



Teacher Vacancy Task Force Update

July 21, 2022

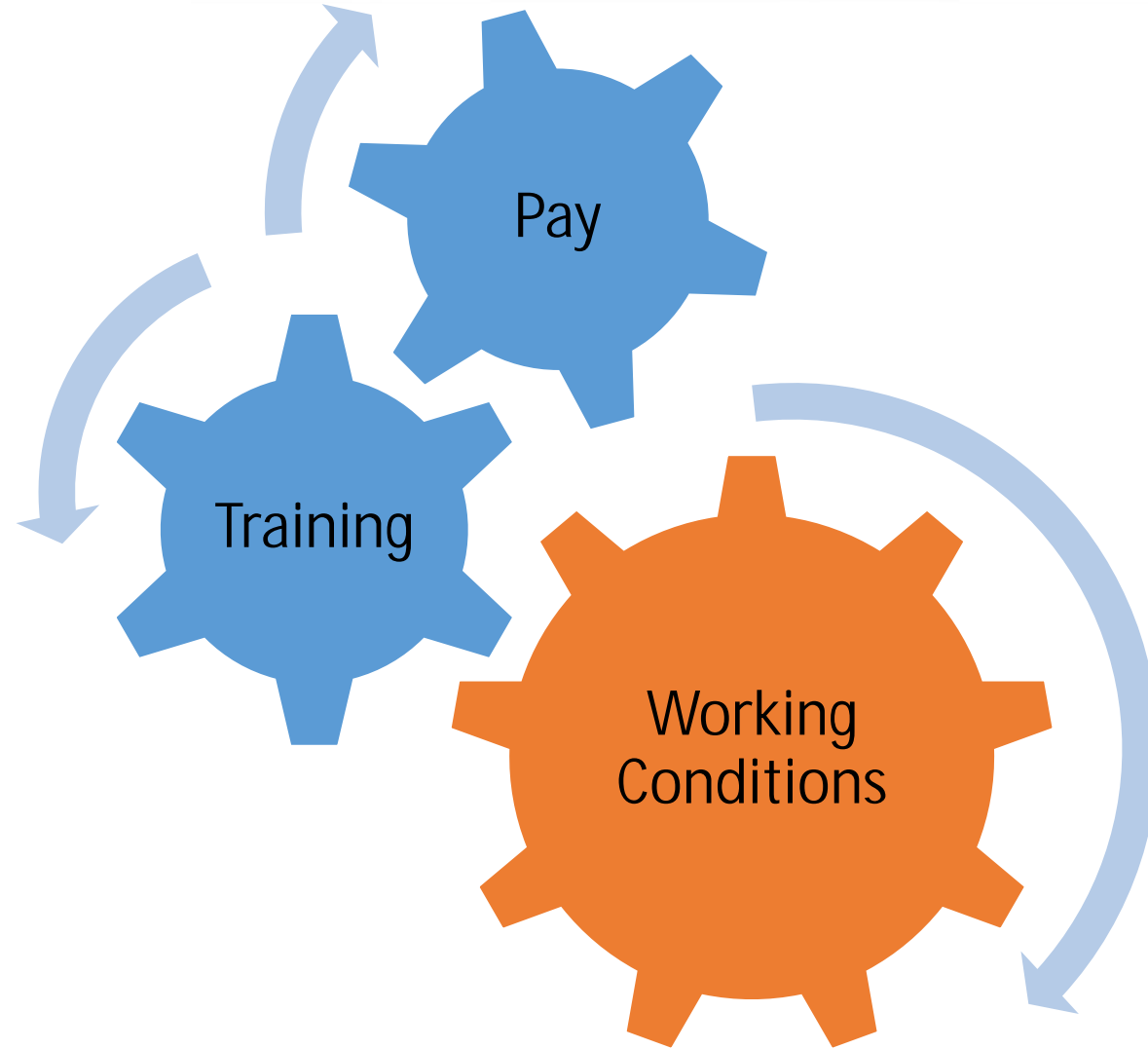


The Teacher Vacancy Task Force has created four working groups

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

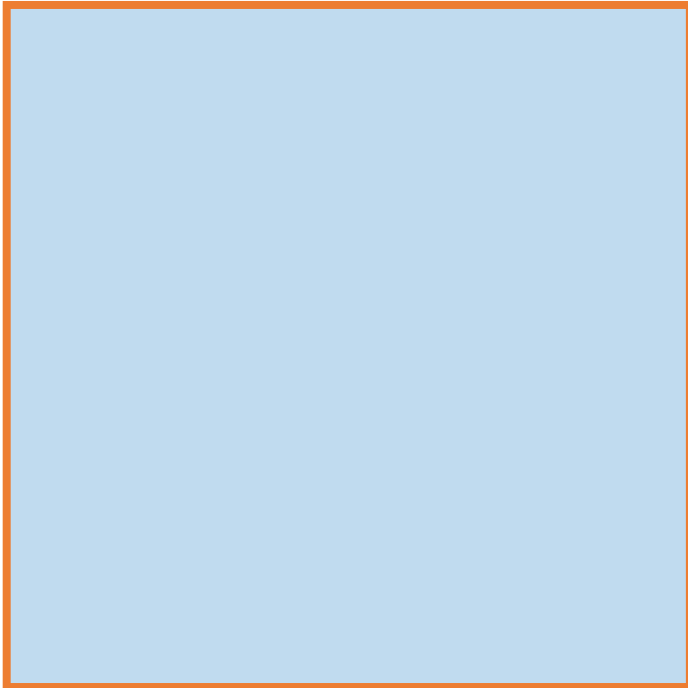


Challenges: Working Conditions, Training, and Pay





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

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

