ADE EDUCATOR RECRUITMENT & RETENTION NEWSLETTER

Welcome and Hello!

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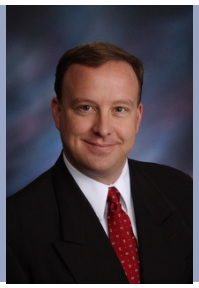
Thank you for reading the first edition of the Arizona Department of Education Recruitment and Retention team newsletter.

Superintendent of Public Instruction Kathy Hoffman created the Recruitment and Retention team in November 2019 to unite the efforts of Arizona education leaders to solve our educator workforce challenges. This team aims to help Arizona by serving as a hub of information, connections, and collaboration. Please reach out- we would love to hear about the successes and challenges in your school site, and how we can help you recruit and retain the best educators for your students.

We will use this newsletter to keep you up-to-date on our work, ways you can contribute, and for sharing the latest research and best practices around the recruitment and retention of educators.

Meet the Team



Bruce DuPlanty- Deputy Associate Superintendent: Bruce DuPlanty is the Deputy Associate Superintendent of Certification and Educator Preparation for the Arizona Department of Education. He has served over 25 years as a career educator with experience as a music educator, teacher and leader mentor, technology specialist, professional developer, curriculum designer, induction and mentoring coordinator, evaluator, and administrator. Mr. DuPlanty is excited to be serving the families, students, and educators of Arizona to help all students to achieve their full potential.

Steve Larson- Director: Steve is the Director of Educator Recruitment and Retention at ADE. He attended elementary, middle, and high school in the Flagstaff Unified District before receiving his bachelor's and master's degrees from NAU. He came to the agency after serving 32 years in the Flagstaff Unified District, finishing as a director in the district office. However, his favorite days were in his elementary classroom working with kids.

Daise Robledo- Educator Preparation Programs Specialist: Daise is a first-generation college graduate of ASU and NAU. She has been an elementary and middle school classroom teacher, district instructional coach, program coordinator and an administrator for Title I public schools. Daise now serves the Arizona Department of Education as the Educator Preparation Program Specialist.

Lee Fernwault- Troops to Teachers State Coordinator: Lee is a third-generation teacher and graduate of NAU. During his six years in the US Navy, he experienced a vast array of cultures and people prior to completing his Master's Education. Lee brings twelve plus years of teaching experience to the team, including 6-8 grade combined instruction, Business & Marketing 9-12 grades, and six years of secondary administration as Dean of Students and Assistant Principal of Student Opportunities.

Kimberly LeSage- Educator Recruitment and Retention Specialist: Kim hails from the Bayou State; born and raised in Baton Rouge, Louisiana. She graduated from LSU with a BA in History, MA in Curriculum and Instruction, and a Ph.D. in Educational Leadership, Research, and Counseling. She is a career educator with experience as a high school social studies teacher, a university research associate, a district Supervisor of Accountability, Assessment, and Evaluation, and a Louisiana Department of Education program consultant. She moved to the great state of Arizona in 2020, during the hottest summer on record, and is excited to serve Arizona educators and stakeholders as a part of ADE's Educator Recruitment and Retention team.

Sarah Richardson- Educator Recruitment and Retention Specialist: Sarah was born and raised in Arizona and is a proud product of our public schools. She attended Arizona State University, receiving a BS in Business Administration and a M.Ed in Curriculum and Instruction. She taught math in grades 7-12, is in her 20th year working with local marching bands and has been an adjunct professor for 10 years. Sarah has worked in education advocacy at the state and local level, and has extensive public speaking experience- mostly speaking about public education issues and funding. She currently teaches business classes for NAU in addition to working for ADE in her dream job; helping to support educators in the state she loves so much.

