



Opening Session

October 13th, 2022



Josué Tamárez Torres | Teacher, Dallas ISD



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

- Stay on camera (when possible)
- Stay on mute when not talking
- Utilize the chat and emojis to ask questions and alert the facilitator in you want to speak
- Actively engage and share from your own experience and expertise
- Make room for all voices
- Assume best intent
- Allow for productive disagreement
- Expect and accept non-closure

- 9:00 am | **Welcome and Logistics** | *Josué Tamárez Torres, TVTF Chair*

- 9:15 am | **September 20th Hearing Update and Q&A** |

Commissioner Mike Morath, Deputy Commissioner Kelvey Oeser, Josue Tamarez Torres, Jean Streepey

- 10:00 am | **Working Group Recommendation Feedback & Reflection** |

- 10:15 am | *TRANSITION/BREAK*

- 10:30 am | **Working Group Session** |

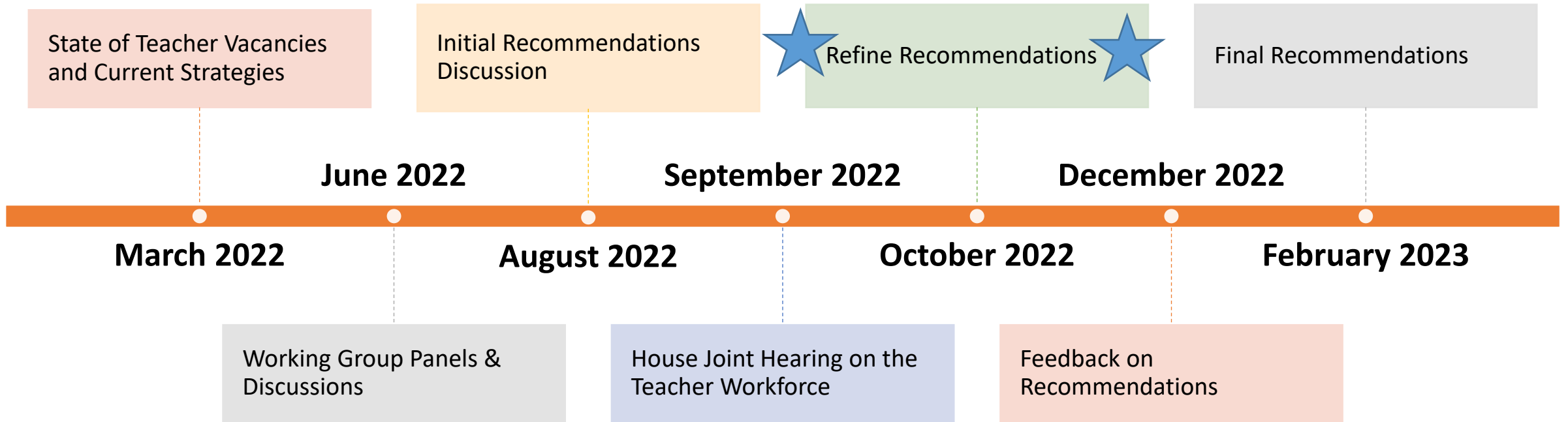
- 12:00 pm | *LUNCH*

- 12:30 pm | **Working Group Session** |

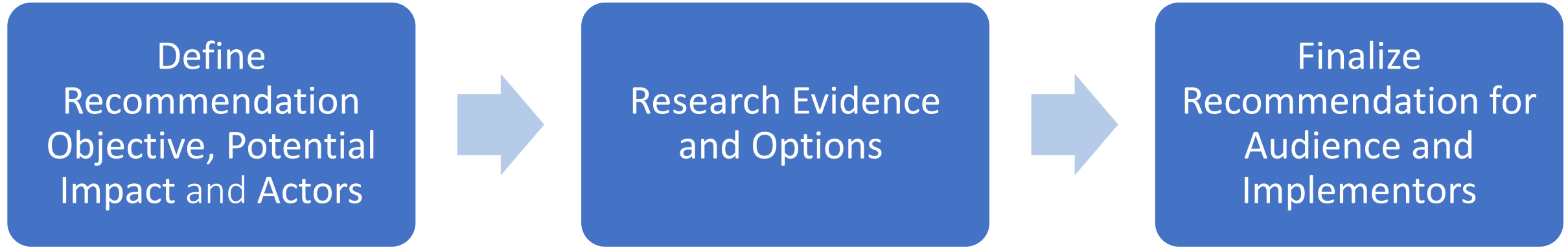
- 2:45 pm | **Closing Session** |

- 4:00 pm | **Adjourn** |

TVTF Recommendations Roadmap



- Task Force members utilize the recommendation framework to **refine initial recommendation**
- Task Force members assist in **identifying next steps** between the October and December meeting



	Objective – What?	Impact – Why?	Actor – Who?	Actor – How?	Next Steps?
Subgroup	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?

How will the TVTF produce and communicate recommendations?

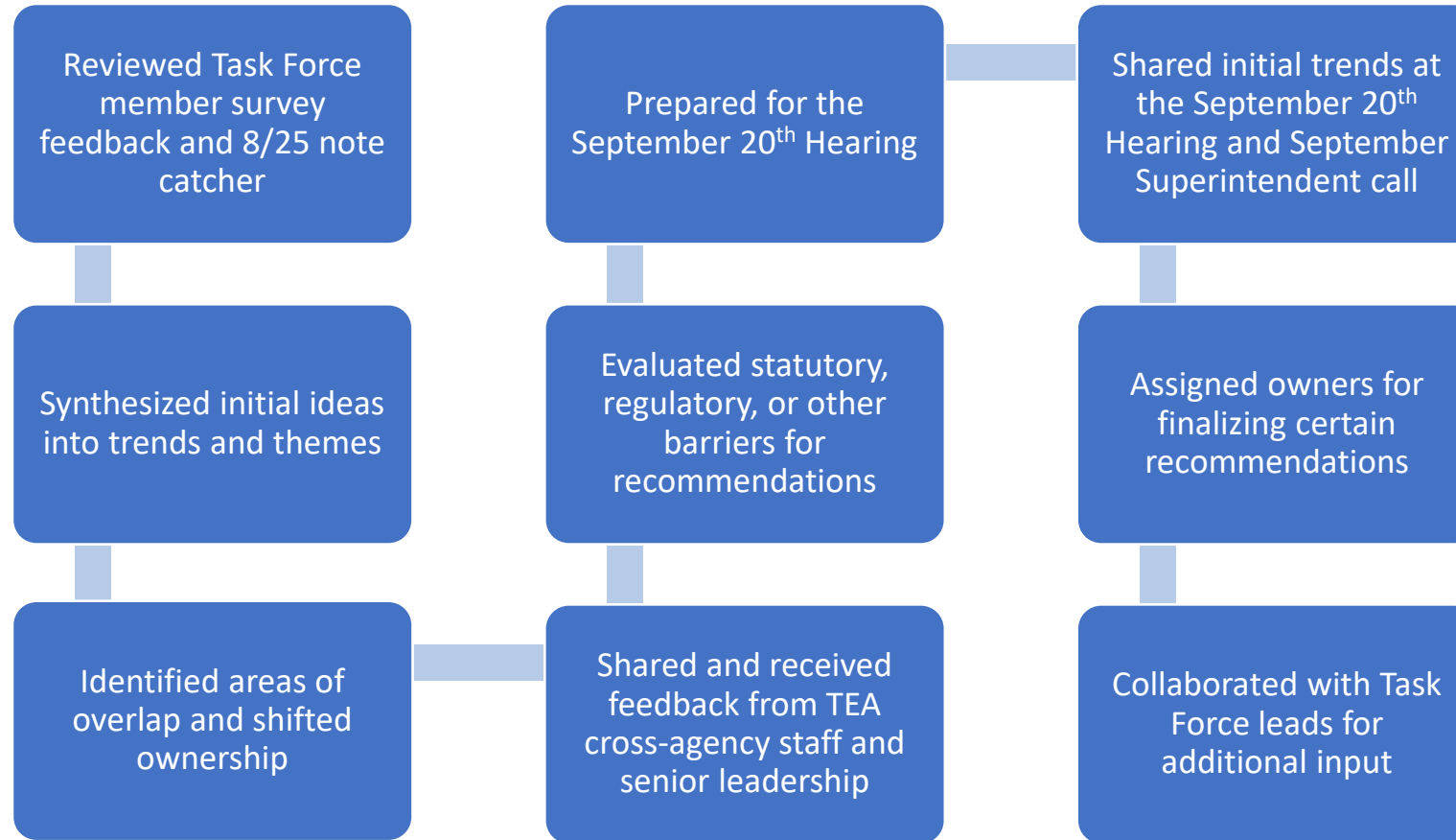
Task Force members will:

