A photograph of a school staircase with several students walking. The students are wearing backpacks and casual clothing. The staircase has metal railings and is set against a large window that looks out onto a green landscape. The overall scene is bright and airy.

Understanding the Teacher Experience

- **Facilitators:** Kyla Jaramillo, Natalie Brown, Jennifer Kuehne, Melina Recio

- **Task Force Members:**

Diana Barrera Ugarte

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Janie Coheen

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Joshua Sciara

Kisaundra Harris

Melina Recio

Pam Fischer

Raymond Falcón

Sergio Estrada

Tiffany Kilcoyne

Tiffany Klaerner

TE Working Group Agenda



- 10:30 Opening
- **11:00 Breakout Session #1 (HQIM and Scheduling/Calendars)**
- 12:00-12:30 Lunch Break
- *12:30 Breakout Session #1 Debrief*
- **1:00 Breakout Session #2 (Teacher Time and Teacher Voice Refinement)**
- *1:30 Breakout Session #2 Debrief*
- **1:45 Culture and Climate Work Session**
- **2:15 Closing**

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 October 13 Outcomes



Use the recommendation framework to refine recommendations

Identify next steps between now and December meeting, including questions to be answered

Recommendations Framework

Bucket	Issue & Root Causes	Objective – What?	Impact – Why? Cost?	Actor – Who?	Actor – How?	Next Steps?
Subgroup	<p>Sweet spot issue: issue where a person or group of people can be held accountable for enacting change</p> <p>Root cause: “the fundamental reason for a problem”; helps us identify a narrow, actionable, and aligned recommendation</p>	Define the goals for change of this recommendation	<p>Identify the rationale and possible outcomes if this recommendation is broadly implemented</p> <p>Identify cost, trade-offs, and potential consequences</p>	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 Meeting, Refining in October Meeting			Drafting in October Meeting, Refining BEFORE December Meeting		Ongoing	

Next Steps from August – October



Consulted with Various Content
Experts on Topics Discussed



Researched Evidence and
Options

Teacher Experience Subgroups to Themes



Understanding the Teacher Experience

Instructional Supports

Access and Support
for HQIM

Strategic
Scheduling

Teacher Time & Requirements

Streamline
Teacher
Requirements

Improve
opportunities for
Teacher Voice in
Decision-Making

School Climate

Supports for
School
Leadership

Mental Health
Supports for
Students and
Teachers

What were some key takeaways from the pre-work that you want to bring to the session today?

What lingering questions do you have that you hope we can answer today?

Levels of Decision Making

Federal

Congress (Statutory), Department of Education (Regulatory)

- Creates federal laws that dictate federal education policy (e.g., ESSA, IDEA)
- Funding to support states and local districts (e.g., Elementary and Secondary School Emergency Relief, Titles I-IV)
- Federal legal decisions (e.g., Student Loan Forgiveness)

State

State Legislature (Statutory), SBOE and SBEC (Policy-making Authority) Texas Education Agency (Regulatory)

- Establishes local school districts and grants charters for public charter schools
- Raises and distributes tax money to fund local school districts and charter schools
- Sets curriculum guides and teacher standards (TEKS, certification requirements, laws on what is taught)
- State laws cannot contradict federal laws

Local

District Board/Charter School Board

- Implements local, state, and national laws/policies
- Local control/school board sets budget and policies at the district level (Districts also generate local tax revenue)
- Major responsibility for day-to-day operations of schools, staffing, and instructional concerns
- Local policies cannot contradict state or federal laws

State Governing Structures

STATUTORY

Committee Chairs	House Public Education: Representative Dutton Senate Education: Senator Creighton
	✓ Chairs decide which and in what order bills will be considered by the committee

Draft and Pass State Laws
✓ Proposes bills related to K-12 public education, school finance, and facilities ✓ Bills must pass committees before moving on to the full chamber ✓ The bills must pass both House and Senate chambers and be signed by the Governor to become law

Recent Bills that Became Law
✓ House Bill 3 ✓ House Bill 4545 ✓ Senate Bill 15



Commissioner Mike Morath	Commissioner of Education
✓ Appointed by the Governor ✓ Head of the Texas Education Agency ✓ Coordinates with state legislature and works with other government agencies such as the USDE ✓ Commissioner and TEA are prohibited from lobbying	

TEA Oversight
✓ Oversees primary and secondary public education ✓ Provides leadership, support, rules, and guidance for schools across the state ✓ Work is driven by the laws passed by the state legislature

TEA Guidance
✓ Guidance regarding flexibility in school year days/calendar ✓ Grow Your Own Grant ✓ Master scheduling guidance

REGULATORY

Governor Abbott

State Board of Education

15 elected members; chair chosen by the Governor

The Commissioner of Education serves as SBOE's executive secretary, and TEA provides administrative support

- The \$40B Texas Permanent School Fund (PSF)
- Statewide Curriculum standards (TEKS)
- Review and adoption of instructional materials

TEA Commissioner Mike Morath

The Commissioner of Education is appointed by the Governor

TEA assists with both the SBOE and SBEC

- Texas public schools, including school districts and charter schools
- Regional education service centers
- DOES NOT oversee private or home schools

State Board of Educator Certification

15 members; 11 voting members appointed by Governor

TEA provides administrative support

- All aspects of teacher certification
- Standards of conduct of public-school educators
- Rulemaking subject to SBOE veto



How members are determined



How TEA assists



What they oversee and regulate



Breakout Session #1



HQIM Framework- Initial Recommendation from August 25th

Issue and Root Cause	Objective – What?
Teachers spend hours trying to find aligned and grade-appropriate instructional materials.	Create accessible state-wide resources and high-quality instructional materials that reduce the amount of time teacher must spend finding resources



High-Quality Instructional Materials

October 2022

Introductions



Leslie (Patton) Hesketh
Director, HQIM Adoption Strategy



Shay Wise-Garland
Director, HQIM Scale Strategy



Val Johnson
Director, HQIM
Implementation

Agenda

What are high-quality instructional materials (HQIM) and the challenges they seek solve?

What improvements can be made in Texas to support use of HQIM?

Q&A

Refinement of task force members objective



**How are instructional materials
chosen in Texas?**

Defining Terms

- **“Curriculum”** is not defined in statute. But a guaranteed, viable curriculum (GVC) is typically understood to include all of the following, in all classrooms:
 1. Courses / **subjects**
 2. Student expectations (i.e., **TEKS**)
 3. An order in which topics are taught (i.e., **scope & sequence**)
 4. Materials to deliver instruction (e.g., unit plans, lesson plans, content resources like texts, videos)
 5. Materials to train teachers (e.g., teacher version of textbook, training materials)

- **“Instructional Material”** is defined:
 - 31.002: "**Instructional material**" means content that conveys ... the curriculum.... The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, [etc]....
 - 28.004: "**Curriculum materials**" includes the curriculum, teacher training materials, and any other materials used in providing instruction.

Subjects and minimum course offerings are determined at the state level

- Subjects in which students are required to receive instruction are established by the legislature:
 - Foundation curriculum - English (Spanish) language arts and reading, math (incl financial literacy), science, social studies
 - Enrichment curriculum- health, fine arts, languages other than English, PE, CTE/ technology applications, religious literature
 - Requirements in K-8 tend to be a bit more standardized and 9-12 tend to be more variable.
- Courses that are optionally available are sometimes established by statute, and sometimes established by SBOE rule.

Texas Essential Knowledge & Skills (TEKS) are set by the SBOE

- TEKS define what students should know and be able to do in each grade level and subject.
- They are adopted into rule by the SBOE.
- LEAs are required to ensure that the TEKS are taught.
- LEAs have the ability to cover content in addition to the TEKS.

