

[Access to] Educator Talent in Partnerships for all P-12 students

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About Project mNET

- Networked partnership between
 - Kansas, Nevada, Ohio, Texas, Colorado, Louisiana, Mississippi, New York, North Carolina, South Carolina, Oklahoma, Virginia, Puerto Rico, The District of Columbia, ATE, Ed Solutions, Youth Policy Institute, National Alliance for Partnerships in Equity (NAPE)
- Recruit, prepare/train, support, & retain 1,337 participants who transition to fully state certified ToRs in high-need & hard-to-staff school districts(158)
- Examine partners' current hiring system, processes, and policies to identify critical barriers to hiring highly qualified teachers
- Virtual Learning Network for ToRs & school leaders
- 2011-2017 Transition to Teaching (TTT) grantee with ED, OII



What do we know about the national teacher labor force?

BIGGER **DIVERSE**
GRAYER **FEMALE**
ACADEMICALLY AVERAGE
GREENER, but...
READY TO LEAVE

What do we know about the PEOPLE?

Richard Ingersoll, Lisa Merrill, Daniel Stuckey at The Consortium for Policy Research in Education (*Seven Trends: The Transformation of the Teaching Forces* – updated April 2014).



What do we know about *if, when, where & why* about U.S. teacher shortages?

- Teacher shortages unevenly distributed across US in specific subjects (ELL, special education, some science & higher level math content) & in specific types of schools (urban, rural, high-poverty, high-minority & low performing schools).
- # of education degrees increased steadily > 2010; remains high compared to decades ago, BUT in STEM & special education degrees remain flat; & **only 50% of education degree earners** in past 30 years employed as teachers (Cowan et al., 2015)



- Imbalance/disparity between retention (smaller number are retained) & recruitment (large number entering) resulting in higher attrition rate between 1987 and 2012
- Teacher attrition is estimated at 8% per year – what challenges does this generate? (cf 3% in Singapore & 1% in Finland). About 1/3 of teachers leave the profession within the first 3 years (cf. 50% of new principals are not retained beyond their third year).

Question: *What partnerships can we build to sustain a comprehensive talent development approach?*



- Zero vacancies or attrition is unrealistic, and may not be healthy for an organization anyway.

Question: *How much teacher turnover is tolerable?*

- 1 standard deviation increase in teacher effectiveness is associated with a 1.3% increase in earnings for a child over their lifetime (Cherry, Friedman & Rockoff, 2011)

Question: *How can school leaders use teacher performance data for talent development decisions?*



What do we know matters for teacher retention?

- solid content in academics and learner contexts
- practical experiences with effective mentors
- pedagogical ability to teach students how to learn
- ability to personalize and modify instruction
- Informed about state standards
- ability to use data for decision making
- ability to give students feedback they understand
- strong induction experience and receive support from building leaders and colleagues



Dispositions and Traits

- verbal – effective communicator
- reflective
- collaborative
- embrace diversity and equity
- empathetic
- expect and set high expectations
- positively view others and organization
- demonstrate self-efficacy
- innovate/experiment with eLearning and mLearning and integrate technology



R n' R: Retention n' Recruitment

- Typically, educators 'do' recruitment first & retention comes second (we hope!). Educators apply recruitment strategies (hiring and onboarding) with the end in mind, to retain new teachers later.
- What happens if we invert our thinking and **actions...How can our efforts to retain teachers improve both the numbers of the applicant pool and the quality of the applicants?**
- If we shift our thinking about retention to a actionable set of processes & view retention as a driver of recruitment strategies (an outcome measure), then **what partnerships do we need to build and for what purpose to meet the goal of a high quality teacher workforce both locally and nationally?**



R n'R: Retention n'Recruitment

- mNET partners drive a synergistic relationship between retention and recruitment that enables an LEA to reduce its attrition rate & increase the pool of applicants from which to hire, assign, grow professionally & either renew a contract or dismiss.
- Undergirding factor determining outcomes of the R n'R interaction is the strength of the partnership across the mNET partners – school districts, universities, state agencies, non-profit, local organizations.
- Recognize each other's needs, strengths and available resources, as well as a root-cause analysis to fully understand reasons behind the R n'R needs of each partnering site. Children, Context, Community, Collaboration, Curriculum, Colleagues – equal buy-in



