Successful Schools Have Great Teachers

Meeting the Challenges of Teacher Recruitment and Retention
DESE Grow Your Own Task Force

Growing the Teacher Pipeline

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DESE Grow Your Own Task Force

Growing the Teacher Pipeline

- Recruit high quality teachers
- Recruit teachers who reflect the demographics of our students
- Recruit teachers to high needs content and geographic areas
- Provide resources and mentoring to districts across the state to encourage and support local GYO efforts
Today’s Session:

Successful leaders ensure every school has great teachers. But this is becoming more challenging.

- Do you struggle to recruit quality teachers, especially in certain content areas or because of your geographic location?
- Do you wish you had more diverse teachers or male teachers?
- Do you have teacher retention issues?

This session will provide examples from districts around the state that have developed programs to “grow their own” teachers. Presenters will share strategies and examples of success.
Current state of education

- 23% decrease in new teachers from 2008-2016
- Nearly 8% of teachers leave teaching each year
- Additional 8% of teachers move to a different school or position, making the overall turnover rate about 16%

Statistics come from the Learning Policy Institute

1: https://learningpolicyinstitute.org/policy-briefs/coming-crisis-teaching-brief
Teaching: Respect but dwindling appeal

Americans trust and support teachers, but they draw the line at wanting their own children to join a profession they see as undervalued and low-paid.

The Need for a Grow Your Own Program

Teacher Shortages:

5% of Missouri teaching positions are vacant or filled with teachers who are not qualified for the position, as reported by the Learning Policy Institute.

Barriers

- student debt
- low pay
- public perception
- cost of pre-service process

https://learningpolicyinstitute.org/uncertified-teachers-and-teacher-vacancies-state
The Teacher-Student Racial Gap

Public School Educators
- White (83%)
- Black (6%)
- Hispanic (7%)
- Asian/Pacific Islander (2%)
- American Indian/Alaska Native (1%)
- Two or more races (1%)

Public School Students
- White (49%)
- Black (15%)
- Hispanic (27%)
- Asian/Pacific Islander (5%)
- American Indian/Alaska Native (1%)
- Two or more races (3%)

Learning from the Columbia Public School District

- Paid internship every summer until graduation from college
- Full tuition at a local college
- Support from COMOEd Supervisor (imperative to success)
- Monthly professional development and check-ins
- Professors who are mentors are on their college campus
- Approachable administrators, coordinators and district level personnel
- Supervisor of the program should have direct communication with the District Superintendent and local partner college presidents
What does an ideal COMOEd Intern look like? What traits does an ideal candidate possess?

- GRIT
- Tenacity
- Determination
- Perseverance
- Passion for working in education
COHORT 2
Students from the left are:
Olivia Zacharias, Columbia College
Serenity Washington, University of MO,
Columbia and Fernando Jimenez of
Central Methodist University
How are students recruited?

It is imperative that whomever is charged with implementing the GYO Program within your district be embedded within your schools:

- Advancement Via Individual Determination (AVID) Program
- Current Educators who are alum of Grow Your Own Programs
- Current members of COMOEd
- Principals, counselors teaching professions programs
Grow Our Own Teacher Process in Columbia Public Schools

- **Enter Middle School**: CPS embeds teaching into the curriculum and guidance curriculum.
- **Graduate Middle School**: Teacher of Tomorrow Award. EdX/Minority Intern Program during the summer. CARE program.
- **Enter High School**: Identified as a future teacher. Dual enrollment on a college campus.
- **Graduate High School**: Accepted into Teacher Program.
- **Graduate with Teaching Degree and Missouri Teaching Certificate**: Minority Intern Program (EdX internship), during the year—paid.
- **CPS mentorship (CMNEA and CPS)**: Equity, RP.
- **Ongoing training**: - Financial literacy - Organizational skills - Trainings on communication and code-switching.

**Support**: Social, Economic, Professional (Academic).

**Retention incentives**: Housing, Bank loans.

**Birth**: Worley Street Roundtable parenting sessions; Strengthfinders.

**Future Teacher Award**: Sign up for Summer Expeditions.

**Mini MAC**: CPS embeds positive talk about teaching and positive cultural representation.

**CARE program**.

**Teacher in CPS**.

**College mentor assigned**.

**Minority Intern Program (EdX internship)**.

**Teacher of Tomorrow Award**.

**Dual enrollment**.

**Retention incentives**: Housing, Bank loans.

**Equity**, **RP**.

**Cycle**:
- **Birth**
- **Enter Elementary School**
- **Enter Middle School**
- **Graduate Middle School**
- **Enter High School**
- **Graduate with Teaching Degree and Missouri Teaching Certificate**

**CPS embeds teaching into the curriculum and guidance curriculum**.

**Future Teacher Award**.

**Mini MAC**.

**Audit of cultural celebrations**.

**Sign up for Summer Expeditions**.

**Identified as a future teacher**.

**Today’s Students Tomorrow’s Teachers**.

**Teacher of Tomorrow Award**.

**Minority Intern Program (EdX internship)**, during the year—paid.

**Retention incentives**: Housing, Bank loans.

**Equity**, **RP**.

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A Coalition of Unlikely Partners

Community members

University personnel

Retired teachers
Learning from the North Kansas City School District
Post High School participants have a Mentor in NKCS