There is significant variation in the depth & specificity of the content described by specific TEKS:

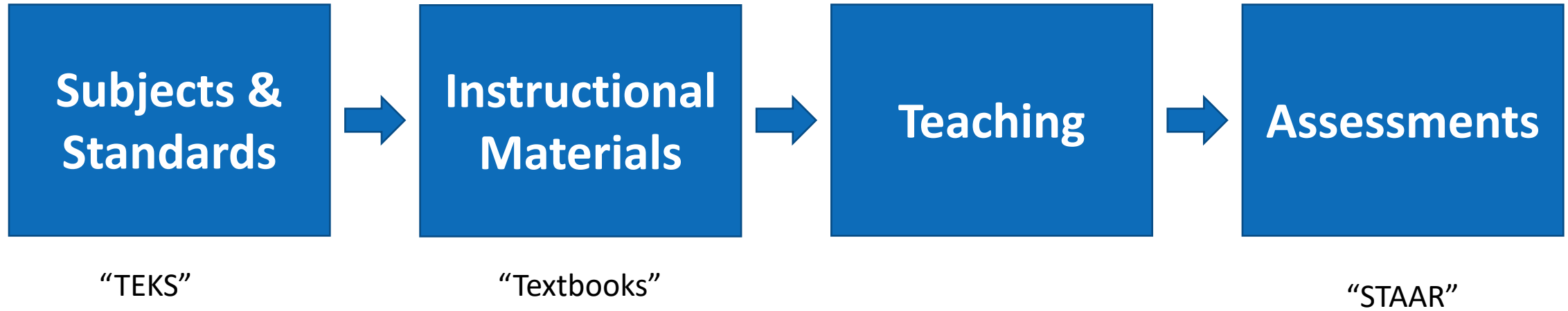
Social Studies Kindergarten

- Locate places on the school campus and describe their relative locations
- Identify examples of technology used in the home and school

Social Studies 5th Grade

- Describe how individuals, events, and ideas have changed communities, past and present
- Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains

Standards Based Public Education



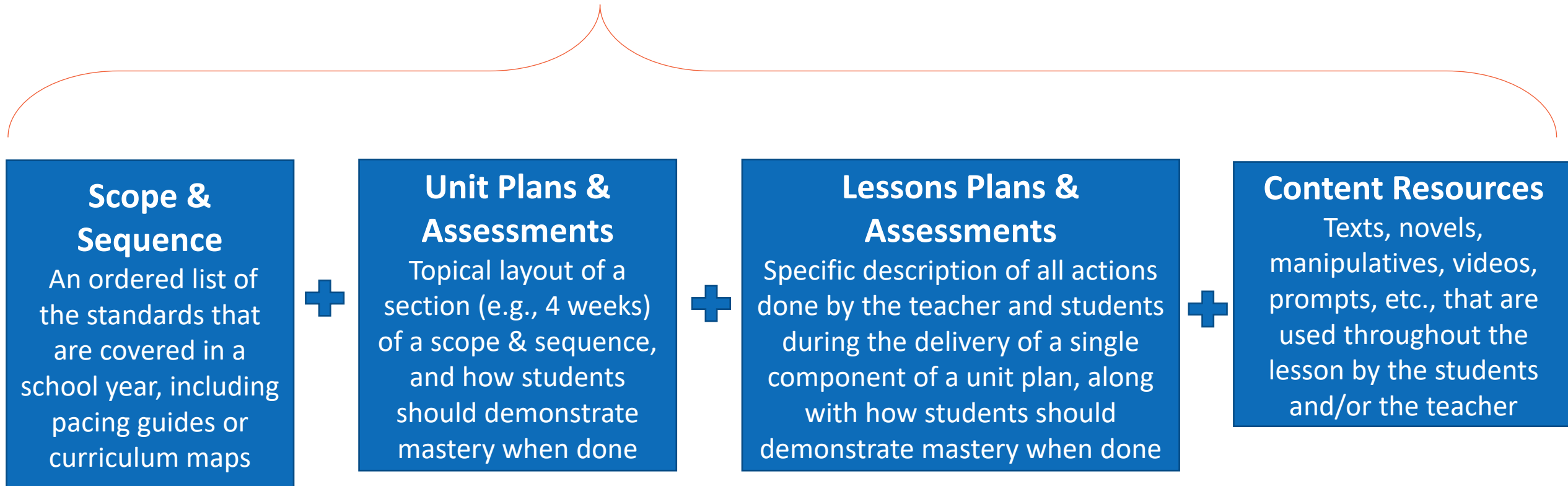
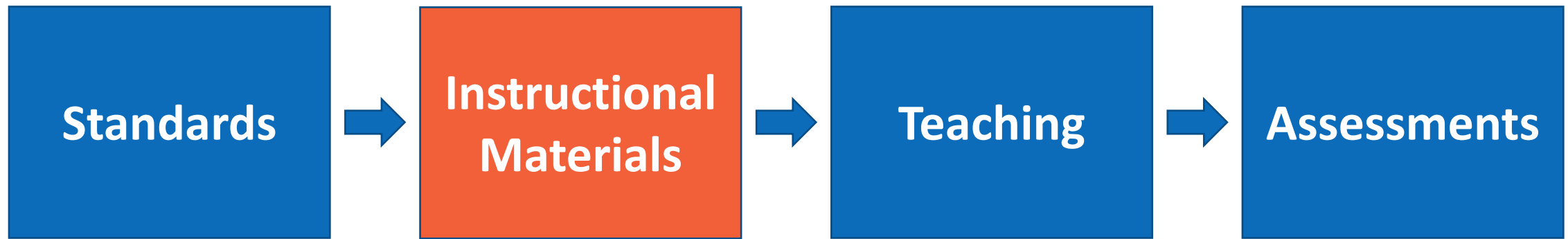
Instructional Materials:

State recommendations, Locally determined

- The **SBOE** adopts lists of instructional materials, noting the percentage of TEKS that are covered by each adopted material (31.022-023).
- **LEAs** purchase any instructional materials (including those rejected by the SBOE), as long as the LEA certifies that all of the TEKS are covered (31.004, 31.035, 31.021-0215).
- **TEA** is required to maintain an online instructional materials website that includes an analysis of the materials quality (38.081-084). LEAs are not required to review the analysis.
- **TEA** is authorized to purchase open education resource (OER) instructional materials, which are state-owned and free for use by all Texans. LEAs are not required to review or use any OER materials.

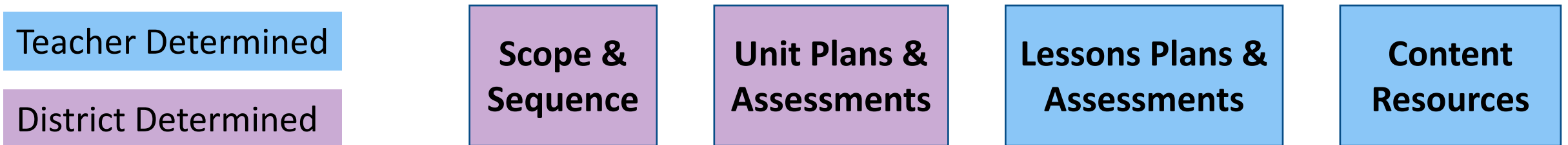
- Note: Schools with multiple years of unacceptable ratings are subject to a higher degree of oversight from **TEA**, and in the approval or rejection of turnaround plans, certain instructional materials usage requirements can be imposed, but this authority has not previously been used.

Instructional Materials Components



LEA Management of Instructional Materials

School systems take a spectrum of approaches in terms of how they provide instructional materials to their teachers.



The most popular approach involves districts setting common pacing expectations, giving teachers access to content resources, and asking teacher teams on each campus to craft lesson specifics. In this approach:

- It is far less common to visit a classroom where a teacher is following a specific product throughout the year (ie, **no textbooks**).
- Teachers must be given **extensive planning time** to engage in lesson design, in addition to time teaching students. This does not occur consistently.