Examples of R n' R Partnerships

- **For mNET Governance**: all project-based personnel attend monthly @ online Strategic Planning Team meeting for 1 hour same time for 6 years around efforts to recruit, train and retain teachers of record. Update with cohort #s, issues and concerns, 'high'lights and 'low'lights across the project to share our expertise and support for the collective work re successful retention strategies and how those have impacted recruitment at the local level
- **Site-based Governance**: LEAs partner with local universities – modelling the best of professional development school strategies in an alt cert program, e.g., upfront disposition assessment prior to admit to teacher prep. program; collectively assessing growth over time as a classroom teacher and as a 'student' in a teacher prep. program to afford learning experiences that accelerate the new teacher's development based on teacher effectiveness data; adopting a coplanning-coteaching model; use faculty expertise to support mentor training



Examples of R n' R Partnerships

- **Across-partners Governance:** To support across-site sharing of expertise for R n'R, IGAP teams (Individual Goal Action Plan) teams form around three TTT GPRA measures (recruitment (GPRA 1), training/support (GPRA 2 – attain full state certification, and retention (GPRA 3 – retained for at least 3 years)).
- Each mNET organization – LEA, SEA, IHE, nonprofits, community groups, belongs to an IGAP team which meets each month (online). Some partners/sites join an IGAP team because they can mentor other sites, and some sites join because they need mentoring to support the work in their school district. Each year, membership can change as sites/partners identify which IGAP team can best meet their needs and/or expertise;
- E.g., retention of minority teachers



Partnerships to support R n'R of individual ToRs & school leaders

- **ToRs: eContent and professional learning packages and eCoaching in a Virtual Learning Network** delivered by OSU to fill gaps in delivery at local sites, includes content for exceptional needs students and English learners;
- **District and school leaders: Personalized, virtual learning to support beginning teachers:** around using teacher effectiveness data to advance new teacher's PCK and TPACK through individualized instructional improvement plans; applying strategies to advance culturally relevant and networked leadership; School leaders' interest in PD topics interests vs. novice teachers' perception that PD topics are needed



Partnerships to support R n'R of individual ToRs

Preference for School Leader Professional Development Topics

School Leaders' Ranking	Novice Teachers' Ranking
<p>1. Developing students' problem solving skills ($M=1.98$, $SD=0.97$)</p> <p>2. Common Core Standards ($M=2.02$, $SD=0.97$)</p> <p>3. Developing collaborative learning organizations ($M=2.04$; $SD=0.87$)</p> <p>4. Models and best practices for new teacher professional development ($M=2.06$; $SD=0.94$)</p> <p>4. Student data and performance-based assessments in the classroom ($M=2.06$, $SD=1.09$)</p> <p>6. Creating school cultures and structures that support new teacher induction ($M=2.08$; $SD=0.79$)</p>	<p>1. Creating school cultures and structures that support new teacher induction ($M=1.60$; $SD=0.83$)</p> <p>1. Understanding challenges that new teachers encounter ($M=1.60$; $SD=0.91$)</p> <p>3. E-Learning and other technologies ($M=1.73$; $SD=0.59$)</p> <p>3. Developing students' problem solving skills ($M=1.73$; $SD=0.70$)</p> <p>5. Models and best practices for new teacher professional development ($M=1.80$; $SD=0.68$)</p> <p>5. Supporting new teachers through teacher evaluations ($M=1.80$; $SD=0.77$)</p>



Partnerships to continually improve and sustain R n'R

- **Evaluation Partnership for formative and summative assessment:** formative feedback about short term impact of R n'R strategies allows immediate changes to delivery processes to advance the mNET work. Annual summative assessment around each GPRA is used to make tweaks to the project's Logic model.
- Evaluation team attend monthly Strategic Planning Team meeting, and give regular feedback.
- Advocate data collection & analysis with OSU as a support
- It's important to document evidence to implement and assess R n'R partnerships based on how strategies for retention and recruitment influence each other.



Action Steps

1. Improve the retention of minority teachers by addressing working conditions, teachers classroom autonomy and staff's school-wide influence

2. Expand comprehensive talent development systems, including mentoring & induction support, financial incentives, & teacher effectiveness feedback to advance professional learning, esp. for the 2/3 of the teaching force who chose to stay beyond 3 years



Action Steps

3. Ask, what drives 'irreplaceable' mid-career teachers? Teacher leadership opportunities? School leader advancement?

4. Acknowledge & address the issue of vacancies for classified positions in LEAs....'we're all in this together.' What growth opportunities are afforded custodians, bus drivers, SROs, cafeteria workers?

5. Expand innovative, high-retention pathways for prospective teachers, including 'grow our own' programs.



Action Steps

6. Get creative with residency programs to create pipelines with retention as the driver
7. Spur 'teacher mobile friendly' state policies as a priority– common licensing examinations and reciprocity for coursework/competency based/mastery programs in nontraditional contexts. Allow pension portability
8. Make data-driven projections about teacher supply-and-demand to incentivize teacher prep. programs to prepare teachers in critical shortage areas.



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