



Commissioner Morath's Comments and Q&A

June 2, 2022

Reflections

Connection of Efforts



Increased coordination among school safety stakeholders



Increased data collection to drive continuous improvement



Increased support for and coordination within campuses resulting from the Safe and Supportive School Program

NEW! School Mental Health Resources and Tools: 2021-2022

1

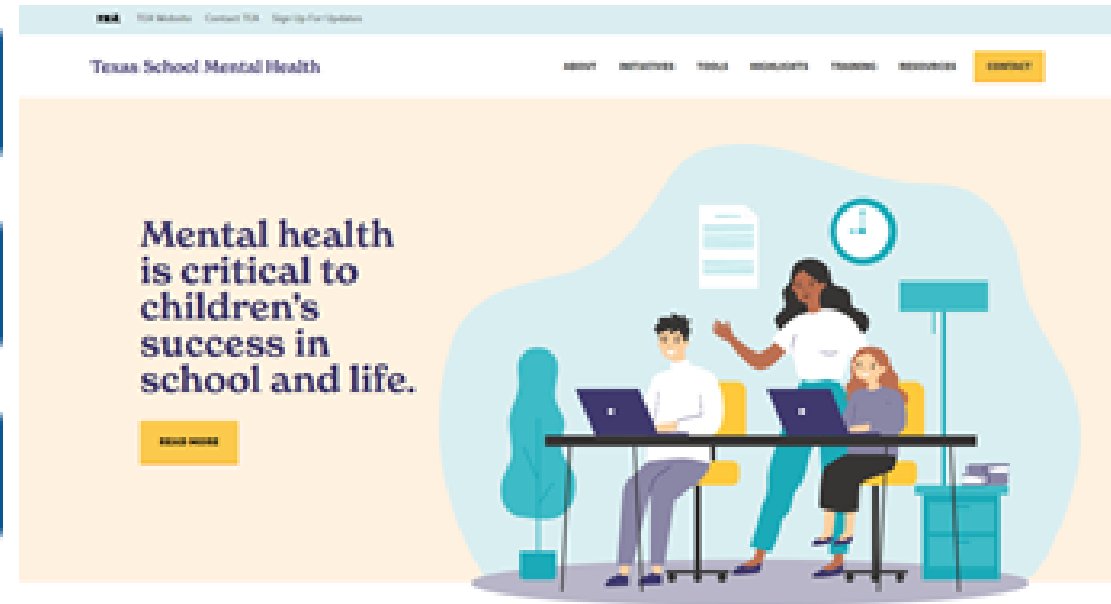
- School Mental Health Practice Guide and Toolkit

2

- Texas School Mental Health Website
<https://schoolmentalhealthtx.org/>

3

- Safe and Supportive Schools Program MTSS for Mental Health Learning Modules – Coming Soon!



Informing resources and advancing wellness and resiliency in education through collaborative efforts, including:



Advancing Wellness and Resiliency in Education



Texas Education Agency



South Southeast (PHS Region 8)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



tcmhcc

CCNETWORK
Comprehensive Center Network

REGION 14
Arkansas
Louisiana
Texas



- The Texas Health and Human Services Commission
- The Texas School Safety Center
- Texas Suicide Prevention Council and Coalition

- The Collaborative Task Force on School Mental Health Supports
- Texas System of Care, Community Resource Coordination Groups
- ESC Mental Health Professional Learning Community and Network



Teacher Vacancy Task Force will recommend teacher-shaped solutions and best practices



Understand the challenges districts are currently facing related to teacher vacancies



Share best practices for addressing critical teacher vacancy and shortage areas



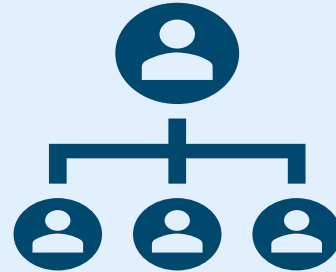
Develop recommendations for regulatory or other policy changes for TEA



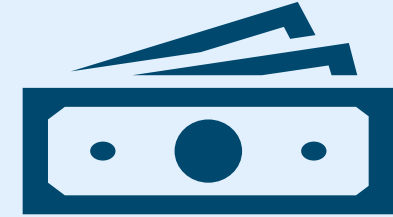
Provide feedback on TEA initiatives designed to help impact vacancies



**Improving Educator
Preparation**



**Strategic Staffing
Models**

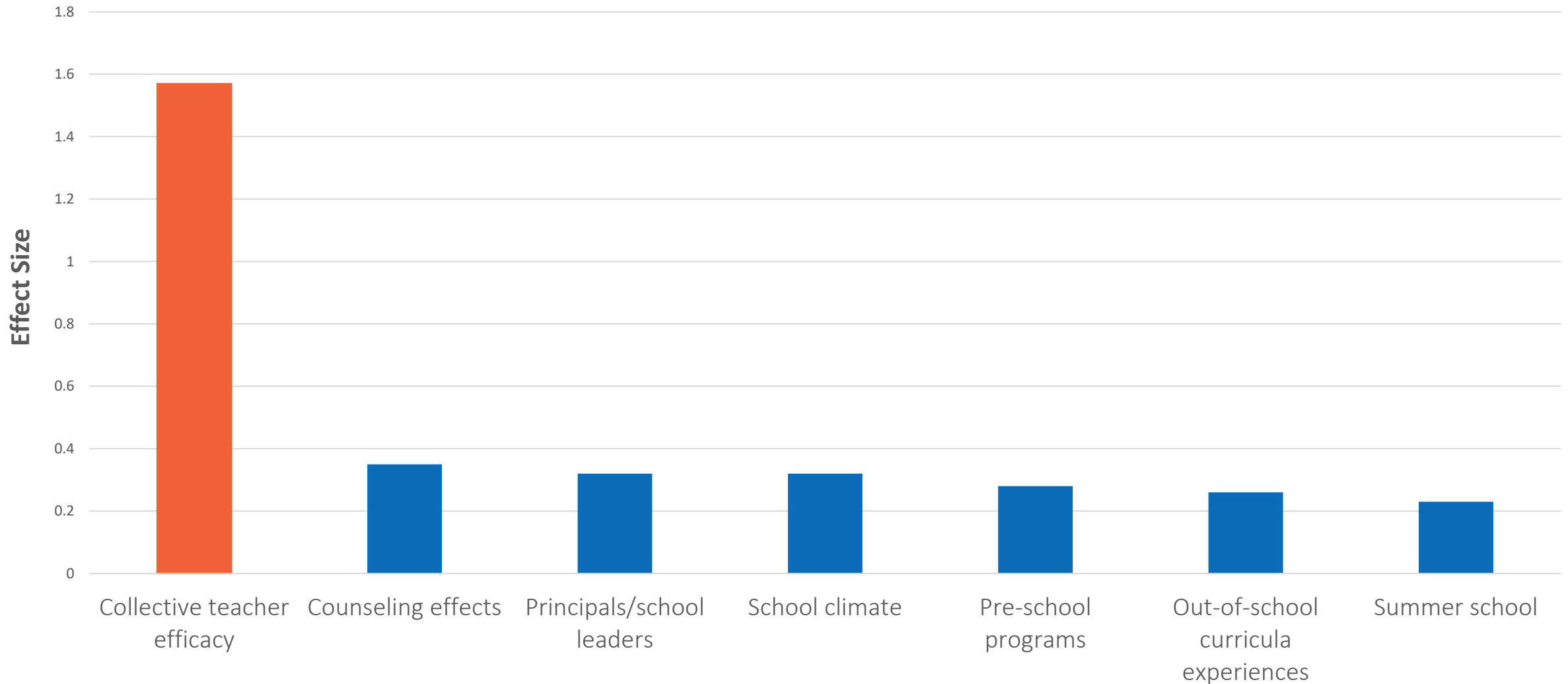


**Compensation
Models**



Understanding the Teacher Experience

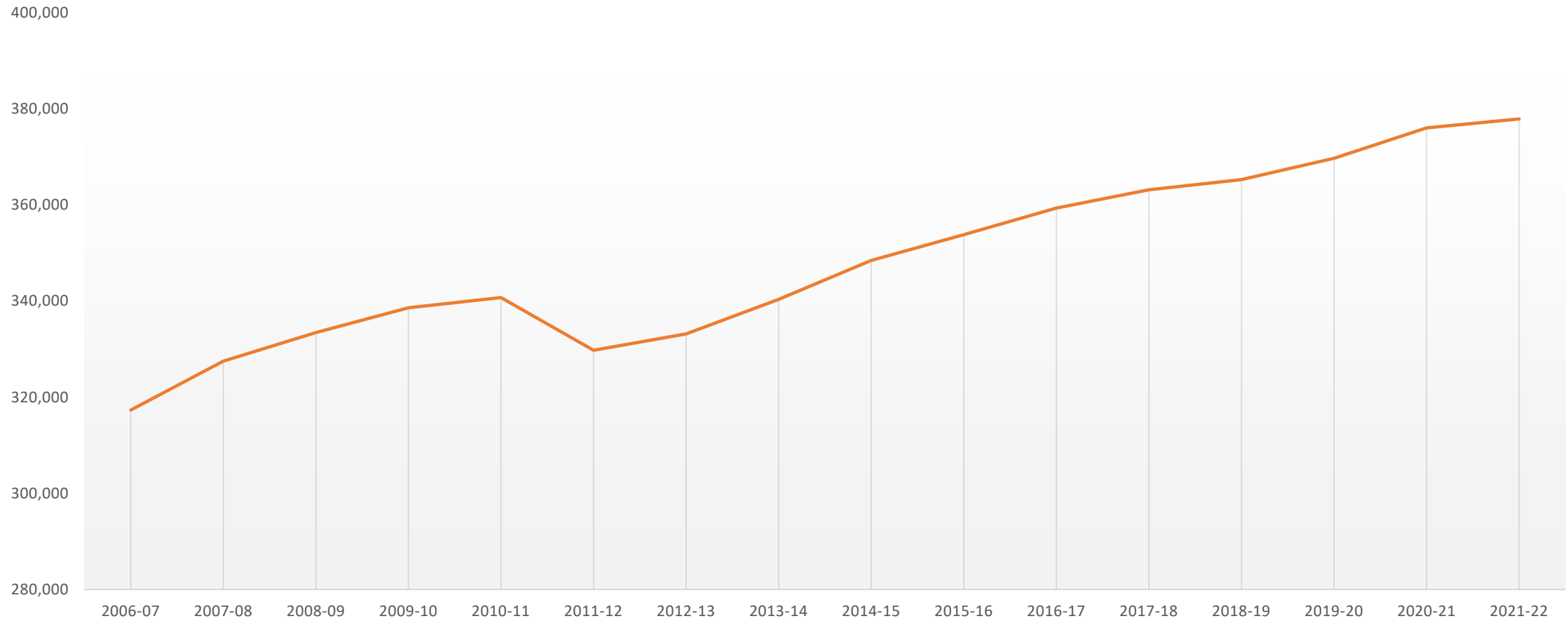
Teachers are the single most important in school factor impacting student outcomes