This approach is confirmed by recent survey data showing what teachers are using on a day to day basis

28. Select any materials you use regularly (once a week or more, on average) for your mathematics instruction this school year (2020–2021) and any materials provided by your school or school district this school year (2020–2021), either as a requirement or recommendation, whether you use them or not.

28a. Top Ten Elementary School Math Curriculum Materials (*n* = 1,183)

Top Ten Regularly Used Materials		Top Ten Required/Recommended Materials	
Curriculum Name	Weighted Percentage	Curriculum Name	Weighted Percentage
Curriculum materials I create myself	40	Go Math (Houghton Mifflin Harcourt)	18
Curriculum materials my school or district created	18	Curriculum materials my school or district created	12
EngageNY (NYSED)	16	Ready (Curriculum Associates)	12
Go Math (Houghton Mifflin Harcourt)	14	enVision Math 2.0–2016 (Pearson)	12
Eureka Math (Great Minds)	10	EngageNY (NYSED)	11
Ready (Curriculum Associates)	10	Eureka Math (Great Minds)	11
enVision Math 2.0–2016 (Pearson)	10	Bridges In Mathematics (Math Learning Center)	10
Zearn (Zearn, Inc.)	8	enVision Math–2020 (Pearson)	8
Bridges In Mathematics (Math Learning Center)	7	Everyday Math–2016 (McGraw Hill Education)	6
enVision Math–2020 (Pearson)	6	Zearn (Zearn, Inc.)	6

NOTE: This table presents the top ten instructional materials teachers indicated (1) they regularly use and (2) were required or recommended by their school or district. Responses for "other" are not included in this list. Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent. Respondents were prompted to skip a question row if they did not use a resource. There might be some respondents who did not provide answers to this question because they do not use the materials listed.

A 2021 study from the American Institute of Research showed that teachers are still creating materials nearly **40% of the time***



What are high-quality instructional materials (HQIM)?

What do we mean when we say “HQIM”?

Full-set of HQIM includes at minimum:

Core materials are designed to cover **100% of the standards** in a particular grade and subject for the full year and include:

Course-level materials

- Scope and sequence covering 100% of TEKS
- Pacing guides
- Family supports

Teacher facing unit materials

- Unit plans
- Unit summative embedded assessments

Teacher Facing Lesson Materials

- Lesson plans to support a 180-day school year (at minimum)
- Lesson materials

Student facing materials

- Student workbooks aligned to teacher lesson plans



A Texas Note: *In Texas, the term curriculum often is referring specifically to the scope and sequence document organized by unit. High Quality Instructional Materials include this as well as all teacher and student facing resources that are aligned to the adopted curriculum.*

What are high-quality instructional materials (HQIM)?

- Ensure full coverage of the **Texas Essential Knowledge and Skills (TEKS)**
- Are aligned to **evidence based best practices** in the relevant content area
- Support **all learners**, including students with disabilities, English Learners, and students identified as gifted and talented
- Enables **frequent progress monitoring** through embedded and aligned assessments
- Includes **implementation supports** for teacher including teacher and student-facing lesson level materials

What are the biggest challenges for core, Tier 1 instruction?

Students Are Not Consistently Exposed To Rigor

A national study examined student classroom work to see if it was on grade-level.¹

only

17%

of lessons were at grade level (or higher)

TEA reproduced the study methodology with elementary reading teachers in 26 Texas school systems.

only

19%

of lessons were at grade level (or higher)

Students & teachers work hard. Students get As and Bs in class.

But student **proficiency does not grow.** Students, parents, and teachers might not even realize this until it is too late to correct – sometimes, after graduation.

Teachers Do Not Always Have Access to Rigorous Instructional Material

25%

Market share of elementary Reading/Language Arts instructional material from products:

- **NOT approved by the SBOE, and**
- **NOT found to be aligned with the science of teaching reading.**

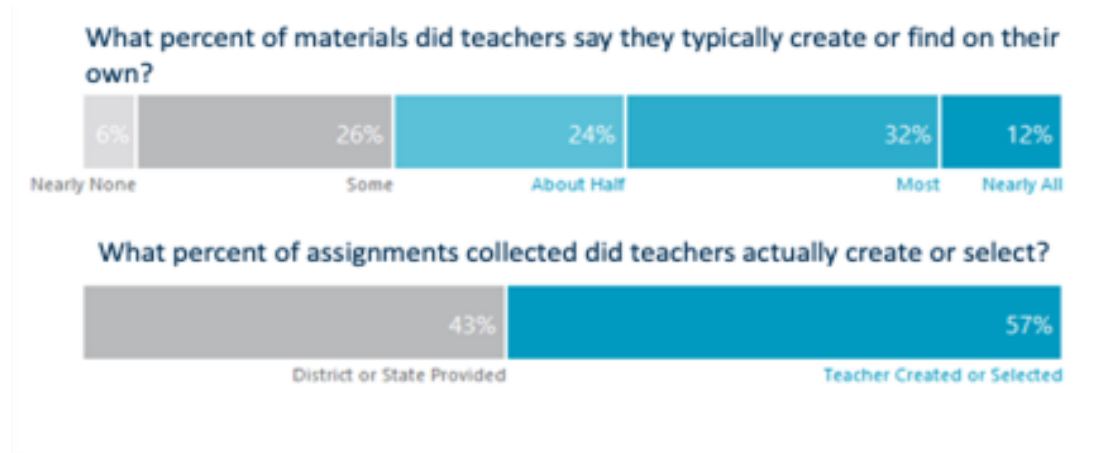
These products inadequately cover phonics; and are designed so that struggling students rarely read grade level texts. Students are successful with these materials only when schools & teachers significantly re-work them.

10%

LEAs report they do **NOT have instructional materials that cover all of the TEKS.**

Teachers Do Not Have Enough Time To Prepare Rigorous Lessons

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



Where do teachers find materials?

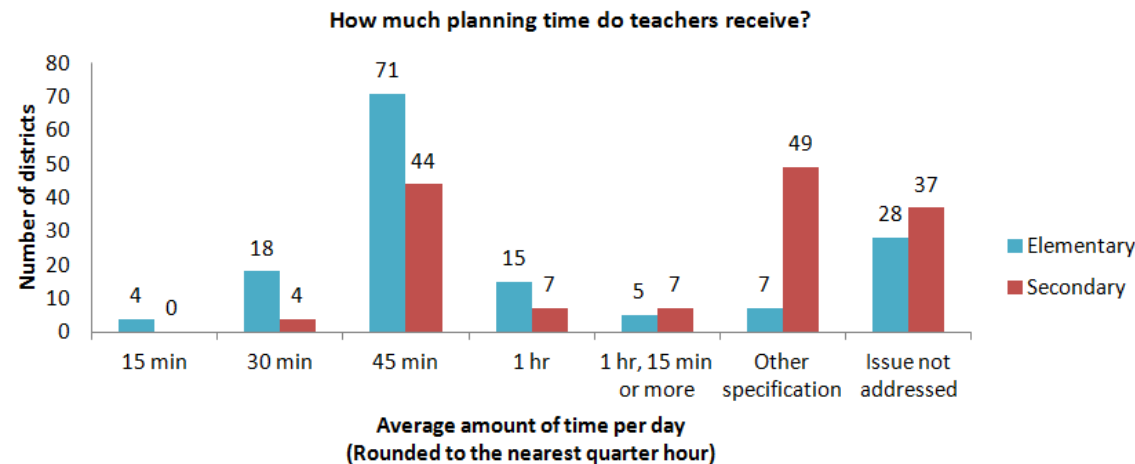


94% say Google



87% say Pinterest

Teachers reported being given only **3 hours 45 mins per week** on average for all planning activities.





