

AREA OF FOCUS: TEACHER RECRUITMENT

Goal: *Develop and implement a **Public Relations Plan** to increase teacher recruitment by elevating the status of teaching as a professional career resulting in an abundant number of innovative and engaging teachers throughout the state who reflect the diversity and gender of our student population.*

Strategies	Output	Person(s) Responsible	1st Benchmark	2nd Benchmark	3rd Benchmark	Evidence of Success	Target Date
Create a promotional video and distribute it to high schools throughout the state promoting the positive aspects of teaching	Completed video is viewed by high school students across that shares the positive aspects of being a teacher	Media TOY reps DESE Communications	Create a script and determine who will participate by January 2020	Complete the filming by October 2020	Disseminate it to high schools to be viewed by all students by February 2021	80% or more of high school students (213,310 out of 266,638) will view the video resulting in 3% of them (8,000) choosing to pursue teaching as a profession	March 2021
Develop a series of PSAs promoting the positive aspects of teaching	Completed PSAs that will be shown in a variety of ways	Communications Media TOYs/MOSTOY MSBA Prof Organizations Local Business Chambers	Create a script and determine who will participate by January 2020 (MSBA)	Complete the filming by September 2020 (MSBA)	Disseminate monthly through a variety of media outlets (including social media)	From fall 2020 through summer 2021, PSAs will be featured each month promoting the teaching profession and attract at least 5,000 views	July 2021
Inform school counselors on pathways to the teaching profession and their role in promoting with K-12 students	Counselors in high schools will actively recruit students into the school counselor and teaching profession as an example in the career path / cluster / pathway	DESE Counselor Section MOSTOY Counselor Org	Submit a proposal for the November Counselor Conference by April 15, 2020	Add this information in to our mentoring program for new counselors by July, 2020	Present at the Counselor Conference in November, 2020 through the DESE updates	80% of School counselors that attend the session will demonstrate an increased awareness of their role in promoting the teaching profession	Dec 2020

Use six TOY finalists to speak at colleges and universities across the state on the positive aspects of being a teacher	A greater percentage of college students will learn about the benefits of the teaching profession	TOY Finalists State TOY MOSTOY chapter OEQ Higher education High school counselors	Secure 3 release days for TOY finalists by November 1, 2019	Schedule a time for TOY finalists to meet and establish a script for all to use when they are presenting by August 2020	TOY finalists present to teacher prep programs and high schools by November 2020	Toy finalists will present to at least half the institutions (22) by summer 2021	June 2021
Use regional TOYS to speak to legislators about the needs of schools and students and the need for more teachers	A greater percentage of legislators will learn about the benefits of the teaching profession and the needs of students and schools	TOY regionals State TOY MOSTOY chapter OEQ MSBA	Identify interested regional TOYs to visit legislators by Feb. 15, 2020	MSBA provides orientation to those who will participate in talking to legislators by October 2020	TOY regional finalist conduct visits with legislators through the month of November 2020	12 regional TOYs will visit with their respective representatives and senators	December 2020

AREA OF FOCUS: TEACHER RECRUITMENT

Goal: *Expand and refine the **Grow Your Own Campaign** to increase teacher recruitment by elevating the status of teaching as a professional career resulting in an abundant number of innovative and engaging teachers throughout the state who reflect the diversity and gender of our student population.*

