Theory & Practice in Rural Education (TPRE)
2024, Vol. 14, No. 2, Pp. 123-153
 ISSN:2641-7170
https://doi.org/10.3776/tpre.2024.v14n2p123-153

A Teacher Residency Program at the "Crossroads of Texas": A Case Study Examining Return on Investment

Dr. Valerie Hill-Jackson, *Texas A&M University*
Dr. Delic Loyde, *Hearne Educational Foundation*
Cassidy Caldwell, *Texas A&M University*
Judy Waight, *Texas A&M University*
Sheneria J. Perry, *Texas A&M University*

Located at the literal and figurative crossroads of Texas, Hearne Independent School District (Hearne ISD) and its leadership are faced with the choice to either continue their yearlong teacher residency program (TRP) for novice teachers or suspend it altogether. To aid in their decision-making process, the authors ask: Is the yearlong TRP implemented by Hearne ISD worth the investment? First, in applying the *human capital theory*, this article ties tangible (financial) and intangible (non-financial) investments and returns for teachers to talent development. Next, a quick review of the related literature supports the discussion and buttresses this paper's return-on-investment (ROI) investigation. Third, a qualitative case study methodology leverages a unique district-level data set and allows an examination of the net return relative to the overall cost of Hearne ISD's investment of its TRP. Finally, a more nuanced understanding of Hearne ISD's specific investments and returns for a resident teacher candidate, compared to a non-resident teacher candidate, simultaneously surfaces alongside an ROI model for TRPs. Consequently, two emergent findings, folded into a discussion on teacher residency-ROI and rural school leadership, are presented herein.

***Keywords*: teacher residencies, rural school districts, teacher turnover, return on investment, human capital theory**

A short drive along Highway 6 in southeastern Texas, just 20 miles north of a tier 1 research university, is the bucolic sleepy town of Hearne, with 4544 residents (U.S. Census Bureau, 2020). "Known as 'The Crossroads of Texas,' Hearne is nestled at the crossroads of three major highways (TX 6, U.S. 79, and U.S. 190) as well as two major Union Pacific Railroad lines" (City of Hearne, n.d., para. 3). Hearne is the namesake of a 19th-century family whose wealth derived from a 10,000-acre cotton plantation. Today,

Hearne is just over four-square miles and retains all the hallmarks of a small town with one central bank, a rebounding downtown, and, like other rural communities across the country, a school district saddled with a teacher attrition rate that ranges from 30-45 % on average each year (Hearne Independent School District [Hearne ISD], 2024).

The rise in teacher attrition has been a major issue for decades, but a significant spike in teachers leaving the profession has occurred since the Covid-19 pandemic. Globally, nations wrestle with perennial teacher shortage challenges (Craig et al., 2023; Mason & Matas, 2015; Williams et al., 2022). National attrition rates, on average during 2022–2023, inflated to 23% as beginning teachers left the profession at a staggering rate of 30% (Education Resource Strategies [ERS], 2024, para. 3). In Texas, "Teacher vacancy rates in the state hit 4.5% this school year, the highest since at least 2015" (Barnum, 2024, para. 9) while others evaluate the state attrition rate to be as high as 20.88% (Texas Education Agency [TEA], 2023). Although teacher vacancies are a vexing problem for every type of school district, rural communities face uncommon challenges:

> To be sure, there have been a small but growing number of empirical studies that have insightfully identified the challenges and deficits common to rural schools that impact their ability to ensure adequate teacher staffing and teacher retention. These include lower salaries due to a smaller tax base; unsafe and inadequate facilities; fewer classroom and pedagogical resources; more out-of-field and cross-grade teaching because of smaller faculty sizes; less separation between personal and professional life resulting in limited privacy; fewer job opportunities for family or significant others; enhanced responsibility for overall caretaking of students; professional and psychological isolation due to distance from professional communities and other education institutions; as well as fewer amenities, such as retail services and recreational activities. (Ingersoll & Tran, 2023, p. 399)

Amid international, national, and local teacher shortages, there is an upsurge in the number of teacher residencies as an innovative approach to district-driven teacher preparation (Hill-Jackson et al., 2020), and rural school districts are participating, too. Districts provide long-term classroom space for residents to train alongside master teachers. Districts provide long-term classroom space for residents to train alongside

master teachers as their chief goal is to acquire these residents as teachers of record for the following academic school year. In turn, the residents serve in an assigned classroom for a stipend and gain exposure to instructional learning opportunities (Kwok et al., 2023). Many district leaders and researchers hypothesize that the investment of teacher residencies as extended clinical training for beginning teachers may provide returns or benefits to the district.

For instance, practitioners and scholars agree that teacher residencies show signs of being a means to stem attrition (Guha et al., 2017) and serve to develop quality beginning teachers (Guha et al., 2017; Hill-Jackson et al., 2020) in ways that prove financially advantageous for budget-conscious school leaders. However, the inability to quantify returns on investments made to teacher residencies has hampered empirical investigations to support these assertions further. As a result, school district leaders in rural communities and those responsible for implementing TRPs lack clear, evidence-based research about the net benefit of TRPs.

Located at the literal and figurative crossroads of Texas, Hearne ISD’s school leaders are faced with the choice to either continue their yearlong TRP for novice teachers or suspend it altogether. To aid in their decision-making process, the authors ask: Is the yearlong TRP implemented by Hearne ISD worth the investment? First, applying the human capital theory, this article ties teacher investment to talent development. Next, a quick review of the related literature provides a backdrop to the discussion and buttresses the meaning offered in this investigation. Third, a qualitative case study methodology leverages a unique district-level data set and allows an examination of the net return relative to the overall cost of Hearne ISD's investment of its TRP. Finally, a more nuanced understanding of Hearne ISD's specific investments and returns for a resident teacher candidate, compared to a non-resident teacher candidate, simultaneously surfaces alongside a return-on-investment (ROI) model for TRPs. Consequently, two emergent findings, folded into a discussion on teacher residency-ROI and rural school leadership, are presented herein.

Theoretical Perspective: Human Capital Theory

Human capital theory (HCT) asserts that "individuals and society derive economic benefits from investments in people" (Sweetland, 1996, p. 341). Further, HCT delineates that those investments into human capital consist of "programs and activities, direct and indirect, instructional and/or individual that positively affect the development of the individual and the productivity and the profit of the organization" (Smith, 1988, p. 1). Although there are various types of human capital investments (Schultz, 1971), education or training is regarded as chief among them for empirical analysis. Human resource developers, including school district leadership, are responsible for supporting the individual to improve the overall performance of the workforce (Swanson & Holton, 2009).

Becker (2009) clarifies that training as a form of education is an investment in human capital. Training is an essential facet of workforce development, which is focused on critical investments of the individual to improve performance (Swanson & Holton, 2009). Training may consist of programs and activities that directly or indirectly influence individual performance and productivity (Smith, 1998). Mincer (1974) describes on-the-job training and apprenticeships as one of the many educational approaches of HCT. Becker (2009) notes the importance of on-the-job training, much like teacher residencies, as an investment in human capital. A substantial body of literature on teacher education and training has reframed the narrative on professional learning and development programs as intentional and thoughtful strategies designed to expand in-service teachers' professional competencies and human capital (Fullan & Hargreaves, 2016; Hargreaves & Fullan, 2012, 2013; Nolan & Molla, 2017). There is an economic component to education, and those economic costs provide learning organizations with a language to calculate costs and returns—albeit with curbed certainty.

