

STRENGTHENING GOVERNANCE FOR ENHANCED RESIDENCY PARTNERSHIPS

**PREPARING FOR THE
TEXAS HB PREP ALLOTMENTS:
A US PREP WEBINAR SERIES**



US PREP

TEXAS TECH
College of Education

A blue-tinted photograph of the Texas State Capitol building, featuring its iconic dome and classical architecture, partially obscured by green trees.

**This Webinar
Will Be
Recorded**

A large, solid red circle containing the white text 'REC' in a bold, sans-serif font.

REC

PREPARING FOR THE TEXAS HB PREP ALLOTMENTS: A US PREP WEBINAR SERIES

Essential Question

How can EPPs and LEAs design and implement governance structures that **elevate shared responsibility, strengthen district partnerships, and remain sustainable** as residency partnerships grow and evolve?

Today's Objectives

Develop a shared understanding of effective **governance** and examine Governance in Action through EPP examples that demonstrate how **structures, partnership agreements, and shared responsibilities** can be reimaged to strengthen EPP–district partnerships and support successful implementation of Texas **HB 2 PREP** allotments.

Materials & Question Document

PREPARING FOR THE TEXAS HB PREP ALLOTMENTS

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Strengthening Governance for Enhanced Residency Partnerships
August 27th, 2026

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Webinar Materials/Resources

[Governance Decision Making Document](#)
[Enhanced Residency Requirements](#)

Small Group Discussion Prompts

Participant Questions Please add rows as needed

Name	Question	Response

In this document you will find:

- All materials we'll use throughout the webinar
- A table to write the questions you have as you engage in the webinar



<https://tinyurl.com/4stwu3kx>

Today's Agenda

Welcome & Overview

HB 2 Governance Requirements

HB 2 Requirements - Enhanced Residency

Governance in Action

Texas State's Current Governance Model

Regional and Rural Partnership Considerations

Questions and Answers

What is Governance?

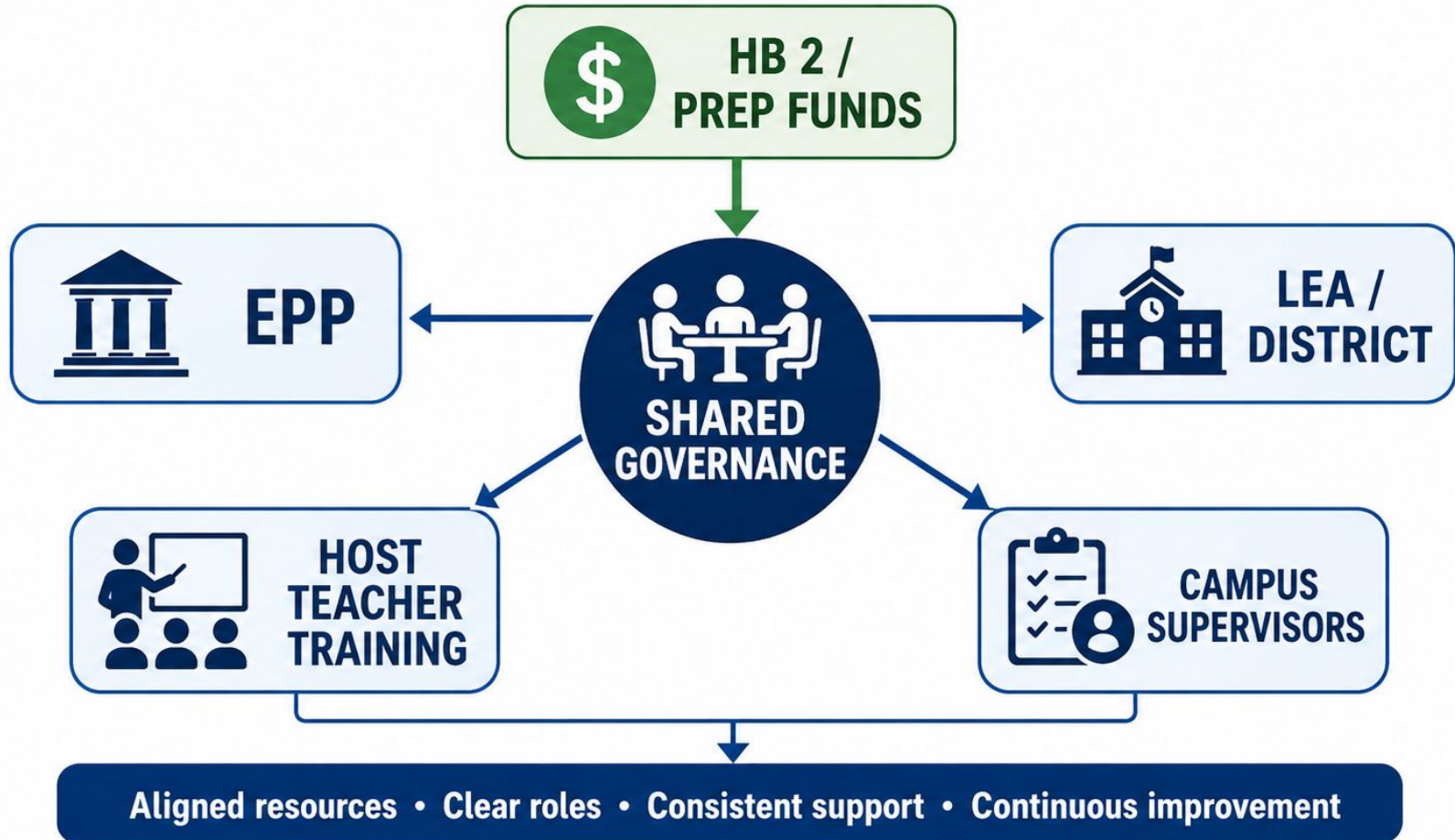
Governance is the **formal structure** through which EPP and district partners **share responsibility**, examine **data**, make **decisions**, and **continuously improve** teacher preparation programming to meet candidate, district, and PK–12 student needs.

