



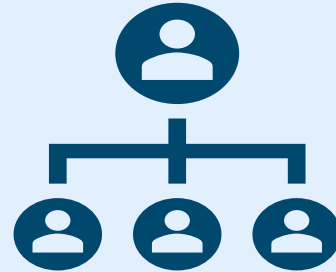
Teacher Vacancy Task Force Update

July 21, 2022

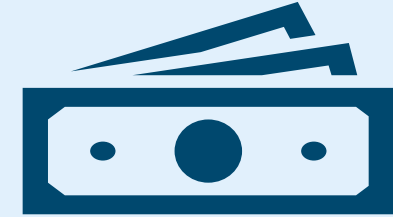
The Teacher Vacancy Task Force has created four working groups



**Improving Educator
Preparation**



**Strategic Staffing
Models**



**Compensation
Models**



Understanding the Teacher Experience

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

Challenges: Working Conditions, Training, and Pay



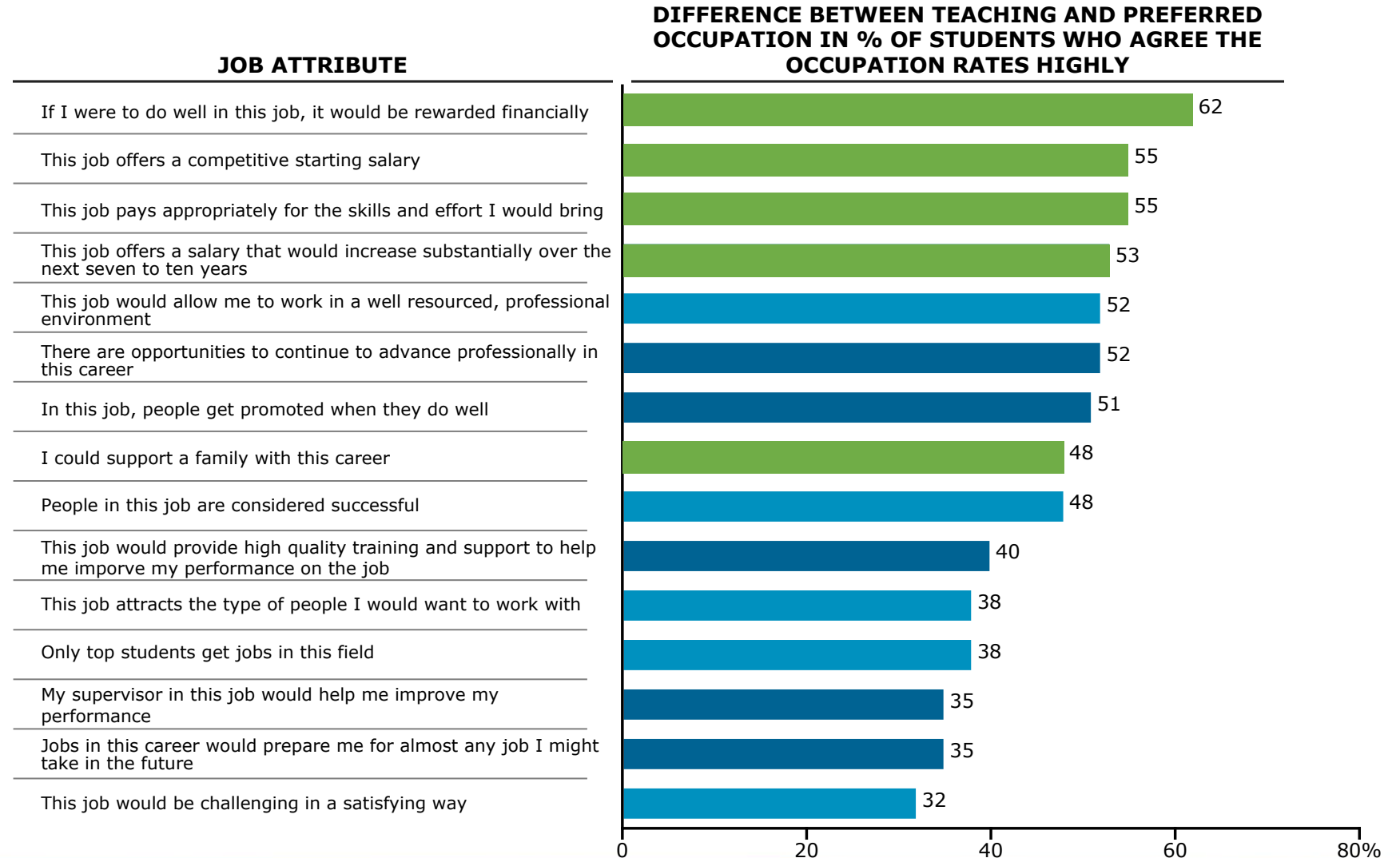
Pay



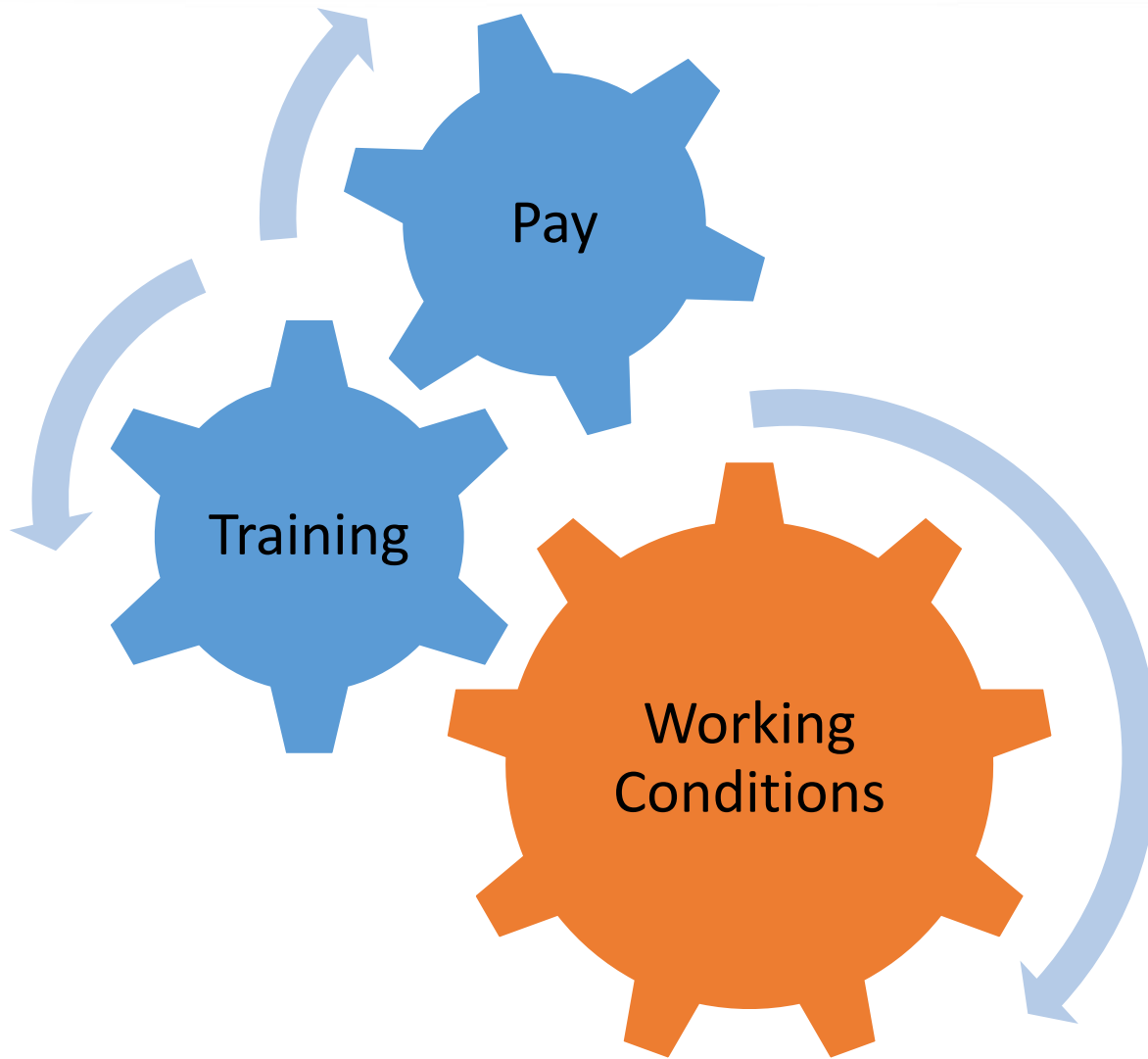
Working Conditions



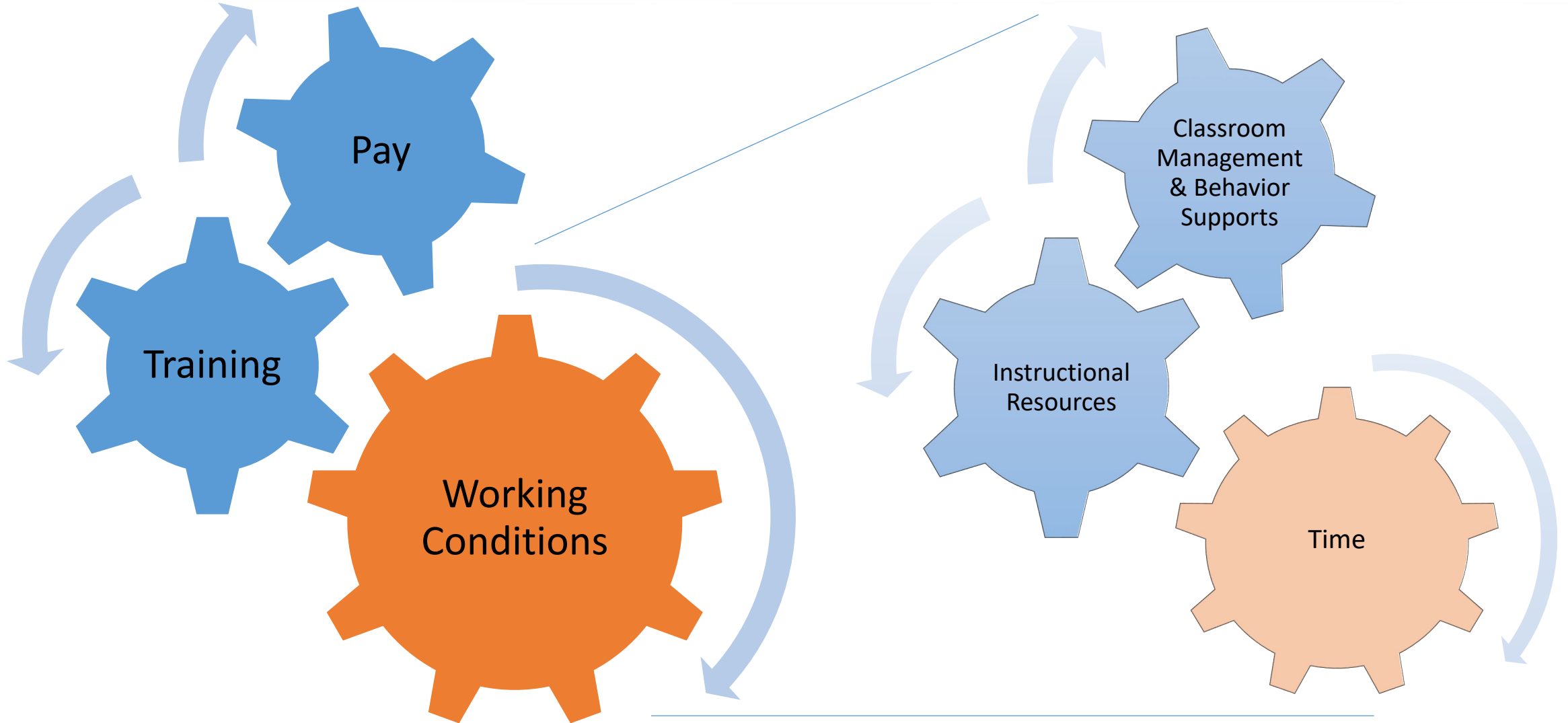
Training & Development



Challenges: Working Conditions, Training, and Pay



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

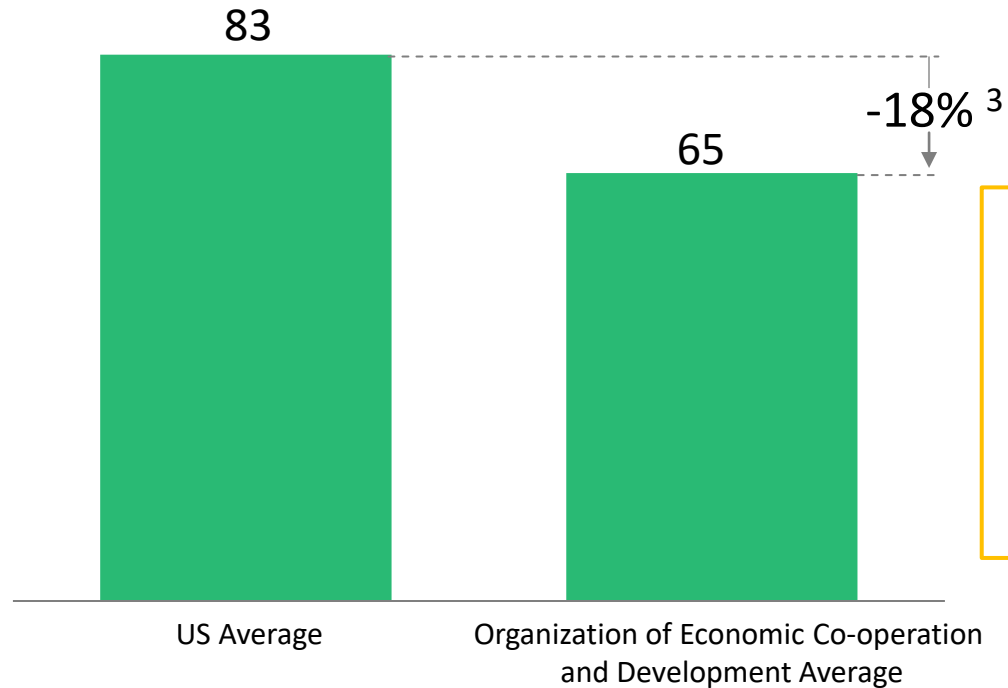
Time	Existing Schedule	New Schedule
7:30 AM	Breakfast / Morning Meeting	
8:00 AM	Phonics	
	Read Aloud	
	Transition / RR Break	
8:30 AM		
9:00 AM	Specials (Art / Music / PE)	
	Transition	
9:30 AM		
10:00 AM	Reading Centers	
10:30 AM	Language Development	
	Transition	
11:00 AM	Lunch	
	Transition	
11:30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

Example 1st Grade Schedule Change

New 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.

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	
		Recess
10:00 AM		Transition
10:30 AM	Language Development	Tiered Supports
	Transition	Transition
11:00 AM	Lunch	Lunch
	Transition	Transition
11:30 AM	Recess	Reading for Knowledge
	Transition	Math
12:00 PM	Writer's Workshop	
12:30 PM	Math	Transition
		Recess
1:00 PM		RR Break / Transition Snack
1:30 PM	Science / Social Studies	Specials (Art / Music)
	Snack	Transition
2:00 PM	RR Break / Transition	Specials (PE)
	Tiered Supports	

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?

