



# Teacher Vacancy Task Force Opening Session December 1<sup>st</sup>, 2022



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 and the Legislature



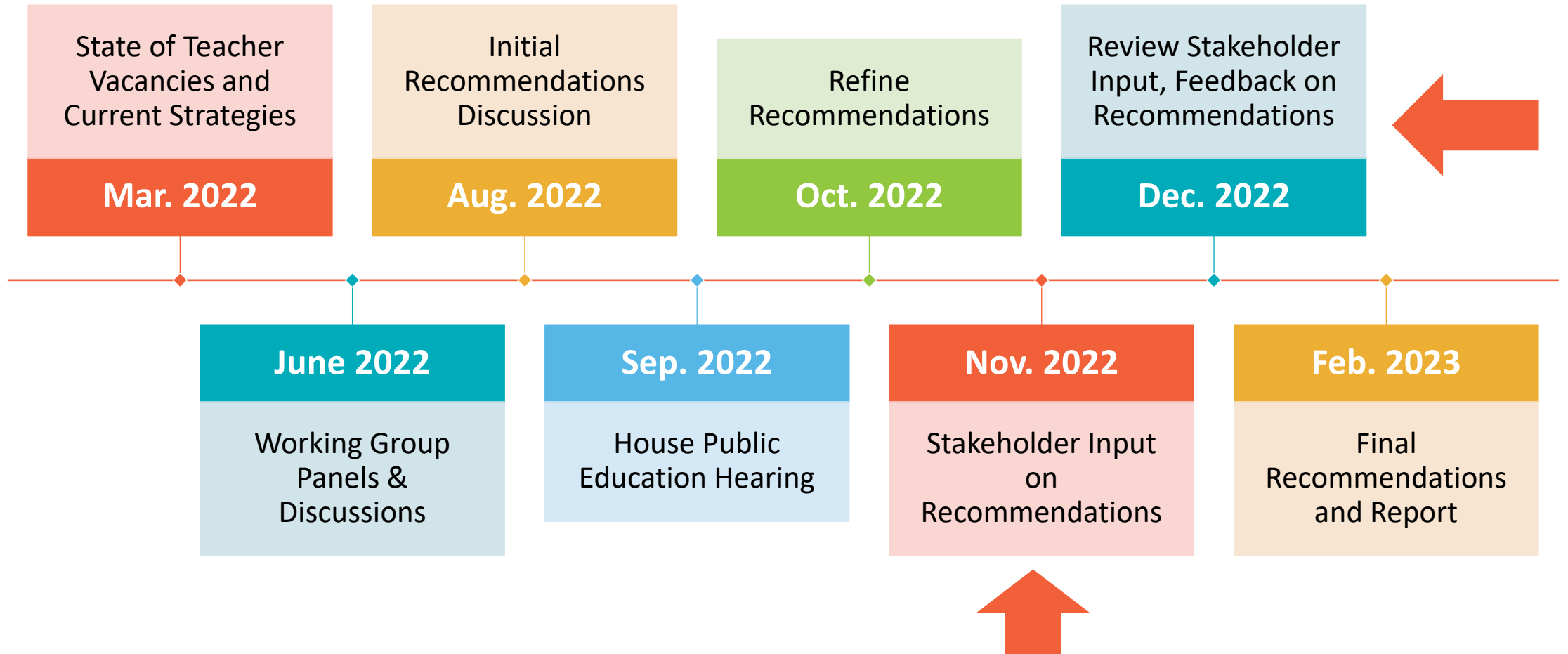
Provide feedback on TEA initiatives designed to help impact vacancies

Topic	Time	Session Overview
<b>Opening Session</b> <i>Josue Tamarez Torres, TVTF Chair</i>	9:00-9:15 a.m.	Mr. Tamarez Torres summarizes key actions taken since the October meeting, frames the day, and provides a high-level summary of stakeholder input on preliminary recommendations.
<b>Feedback across Themes</b> <i>TEA and Task Force Facilitators</i>	9:15-12:15 p.m.	Task Force members analyze input from stakeholder engagement sessions and use input to refine recommendations. Task Force members provide feedback on recommendations across Working Groups.
<b>Lunch 12:15-1:00 p.m.</b>		
<b>Working Group Session</b> <i>TEA and Task Force Facilitators</i>	1:00-1:45 p.m.	Task Force members debrief the themes and the discuss how the themes reflect the priorities and discussions from their Working Groups. Commissioner Morath joins Working Groups discussions to listen to Task Force input and reflections.
<b>Break 1:45-2:00 p.m.</b>		
<b>Closing Session</b> <i>Josue Tamarez Torres, TVTF Chair</i>	2:00- 2:30 p.m.	Mr. Tamarez Torres closes the day. Task Force members share key takeaways from Working Group discussion.

