

Smart Solutions to Minnesota's Teacher
Shortage: Developing and Sustaining a
Diverse and Valued Educator Workforce



EPIC Recruitment and Retention Team

- ▶ Ryan Fiereck, St. Francis Public Schools
- ▶ Esther Hammerschmidt, Redwood Falls Public Schools
- ▶ Maria Le, Roseville Area Public Schools
- ▶ Nan Lu, Bloomington Public Schools
- ▶ Claire Traynor, Mankato Public Schools
- ▶ Verna Wong, Anoka Hennepin Public Schools



The teacher shortage in Minnesota

- ▶ Specific fields (SPED, math, science)
- ▶ Specific geographic regions (rural)
- ▶ Specific demographic shortages: teachers of color vastly underrepresented

- ▶ Fewer young people considering teaching (ACT results, Teacher Preparation enrollments)
- ▶ Attrition rates higher than other industries and higher than like industries
- ▶ Attrition rates for teachers of color higher than those for white teachers

Recruitment

- ▶ Build early pathway programs in middle and high school
- ▶ Better support for teacher preparation institutions to develop collaborative teacher training programs and to do more to recruit and support future teachers of color.
- ▶ Transform the licensure process to be sure requirements are necessary and relevant; eliminate unnecessary barriers and requirements fraught with racial bias.
- ▶ Provide stronger financial support for candidates, including loan forgiveness, tuition assistance, stipends for student teaching, and more.

Early pathway programs

- ▶ Future Teachers Clubs
- ▶ Introduction to Teaching courses offered through concurrent enrollment (College in the Schools)
- ▶ Pipeline programs specifically designed for students of color
 - ▶ Social justice focus
 - ▶ Open to all; no pre-requisites
 - ▶ Include mentors and affinity groups

Innovation at teacher preparation institutions and robust alternative licensure options

- ▶ Invest in Teacher Preparation Programs that are collaborative and that offer intensive work in the classroom.
- ▶ Develop robust, rigorous alternative licensure programs.
 - ▶ Candidates must be able to continue to make a living while working toward licensure. Nights and weekends. Student teaching in same building where paras already work.
 - ▶ Affinity groups, mentoring, support
 - ▶ Financial support: tuition assistance, loan forgiveness, stipends for student teaching
 - ▶ No shortcuts around pedagogy and methodology: real and meaningful support

Teacher licensure

- ▶ Basic Skills Test
- ▶ One-stop shop for candidates seeking licensure
- ▶ Fees
- ▶ Better information from testing company when candidates fail.
- ▶ Clarified licensure process

Financial support

- ▶ New teachers trying to live, pay student loan bills, and teach
- ▶ High cost of insurance

- ▶ Loan forgiveness programs tied to commitment to teach in high-need fields and high-need geographic areas
- ▶ Higher starting salaries and cheaper, high-quality health and dental insurance
- ▶ Lower tuition at state universities—reinvest in public higher education
- ▶ Average student debt held in Minnesota: \$30,894

Retention

Recruiting more teachers will not solve the teacher crisis if [so many] teachers leave in a few short years. The image that comes to mind is that of a bucket rapidly losing water because of holes in the bottom. Pouring more water into the bucket will not do any good if we do not patch the holes first.

-Richard Ingersoll

Retention

- ▶ Build collaborative schools
- ▶ Increase support for teacher agency
- ▶ Provide a stronger menu of financial benefits
- ▶ Invest in quality professional development
- ▶ Decrease professional demands and stressors placed on SPED teachers
- ▶ Pay more attention to health and well being of teachers
- ▶ Invest boldly in new strategies to help retain teachers of color, including:
 - ▶ Creating avenues for greater teacher autonomy in our most high-needs schools
 - ▶ Diversify curriculum
 - ▶ Reduce financial barriers
 - ▶ Provide meaningful, ongoing PD and induction

