

ADE EDUCATOR RECRUITMENT & RETENTION NEWSLETTER



Happy Holidays

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Thank you to everyone for the positive response to our first newsletter. We are committed to providing relevant content and showcasing the impressive work our educators and LEAs do every day.

We wish everyone happy holidays, and please enjoy your winter break to the fullest extent possible. You deserve a break from the stress—so please stay healthy & safe and try to recharge your batteries as much as possible.



Kyrene Centennial Middle School reminds everyone to stay 6 feet apart!

Current Projects: State of the State

Across the country, states are grappling with the challenge of adequately staffing schools, and the shortage was already significant and growing before Covid. Arizona's educator workforce reflects the trend, and the state's shortage is evident at all levels of the education spectrum, from university teacher preparation programs to the classroom. Although we use the term 'shortage', that is not an accurate description of the workforce issue facing Arizona. There are many more valid teaching certificates than filled teaching positions in Arizona. The issue is that not enough people are willing to work in the profession under current conditions.

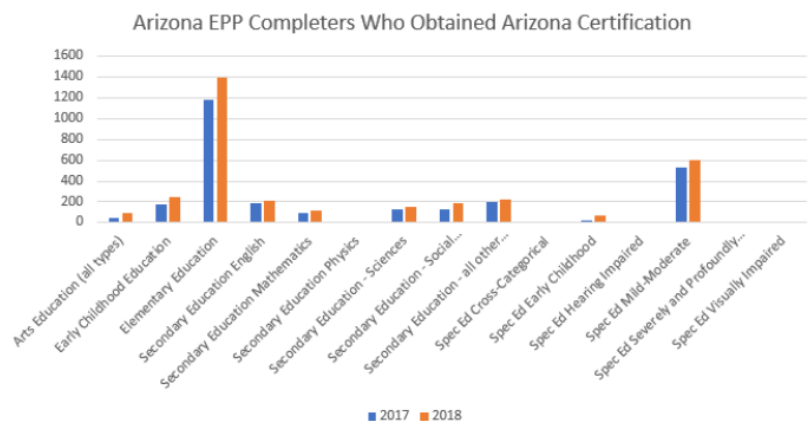
When Superintendent Hoffman created the Educator Recruitment and Retention team in November 2019, the goal was to unite ADE, LEAs, and education stakeholders from around the state to promote and support systems and strategies to address the state's educator workforce needs now and moving forward. As we began our work, we set out to determine the actual extent of the workforce issues and realized challenges persist in data collection and accuracy. We are committed to identifying data gaps, working to close those gaps, and presenting data in a transparent and thoughtful way.

Although the issues are complex, and hard to boil down into a few charts and statistics, here are some important data points to show the spectrum of issues from the pipeline to retention.

Recruitment:

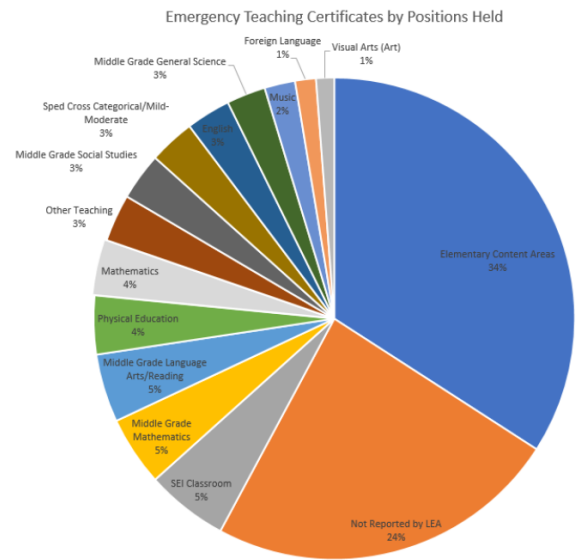
- According to a workforce report from the Center for American Progress, nationally, fewer students are entering EPP programs and majoring in education in the last 10 years
- Although slight gains were made in 2018, (see figures), preliminary workforce figures show 2020 certification was negatively affected by covid.
- Since the start of the recession in 2009, Arizona universities have had the largest tuition increases in the nation due to state budget cuts In-state and general fees have increased:
 - ASU- 200%
 - NAU- 221%
 - UA- 243%