Strategies	Output	Person(s) Responsible	1 st Benchmark	2 nd Benchmark	3 rd Benchmark	Evidence of Success	Target Date
Partner with teacher associations through FTA and Ed Rising to increase the number of chapters	There will be an increasing number of chapters of FTA and Ed Rising in high schools in the state	MNEA MSTA GYO Task Force High schools OEQ	Research FTA and Ed Rising chapters to determine how many and how they are created by January 31, 2020	Brainstorm a list of ways to support FTA and Ed Rising chapters by March 15, 2020	Implement strategies for strengthening partnerships between FTA and Ed Rising to create more partnerships by October 2020	10% increase in the number of FTA and Ed Rising chapters in the state	May 2021
Provide three additional grants to school districts to support the creation of a GYO program	Three school districts will have a GYO program to assist with recruitment and hiring	GYO Task Force OEQ 5 school districts (high minority, high poverty and rural)	Secure funding to provide grants to three additional school districts by April 2020	Send invitation letters to high minority, high poverty and rural school districts by June 2020	Receive applications and award additional GYO start-up grants by October 2020	Three high minority, high poverty and/or rural school districts will receive grants to create a GYO program	October 2020
Expand the number of school districts with a GYO program, particularly in regions that have the fewest	Every region of the state will have active GYO programs in place	GYO Task Force OEQ School districts	Generate a heat map displaying where GYO programs are in place by July 2020	Target regions with the fewest GYO programs and provide information to school districts in that region by August 2020	Provide support to school districts in that region from the GYO task force and other school districts using a grant process during fall 2020	All 10 regions of the state will have active GYO programs that recruit high school students into the teaching profession	October 2020

Implement incentives, including the Missouri School Improvement Process (MSIP), that acknowledge school districts with active GYO programs	All high schools in the state will have an active GYO program	OEQ OQS GYO Task Force School districts Communication	Generate a list of possible incentives that can be used through MSIP to promote active GYO programs by November 2020	Work with the Office of Quality Schools to incorporate active GYO programs into the MSIP process by January 2021	Communicate to school districts and charter schools incentives around developing an active GYO program by March 2021	All 555 school districts (518) and charter schools (37) have some form of a Grow Your Own program, including Educators Rising and Future Teachers of America.	June 2021
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AREA OF FOCUS: TEACHER RECRUITMENT

Goal: *Implement strategies that **Provide Incentives and Reduce Barriers** to increase teacher recruitment by elevating the status of teaching as a professional career resulting in an abundant number of innovative and engaging teachers throughout the state who reflect the diversity and gender of our student population.*

Strategies	Output	Person(s) Responsible	1 st Benchmark	2 nd Benchmark	3 rd Benchmark	Evidence of Success	Target Date
Extend the A+ program to 4 years for students entering teacher education programs	This would provide students the option of going to a 2 year program and then into a teacher education program at no cost	Higher education Person in charge of A+ High school personnel Legislators Communication Office	Conduct research on the language of A+ and who is involved by December 31, 2019	A+ language is changed in law by the end of the legislative session, May 2021	Communication to HS and their students about the change in law by June 2021	There is an increase of 10% (500) students entering teacher education programs through the A+ program	June 2021
Drop the requirement for the cumulative GPA while maintaining the GPA requirement for content	Would allow more students to complete teacher education programs	OEQ State Board MACCE MABEP MACTE	Develop an action plan for making this change in all cert areas by March 2020	Present to MACCE and MABEP by August 2020	Present to the State Board of Education by September 2020	All cert areas will be changed so they no longer include the cumulative GPA as a cert requirement	June 2021
Increase the use of loan forgiveness for hard-to-staff teaching assignments (geographic and content area)	More teacher candidates would receive their preparation at a reduced or no cost	Higher education US ED MDHEWD HS counselors	Research how loan forgiveness is done in MO by January 31	Communicate loan forgiveness options, application information, and shortage areas to college advisors and high school counselors so they can encourage	Advertise loan forgiveness options to high school students through their guidance counselors, so more students consider going into teaching as a profession by May 2021	There is a 10% increase in the number of teacher candidates who qualify for loan forgiveness	August 2021