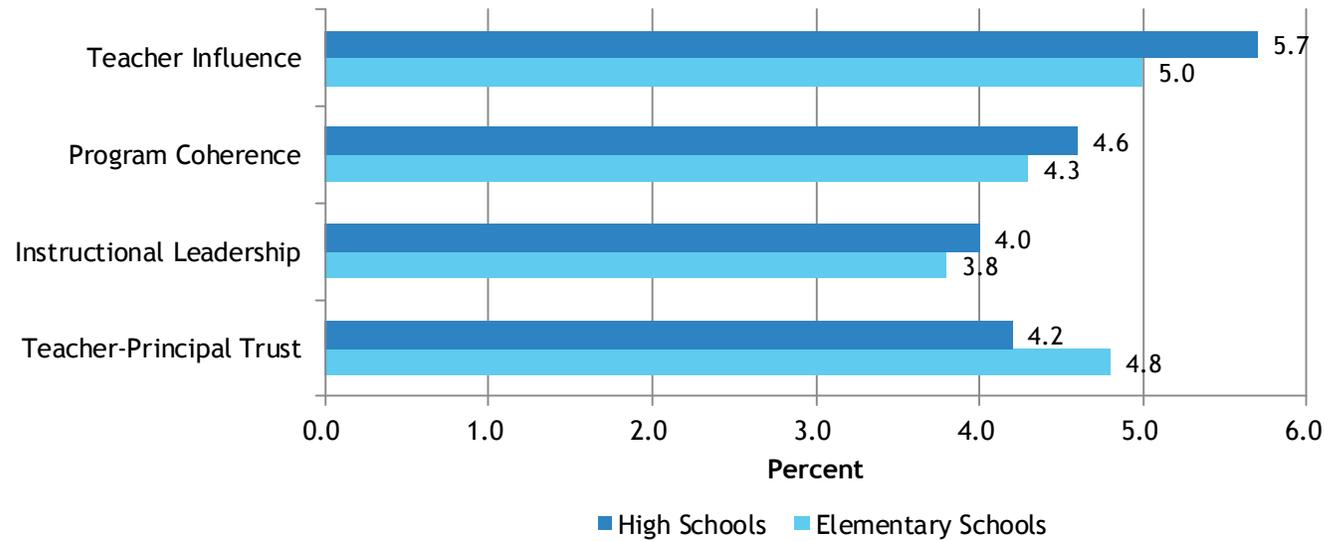
Collaboration

- ▶ Teachers far more likely to leave schools that lack a collaborative environment.
- ▶ Develop policies that foster collaboration between teachers
- ▶ Develop policies that foster collaboration between administrators and teachers
- ▶ End efforts at ranking teachers against one another
- ▶ Support and provide professional development for robust PLC policies
- ▶ Develop induction and mentoring programs that are fully supported, carefully designed, and that lead to ongoing collaborative relationships.

Teacher Agency

Stability was higher where more teachers reported good relationships with the school principal and influence over school decision-making

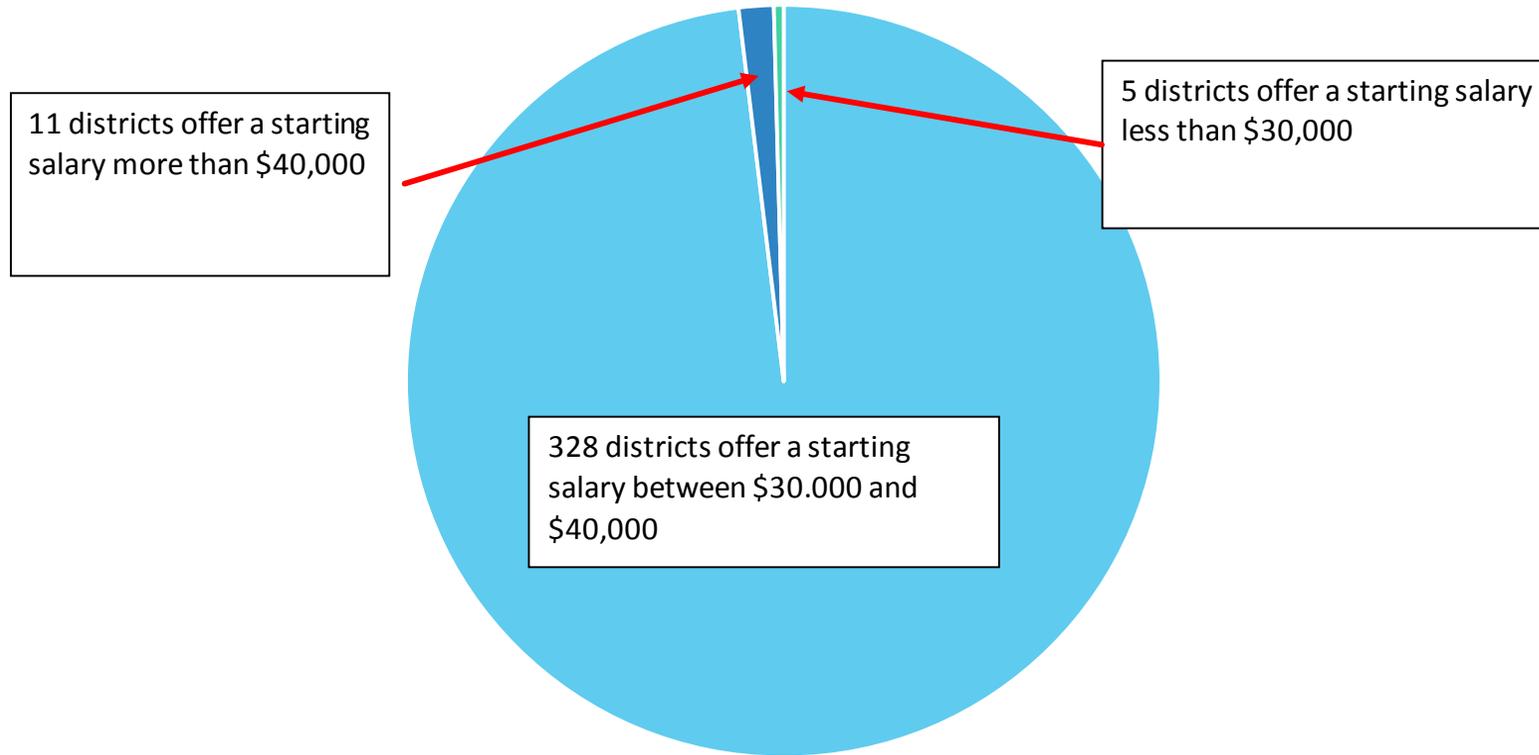
Difference in One-Year Stability Rates: Schools with Strong Climate compared to Schools with Weak Climate
Ave