- Review statewide and national data and research reports and share input, reflections, and feedback through regular surveys as part of the TVTF meeting prework and post-work
- Actively participate in the TVTF meetings and working group discussions
- Work with TEA staff to synthesize working discussions and surveys into trends
- Provide feedback to TEA staff on recommendations

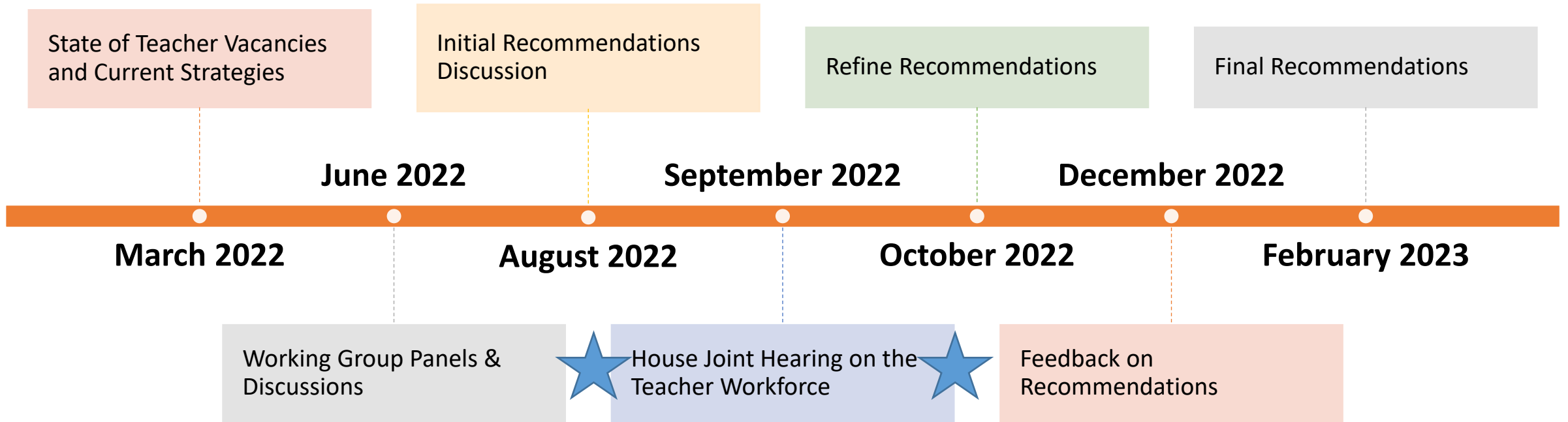
TEA staff and the Commissioner of Education will:

- Collect, analyze, and synthesize data and research from multiple statewide and national sources to share with Task Force members for their consideration
- Invite experts and education stakeholders to provide additional perspectives to Task Force members during TVTF meetings and working groups and facilitate the TVTF meeting and working discussions
- Synthesize trends from Task Force surveys and discussions in order to create resources, final recommendations, and reports

