

Directions

In preparation for the August 25 Task Force meeting, please review the action items below. As you complete pre-work reading, we encourage you to capture notes in this [document](#) to reference during your working group time on August 25. The document is aligned to a framework we will use in upcoming meetings.

Due Date	#	Action Item
August 10	1	Complete the Teacher Experience Subgroup Interest Form
August 12-25*	2	Review the Teacher Experience August 25 Agenda
August 12-25*	3	Review Trends from June 2 Teacher Experience Working Group Discussion
August 12-25*	4	Review Trends from the TVTF Online Input Form
August 12-25*	5	Review resources aligned to your subgroup’s topic
August 12-25*	6	Optional: Review Trends from June 2 Working Groups

Note: You will receive your subgroup assignment by August 12. You may wish to hold off on remaining action items until you have received your subgroup assignment so you can focus your attention on your topic.

Action Item #1: Teacher Experience Subgroup Interest Form

Action Item: By August 10, complete this Teacher Experience [Subgroup Preference Form](#) to indicate your interest in joining one of the subgroups listed below. Possible areas of focus for each of the subgroups are also included below.

Additional Context: During our Teacher Working Experience working group time on August 25, we will break into three additional subgroups to discuss contributing factors to teacher vacancies and start drafting initial recommendations. These subgroups were determined by our working group’s June 2 discussions, a review of research (e.g., data presented by the Commissioner in past Task Force meetings, articles sent in advance of the June 2 meeting), and a review of online stakeholder input gather through TEA’s Teacher Vacancy Task Force website. We will try to accommodate the first and second choices of working group members, but that is not guaranteed. If we do not receive your preference form by August 10, we will assign you to a subgroup since we plan to email those out on August 12.

Subgroup A: Instructional Supports

- Access to high-quality instructional materials
- Instructional support including mentoring from teacher leaders, coaching, administrative support
- Professional learning opportunities

Subgroup B: Teacher Time and Requirements

- Teacher time, including scheduling & strategic staffing
- Teacher requirements (campus, district, state)

Subgroup C: School Climate

- Teacher and student well-being
- Classroom management and behavior support
- Campus leadership
- Teacher choice, independence, autonomy

Action Item #2: Teacher Experience August 25 Agenda

Action Item: By August 25, review the *draft* agenda below for the Teacher Experience working group. Please note that we will re-join the whole Task Force for an 10:00-11:00 presentation; the rest of the time listed below will be with our Teacher Experience working group.

- 9:20-9:50 | Opening
- 10:00-11:00 | TVTF Whole Group: Third Future Schools Presentation
- 11:00-12:00 | Subgroup Breakouts (Round 1)
- 12:00-12:30 | Lunch Break
- 12:30-1:00 | Share Out (Round 1)
- 1:00-2:00 | Subgroup Breakout (Round 2)
- 2:00-2:15 | Share Out (Round 2)
- 2:15-2:25 | Closing

Action Item #3: Trends from June 2 Teacher Experience Working Group Discussion

Action Item: By August 25, review the trends that emerged from our working group discussion on June 2. We encourage you to capture notes in this [document](#).

Contributing Factors to Teacher Vacancies	Recommendations & Notes from June 2 Discussion	Aligned Working Group & Subgroup
Workload stressors: Lack of mentoring and support, especially for new and hard to staff areas	Provide better curriculum resources for teachers <ul style="list-style-type: none"> • Some teachers have limited resources • Group discussion on TEKS Resource System and C-Scope, limitations of this resource • Allow teachers to focus on pedagogy, not creating and/or looking for strong resources Provide leadership pathways for teachers <ul style="list-style-type: none"> • Don't want highly effective teachers to leave • Need to provide layered leadership • Districts have had success with paying for advanced teacher leader roles (e.g., coordinator roles) and providing teachers time for peer observations • A next step might include creating master schedules to allow for these roles to be effectively implemented 	Instructional Supports (Teacher Experience)
Workload stressors: Insufficient time for workload demands	Re-engineer the school day <ul style="list-style-type: none"> • Re-engineering the school day could address teacher workload and mental health issues • Consider additional planning days, mental health days Hire support staff	Teacher Time & Requirements School Climate (Teacher Experience)

	<ul style="list-style-type: none"> Need better counselor to student ratios and smaller class sizes 	
Accountability related to assessments	<p>Revisit accountability related to assessments and develop a working group to examine accountability, scoring, and interventions</p> <ul style="list-style-type: none"> Need to focus on growth and scoring Celebrate successes of student growth Accountability pressures can impact teacher and student mental health Ensure the right support is aligned to accountability (if we require X, we will support you with Y) Interventions, as a result of assessments and accountability, contribute to workload stressors 	<p>Teacher Time & Requirements</p> <p>School Culture</p> <p>(Teacher Experience)</p>
Teacher pay and benefits	<p>Increase teacher pay</p> <ul style="list-style-type: none"> Consider Maryland’s Future Act of 2021 Meaningful, fast-tracked compensation Provide strong healthcare under a state healthcare umbrella 	<p>Compensation Models</p>

Action Item #4: Trends from TVTF Online Input Form

Action Item: By August 25, review trends from the TVTF Online Input Form. We encourage you to capture notes in this [document](#).