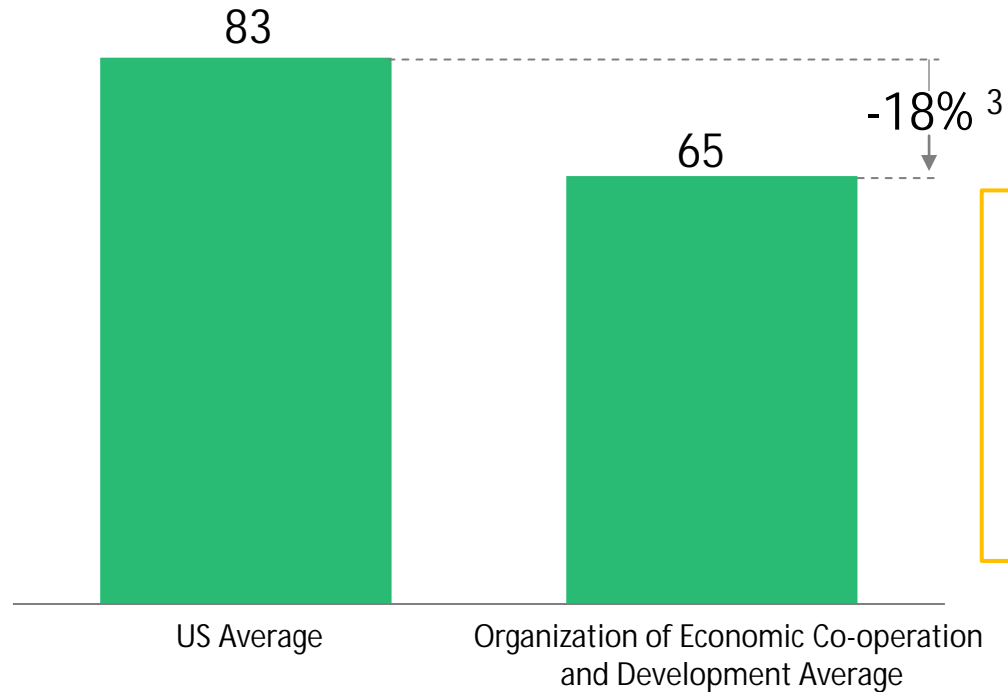
Example 1st Grade Schedule Change

Time	Existing Schedule	New Schedule
7:30 AM	Breakfast / Morning Meeting	
8:00 AM	Phonics	
	Read Aloud	
	Transition / RR Break	
8:30 AM	Specials (Art / Music / PE)	
9:00 AM	Transition	
9:30 AM	Reading Centers	
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	Math	
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.

