

Equitable Access to Excellent Teachers

Recruitment and Workforce Practices

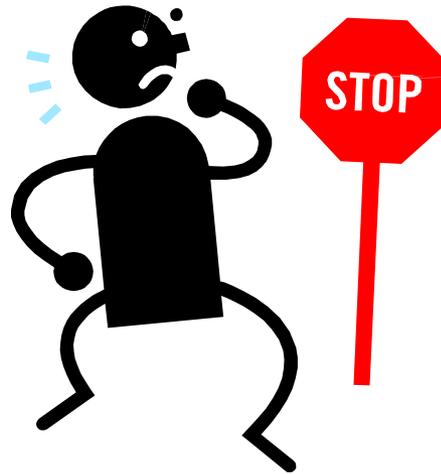
San Diego, CA

February 3-4, 2015

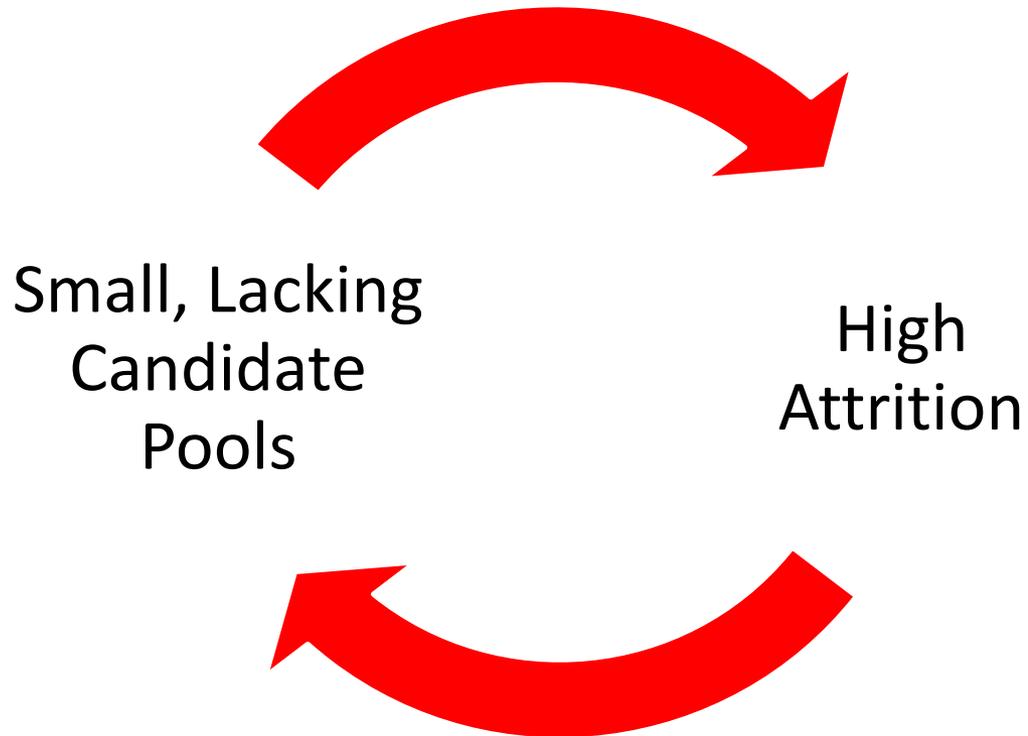


Introductory Question

Why is it difficult to recruit excellent teachers to “hard-to-staff schools”?