Current Projects

EDUCATOR RECRUITMENT AND RETENTION

GUIDING PRINCIPLES

A high-quality education is vital for the success of our children, community, and state. Ensuring that all students have access to a professional, prepared, and effective educator will happen when:

- Salary packages are comparable to the education and training of other professional fields.
- Adequate resources for classrooms, students, and educators are provided.
- Educator autonomy, relevant professional learning, and leadership opportunities are common practice throughout a school system.
- Effective, collaborative, and representative leadership exists at every level.
- Educator preparation pathways honor prior experience, promote cultural competencies, and prioritize people from underrepresented backgrounds to ensure learner-ready educators.

PRINCIPLES IN ACTION

The Arizona Department of Education Recruitment and Retention team will advocate and support communities and Local Education Agencies (LEAs) by:

- Developing research-based toolkits and resources to collaboratively advocate for the needs of educators and students at a community and statewide level.
- Providing effective professional learning and development that is culturally responsive and honors educators as experts by being differentiated to their unique needs.
- Building and supporting pathways for leadership that meet the needs of students and the local education system; and elevates student achievement as well as educator efficacy.
- Establishing effective systems and pathways to recruit and retain education professionals, prioritizing those from underrepresented backgrounds and experiences.
- Ensuring education professionals enter the workforce with appropriate resources and preparation, which includes culturally responsive and social-emotional training.

Arizona Teacher Table Talks

The Arizona Teacher Table Talks bring together teachers, educators, and practitioners from across grade-levels, preschool to graduate school, to meaningfully address recruitment and retention challenges, elevate the teaching profession, and attract and keep excellent teachers in Arizona.

The Arizona Teacher Table is part of a national initiative launched in 2018. In January of that year, the Council of Chief State School Officers (CCSSO) and the College Football Playoff Foundation (CFPF) convened education leaders from across the country to help build a coalition to dramatically change how teachers are seen and what teachers do. The coalition continues to push that work forward.

The Arizona Teacher Table coalition recognizes that current efforts to improve recruitment and retention have not yielded the results that students and teachers deserve. Consequently, the Teacher Table coalition has four objectives:

1. Reflecting on Arizona's teacher workforce data analysis to inform action plans to include specific inputs, activities, outputs, and outcomes to address challenges in recruitment and retention.
2. Establishing processes, roles and responsibilities to execute on these action plans, including communicating with and engaging stakeholders to build momentum, inform implementation, and garner public and political will to support policy and practice change.
3. Participating in national efforts, by regularly reporting implementation and impact data findings, as well as successful interventions, advocacy, and communication strategies,
4. Engaging in work with peer states and national partners, which will support states' work by providing technical assistance, financial support, and expertise.

The Teacher Table coalition meets throughout the year, in-person and virtually (when appropriate), to review data, collaborate, and provide expertise to build processes that will affect change for Arizona educators and students. Through the Arizona Teacher Table initiative, the coalition aims to bring about significant gains by consistently including teachers and local leaders when designing comprehensive, thoughtful, and data-driven approaches to address workforce problems.

Model Professional Standards Committees

Arizona educators have come together to examine current research and national educator standards with the goal of developing clear definitions and expectations that will inform their leadership practice and contribute to student and school success.

During the fall of the 2020-2021 school year, educators serving on the Principal Supervisor Standards Review Committee and the Teacher Leader Standards Committee will review national standards and design new state standards for Arizona that will fit the needs of Arizona educators. Principal Supervisors and Teacher Leaders will contribute to school and student success with the creation and implementation of model standards that promote effective collaborative approaches and training and, subsequently, build instructional leadership capabilities. Education leaders will use the standards to guide and support effective practice and shift Principal Supervisor and Teacher Leader supervision and evaluation duties from compliance monitoring and oversight, to synergistic coaching and professional growth.

The Arizona Model Standards will reflect research-based qualities and values of leadership work that are integral to student learning, achievement, development, and well-being. The Model Standards will be a resource for educators at the school-, local-, and state-levels to set expectations and develop processes. The standards will inform the recruitment, selection, induction, professional learning, and evaluation of supervisors of principals and teacher leaders, and they will also serve as an informative resource to local and state legislative bodies, to preparation programs, and to professional development providers.