> The field of human capital theory provides an empirical framework that begins to measure these economic relationships. With a complete understanding of the foundations of human capital theory, educators and education policymakers can formulate their own evaluations of human capital . . . design educational programs that contribute to economic growth without compromising educative purpose, and,

> perhaps, to clearly define the economic component of education. (Sweetland, 1996, p. 356–357)

TRPs, as a form of on-the-job training, are human capital investments aimed at improving and developing the human capital of teachers (Vaidya & Hanna, 2023). Residencies provide teaching candidates with both the underlying theories of effective teaching and a yearlong in-school placement or "residency" in which they practice and hone what they are learning alongside an effective mentor teacher in the classroom. Unfortunately, not much has been written about HCT and the link of TRP to ROI for school districts.

Investing in teacher training and development within a residency program offers specific and general human capital that adds value to students, the school, and the district (Guha et al., 2017). HCT provides a theoretical framework for understanding resident retention of teacher residents—as a concept of ROI for the TRP. Through this lens, the researchers can conceptualize a TRP's potential to support the individual teacher resident. TRPs, as a form of advanced clinical training (Hill-Jackson et al., 2020), offer teachers 360-degree support (i.e., financial, mentoring, and feedback) during the first three years of teaching, which heightens a teacher's commitment to teaching. Also, the researchers can envision the school district's role in providing innovative workforce development opportunities that are impactful for the school district and transferable for the teacher. Similarly, school district leaders have a responsibility to develop their new teachers by investing time, resources, and currency.

Two Attributes of Teacher Turnover: A Brief Review of Related Literature

The national numbers on teacher retention post-COVID are alarming and signal the turnover of qualified teachers in America's classrooms. While the teacher shortage was evident pre-COVID, 72 % of public schools report higher rates of attrition compared to pre-pandemic levels (García & Weiss, 2019). This phenomenon speaks directly to the new challenges faced by district personnel everywhere in a post-COVID world, but it is especially worrisome for school leadership in rural communities.

Every school district aspires to have a fully staffed and well-prepared teacher workforce as attracting and retaining excellent teachers are two of the most important

factors for student success and well-being. National trends show that the cost of recruiting and retaining quality staff has significant impacts on districts. The value of this teacher retention increases as a district considers the costs of replacing the subject areas and extracurricular activities. According to the National Center for Education Statistics (2023), 86% of public schools had challenges hiring teachers, and 83% of schools found it difficult to fill non-teaching positions. The cost of recruiting, hiring, and retaining quality staff can begin at and exceed over $8 billion at the national level (Carroll, 2007) and $20,000 per applicant every year (Sutcher et al., 2019). The paucity of teacher talent at a national level implores districts to invest in different ways to build capacity for the types of educators that today's students truly need. Teacher turnover in some districts can be attributed to inadequate training, mentoring, and support preparation, resulting in teachers leaving after their first year (Guha et al., 2017). However, teacher shortages and lack of resources can make finding, nurturing, and retaining top talent difficult.

Districts strive to fill every classroom with the most qualified teachers available, but the number of such qualified individuals is dwindling every year, and it is more challenging for rural districts such as Hearne ISD (Crouch & Nguyen, 2020). Longstanding research rightly connects student achievement to teacher quality (Allensworth et al., 2009; Ingersoll et al., 2016). Further, "it could also be said that the longer the teachers stay, the better the student outcomes. Either way, there is a significant relationship between student achievement and teacher retention aligning with existing research studies" (Holloway, 2022, p. 118). Teacher turnover has two major attributions: teacher training and context.

TRPs as Advanced Teacher Training

The teacher shortage crisis is further complicated by a teacher training crisis in the United States. The current training models of teachers promote fast clinical training followed by even faster exits from school districts. By contrast, teacher residencies are advanced forms of clinical training (Hill-Jackson et al., 2020) and an essential function of school–university collaborations that are "committed to nurturing and developing the next generation of educators by engaging candidates and valuing them as active members of the school and PDS communities" (National Association for Professional Development

Schools [NAPDS], 2021, p. 15). The demand to implement creative staffing strategies, such as a residency model, has been magnified by the mass exodus of pre-COVID educators nationwide.

While all teacher residencies are clinical practice, not every clinical practice is a residency (Hill-Jackson et al., 2020). Rather than being placed in a school for 12–16 weeks in the second semester of an academic year, the residency model provides novice teachers with an immersion experience throughout an entire academic year. TRPs are, by definition, district-serving teacher education programs. In Hearne ISD's TRP program, the resident:

(1) Teaches alongside a mentor teacher, who is the teacher of record;

(2) Receives concurrent instruction, which may be taught by district or residency program faculty, in the teaching of the content area in which the teacher will be certified or licensed to teach;

(3) Acquires knowledge of planning, content, pedagogy, student learning, assessment, management of the classroom environment, and professional responsibilities, including interaction with families and colleagues;

(4) Earns a master's degree and attains licensure prior to the completion of the program, and;

(5) Receives ongoing mentoring support in a structured induction program for not less than the first two years as a teacher of record (Wasburn-Moses, 2017, p. 35, as cited in Hill-Jackson et al., 2020).

The chief objective of the TRP is to recruit post-baccalaureate professionals to obtain certification at the secondary level. Teacher candidates in the TRP co-enroll in a teacher certification program and are supervised by a mentor teacher for one academic year while receiving salary benefits and tuition reimbursement. The residents earn a living wage stipend, which is only $2,000 less when compared to first-year teachers in the District. In return, residents must commit to serving as teachers of record in a high-needs school in the District with mentorship for at least three additional years. The partner university provides coursework for teacher residents in the program. The TRP is a way to be more strategic in staffing and support so that the teacher and community can be enriched with

dependable resident educators who can instantly impact and enrich the local community. This web of support ensures success for the resident educators so that they can build capacity as teachers and improve outcomes for students in their charge.

The Context of Schools for Teachers

The second attribute of teacher retention is the context of schools for teachers. The widely known "rural school problem" largely rests on the perennial challenge of rural teacher recruitment and retention (Biddle & Azano, 2016; Miller, 2008). In rural communities where the number of K-12 students enrolled in school dictates the budget, the ability to serve the academic needs of their students and remain viable in a competitive teacher labor market is precarious at best (Ingersoll & Tran, 2023; Seelig & McCabe, 2021). Studies show that schools serving predominantly low-income students and students of color have significantly higher rates of ineffective, inexperienced teachers and significantly greater teacher turnover (Goldhaber et al., 2016; Isenberg et al., 2016). New teachers are more likely to leave high-poverty schools and high-need subject areas after five years (Guha et al., 2017).