All final TVTF resources, recommendations, and reports will be published on the TEA website, utilized to inform TEA guidance and support when relevant, and shared with legislators, SBOE members, and/or SBEC members when requested



TVTF Recommendations Roadmap



Teacher Workforce

Evaluate the impact of the pandemic on the state’s teacher workforce, and current practices to improve the recruitment, preparation, and retention of high-quality educators. Explore the impact of the educator preparation program regulatory environment. Make recommendations to improve educator recruitment, retention, and preparation throughout the state.

The working groups will continue to explore challenges and possible recommendations aligned to their focus areas. Some initial trends and examples include:

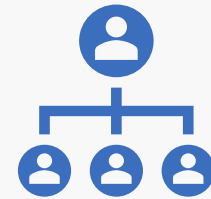
Improving Educator Preparation

- Expand **year-long, paid residency** models
- Better define characteristics of rigorous **preparation programs**
- Require intensive **preservice practice** prior to intern certification
- Strengthen **EPP/LEA partnerships**
- Expand **new teacher mentorship programs**



Talent Pipelines

- Strengthen and incentivize **Grow Your Own** pathways and **teacher residencies**
- Implement a **statewide job board**
- Remove barriers for teacher **re-entry**
- Support and incentivize **teacher mentor and leader roles**



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Compensation



- Increase **minimum pay scales** while examining impact on **rural districts**
- **Incentivize high performing teachers** to work in urban and/or rural areas
- Expand **differentiated compensation** approaches
- Consider a **variety of leave options**
- Ensure teachers have **access to useful health insurance**
- Consider options for districts to **rehire retired teachers**

Teacher Experience



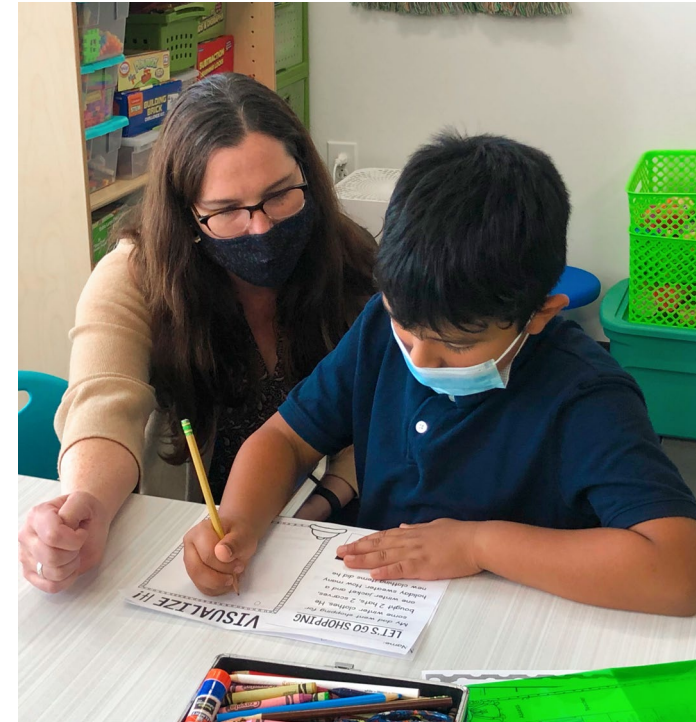
- Conduct a **teacher time audit**
- Expand **access to high quality instructional materials**
- **Restructure teacher schedules** to maximize planning time
- Reduce **non-instructional tasks**
- Increase opportunities for **teacher input in decision-making**



Jean Streepey
SBEC Chair

State Board for Educator Certification's Statutory Charge:

Ensure all candidates
for certification have
demonstrated the knowledge and
skills necessary to improve the
performance of the diverse
student population of Texas
(TEC §21.031(b))



Kelvey Oeser, Deputy Commissioner of Educator Support

Policy Considerations Summary

- A. Consider ways to improve the pipeline and training for teachers through expanding support for high-quality, paid residency & apprenticeship preparation models.
- B. Consider ways to increase compensation for teachers not only through overall funding increases, but also through more strategic staffing supports
- C. Consider ways to improve working conditions for teachers through expanded supports for districts related to improved master scheduling, staffing patterns, and increasing availability of instructional materials engineered to align with these alternative scheduling approaches.



