

ADE EDUCATOR RECRUITMENT & RETENTION NEWSLETTER



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Summer Break

We hope everyone is enjoying a relaxing summer vacation. Please take time to refresh after such a stressful year- you deserve it!

Please let our team know what you need.

We are also working to ensure our projects best meet your needs for the next school year and would love to hear from you.

teach@azed.gov

Current Projects



Leading Change/Teachers Institute Conferences

The Educator R&R team was happy to present at the 2021 conference to over 100 Superintendents/School Leaders, and about 25 Teacher Leaders. We talked about our work and gathered valuable feedback on several projects. We talked about the Principal Supervisor Standards and the Teacher Leader Standards and gave links to feedback forms to get input from the field, as well as had participants in the Teachers Institute session give their thoughts on a possible Teacher Leader Endorsement and a Teachers Academy professional learning opportunity. As always, we love connecting with educators around the state and welcome continuous feedback on our work to ensure it is helpful.



NASDTEC Conference

Our team traveled out of state for the first time in over a year to the National Association of State Directors of Teacher Education and Certification Conference in Savannah, Georgia. We talked about the work being done by the ERR team here in Arizona, as well as received valuable feedback and ideas from other state directors doing similar work.

Click [here](#) to learn more about NASDTEC and the work they do around the country.

Issue Spotlight: Coaching

Coach, Grow, Retain

Is coaching part of your PD plan? Coaching is a popular approach in the arsenal of PD resources used to promote professional growth and support teacher retention. Many school systems view this method as a tool to potentially improve practice and bring about success for school leaders, faculty and staff, and most importantly, students. Coaching as a PD method is common at the state level as well. For example, the ADE's Office of Educator Recruitment and Retention has three ADE professional learning academies that rely heavily on coaching to support educator development and retention: the Supervisors of Principals Academy or SOPA (featured in the November R&R newsletter), the Principals' Academy, and the forthcoming Teachers' Academy. The research around coaching continues to grow, and from the existing literature we understand that to be effective, coaching must be contextualized and relevant, and it should entail extended learning and appropriate expectations around scope and rigor.

What exactly is coaching?

There is not one specific definition for coaching, but educational coaching can be described as a relationship-based professional development in which a leader or expert, who is familiar with a role and the requirements, experiences, and expectations of that role, supports and helps developing educators to define objectives and goals, identify strengths, address areas of need, enhance practice, and acquire new knowledge and capacity.

Essentially, there are two goals of coaching: improve practice, and improve outcomes. Coaching to improve practice entails supporting educators in expanding knowledge around relevant content and best practices, as well as developing educators' abilities to employ highly effective instruction. Coaching to improve outcomes entails supporting educators in developing instructional capacity and effective application of improved practices to produce performance gains for teachers and students.

The Educator Recruitment and Retention team routinely meets with educators from across the state to discuss content-area matters, educator pathways, professional learning, and to engage in the thoughtful discussion that comes from our Teacher Table Talks. A recurring message from our conversations with teachers is that they value relevant, high-quality professional development, and they want the opportunity to engage in professional learning that improves their practice and professional experiences by expanding their skills, abilities, and professional value. A trademark component of the coaching process is the personalized, in-context support the method entails. Educational coaches routinely observe and evaluate the planning and in-class instruction practices of the school staff they oversee, and then engage in detailed, meaningful feedback and discussion cycles with the individuals they coach. The Office of Educator Recruitment and Retention professional learning SOPA, Principles' and Teachers' academies use coaching practices and tools to maximize educators' roles through targeted knowledge building, refined operations management, networking, and leadership development.

Is effective coaching a part of your professional development? We would love to hear your stories about how sound coaching practices are helping to build a strong educator workforce within your school system and supporting teacher retention.

