

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: April 2019**CRITICAL NEEDS FLEXIBILITY****STATUTORY AUTHORITY:**

Section 161.098, RSMo

Consent
ItemAction
ItemReport
Item**STRATEGIC PRIORITY**

Teachers and Leaders – Prepare, develop and support educators to ensure an effective teacher in every classroom and an effective leader in every school.

SUMMARY

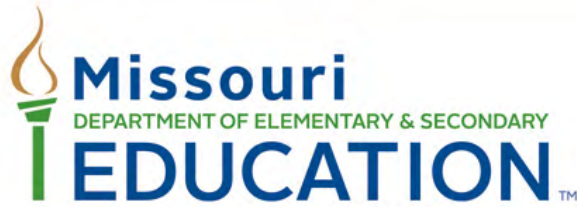
The Teacher Workforce Outreach Plan was presented to the State Board of Education at the March meeting. The plan provides direction and focus for addressing challenges and issues regarding Missouri's teacher workforce.

Discussion during this presentation included possible opportunities for flexibility to support the efforts of school districts to recruit and retain high quality teachers. It also included a preview of surveys that were given to educators across the state to determine why teachers leave the profession. This presentation will include preliminary findings from these surveys as well as a summary of relevant laws and rules and their impact on flexibility for recruiting and retaining high quality teachers.

PRESENTER

Paul Katnik, Assistant Commissioner, Office of Educator Quality, will participate in the presentation and discussion of this item.

