



**Teacher Vacancy Task Force  
Working Conditions Breakout Session  
December 2022**

Time	Focus
1 minute	Transition to Breakout Room
4 minutes	Framing of Theme and Recommendations
15 minutes	Silent Solo Review of Stakeholder Input and Recommendations
35 minutes	Theme Discussions using Guiding Questions
5 minutes	Closing and Reflection

- 1.) How do these set of recommendations align with the priorities and discussions of your working group?
- 2.) What resonates with you from the input shared by stakeholders? How does this input align to the research and evidence?
- 3.) Based on feedback and data and research, what changes might the Task Force make to these recommendations?

Capture  
your thoughts in  
the Jamboard before,  
during, and after the  
session

## Theme 7: Teacher Time (Strategic Staffing and Scheduling)

- A. Fund a teacher time study to examine the responsibilities and professional learning requirements of teachers.
- B. Fund the implementation and expansion of Texas Strategic Staffing to support districts in the development of strategic staffing models that provide time and funding for teacher leader, mentor, and teacher apprentice/resident roles.
- C. Develop scheduling academies to support districts in the development of innovative schedules that maximize teacher planning time.

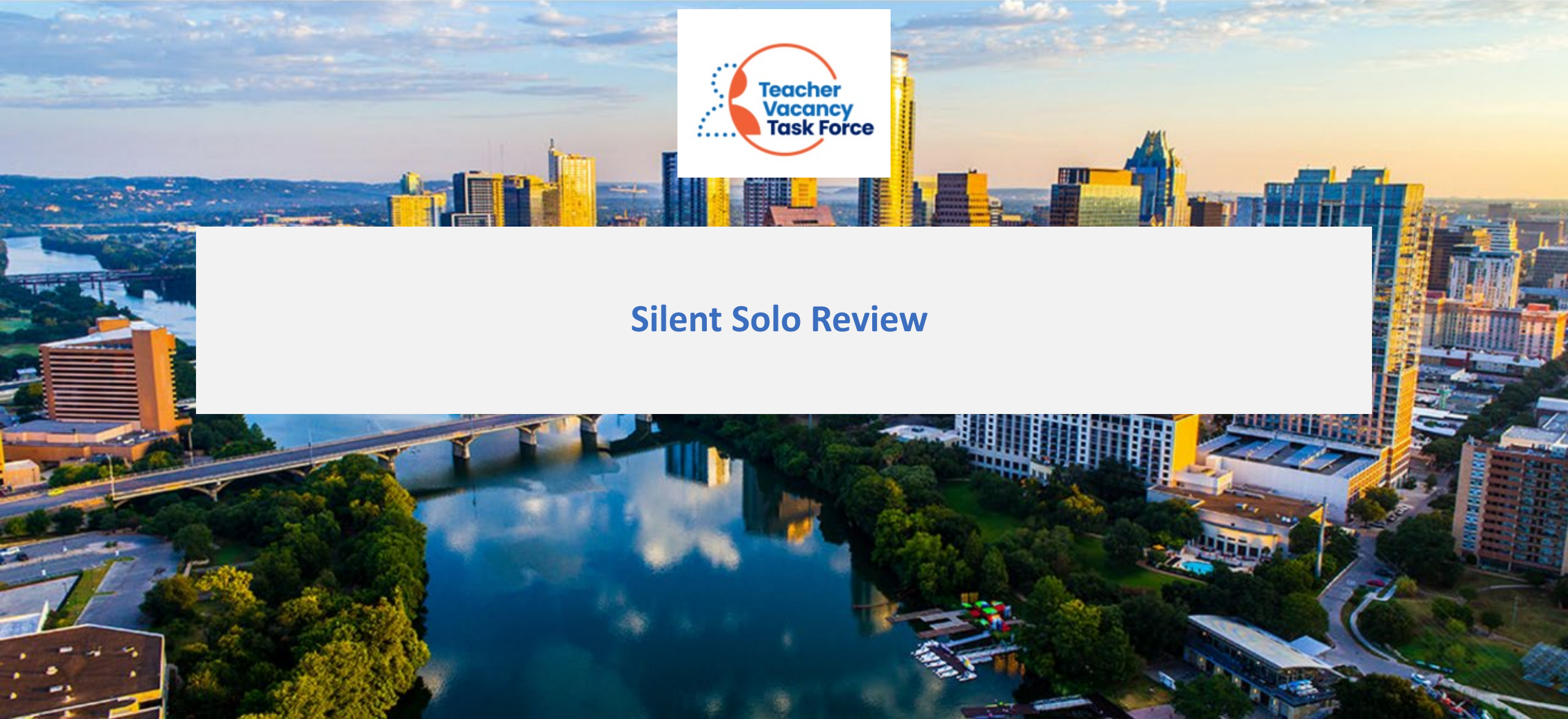
## Theme 8: Positive Culture and Discipline Supports

- A. Provide resources and guidance for district and campus administrators on positive culture practices and discipline supports through continued support of initiatives such as Texas Instructional Leadership and Safe and Supportive Schools.