What are Open Education Resources (OER) and how do they seek to solve the core challenges?

The OER initiative results from statutory requirements



How are Open Education Resources defined in statute?

Sec. 31.002 (1-a) "Open education resource instructional material" means **teaching, learning, and research resources** that reside in the public domain or have been released under an intellectual property license that **allows for free use, reuse, modification, and sharing with others**, including full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques **used to support access to knowledge**.



What are agency requirements when developing Open Education Resources?

Sec. 31.071. (a-e) - (Note: text below is summarized)

- The commissioner may purchase state-developed OER materials through a competitive process,
- Multiple versions of materials may be purchased for a subject or grade level,
- State-developed OER materials must be irrevocably owned by the state with unlimited authority to modify, delete, combine, or add content to the instructional material after purchase (Section [31.0711](#)).



OER seeks to provide open-access HQIM to Texas Educators

Current Problems

Research shows 83% of assignments provided to students are **below grade level**

Many materials that cover the TEKS are **not aligned with research** on how kids learn

Many districts purchase copyrighted materials that **cannot be customized** for local context

Many districts do not provide comprehensive resources leaving **teachers to find or create materials**

Most instructional materials don't have a path for continuous improvements based on TX Educator input

OER Solution

OER ensures access to **grade-level texts and assignments every day** for all students.

All OER products are **TEKS-aligned and designed based on research** supporting how kids learn

Districts may **download and edit** all OER products to **customize** for their local context

OER includes **comprehensive resources** that provides teachers with everything needed to cover 100% of TEKS

OER collects Texas educator focus group and user feedback to inform product changes with each edition

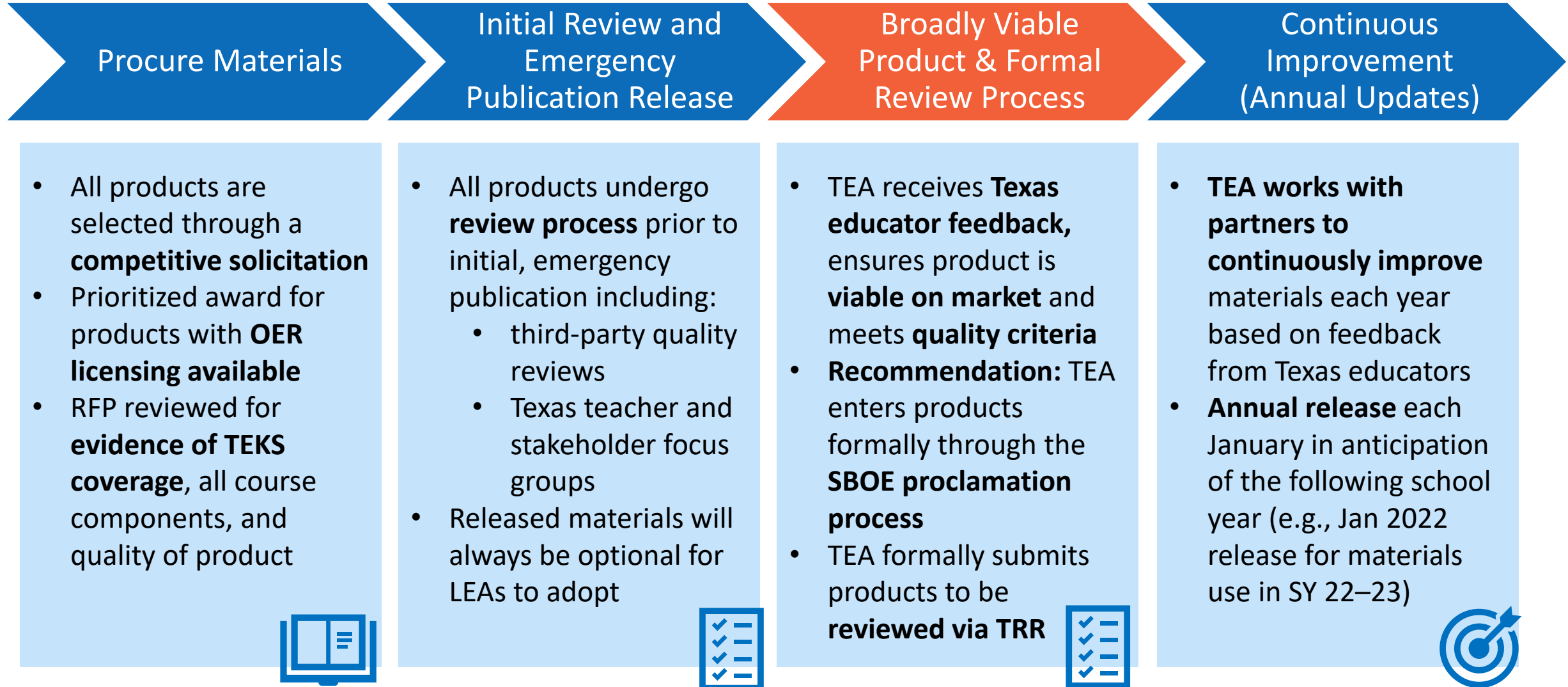


TEA has a suite of OER Resources Available to Texas Educators Across Core Content Areas

Subject/Grade	#	Product Name	OER License	SY22-23	SY23-24	SY24-25	SY25-26
Math K-5	1	Eureka Math Texas Edition (Eng /Spa)	Yes	Edition 1	Edition 2	Available; Additional editions TBD	
	2	NEW Product: Zearn Texas (Eng /Spa; Blended)	Yes		Edition 1	Available; Additional editions TBD	
Math 6 – 12	3	Carnegie Learning Texas Math Solutions	Yes	Edition 1		Available; Additional editions TBD	
RLA K-2 Spanish Foundational Literacy	4	Amplify Texas Elementary Literacy Program (Eng/ Spa)	Yes	Edition 1	Edition 2	Available; Additional editions TBD	
RLA K – 5	5	Amplify Texas Elementary Literacy Program (Eng/Spa)	Yes	Edition 1	Edition 2	Available; Additional editions TBD	
RLA 6-8	6	Amplify Texas ELAR	No (expires 9/23)	Edition 1			
	7	NEW Product: Title Forthcoming	Yes		Edition 1	Available; Additional editions TBD	
RLA 9-12	8	Odell Education HS Literacy Program	Yes	Emergency Release	Available	Edition 1	
Science K-5	9	PhD Science TEKS Edition	Yes (print restrictions)	Edition 1	<i>Available; TEA will not continuously improve</i>		
	10	NEW Product: Title Forthcoming	Yes			Edition 1	
Social Studies K-5	11	NEW Product: Title Forthcoming	Yes		TBD	TBD	TBD
Integrated K - 5	12	NEW Product: Title Forthcoming	Yes				Edition 1
Pre-K	13	Teaching Strategies	No (expires 11/23)	Edition 1			
	14	NEW Product: Title Forthcoming	Yes		Edition 1	Available; Additional editions TBD	

NOTE: LEAs will be able to access old editions even as new editions are released.

OER Development Process At-A-Glance





What improvements and supports for instructional materials can be created or implemented in Texas?

Key Barriers to HQIM Adoption and Implementation



High-quality instructional materials can be **expensive to purchase** licenses and/or printed materials



High-quality instructional materials may **look different** from what many school districts are currently using or used to



High-quality instructional materials require a steep **investment in professional development** to support teachers, coaches, and school leaders implement with fidelity

Strong Foundations

Strong Foundations is a grant program written into statute that supports campuses in **selecting** and **using** high-quality instructional materials



In
Statute

TEC Sec. 29.0881. (a) The commissioner shall establish and administer a strong foundations grant program for campuses or a program at a campus serving students enrolled in prekindergarten through grade five to implement a rigorous school approach that combines high-quality instruction, materials, and support structures.