Supervisors of Principals Academy

The Supervisor of Principals' Academy, or SOPA, is a two-year cohort consisting of in-person or virtual (as appropriate) whole-group sessions, individual coaching sessions, and collaboration with other participants via an online networking platform. SOPA was designed to build education leaders' skillsets, improve principal supervision, enhance principal observation and feedback, and address systemic support structure needs for educators at the school and district level. The intent of SOPA is to help local education agencies (LEAs) maximize the role of the principal supervisor to develop and support principals' instructional leadership.

SOPA content is guided by this Theory of Action:

- Helping interested local education agency (LEA) leaders learn how to organize to improve principal supervision and better support local instructional leadership competencies.
- Creating an environment which allows for effective conversations principal supervisors conduct with principals, and those which principals conduct with teachers tied to the observation process.
- Engaging in meaningful dialogue around effective leadership. Ensuring a trusting and collaborative school climate and culture.

SOPA principal supervisors' exposure to this theory and implementation of the actions will result in increased student achievement and improved principal and teacher retention. SOPA is a complete package for new and veteran principal supervisors looking to improve their skills in supporting the continuous growth of principals.

Recruitment & Retention Issue Spotlight: Educator Mental Health

For our first edition, we wanted to focus on the mental health of educators. In looking at data and research; the culture and climate of a school are some of the top reasons an educator stays in or leaves the profession. If teachers feel supported and valued, it is easier to withstand challenges and stay in the field long-term. This was true before the pandemic, and now has become even more important as we navigate the challenges of distance learning, health concerns, and a tension filled world.

Who could have guessed what 2020 would bring? It has been the most challenging time in recent memory, and although we know things will improve (they have to, right?!), we don't know when. Finding and sharing resources to help educators get through these challenges is of the utmost importance as we want to retain current educators so the educator shortage doesn't worsen during this time.

Noelle S. teacher, Paradise Valley Unified School District

Now, we know if anyone can handle a challenge, it's educators. The profession has been completely redesigned in a matter of weeks, and still, educators continue to go above and beyond and stepped up to the challenge.

With great challenges, come great burdens. Social emotional learning and wellbeing have taken center stage with students and we want to ensure it is a focus for our educators as well. This article from Education Week talks about the importance of focusing on educator mental health and offers simple tips to ensure daily habits to help us through challenging times.

LEAs: Make it easy for educators to find mental health resources. We have heard from educators that it is currently challenging to find this information. Some requests from the field include: post info on your website, publish a one pager with benefit information and easy links and/or send an email detailing mental health services. After an informal poll on social media, educators gave special shout outs to Tucson Unified, Avondale ESD, and Tolleson ESD for helping educators to find/access mental health resources.

Educators: Continue to use your voice, let your leaders know what you need. Talk with each other, join groups to share experiences, and as always, reach out to our team. We are here in service and advocacy for you. Email us at: teach@azed.gov

Mental Health Resources for Educators:

ADE Covid Guidance
ADE Resiliency Resources
ADE SEL Competencies- (Resources for adults & students)
TREC SEL Resources
CASEL Guide to Schoolwide SEL
CASEL Guide to Strengthen Adult SEL

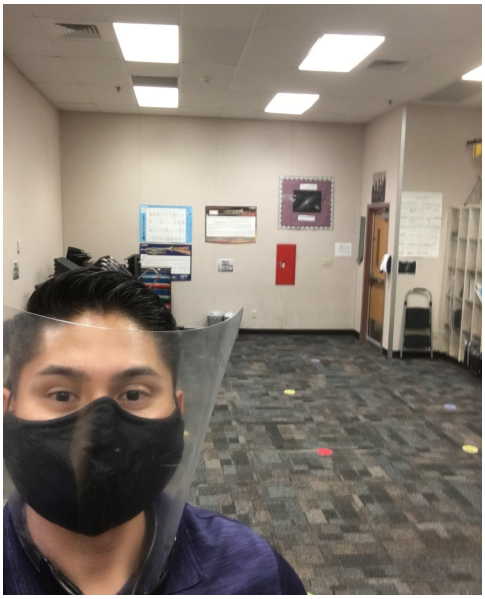
#TeacherTwitter Tip: Free apps to help manage stress- 10 Percent Happier (meditation), Down Dog (yoga), Medito (mindfulness).