Total Number of Students Graduated From Each Program from all EPPs in AZ			
Certificate Type	Prepared Trad/Alternative	2017	2018 Grand Total
Arts Education (all types)		47	88
Early Childhood Education		181	242
Elementary Education		1180	1392
Secondary Education English		192	207
Secondary Education Mathematics		99	116
Secondary Education Physics		8	8
Secondary Education - Sciences		125	154
Secondary Education - Social Studies		128	191
Secondary Education - all other areas		201	225
Spec Ed Cross-Categorical		3	1
Spec Ed Early Childhood		21	64
Spec Ed Hearing Impaired		1	4
Spec Ed Mild-Moderate		525	606
Spec Ed Severely and Profoundly Disabled		1	2
Spec Ed Visually Impaired		3	9
Grand Total		2715	3309

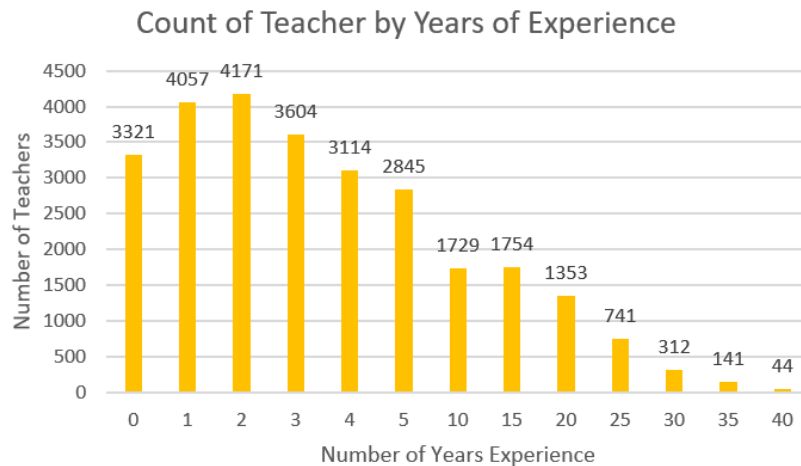


Retention:

The instabilities brought about by the shortage equate to a lack of qualified teachers and a threat to student outcomes. Teacher shortages increase workloads, spur turnover, and reduce educator effectiveness. In our outreach conversations, LEAs have told us they are having to make tough choices every day to combat the workforce shortage. Some 'solutions' mentioned by LEA leaders include-combining classes, asking teachers to fill in on prep periods, or covering classes with long-term subs. School culture suffers when burnout is high, and educators do not feel that their voice matters. These measures along with the insufficiencies brought about by staffing instabilities are even more severe within high-poverty and rural school settings where teacher shortages are more profound.



According to a 2018 report by the Rodell Foundation and the Arizona Community Foundation, Arizona ranks at the bottom of the nation for teaching profession attractiveness rating, and our educators leave the profession at 3x the national rate of teachers leaving in other states, and the highest turnover rate in the nation. The ADE calculated 3-year teacher attrition rate is (44%). This means, 44% of all teachers leave the profession within 3 years.



Even with this information, we still don't know the true picture of the educator shortage: The data is incomplete.

The Department has various data sources that include educator workforce data. One of the most significant sources comes from the Teacher Input Application (TIA) system where Local Education Agencies (LEAs) input educator information (teacher name, courses taught) for their district by position. This system averages a 90% completion rate of LEAs over the last several years. Due to some revised communication strategies, a 96% LEA completion rate was realized this school year. Even with this system's higher completion rates and specific information about how educators fill positions, the data we do collect does not capture the whole picture. LEAs make tough choices every day to combat the workforce shortage. Department surveys and outreach interviews show that LEAs combine classes, ask teachers to fill in on prep periods, or cover assignments with long term subs. By not capturing what the needs of LEAs were before their shortage intervention, we do not truly know how many teachers are needed if the budget and the availability of appropriate staffing were not issues. Our work in this area is now centering around strategies to address the gaps in reporting data so that we can provide a more accurate picture of the educator workforce problem in Arizona. We will continue to share this data as it becomes available- including a brand new tool we will be introducing in 2021 - our Repository, which we will highlight in our next issue. The Repository will have many features rolling out over 2021, with feedback and input from the field.