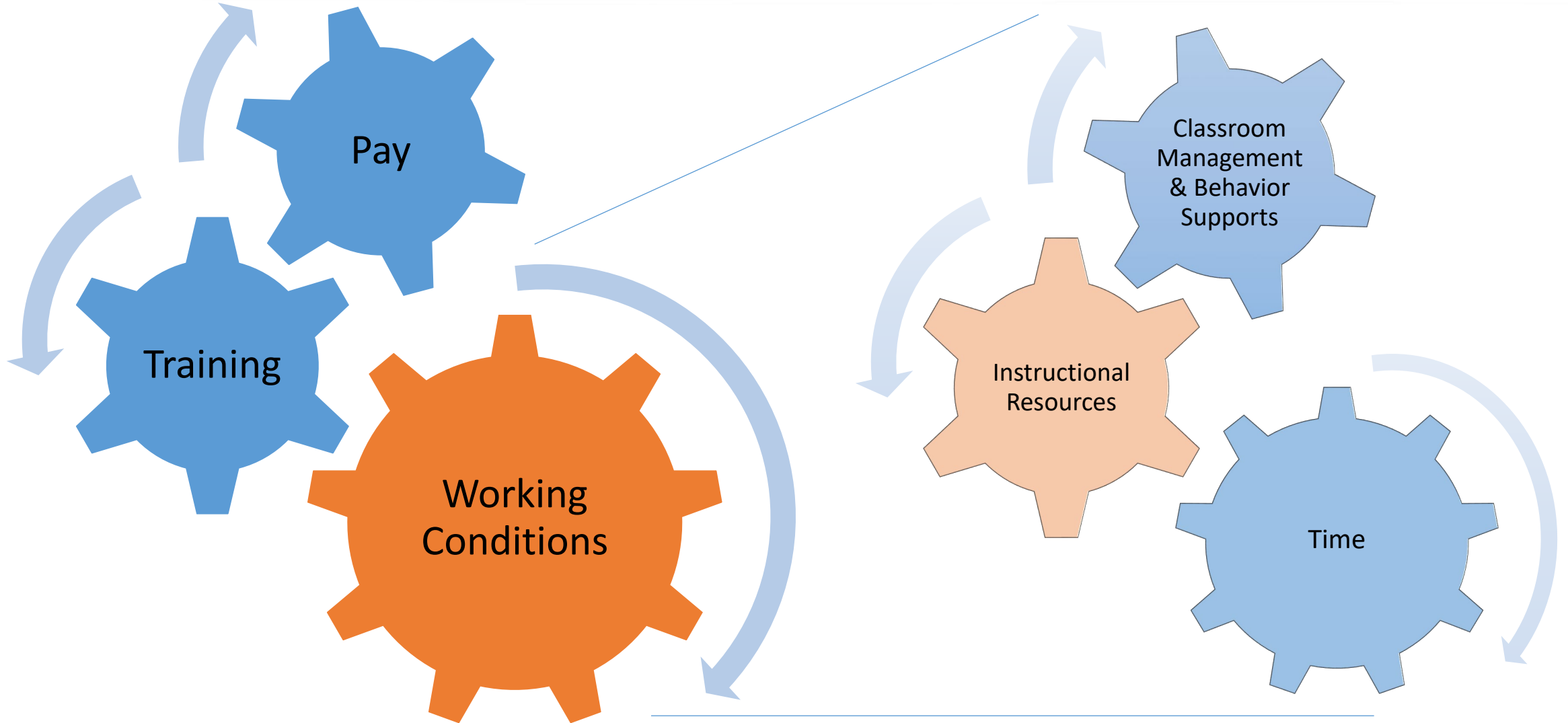
Staffing Patterns & Budget Implications

- 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



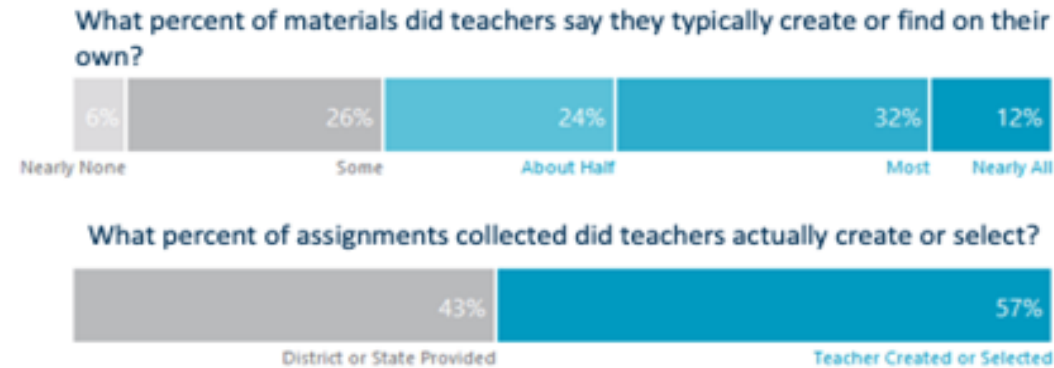
Instructional Materials Must Support Teachers by Properly Integrating Academic Content & The Master Schedule

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	Recess
	RR Break / Transition
	Snack
1:00 PM	Specials (Art / Music)
1:30 PM	
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?