Recruitment & Retention Issue Spotlight: Educator Mental Health

"In short, I am struggling.

With a return to in-person learning, reported positive cases on my campus, & without a vaccine, I wrestle daily with anxiety & fear for my safety, as well as for that of my loved ones. The reality of teaching now necessitates I put myself in contact with students, their families and any potential contact they might have made outside of school hours. I weigh the morality of whether I could become a potential super spreader for my school community who experience a vast range of living conditions, access to health care and the appropriate lifestyles to combat the spread of the virus. I worry that the number of students I come in close contact with during a 5-day period negates the months of precautions I have taken and sacrifices I have made for my own safety and for others around me. In a "regular" school year, teachers already take on enormous responsibilities...Now, the lack of equity demonstrated for teachers (being told you are returning to teach while colleagues in the same district/school are given the choice to teach remotely), the weighing concerns of the global pandemic in our personal lives, and the coming repercussions of society's push for "normalcy" (when little has changed in our ability to battle the virus) causes me to pause and question my choice in continuing to pursue a career in education. (And yes, I am wearing my face shield correctly!)"

-Abraham Garcia K-6 Music/Band Teacher, Mesa Public Schools



The workload is exhausting and overwhelming, yet it is profoundly rewarding when you make the impossible possible. **- Keith Casey English Teacher, Tempe Union High School District**

"As a teacher, I wish schools would not only focus on keeping us safe during the pandemic, but actually working to make sure we have the technology to be the best teachers we can be. I've had way too many tech issues & I still have more" - **Kelly Wright, Mesa Public Schools**

Recruitment & Retention Educator Spotlight: #ACE Project

Arizona Department of Education

#ACEproject

Arizona Celebrates Educators

elevating educator stories, because everyday teaching is extraordinary

Arizona has the best educators in the country. Our teachers, administrators, support staff, and school site staff work hard every day to ensure our students learn at the highest level, are loved and supported, and have the best school experience possible. Being an educator is the most rewarding, challenging, fulfilling, and intellectually engaging profession someone can choose. It requires consistent self-reflection and improvement, constant learning, and an endless supply of love, care, and commitment to the well-being of students. These ACE professionals are an invaluable part of Arizona, and their stories deserve to be heard.

We are excited to present the Arizona Celebrates Educators Project- #ACEproject- to share those stories. The ADE Recruitment and Retention team wants to collect and share stories through various mediums that will capture and truly reflect the expertise and dedication of our education professionals. These testimonials and stories will be shared on our website and social media pages, as well as in the media.

Please visit our submission page to see what we are looking for, and to submit your story.

Check out our first #ACEProject video spotlight: Principal Omar Duron

Omar Duron, Principal
Southwest Junior High School

We are committed to highlight all of Arizona's award-winning educators. Visit our website to see the winners, and let us know if you have an award winner you would like listed on ADE's website.

Recruitment & Retention LEA Spotlight: Classroom Based Alt-Prep Program at Washington ESD

Pursuant to A.R.S. § 15-501.01, the State Board of Education adopted a process for the approval of alternative preparation program providers that is substantially different and less restrictive than the process for traditional educator preparation programs. Also in accordance with statute, the Board created a pathway for school districts and charter schools to "grow their own" educators through a Classroom-Based Alternative Preparation Program. Providers who seek approval as an alternative preparation program or a Classroom-Based Alternative Preparation Program must apply to the Board on the forms provided by ADE.

Washington ESD is the second district in AZ to become an approved classroom-based provider, with Vail Unified School District being the first. With the help and guidance of the ADE Recruitment and Retention team, their BRIDGE program was approved in 2020, and will allow them to develop and train educators according to board rule.