Strong Foundations provides educators, schools, and districts support in overcoming HQIM adoption or implementation barriers

Strong Foundations Planning Supports

Provides support and grant funds to LEAs to...

- Develop a strong **instructional framework** in math or literacy
- Prepare LEAs to either create a plan for **instructional materials adoption** to select HQIM or,
- Support LEAs in **planning for implementation** with HQIM they may already have
- Provide access to trainings to support **creating systems** to effectively **manage instruction** at the district level

Strong Foundations Implementation Supports

Provides in-kind supports for LEAs to...

- Plan for **pre-implementation** of HQIM with leaders, teachers, and coaches
- Provide **content- and product-specific professional learning** for teachers, coaches, and administrators on effectively implementing HQIM

Additional Considerations

1

Expand SBOE Authority to Review Instructional Materials, Unify with TEA Quality Evaluation Process

2

Encourage Use of SBOE Approved Tier 1 Instructional Materials While Balancing Need for Local Flexibility

3

Continue Support for OER Development

4

Expand Training Supports (for Teachers & Administrators)

5

Consider Improvements to Instructional Materials Transparency Requirements

6

Support District Efforts to Audit Their Curriculum



Questions?

Presentation Reflection

1

What are some key takeaways from the HQIM presentation?

2

What questions do you still have?

3

What implications does this learning have on recommendation development?

Recommendation Refinement

Objective – What?	Impact – Why?	Actor – Who? How?
Create accessible state resources and high-quality instructional materials that reduce the amount of time teacher must spend finding resources		

- **Round 1: REFINED OBJECTIVE**
 - How does the objective address a root cause and problem?
- **Round 2: ACTORS (WHO?) ACTORS (HOW?)**
 - How can school districts and schools act? Government agencies? Legislature?
- **Round 3: Unintended Consequences**
 - What are potential unintended consequences?

Next Steps



What additional questions need to be answered?



What next steps should we prioritize between October and December?



Expanding Learning Models Session



Scheduling Framework- Initial Recommendation from August 25th

Issue and Root Cause	Objective – What?
Teachers do not have sufficient time for collaborative planning/lesson internalization	Re-engineer schedules and/or calendars to allow for collaborative planning time

A photograph of a school staircase with large windows in the background. Several students with backpacks are walking up and down the stairs. The image is semi-transparent, allowing the text to be overlaid.

Expanded Learning Models Presentation

Agenda

- Overview of Expanded Learning Models
- Specific Models and Impact on Planning Time
 - Additional Days School Year / Intersessions
 - Additional Days School Year Full Year Redesign
 - Blended Learning
 - Afterschool Tutoring
- Q&A

Expanded Learning Models



- The Expanded Learning Models (ELM) team believes that **more time engaged with high quality learning experiences** enables students to accelerate their learning. ELM initiatives establish, support, and manage implementation of high-quality frameworks that enable schools to expand **and optimize** time through afterschool, summer, blended learning, and 210-day redesigned programming. ELM initiatives support partner organizations with:
 - Evidence-Based Planning Processes
 - Implementation of ELM-Aligned High Quality Instructional Materials
 - Cycles of Continuous Improvement in Execution Years

Expanded Learning Models Initiatives



Summer

ADSY Summer

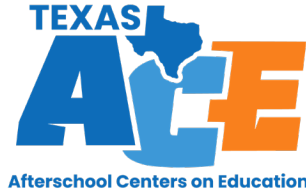
Evidence-based summer programming with funding from HB 3's Additional Days School Year formula funding



Full Year Redesign

ADSY Full Year Redesign

A 210-day calendar with daily adjustments to instruction to make way for more student brain breaks and teacher planning time



21st CCLC/Texas ACE

Afterschool and summer programming run through the federal 21st Century Community Learning Centers grant opportunity

TCLAS
Afterschool

TCLAS Afterschool

High Impact Tutoring and High Quality Instructional Materials in afterschool programming to support student learning acceleration



Blended Learning

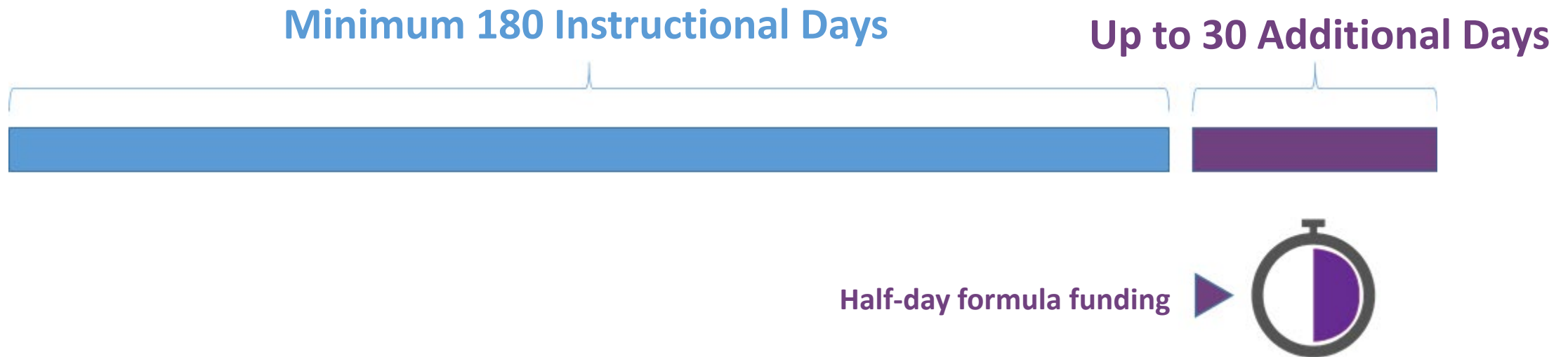
Planning programs to support implementation of blended learning models aligned to high quality tier 1 curriculum



ADSY and Intersessions

Additional Days School Year (ADSY)

HB 3 added **half-day formula funding** for school systems that want to add instructional days (beyond a minimum 180 days, **up to 210 days**) to any of their elementary schools (grades **PK-5**).





Option 1: Voluntary Summer Learning

- **Purpose:** Summer Enrichment
- **Think:** 180-day traditional calendar, and up to 30 days for something additional



Option 2: Intersessional Calendar

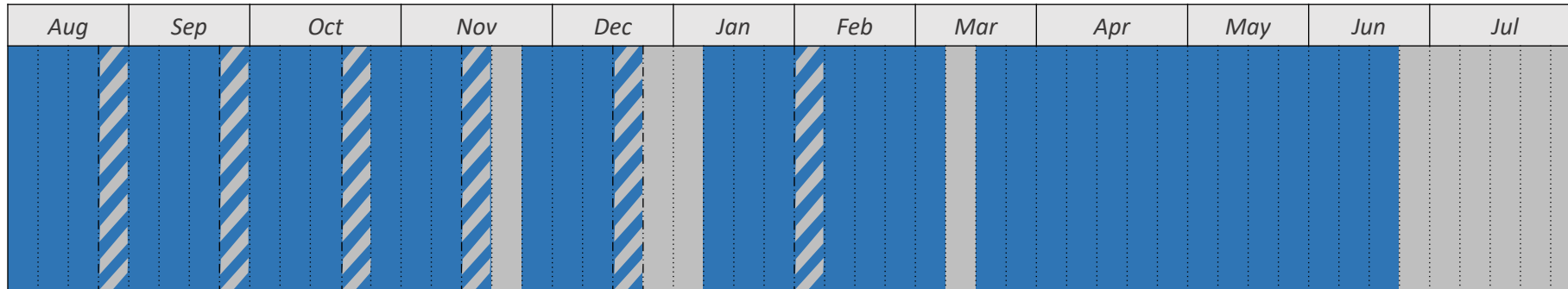
- **Purpose:** Targeted Remediation
- **Think:** 180 days spaced out over the full year, with intermittent breaks for targeted remediation with a subset of students