- Stay on camera (when possible)
- Stay on mute when not talking
- Utilize the chat and emojis to ask questions and alert the facilitator if 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

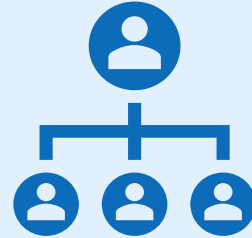


Task Force members analyze research and stakeholder input to provide feedback on preliminary recommendations across all themes and working groups.

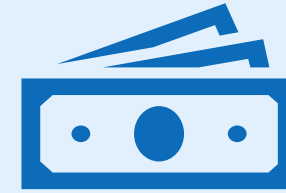




**Improving Educator  
Preparation**



**Talent Pipelines**



**Compensation Models**



**Understanding the Teacher Experience**

1

1. Improve health care by providing an increase of coverage and ensure teachers have access to better insurance

2

2. Increase overall compensation

3

3. Temporarily remove the retire/rehire surcharge



1

1. Incentivize and support scaling of paid, yearlong residencies with an emphasis on residency Educator Preparation Programs (EPPs) that prepare teachers in hard to staff fields and/or rural locations

2

2. Increase utilization of High-Quality Instructional Materials by promoting alignment between resources used by EPPs and Local Education Agencies (LEAs)

3

3. Develop cooperating teacher and mentor teacher trainings that leverage research based best practices while enabling differentiation to meet local needs.

1

1. Design and implementation of staffing models and financial support to compensate and provide time for teacher mentorship and leadership roles

2

2. Create strong supports for early Grow Your Own pathways via high school education and training courses (pathway planning, incentives, technical assistance)

3

3. Establish strong HR (Human Resources) recruitment systems (establish a statewide job board, fund recruitment incentives for hard-to-staff areas)

1

1. Increase access to High Quality Instructional Materials

2

2. Provide support and resources to assist with creating master schedules that maximize collaborative teacher planning time

3

3. Fund a teacher time audit

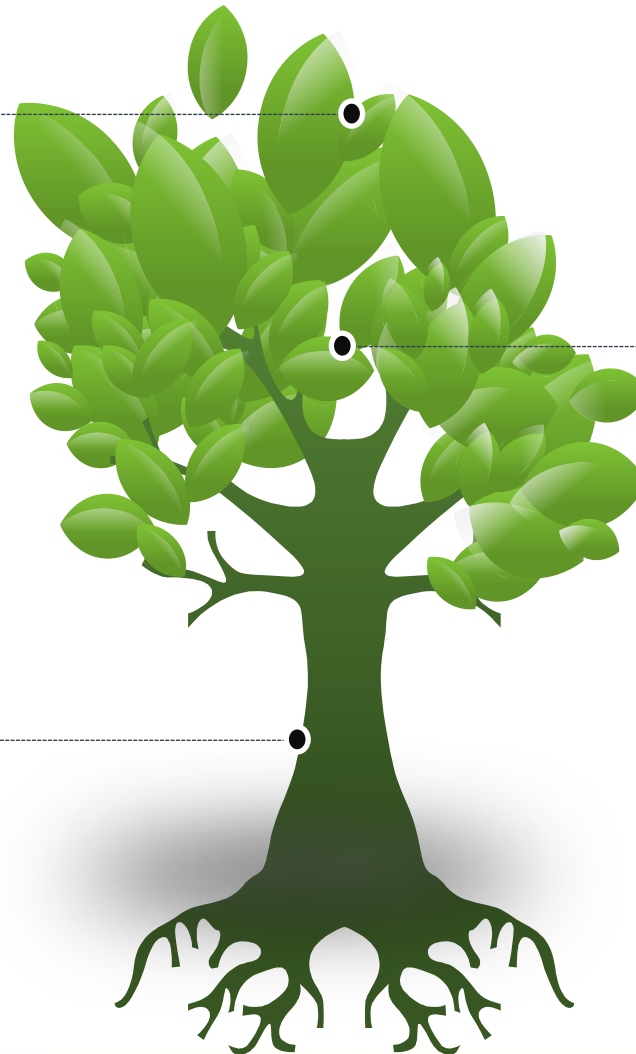
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4. Increase opportunities for teacher voice at the campus, district, and state level and improve communication to teachers of these opportunities