Quintero, Diana (2019). Brown Center Chalkboard: Instructional coaching holds promise as a method to improve teachers' impact. Retrieved from <https://www.brookings.edu/blog/brown-center-chalkboard/2019/01/25/instructional-coaching-holds-promise-as-a-method-to-improve-teachers-impact/>

Toll, Cathy, (2018). Educational Coaching. ASCD.org. Retrieved from <http://www.ascd.org/publications/books/118027/chapters/Coaching-101.aspx>

WestEd National Center for Systemic Improvement. (2018). Effective Coaching: Improving Teacher Practice and Outcomes for All Learners. Retrieved from https://www.air.org/sites/default/files/NCSI_Effective-Coaching-Brief-508.pdf

Issue Spotlight: Pre-Service Early Childhood Educators

Recruitment and Retention – The Importance of Supporting Early Childhood Pre-Service Educators

As administrators, when we think of recruitment and retention, we typically think of people already working in the field, either the people whom we want to hire or those whom we want to retain. Within this group of people, where do students fit in and how are we supporting them?

There are many pre-service early childhood educators already living their dream, working in early childhood programs, and even more who are not. Pre-service educators should be viewed as early childhood professionals and unfortunately, they are an underrepresented group.

Last year, through a statewide project made possible thanks to funding from The Heising-Simons Foundation through the National Association for the Education of Young Children, NAEYC, the Arizona Association for the Education of Young Children, AzAEYC along with the Southern Arizona Association for the Education of Young Children, SAZAEYC developed a pre-service educator support group to help connect them from across the state.

In the same way that administrators find the need for networking opportunities, the same holds true for pre-service educators. A platform where stories can be told, challenges can be discussed, ideas can be shared, and connections can be made. These were the goals of this project. Through virtual sessions, pre-service educators throughout Arizona at different points of their educational journey came together and under the guidance of facilitators as well as guest presenters were able to share their concerns, make connections and find support within one another.

The retention strategies suggested by the Recruitment and Retention Work Group, which include benefits, work-life balance, supportive leadership, collaborative culture, and general wellness were included in the discussions. It is important for pre-service educators to be informed and empowered to see the value of their work, to be compensated for it, and to advocate for that compensation.

The pandemic brought unimaginable challenges to the early childhood field. It seemed as if overnight we all learned how to live and work in a virtual world, and we can say proudly that early childhood educators pulled it off, but not without sacrifice. Pre-service educators suffered tremendously during this time. Institutes of higher education were faced with providing context to those who struggled with technology as well as problem-solving ways to offer student teaching opportunities without program access.

Now that we are rebuilding systems, which includes rebuilding our workforce, we must look at what we know and what we've learned through a new lens. Everyone's lens should be a bit different to allow for different ideas, then sharing those ideas to work towards common goals. It is important that pre-service educator support and empowerment be included in those goals. We owe it to them and to the children and families that we so passionately serve every day.

Early Childhood Educator Support



Advancing Equity for ECE Students

SUPPORT GROUP SESSIONS FOR
CONNECTION, GROWTH, WELL-BEING



Get involved. azaeyc.org | sazaeyc.org



Educator Spotlight- amAZing teachers



Chris Bulinski

Yuma High School, Yuma High School District-
ESS teaching math, living skills, and next year CTE
2nd Year Masters student-Go Lumber Jacks!

I am a mother to 6 and grandmother of 10
Projects for the summer include planning, planning,
and more planning!

Kelly Valdivia

Special Education Resource Teacher
Roadrunner Elementary
Washington Elementary School District

Hi, I'm Kelly! I am a happily married wife and mom of two sweet girls. I currently work as a special education teacher, and I am passionate about working with students who receive special education services. I believe that all students can be successful and in order for them to achieve that success, we must create equitable access to education for our students. I look forward to continuing my career in special education and championing that cause for our students!



Professional Development Spotlight

Count Me In! Exploring Adding and Subtracting Integers

June 22, 2021 9:00–10:30 a.m.

[Register in advance for Count Me In! Exploring Adding and Subtracting Integers.](#)

In this free webinar, we will explore multiple representations to build conceptual understanding for the addition and subtraction of integers. We will apply and extend previous understandings of operations with whole numbers to create zero-sum pairs. Additionally, we will demonstrate how to develop grit and creative problem-solving with accessible low-floor/high-ceiling tasks.

Count Me In! Exploring Multiplying and Dividing Integers

June 22, 2021 12:00–1:30 p.m.

[Register in advance for Count Me In! Exploring Multiplying and Dividing Integers.](#)

In this free webinar, we will explore multiple representations to build a conceptual understanding of the multiplication and division of integers. We will demonstrate how to develop grit and creative problem-solving with accessible low-floor/high-ceiling tasks. Attendance at the Exploring Adding and Subtracting Integers session is not required to attend this session but recommended.