Paul Katnik
Office of Educator Quality ²
Educator Preparation



Critical Needs Flexibility

April 2019



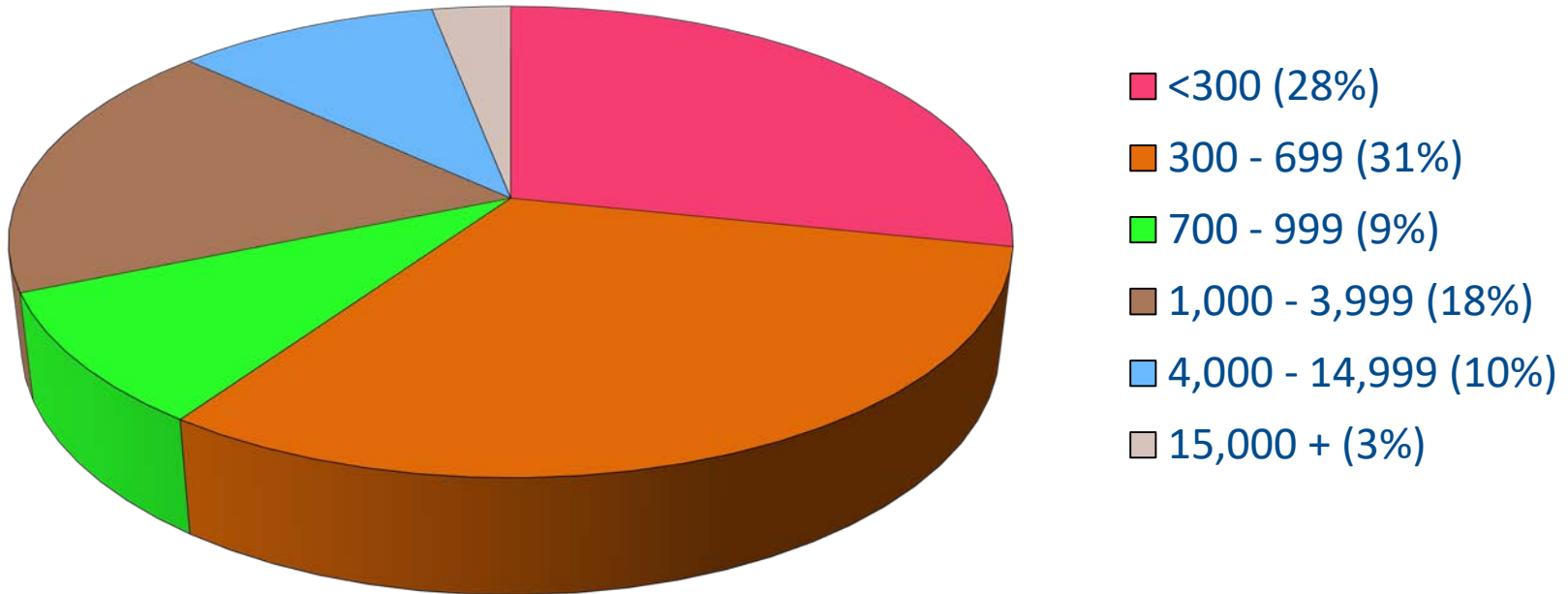
Data Collection

Initial Findings N=754

- 215 Superintendents
- 263 Principals
- 37 of 38 Charter School Leaders
- 72 of 136 Human Resource Directors
- 167 Special Education Directors
- Nearly 6,000 Teachers (not included)