Remarks from Commissioner Morath

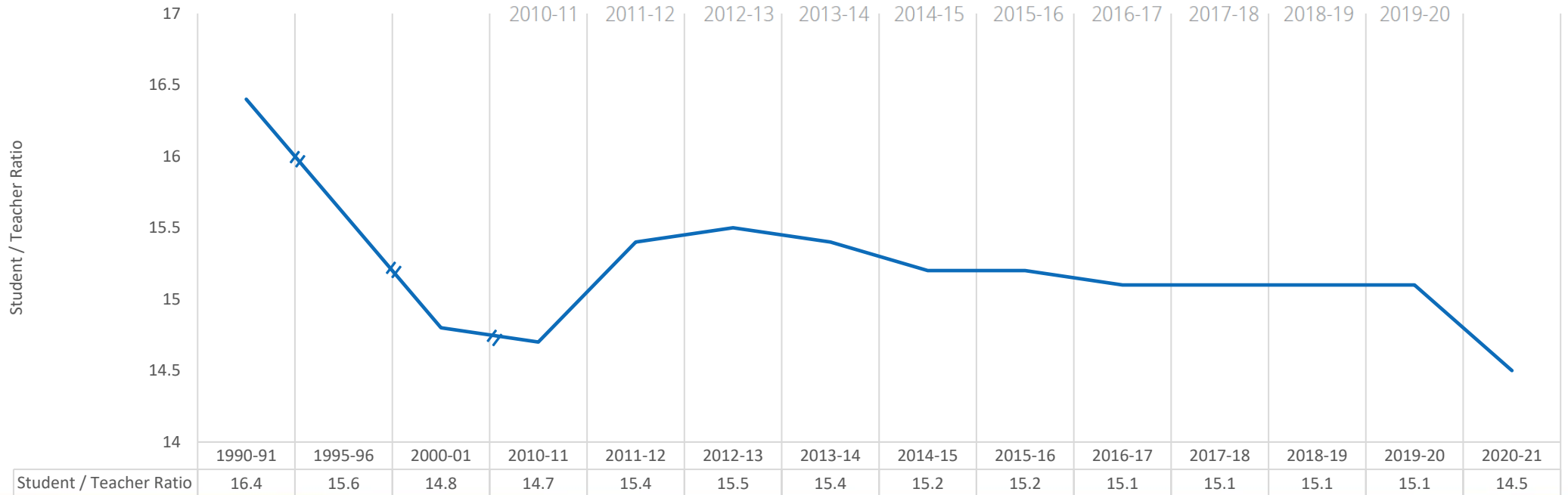
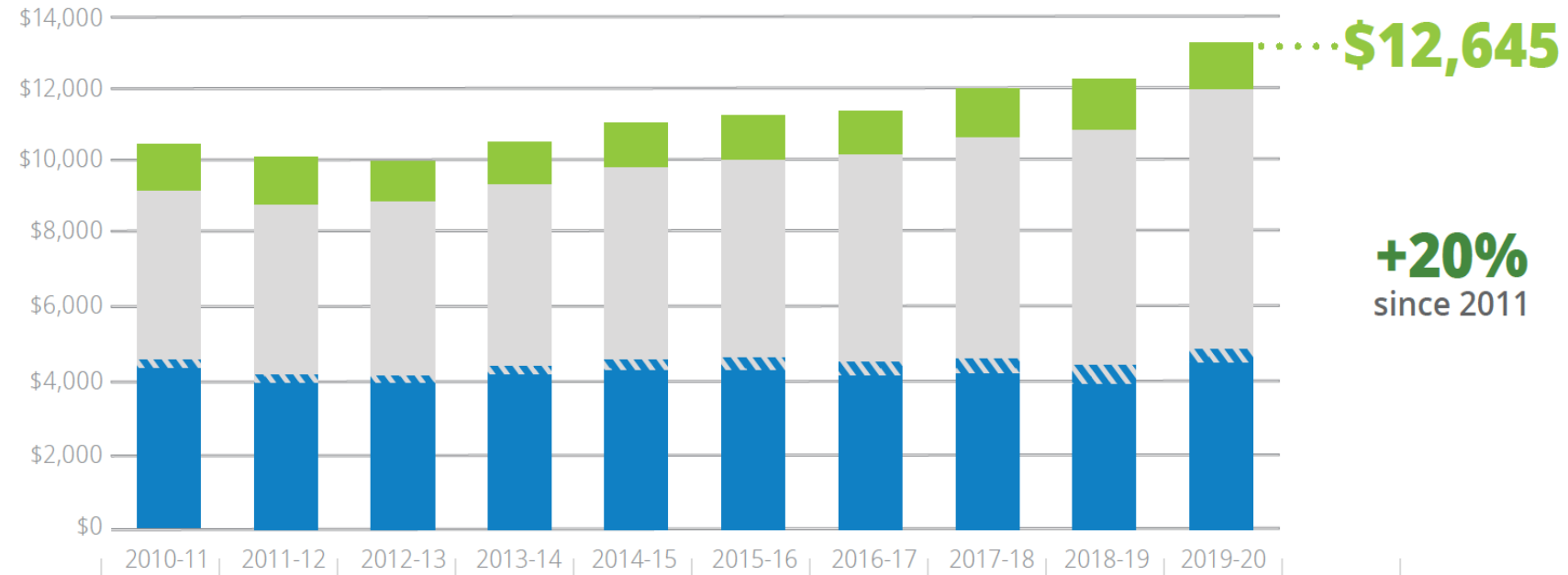
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- C. Consider ways to improve working conditions for teachers through expanded supports for districts related to improved master scheduling, staffing patterns, and increasing availability of instructional materials engineered to align with these alternative scheduling approaches.