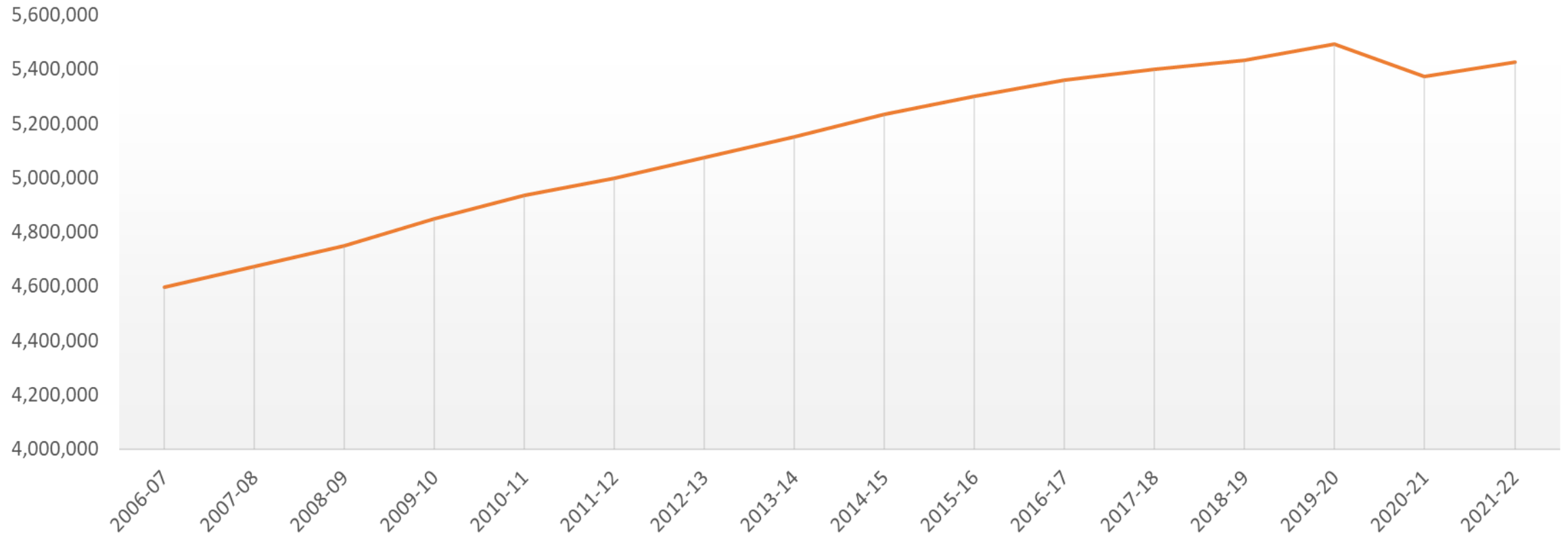
Texas is currently employing more teachers than at any point previously

Number of Employed Teachers



The teacher employment count remains high, even while statewide student enrollment has declined during COVID

Student Enrollment



We Face Significant Recruitment Challenges

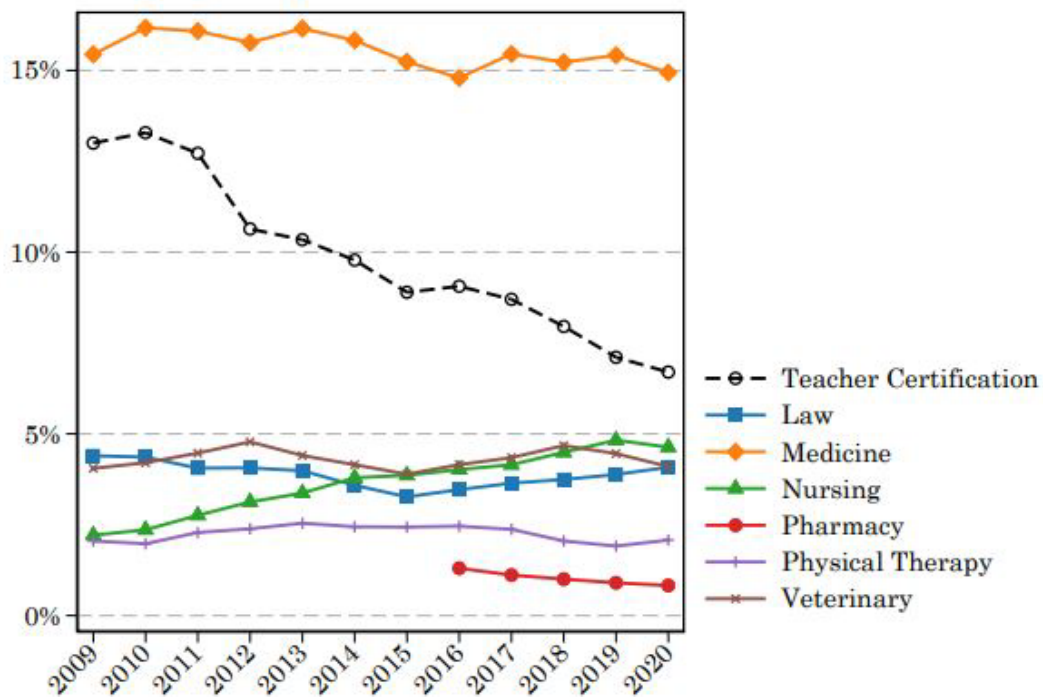
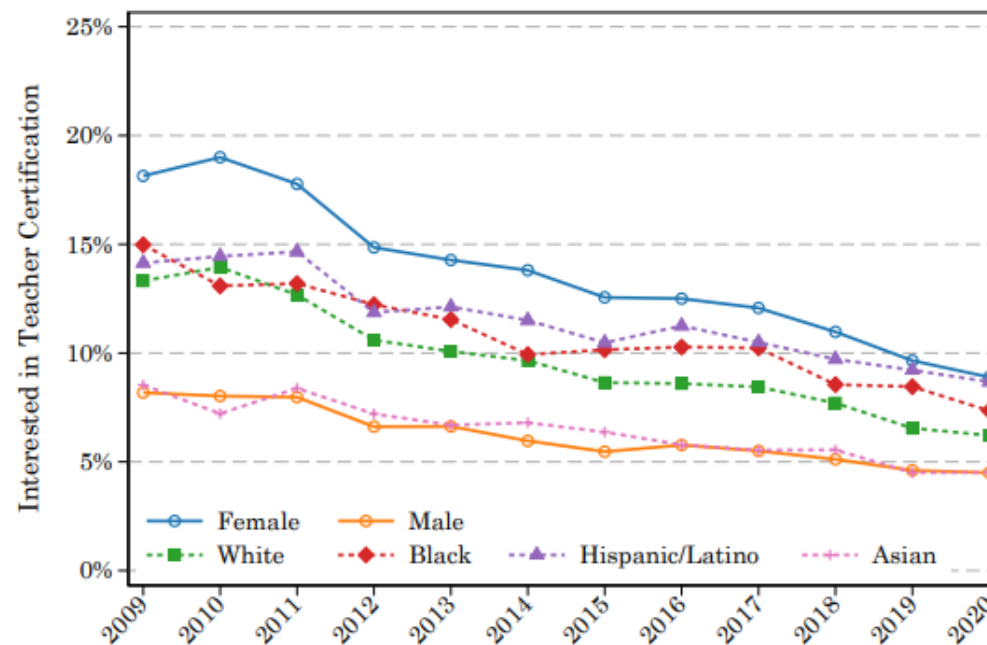


Figure 1

Interest in Teaching and Preprofessional Programs

Notes: For teacher certification, the lines shows the percentage of applicants who responded yes to the following question: “Will you seek teacher certification?” A yes/no response was required. The remaining lines comes from a single item: “If you plan to pursue a preprofessional program, please specify which one.” A response was not required and applicants could choose one (mutually exclusive) of the six listed programs, “no”, or “others.” Pharmacy was not an available option until 2016.