Option 3: Full Year Redesign

- **Purpose:** Rethinking the School Day
- **Think:** A revamped 7x6-weeks calendar, daily schedule changes to increase teacher planning time and student play

Sample Intersessional Calendar



-  All Students Attend
-  Intersession (ADSY Days)
Subset of students attend
-  Breaks >2 days

Benefits of Intersessional Calendars

- Allows for immediate response to student needs
- Ability to target subset of students to increase mastery of content
- Allows for increased teacher planning and support

Intersessional Calendar Overview



Potential Planning Time Implications

- Provides extended break opportunities during intersessions with many design options (duty-free days, planning opportunities, targeted student support)



Considerations for Implementation

- Operational, community, and staff shift to new calendar.
- Districts of Innovation and Year-Round Systems can gain flexibility on start date



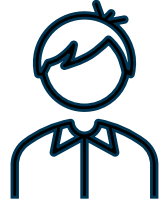
Current Scope and Funding Availability

- Limited use in districts across the state (estimated at less than 50) with small increase in response to COVID.
- Half-day formula funding for elementary schools beyond a minimum 180-day calendar.



ADSY Full Year Redesign

Traditional Calendars and Schedules Create Many Stressors



- Limited time in day for brain breaks
- Limited time for play
- Limited time for enrichment

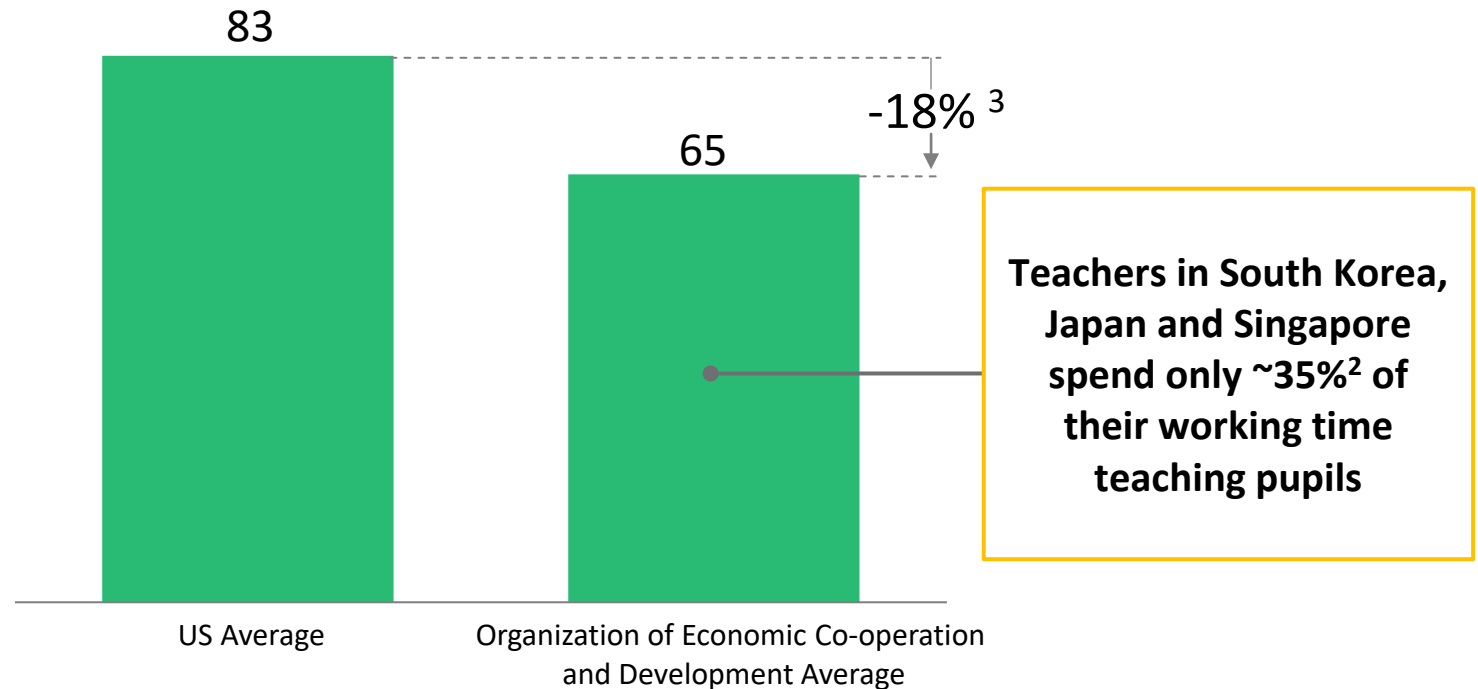


- Responsible for huge number of student expectations
- Can regularly work long days w/ minimal breaks
- Limited job-embedded planning

Comparing Time in Front of Students Internationally

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 (%)






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

Redesigning the School Year

180

Reimagined School Days

Change the Schedule

-  Slightly reduce daily academic instruction
-  Add an additional recess
-  Add an additional specials rotation



Each Day

+ 30

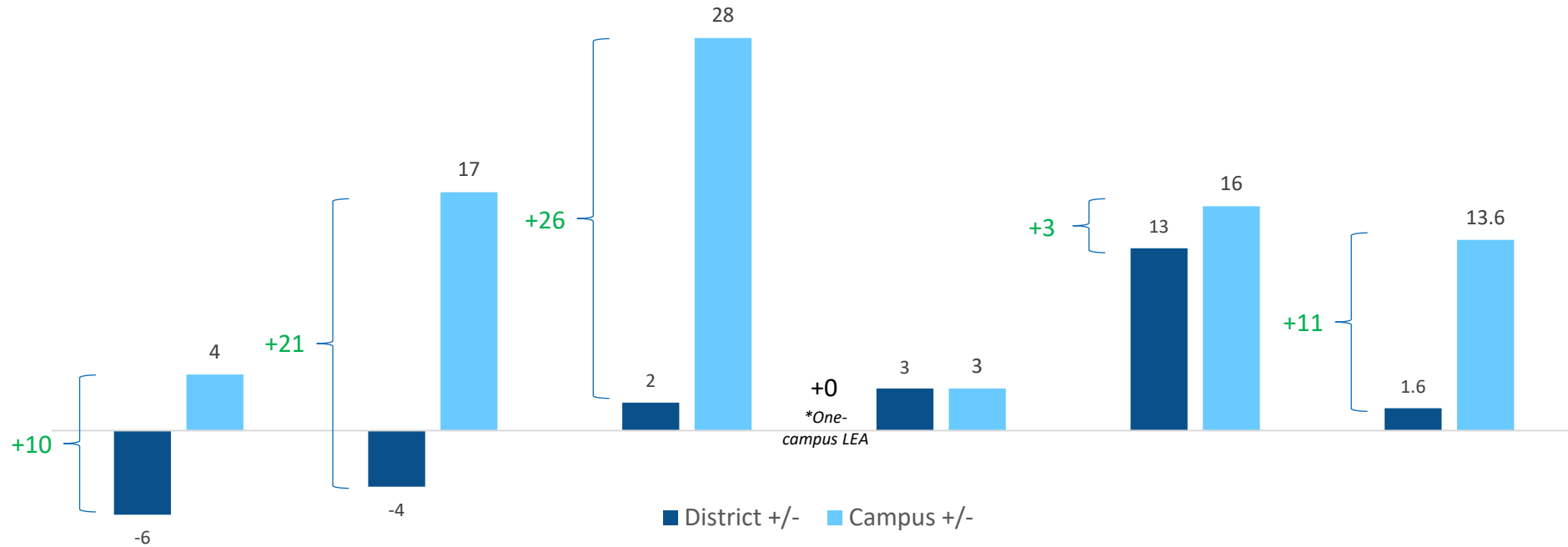
Additional School Days

-  Add academic content instructional time via additional days

ADSY PEP Full Year Redesign Accountability Growth

Initial accountability data for Cycle 1 Full Year Redesign grantees shows participating campuses outperforming their LEA's accountability growth by an average of 11 points.