				graduates and high school students to consider applying in high needs areas by September 2020			
Revise the substitute certificate to the following: you must have 60 credit hours OR pass a training module	Schools would have a greater pool of individuals with a substitute certificate	OEQ State Board of Education MACCE MABEP	Convene a group of school districts and substitute service providers to develop a training module by April 2020	Revise the language of the sub cert by May and present to MACCE and MABEP by July	Present revised language to the State Board of Education by September	There is a 10% increase of individuals with a sub certificate (1,200) available to schools	May 2021
Create a \$75 Innovation and Equity Fund to attract teachers to hard-to-staff content areas and locations, including creation of active GYO programs	Increase the number of teacher candidates teaching in hard-to-staff content areas and locations	State Board of Ed Legislators School districts OEQ	Create a set of guidelines that will provide direction on how funds are dispersed by January 2021	Pass needed legislation that establishes and provides appropriations for the IE Fund by May 2021	Accept district applications for incentive funding and GYO programs and make determinations by August 2021	School districts will have additional funds to provide incentives to teach in hard-to-staff locations and content and create GYO programs in districts with recruitment challenges	August 2021
Revise retirement requirements to expand 2 year limit to 4 years and add it a dollar amount as an alternative to the 550 hours rule	Schools will have greater flexibility in using retired educators to fill critical shortage areas	PSRS personnel OEQ staff Legislative liaison	Meet with PSRS to determine how to expand flexibility by January 31, 2020	Create draft language to be used to revise statute by February 28, 2020	Make changes to legislation for using retired educators by May 2021	There will be a 10% increase in the number of retired educators available to fill critical shortage areas	August 2021

AREA OF FOCUS: TEACHER RETENTION

Goal: *Expand Leadership and Professional Learning Opportunities at all levels to improve teacher retention as evidenced by fewer vacancies, an increase in the average years of experience, and an increase in the number of tenured teachers leading to improved student outcomes.*

Strategies	Output	Person(s) Responsible	1 st Benchmark	2 nd Benchmark	3 rd Benchmark	Evidence of Success	Target Date
Expand the MLDS program to work with principals on issues important to teachers like student discipline and expanding teacher voice	More teachers will experience principals providing greater support in things that matter to them	OEQ MLDS specialists RPDCs	Align MLDS competencies and learning experiences with areas like student behavior and teacher voice by August 1, 2020	Continue to recruit participation in MLDS in all schools in the state by October 2020	Highlight specific training that addresses issues like student discipline and expanding teacher voice by May 2021	Principals participating in MLDS will learn new strategies for addressing student discipline and enhancing opportunities for using teacher voice	May 2021
Seek options for utilizing scholarships and/or stipends for National Board Certification (NBCT) to allow teachers greater professional learning opportunities	There will be an increase in teachers improving their skills based on NBCT	OEQ NBCT Teachers Academy Grads program	Research the process for teachers to gain NBCT, including possible scholarships or stipends by January 31, 2020	Explore possible ways to integrate NBCT learning into the Teacher Academy Grad program by November 2020	Orientate teacher academy grad facilitators on how the participation can support teachers seeking NBCT, including obtaining scholarships and/or stipends by May 2021	There is a 5% increase in the number of teachers in Missouri seeking NBCT by summer of 2021	June 2021

Develop a Master Teacher certificate that recognizes teacher voice and is used for things like shared leadership and coaching other teachers	A new area of certification in our state will include a master teacher certificate	OEQ MACCE Higher ed TOYs	Research master teacher certificates in other states by February 2020	Present research and gather input from higher education by October 2020	Present rule language to MACCE and the State Board of Education by March 2021	A master teacher certificate will be completed and in use by Fall 2021	September 2021
Enhance mentoring opportunities for new teachers, particularly from master teachers	New teacher retention will increase as a result of more effective mentoring practices	OEQ Teacher associations School districts HR directors	Gather data on how mentoring is currently provided by school districts and why too many new teachers don't receive quality mentoring by March 2020	Convene a panel of teacher associations, HR directors and school personnel to suggest strategies for improving the quality of mentoring for new teachers by June 2020	Develop communication to be shared with all school districts and charter schools that cites research and best practices for effective mentoring by September 2020.	An increase of 10% of new teachers will receive more high quality mentoring as evidenced by new teacher surveys and data gathered by teacher associations.	June 2021

AREA OF FOCUS: TEACHER RETENTION

Goal: *Implement innovative **School and District Accountability** measures to increase teacher retention as evidenced by fewer vacancies, an increase in the average years of experience, and an increase in the number of tenured teachers leading to improved student outcomes.*