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 instruction ¹ (%)



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

Existing Schedule

Teachers teaching core content
more than

Examples of District Implementation

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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

Major Drivers of Teacher Working Conditions

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

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.

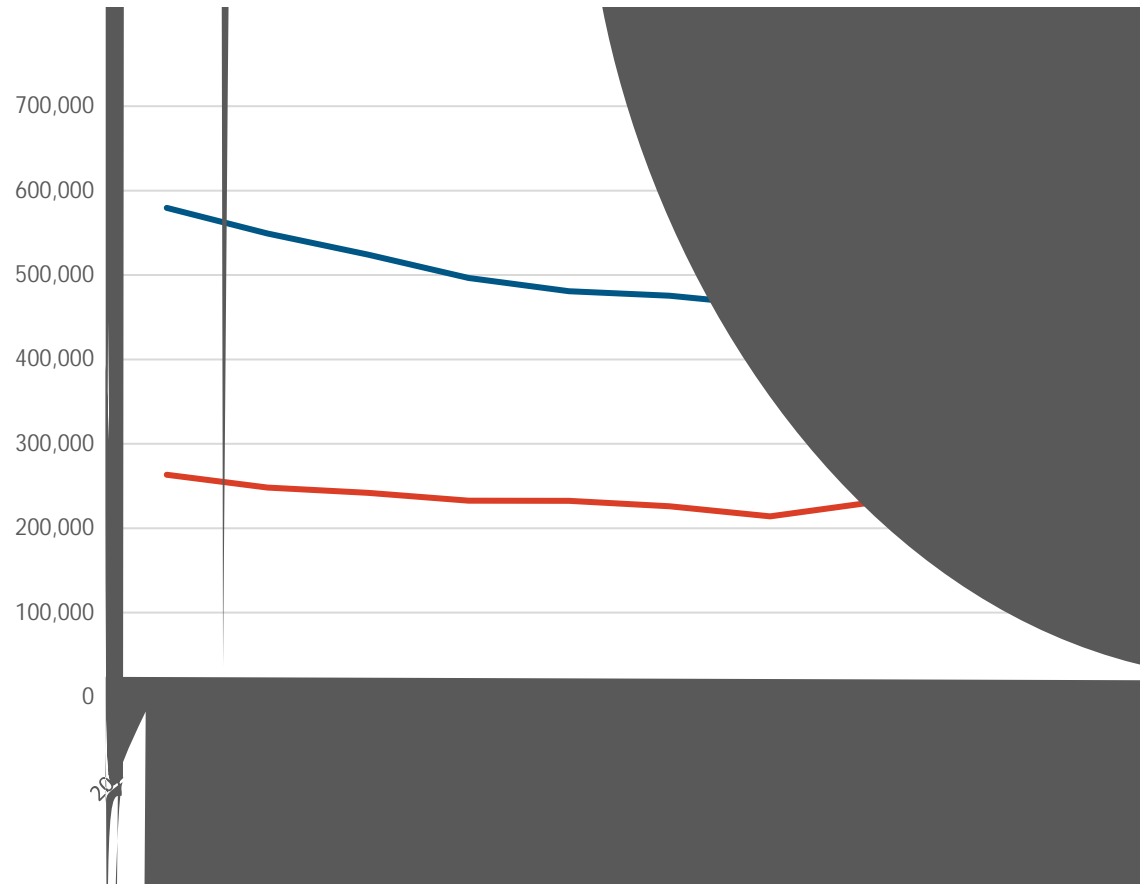


Currently, Teachers Aren't Consistently Given Access to High Quality Instructional Materials, Requiring Them to Fill in Gaps





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



7 Ways to Qualify an Uncertified Teacher

- Alternative certification program (ACP)
- School district permit
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Additional resources available on the TVTF Website



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