District vs. FYR Campus Growth from 2019 to 2022



Campus A

Campus B

Campus C

Campus D

Campus E

Average

A-F Designation

B-to-B

Low C-to-High B

D-to-A

B-to-B

D-to-High C



ADSY Full Year Redesign Overview



Potential Planning Time Implications

- Adds planning time and brain breaks for students and additional planning time for teachers.
- Some campuses have implemented longer planning blocks on one day a week to allow for better collaboration opportunities.



Considerations for Implementation

- Large operational, community, and staff shifts to length of calendar.
- If implementing full days, ADSY funding only provides part of the necessary funding.
- Districts of Innovation and Year-Round Systems can gain flexibility on start date



Current Scope and Funding Availability

- Half-day formula funding for elementary schools beyond a minimum 180-day calendar.
- 326 campuses statewide used ADSY funding in 2020-2021, however a small percentage implemented the Full Year Redesign model

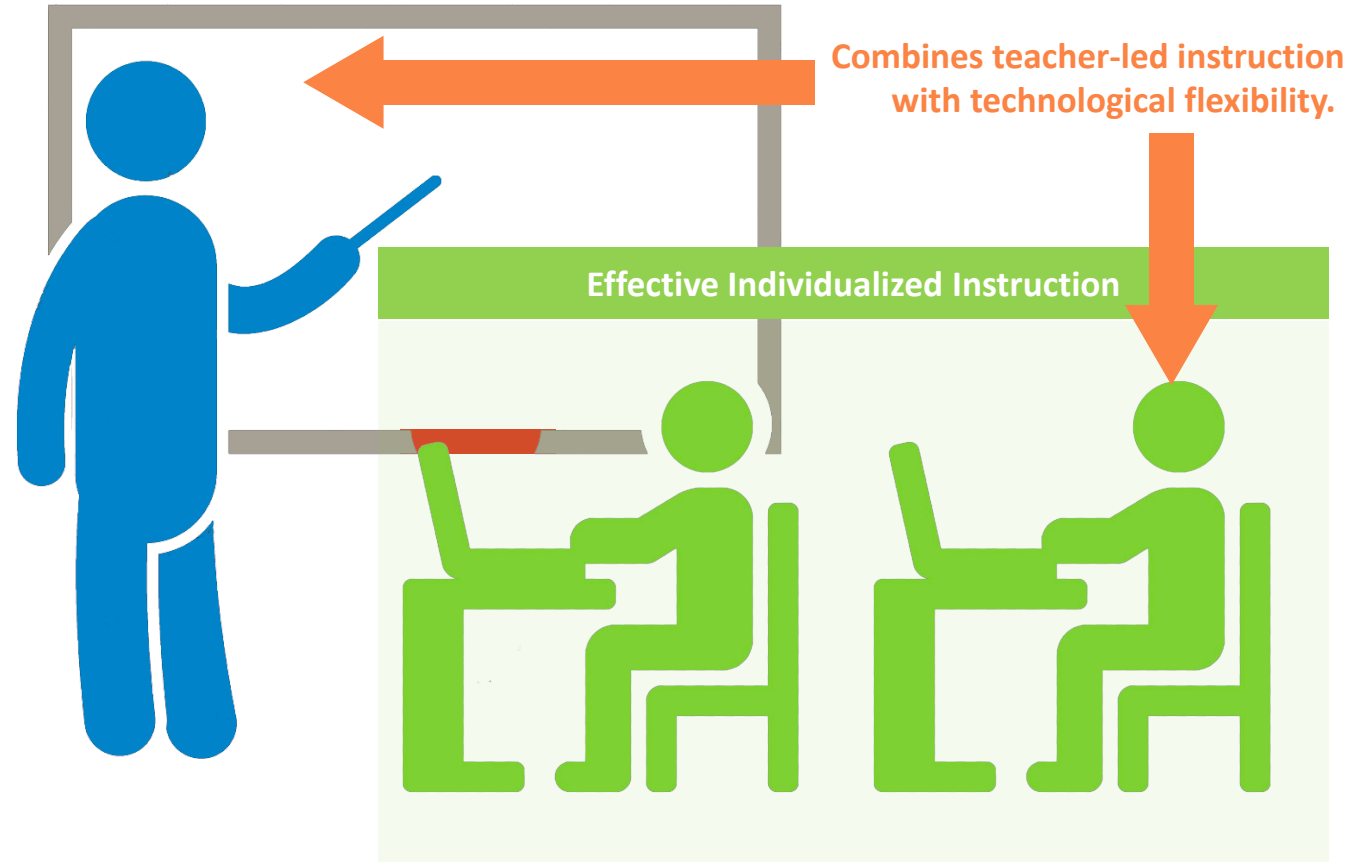


Blended Learning

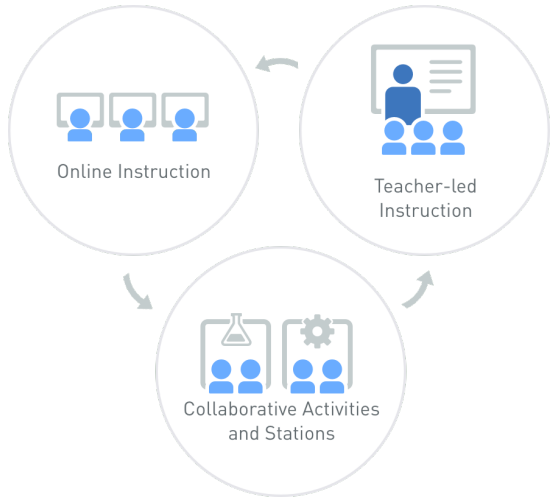
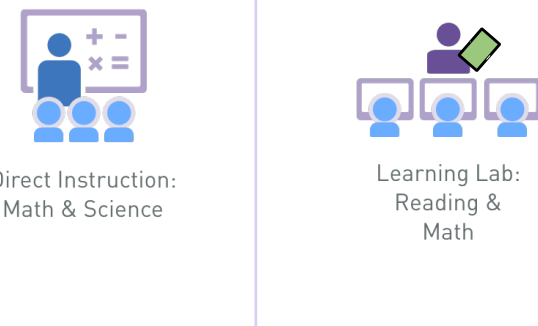
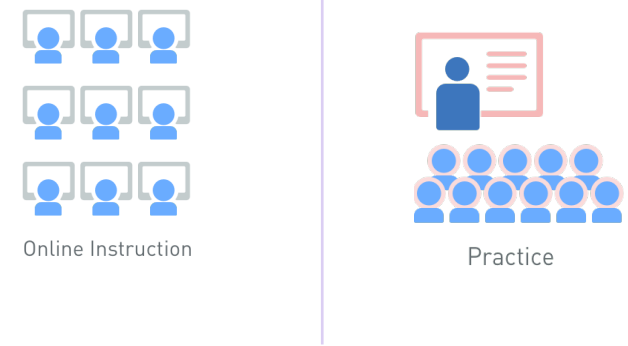
Blended Learning: Reach All Kids, All the Time, in a Sustainable Way



When implemented with fidelity, blended learning combines the power and heart of direct instruction with the real-time capabilities of software to meet the needs of all students in a sustainable and scalable way.



