Understanding Teacher Experience

TE Working Group Agenda

- Opening

- Subgroup Breakouts (Round 1)

- Third Future Schools Presentation

- Continue: Subgroup Breakouts (Round 1)

- Lunch Break (12:00-12:30)

- Share Out (Round 1)

- Subgroup Breakout (Round 2)

- Share Out (Round 2)

- Closing (2:25)

TEA

Opening

9:25-9:45

Introductions

Facilitators

Ali Friedlander

Melina Recio

Natalie Brown

Ivan Nieves

Kyla Jaramillo

Colin Dempsey

Dana Garza

Jennifer Kuehne

Raymond Falcon

Task Force Members

Diana Barrera Ugarte

Alexandra Fain

Changela Burns

Janie Coheen

Jennifer Kuehne

Joshua Sciara

Kisaundra Harris

Melina Recio

Pam Fischer

Raymond Falcón

Sergio Estrada

Tiffany Kilcoyne

Tiffany Klaerner

Teacher Experience Subgroup

Educator Preparation

Talent Pipelines

Compensation Models

Understanding the Teacher Experience

Instructional Supports

Teacher Time & Requirements

School Climate

TEA

Working Group Objectives

Understand the challenges districts are currently facing related to teacher vacancies

Share best practices for addressing teacher vacancies

Develop recommendations for regulatory or other policy changes for TEA

Provide feedback on TEA initiatives designed to help impact vacancies

Working Group August 25 Outcomes

1. An initial list of recommendations aligned to our subgroup areas

   - Instructional supports

   - Teacher time and requirements

   - School climate

2. Identification of next steps between now and October meeting, including questions to be answered

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What potential pitfalls do you anticipate in the process of developing recommendations?

Recommendations Framework

Bucket	Issue & Root Causes	Objective – What?	Impact – Why? Cost?	Actor – Who?	Actor – How?	Next Steps?
Subgroup	Sweet spot issue: issue where a person or group of people can be held accountable for enacting change Root cause: "the fundamental reason for a problem"; helps us identify a narrow, actionable, and aligned recommendation	Define the goals for change of this recommendation	Identify the rationale and possible outcomes if this recommendation is broadly implemented Identify cost, trade-offs, and potential consequences	Identify the implementers for this type of recommendation	Begin to describe the method the implementers would use to enact this change	What research or other steps need to be taken to finalize this recommendation?
August 25	August 25	August 25				Ongoing
		August 25 to October 13	August 25 to October 13	August 25 to October 13	August 25 to October 13	Ongoing

TEA

Framework High-Level Example: Teacher Schedules

Bucket	Issue & Root Causes	Objective – What?	Impact – Why?	Actor – Who?	Actor – How?	Next Steps?
Teacher Time & Requirements Teacher schedules	Elementary teachers have insufficient time to plan and prepare for instruction which leads to long work hours and stress. Possible root causes: master schedule design, allocation of staff, and engineering of curriculum.	Districts should create more planning time for elementary teachers through the: (1) adoption of high-quality instructional materials, (2) re-allocation of staff, and (3) re-engineering of the school day and master schedule.	This will provide teachers with additional planning time, opportunities to analyze student work, meet special education teachers, communicate with families, etc. This will reduce overall workload and help alleviate stress.	Districts would need to consider a way to design and implement this. TEA could provide guidance or best practices.	TEA publicly shares aligned case studies and resources. Districts appoint a staff lead and committee to engage in stakeholder input around need and proposed change. *Additional steps to be included	TVTF members to consider barriers such as staffing patterns. TVTF leads to share state policy (e.g., TEC, Section 21.404) with members along examples of re-engineered school days.

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Subgroups

	Instructional Supports	Teacher Time & Requirements	School Climate
Possible topics	• Access to high-quality instructional materials • Instructional supports including mentoring from teacher leaders, coaching, administrative supports • Professional learning opportunities	• Teacher time, including scheduling & strategic staffing • Teacher requirements (campus, district, state)	• Teacher and student well-being • Classroom management and behavior support • Campus leadership • Teacher choice, independence, autonomy
TVTF members * Support facilitators	Jennifer Kuehne * Janie Coheen Sergio Estrada Changela Burns Joshua Sciara	Melina Recio * Tiffany Kilcoyne Alexandra Fain Kisaundra Harris	Raymond Falcón * Pam Fischer Tiffany Klaerner Diana Barrera Ugarte
Facilitators	Natalie Brown Colin Dempsey	Kyla Jaramillo Charlie Cuccia	Ali Friedlander Ivan Nieves

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Third Future Schools

9:45-9:50 Intro
9:50-10:00 Break
10:00-11:00 Session

Third Future Schools Presentation

- What elements of the TFS model will help address issues you've identified related to your working group?
  - Instructional supports (e.g., curriculum, lesson planning, grading)
  - Teacher time & requirements (e.g., teacher responsibilities, school schedule)
  - School climate (e.g., classroom management and behavior support)

- How might these best practices help inform recommendations?

Issue	Root Cause	Objective – What?	Supporting Evidence	Impact – Why?	Actor – Who?	Actor – How?	Next Steps?