# Silent Solo Review



## Challenges Task Force Shared

Decision-makers may not fully understand all the tasks being asked of teachers

Teachers are overburdened by their current workload and non-instructional tasks

Teachers do not have time to collaborate with one another

Teachers spend hours outside of school grading and lesson planning

Teacher candidates and mentor teachers serve important roles in a school but are not often compensated for their work

## Task Force Solution Generation

A time audit could be done to better understand teacher time requirements

Provide additional planning time for teachers and compensation for additional duties

Ensure teachers have 30 minutes of collaborative planning time per week

Use community partners to support with additional duties to free up more time

Structure staffing patterns to fund teacher resident and teacher leader roles

## Theme 7: Teacher Time (Strategic Staffing and Scheduling)

- A. Fund a **teacher time study** to examine the responsibilities and professional learning requirements of teachers.
- B. Fund the implementation and **expansion of Texas Strategic Staffing** to support district in the development of strategic staffing models that provide time and funding for teacher leader, mentor, and teacher apprentice/resident roles.
- C. **Develop scheduling academies** to support campus leaders and districts in the development of innovative schedules that maximize teacher planning time.



Areas of Support	Additional Considerations
<p><b>Recommendation A</b></p> <ul style="list-style-type: none"> <li>A teacher time study could be impactful with the purpose of eliminating non-instructional tasks from teachers' plates. (All groups)</li> <li>There is a need to better understand what is keeping teachers from spending time on instructional tasks, and a time study could help with that. (Policy and Advocacy, Teacher Groups)</li> </ul> <div data-bbox="137 801 1192 1105" style="background-color: #0070C0; color: white; padding: 10px; border-radius: 15px; text-align: center;"> <p>While most groups agree additional teacher planning time is needed, there was some concern noted with cost of adding planning periods and struggles with getting coverage for teachers due to sub shortages.</p> </div>	<p><b>Recommendation A</b></p> <ul style="list-style-type: none"> <li>The Professional development audit is precedent to this concept: TEC Section 21.453 PD audit (Teacher groups)</li> <li>The time study could be useful but needs to include the goals to better assess how much time is associated with the teacher workload and be able to identify tasks that can be removed to free up time for prioritized tasks such as planning, collaboration, mentoring as well as to reduce noninstructional tasks. (Teacher groups)</li> <li>Consider how the time study will be done, who will do it, and how data will be collected (Admin groups)</li> <li>The time study wouldn't have to be a long process and you don't have to collect information from every teacher in the field, you can use sampling in a subset of districts for a few weeks (Admin groups)</li> </ul>



Areas of Support	Additional Considerations
<p><b>Recommendation B</b></p> <ul style="list-style-type: none"><li>Teachers need more time for collaboration and extended planning time (All groups)</li></ul>	<p><b>Recommendation B</b></p> <ul style="list-style-type: none"><li>Goal of scheduling academies should be to eliminate non-instructional tasks from teachers and extend planning time (Teacher groups, EPPs, Policy and Advocacy groups)</li><li>Consider doing a pilot of scheduling academies to gather data and evidence of implementation to help sell it statewide (Admin groups)</li><li>The principal and teacher leaders are mostly responsible for scheduling at the elementary level, so it is important that principals are part of this recommendation (Admin groups)</li><li>Look at the best practices that can be implemented into master scheduling and creative scheduling (Admin groups)</li></ul>

## Challenges Task Force Shared

Teacher burnout and mental health strain are causing teachers to leave the profession

Much of what impacts a teacher's well-being is controlled at the school level

Teachers lose instructional time handling student discipline and don't always feel they have the support