(a) *Demographics*

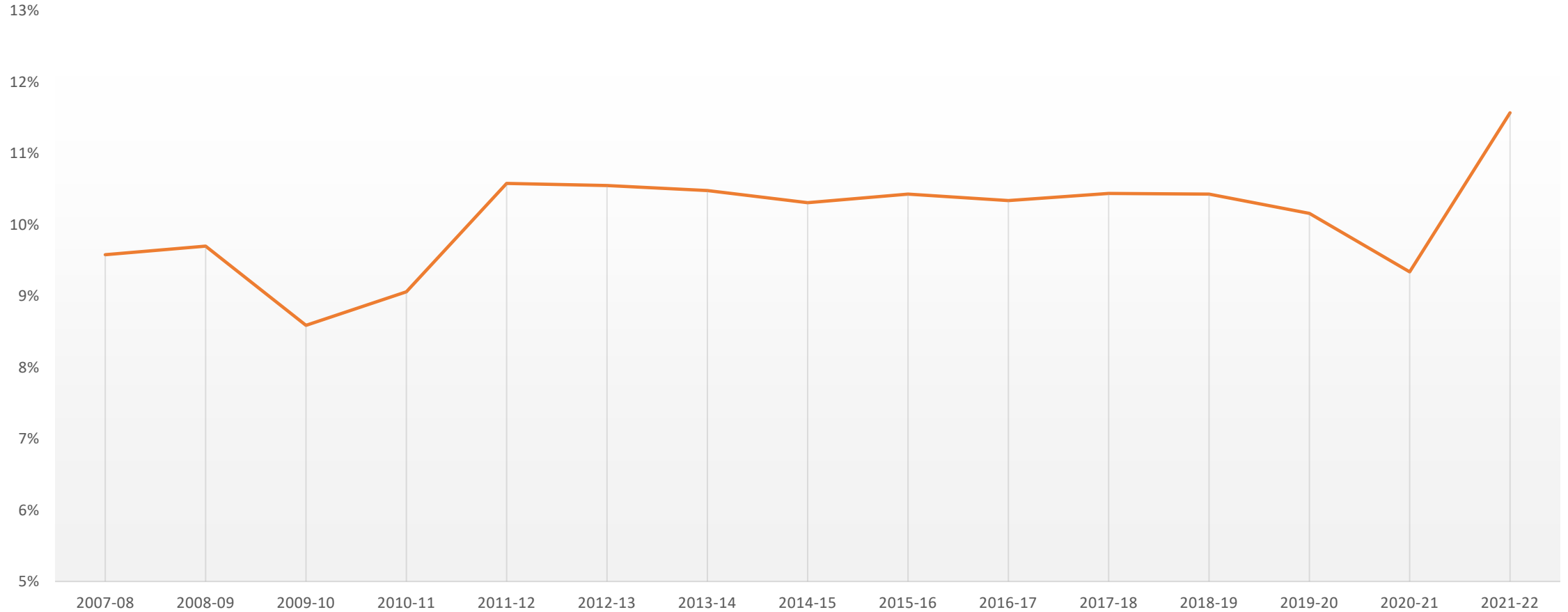


Bartanen, Brendan, and Andrew Kwok. (2022). From Interest to Entry: The Teacher Pipeline From College Application to Initial Employment. (EdWorkingPaper: 22-535). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/hqn6-k452>



We face significant retention challenges, which have worsened during COVID

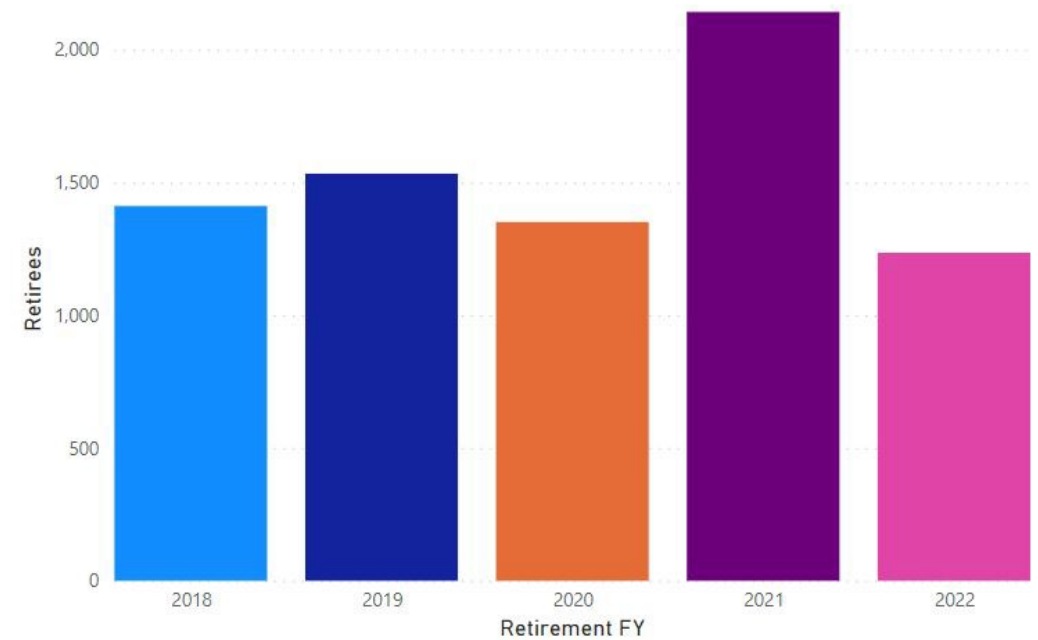
Teacher Attrition Percent



Teacher Retirements increased in 2020-21, but appear to be tracking closer to average during the 2021-22 SY

Fiscal Year	Teacher & Librarian Retirements
2018	7,423
2019	7,465
2020	7,551
2021	8,611
2022	Full Data Not Yet Available

Teacher Retirements by FY, September - February



Data provided by the Teacher Retirement System of Texas

What are the most important factors impacting successful retention and recruitment?