Recruitment & Retention Issue Spotlight: Educator Diversity

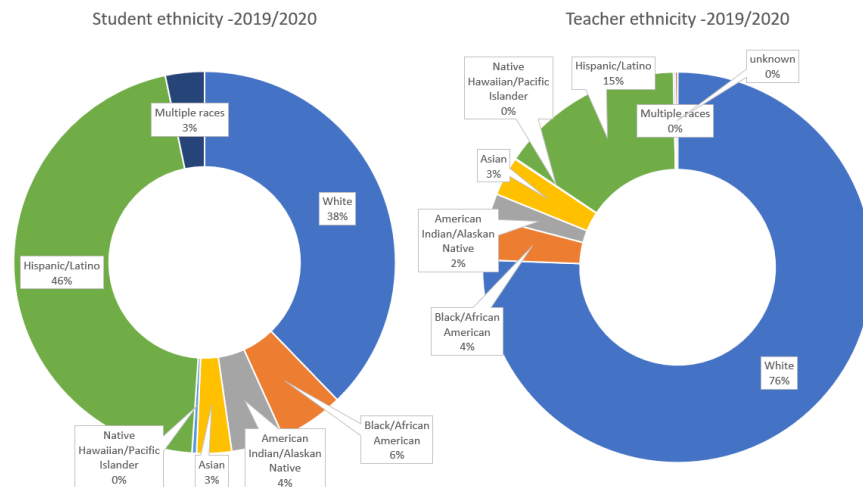
The Arizona Department of Education is committed to equity and inclusion and supporting strategies that promote diversity in schools throughout the state. Department staff understands the importance of ensuring that students engage with educators that look like them and reflect their diversity. A diverse teaching pool has the potential to close achievement gaps and improve academic performance. Education agencies at all levels would benefit from policies and strategies that promote a diverse and representative educator corps. (See research and resources below).

What we know:

- An abundance of research shows that students succeed when they are taught by a teacher who looks like them.
- Additionally, all students benefit from being taught by a variety of teachers from different ethnic backgrounds. Arizona's teacher demographic data shows that 76% of the teachers in the state are white, while 38% of students are white. The biggest gap in representation is for our Latino/Latina educators (15%) and students (46%).

What we can do:

- The information above highlights that Arizona's students would benefit from a state campaign, incentives, and a commitment from LEAs to recruit and retain teachers of color.
- The Arizona Department of Education is collaborating and meeting with the Arizona Alliance of Black School Educators, 4FrontEd, All in Education, ITEP, the Office of Indian Education, Educator Preparation Programs, and others to identify and support strategies to recruit and retain teachers of color.
- ADE is also developing a Repository with research and resources to assist LEAs to recruit and retain a diverse workforce.



Resources for further learning, and sources for the information presented above:

- [The Theoretical and Empirical Arguments for Diversifying the Teacher Workforce: A Review of the Evidence- Center for Education Data and Research](#)
- [High hopes and harsh realities: The real challenges to building a diverse teacher workforce- Brown Center on Education Policy, Brookings Institution](#)
- [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color- Learning Policy Institute](#)
- [Vision and Guidance for a Diverse and Learner-Ready Teacher Workforce- Council of Chief State School Officers \(CCSSO\)](#)

Educator Spotlight: Stories From Around AZ

"As the COVID-19 Pandemic suddenly impacted us all in early Spring, I don't think anyone exactly knew the extent of time we were going to be out of school. What seemed to be a short-term thing turned into a "new normal".

Here we are nine months later with some districts engaged in Hybrid Learning, face to face with COVID-19 protocols, or full online learning.

As we entered the 20-21 school year, I knew that delivering Professional Development was going to be a challenge: Breaking the typically 2-hour face-to-face model that has been in place for decades. I felt very comfortable with my own tech skills but wrestled with how to deliver professional development in the middle of a pandemic where we have to be in our own environment. I knew that I was up to the challenge to deliver non-traditional models and tools to meet the synchronous and asynchronous needs of teacher development.