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Third Future Schools Presentation

Break: 9:50-10:00 a.m.
Next Session Starts: 10:00 a.m.

Stay in this Zoom meeting

TEA

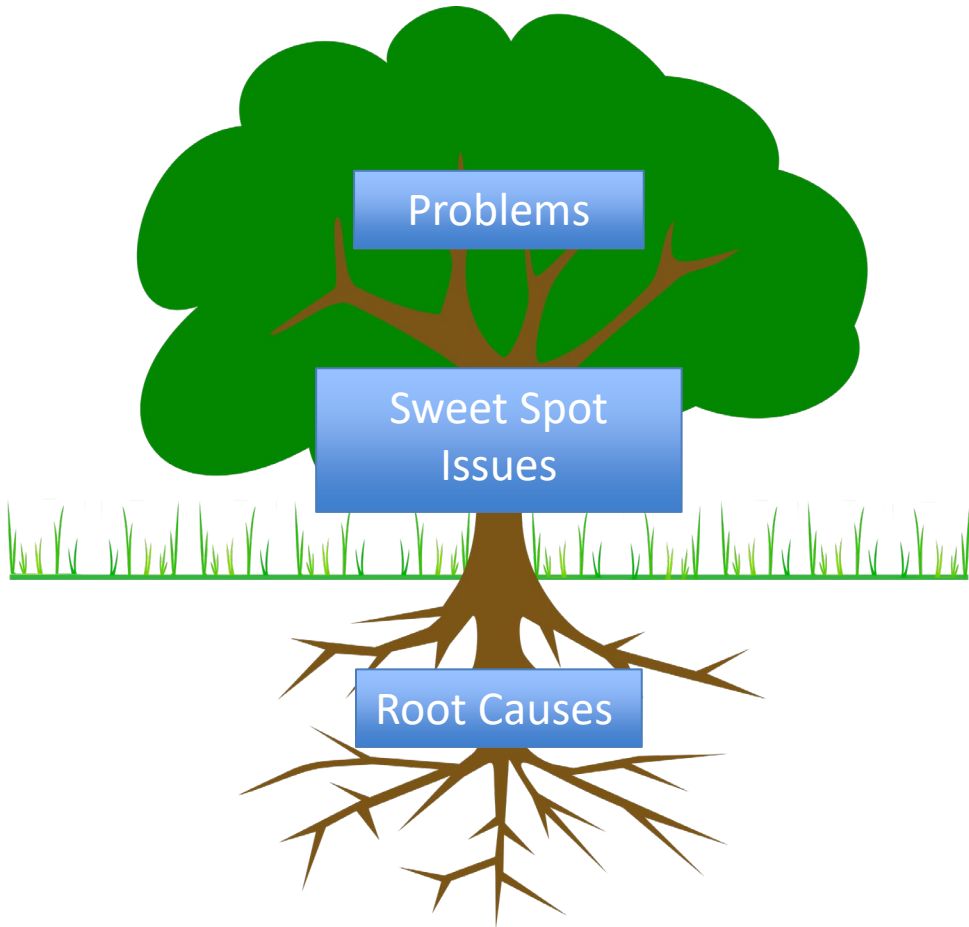**Subgroup Breakout – ROUND 1**

11:00-12:00

Subgroups

	Instructional Supports	Teacher Time & Requirements	School Climate
Possible topics	• Access to high-quality instructional materials • Instructional supports including mentoring from teacher leaders, coaching, administrative supports • Professional learning opportunities	• Teacher time, including scheduling & strategic staffing • Teacher requirements (campus, district, state)	• Teacher and student well-being • Classroom management and behavior support • Campus leadership • Teacher choice, independence, autonomy
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Third Future Schools Presentation

- What elements of the TFS model will help address issues you've identified related to your working group?
  - Instructional supports (e.g., curriculum, lesson planning, grading)
  - Teacher time & requirements (e.g., teacher responsibilities, school schedule)
  - School climate (e.g., classroom management and behavior support)

- How might these best practices help inform recommendations?

Issue	Root Cause	Objective – What?	Supporting Evidence	Impact – Why?	Actor – Who?	Actor – How?	Next Steps?

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Silent/solo

Issue	Root Cause	Supporting Evidence of Issue	Objective – Why?
Sweet spot issue: issue where a person or group of people can be held accountable for enacting change	"the fundamental reason for a problem"; helps us identify a narrow, actionable, and aligned recommendation	What evidence do you have that this is an issue affecting teacher vacancies in TX? Root causes?	Define the goals for change of this recommendation

Problems

Sweet Spot Issues

Root Causes

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Subgroup Discussion

Bucket	Root Cause(s)	Objective – Why?	Impact – Why?	Actor - Who?	Actor – How?	Questions? Next Steps?
	The fundamental reason for a problem"; helps us identify a narrow, actionable, and aligned recommendation	Define the goals for change of this recommendation	Identify the rationale and possible outcomes if this recommendation is broadly implemented	Identify the implementers for this type of recommendation	Begin to describe the method the implementers would use to enact this change	What research or other steps need to be taken to finalize this recommendation?
Instructional Supports Specific Issue:						
Instructional Supports Specific Issue:						
Instructional Supports Specific Issue:						