Offset costs of college:
- A+ Scholarship with local Community College
- Classes through Northwest-KC Campus for no cost
- Work for district (SACC & AVID Tutor)
- Classes offered at night – Paraprofessional (benefit eligible)

Work for the district for 3 years
North Kansas City School District

32 current participants

- Focus of at least 50% of all participants to be students of color  
  Currently at 57%

Dual-credit Teaching specific courses offered in all HS

- Goal is for students to experience classrooms in HS

Credits transfer easily to all Public MO Institutions

- Focus on courses required for a degree in education (ex. Coll Phys vs. Coll Bio)
- Dual-credit Teaching specific courses offered in all HS
Maya’s story

Inspired by her third grade teacher and the caring way in which she built relationships with her students, Maya began to consider teaching as a career as an eight year old. Her high school counselor served as a role model and mentor and provided the influence for Maya to consider the Grow Your Own Program.

The GYO program provided the opportunity for Maya to experience working directly with students and confirmed her choice of entering the teaching profession. Maya loved the experience of spending four weeks of her summer in classrooms working directly with students; getting hands-on experiences of being a teacher.

Maya is excited to complete her education and return to a classroom in the North Kansas City School District as a teacher and to make an impact on students in her community as others have done for her

NKC Success Story
Partnerships with Teacher Preparation Programs

University of Central Missouri

- Paraprofessional Degree Completion Program
  - reduce obstacles and facilitate degree completion
  - certification for paraprofessionals who have a heart for students and teaching
  - value current classroom experience, build on prior knowledge.

UCM Paraprofessional Cohort 2019
University of Central Missouri

- Future Teacher Academy
  - provide exposure and experience for future teachers
  - allow high school students to see themselves as college students and as teachers
  - provide information about pathways to higher education and the teaching profession
Grow Your Own Programs provide:

Awareness = Invitations to join to the profession

Engagement = High school students participate in future teacher clubs and cadet programs, opportunities to begin coursework and earn dual credit. Paraprofessionals participate in coursework designed to meet their needs as working adults with classroom experience.

Partnerships = School District + Community + University

Support = Scholarships, jobs/internships, college readiness and success skills

Mentorship = Guidance from a teacher
Programs Across the State:

**Ft. Zumwalt** provides forgivable loans for 5 students a year if they teach in the district for four years after certification.

**Cassville** provides Career Pathways for the Teaching Profession and Practicum (two courses) through the FACS program. Additional features: Dual credit and articulation with post-secondary; Technical Skills Assessment (TSA) and Industry Recognized Credential (IRC); MSIP College and Career Readiness.

**Parkway** gives their Grow Your Own high school students opportunities to participate in classroom labs. Their collaboration with Maryville University sets up their future teachers to return home with ease.
Cassville Success Stories

“I have wanted to be a teacher for as long as I can remember and while being in Teach and Train, that has been further solidified. I look forward to going to Practicum every day to be able to work with my kids. I enjoy working with my kids and watching them learn and grow.” -Current HS Senior

“I always had a feeling that I wanted to become a teacher but through the program my decision was set in stone. I learned that while it’s definitely not an easy job it’s rewarding in so many ways. Without this program I truly think I wouldn’t have been so ready to take the steps to make teaching my career.” -Current College Freshman

“I was on the fence between education and nursing. While I enjoyed my practicum experience it helped me to see that teaching was not the profession for me. Figuring this out in high school probably saved me thousands of dollars in college and countless hours of wasted time.” -Current College Junior

“Teach and Train taught me so much more than than any college class I have taken so far under my Education major. (In fact- I can use a lot of my old assignments and even the same textbook!) Without Teach and Train, I would not have been nearly as successful in my education courses. Teach and Train taught me a little bit about every aspect of education in just two short years.” - Current College Sophomore
“We sat down after school, and she explained the entire process: college majors, certification tests, et cetera. I’m now in my 9th year of teaching, and I appreciate her attention and time even more.”
“She was the catalyst I needed to realize my own dreams of becoming an English language arts teacher. Thirteen years, a master’s degree, and seven years in my own classroom later, I continue to be in awe of her.”
Learning from Missouri Teachers

- 70% of current teachers in Missouri have considered leaving teaching.
- Less than 6 percent of respondents would very likely recommend their chosen profession to their child or friend’s child.
- Reasons for wanting to leave the profession: low pay, stress, student behavior and lack of support from administrators and parents.
- Reasons for staying in the profession: the students, love of the job, ability to affect the future, teaching is a calling.

State of the Education Profession Survey conducted by MSTA and MNEA, March 2019
Teacher Survey Findings

Have you ever seriously considered leaving the teaching profession?

- Yes: 70%
- No: 30%

State of the Education Profession Survey conducted by MSTA and MNEA, March 2019
On a scale of 0-10, would you recommend the teaching profession to your child or a friend’s child?

State of the Education Profession Survey conducted by MSTA and MNEA, March 2019
If you haven’t considered leaving the teaching profession, what makes you want to stay?

State of the Education Profession Survey conducted by MSTA and MNEA, March 2019
Small Steps for Teacher Retention

- Recruit students who demonstrate a love of helping others
- Develop and strengthen your mentoring program for recruits and new teachers
- Discuss with current teachers the need to recruit future teachers
- Advocate for the teaching profession and encourage current teachers to advocate for their chosen profession
Thank you for attending this session.

Thank you for all you do for your students, teachers, and communities.
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