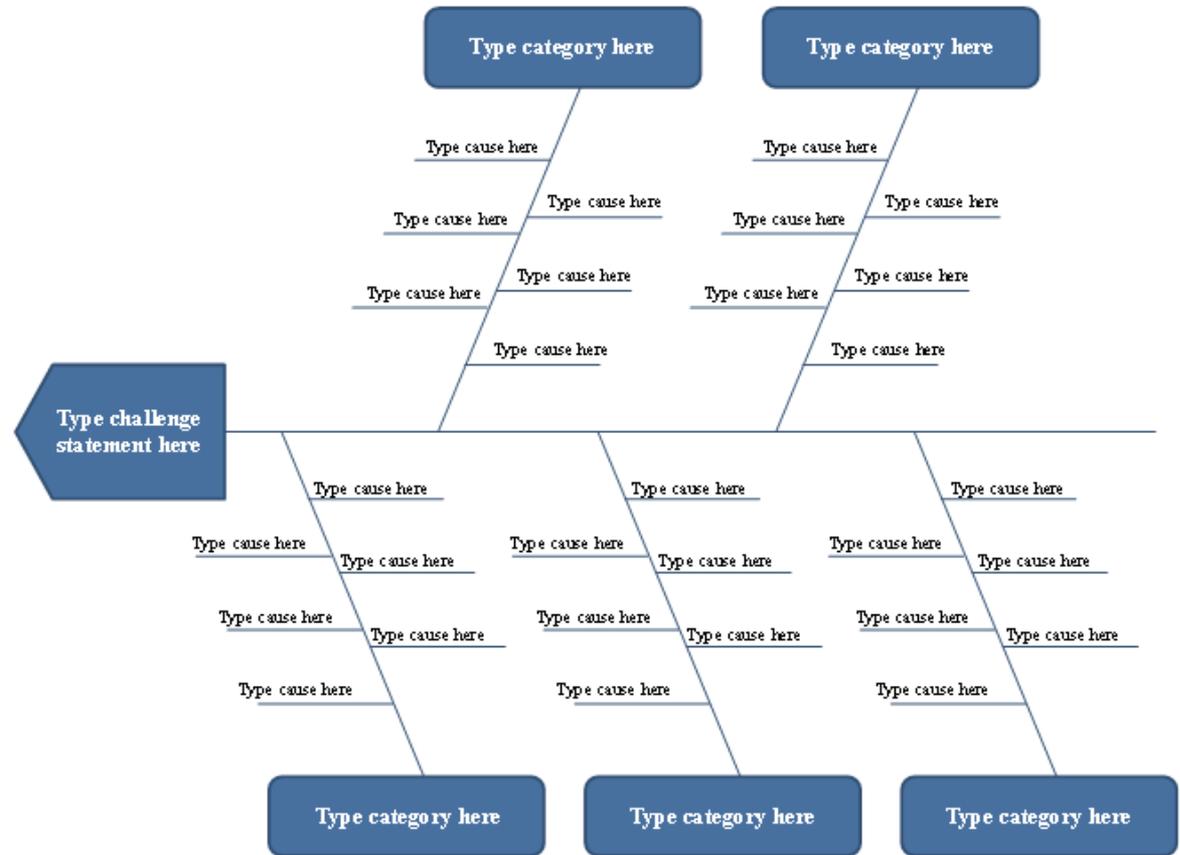


Recruitment Challenges in High-Need Schools



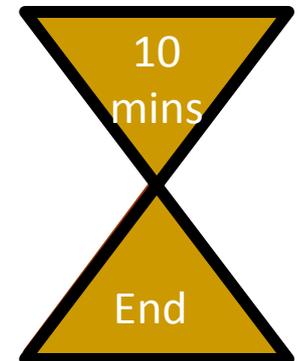
Root Cause Analysis

- Please refer to the Ishikawa diagram in the Root Cause Analysis Workbook

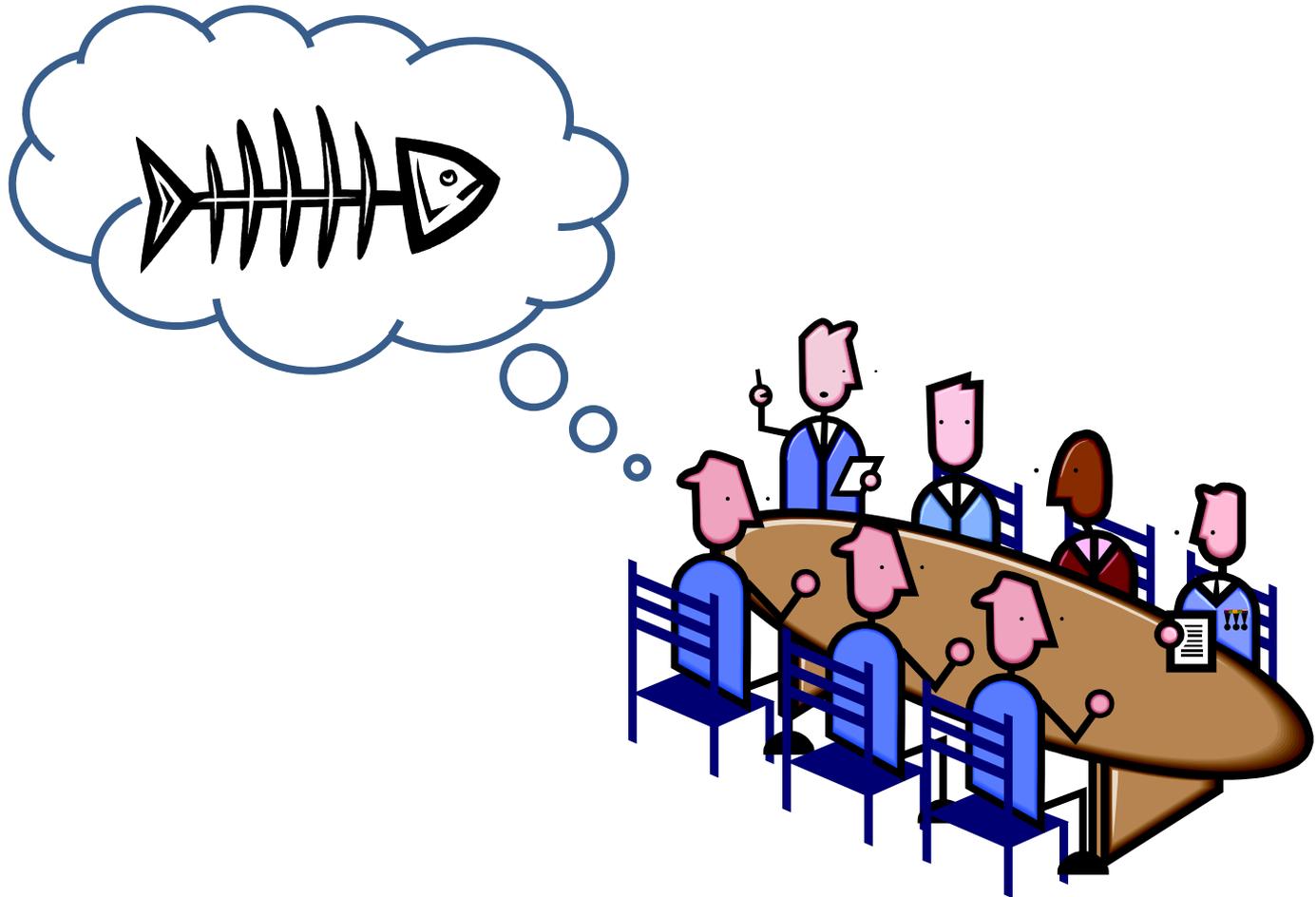


Root Cause Analysis

- Step One - Specify the challenge to be addressed
- Step Two – Identify the root causes
- Step Three – Categorize the causes
- Step Four – Visualize your causes and categories



Root Cause Discussion



What do top performing countries do to attract teaching talent?

- Strategies in Singapore, Finland, and South Korea include:
 - Highly selective screening of candidates
 - Tuition and fees covered and/or living stipend provided while candidates train
 - Monitoring demand and regulating supply to match it
 - Offering competitive compensation and opportunities to advance and grow professionally
 - Cultivating social prestige associated with being a teacher

McKinsey & Co., 2010



Relevant notes from the research base

- More than half of teacher turnover is migration between schools in search of better working conditions
(Ingersoll, 2001)
- Half of teachers are interested in a role that combines classroom teaching with other responsibilities
(MetLife, 2012)
- Teachers respond to financial incentives, but these:
 - Must be paired with efforts to improve working conditions
 - Must be a sufficient, sustainable amount to change behavior
- Teacher hiring processes tend to be belated, rushed, and information-poor (Liu and Johnson, 2006)



Common Root Causes

- Insufficient preparation for high-need settings.
- Poor fit between hires and schools.
- Inadequate compensation for succeeding in high-need settings.
- Lack of professional opportunity within high-need settings.
- Insufficient support to meet student needs.
- Lack of flexibility to hire out-of-state or part-time.