"The teacher supply is inequitably distributed, with poor rural schools often facing extreme difficulty with hiring and retaining qualified teachers" (Tran et al., 2020, p. 31). Teacher recruitment efforts and retention woes add to the economic distress of rural schools. Because rural districts must invest time and money into the professional development of new staff, "a high turnover rate of teachers affects the financial efficiency of a district as well as student achievement" (Eberhard et al., 2000, p. 4). It is not surprising, therefore, that rural superintendents cite recruitment and retention of highly qualified staff as their number one concern (Frahm et al., 2020; Natkin, 2003; Seelig & McCabe, 2021).

> But these schools demonstrate a "need paradox"—that is, they are the schools where programs that focus on improving teaching quality are most needed, but because of factors including inadequate teacher preparation, lack of resources, poor and/or unequal working conditions, and other negative characteristics, such programs are least likely to be implemented with rigor, if at all. (Mizrav & Lachlan-Haché, 2019, p. 1)

Shortages disproportionately impact rural, often high-need schools, which are significantly harder to staff with highly effective teachers, resulting in educator equity gaps that can lead to significant achievement gaps (Goldhaber et al., 2016; Isenberg et al., 2016). The effects of teacher turnover are further threatened in rural schools where the instability of teacher retention and the lack of certified teachers expend district resources that could be used for long-term, inclusive, and stabilizing efforts that support student outcomes and wellbeing.

Competing for quality teachers with nearby urban districts is particularly challenging for rural school districts, especially given the lack of new funding sources for public schools. Hearne ISD, like many districts, approaches its recruitment and induction processes with a focus on long-term sustainability, assessing the initial investment and returns for new teacher hires. To address the teacher shortages and, in turn, the achievement gap, rural school districts must prioritize innovative staffing investments with the limited resources allocated to such efforts.

Methodology

A qualitative case study is the research approach used to employ this study on ROI for a TRP in Hearne ISD as a bounded unit of study (Yin, 1994). The case study allows for focusing "attention on a single example of a broader phenomenon" (Gerring, 2004, p. 341). Merriam (1998) surmised that case study design is the methodology of choice where the process of inquiry, rather than the outcome of the research, is of greater significance to the researcher(s). Case study research can leverage descriptive inferences for a qualitatively small number of participants or samples when one is determining proximate causal relationships. Case studies "provide both descriptive richness and analytic insight into people, events, and passions as played out in real-life environments" (Yin, 2005, p. xiv). Case study as a methodology is especially advantageous as it allows for a thorough, first-hand investigation of the understudied issue of teacher residencies within a rural school district such as Hearne ISD.

The Research Setting

Hearne ISD, the case in this study, is an agricultural, working-class community filled with just over 700 students from K-12. Based on the analysis of the "2020–2021 District

Type Data" from the Texas Education Agency (TEA), Hearne ISD qualifies as a small and rural district due to its location, population density in the community, and access to amenities (TEA, 2021). The district demographics are shown below:

- 94.7% of the student population falls within the Economically Disadvantaged (E.D.) category;
- 87.8% of the students belong to minority groups, with Hispanics constituting 44.5% and African Americans 44.3% of the enrollment.
- Nearly one in every three families with children in the District lives below the poverty line (32.3%), facing challenges such as limited access to healthcare, food insecurity, transportation difficulties, and an increased risk of school dropout (National Center for Education Statistics [NCES], 2023; TEA, 2021).

The teaching staff is made up of nearly 90 classroom teachers for Hearne ISD and experiences high turnover each year (see Table 1). Out of the six teachers in the 2021–2022 new teacher cohort, four remain employed in HISD in Spring 2024. This is a 33.33% attrition rate for Spring 2022 Year 0 teachers. In Spring 2022, Hearne ISD employed 31 classroom teachers with 0–5 years of experience, and 17 remain employed in Hearne ISD in Spring 2024; this is a 45.2% retention rate.

Table 1

Retention and Attrition Rates for Hearne ISD (HISD) and the state of Texas, 2021.

Employment Status	First-Year Teachers	Post First-Year Teachers
HISD Retention Rate	4 (66.67%)	17 (54.80%)
HISD Attrition Rate	2 (33.33%)	14 (45.20%)
Texas Retention Rate [a]	15,040 (79.33%)	263,804 (83.22%)
Texas Attrition Rate	3,918 (20.67%)	53,182 (16.78%)

[a] Data from Texas Education Agency Teacher Attrition by District Size 2016–2017 through 2021–2022.

The Participants

In understanding the specific investments and returns of the TRP, we examine the tenure of two beginning teachers who began employment in Hearne ISD in 2021; Candidate 1 participated in a TRP, and Candidate 2 received teacher training through the traditional teacher training route.

Candidate 1: Resident Teacher

Certified through a graduate certification program, with a concentration on curriculum and instruction, and having graduated with a four-year degree in history, this beginning teacher holds a certification in history (grades 7 through 12). This thirty-something novice teacher began his teaching residency with HISD in 2021 and completed the TRP in its inaugural year, alongside a mentor teacher who also had a teaching background and certification in history. Based on his compulsory annual teaching review, Candidate 1 was evaluated at the end of the first year as a teacher of record as "meets or exceeds expectation" based on the Texas standards for teaching (Teach for Texas, 2024). In addition to an impressive end-of-year evaluation, it is worth noting that Candidate 1 participated in a couple of extracurricular school-wide activities, including serving as a theater instructor. At the printing of this article, Candidate 1 has completed a yearlong residency and two years as the teacher of record.

Candidate 2: Non-Resident Teacher

The non-resident candidate was certified through a four-year undergraduate teacher preparation program and is in her early thirties. She served as a math teacher at the start of the 2021 academic year (the same year as the resident teacher) and was evaluated at the end of the first year as a teacher of record as "approaches and meets" based on the Texas standards for teaching (Teach for Texas, 2024). School records indicate that this candidate does not participate in extracurricular activities for students. The first analysis compared financial investments for both candidates (see Table 2). Candidates 1 and 2, of similar age and teaching experience, were selected for comparison purposes because they began teaching as a teacher-of-record at the same time.

Candidate 1, the teacher resident, began receiving support through a residency experience in Hearne ISD for the 2021–2022 academic year. Candidate 1 signed a

contract to remain in the District for a minimum of three years post-residency year and began as the teacher of record during the 2022–2023 academic year. The residency experience provided Candidate 1 with a full academic year of training alongside a master mentor teacher, allowing the candidate to increase their level of responsibility throughout the year and receive timely feedback toward their preparation.

Candidate 2, the non-teacher resident, began teaching as a teacher-of-record in the 2022–2023 academic year, persisted into the 2023–2024 academic year, and confirmed their intention of teaching in the 2024–2025 academic year. Candidate 2 in the traditional alternative certification route completed necessary training and observation hours before teaching in the District as a teacher-of-record in their own classroom while completing final program requirements.

Data Collection Methods

We use longitudinal administrative data that link teacher returns to the investments made by Hearne ISD from 2021 through 2024. As the leadership of a school-university partnership that implements the TRP in Hearne ISD, the authors collaborated to review and analyze non-traditional data of the program to determine if the costs outweigh the benefits. The first and second authors are the principal investigator and associate director of the TRP, respectively. Hearne ISD's executive officer, the third author, is a strong advocate of TRPs and is a recognized leader in the state of Texas for efforts related to strategic staffing. The research team has access to and reviewed such public-facing data sources as (a) the commitment of resources as articulated in the TRP-school district agreement, (b) professional development expenditures, (c) teaching evaluations of two candidates: a resident and non-resident employed in Hearne ISD, (d) district budgets, and (e) state-funded incentives and grant opportunities received by Hearne ISD during the candidates' tenure. These data include detailed information on student, classroom, school, and district characteristics.