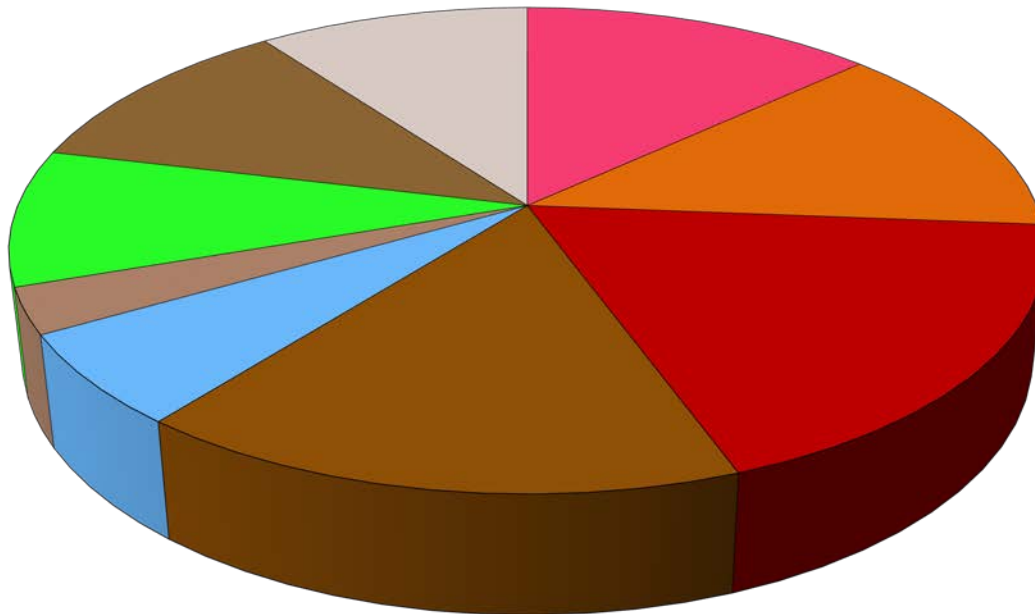
Initial Administrator Findings

Size of Schools Represented



Initial Administrator Findings

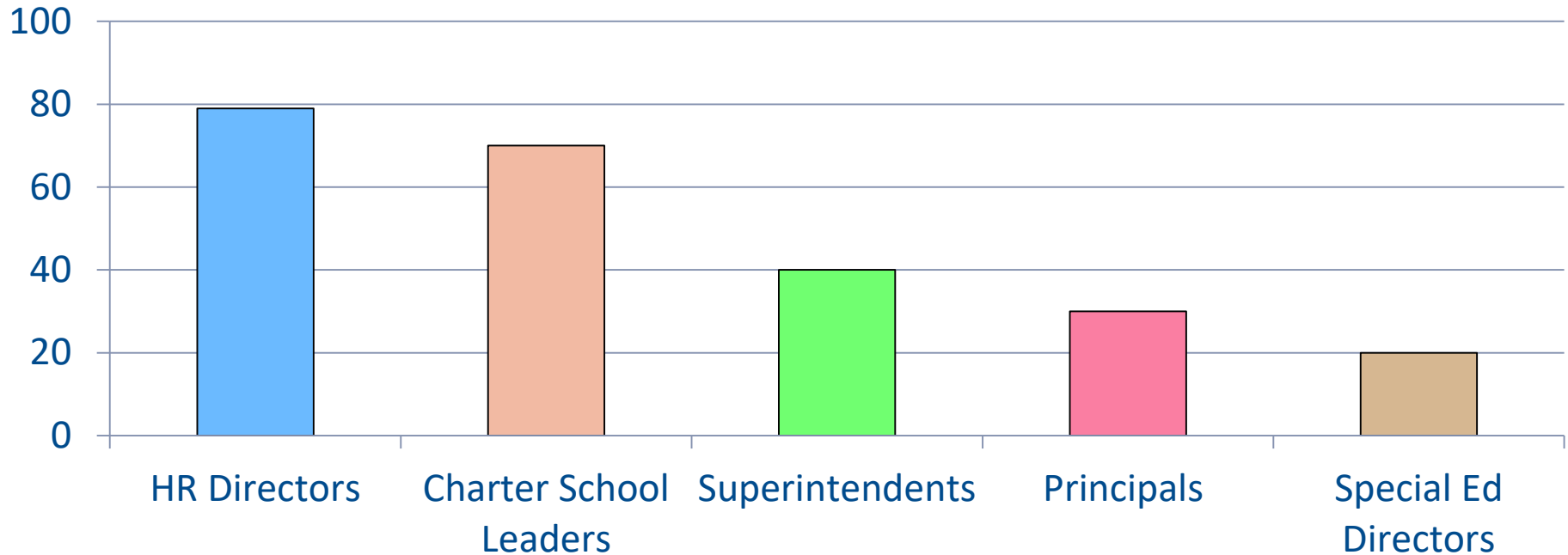
Regions of the State Represented



- StL 13%
- KC 13%
- SW 18%
- Cen 16%
- SE 6%
- W Cen 3%
- SC 9%
- NW 11%

Initial Administrator Findings

Use of Exit Surveys



Reasons why teachers don't return to their position

Exit Survey Data

- Compensation issues
- Relocation
- Retirement
- Different career choice
- Workload Issues

Reasons why teachers don't return to their position

Administrator Perceptions

- Compensation issues
- Family issues
- Relocation
- Retirement
- Move to a different district

Recruitment Challenges

- Compensation issues
- Low quality candidates
- Lack of candidates
- Location of the school
- Hard-to-staff content areas

Retention Challenges

- Compensation issues
- Workload
- Administrator/other support
- Intensity of student needs
- Lack of quality preparation

Critical Needs Flexibility

- 80 / 20 Rule
- Bonus, stipend or differentiated compensation
- Retired teachers
- Loan Forgiveness
- Visiting Scholars
- Alternate methods of preparation
- Additional requirements for preparation programs

Outreach Plan

- **Phase 1: Gather and analyze data**
 - Administrator survey data complete
 - Goal 7: students as a group to survey
 - Focus groups scheduled
- **Phase 2: Engage key stakeholders to formulate strategies**
- **Phase 3: Implement strategies and monitor progress**



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Teacher Workforce Outreach Plan

2019



 Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™



Teacher Workforce Outreach Plan

Introduction

The most important school-level factor in the quality of education for students is the quality of their teacher. This has been confirmed by numerous researchers. Improving the quality of education for all students requires improving the quality of the adults who provide it. The recruitment and retention of high quality individuals to teach students is foundational to school reform efforts.