# Working group ideas fall into these three research-based buckets

## Compensation

1. Overall Salary
2. Benefits
3. Hard to Staff Areas

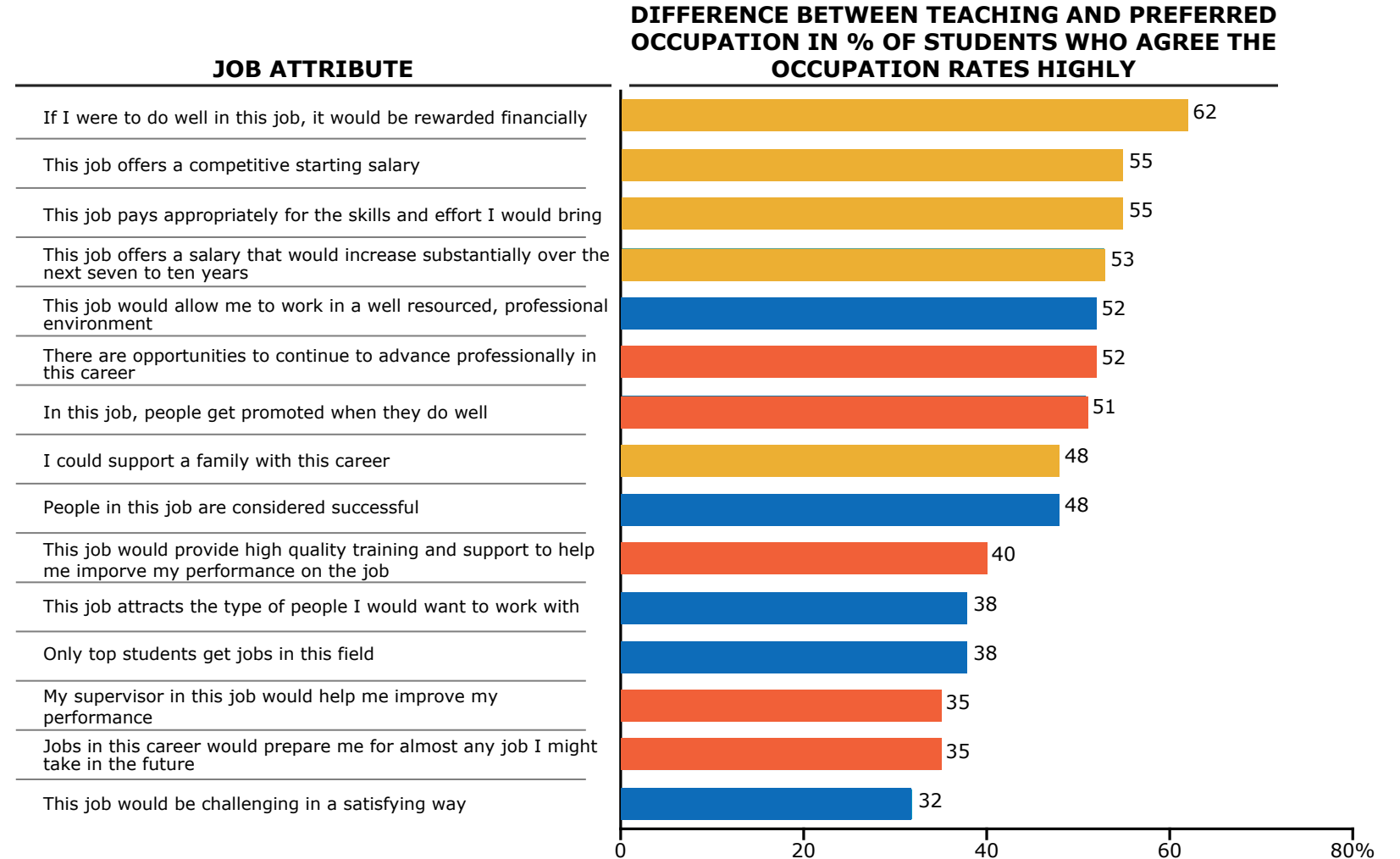


## Working Conditions

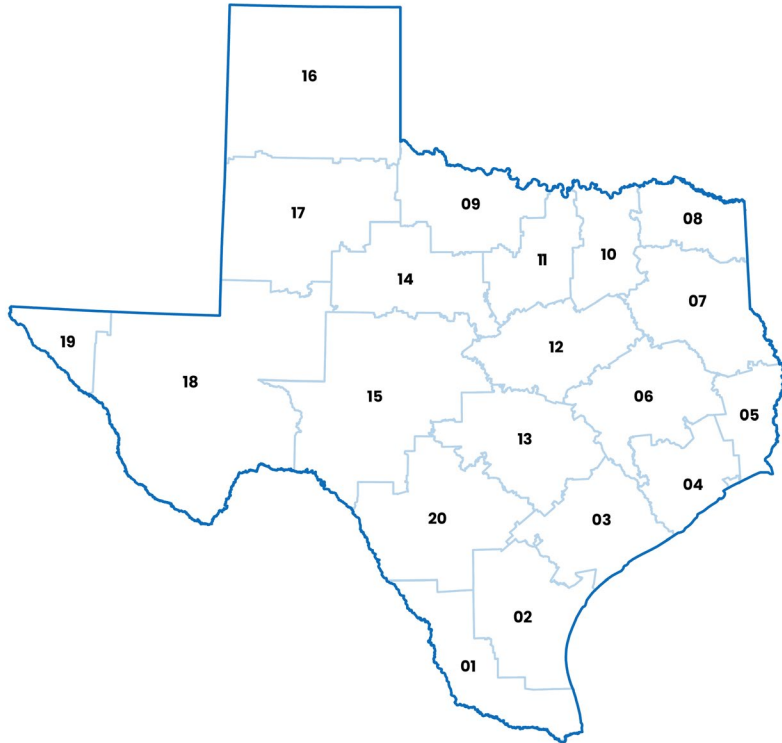
7. Teacher Time (Strategic Staffing and Scheduling)
8. Positive Culture and Discipline Supports

## Training and Support

4. Talent Pipeline (Residencies and GYO)
5. Teacher Leadership and Mentorship
6. High-Quality Instructional Materials



# Stakeholders Providing Feedback on TVTF Recommendations



CSOTTE



commit



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of COMMUNITIES FOUNDATION of TEXAS



RAISE  
YOUR HAND TEXAS



The Education Trust





1.) Notes were taken, synthesized and organized

2.) Commonalities were noted across groups, as were areas of disagreement

3.) Stakeholders had opportunity to add thoughts to a Jamboard both during and after the meeting

4.) Jamboards across all stakeholder groups were analyzed and added to summary along with any additional emails/documents shared



**TEACH  
+ PLUS**

1.) Ensure recommendations lead to compensation increases for all teachers

2.) Refine and get more specific on recommendations to improve working conditions for teachers

3.) Overall support for teacher residencies and Mentor Program Allotment with additional funding

## Compensation

- General support for increasing compensation through increasing the basic allotment and agreement that increasing compensation for teachers should be a top priority (Teacher Groups, Policy and Advocacy Groups, EPPs)
- Strong consensus around improving healthcare for teachers and for providing flexibility and support for districts to meet the needs of their teachers (Policy and Advocacy Groups, Teacher Groups, EPPs)
- Overall positive feedback on collecting and reporting real time data about teacher vacancies to inform more targeted incentives and compensation for hard to staff areas (All Groups)

## Training and Support

- The Residency Allotment could make the traditional route of teaching/student teaching accessible and affordable to many students who otherwise would not choose the teaching profession (All Groups)