Data Analyses

In addition to the researchers' interpretive skills used in case study research (Stake, 2005), an ROI analytical formula was employed. In explaining ROI to school district leaders, Frank and Hovey (2014) describe it as an analytical "tool for improving

resource efficiency—which is to say, improving the impact of your limited resources" (p. 1). In finance circles, ROI is a common and:

> Widespread metric used to evaluate the forecasted profitability on different investments. Before any serious investment opportunities are even considered, ROI is a solid base from which to go forth. The metric can be applied to anything from stocks, real estate, and employees, to even a sheep farm; anything that has a cost with the potential to derive gains from can have an ROI assigned to it. While much more intricate formulas exist to help calculate the rate of return on investments accurately, ROI is lauded and still widely used due to its simplicity and broad usage as a quick-and-dirty method. (“Calculator.net”, n.d.)

In TRPs, the investments often are partial- or full-year living wage stipends, professional development initiatives, and time and effort of most mentors, community mentors, and school district leadership. The returns can include benefits such as quality human capital, novice teacher of record as a member of the teaching staff, academic support for P12 learners, engaged participation in school events, and positive infusion to school culture. The basic formula for an ROI for a rural TRP is the total gains from the TRP investments minus the total costs of the TRP investments. Next, the difference between the gains and costs of the TRP is divided by the total costs, and the ROI for a TRP, in percentage, is generated (Equation 1 is shown below).

$$Ag - Bc / Bc = Percentage\ for\ ROI\ of\ the\ TRP \quad (1)$$

Limitations

Two chief limitations impact the present study. First, this ROI study was conducted within a single rural independent school district in Hearne, Texas. The use of a single case is deliberate, and since our aim is to begin to identify what might be missing from current conversations on sustainability among TRPs in rural school districts, the approach is appropriate for that purpose. The conditions within Hearne ISD are thus specific, and so the findings may not fully reflect the conditions found within other school contexts. As such, we view the results as a distinctive exemplar, which forces us to caution those who wish to use beyond this case for which it was designed. Further studies are needed outside of this context to produce recommendations that are more broadly applicable and

to fully identify and implement improvements that characterize teacher investments and returns more accurately. The case selected had shown improvements in retention over time, but it is unclear whether the case is generalizable to the larger population of rural schools. Second, this study included the tangible and intangible investments and returns endeavored by Hearne ISD's TRP for two beginning teachers. Although the first author has acknowledged the voices of the residents in prior studies (e.g., Hill-Jackson, 2023; Svajda-Hardy et al., 2024), the two teachers in this present study were not interviewed. The inclusion of the candidates' voices would potentially offer additional perspectives that could add greater clarity and depth to our interpretations. Future research is needed to better understand both the objective nature of ROI metrics compared to the subjective indicators (e.g., residents and other stakeholder experiences) and integrate them for more robust interpretations and findings.

Findings and Discussion

Avoiding any attempt to make sweeping generalizations about the results, the authors do, however, consider the meaning and the subjective efforts at "working to relate them to contexts and experience. In each instance, the work is reflective" (Stake, 2005, p. 450). Consequently, the meaning generated here is instructive for Hearne ISD and may not be germane beyond this case. That said, two major ideas surface from this case study on the TRP at Hearne ISD: (a) investments and returns and (b) school leadership and sustainable teacher training.

Investments and Returns of Hearne ISD's TRP

While there are many hidden costs for identifying and onboarding new teachers, the visible costs incurred by Hearne ISD for salaries/compensation, mentor support, professional development, administrative costs, and miscellaneous for two of its novice teachers were reviewed for analysis. Initial findings indicated that more monies were invested overall in Candidate 1, with a total of $267,850, compared to Candidate 2, with a total of $226,124. The differential in overall investment between the two candidates was expected because Candidate 1 participated in a TRP while Candidate 2 did not. The resident received compensation of $50,408 and worked alongside a master mentor teacher who received a stipend of $2,000.00. Newly certified teachers also receive a

mentor that is compensated with a mentor stipend each year for up to two years to continue supporting the novice educator. During the residency year, there was also a Community Mentor who received a stipend of $350.00 to support Candidate 1 in learning more about the school and community. The District also provided a Retention Stipend of $3,000.00 as Candidate 1 transitioned to a full-time teacher of record position. Candidate 1 also received a district-supplied computer that cost roughly $1,100.00. When combined, the estimated cost of the Residency Year is $75,286. The salaries, additional compensation, mentor stipends, and professional development expenses were similar when Candidate 2 joined the District as a new teacher the same year as Candidate 1.

Additional investments to support current and prospective teachers, Hearne ISD updates its compensation tables annually to remain competitive with neighboring districts and the state. A review of programs, clubs, and organizations identifies gaps that need to be filled by new hires. The District develops an annual recruitment package and attends job fairs with district-specific promotional materials. Hearne ISD provides professional development opportunities that are vital to the success of any teacher, especially for teacher residents. Professional development offerings include content and computerized support, as most academic programs, teacher support, and student assessments are now online. In Texas, high-quality instructional materials (HQIM) are all online, and teachers must be able to navigate those systems effectively. The District can also support teachers with opportunities to share their talents with students through a "flex" enrichment time environment, which helps build appropriate relationships between students and teachers and improves academic connections with students.

The gap in costs for the candidates widened when the District's administrative costs were considered. Both candidates received similar administrative support in their first year with the District. However, Candidate 2 required more support in the second year compared to Candidate 1, which could likely be attributed to the modes of preparation experienced by the candidates. In addition, it is determined that the District spent more funding recruiting Candidate 2 than Candidate 1. While the initial expenses for onboarding Candidate 1 were greater in Year 1, the expenses were higher for

Candidate 2 in Years 2–3 due to the additional support needed by the administration in the second year of teaching.

Table 2

Investments Provided by Hearne ISD to Support Resident (Candidate 1) and Non-Resident (Candidate 2), 2021-2025.

Investments	Residency Year 2021-2022	Year 1 Induction 2022-2023	Year 2 Induction 2023-2024	Year 3 (projected) 2024-2025	TOTAL
Salary					215,408
Candidate 1	$50,408	$51,000	$55,000	$59,000	$165,00
Candidate 2		$51,000	$55,000	$59,000	0
Additional Compensation [a]					
Candidate 1	$3,000	$2,200	$5,200	$5,200	$15,600
Candidate 2		$6,000	$6,000	$6,000	$18,000
Mentor Stipend					
Candidate 1	$2,000	$2,000			$4,000
Candidate 2		$2,000	$2,000		$4,000
Community Mentor Stipend					
Candidate 1	$350				$350
Candidate 2					
Professional Development					
Candidate 1	$1,500	$1,500	$1,500	$1,500	$4,500
Candidate 2		$1,500	$1,500	$1,500	$4,500
District Admin Costs					
Candidate 1	$16,928	$8,464			$25,392
Candidate 2		$16,928	$12,696		$29,624
Misc.[b]					
Candidate 1	$1,100				$1,100
Candidate 2		$5,000			$5,000
TOTAL					$267,850
Candidate 1	$75,286	$65,164	$61,700	$65,700	$226,124
Candidate 2		$82,428	$77,196	$66,500	

[a] Additional compensation provided for Candidate 1's involvement in theater club, after school tutoring, and teacher leaders opportunities. Additional compensation for Candidate 2's

involvement in coaching. [b] Miscellaneous expenses for a computer provided to Candidate 1 and recruiting costs for Candidate 2.

