A Multifaceted Assault on Teacher Candidate Attrition in Alternative Certification Programs

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OBJECTIVES

Briefly describe the process of discovering student attrition causes in Alt Cert Programs.

Take the participants through a data analysis activity geared toward recognizing root causes of attrition.

Evaluate the possible solutions and implementation of retention efforts.

Chart the success of each effort.
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Teacher shortage in our state

Arizona Classroom Teachers
- 2015 - 60,000 in AZ classrooms
- 2016 – 50,800 Certified Teachers in AZ classrooms

Effects of Teacher Attrition
- 2000 Classrooms unstaffed
- Proliferation of long term sub certificates
- Teachers teaching outside of content area

Growing Need for Effective Teaching
- 95.6% schools in AZ are Title 1
- 11.7% AZ students on IEPs
- 7% AZ students are limited English proficient
- 47.4% AZ students eligible for free/reduced lunch

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LEGISLATIVE REACTIONS TO ADDRESS TEACHER SHORTAGE

- **SB1039**
  - Any district or charter can apply to alternatively certified teachers

- **SB1042**
  - Allows for non private and private entities to certify teachers
  - Removes content knowledge exam requirement for anyone who has taught for 2 years
  - Removes student teaching requirement for anyone who has taught for 2 years

*What legislation is happening in your state?*
Features of Effective Alt Cert Programs

- Student teaching experience matches the context of student teaching assignment
- Careful oversight of the quality of candidate’s guided clinical experiences
- Applied practice during clinical experience
- Amount of coursework in content method classes
- Opportunity to work in and study local school district
- Portfolio capstone project
- Percentage of tenure-line faculty
TEACHER CRISIS:

Attrition issue *NOT* a certification issue
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COUNTERACTING TEACHER ATTRITION

• Dispositional Assessment (DAP)
• Guided Clinical Experience
• edTPA
• New Teacher Induction
DISPOSITIONAL ASSESSMENT

• Partnering with Dr. Sally Ingles to embed innovative dispositional assessment.
• Students assessed upon admission
• DAP score more predictive of student teaching performance than GPA/standardized test scores
GUIDED CLINICAL EXPERIENCES

- Extending depth and breadth of clinical experience
- Providing more structured, prescription clinical experience
- Experience includes: assessing, instructing, and post assessing K-12 students
- Includes structured feedback and evaluation from K-12 teacher
- Required guided reflections

Revisions guided by CAEP standards and research: Kee (2011)
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EDTPA

• Program embedded educative performance assessment
• Requires candidate to be a deeper self-reflective practitioner
• Third party validation of teacher effectiveness upon completion
NEW TEACHER INDUCTION

• Goal: Increase new teacher self-efficacy
• Designed to support new teachers through their first year of teaching
• Reinforces instruction, teaching strategies, assessment, and community involvement
• Flexible structure allows districts to be as involved
• Credit transfer to Masters in Curriculum and Instruction
QUESTIONS

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