Persistent Teacher Shortages

Teacher shortages are not new. There have always been content areas and geographic locations where recruiting and retaining high quality individuals as teachers are a challenge. In a majority of states, content areas such as math, special education, science, and foreign language are persistent shortage areas. Missouri is one of these states. Perhaps more concerning is that these shortage areas have been persistent over time. We have yet to identify and implement strategies that address this challenge. More recently, issues around teacher shortage appear to be expanding to additional content areas and geographic locations that have not experienced them before. Increasing the number of candidates in the teacher education pipeline and increasing teacher retention are two ways to address shortage areas.

Diversity

A review of data over the past six years has found very little change in the overall diversity of the Missouri teacher workforce. Missouri's teacher workforce is predominantly white and female. Over the past six years, white teachers have made up about 93% of the overall workforce, with black teachers ranging between 4.9% and 5.2% and "other" between 1.5% and 1.8%. The gender of the teacher workforce is out of balance as well. Missouri's teacher workforce has been consistently 78% or more female. By contrast, the Missouri student population is about 72% white, 16% black, and 12% other. The CCSSO document *Leading for Equity* (2017) notes the importance of having diversity in the educator workforce. In particular, it maintains, "State leaders should focus on hiring more diverse teachers, principals and system leaders to reflect changing student demographics." Recent research maintains that students achieve at higher levels when they have at least one teacher who reflects their background.

The Outreach Plan

Issues such as shortages in particular content areas and geographic locations, recruiting more diverse and male candidates into the profession and increasing retention rates of teachers currently in our schools are complex issues. The Teacher Workforce Outreach Plan puts forth a process for addressing these issues. Phase 1 of the plan focuses on accumulating data from key stakeholder groups across Missouri. This will be added to the data already presented in the Teacher Workforce presentation at the January State Board of Education meeting. That presentation included both national research and state-level data. Phase 2 of the plan focuses on the formulation of strategies based on issues as evidenced by the data. This will include careful alignment of the solutions the strategies offer to the issues raised in the data as well as prioritization of strategies based on practical and realistic considerations. Phase 3 focuses on the engagement and mobilization of key stakeholders to implement those strategies with highest priority. It also includes a mechanism to monitor the fidelity of strategy implementation. These three phases represent a collaborative approach to addressing challenges to the teacher workforce due to insufficient teacher candidates, lack of teacher diversity, and persistent shortage areas.

1. Phase One: Gather data on the recruitment and retention of high quality and diverse individuals for the Missouri teacher workforce

| OBJECTIVE | METRIC | HOW MEASURED? | WHEN? |
|---|---|---|--|
| Goal 1. Clarify issues related to recruitment and retention of the teacher workforce from an administrator perspective | | | |
| Develop and administer a survey for school superintendents, principals, HR Directors, Special Education Directors, and Charter school leaders | <ul style="list-style-type: none"> Survey a representative sample of educators from each of the five different groups | <ul style="list-style-type: none"> Number of responses for each group Regions of the state and size of the school | <ul style="list-style-type: none"> ✓ Collect all responses by March 15, 2019 ✓ Compile data from the administrator surveys by March 31, 2019 |
| Goal 2. Clarify challenges and issues related to recruitment and retention of teachers from the teachers' perspective | | | |
| Develop and administer a survey for Missouri teachers on challenges and issues related to the education profession | <ul style="list-style-type: none"> Survey a representative sample of teachers | <ul style="list-style-type: none"> Number of responses Regions of the state and size of the school | <ul style="list-style-type: none"> ✓ Collect all responses by March 15, 2019 • Compile data from the teacher surveys by April 15, 2019 |
| Goal 3. Increase understanding as to the reason why too many new teachers are less than effective teaching students in urban settings | | | |
| Conduct focus groups with urban school representatives to discuss the challenges new teachers face in teaching students in urban areas | <ul style="list-style-type: none"> Establish focus groups in the St. Louis and Kansas City metro areas Conduct a focus group answering the question, "What do new teachers need to successfully teach students in urban areas?" | <ul style="list-style-type: none"> Dates are set and focus groups conducted Focus group responses captured and compiled | <ul style="list-style-type: none"> • Conduct focus groups by June 1, 2019 • Compile focus group responses by July 1, 2019 |
| Goal 4. Clarify issues related to recruitment of candidates to teach in deeply rural settings. | | | |
| Conduct focus groups with rural school representatives to discuss the challenges associated with recruiting teacher candidates | <ul style="list-style-type: none"> Establish focus groups of representative from rural communities Address the topic of why it is so difficult to attract candidates to rural communities | <ul style="list-style-type: none"> Dates are set and focus groups conducted Focus group responses captured and compiled | <ul style="list-style-type: none"> • Conduct focus groups by June 1, 2019 • Compile focus group responses by July 1, 2019 |