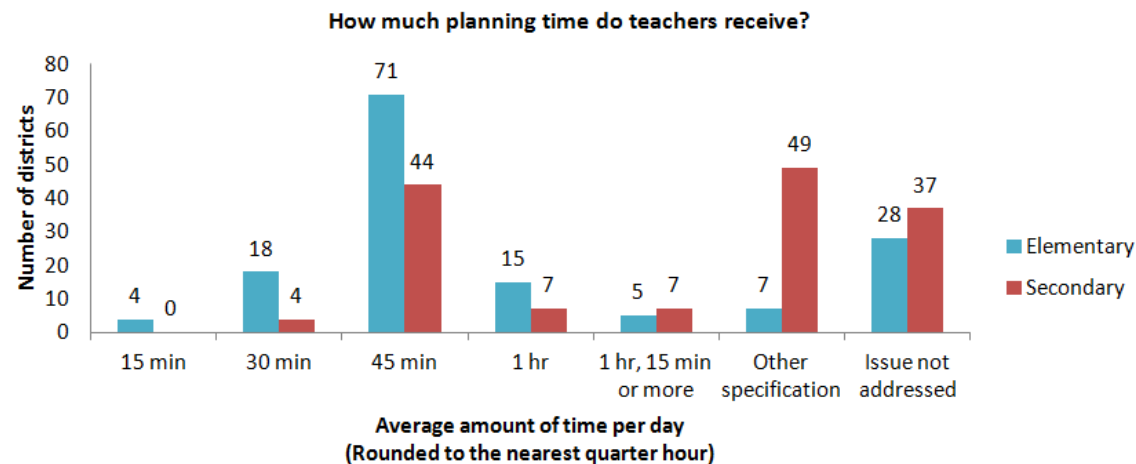


94% say Google



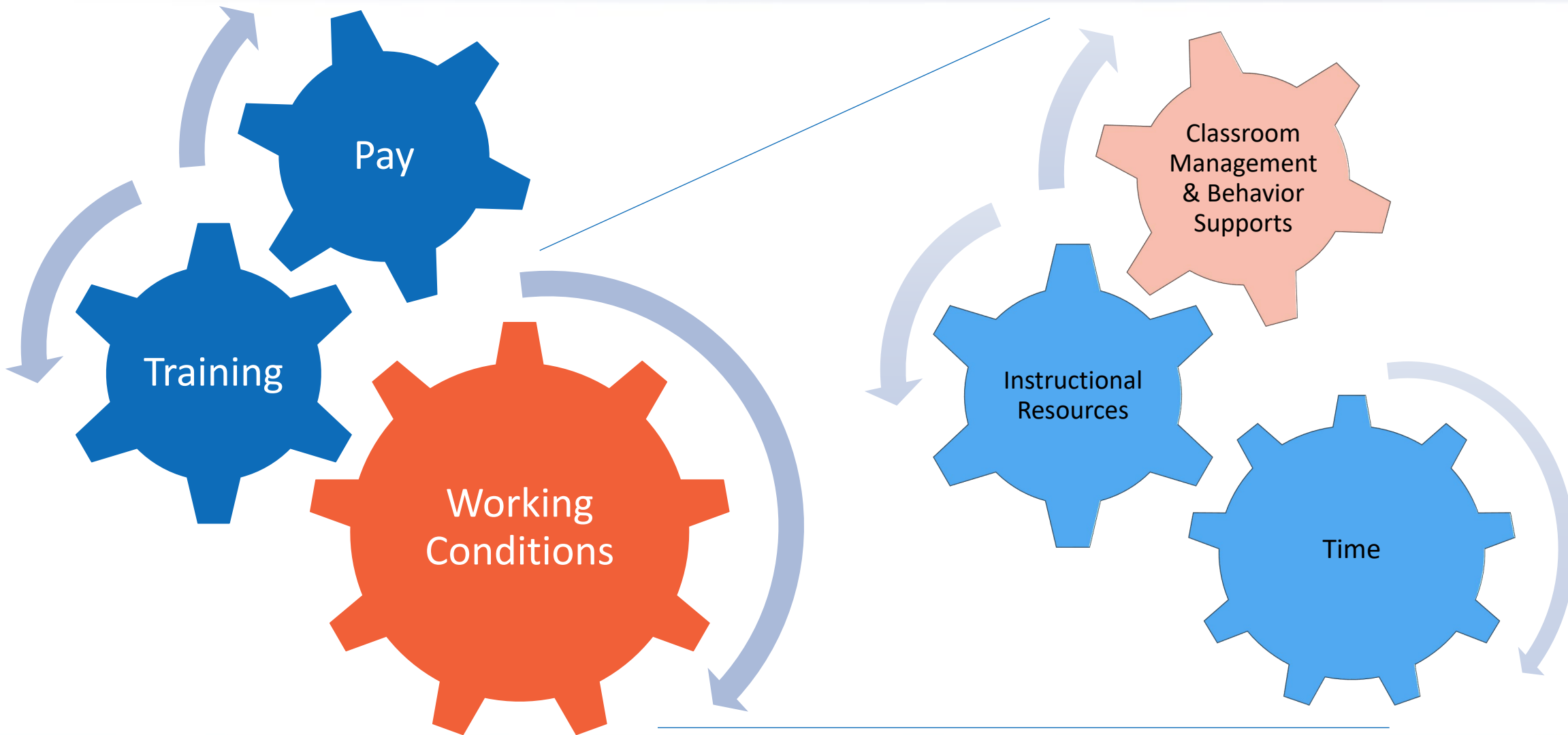
87% say Pinterest

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.