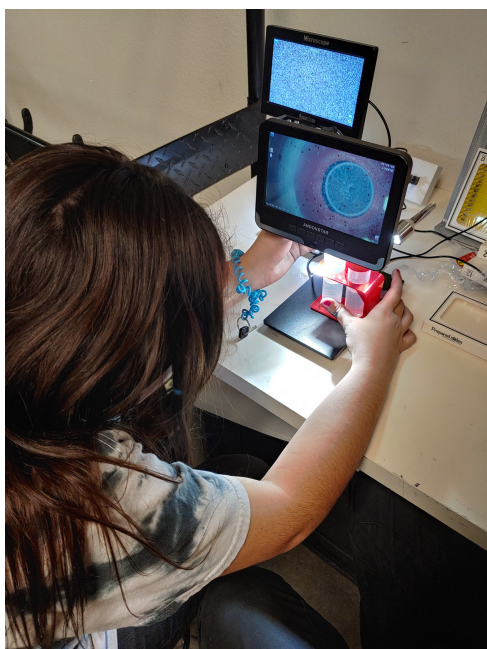
As the first professional development of the school year was fast approaching, I knew that PD had to look different. I worked alongside my fellow mentors to create a self-guided voice-over PowerPoint that allowed first- and second-year teachers to participate in PD at their own pace. Now, this may not sound like a big deal using PowerPoint to deliver PD, but it has allowed us to gradually adapt to new tools, strategies, and platforms.

Now that we are at the end of the semester of 2020, I see that teachers are navigating multiple platforms such as Microsoft Teams, Flipgrid, Blackboard, and Nearpod. Of course, we continue to have technology hiccups along the way, but we as teachers have always adapted and met new challenges regardless of circumstances. This is us. We are Strong, We are Resilient, We are Educators! Let's keep innovating and pushing the boundaries of education as we strive to really teach towards the 21st century!"

-Jesse Delgado, Exceptional Student Service Mentor, Tolleson Union High School District



Educator Spotlight: Stories From Around AZ



"The silver linings in a world that have changed the culture of education faster than expected bringing every school up to a more equitable standard. I am a rural teacher that has watched the last 10 years our district struggle for technology and the right equipment that makes it work with efficiency.

We are now 1:1 in the next few months.

Students K-9 have the ability to use tech in platforms that create synchronize learning within the classroom that gives them the skills to collaborate beyond what was done before. Asynchronous learning is available for students that did not thrive in school and need more independence to learn at their own pace.

As a classroom teacher with 20 students because our district committed to socially distanced appropriate sized classrooms. This has ended up being my best year of teaching. I can work 1:1 with kids and give feedback like never before. Teaching 36-38 students is challenging to give everyone the support that a smaller class size allows for. Teachers in my school are making connections and paying attention to student's emotional and mental needs in ways we could not before. Our integration of content and world-based problems in tie to STEM are amazing because we have space and class sizes to allow for deeper learning.

My hope is our state sees that we won't ever go back to the way the world was and that we need to adjust and make drastic changes to how we operate in the way we educate our children. I see that my silver lining is that I will challenge and prepare my students for the unexpected, develop their independence, and foster the person they are from within. Seek voices in multiple ways that deepen the learning."

**-Holli Taylor NBCT, 6th Grade ELA/Science Master Teacher
Nadaburg USD**

We are committed to highlighting all of Arizona's educators. Let us know if you have a story to share. We are looking for stories from support staff, administration, teachers, & LEA employees. Email us at teach@azed.gov

Organization Spotlight: The Center for the Recruitment & Retention of Mathematics Teachers (CRR) the University of Arizona

The Center for Recruitment and Retention of Mathematics Teachers (CRR) was founded by Dr. Fred Stevenson in 2001 to support Tucson area secondary mathematics teachers. Sue Adams and Ann Modica, two outstanding former high school mathematics teachers and leaders in Tucson area mathematics education, were recruited to be the co-directors.

The Center originally offered two programs:

- A Tutoring in the Schools class to train and hire undergraduate University of Arizona students to use effective tutoring skills as they worked with classroom students. Due to the experience, some of these tutors decided to switch their current major to enter the Secondary Mathematics Education Program (SMEP) or the Teach Arizona program to become mathematics teachers
- A New Teacher Induction Program paired new teachers with a supportive coach for a year. These new teachers also attend a monthly workshop designed to deepen their mathematical understandings and provide pedagogical training to develop effective classroom procedures and strategies.

Funding for the Center came from school district partnerships, private donations, and a National Science Foundation grant.

Thanks to a new partnership with the Arizona Department of Education, CRR is now statewide! ALL events are open to ALL Arizona teachers for FREE. This includes workshops, institutes, community events (e.g., Game Night), and the upcoming Mathematics Educator Appreciation Day Conference (MEAD). CRR plans to transition all initiatives to hybrid models so that teachers from across the state continue to be able to participate remotely. **For more information, visit crr.math.arizona.edu or email crr@math.arizona.edu**



Registration for the CRR's 17th Annual MEAD Conference is now **OPEN!** The UArizona Center for Recruitment and Retention of Mathematics Teachers (CRR) is hosting this year's Mathematics Educator Appreciation Day Conference (MEAD) virtually on Saturday, January 23, 2021. The keynote speaker will be Dr. Jennifer Bay-Williams, author of Math Fact Fluency and co-author of Teaching Student Centered Mathematics.