Additional Context: Through the Teacher Vacancy Task Force [website](#), TEA has collected over 2,000 entries including recommendations, ideas for consideration, and interest in joining the Task Force. TEA’s TVTF team worked to summarize trends from this online form to date, and we are sharing those out with the aligned working groups. This will help ensure that discussions and recommendations reflect the diverse input from stakeholders across the state.

Topic	Trends
Training	<ul style="list-style-type: none"> Increase training for alternatively certified teachers Eliminate required training that extends the workday or takes place outside of contract time Expand teacher mentorship beyond one year (possibly up to 3 years) that includes a statewide framework accessible to all districts Create a course/training that is geared toward administrators on how to support and engage teachers along with strategies that focus on retention Provide access to personalized training and certifications at a discounted rate so teachers can pursue PD and other professional certifications
Workload	<ul style="list-style-type: none"> The current workload teachers experience is unsustainable to manage within the profession long term Increase the state protected 45 minutes of planning/preparation time House Bill 4545 significantly impacted the workload of teachers without providing additional support for teachers to accomplish the additional tutoring required
Stress	<ul style="list-style-type: none"> Improve health supports for teachers (access to counseling, mental health services, physical health services) to be able to manage stress Offer paid mental health days
Demands	<ul style="list-style-type: none"> Additional demands have been placed on teachers as a result of House Bill 4545

Classroom Management & Behavior	<ul style="list-style-type: none"> • Reading Academies, teachers need more time finish and given additional flexibility • Provide support for identifying and implementing behavior interventions/trauma informed instructional practices • Adjust the class size ratios so that student discipline issues are reduced/manageable • There is a lack of consequences for students • Teachers are disrespected and not valued, and administrators have limited options
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Action Item #5: Resources Aligned to Subgroup Topics

Action Item: By August 25, review **only the resources below aligned to your assigned subgroup**, which you should receive by August 12. We encourage you to capture notes in this [document](#). Reviewing these resources helps ensure that the identification of issues and root causes contributing to teacher vacancies, along with aligned recommendations, are based in e

Subgroup A: Instructional Supports

- Possible issues to explore:
 - Access to high-quality instructional materials
 - Instructional support including mentoring, coaching, administrative support
 - Professional learning opportunities
- Subgroup pre-work resources:
 - Review your notes from the [June 2 pre-work articles](#) and capture ideas that align to instructional supports in your note-taking template
 - [Do Materials Matter? The Value of High-Quality Instructional Materials](#) (chalk.com)
 - [3 Common Misconceptions About High-Quality Instructional Materials](#) (Ed Reports)
 - [TEA’s Available Instructional Materials](#) (TEA)
 - Optional: Explore [TX Lesson Study](#) as a form of job-embedded professional development (TEA)

Subgroup B: Teacher Time and Requirements

- Possible issues to explore:
 - Teacher time, including scheduling & strategic staffing
 - Teacher requirements (campus, district, state)
- Subgroup pre-work resources:
 - Review your notes from the [June 2 pre-work articles](#) and capture ideas that align to teacher time and requirements in your note-taking template
 - [Reimagining the School Day](#) (Center for American Progress)
 - [Sample Bell Schedule](#) (TEA; these slides were shared by Commissioner Morath on June 2 and show what might be possible with staffing, scheduling, and curricular shifts)
 - [Rebuild and They Will Come](#) (ASCD)
 - Optional: [Teachers’ Time: Collaborating for Learning, Teaching, and Learning](#) (Stanford Center for Opportunity Policy in Education)

Subgroup C: School Climate

- Possible issues to explore:
 - Teacher and student well-being
 - Classroom management and behavior support
 - Campus leadership

- Teacher choice, independence, autonomy
- Subgroup pre-work resources:
 - Review your notes from the [June 2 pre-work articles](#) and capture ideas that align to school climate in your note-taking template
 - [Safe, Supportive, and Positive School Climate](#) (TEA)
 - [Texas School Mental Health](#) (TEA)
 - [Restoring Teacher and Principal Well-Being Is an Essential Step for Rebuilding Schools](#) (RAND Corporation), click “read online” to access full article

Optional Action Item #6: Notes from Other Working Group Discussion on June 2

Action Item: By August 25, review this list of summaries from other working group share outs during our June 2 Task Force meeting. This will help provide you a sense of areas these working groups will be focused on moving forward.

- [Improving Educator Preparation Notes from June 2 Meeting](#)
- [Improving Strategic Staffing Notes from June 2 Meeting](#)
- [Improving Compensation Model Notes from June 2 Meeting](#)
- [Understanding the Teacher Experience Notes from June 2 Meeting](#)