Effective principals are often pulled to other campuses or roles

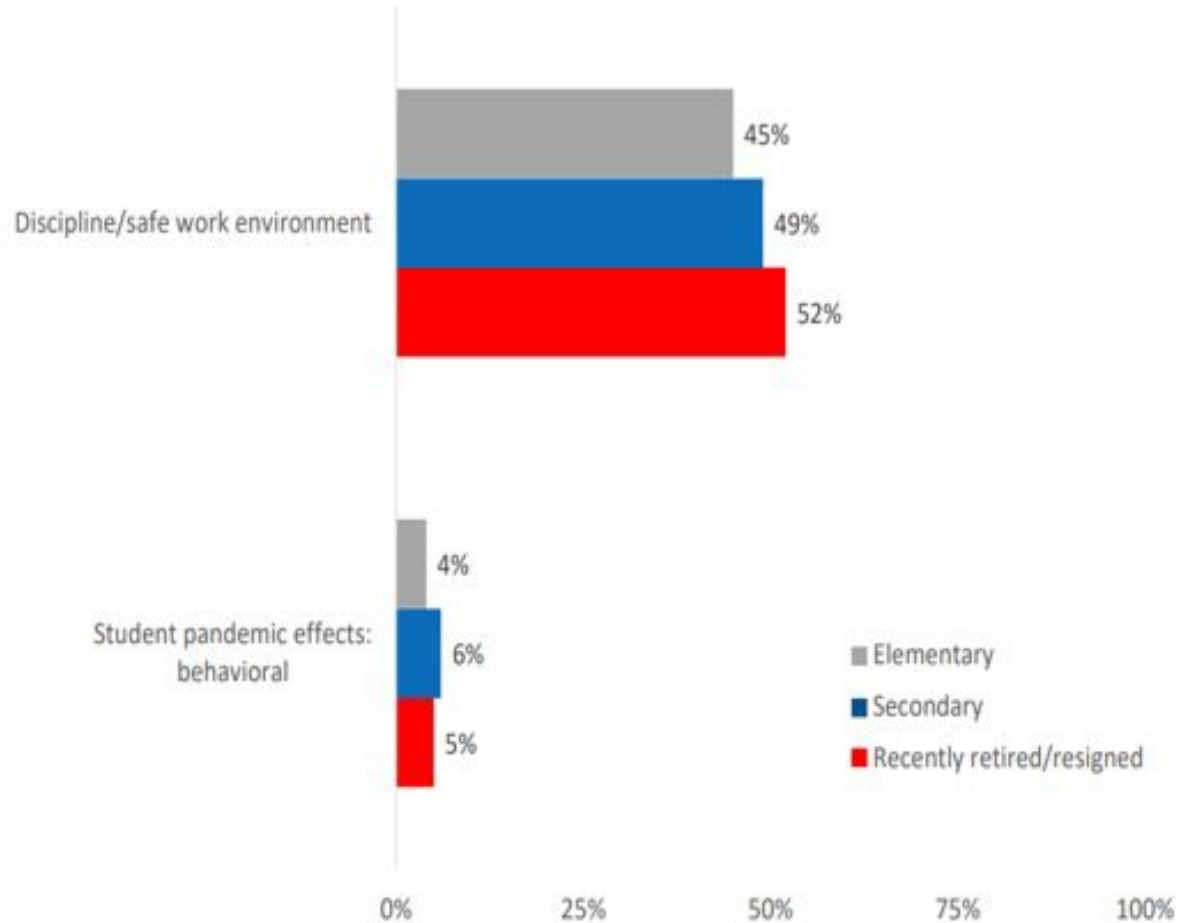
## Task Force Solution Generation

Teachers need additional wellness leave and resources

Provide guidance and support for leaders on culture best practice

Provide mechanisms that make providing discipline more effective so instructional time is not lost.

Consider performance pay for principals



Nearly 50% of teachers cite discipline as a top concern.

*“Disruptive behaviors are a large barrier to successful teaching... There is a definite rise in unmanageable behaviors. A teacher can have exceptional classroom management, and still be unable to deliver quality content because of these behaviors.” (PreK-4th grade Teacher)*

## Theme 8: Positive Culture and Discipline Supports

A. Provide **resources and guidance for district and campus administrators on positive culture practices and discipline supports** through continued support of initiatives such as Texas Instructional Leadership and Safe and Supportive Schools.



Areas of Support	Additional Considerations
<p><b>Recommendation A</b></p> <ul style="list-style-type: none"> <li>• There was overall recognition that Theme 8 is important, but that this area needs additional refinement to be most impactful</li> </ul>	<p><b>Recommendation A</b></p> <ul style="list-style-type: none"> <li>• This theme needs to take a stance and go bigger (Policy and Advocacy, Teacher groups)</li> <li>• Mental health supports for students and teachers should be considered (Policy and Advocacy, Teacher groups)</li> <li>• Teachers do not need another program, rather need more help (additional counselors and staff) to assist with discipline (Teacher groups, EPPs)</li> <li>• Need a bigger investment programmatically and financially in this area (All groups)</li> <li>• Legislative requirements put a strain on teachers (HB 4545, Reading Academies, etc.) which impacts their feelings about their workplace (Admin groups)</li> </ul>