ABOUT WESD BRIDGE PROGRAM

The Washington Elementary School District will be providing an Educator Preparation Program (EPP), the BRIDGE Program, which prepares non-college of education degreed faculty to receive a Classroom-based Standard Teacher Certificate. The BRIDGE Program provides the following opportunities:

- Develop teachers to match WESD teacher expectations and the needs of WESD students.
- Recruit, invest and retain alternative pathway teachers.
- Provide job embedded training and coaching.
- Provide evidenced-based professional development.
- Remove barriers for interested bachelor degreed candidates (non-college of education) such as attending evening courses, paying for outside tuition time spent on teacher role and as a college student, etc.

WESD BRIDGE PROGRAM OVERVIEW

The BRIDGE Program will be a two-year model with the potential of three years, if recommended for a particular teacher. BRIDGE Teachers will experience over 150 hours of professional development in each year of the two year model. Moreover, BRIDGE Teachers will be provided job-embedded coaching and mentorship. The job-embedded coaching and mentorship will include frequent classroom visits and feedback with the focus of modeling, videotaping, and observing of other classrooms. There will also be ongoing communication with the BRIDGE Teacher and school leadership.

"I enjoy being in the BRIDGE program. Knowing that I have so much support during my first few years of teaching has made a huge difference!"

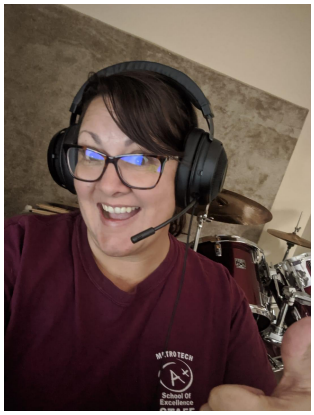
Erin Farr, Language Arts Teacher at Mountain View School

"The BRIDGE Program is honestly incredible. This is my first year of teaching and I cannot imagine how much more difficult it would have been without this program, especially given the current circumstances. The BRIDGE facilitators and mentors have always put the focus on being a great teacher and giving us the tools we need to grow. I cannot thank them enough!"

Benjamin Ellis, Orangewood, 8th Grade Science Teacher

"I am loving the BRIDGE program. I feel very supported and prepared for my role as an 8th Grade Math teacher. There are so many ways to apply my two business degrees to teaching! I am so happy to have had the opportunity to switch careers and focus on giving back to my community as a teacher. BRIDGE helped me feel comfortable and I'm so glad BRIDGE is around!"

Emily Barnes, 8th Grade Math Teacher, Mountain Sky Middle School



Tiffany Huisman- 9th grade Honors English Teacher
Metro Tech High School

Troops to Teachers Program Updates

Since award of the Troops to Teachers Grant in 2018, Lee has visited every military installation and numerous veterans organization throughout the state. These outreach activities have resulted in over 1500 engagements, 300 plus program registrations, 156 certifications, 45 employed full-time teachers, and 4 internships.

The Arizona TTT program continues offering presentations, individualized career counseling, and job placement in all areas of the K-12 education system. Additionally, Arizona is one of two states that offers the SkillBridge Internship offered through each servicemember's Education Office at their respective base.

Active duty and veterans with at least three years of active duty (6 yrs. reserve) of honorable service are encouraged to create a profile through ADE's Troops to Teachers webpage

Todd Livingston Band Director, Kino Jr. High

Educator Preparation Program Updates

Educator Preparation is responsible for the initial and continued approval of Arizona's educator preparation programs that lead to an Arizona PreK-12 teaching certificate, an administrative certificate, or a non-teaching professional certificate. There are currently 139 state approved educator preparation programs that are offered by 20 professional preparation institutions. These professional preparation institutions offer traditional, alternative, and classroom-based programs that prepare effective educators for the state of Arizona. Please visit the Approved Educator Preparation Programs webpage for additional information.

Leda DeVlieger, Gilbert Public Schools

Next Issue Preview

State of the State of the Educator Workforce in AZ

Issue Spotlight: Increasing Educator Diversity

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.