From "The Schools Teachers Leave: Teacher Mobility in Chicago Public Schools," Research Report, by E. Allen Swarth, Stephen Ponisciak & Christopher Mazzeo, 2009. Copyright (2009) by Consortium on Chicago School Research at the University of Chicago. Urban Education Institute. Reprinted with permission.

Financial Benefits

Figure 3: Minnesota School District Starting Salaries



Professional Development

- ▶ Training specific to district data needs
- ▶ Ongoing cultural competency training
- ▶ Ongoing training in relevant areas of subject taught, pedagogy, etc.
- ▶ Ongoing training in technology
- ▶ Develop and support policies that encourage teachers to innovate in collaborative, supportive environments.

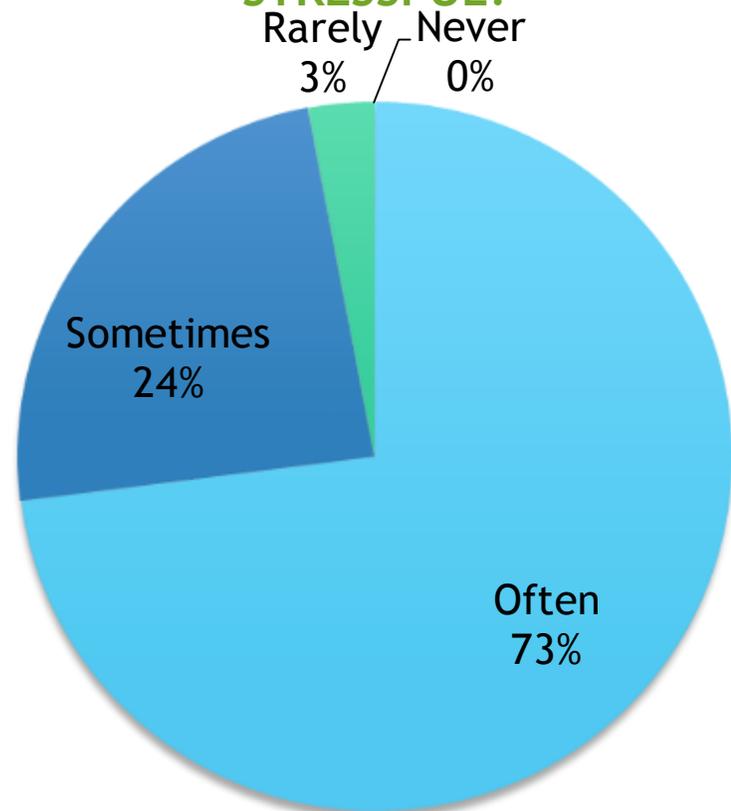
Special Education

Field by ranking of difficult to fill	Percentage of districts that report positions are impossible or very difficult to fill
1. Emotional and behavioral disorders	44%
1. Autism spectrum disorders	33%
1. Developmental disabilities	32%
1. Specific learning disabilities	31%
1. Speech language pathologist	30%
1. Special Education Early Childhood	23%
1. Chemistry	23%
1. School psychologist	23%
1. Mathematics	22%
1. Physics	21%

Table 1: Difficult to Fill Licensure Areas for Minnesota School Districts (Minnesota Department of Education, *Teacher Supply*, 2015).

