



**ATPE**<sup>®</sup>

Your Ally. Your Voice.

**Testimony From  
Association of Texas Professional Educators  
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**atpe.org**

# About ATPE

- Association of Texas Professional Educators
- Founded in 1980
- Exclusive to Texas
- Members include classroom teachers, administrators, paraprofessionals, bus drivers, retired educators, and more



# About ATPE

- More than 100,000 members
- Largest educator group in Texas
- Largest independent educator group in the U.S.



# About ATPE

- Member-owned and governed
- House of Delegates meets annually, approves policies
- Adopts ATPE Legislative Program:
  - Currently 37 positions on issues
  - Covers school funding, teacher recruitment, compensation, and more
  - View at [atpe.org](http://atpe.org)



# Importance of Pipeline

Researchers agree educators are the most important school-based factor affecting student success

- recruitment, preparation, induction, ongoing support, compensation, retention
- alignment is key



# Recruitment & Preparation

Recruitment should be more selective.  
Attracting the best and brightest:

- improves student outcomes
- raises prestige of the profession
- reduces costly turnover





# Recruitment & Preparation

We cannot place ill-prepared educators in the classroom and expect them to achieve excellence.

- continue to raise ed prep standards
- ensure ALL certification paths entail adequate training and field experience



# Induction & Mentoring

State should identify, prioritize, and fund effective induction

Proven results:

- increases effectiveness of beginning teachers.
- helps retain teachers, reducing costly turnover.
- strengthens partnerships between ed prep programs and districts.





# Induction & Mentoring

An effective mentoring program is one of the best induction tools

- up-front investment yields long-term savings – excellent ROI
- all new teachers should have access to trained mentors
- requires proper matching and adequate time



# Ongoing Support

- Essential to growing and retaining effective teachers
- Assess and ensure good working conditions
  - Commonly cited reason for teachers leaving
  - Example: TELL Texas
- Incentivize meaningful and flexible professional development



# Compensation – Minimum Salary Schedule

MSS creates appropriate and necessary floor for base pay

- some districts would pay below the base if allowable
- few districts pay at minimum, but many have local step-pay systems that foster retention
- state law affords flexibility above the base



# Compensation – Minimum Salary Schedule

Our members believe the MSS has room for improvement

- too low – assess what districts pay and consider more appropriate base
- too flat – need more room between steps
- doesn't account for regional factors
- needs more steps to foster greater retention



# Compensation – Differentiating Above Base

ATPE supports differentiated pay above an adequate base

Multiple ways to differentiate:

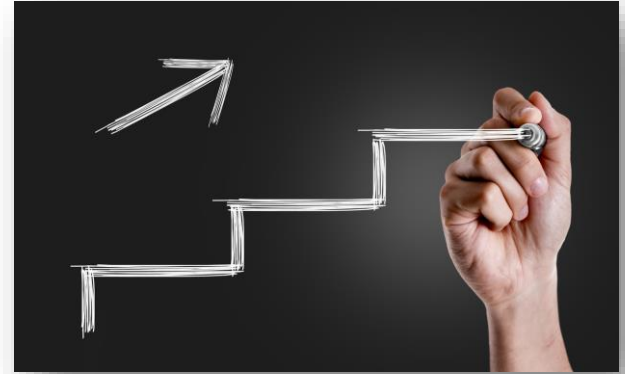
- by individual performance based on goals (evaluations, student performance, local goals)
- by job duties / leadership roles that offer professional growth beyond just admin roles
- by group performance based on team goals that incentivize collaboration



# Compensation – Differentiating Above Base

Principles to consider when designing a plan

- Plans should be sustainable and adequately funded over time
- Plans should be transparent to participants, with buy-in from local educators
- Amounts must be meaningful enough to influence participant decision making
- Participants should be highly involved in plan development and revision





# Retention

Retaining strong educators, especially in schools with high turnover:

- promotes growth in student achievement.
- improves equitable access to high-quality educators across and within districts.
  - Schools with high-need students need the best teachers, but turnover is often highest in these schools.
- reduces high costs of empty classrooms.
  - Texas teacher turnover cost estimated at \$500 million/year.

# Other Helpful Initiatives

- Gather input from teachers & principals on improving teacher quality.
- Study districts/campuses that are high-performing outliers.
- Modify weights to focus fiscal, instructional, and human resources on high-poverty, predominantly minority, and low-performing schools.
- Identify and report on distribution of teacher quality.
- Consider policy recommendations of 2010 ATPE-funded “Study on the Distribution of Teacher Quality in Texas Schools,” and similar research.
- Include teacher quality measures in accountability system.

**Thank you!**

**Q&A**