Strategies	Output	Person(s) Responsible	1 st Benchmark	2 nd Benchmark	3 rd Benchmark	Evidence of Success	Target Date
Review and revise school accountability indicators to be more supportive of growth	School accountability will include growth measures	Office of Quality Schools OEQ School personnel	Research different ways to incorporate growth into the accountability system by November 2020	Convene a work group to summarize the themes of the research by January 2021	Create State Board of Education (SBE) recommendations for how growth can be incorporated into the accountability system by April 2021	The state's accountability system will include indicators of growth	July 2021
Evaluate the amount of time, attention and preparation given to testing and use data to inform revisions to the school district accountability system	Information will be available to guide the revision of the school district accountability system	Office of Quality Schools OEQ School personnel	Gather data from teachers at all tested grade levels on the time, attention and preparation for testing that is currently taking place by February 2021	Convene a panel of educators to review data and make recommendations on revisions to the state accountability system by March 2021	Incorporate panel recommendations into revisions to the state accountability system by April 2021	All schools will be measured against a revised accountability system that supports teachers and leaders in what they do.	September 2021
Make revisions to the accreditation and testing systems to focus on support and growth as opposed to compliance and punishment	The school accountability system will support teacher retention	Office of Quality Schools OEQ School personnel	Gather proposed changes to state accountability by November 2020	Summarize proposed changes to the accountability system by January 2021	Create SBE recommendations on revised accountability system by April 2021	The state's accountability system will include indicators of growth to support teacher retention	July 2021

AREA OF FOCUS: TEACHER RETENTION

Goal: *Improve **Culture and Climate** in schools in order to improve teacher retention as evidenced by fewer vacancies, an increase in the average years of experience, and an increase in the number of tenured teachers leading to improved student outcomes.*

Strategies	Output	Person(s) Responsible	1 st Benchmark	2 nd Benchmark	3 rd Benchmark	Evidence of Success	Target Date
Identify and implement a model statewide survey for climate and culture to be made available to all school districts and charter schools	Culture and climate surveys will identify potential areas of improvement resulting in increased teacher retention	OEQ HR Directors Prof Ed associations	Identify different culture and climate surveys to potentially be used as a statewide survey by February 2020	Pilot surveys in schools and gather input from HR directors on effective models and strategies for use by December 2020	Provide survey options and strategies for using results to all school districts and charter schools by March 2021	All School districts and charter schools will have options for climate and culture surveys and guidance on how best to use them	Spring 2021
Identify key positions dedicated to mental health in all schools	Individuals in school districts and charter schools will be trained to support teachers	OEQ HR Directors District staff	Identify possible training for district staff of mental health issues by September 2020	Pilot training in school districts and charter schools to determine appropriateness and impact by February 2021	Disseminate training materials to all school districts and charter schools by May 2021	All school districts and charter schools will receive training materials on mental health issues	August 2021
Explore ways to allow mental health professionals to do their clinical experience in schools	Individuals trained in the clinical areas of mental health will be available in schools to provide additional support	State Board of Ed member OEQ Preparation Programs Communication office	Identify possible options for expanding internships to include those in clinical practice areas of mental	Conduct feedback sessions on possible options to determine the best way to expand clinical experiences in schools by June 2020	Create and implement a communication plan to strengthens partnerships between schools and clinical	Mental health individuals will be in schools to provide additional support to school personnel with mental health issues.	January 2021

			health by March 2020		programs by Dec 2020		
Develop guidelines for individual and collaborative planning time for teachers at all levels of school	Research and guidelines to improve collaborative planning time will be shared in order to increase teacher retention	OEQ Teacher Associations	Gather data from a representative group of teachers on the current status of their planning time by May 2020	Convene a workgroup to develop research supported strategies that address issues identified through the data by August 2020	Create and disseminate suggestions from the workgroup to improve the quality of individual and collaborative planning time by November 2020	Information and guidelines will be shared with all school districts and charter school on how to improve individual and collaborative planning time for teachers	Dec 2020