Strategies

- As we review possible strategies to incorporate into your state plans, consider for each:
 - Fit: whether it addresses root causes you've identified
 - Potential: opportunities within your state context
 - Challenges: barriers to address or overcome



Common Strategies: Goals

Specialized Training Programs	Prepare candidates for high-need settings
Grow Your Own	Cultivate teachers with cultural competency and community ties
Pay for Hard-to-Staff Positions	Make tough roles more attractive
Pay for Performance	Reward and retain excellent educators
Other Financial Incentives	Secure commitment to teach in high-need area for minimum number of years
Expand the Pool of Eligible Candidates	Make it easier for qualified individuals to enter the candidate pool
Leadership Opportunities	Maximize the impact of high performing teachers
Improve Hiring Practices	Collaborate recruitment across the state, move hiring timelines earlier
Improve Working Conditions	Create a positive and collaborative environment

Common Strategies: Considerations

Specialized Training Programs	Analyze current supply and demand
Grow Your Own	Analyze college going rates, exam pass rates, debt load, etc. to identify needed supports
Pay for Hard-to-Staff Positions	Must be a sufficient amount and sustainable to change behavior
Pay for Performance	Must be a sufficient amount and sustainable to change behavior
Other Financial Incentives	Effective screening criteria are needed to invest in high-potential candidates
Expand the Pool of Eligible Candidates	Identify barriers of time and space barriers that can be removed from the hiring equation
Leadership Opportunities	Must be meaningful, empowering
Improve Hiring Practices	Analyze current supply and demand
Improve Working Conditions	Need to collect and analyze feedback



Possible Strategy #1: Specialized Training Programs

Woodrow Wilson Teaching Fellowships: (GA, IN, MI, NJ, OH)

- Offers master's degree, STEM certification, and \$30k stipend in exchange for 3-years in high-need schools
- Includes clinical classroom experience, mentoring and a cohort of teachers committed to STEM education

Results: 80 percent of fellows remain in teaching post-commitment.

Lessons Learned:

- Targeted training is best tackled as a state-level initiative.
- 1-year master's programs are cheaper than 4-year undergrad programs and more attractive to career changers.
- It's essential to invest in recruitment to attract high-ability candidates.
- Seek clarity on how many teachers districts can hire and the subject areas that are needed.
- Provide universities resources, but require them to match funds.
- Plan on 18-21 months of program design and 3 years to improve it.



Possible Strategy #1: Specialized Training Programs

North Carolina's Regional Leadership Academies

- Offers no-cost MSA or degree credits and NC principal license in exchange for 3-4 years in high-need schools
- Includes full-time, paid, year-long internship experience with mentoring and a cohort of leaders

Results: 178 participants to-date. Of cohorts 1 and 2 graduates:

- 19 are principals and 77 are assistant principals
- 8 on central office leadership teams and 9 are teacher leaders
- Outcomes not yet known, but intermediate assessments of candidates in post-program placements exhibit sense of urgency for change, empowerment to lead, and connection to cohort of leaders and mentors.



Possible Strategy #2: Grow Your Own

Grow Your Own (Illinois)

- 2005 law to increase teachers of color among non-traditional candidates.
- Candidates receive loans of up to \$25k for college expenses, forgiven after five years of service in a qualifying school, plus tutoring, transportation assistance, technology assistance and child care support.

Results: Among 619 participants, 92 graduates and 184 active candidates

Lessons Learned:

- Strong selection criteria could avoid high attrition, counseling out.
- Ensure candidates are being cultivated for most-needed jobs.
- Strategic partnerships can overcome funding shortfall to sustain some needed support services for candidates.
- Consider broader eligibility, such as including current degree holders.