This year's event will be free for all Arizona Teachers and \$125 for everyone else. Please help us spread the word about MEAD so that more teachers can benefit from this unique event. You can download and share [the flyer](#) from the [conference webpage](#).

This year we have over 220 sessions! The conference will be scheduled throughout the day with 6 session blocks running 8am-4:30pm. However, each participant will only select **THREE SESSIONS** to attend in order to maintain small session sizes (60-person capacity). The keynote address will be open to all (12:45-2pm). We have invited presenters to work together to create strands, where participants are able to dive deeper into certain topics:

- Reaching Emerging Multilingual Students in the Mathematics Classroom
- Social Justice in the Mathematics Classroom
- Complex Instruction (an instructional strategy and pedagogical philosophy that supports all learners in engaging in challenging content)
- Technology Integration
- Math and Computer Science
- Math and Economics/Personal Finance
- STEM with a capital M
- Active Learning* in Secondary and Post-Secondary Education

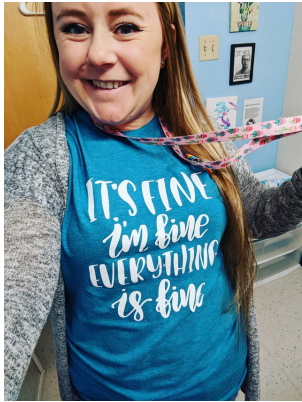
Register soon before sessions fill up! Hope to see you there!



"Thank you so much for helping make this opportunity for all of us educators to grow in our teaching. Our children deserve these opportunities to enhance their understanding of math. Thank you for inspiring and reinvigorating my enthusiasm for math instruction." - **Ilyssa Whitehead, Teacher**

"That was one of the best PDs in all my 17 years of teaching. I am "jazzed" for next school year." - **Patti O'Rourke, Teacher**

"Your summer institute has an amazing quality to it. The growth I witnessed in only five days was astonishing. It was an honor to be a part of your group, even if my brain hurt at the end of the day! I can firmly say that although I am not certain how it all works, Algebra tiles are my friends!" - **Kitt Bret Harte, Principal**



Kristi Kleiser,
Theater Teacher Kyrene ESD

Educator Preparation Program Updates

Alternative educator preparation programs that lead to certification are designed for candidates who possess a bachelor's or more advanced degree from an accredited institution and wish to enter the teaching profession as a certified Arizona teacher. Candidates that are accepted into an alternative preparation program apply for an Alternative Teaching Certificate that allows them to enter the classroom with a teaching contract while completing the program requirements. While in the classroom, candidates receive support from campus practitioners and program staff.

The alternative preparation programs are typically completed within one to three years. Once candidates complete program requirements they receive an Institutional Recommendation that recommends them for an Arizona standard teaching certificate. Before applying for a standard teaching certificate, candidates must ensure that they have met all the certification requirements. Please visit the [Approved Educator Preparation Programs webpage](#) for additional information.

Troops to Teachers Program Updates

Do you know someone serving in the military who is interested in pursuing a career in education? The DoD SkillBridge program's partnership with Arizona Troops to Teachers provides a great opportunity to intern at a partnering school or district support facility. This hands-on approach allows the participant to experience student teaching, campus operations, or other support careers needed in today's technology-driven environment. Interested individuals should contact their base's education office or the [Arizona Coalition for Military Families](#) before obtaining command approval. Additionally, the ACMF provides a multitude of support services and counseling for active and former service members and their families.

Take a brief moment to view [Arizona's Troops to Teachers Program video](#).



Michelle Fahy, Instructional Technology Coordinator
Tempe Union HSD

Next Issue Preview

- Issue Spotlight: Elevating Educator Voices
- Educator Spotlight
- LEA Spotlight
- Troops to Teachers Update
- EPP Update

How can we help? We would love to hear from you.

Email us at teach@azed.gov with suggestions, stand out stories, educator recognition, information or research requests, topics for our next newsletter, etc.