Challenges: Working Conditions, Training, and Pay



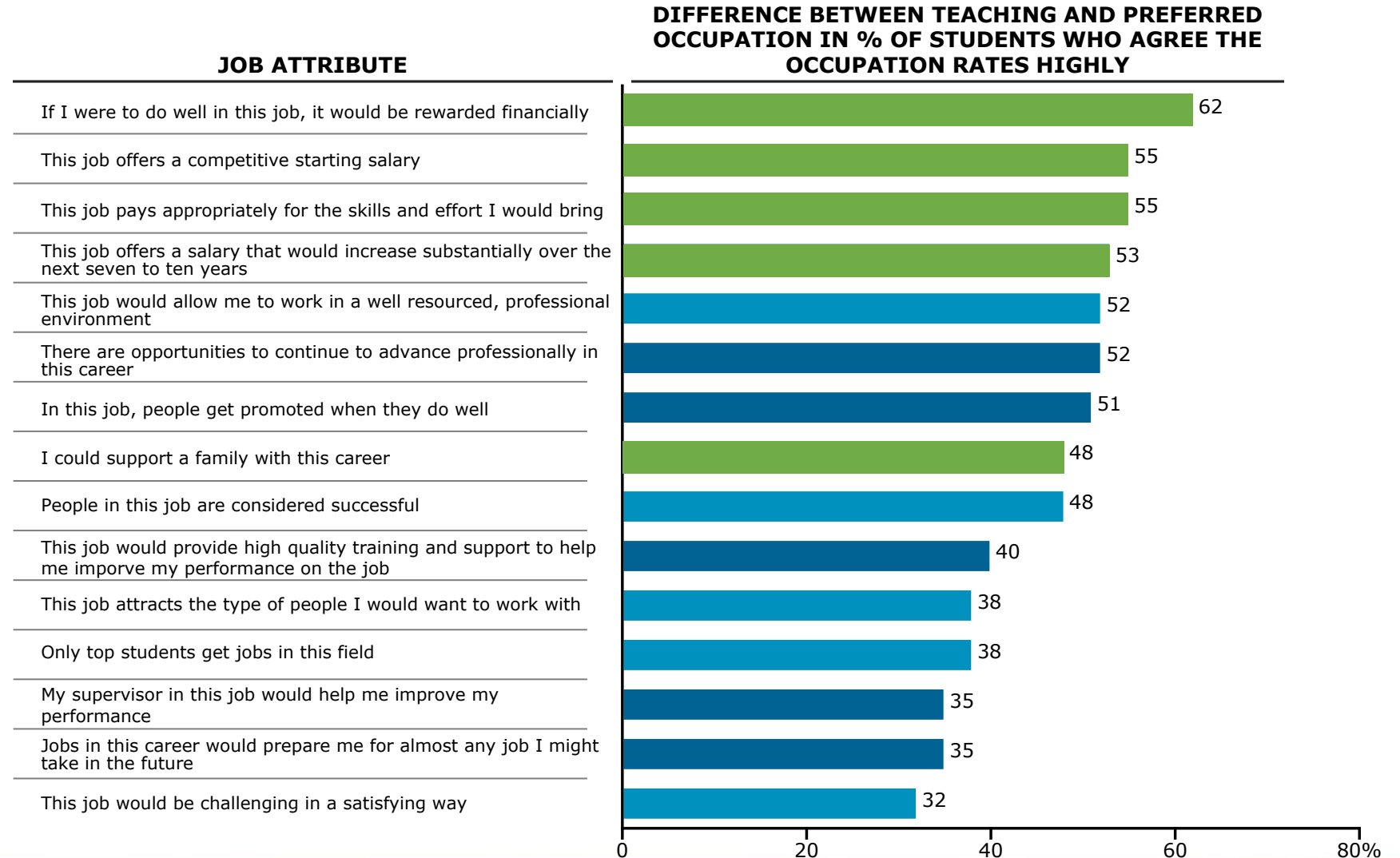
Pay



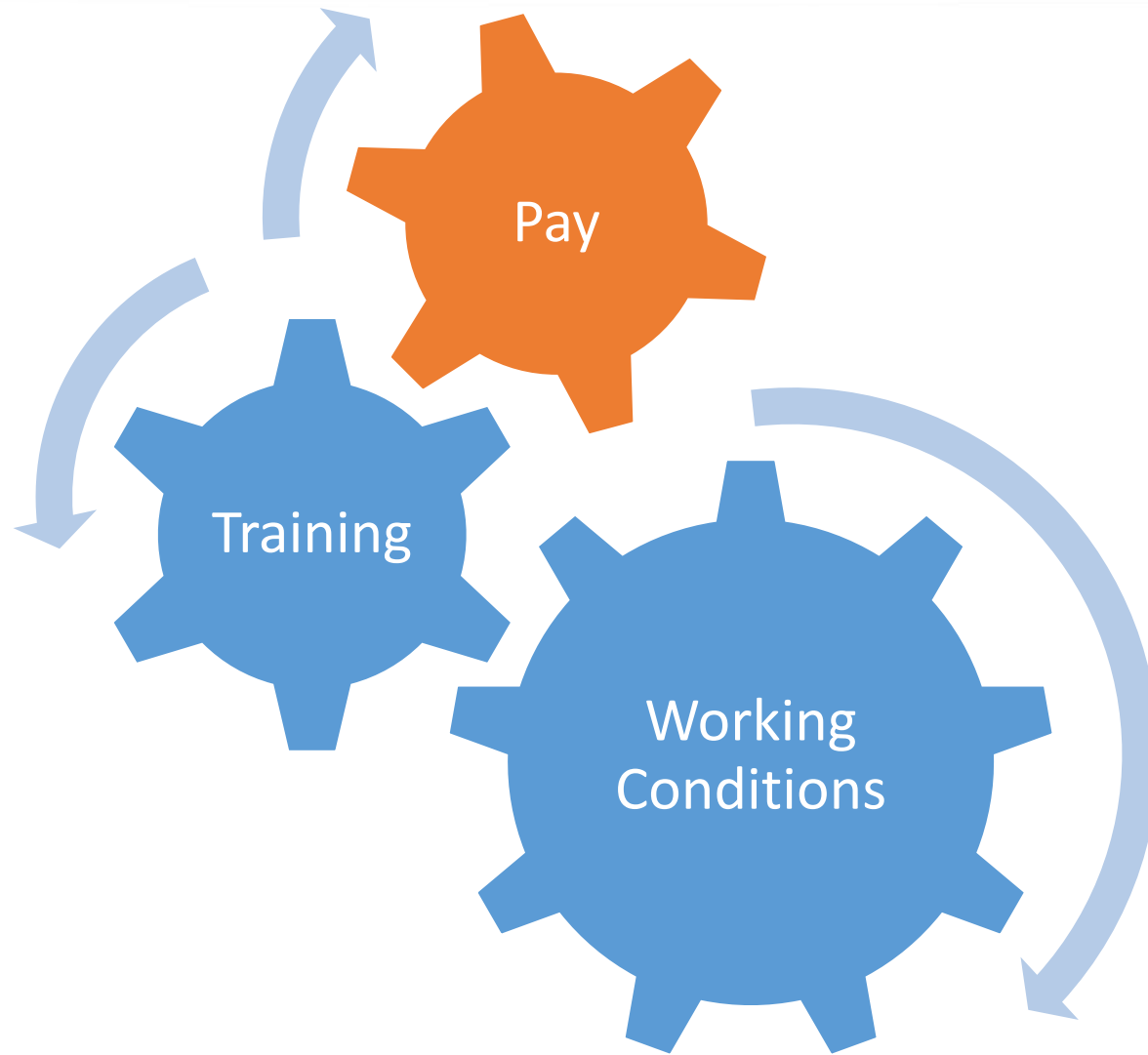
Working Conditions



Training & Development

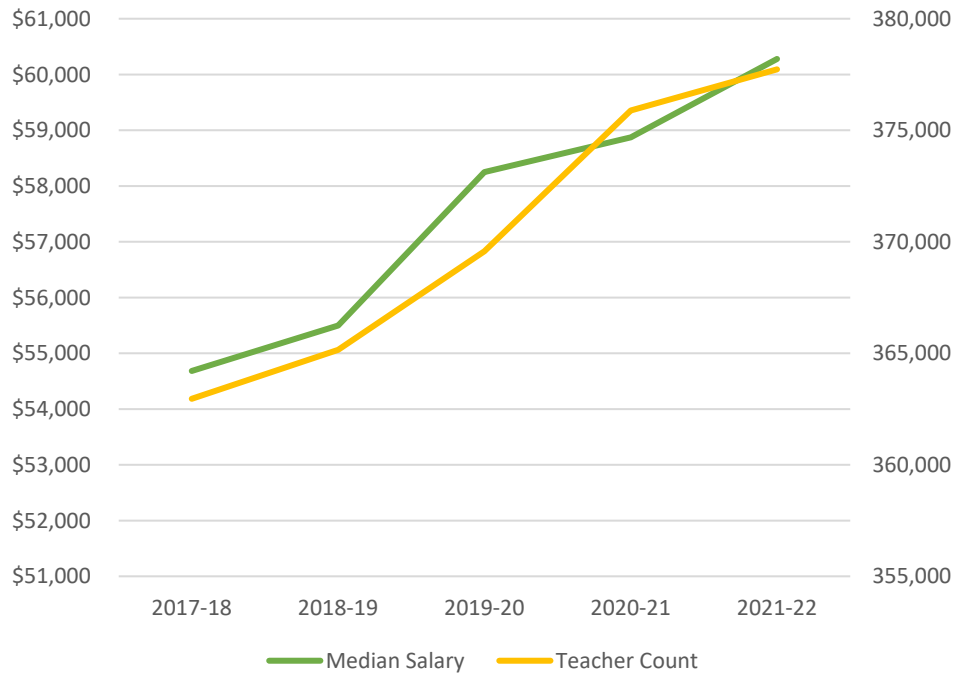


Challenges: Working Conditions, Training, and Pay

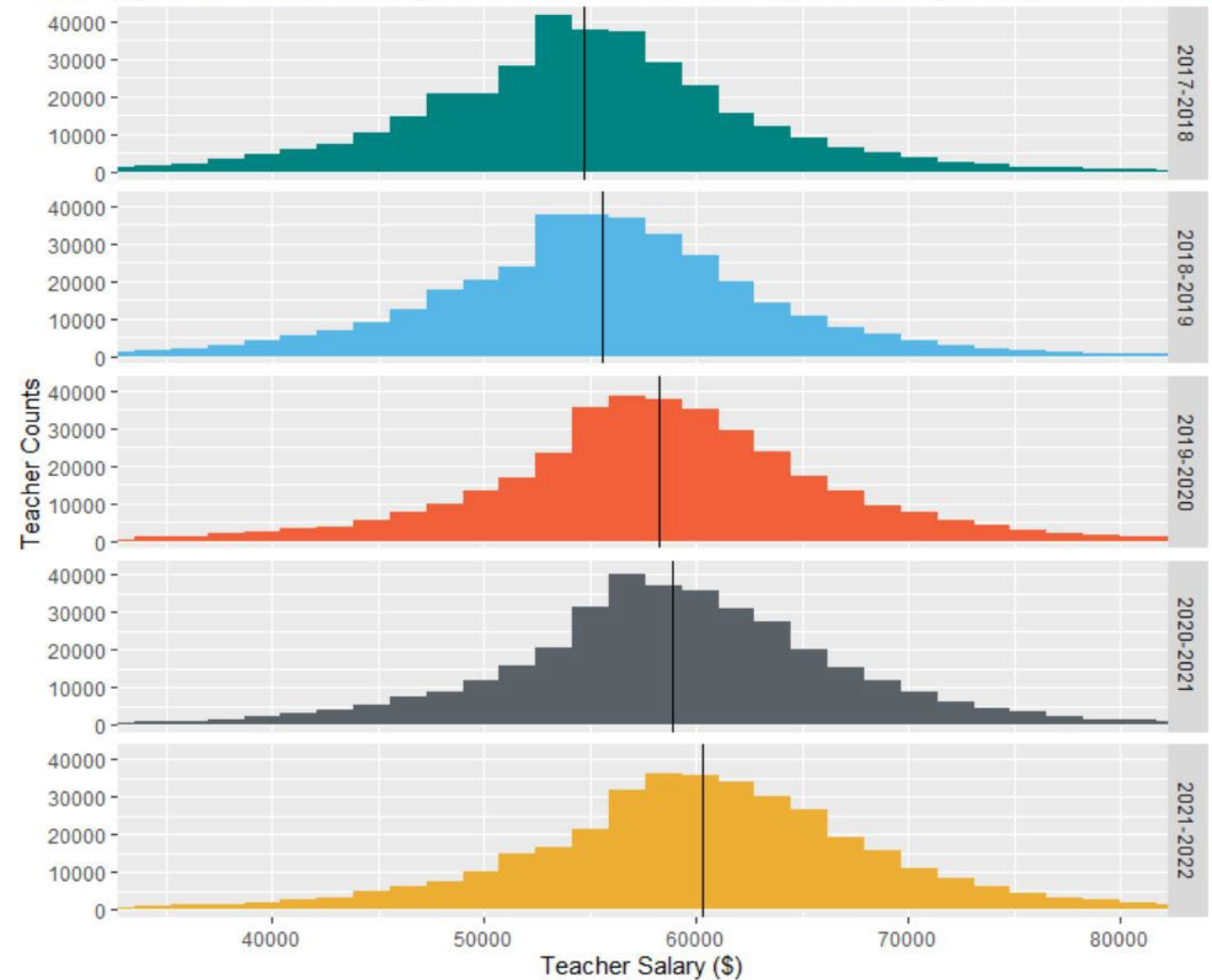


Median Teacher Salaries Have Increased Over the Last Five Years