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

Per student annual funding

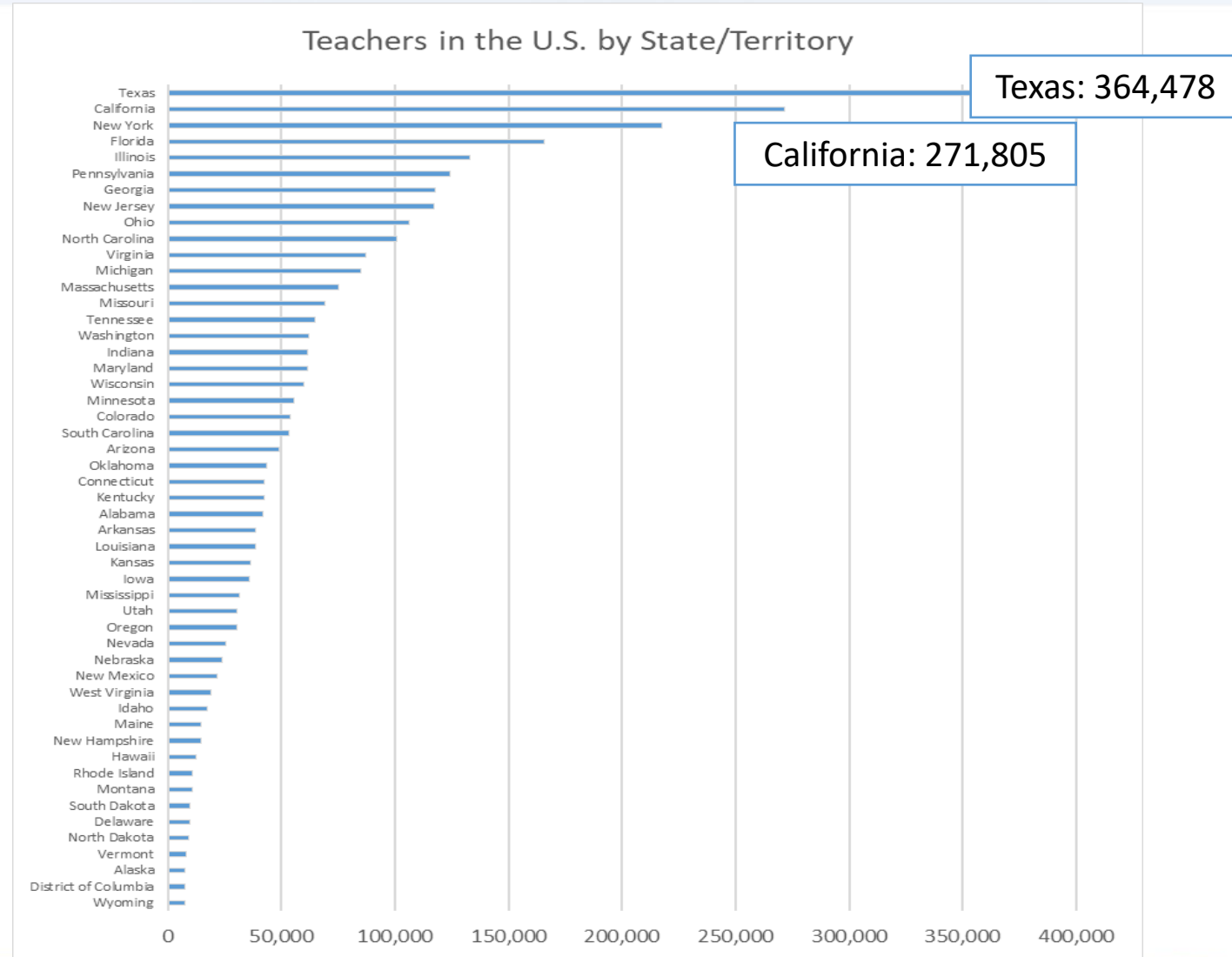
- Total Statewide State Funding
- Total Statewide Revenue from Recapture
- Total Statewide Local Funding
- Total Statewide Federal Funding



Texas employs more teachers than all other states

Size

- Texas public schools employ the most teachers in the country
- More than 10% of the U.S. public school teaching workforce



Texas is investing in the teacher workforce, but there is a trade-off between employing more teachers or paying teachers more.

State or jurisdiction	Number of operating schools	Number of operating districts	Students	Teachers	Student / Teacher Ratio	Average Teacher Pay	Teacher Pay per student
United States	98,507	19,247	50,710,441	3,198,170	15.9	\$64,133.00	\$4,044.69
Texas	8,991	1,227	5,495,398	364,478	15.1	\$57,090.00	\$3,786.45
California	10,378	2,140	6,163,001	271,805	22.7	\$84,531.00	\$3,728.05

Texas has fewer students than California...

...but far more teachers.

Our student / teacher ratio is low...