| OBJECTIVE | METRIC | HOW MEASURED? | WHEN? |
|---|--|---|--|
| Goal 5. Increase understanding as to why there are so few diverse teacher candidates | | | |
| Conduct focus groups with representatives of teacher education programs on the lack of diversity in their enrollment | <ul style="list-style-type: none"> Conduct focus groups with teacher education programs on the lack of diversity in their enrollment | <ul style="list-style-type: none"> Dates are set and focus groups conducted Focus group responses captured and compiled | <ul style="list-style-type: none"> Conduct focus groups by July 1, 2019 Compile focus group responses by August 1, 2019 |
| Goal 6. Increase understanding on public support for education | | | |
| Using an online website, gather input from members of the public on their perception of the profession of education as a career choice | <ul style="list-style-type: none"> Create an online opportunity to gather input from the public Gather input from the public on their perceptions of the education as a career | <ul style="list-style-type: none"> An online site is created for public input Public input captured and compiled | <ul style="list-style-type: none"> Gather public input by September 1, 2019 Compile responses by October 1, 2019 |
| Goal 7. Increase understanding on student interest in education as a profession | | | |
| Using high school surveys, gather input from high school students on their perception of the profession of education as a career choice | <ul style="list-style-type: none"> Create an online opportunity to gather input from high school students Gather input from high school students on their perceptions of the education as a career | <ul style="list-style-type: none"> An online site is created to gather input from high school students Input from high school students is captured and compiled | <ul style="list-style-type: none"> Gather input from high school students by October 15, 2019 Compile responses by November 15, 2019 |

2. Phase Two: Engage with key stakeholders to develop and prioritize strategies which address educator workforce issues and challenges

| OBJECTIVE | METRIC | HOW MEASURED? | WHEN? |
|--|--|---|--|
| Goal 1. Identify themes of challenges and issues related to recruitment and retention of Missouri teachers | | | |
| Identify themes of challenges with recruitment and retention of a high quality and diverse teacher workforce using compiled data from focus groups and surveys | <ul style="list-style-type: none"> • Review data from surveys and focus groups • Generate common themes supported by compiled data from focus groups and surveys | <ul style="list-style-type: none"> • Graphs and charts summarizing the data • List of themes as evidenced by the data | <ul style="list-style-type: none"> • Generate graphs by August 15, 2019 • Create list of themes by August 31, 2019 |
| Goal 2. Engage with key stakeholder groups to review themes, develop possible solutions and prioritize strategies to address recruitment and retention issues | | | |
| Meet with members of the professional associations to review data, develop possible solutions and prioritize strategies | <ul style="list-style-type: none"> • Review data from surveys and focus groups • Generate prioritized strategies | <ul style="list-style-type: none"> • Meeting with the stakeholder group and a list of prioritized strategies | <ul style="list-style-type: none"> • Generate a list of prioritized strategies from the group by September 15, 2019 |
| Meet with key business leaders to review data, develop possible solutions and prioritize strategies | <ul style="list-style-type: none"> • Review data from surveys and focus groups • Generate prioritized strategies | <ul style="list-style-type: none"> • Meeting with the stakeholder group and a list of prioritized strategies | <ul style="list-style-type: none"> • Generate a list of prioritized strategies from the group by October 1, 2019 |
| Meet with a representative group of community members, including parents, to review, develop possible solutions and prioritize strategies | <ul style="list-style-type: none"> • Review data from surveys and focus groups • Generate prioritized strategies | <ul style="list-style-type: none"> • Meeting with the stakeholder group and a list of prioritized strategies | <ul style="list-style-type: none"> • Generate a list of prioritized strategies from the group by October 20, 2019 |
| Meet with a representative group of state and local policy makers to review data, develop possible solutions and prioritize strategies | <ul style="list-style-type: none"> • Review data from surveys and focus groups • Generate prioritized strategies | <ul style="list-style-type: none"> • Meeting with the stakeholder group and a list of prioritized strategies | <ul style="list-style-type: none"> • Generate a list of prioritized strategies from the group by November 15, 2019 |
| Meet with representatives of major media outlets to review data, develop on possible solutions and prioritize strategies | <ul style="list-style-type: none"> • Review data from surveys and focus groups • Generate prioritized strategies | <ul style="list-style-type: none"> • Meeting with the stakeholder group and a list of prioritized strategies | <ul style="list-style-type: none"> • Generate a list of prioritized strategies from the group by December 1, 2019 |