Shared Governance & Continuous Improvement

EPPs approved for residency programs must:

- **Meet quarterly** with district and campus administrators
- Review candidate and program **performance data**
- Make **documented** program **adjustments**
- Engage in **continuous improvement cycles**

Governance Web: From Funding to Implementation



Materials & Question Document

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Governance in Action

1



Governance Discussion

2



TXST Governance Structure



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Governance Discussion



Dr. Lynda Scott,
Senior Transformation Specialist, US PREP

Moderator

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Example Decision-Making Document

Enhanced Residency Components					
Parameter/Consideration	Institution 1	Institution 2	Institution 3	Institution 4	Final Decision
How are you ensuring the residents are meeting the 750 hours with a minimum of 21 hours for each regular week of school with no less than 700 hours due to excused absences? Within the 750 hours, how will the co-teaching required with 400 hours leading classroom instruction be monitored? How are you determining the days that residents will be in the field? (228.65.a.2-3) (228.65.b.2)					
Beginning with the 2027-2028 academic year, host teachers will be required to undergo Texas Mentorship Training (TMT). School Systems and EPPs will need to identify who will provide initial and ongoing training for host teachers during the 2026-2027 academic year.					
When and where will this training occur? How will you ensure that both School System and EPP needs are addressed? In future years, who will provide the ongoing					

Governance in Action



Dr. Amber Thompson,
Associate Chair of Dept of
Curriculum & Instruction
University of Houston



Dr. Wendy Nash
Director of Teacher Pathways
Chief of Schools Office
Houston ISD



Dr. Patricia Siller
Director of Field Experiences
University of Houston
Downtown

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UH Landscape

	# of residents	# SCs	# Host Teachers	# Schools
<u>UH + HISD</u>	21 R1	2	21	9
	13 R2	2	13	10

Overall Partners and numbers:

	# Districts	# of residents	# SCs	# Host Teachers	# Schools
R1	13	109	11	109	57
R2	13	79	9	79	49



UHD Landscape

HISD + UHD Residency

# of residents	# SC	# Host Teachers	# Schools
16 R1	2	16	10



Overall UHD Residency Landscape

# Districts	# of total residents	# total SCs	# Host Teachers	# Schools
12	70 R1	9	71	47

HISD Landscape

Institutions	# of residents	# SCs	# Host Teachers	# Schools
6	74	15	74	31

Meeting	Purpose	Cadence	Attendees
Strategic	Strategic planning and alignment	Once per month	University and HISD Leaders
Tactical	Discuss progress of individual residents	Once per month	University and HISD Coordinators
Governance	Share data trends and review program progress	Twice per semester	District and Campus Leaders, University and District Coordinators
University Collaboratives	Share current and future states of programming, review comparative data, collaborate on strategy	End of each semester	University and District Leaders