Teacher Well-Being

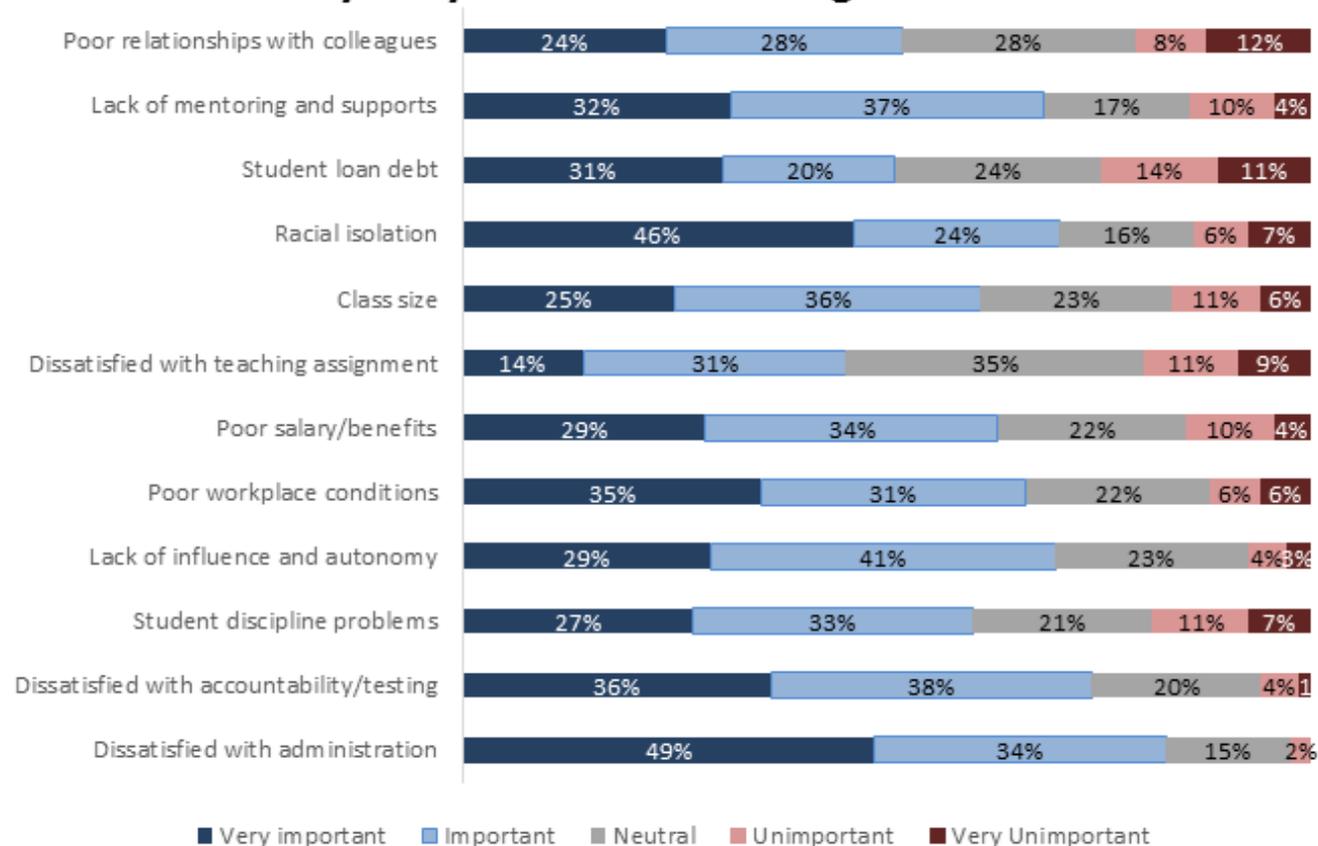
HOW OFTEN DO YOU FIND YOUR WORK
STRESSFUL?



Reprinted with permission from the Fall 2015 issue of American Educator, the quarterly journal of the

Retention Strategies Specific to Teachers of Color

Why did you consider leaving education?



Smart Solutions to Minnesota's Teacher Shortage: Developing and Sustaining a Diverse and Valued Educator Workforce