Count Me In! Practice Session for Exploring Integers

June 25, 2021 1:00–2:00 p.m.

[Register in advance for Count Me In! Practice Session for Exploring Integers.](#)

Come to this session to refine your understanding of working with integers. Attendance at any prior "Count Me In! Integers" session is required to attend this practice session.

Please e-mail Jenifer Fernandez or email Rob Hilliker with any questions.



**ARIZONA EDUCATION
EMPLOYMENT BOARD**

Welcome to the AEEB!

The Arizona Education Employment Board is a one-stop recruitment resource for the state of Arizona. It is a FREE service of the Arizona Department of Education designed to assist educational entities across the state in attracting high quality professionals to the field.

JOB SEEKERS


EMPLOYERS

HR Directors

Looking to attract amAZing candidates to fill your vacancies? The Arizona Education Employment Board experiences over a million visits a year and is completely FREE for public districts and charters to use. Create an account, and get your open positions filled today.

www.arizonaeducationjobs.com

Organization Spotlight

A circular photograph of a man with glasses, wearing a pink dress shirt and a bright pink tie. He is standing in front of a whiteboard. The whiteboard has several terms written on it, including "AG", "review", "Integrative", "State", "CONSCIOUS", "RAISMANSHI", "EFFICACY", "FLEXIBILITY", and "DEPENDENCE".

PROVIDING POWERFUL FEEDBACK: AN EXPERIENCE FOR ADMINISTRATORS

September 2, 23, and October 28, 2021

School leaders, as instructional leaders, aide in the support and growth of educators through intentional practice, centered around feedback, reflection, and action. Join us for [Providing Powerful Feedback: An Experience for Administrators](#), a three-day series that explores the role of an instructional leader and the impact that is possible when differentiated feedback, understanding of skill and will, and actionable next steps are applied to engage in growth and reflection.

Location: Online

REGISTER AND LEARN MORE AT:
AZK12.ORG/POWERFULFEEDBACK



Organization Spotlight- A for Arizona



New Southern Arizona Grant Opportunity

This message is being sent by the Arizona Department of Education on behalf of A for Arizona

A for Arizona is thrilled to announce a new regional grant opportunity with the Expansion & Innovation Fund in Southern Arizona for leaders in Cochise, Pima, Santa Cruz, and Yuma Counties.

The application portal is NOW open for teachers, public and private school leaders, collaborative family proposals, and innovative community partnerships to reimagine learning models to better serve more students from PreK to 12th grade in Southern Arizona communities. The collaborative partnerships include nonprofit 501(c)(3) and corporate partners so spread the word!

Final submissions are due July 8, 2021 at noon. The maximum microgrant award per applicant is \$25,000 or less.

Learn more at <https://aforarizona.org/expansion-innovation-fund>.

Troops to Educators

Did you know that our newly expanded Troops to Educators program now helps spouses and family of service members become educators too? Spread the word- we can help them with any step in their journey to become an educator.

Contact Lee Fernwault at lee.fernwault@azed.gov

Educator Preparation Programs

We are pleased to recognize two award-winning pre-service educators from NAU this month:

Not just 1 but 2 Fulbright Scholar Awards go to NAU COE graduates

The 2021 COE graduates Anna Barrett and Hannah Gish each won a Fulbright Scholar Award to be an English teaching assistant abroad. Barrett will teach in South Korea and Gish will teach in Spain. Both Fulbright Scholars participated in a teaching practicum with the Leupp/Puente/STAR partnership. Barrett was an Intern-to-Scholars (I-2-S) working with Dr. Pam Powell while researching Culturally Responsive Pedagogy. Gish was an I-2-S and Hooper Undergraduate Research Award recipient, working with Dr. Ramona Mellott while researching the Big 5 Personality Factors Among Cross-Cultural and Honors Student Populations. Kudos to both COE graduates and everyone who helped them along their education journey in COE!

https://news.nau.edu/fulbright-anna-barrett/?utm_medium=email&utm_source=5-21-21%20edition&utm_campaign=NAUNews&utm_term=internal&utm_content=Barrett_Fulbright_L#.YK1cl6FLC70



Anna Barrett



Hannah Gish