Additional compensation was provided for Candidate 1's involvement in the theater club, after-school tutoring, and teacher leaders opportunities. Additional compensation was provided for Candidate 2's involvement in coaching. [b] Miscellaneous expenses for a computer were provided to Candidate 1, and recruiting costs were for Candidate 2.

The analyses for the ROI are divided into two sections: intangible and tangible returns. In their most basic sense, intangible returns (see Table 3) are those that aid in the District's progress—resulting from deliberate individual or collective investments for economic gain or are incidental byproducts of efforts to reach other goals. The intangible returns were characteristics that positively impacted the District and were incapable of calculating a monetary value. Alternatively, the tangible returns were effects on the District that could be identified as monetary value. The intangible returns, as indicated in Table 3, were assessed in alignment with the state's teacher evaluation system and given such descriptors as Improvement Needed (lowest), Developing, Proficient, Accomplished, and Distinguished (highest) (Teach for Texas, 2024). The candidate was rated using this evaluation scale to reflect their instructional performance.

Based on the annual teacher evaluation, Candidate 1 presented as 'Proficient' in the 2021–2022 school year as a resident, 'Accomplished' by 2022–2023 as a first-year teacher, and 'Distinguished' at the end of 2023–2024 as a second-year teacher. In comparison, Candidate 2 was evaluated in 2022–2023 as 'Developing' as a first-year teacher and 'Proficient' at the conclusion of the 2023–2024 school year as a second-year teacher. These results demonstrate that Candidate 1 presented characteristics of a high-quality trained teacher earlier, which resulted in a higher teacher evaluation than Candidate 2. In addition, reports of higher student achievement were presented earlier and at a higher level of achievement for Candidate 1. Candidate 2 received an annual contract, whereas Candidate 1 committed four years of employment, including the residency year and three subsequent years. Due to the strategic staffing efforts made by the District to support Candidate 1, the District received national recognition and has been invited to share its work.

Table 3

Intangible Returns[a] *to Hearne ISD for Resident (Candidate 1) and Non-Resident (Candidate 2), 2021-2025.*

Returns	Residency Year 2021-2022	Year 1 Teacher of Record 2022-2023	Year 2 Teacher of Record 2023-2024
Enhanced Teaching Knowledge	Proficient	Accomplished	Distinguished
Candidate 1		Developing	Proficient
Candidate 2			
High-quality trained teacher workforce		Accomplished	Accomplished
Candidate 1			Proficient
Candidate 2			
Improved student achievement		Accomplished	Distinguished
Candidate 1			
Candidate 2			
Commitment to teaching in the district	Distinguished	Distinguished	Distinguished
Candidate 1			
Candidate 2			
National Recognition			
Candidate 1			Distinguished
Candidate 2			

[a] Intangible Returns were characteristics that positively impacted the District and were incapable of calculating a monetary value.

The tangible returns were calculated by financial gain to the District for recognition of improved student achievement and teacher performance (See Table 4). Often, HCT investments, training, and education are "measured in quantitative dollar costs and years of tenure" (Johnes, 1993, as cited in Sweetland, 1996, p. 341). At the conclusion of the residency year, the District received $95,700 in additional funding from an increased accountability rating due to increased performance within the District. The District opted into the Teacher Incentive Allotment that awards teachers additional compensation for

student achievement and teacher performance, resulting in $90,000 received in the 2022–2023 academic year that provided stipends to Candidates 1 and 2. At the time of this analysis, the District had not been notified of the new Teacher Incentive Allotment amounts, but it was expected to be received at an increased amount for the 2023–2024 academic year. Due to the District's improved school rating, the District also received a grant of $100,000, which resulted from efforts for candidates 1 and 2. While these awards are districtwide, it should be noted that Candidate 1 remarkably improved student achievement in history, which directly contributed to the District's improved rating. Lastly, by Candidate 1 committing to the District for three years post-residency, there were dramatic savings to the District for recruitment and administrative expenses. The results were only able to be totaled for the Residency Year ($107,000) and Year 1 Induction ($215,000) at the time of analysis, but it is clear the value added to the District is increasing due to the strategic efforts made. The analysis of the two candidates, Candidate 1 trained through a residency experience and Candidate 2 through traditional alternative certification, revealed important differences in both financial investments and returns.

Return on Investment for Candidates

For Candidate 1, the total cost or investment was $267,850 (see Table 2), and the tangible returns were $322,000 (see Table 4) as he underwent a comprehensive residency program, showed higher levels of teaching knowledge and student achievement from the outset, contributed to notable improvements in district performance and national recognition. Although the initial financial investment was higher for Candidate 1, the District benefited from increased funding, grants, and reduced recruitment costs due to the candidate's long-term commitment. In determining the degree to which a teacher residency program is a cost-effective strategy for nurturing talent in Hearne ISD, the ROI for Candidate 1 (teacher resident) is calculated to increase by 20.2% (Equation 2 is shown below).

$$\$322{,}000\ (\text{gains/returns}) - \$267{,}850\ (\text{costs/investments}) / \$267{,}850 = 20.2\% \quad (2)$$

In comparison, the total cost or investment for Candidate 2 was $267,850 (see Table 2) and the tangible returns are $322,000 (see Table 3). Hearne ISD lost its return

on investment for this candidate in intangible (student achievement, student wellbeing, etc.) and tangible (monetary) ways. The tangible ROI for Candidate 2 (non-teacher resident) decreased by 4.8% (Equation 3 is shown below).

$215,000 (gains/returns) - $226,000 (costs/investments) / $226,000 = 4.8% (3)

The tangible ROI for the teacher resident (i.e., Candidate 1) is noteworthy at 20.22% when compared to that of the non-teacher resident (i.e., Candidate 2), which is significantly lower at 4.8%. While the initial investment for Candidate 1 is higher at the start of their teacher residency, the impact (both intangible and tangible returns) over time offsets the initial expense. The resident in the TRP, who is supported through on-campus and community mentoring as well as daily support, has the staying power and commitment to personal growth and excellence as an educator (Svajda-Hardy et al., 2024) as compared to the non-residency peer. According to Ingersoll (2001) and supported by Hill-Jackson et al. (2023), beginning teachers who receive mentoring and induction are known to stay in teaching longer than those who have not received support as beginning teachers. These types of human resource investments for novice teachers in their preparation programs and within the school as authentic partners are beneficial to their work and relationships—which leads to better outcomes in retention and student academic achievement. The intangible contributions of Candidate 1, by way of their in-class support of learners' achievement through effective teaching, participation in professional learning communities, support to exceptional learners, and comprehension of state assessments, all aid in building the instructional capacity or returns, of a Candidate 1 who may be retained in Hearne ISD for years to come.