Possible Strategy #3: Pay for Hard-to-Staff Placement

What we know about placement bonuses:

- Tend to be relatively small supplements
- Are not sustainably funded
- Not often tied to teacher effectiveness
- Not often paired with needed supports to succeed

Placement bonuses offered to:	# states
National board certified teachers	8
Teachers working in hard-to-staff assignment areas	17
Teachers working in targeted schools	20
Principals working in targeted schools	10



Possible Strategy #4

Combining Performance and Placement Pay

Guilford County Schools (NC) “Mission Possible”

Goal: Attract effective teachers to high-need schools, positions

- Recruitment bonus for proven effective teachers: \$5,000
- Hard-to-staff bonus: \$2,500 - \$5,000
- Schools offer either:
 - VAM-based performance awards: school-wide \$750-\$1,500 plus individual \$2,000 – \$15,000
 - Bonus school: guaranteed additional 1% bonus
- Teacher leader reward: \$2,000 annually

Results: 10,000+ applications by year 4 of the program.

Challenge: Funding sustainability – has relied on TIF and RttT.



Possible Strategy #5: Other Financial Incentives

Tuition Waiver: Illinois SETTW Program

- Goal – to attract high performers into Special Education
- Up to four years of tuition and fees at any of the 12 public universities

Student Loan Repayment: Arkansas STAR Program

- Goal – to attract effective teachers to high-need schools
- Up to \$6,000 in loan repayments a year, for up to 3 years

Housing Assistance: Mississippi, Alaska and California

- Goal – to attract and retain effective teachers in high-need schools
- Can be utilized in urban or rural settings
- Interest free loans (or loan forgiveness) in exchange for years of service

Relocation Assistance: Mississippi

- Goal – to reduce costs for relocation to critical shortage areas
- Up to \$1,000



Possible Strategy #6: Expand the Pool of Eligible Candidates

Part-Time Option: More flexible options for teaching

- 10 states offer part-time licensure
- Nashville example: offering teachers 50/50 or 60/40 job sharing

Out-of-State Transfers: Make it easier for *proven* teachers to come to your state

- Alabama, Delaware, and Texas allow reciprocity with just the meeting of testing requirements
- Delaware also accepts only evidence of teacher's effectiveness when growth is a criterion

Remote Teaching: Allow access to more candidates without the need for relocation



Possible Strategy #7: Leadership and Team Opportunities

Leadership Opportunities attract: Opportunity Culture (31 schools in NC, NY, TN, TX)

- 30:1 first year recruiting results in Charlotte

Fellowships to train teacher leaders: Leading Educators (Kansas City, New Orleans, Memphis)

- Two-year fellowship for highly effective teachers to lead a teaching team
- 98% retention in serving high-need students
- New Orleans proficiency rates grew 12x more than counterparts

Cohort staffing model: Turnaround Teacher Teams (T3)

- Includes differentiated pay for teachers in leadership roles
- Reporting significant gains in student outcomes



Possible Strategy #8: Improve Hiring Practices

Statewide Recruitment Efforts: MN, NM, OR, UT

- One-stop shop to reduce recruitment costs for districts (bring all university prep programs together)
- Statewide advertising of opportunities

Hiring Timelines: New York City, Houston, Reno

- Enable districts to extend teaching contracts in the winter to secure highly effective teachers in hard-to-fill positions without knowing vacancies

Utilize Competency-Based Interviews

- Utilize BEI interviews and focus on driving and influencing for results, problem solving and personal effectiveness.



Possible Strategy #9: Improve Working Conditions

Increase Time for Collaboration

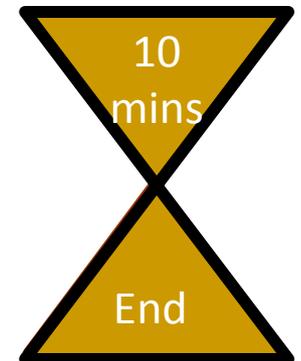
- Provide a minimum of 90 minutes a week for protected, in-school time and clarity about how to use it for planning, collaboration and development

Strengthen School Leadership

- Develop a talent pipeline of strong and visionary school leaders
- Ensure the school leaders provide clear and transparent communications
- Maintain clear and strategic vision and ensure initiatives are aligned

Your Turn

- Step Five in the Root Cause Analysis Workbook





Equitable Access Plan

- Step Six – Create a theory of action
- Step Seven – Determine how to measure progress

Key Takeaways



Closing Thoughts

