeline can be strengthened, ultimately leading to higher retention and recruitment of high-quality teachers as they enter the preparation pipeline.



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Research Team Bio

Heather Greenhalgh-Spencer, Ph.D., is an Associate Dean in the TTU Graduate School and an Associate Professor in Curriculum and Instruction. Her research emerges at the intersection of Educational Technology, Pedagogical Innovation, Personalized Learning, Strategic Staffing, and Teacher Recruitment and Retention. Dr. Greenhalgh-Spencer researches blended / personalized learning (BL/PL) and the ways that BL/PL can create diverse pathways and increased opportunities for all students. This has, most recently, translated into an increased focus on teacher retention and student support in areas where teacher turnover is an issue. Additionally, Greenhalgh-Spencer explores the ways that leveraging technology can create changes to strategic staffing and district change management to improve district innovation practices and address teacher retention issues.

Kristin E. Mansell, Ph.D., is a Research Assistant Professor in the College of Education at Texas Tech University. Her research broadly focuses on STEM education policy, the teacher labor market, increases in teacher self-efficacy through targeted professional learning communities, and the impact of blended learning and personalized learning on both student outcomes and teacher retention. Dr. Mansell researches the implementation and effects of the Teacher Incentive Allotment in Texas, examining its role in attracting and retaining high-quality educators. In addition to her research, Dr. Mansell actively collaborates with school districts to provide evidence-based insights on professional development, teacher support, and innovative learning models aimed at improving equity in education.

Alexander W. Wiseman, Ph.D., is a Professor in the Educational Leadership Policy Program and director of the Center for Innovative Research in Change, Leadership, and Education (CIRCLE) at Texas Tech University. Dr. Wiseman examines and informs educational policy, especially in the area of system-level equitable access, institutional capacity building, strategic planning and change management, large-scale assessment and reform, school-to-work transition, and education policy evaluation. He has authored more than 100 peer-reviewed articles, chapters, and books.