Table 4

Tangible Returns[a] to Hearne ISD for Resident (Candidate 1) and Non-Resident (Candidate 2), 2021-2025.

Returns	Residency Year 2021-2022	Year 1 Teacher of Record 2022-2023	Year 2 Teacher of Record 2023-2024
Capital gain for school from increased accountability rating Candidate 1 only	$95,700		

Capital gain from Teacher Incentive Allotment Candidate 1 and 2		$90,000	Expected
School Action grant received because of improved school rating Candidate 1 and 2		$100,000	
Savings [b] Candidate 1 only	$5,000	$25,000	
TOTAL	$107,000	$215,000	$322,000

[a] Tangible Returns were effects to the District that could be identified as monetary value. [b] Monetary savings to the district for recruitment and administrative expenses due to Candidate 1’s commitment.

The Role of School Leadership in Sustaining Innovation

Unlike other industry leaders, school leaders do not seek a monetary or tangible return on their investments in people (i.e., teachers). Instead, school leaders seek greater intangible returns such as student learning or other outcomes like citizenship, higher graduation rates, increased lifetime earnings, and greater career options for their learners. They understand that the surefire way to students' achievement and overall well-being is to have a highly effective teacher workforce. However, current school hiring practices by many school leaders employ stop-gap measures that prioritize teacher hires without commitment to high-need communities or requisite certification (Lachlan-Haché et al., 2023; Wurman, 2023)—ostensibly hiring unqualified teachers who are devoid of agency and pedagogical prowess. This type of employee-centered educational leadership approach stymies serious staffing plans as recruitment and retention efforts continue with business as usual in rural school districts.

By contrast, talent-centered education leadership (TCEL) is a novel approach that honors the human capital theory and extends the most cutting-edge developments in progressive human resource management and inclusive talent management to the education setting (Tran, 2020b). Of the seven principles that undergird TCEL, the idea "that employees are the most important asset to the organization" (Tran & Jenkins, 2022,

p. 268) is paramount. By attending to strategic staffing management schemas, the prospect of mitigating teacher turnover may be within reach for school districts. Parallel to the human capital theory, strategic staffing means ensuring organizations, including school districts, have the resources and innovation wherewithal to support the workforce they need to deliver their mission.

> Thinking and acting strategically about human capital development and management is the lifeblood of most high-performing businesses and organizations. Public education in this nation should be no different. Principals' and teachers' performance has more effect on student achievement than any other factor and their effectiveness in increasing student performance varies widely. Given the stakes, it is imperative to act on that knowledge and strengthen the education workforce to better serve students. Yet, few urban [or rural] school districts have acted on this knowledge to make strengthening human capital a centerpiece of their improvement strategies. (Sclafani, 2008, p. 1)

Being strategic also suggests the ability to invest in novice teachers at the start of their careers, maintain a long-term vision, and appreciate the myriad ways those investments will deliver returns (tangible and intangible) for the teacher and the school district.

Gagnon and Mattingly (2015) advise that school systems must be strategic in staffing with the current climate of a reduced workforce and fewer applicants for available positions. Strategic staffing is vital to both urban and rural school districts as a solution to increase the available level of the educational workforce, increase diversity within the school system, and widen opportunities for students. Strategic staffing takes thoughtful planning, buy-in to align resource allocation, a focus on improving teacher quality, and building additional education pathways within a district. Strategic staffing is imperative for rural districts because of the limits on available resources and attracting teacher hires. Strategic staffing allows the District to recruit and retain quality staff in such a way that students, parents, and community all benefit.

As districts look to address teacher shortages, "inclusion of TRPs can advance efforts while providing beginning teachers the support necessary for sustainability in the profession. In better understanding residents, TRPs can better thrive to recruit and

sustain teachers for underserved schools" (Svajda-Hardy et al., 2024, p. 14). School leaders should consider TRPs as innovative ways to provide meaningful training for beginning teachers that will encourage teachers' "sticking power" and overall sense of belonging within the school district.

Faced with financial barriers and teacher shortages, school leaders, especially those in underserved and/or rural school districts, should try to use their scarce dollars on proven strategies that work best for maintaining a vibrant and healthy teaching force. As Hearne ISD reflects on the financial commitment to sustain the TRP, the leadership does so through careful planning and multiple funding streams to support the teacher resident, teacher mentor, and community mentor roles. Rural districts have the advantage of being small and unshackled by layers of administrative bureaucracy.

Leaders from rural school districts, and with a TCEL-human capital perspective, may position their districts as incubators of innovation, which allows new ideas like TRPs to get off the ground and become sustainable. The strength of rural school districts is their rurality and small personnel size, which allows them to tinker with agility, invest in teachers with intentionality, and transform their teaching workforce. The rationale for the intentional investment into beginning teachers by school district leaders is simple: by investing in novice teachers, they, in turn, can grow into effective educators for the benefit of P12 learners with long-term tenure in school districts. Hence, teacher training with residency influences higher teacher retention rates, and students taught by a residency-trained teacher outperform their peers (Guha et al., 2017).

Conclusion

Hearne ISD is situated at the literal and figurative crossroads as it relates to its physical location in a rural Texas community and the decision to sustain its TRP. So, the authors queried: Is the TRP in Hearne ISD worth the investment? The school leaders of Hearne ISD ran the numbers on its TRP and gave a resounding yes! This human capital analysis has been motivated.

Partly, it is due to a desire to evaluate TRPs to improve the quality of the teacher workforce through extended clinical schooling. Overall, the residency experience provided tangible financial returns and fostered intangible returns in the form of higher-

quality teaching and greater student achievement, underscoring its value as an investment in Hearne ISD's teacher workforce. School leaders would be wise to don a talent-centered educational leadership perspective, undergirded by a human capital lens, and invest in the development of beginning teachers so as to retain them. Such investments may be more quickly delivered by rural school districts whose small size allows them to be incubators of innovation and deliver resources creatively to directly impact teacher retention.

Hearne ISD’s ROI for the 2021 resident is 20.2%, and 4.8% for a 2021 non-resident-reflecting a tangible ROI that is five times greater than for the resident as compared to the non-resident. And what about the intangible returns for Hearne ISD’s 2021 resident, who was named Secondary Teacher of the Year in the spring of 2024 and returned to the District to teach in the fall of 2024? Priceless.

References

Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). *The schools teachers leave: Teacher mobility in Chicago Public Schools.* Consortium on Chicago School Research—University of Chicago.

Barnum, M. (2024). Why teachers are still leaving the profession. *Wall Street Journal.* https://www.msn.com/en-us/news/us/why-teachers-are-still-leaving-the-profession/ar-BB1jizqv?ocid=entnewsntp&pc=U531&cvid=81523c82b95341308254c796e213da16&ei=23

Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education* (3rd ed.). University of Chicago Press. https://doi.org/10.7208/chicago/9780226041223.001.0001

Becker, G. S. (2009). *Human capital: A theoretical and empirical analysis, with special reference to education*. University of Chicago Press.