Growth in Salaries and Total Teachers



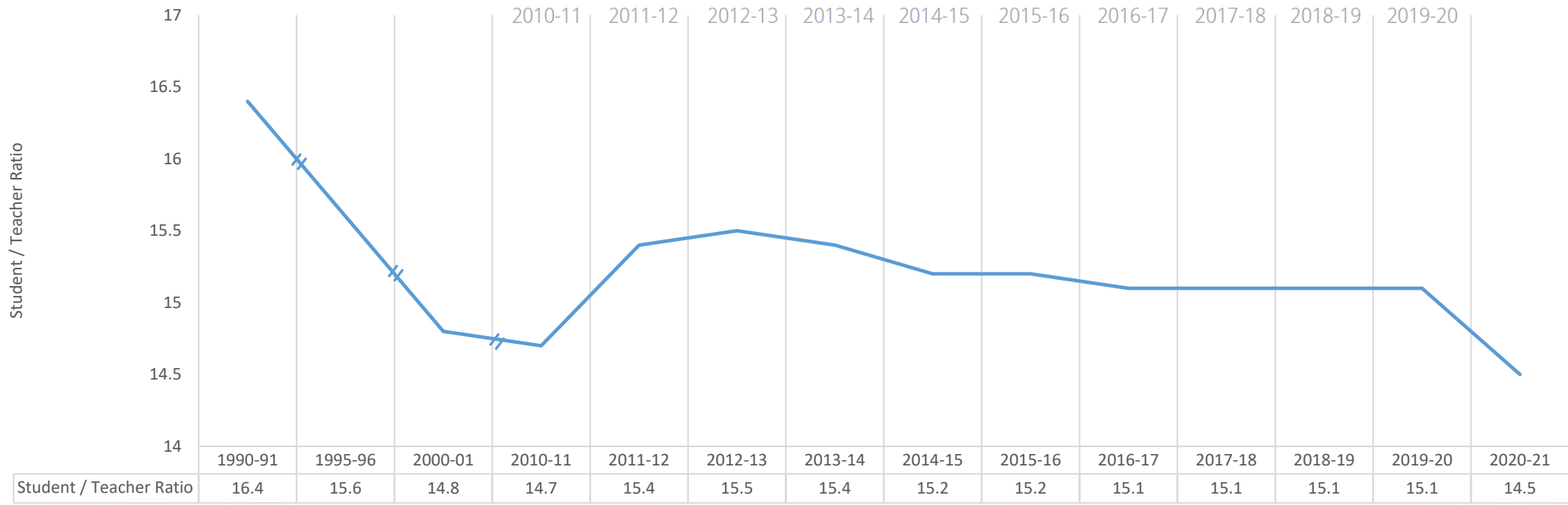
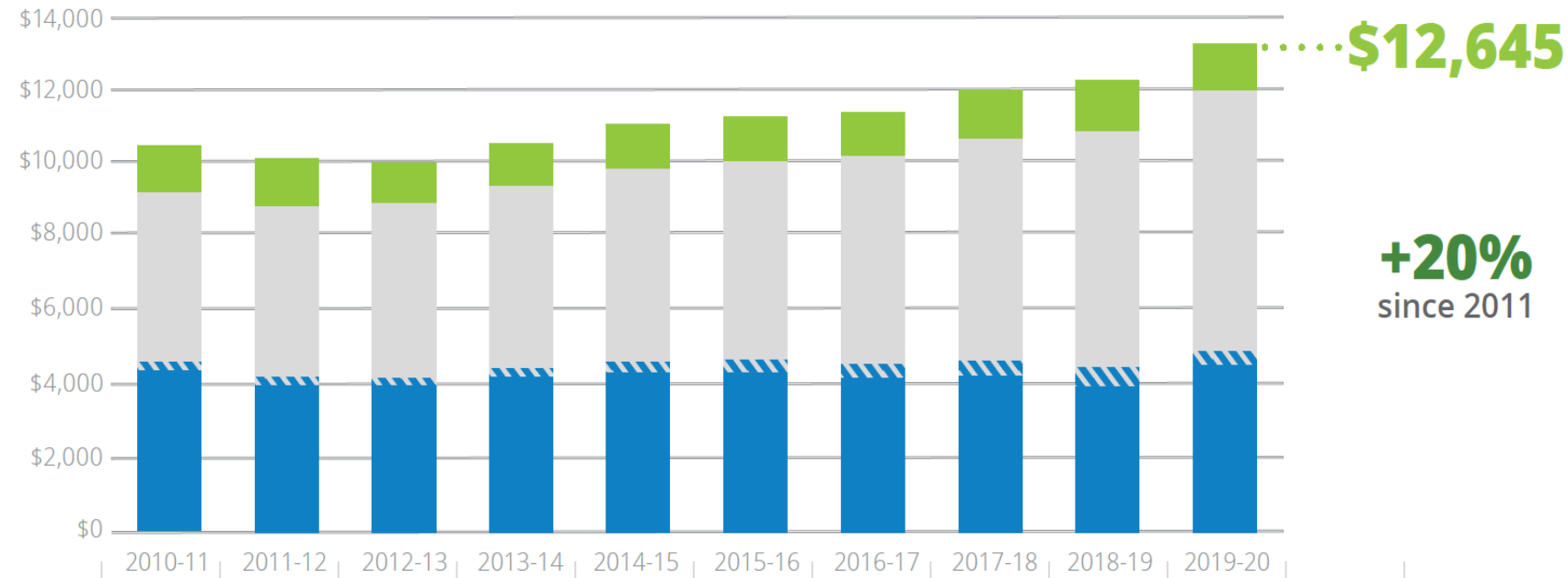
Distribution of Teacher Salary Over the Last Five Years With Corresponding Median Value



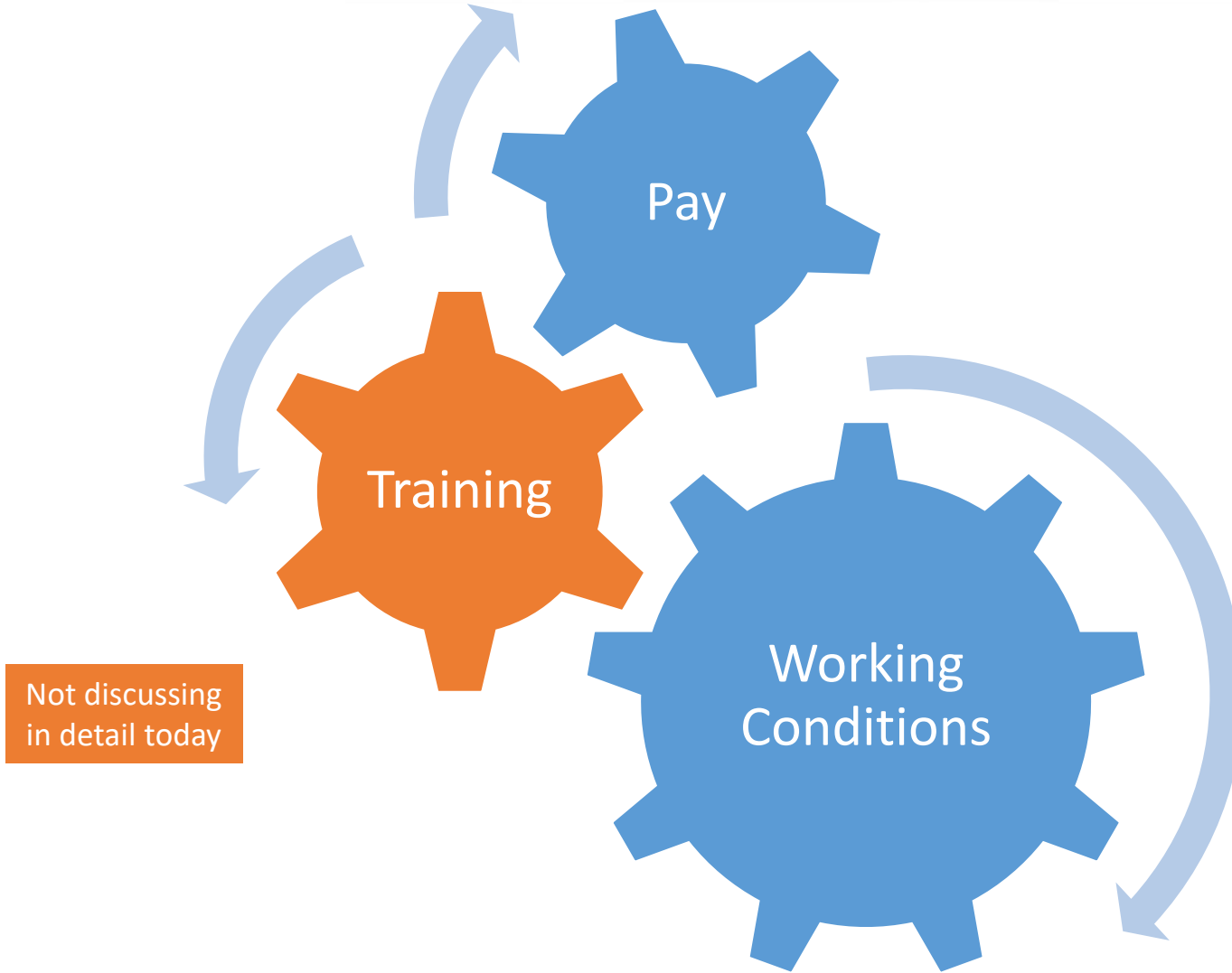
The legislature has significantly increased overall funding, but the impact on teacher salaries depends on LEA staffing decisions