- Overall support and consensus for strong mentorship and quality induction programs. Teachers consistently speak to the importance of mentorship (All groups)
- HQIM has generally been well received by teachers and partners, but flexibility is important for districts to meet the needs of their students (Policy and Advocacy, Teacher Groups, Admin Groups)

## Working Conditions

- Teachers need extended planning time, teacher tasks should be better streamlined, and teacher time is a high-level priority (Policy and Advocacy, Teacher Groups)
- Overall, Theme 8 is important and needs to be refined to address things such as mental health of teachers and students (Policy and Advocacy, Teacher Groups)

## Compensation

- The 30% contribution from the basic allotment should be revisited to a higher amount as well as adding specific language that directs districts how much of that increase needs to go towards salaries. (Teacher Groups)
- The basic allotment should be increased creating additional funding for compensation increases with flexibility on how to spend it (Admin Groups)
- Consider options for more progressive parental leave and eligibility for free PK for school employee children (Policy and Advocacy, Teacher Groups)
- Consider mental health benefits (Policy and Advocacy, Teacher Groups)
- Reimbursement for exam fees for hard to staff areas such as bilingual and special education would be a good incentive for teachers to go in these areas and help alleviate the extra financial burden (All groups)

## Training and Support

- Consider principal support and principal training as well, including a principal incentive allotment (Admin Groups)
- MPA (Mentor Program Allotment) will need to considerably be increased to be able to fund and sustain a quality mentorship program at scale (Policy and Advocacy, Teacher Groups, Admin Groups)

## Working Conditions

- Teachers need more help to assist with discipline and schools needs more staff (counselors, etc.) to assist teachers with these struggles (Policy and Advocacy, Teacher Groups)

# Breakout Session Protocol

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