Biddle, C., & Azano, A. P. (2016). Constructing and reconstructing the "rural school problem": A century of rural education research. *Review of Research in Education,*

40(1), 298–325. https://doi.org/10.3102 /0091732X16667700 https://doi.org/10.3102/0091732X16667700

Calculator.net. (n.d.). *Return on investment (ROI) calculator*. Retrieved January 30, 2024, from https://www.calculator.net/roi-calculator.html

Carroll, T. G. (2007). Policy brief: The high cost of teacher turnover. *National Commission on Teaching and America's Future*.

City of Hearne. (n.d.). *About Hearne.* Retrieved June 15, 2024, https://cityofHearne.org/31/Residents

Craig, C. J., Hill-Jackson, V., & Kwok, A. (2023). Teacher shortages: What are we short of? *Journal of Teacher Education*, *74*(3), 209–213. https://doi.org/10.1177/00224871231166244

Crouch, M., & Nguyen, T. D. (2020). Examining teacher characteristics, school conditions, and attrition rates at the intersection of school choice and rural education. *Journal of School Choice*, *15*(2), 268–294. https://doi.org/10.1080/15582159.2020.1736478

Education Resource Strategies. (2024, March 14). *Examining school-level teacher turnover trends from 2021–2023: A new angle on a pervasive issue.* https://www.erstrategies.org/tap/teacher-turnover-trends-analysis/

Frahm, M. T., & Cianca, M. (2021). Will they stay or will they go? Leadership behaviors that increase teacher retention in rural schools. *The Rural Educator*, *42*(3), 1. https://doi.org/10.35608/ruraled.v42i3.1151

Frank, S., & Hovey, D. (2014). Return on investment in education: A" system-strategy" approach. *Education Resource Strategies*.

Gagnon, D. J., & Mattingly, M. J. (2015). State policy responses to ensuring excellent educators in rural schools. *Journal of Research in Rural Education*, *30*(13), 1–14.

García, E., & Weiss, E. (2019). The teacher shortage is real, large and growing, and worse than we thought. The first report in "The Perfect Storm in the Teacher Labor Market" Series. Economic Policy Institute.

Guha, R., Hyler, M. E., & Darling-Hammond, L. (2017). The teacher residency: A practical path to recruitment and retention. *American Educator*, *41*(1), 31–34. https://doi.org/10.1177/0031721717708292

Hearne Independent School District. (2024). *Teacher attrition rates* [Unpublished raw data].

Hill-Jackson, V., Wandix-White, D., & Gilley, T. (2020). University-based teacher residencies in Texas: Advanced clinical training for preservice teachers. TxEP: Texas Educator Preparation 4, 13-29

Hill-Jackson, V., Kwok, A., Hutchins, S., & Svajda-Hardy, M. (2023). Voices of the residents: A university-based teacher residency program as a retention strategy for high-need school districts. *Conference Proceedings of the 2023 Annual Conference of the Association of Teacher Educators*. https://www.ate1.org/uploads/1/4/5/7/145746398/ate_2023_research_conference_proceedings.pdf

Holloway, S. (2022). *The relationship between instructional staff training expenditures and teacher retention: Comparing Georgia public schools* [Doctoral dissertation, Kennesaw State University]. Kennesaw State University Digital Commons. https://digitalcommons.kennesaw.edu/educleaddoc_etd/34

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38*(3), 499–534. https://doi.org/10.3102/00028312038003499

Ingersoll, R. M. & Tran, H. (2023). Teacher shortages and turnover in rural schools in the U.S.: An organizational analysis. *Educational Administration Quarterly, 59*(2), 396–431. https://doi.org/10.1177/0013161X231159922

Klein, J. T. (2021). *Beyond interdisciplinarity: Boundary work, communication, and collaboration.* Oxford University Press. https://doi.org/10.1093/oso/9780197571149.001.0001

Kwok, A., Svajda-Hardy, M., Hill-Jackson, V., & Hutchins, S. (2023). Exploring a teacher residency as a recruitment and retention strategy for high-need districts. *Journal*

of Education, 204(3), 608–620, https://doi.org/10.1177/0022057423119655 https://doi.org/10.1177/00220574231196558

Lachlan-Haché, L., Kimmel, L., Ikoma, S., El-Mekki, S., Creque, D., & Corsello, M. (2023). *Innovative strategies and examples across the talent development continuum* (Prioritizing an Integrated Approach to Educator Shortages and Workforce Diversity Series, Part 2). American Institute for Research. https://www.air.org/sites/default/files/2023-10/Prioritizing-Integrated-Approach-Educator-Shortages-Workforce-Diversity-Part-1-October-2023-v2.pdf

Langelett, G. (2002). Human capital: A summary of the 20th century research. *Journal of Education Finance*, *28*(1), 1–23.

Laursen, B. K., Motzer, N., & Anderson, K. J. (2022). Pathways for assessing interdisciplinarity: A systematic review. *Research Evaluation*, *31*(3), 326–343. https://doi.org/10.1093/reseval/rvac013

Mason, S., & Matas, C. P. (2015). Teacher attrition and retention research in Australia: Towards a new theoretical framework. *Australian Journal of Teacher Education, 40*(11). https://doi.org/10.14221/ajte.2015v40n11.3

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Miller, A. (2008). Rural schools struggle to attract highly qualified teachers. *Public Interest Law Reporter*, 13(2), 186–193. https://pdfs.semanticscholar.org/2445/368753e8703623832710d6aaf985d10476e9.pdf

Mizrav, E., & Lachlan-Haché, L. (2019). Flipping the readiness paradigm: Tailoring programs to address the achievement gap and teacher shortages in high-need schools. American Institutes for Research. ERIC. https://files.eric.ed.gov/fulltext/ED602974.pdf

National Center for Education Statistics. (2023, October 17). *Most public schools face challenges in hiring teachers and other personnel entering the 2023-24 academic year* [Press release]. https://nces.ed.gov/whatsnew/press_releases/10_17_2023.asp

National Center for Education Statistics (2024*). Characteristics of public school teachers*. Available from https://nces.ed.gov/programs/coe/indicator/clr/public-school-teachers

Schultz, T. W. (1971). *Investment in human capital: The role of education and research.* New York: The Free Press.

Seelig, J. L., & McCabe, K. M. (2021). Why teachers stay: Shaping a new narrative on rural teacher retention. *Journal of Research in Rural Education*, *37*(8) 1–16. https://doi.org/10.3102/1683345

Smith, R. (1988). *Human resource development: An overview*. Office of Educational Research and Improvement.

Stake, R. E. (2005). Qualitative case studies. In N. K. Denzin, & Y.S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 443–466). Sage.