Per student annual funding

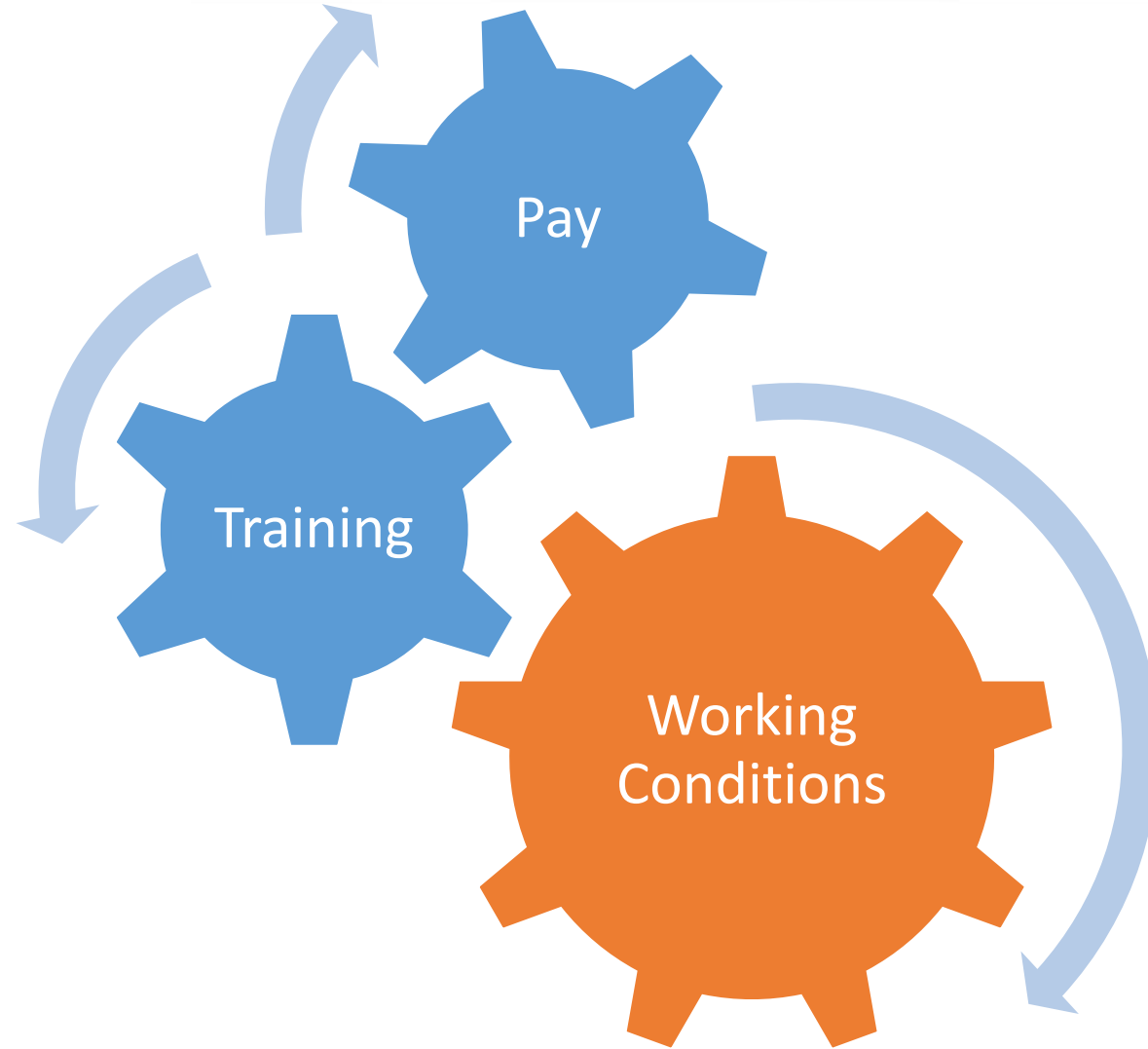
- Total Statewide State Funding
- Total Statewide Revenue from Recapture
- Total Statewide Local Funding
- Total Statewide Federal Funding



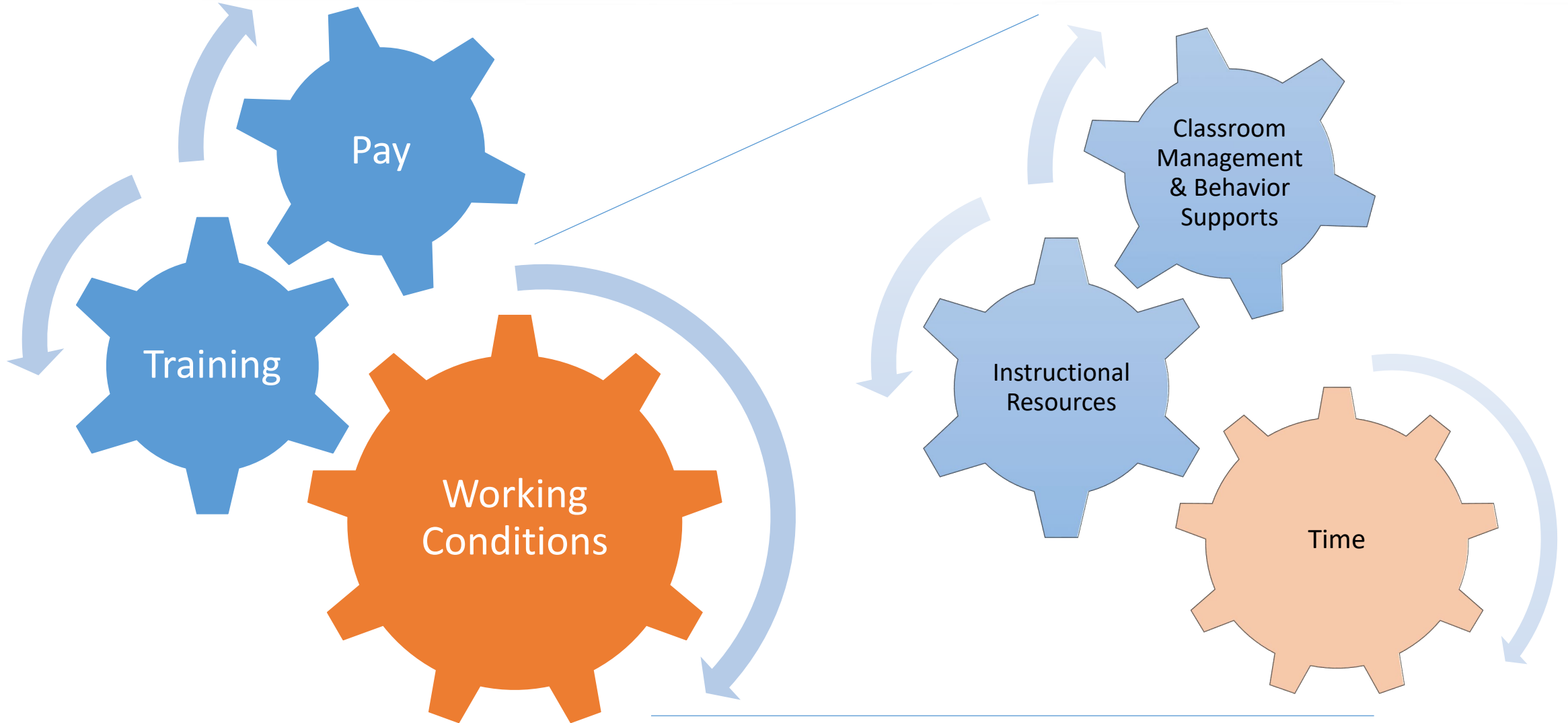
Challenges: Working Conditions, Training, and Pay



Challenges: Working Conditions, Training, and Pay



Major Drivers of Teacher Working Conditions



Addressing the Problem of Working Conditions

Many teachers are overwhelmed with everything they have to do in the day.



A Key Source of Teacher Stress:

- Responsible for huge number of student expectations (SE)
(e.g., 235 core content SEs for 1st grade teachers)
- Can regularly work 12+ hour days
- Limited job-embedded planning
- Minimal breaks

COVID has made this worse, with lack of substitutes, more students behind academically, and more students with behavior issues

Example Elementary Schedule

Existing Schedule

Teachers teaching core content more than 5 hours per day.

Teachers leading non-instructional tasks nearly 2 hours per day

Example 1st Grade Schedule Change

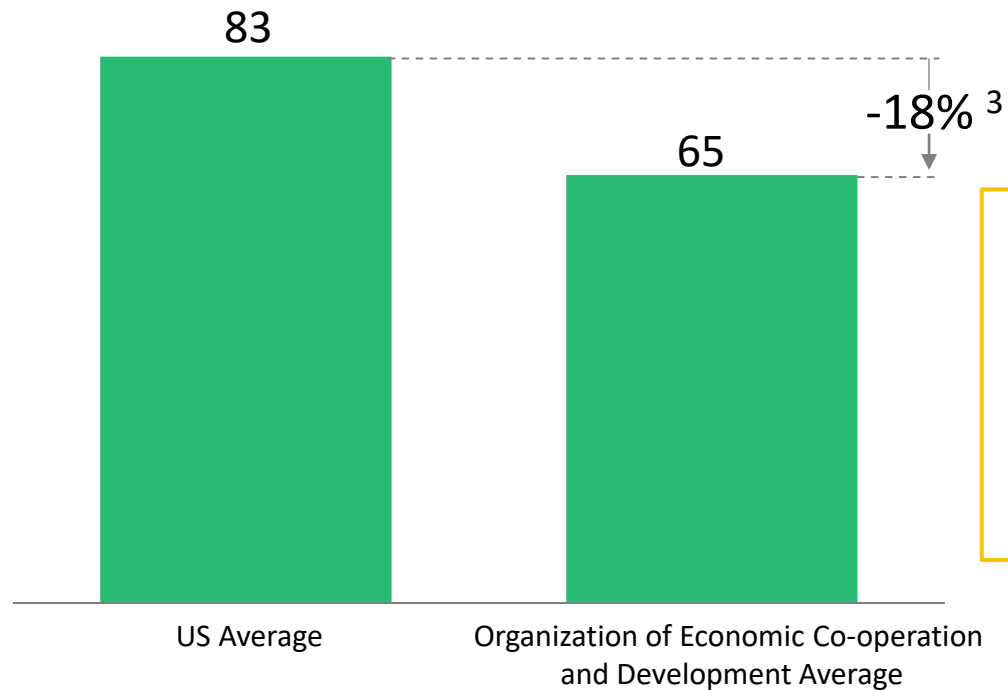
Time	Existing Schedule	New Schedule
7:30 AM	Breakfast / Morning Meeting	
8:00 AM	Phonics	
	Read Aloud	
	Transition / RR Break	
8:30 AM	Specials (Art / Music / PE)	
9:00 AM	Transition	
9:30 AM	Reading Centers	
10:00 AM		
10:30 AM	Language Development	
	Transition	
11:00 AM	Lunch	
	Transition	
11:30 AM	Recess	
	Transition	
12:00 PM	Writer's Workshop	
12:30 PM	Math	
1:00 PM		
1:30 PM	Science / Social Studies	
	Snack	
2:00 PM	RR Break / Transition	
	Tiered Supports	

Teachers need extensive time to plan. The way school is designed here requires teachers either: (a) work long hours in the evening and on weekends, or (b) teach without planning.

International Comparison

In most higher performing countries, teachers are in front of students between 3 and 4 hours per day, compared to an average of 6 hours in the US.

Working hours teachers spend giving instruction¹ (%)



Of note: Teachers in South Korea, Japan and Singapore spend only ~35%² of their working time teaching pupils

Data compiled by Boston Consulting Group. Sources: 1. OECD's "2014 Education at a Glance" report; included primary school teachers only 2. In Japan, students have a shorter school day and teachers stay for additional hours to do other activities, according to Stanford Education Policy "How High Achieving Countries Develop Great Teachers" 3. Difference in teaching time can be as low as 12% according to "The Mismeasure of Teaching Time", Columbia University

Example of How Change Might Look

Existing Schedule

Teachers teaching core content more than 5 hours per day.