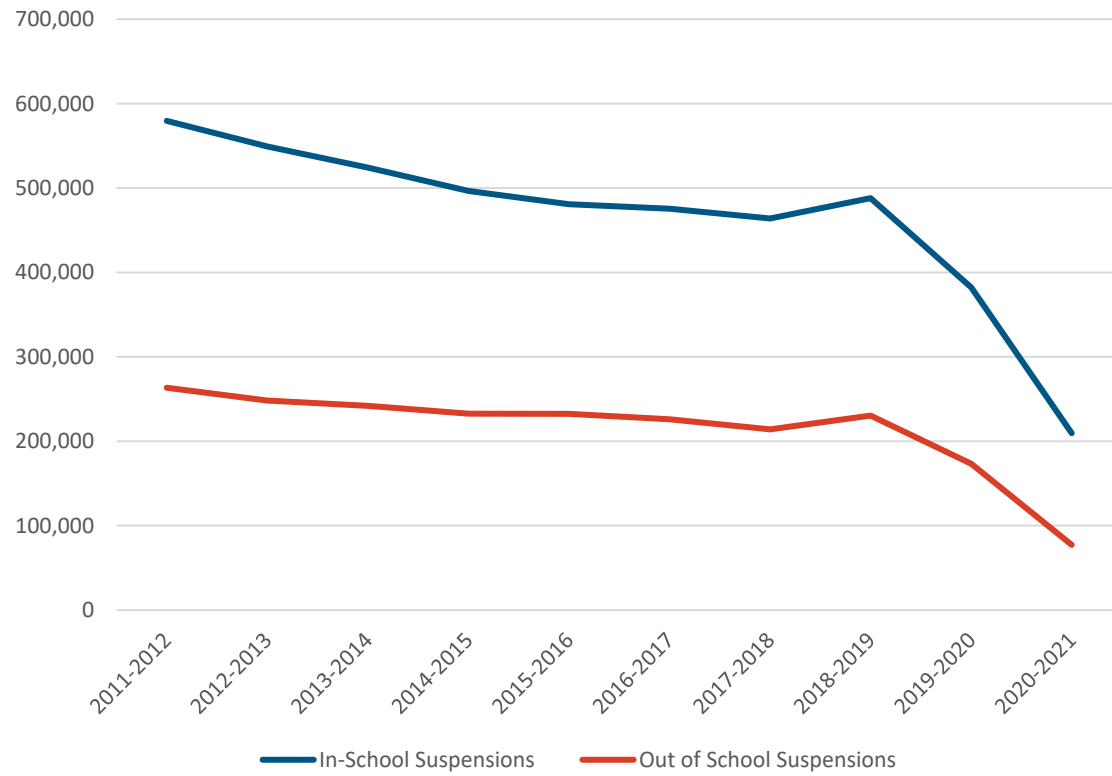
Major Drivers of Teacher Working Conditions