Maximize Teacher Effectiveness with Blended Learning

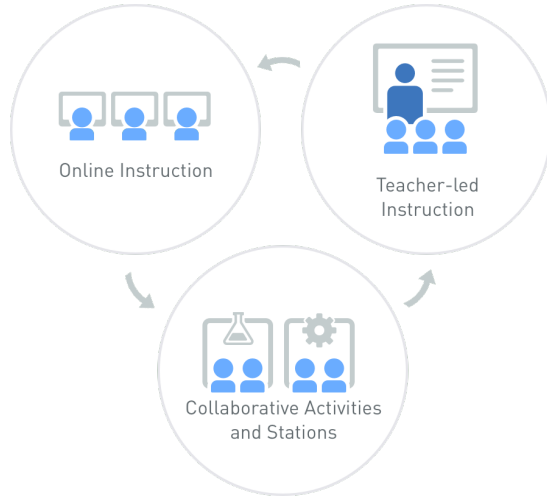
Model	Station Rotation	Lab Rotation	Flipped
Description	 <p>Station Rotation <i>Ideal for: Elementary</i></p>	 <p>Lab Rotation <i>Ideal for: Middle School, Rural</i></p>	 <p>Flipped <i>Ideal for: All Grades</i></p>
Impact on Teacher Effectiveness	Allows Teacher to focus on small group of students while others are receiving targeted instruction	Can provide time for teacher planning when students are in computer lab w/ para	Upfront learning enables students to move on their own path so teacher can focus primarily on misunderstandings

Increase Planning Time with Blended Learning

Station Rotation

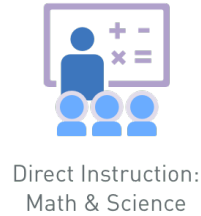
Ideal for: Elementary

Description



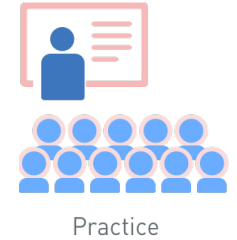
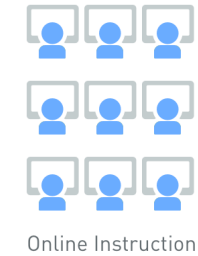
Lab Rotation

Ideal for: Middle School, Rural



Flipped

Ideal for: All Grades



Impact on
Teacher
Planning

Can **reallocate teacher assistants** that formerly led a station

Effectively serve **more students** at one time *or* **consolidate preps** for teachers and free up additional time

Lead teacher plans course for entire district; **junior/assistant teacher facilitates** practice

NOTE: Improving teacher effectiveness is a necessary prerequisite for any operational changes.

Blended Learning Overview



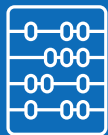
Potential Planning Time Implications

- Ability to maximize staffing plan to allow for collaborative planning time
- Reconfigure use of planning time through support of data-driven software



Considerations for Implementation

- Requires training and alignment of materials used to ensure fidelity of implementation
- Requires schedule adjustments that can impact non-blended classes (requires consideration of the full grade level)
- Added expenditure for software licenses



Current Scope and Funding Availability

- 84 districts are implementing a blended model through a TEA grant program
- Some training opportunities available through PD reimbursements



Tutoring in Afterschool





TCLAS Afterschool Supports Learning Acceleration

TCLAS High Quality Afterschool enables districts to meet HB 4545 requirements and provide other academic supports after school to free up time during the day.

Afterschool programs are designed to:

- Provide a **safe and healthy environment** after the school day for students at no cost
- Enable access to **adults trained to build both academic and non-academic skills**
- Include activities **based in student needs** that are both academic and enriching in nature
- Deliver **targeted academic support** that meets requirements of HB 4545

Using high quality tutoring and supplemental materials:

Approved Product for High Quality Afterschool**		Subject
 ST Math	ST Math	Math K-5
 Zearn	Zearn	Math K-8
MATHia®	Mathia	Math 6-12
 mCLASS® ★ TEXAS	Amplify mClass Intervention	RLA K-5
 Amplify.	Amplify Reading	RLA K-8

Afterschool Overview



Potential Planning Time Implications

- Ability to use afterschool settings to support and expand regular day academics
- Potential to free up teacher time during the day if designed accordingly



Considerations for Implementation

- Requires afterschool staff training on materials
- High fidelity high impact tutoring requires a 1:3 staff ratio for 30-minute sessions at least 3 times a week
- Added expenditure for software licenses if not funded through grant program



Current Scope and Funding Availability

- 120 districts and 19 community-based organizations are implementing HIT and/or HQIM through TCLAS Afterschool (*one time funding opportunity*)
- 21st Century Community Learning Centers currently supports 45-50 organizations for a five-year cycle (*long term funding opportunity*)



Q&A

Presentation Reflection

1

What are some key takeaways from the presentation?

2

What questions do you still have?

3

What implications does this learning have on recommendation development?

Recommendation Refinement

Objective – What?	Impact – Why?	Actor – Who? How?
Re-engineer schedules and calendars to allow for additional teacher planning time		

- **Round 1: REFINED OBJECTIVE**
 - How does the objective address a root cause and problem?
- **Round 2: ACTORS (WHO?) ACTORS (HOW?)**
 - How can school districts and schools take action?
Government agencies?
Legislature?
- **Round 3: Unintended Consequences**
 - What are potential unintended consequences?

Next Steps



What additional questions need to be answered?



What next steps should we prioritize between October and December?

Lunch

12:00-12:30 p.m.

Return to the MAIN Zoom Session



Breakout Session Debrief #1

12:30-12:45



Breakout Session #1 Debrief Protocol

- Purpose: Share learning on existing TEA initiatives and refined recommendations in order to strengthen the recommendation
- Session Update
 - **Facilitator (2-3 min):**
 - Key takeaways from session
 - Present updated Recommendation Framework
 - **Participants (2-3 min):**
 - Take notes, provide input & feedback
- Closing
 - Determine next steps for recommendations around HQIM and Scheduling



Teacher Time Audit

12:45-1:30



CPE Clearing House – Discussion of Pre-work

Purpose

Lessons Learned

Connections to our recommendation

Objective – What?	Impact – Why?	Actor – Who? How?
Conduct a teacher time audit in order to better understand teacher time requirements		

- **Round 1: REFINED OBJECTIVE**
 - What should be included within the time study?
- **Round 2: ACTORS (WHO?) ACTORS (HOW?)**
 - How can school districts and schools act? Government agencies? Legislature?
- **Round 3: Unintended Consequences**
 - What are potential unintended consequences?

Next Steps



What additional questions need to be answered?



What next steps should we prioritize between October and December?



Teacher Voice

12:45-1:30



Objective – What?	Impact – Why?	Actor – Who? How?
<p>Include teachers in the decision-making process as well as take leadership over key policies and practices that impact their students and their profession.</p>		

Round 1: Areas of Teacher Voice

- What are the current opportunities for teacher voice to be captured/utilized?
- Campus level? District level? State level?

Round 2: Barriers

- Where are missed opportunities for teacher voice? What are barriers to teacher involvement in those areas?

Round 3: Unintended Consequences

- What are potential unintended consequences?

Next Steps



What additional questions need to be answered?



What next steps should we prioritize between October and December?



Session Debrief #2

1:30-1:45



Breakout Session #2 Debrief Protocol

- Purpose: Share updates to recommendation framework based on session
- Session Update
 - **Facilitator (2-3 min):**
 - Updated Recommendation
 - **Participants (2-3 min):**
 - Take notes, provide input & feedback
- Closing
 - Next steps with Recs



Session #3 Culture and Climate

1:45-2:15



Climate and Culture

Bucket	Issue and Root Cause	Objective – What?
Support of School Leader in building Positive Climate and Culture		

Next Steps



What additional questions need to be answered?



What next steps should we prioritize between October and December?

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](#)