Teachers leading non-instructional tasks nearly 2 hours per day

Teachers would have about 3 more hours each day to plan.

Example 1st Grade Schedule Change		
Time	Existing Schedule	New Schedule
7:30 AM	Breakfast / Morning Meeting	Breakfast / Morning Meeting
8:00 AM	Phonics	Phonics/Foundation Writing
	Read Aloud	
8:30 AM	Transition / RR Break	
9:00 AM	Specials (Art / Music / PE)	Reading for Knowledge
	Transition	
9:30 AM	Reading Centers	
10:00 AM		Recess
10:30 AM		Transition
10:30 AM	Language Development	Tiered Supports
11:00 AM	Lunch	Lunch
	Transition	Transition
11:30 AM	Recess	Reading for Knowledge
12:00 PM	Writer's Workshop	Math
	12:30 PM	
1:00 PM		
1:30 PM	Science / Social Studies	Recess
	Transition	RR Break / Transition Snack
2:00 PM	RR Break / Transition	Specials (Art / Music)
	Tiered Supports	Specials (PE)

New Schedule

Teachers teaching core content approximately 4 hours per day

Teacher assistants handle transitions & recess, which would have been nearly another 2 hours of teacher time.

Students have two free play (recess) opportunities per day.

Students have PE every day, and now have music/art every other day instead of once every three days.

Examples of District Implementation

- **Some have begun adjusting daily schedules to allow teachers more planning time.**
 - In Longview ISD, several elementary schools are organized so that students receive instruction during a normal school schedule over 5 days a week, but grade level teams get 1 full day a week dedicated to planning, when they are not in front of students.
- **Some small rural schools have adjusted to a 4-day school week for students, with a 5th day of planning and/or personal time for teachers.**
- **This significant level of planning time for teachers remains rare. Most districts implement a schedule that allows for one or two hours of common planning time during the normal school day each week, in addition to 45 minutes of duty-free time.**

What is stopping more schools from doing this?

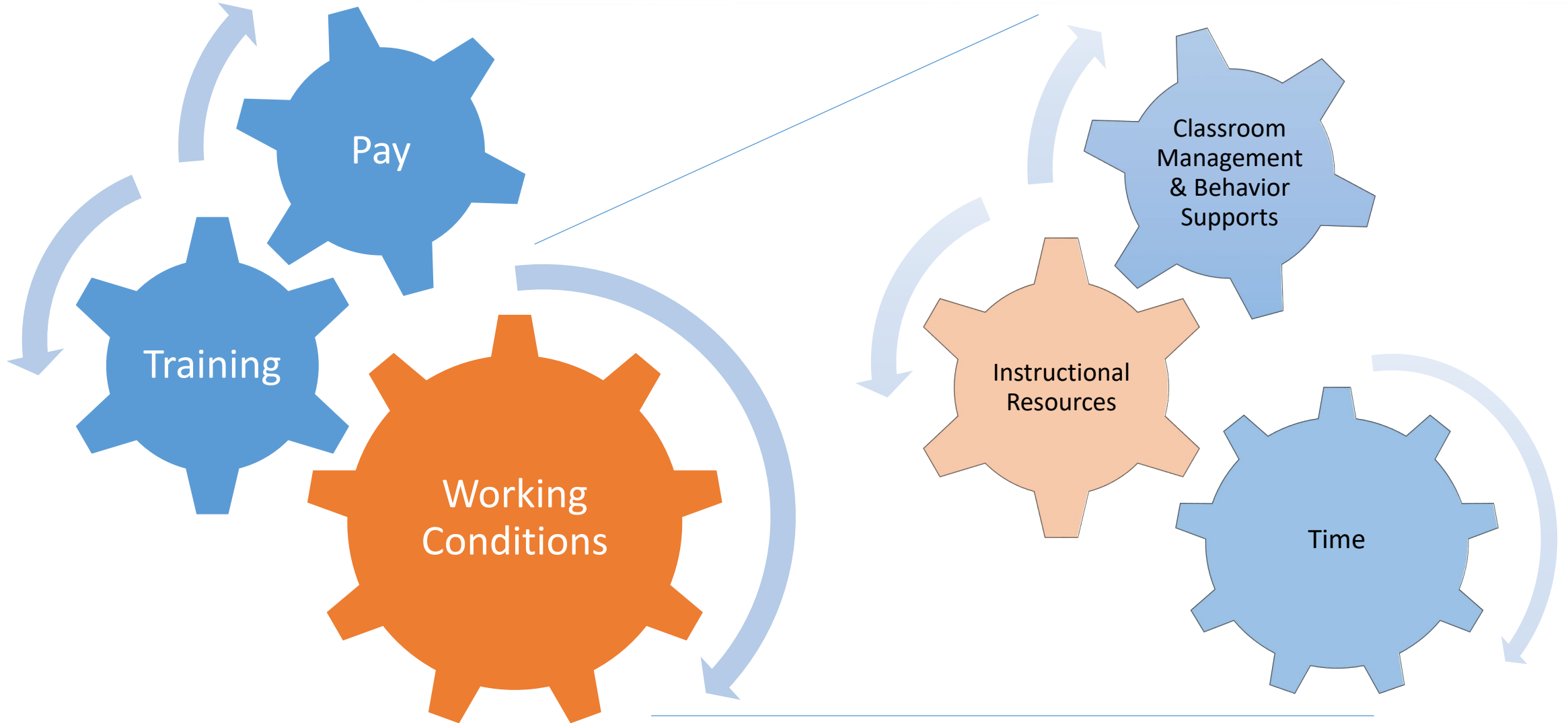
Staffing Patterns & Budget Implications

- We would need a sufficient number of teacher assistants in campus staffing patterns, which would require staffing trade offs. These problems can be resolved, but only with extensive planning at the district leadership level. Specific planning support for districts can help.

Academic Concerns

- There are 235 core content student expectations in 1st grade alone. Instructional materials (lesson plans) provided to teachers must support covering the content well in the time available.

Major Drivers of Teacher Working Conditions



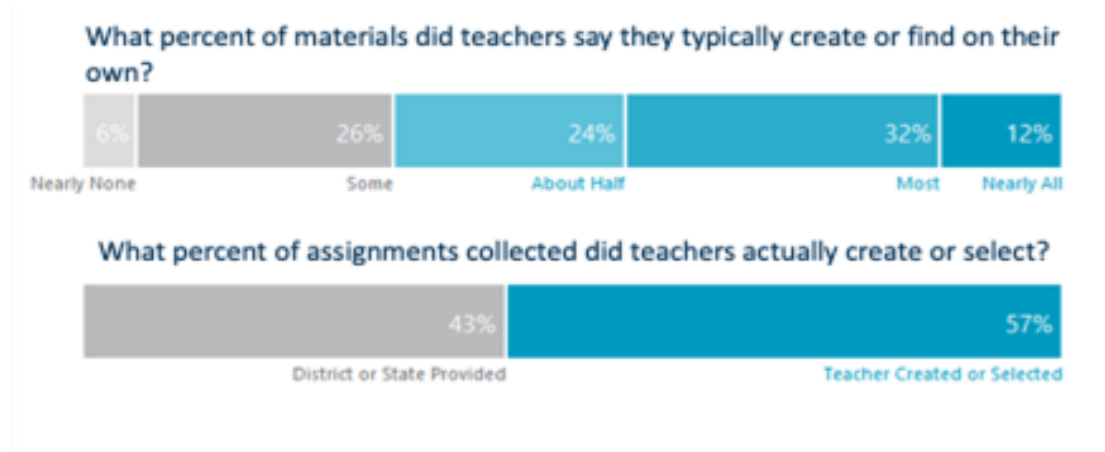
Instructional Materials Must Support Teachers by Properly Integrating Academic Content & The Master Schedule

Time	New Schedule
7:30 AM	Breakfast / Morning Meeting
8:00 AM	Phonics/Foundational Writing
8:30 AM	
9:00 AM	Reading for Knowledge
9:30 AM	RR Break / Transition
	Recess
10:00 AM	Transition
	Tiered Supports
10:30 AM	Transition
11:00 AM	Lunch
	Transition
11:30 AM	Reading for Knowledge
12:00 PM	Math
12:30 PM	Transition
1:00 PM	Recess
	RR Break / Transition
	Snack
1:30 PM	Specials (Art / Music)
2:00 PM	Transition
	Specials (PE)

High quality instructional materials must be made universally available, designed to cover the TEKS while being delivered in these kinds of efficient content blocks that **balance instruction & planning time for teachers.**

Currently, Teachers Aren't Consistently Given Access to High Quality Instructional Materials, Requiring Them to Fill in Gaps

Teachers reported spending **7 hours per week** or **250 hours per year** developing or selecting instructional materials.



Where do teachers find materials?