Discussion Focus

Enhanced Residency Components				
Parameter/Consideration	HISD	UHD	UH	Final Decision
How will governance be scheduled and facilitated between the EPP and district (two per semester)?	University field supervisors will schedule governance meetings. The Fall 2026 HISD-University collaborative meeting is December 16, 2026 and is TBD for May 2027.	Clinical coaches will work with district personnel to coordinate governance meetings at dates and times that are most convenient for campus supervisors. Once meeting times have been established, calendar invitations will be sent to the campus supervisors of all participating schools.	Governance #1 is the UH scheduled with our UH Advisory meeting (October 23). District-level HR and leadership are invited this meeting. The second meeting is currently scheduled for Nov 16th from 430-530 and will be virtual and centralized. Campus supervisors are invited and will be placed in breakout rooms with site coordinators.	
How will field supervisors collaborate with campus supervisors 3 times a semester?	Campus supervisors and leaders are invited to attend governance meetings twice a semester. The third meeting could be structured as a collaborative meeting between all stakeholders once a semester.	Field supervisors will log 3 collaborative meetings with campus supervisors per semester. Of these collaborative meetings, 2 will be governance meetings, and an additional collaborative meeting/checkpoint will be scheduled during the semester as required. All of these collaborations could be either in person or	Field Supervisors will log 3 check in meetings with campus supervisors per semester.	

Reflection and Questions



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Texas State University



Khiandra Woods
Transformation Specialist
US PREP

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Texas State University



Dr. Monica Ruiz-Mills,
Co-Director TXST
Residency



Dr. Deirdre A. Williams,
Co-Director TXST Residency



Dr. Jennifer Porterfield ,
Associate Dean

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Texas State University - The Governance Shift

Current Model:

1:1 Governance Model

The EPP coordinates separate governance meetings with each individual ISD.

As the number of district partners grows, a 1:1 governance structure creates an **unsustainable** meeting burden for the EPP.

A regional approach preserves **meaningful district voice** while **reducing duplication** and creating space for **collective problem-solving, shared learning**, and **aligned decision-making**.

TXST Landscape

Overall Partners and numbers:



	# Districts	# of residents	# SCs	# Host Teachers	# Schools
25-26 AY	10	59	3	59	25
26-27 AY	33	131	5	130 (One HT is hosting 2 residents)	37



Governance of Educator Preparation Programs

19 TAC Chapter 228 Subchapter C

§228.25

- (d) For an EPP that the State Board for Educator Certification has approved to offer a residency program under §228.65 of this title (relating to Residency), the EPP must meet at least quarterly with district and campus administrators of the school district with which the EPP has partnered, including the campus supervisors of all the EPP's current residency candidates, to review data, including performance data, for the EPP's current residency candidates and to make programmatic decisions or changes to implement continuous improvement of the EPP's residency program.

REGION GOVERNANCE MODEL

Collaborating • Sharing • Supporting • Improving Together



TEXAS STATE
UNIVERSITY®

GOVERNANCE MODEL OVERVIEW



GUIDING PRINCIPLES

- COLLABORATION**
Working together to strengthen our residency network.
- DATA-INFORMED**
Using regional trends to guide decisions and actions.
- SHARED LEARNING**
Leveraging collective expertise and experience.
- CONSISTENT COMMUNICATION**
Ensuring clear, timely, and aligned messaging.
- CONTINUOUS IMPROVEMENT**
Reflecting, adapting, and growing together.

GOVERNANCE MEETING FLOW (60 MINUTES)



DATA & CONFIDENTIALITY

- Data provided in aggregate form
- No resident or host teacher names
- No campus-specific personnel information
- Focus on trends, not individuals

DISTRICT-LED STRONG

- Share successful practices
- Present effective structures
- Mentor newer partners
- Lead conversations

FOLLOW-UP & SUPPORT

- Districts receive personalized support through:
 - Post-meeting conversations
 - Follow-up meetings
 - Technical assistance