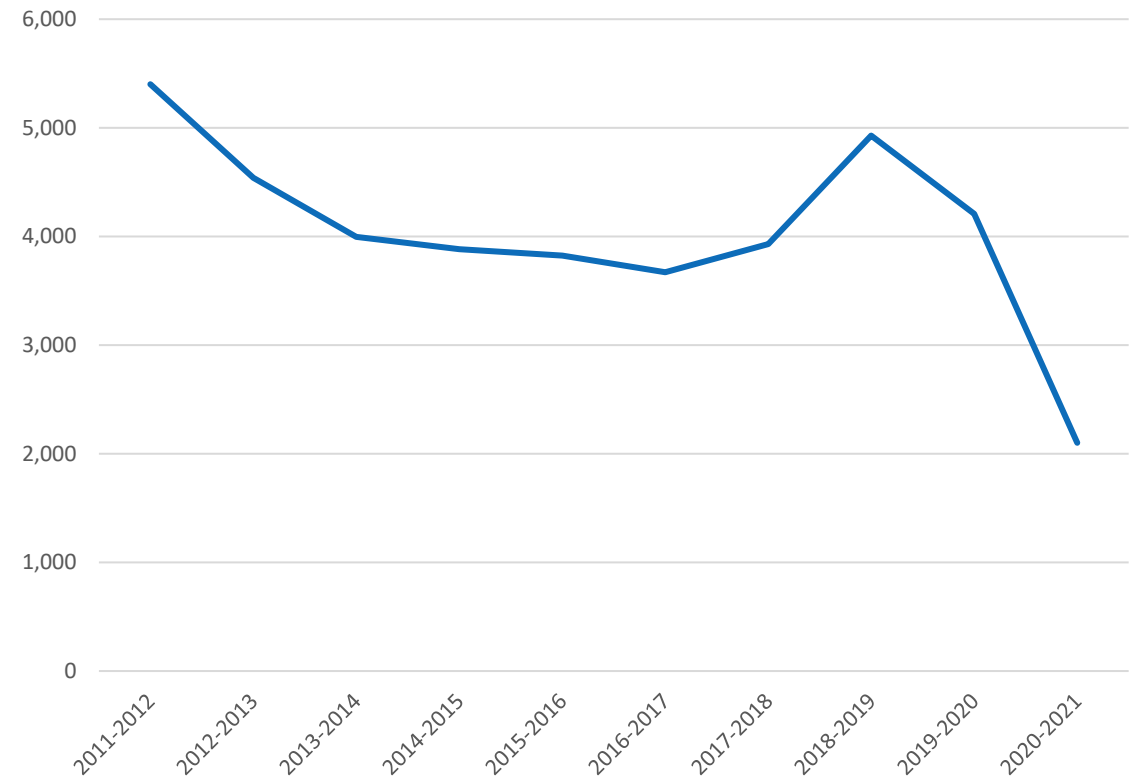


Many teachers also report that inadequately addressed discipline and behavior issues contribute to poor working conditions.

Count of Suspensions



Count of Expulsions

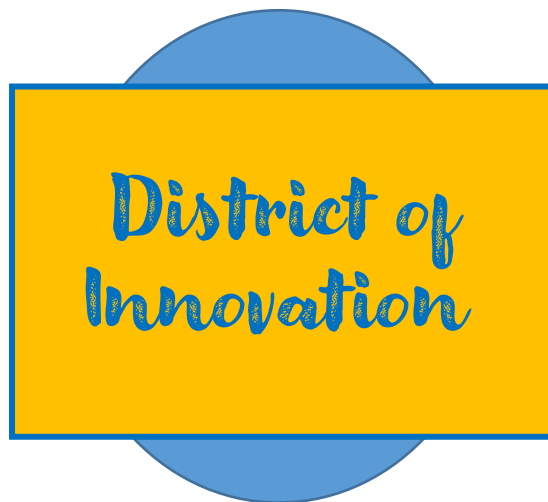


Flexibilities can help district fill difficult to staff positions

7 Ways to Qualify an Uncertified Teacher

- Alternative certification program (ACP)
- School district permit
- Emergency certification
- Temporary Classroom Assignment Permit (TCAP)
- Nonrenewable permit
- Texas Education Agency (TEA) waiver

<https://www.tasb.org/services/hr-services/hrx/recruiting-and-hiring/7-ways-to-qualify-an-uncertified-teacher.aspx>



Maximum Class Size Exceptions

A district must submit a request for a class size exception for any classrooms in prekindergarten - fourth grade that exceed the 22 students class size limit (Texas Education Code §25.112. Note: Pre-K class size limits were added beginning with the 2021-2022 school year). A district seeking an exemption must notify the commissioner and apply for the exemption not later than the later of (1) October 1; or 2) the 30th day after the first school day the district exceeds the limit. Note: class size limits do not apply to physical education classes or fine arts classes.

Class size limitations generally apply throughout the school year, with the exceptions noted below:

- Any twelve-week period selected by the district with a significant percentage of migratory children (25.112(1)), or
- The last twelve weeks of any school year for all other districts

In considering whether to grant an exception, the commissioner must find that the class size limit creates an undue hardship on the district. The commissioner will consider such things as unanticipated enrollment growth, lack of facilities, lack of teachers, or financial hardships.

Please note that an exception granted expires at the end of the school year.

<https://tea.texas.gov/texas-schools/waivers/state-waivers/maximum-class-size-exceptions>

This flexibility allows districts to fill difficult to staff positions, create targeted apprenticeship approaches, as well as other develop other strategic staffing models

Additional Resources

Source	Resource	Type
TEA	Frequently Asked Questions (Updated June 10th, 2022)	PDF
TEA	Teacher Assignment Flexibility	PDF
TEA	Use of Retired Teachers to Support Staffing	Webpage
TNTP	Addressing Teacher Shortages: Practical Ideas for the Pandemic and Beyond	External Website
TASB (Texas Association of School Boards)	TASB HR Services Resources	External Website
TASB (Texas Association of School Boards)	7 Ways to Qualify an Uncertified Teacher	External Website

More resources coming soon.

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/teacher-vacancy-task-force-overview>