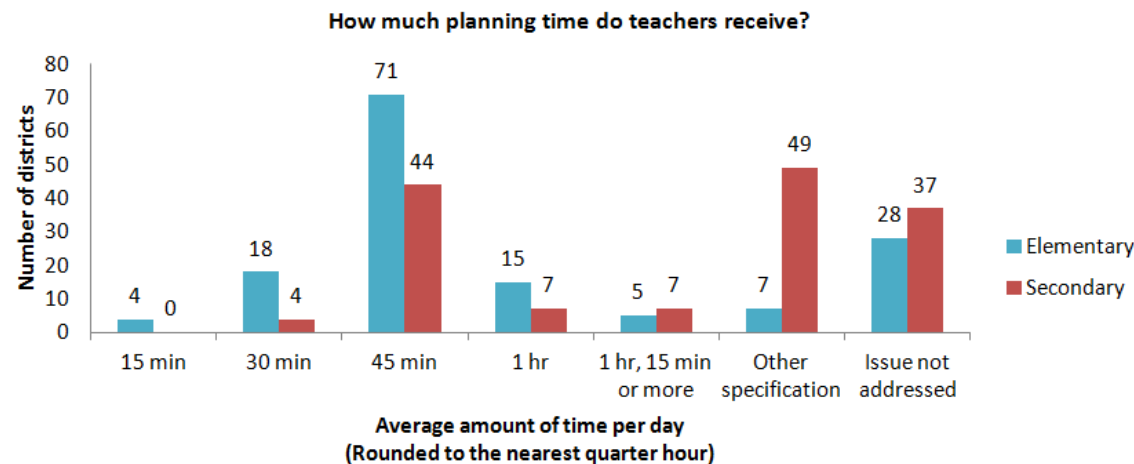


94% say Google



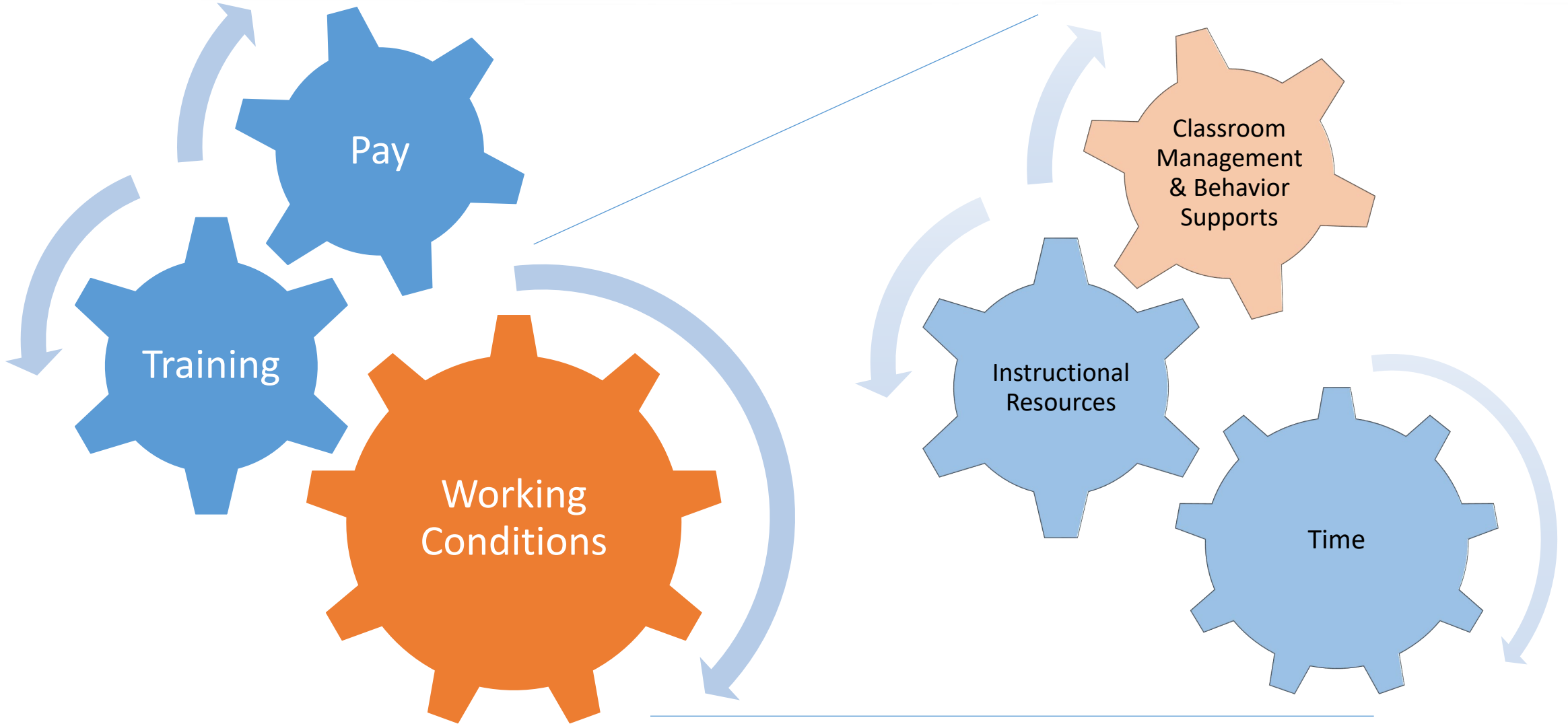
87% say Pinterest

Teachers reported being given only **3 hours 45 mins per week** on average to plan.



High quality instructional materials designed to balance instruction & planning time for teachers must be made universally available.

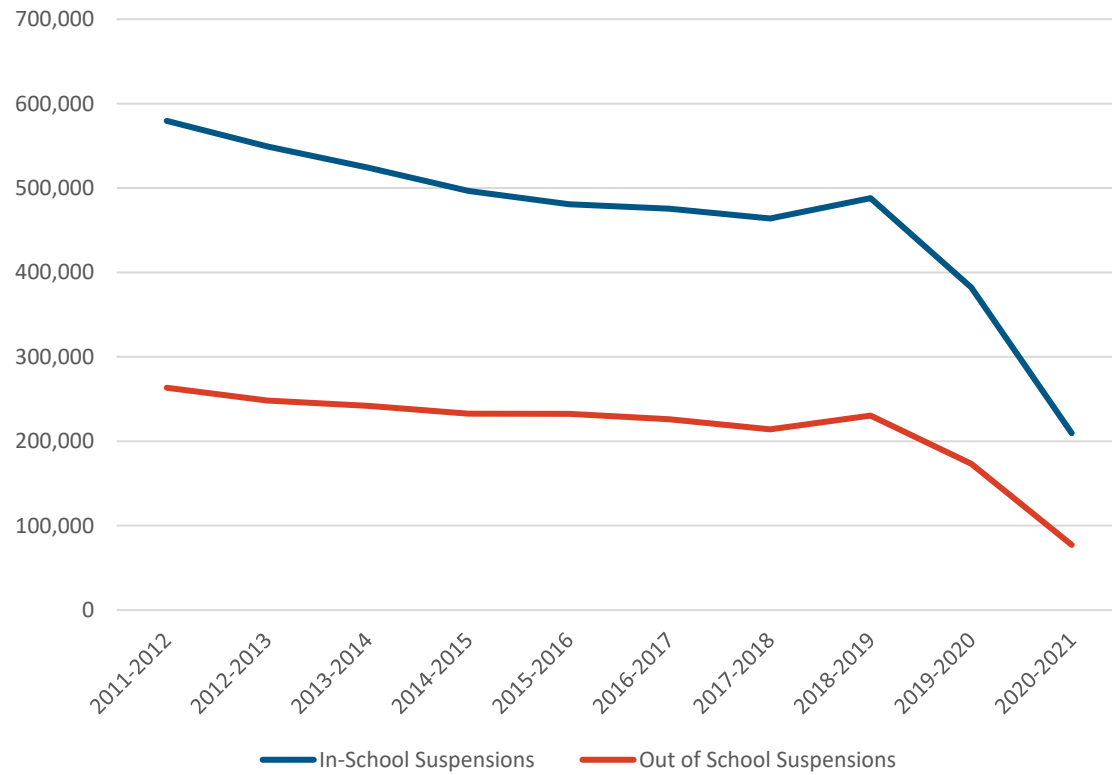
Major Drivers of Teacher Working Conditions



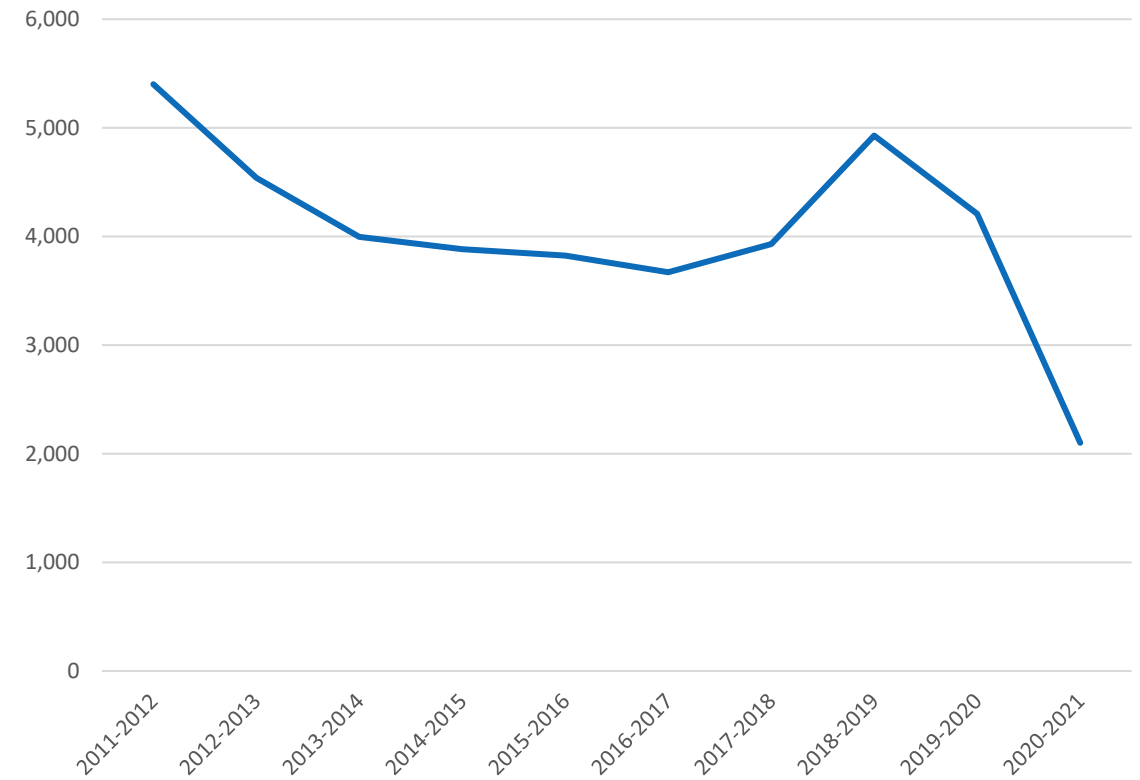


Many teachers also report that inadequately addressed discipline and behavior issues contribute to poor working conditions.

Count of Suspensions



Count of Expulsions



Q&A