3. Phase Three: Empower a broad group of key stakeholders to review, discuss and engage in the implementation of strategies to address the issues and challenges associated with difficulties in recruiting and retaining effective teachers

| OBJECTIVE | METRIC | HOW MEASURED? | WHEN? |
|---|--|---|--|
| Goal 1. Generate a series of recommendations to be presented to the State Board of Education | | | |
| Using the prioritized strategies from each of the key stakeholder groups, generate a series of recommendations for the State Board of Education | <ul style="list-style-type: none"> • Compile list of prioritized strategies from all key stakeholder groups • Based on the compiled list prioritized strategies, generate a series of recommendations | <ul style="list-style-type: none"> • Compiled list of prioritized strategies • Series of recommendations for the State Board of Education | <ul style="list-style-type: none"> • Develop the series of recommendations by December 31, 2020 |
| Goal 2. Report to the State Board of Education on strategies to address the difficulties in recruiting and retaining highly effective teachers | | | |
| Provide a series of recommendations to members of the State Board of Education on recruitment and retention strategies as a part of the January 2020 Teacher Workforce presentation | <ul style="list-style-type: none"> • Deliver the Teacher Workforce presentation to the State Board of Education in January 2020 • Include a series of recommendations to address challenges in recruitment and retention | <ul style="list-style-type: none"> • Teacher workforce presentation is on the January Board agenda • A portion of the presentation that includes a series of recommendations to address recruitment and retention of teachers | <ul style="list-style-type: none"> • Provide a series of recommendations to the State Board of Education report by January 31, 2020 |
| Goal 3. Collaboratively facilitate the implementation of strategies with key stakeholder groups to address recruitment and retention issues | | | |
| Identify particular roles and responsibilities for key stakeholder groups as a part of implementing strategies to increase recruitment and retention | <ul style="list-style-type: none"> • Working with each key stakeholder group, develop particular roles and responsibilities to assist with recruitment and retention issues | <ul style="list-style-type: none"> • A matrix of strategies that includes roles and responsibilities of various key stakeholder groups • Key stakeholder groups engage in implementation of strategies | <ul style="list-style-type: none"> • Implementation of strategies to begin by March 1, 2020 |

| OBJECTIVE | METRIC | HOW MEASURED? | WHEN? |
|---|---|--|---|
| Goal 4. Monitor progress of implementation and adjust strategies as necessary | | | |
| Monitor data specific to the implementation of strategies to address recruitment and retention and adjust these strategies as necessary | <ul style="list-style-type: none"> • Gather data specific to the implementation of strategies • Based on the data, adjust implementation as necessary | <ul style="list-style-type: none"> • Charts and graphs on the fidelity and impact of implementation • Changes in implementation due to data on fidelity and impact | <ul style="list-style-type: none"> • Implementation and adjustment of strategies completed by June 1, 2020 |