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Palo Alto, CA: Learning Policy Institute. https://doi.org/10.54300/247.242

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Education Policy Analysis Archives*, *27*(35). https://doi.org/10.14507/epaa.27.3696

Svajda-Hardy, M., Kwok, A., Hill-Jackson, V., & Hutchins, S. (2024). The "who" of teacher residencies: Preservice teachers' motivations for selecting a teacher residency program. Action in Teacher Education, 1–19. https://doi.org/10.1080/01626620.2024.2358921

Swanson, R.A., & Holton, E.F III. (2009). *Foundations of human resource development* (2nd ed.). Berrett-Koehler. https://doi.org/10.1108/hrmid.2010.04418gae.001

Sweetland, S. R. (1996). Human capital theory: Foundations of a field of inquiry. *Review of Educational Research,* *66*(3), 341–359. https://doi.org/10.3102/00346543066003341

Teacher Education Agency. (2021). District type, 2020–21 [Data set]. https://tea.texas.gov/reports-and-data/school-data/district-type-data-search/district-type-2020-21

Teacher Education Agency. (2022). *Teacher attrition by LEA size 2016-17 through 2021–22.* https://tea.texas.gov/reports-and-data/educator-data/teacher-attrition-by-district-size-2022.pdf

Teacher Education Agency. (2023). *Teacher attrition by LEA size 2018–19 through 2022–23.* https://tea.texas.gov/reports-and-data/educator-data/teacher-attrition-by-lea-size.pdf

Teacher Education Agency. (2024). *Teacher employment, attrition, and hiring.* https://tea.texas.gov/texas-educators/superintendents/teacher-employment-attrition-and-hiring-march-2024.pdf

Tran, H., Hardie, S., Gause, S., Moyi, P., & Ylimaki, R. (2020). Leveraging the perspectives of rural educators to develop realistic job previews for rural teacher recruitment and retention. *Rural Educator*, *41*(2), 31–46. https://doi.org/10.35608/ruraled.v41i2.866

Tran, H., & Jenkins, Z. (2022). Embracing the future of education work with talent centered education leadership. *Journal of Education Human Resources*, *40*(2), 266-276. https://doi.org/10.3138/jehr-2021-0051

U.S. Census Bureau. (2020). *Hearne, Texas: Populations and people* [Data set]. U.S. Department of Commerce. https://data.census.gov/profile/Hearne_city,_Texas?g=160XX00US4832972

U.S. Department of Education. (2023, June 8). *U.S. Department of Education announces grant opportunities to address educator recruitment, retention, and career advancement* [Press release]. https://www.ed.gov/news/press-releases/us-department-education-announces-grant-opportunities-address-educator-recruitment-retention-and-career-advancement

Vaidya, S. R., & Hanna, C. (2023). The four-capital theory as framework for teacher retention and attrition. *International Education Studies*, *16*(6), 21–32. https://doi.org/10.5539/ies.v16n6p21

Wasburn-Moses, L. (2017). A national descriptive survey of teacher residency programs. *School-University Partnerships*, *10*(2), 33–41.

Williams, J.A. III, Hill-Jackson, V., Caldwell, C., & Craig, C.J. (2022). Teacher recruitment and retention: Local strategies, global inspiration. *Journal of Teacher Education*, *73*(4), 333–337. https://doi.org/10.1177/00224871221118155

Wurman, L. (2023, October 25). *Explosion of uncertified new teachers filling shortages.* Texas Association of School Boards. https://www.tasb.org/news-insights/explosion-of-uncertified-new-teachers-filling-shortages

Yin, R. K. (1994). *Case study research: Design and methods.* Sage.

About the Authors

Dr. Valerie Hill-Jackson, who is a Fulbright Scholar and American Educational Research Association (AERA)/Spencer Fellow, is also an assistant professor of PK-12 Public School Administration in the Educational Administration and Human Resource Development (EAHRD) Department at Texas A&M University. In addition, she is the former Assistant Dean of Educator Preparation and School Partnerships in the College of Education and Human Development (CEHD). With a passion for critical educator preparation, her current research on teacher apprenticeships and residencies, as the principal investigator and grant writer, is currently supported by $31+ million in state and federal funding and includes such projects as (a) the Brazos Valley Teach project, (b) Teacher Education Residency Model (TERM) project, and the (c) LEADERS Project. She is the co-editor of the Journal of Teacher Education (American Association of Colleges for Teacher Education)—one of the leading journals in the field of teacher education. Moreover, Dr. Hill-Jackson has nearly 70 scholarly publications, including white papers, five books, book chapters, technical papers, and peer-reviewed articles to her credit.

Dr. Delic Loyde is the Executive Director of the Hearne Education Foundation. She is also a certified Texas Education Agency Lone Star Governance Coach (LSG), and National Student Outcomes Focused Governance Facilitator (SOFG) providing training and continued governance support to school boards, their Superintendents, and senior staff. As a recognized leader in the community, Dr. Loyde has earned designation as a Texas A&M University Fellow of School Enhancement in 2022, Texas A&M Good Neighbor Partnership Awardee in 2023, and the Dean’s Roundtable Awardee in 2024. Dr. Loyde earned a bachelor of arts degree from Angelo State University, a master of education with a focus on principal and superintendent certification from Stephen F. Austin University, as well as a doctorate in educational leadership from the University of Houston. Her additional endorsements include

participation in the Harvard Principal Institute for Urban Principals, and the Brown School of Business Executive Education Academy at Rice University. Her current research projects include a focus on school board governance, strategic staffing models, and executive leadership.

Cassidy Caldwell has extensive experience in educator workforce development, most notably as the former program aide and strategist for the Teacher Education Residency Model (TERM) at Texas A&M University. Her work supported the development of new pathways into the teaching profession through innovative grow-your-own models. Currently, as the Outreach and Attraction Workforce Manager for BlueForge Alliance, she applies her expertise to workforce development in the submarine manufacturing sector by focusing on recruiting and training individuals for essential roles. Ms. Caldwell’s background in STEM education and workforce development enables her to bridge industries and foster pathways that enhance workforce readiness in both education and manufacturing.

Judy Waight is a Ph.D. student of human resource development at Texas A&M University. Her research focuses on generational change and well-being in healthcare. As a graduate assistant researcher, she works on a staff mentoring project and has been involved in projects such as the Institute for Healthcare Access project and the Leading Equity Across Diverse Environments with Revolutionary Synergy (LEADERS) grant submission in partnership with Prairie View A&M University and Texas A&M University faculty. Before joining her doctoral program, she worked as a tourism lecturer and instructional design consultant at the University of Belize. She also served as a community change agent for Oceana Belize, The Belize Coalition to Save our Natural Heritage, and Spouses of CARICOM Leaders Action Network. Judy holds a Master of Science in Hospitality Management from the University of Houston and a Master's in Human Resource Education from the University of Illinois at Urbana Champaign.

Sheneria J. Perry, a native of Houston, TX, is a Ph.D. student at Texas A&M University in the Department of Teaching, Learning, and Culture in the multicultural/urban education program. Ms. Perry also serves as the graduate research assistant for the *Journal of Teacher Education*. With a passion for supporting educators, she advocates for induction programs that nurture the development of novice teachers—ensuring their longevity in the field of education. As a certified teacher in Texas from an underrepresented community, she sees a necessity for emphasizing the induction of Black pre-service teachers to nurture and equip them for teaching in urban communities. Ms. Perry anticipates being an integral part of growing diversity in teacher education; as a proponent for solution-focused research.