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Prep for Debrief

Bucket	Root Cause(s)	Objective – Why?	Impact – Why?	Actor - Who?	Actor – How?	Questions? Next Steps?
	The fundamental reason for a problem"; helps us identify a narrow, actionable, and aligned recommendation	Define the goals for change of this recommendation	Identify the rationale and possible outcomes if this recommendation is broadly implemented	Identify the implementers for this type of recommendation	Begin to describe the method the implementers would use to enact this change	What research or other steps need to be taken to finalize this recommendation?
Instructional Supports Specific Issue:						
Instructional Supports Specific Issue:						
Instructional Supports Specific Issue:						

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Lunch

12:00-12:30 p.m.

Return to this Zoom Session

TEA

Share Out – ROUND 1

12:30-12:55

Share Out Protocol

- Purpose: strengthen the quality of issues, root causes, and evidence identified through focused collaboration

- Protocol (repeated for each subgroup):
    - **Facilitator (2-3 min)**:
        - Focus audience on areas of requested input or questions
        - Share update of their work: issues, root causes, evidence, possible objectives & next steps
    - **Participants (2-3 min):**
        - Take notes, provide input & feedback

- Closing
    - Trends noted
    - Next steps

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Subgroup Breakout – ROUND 2

12:55-2:00

Check-in

- Given the outcomes of the protocol, what is the best way to use the remainder of our subgroup time?
    - Refine ideas we were discussing
    - Move onto new ideas
    - What else?

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Subgroup Discussion (Continued)

Bucket	Root Cause(s)	Objective – Why?	Impact – Why?	Actor - Who?	Actor – How?	Questions? Next Steps?
	The fundamental reason for a problem"; helps us identify a narrow, actionable, and aligned recommendation	Define the goals for change of this recommendation	Identify the rationale and possible outcomes if this recommendation is broadly implemented	Identify the implementers for this type of recommendation	Begin to describe the method the implementers would use to enact this change	What research or other steps need to be taken to finalize this recommendation?
Instructional Supports Specific Issue:						
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Prep for Debrief

Bucket	Root Cause(s)	Objective – Why?	Impact – Why?	Actor - Who?	Actor – How?	Questions? Next Steps?
	The fundamental reason for a problem"; helps us identify a narrow, actionable, and aligned recommendation	Define the goals for change of this recommendation	Identify the rationale and possible outcomes if this recommendation is broadly implemented	Identify the implementers for this type of recommendation	Begin to describe the method the implementers would use to enact this change	What research or other steps need to be taken to finalize this recommendation?
Instructional Supports Specific Issue:						
Instructional Supports Specific Issue:						
Instructional Supports Specific Issue:						

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TEA

Share Out –
ROUND 2

2:00-2:25

Understanding the Teacher Experience

Bucket	Objective – Why? Define the goals for change of this recommendation	Next Steps Key actions to be taken between August and October
Instructional Supports Specific Issue:		
Instructional Supports Specific Issue:		
Teacher Time & Requirements Specific Issue:		
Teacher Time & Requirements Specific Issue:		
School Climate Specific Issue:		
School Climate Specific Issue:		

Share Out Protocol

- Purpose: (1) strengthen the quality of issues, root causes, and evidence identified through focused collaboration (2) prepare for whole group Task Force share out

- Protocol (repeated for each subgroup):
  - **Facilitator shares (2-3 min)**:
    - Buckets
    - Objectives
    - Next steps
  - **Participants (2-3 min):**
    - Provide input and share points of connection

- Closing: trends and next steps

TEA

Closing

2:20-2:25

Recommendations Framework

Bucket	Issue & Root Causes	Objective – What?	Impact – Why?	Actor – Who?	Actor – How?	Next Steps?
Subgroup	Sweet spot issue: issue where a person or group of people can be held accountable for enacting change Root causes: "the fundamental reason for a problem"; helps us identify a narrow, actionable, and aligned recommendation	Define the goals for change of this recommendation	Identify the rationale and possible outcomes if this recommendation is broadly implemented	Identify the implementers for this type of recommendation	Begin to describe the method the implementers would use to enact this change	What research or other steps need to be taken to finalize this recommendation?
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Upcoming Working Groups

Immediate Next Steps

- Exit Survey

Aug 25 – Oct 18

Facilitators:
- Meet to summarize progress & plan next steps

TEA Support Staff:
- Meet to summarize progress & plan next steps
- Solicit input and feedback from working group volunteers

All Task Force Members:
- Complete prep work for Oct 13 meeting

Oct 18 TVTF Meeting

- Discussion of pre-work
- Possible invited panelists or presenters
- Working group time: continue using framework to further develop possible recommendations (what, why, who, how)

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THANK YOU!

Task Force Share Out

Break: 2:30-2:45 p.m.
Next Session Starts: 2:45 p.m.

Return to this Zoom meeting