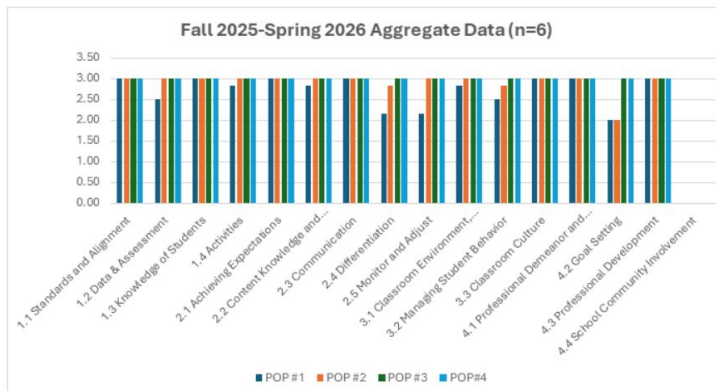
GOVERNANCE MEETING DATES

10/1/2026	Governance Meeting #1
12/3/2026	Governance Meeting #2
3/4/2027	Governance Meeting #3
5/6/2027	Governance Meeting #4

An efficient, collaborative, and scalable approach to governance that fosters stronger partnerships across the residency network.

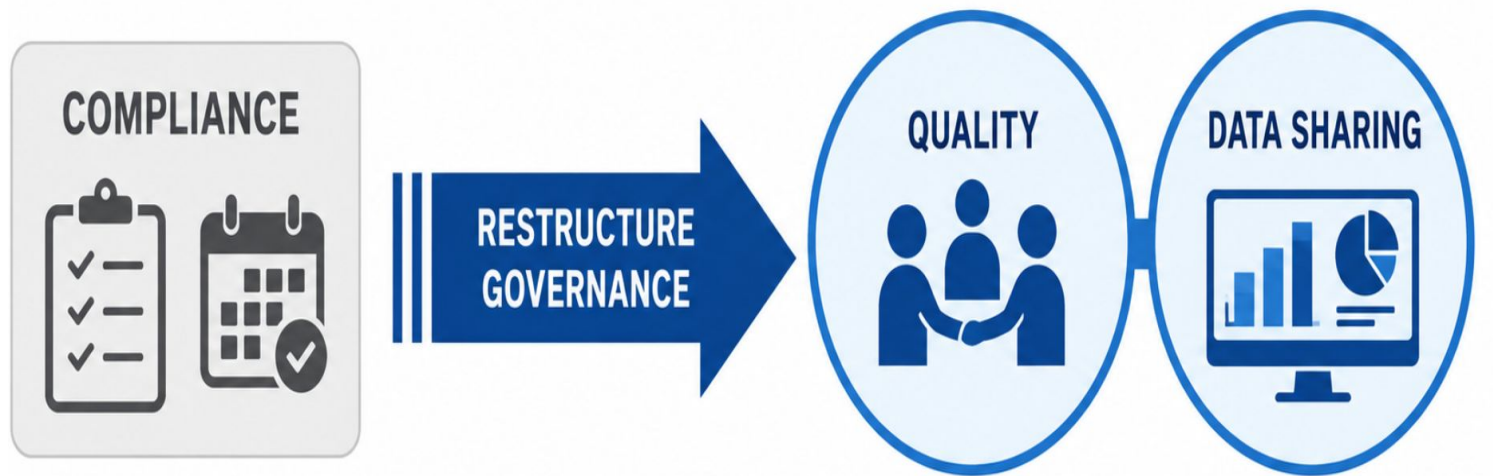
Governance Pre-Work

Data Reflection Questions:



1. What have you noticed so far, and what does a successful residency partnership look like for your campus or district this year?
2. Based on your experience so far, what communication, support, or collaboration would help strengthen the residency experience for residents, Host Teachers, campuses, and districts?

● Why Push beyond Compliance?



Shared ownership • Better decisions • Continuous improvement

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Rural Partnerships

How can a regional governance structure address shared priorities while still honoring the unique context of each rural district?



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Rural Partnership Considerations

Who Attends?

- EPP leadership and residency program staff
- District and campus administrators
- Site coordinators and mentor-teacher representatives
- Regional or community partners, when appropriate

More ALIKE than DIFFERENT

What Do Partners Have in Common?

- Staffing and teacher-pipeline needs
- Geographic and transportation challenges
- Limited capacity and competing responsibilities
- Candidate recruitment, placement, and retention goals
- A need for shared data, resources, and problem-solving

Questions and Answers



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