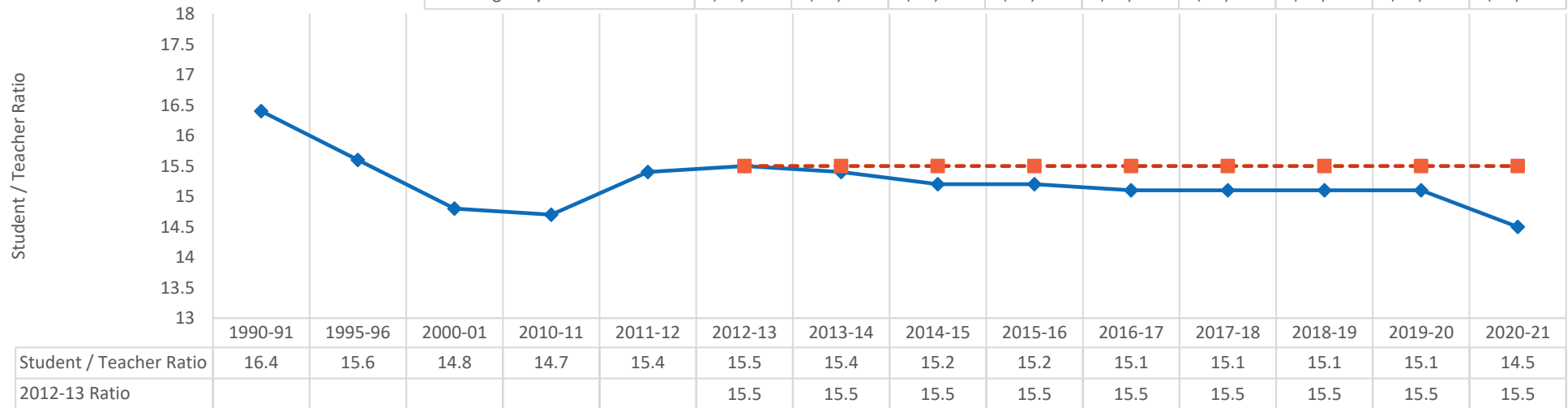
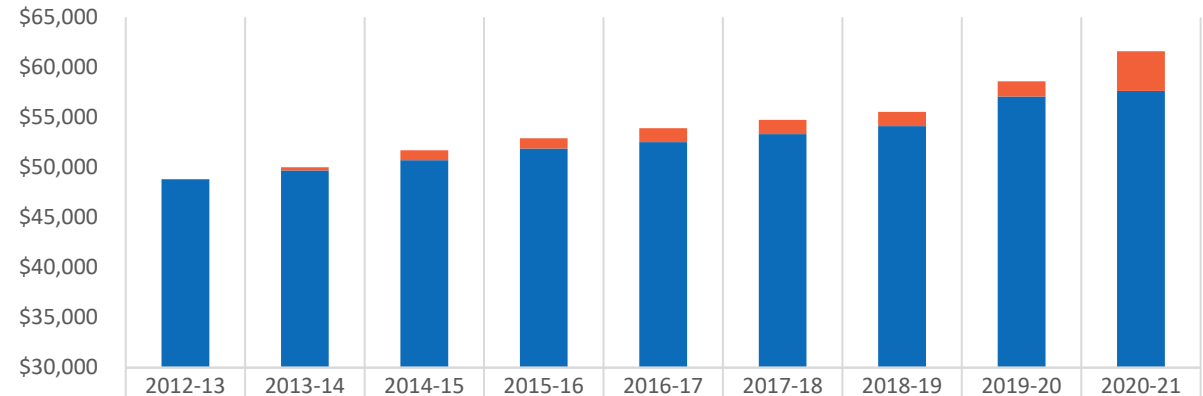
...average pay is lower...

...but teacher pay per student is almost identical

Alternative staffing ratios can increase pay

If student / teacher ratios would have been maintained at 2012-13 levels, the **average pay could be nearly \$4,000 greater**, even with a growing student body and with total funding the same as what was appropriated during that period

Modeled Pay with 2012-2013 Student / Teacher Ratio





Q&A with Panel



Working Group Update

We shifted some ideas across WGs based on “Themes”

Initial Working Group

New WG

*Will consider the idea in TF meeting

Teacher Experience

- Compensation for non-instructional duties
- Additional “mental health” days



Compensation Working Group

Teacher Experience

Incentives for innovative staffing models



Talent Pipelines Working Group

Teacher Experience

Expanding Mentorship Allotment



Talent Pipelines + Ed Prep Working Groups

Shifts in Recommendation “Ownership”

