BECOMING AN "EMPLOYER OF CHOICE": SYSTEMS SUPPORT STRUCTURES TO MAXIMIZE EDUCATOR RETENTION

ADE EDUCATOR RECRUITMENT AND RETENTION TEAM

AGENDA

- Workforce Report overview

- Funding Options

- Employer of Choice- A focus on retention

EDUCATOR RECRUITMENT AND RETENTION

2020/2021 ARIZONA EDUCATOR WORKFORCE REPORT

- ADE working to make data more accessible and transparent

- Annual Workforce Reports will be published

- Data dashboard coming soon

- ERR Repository

REPOSITORY

ADE EDUCATOR RECRUITMENT & RETENTION

CURRENT WORKFORCE DATA

58,293
active teachers

34,661
inactive certified teachers

3180
teachers working without certification

1059
substitute teachers filling full time positions

44%
of teachers leave within first 3 years

1 in 20
classrooms impacted

COVID WORKFORCE IMPACT

The pandemic had a limited impact on the size of the 2020/2021 teaching workforce overall.

•Less retirements for ages 50-55 (down 7%), but more for 65+ (up 5%)

•Number of reading interventionists, bilingual teachers, and elective teachers all declined

•Percentage of women as classroom teachers remained steady overall at 76%.

•Number of Asian and African American teachers was up 3.1% and 3.8%, respectively.

•Number of Native teachers declined by 6.1%

•Number of teachers in non-Title I eligible schools increased by 6.5%.

Big concerns for 2022/2023

WORKFORCE DIVERSITY
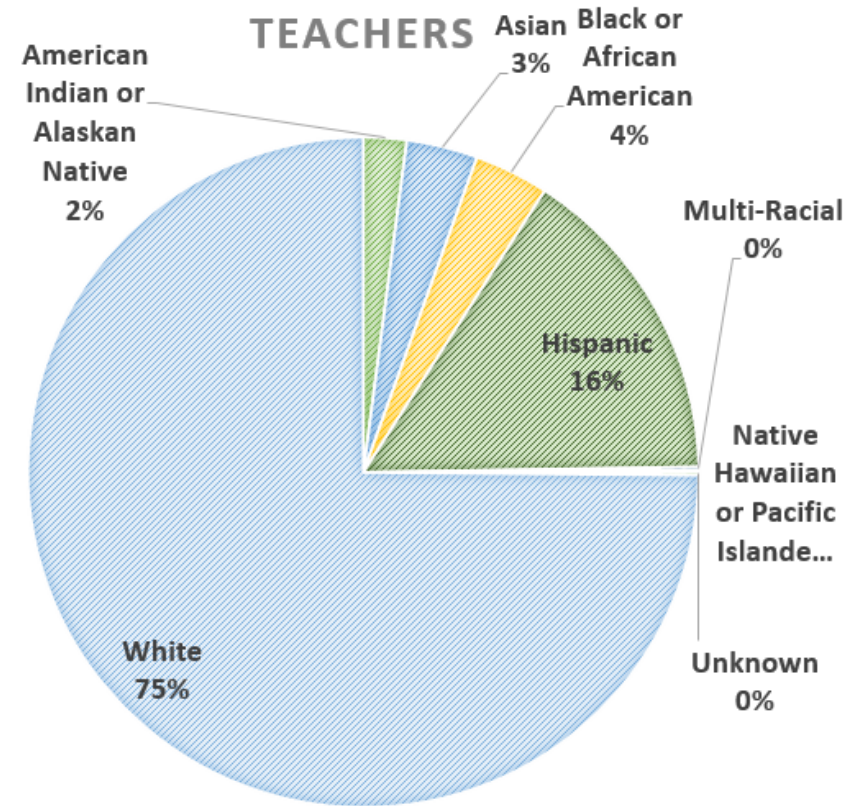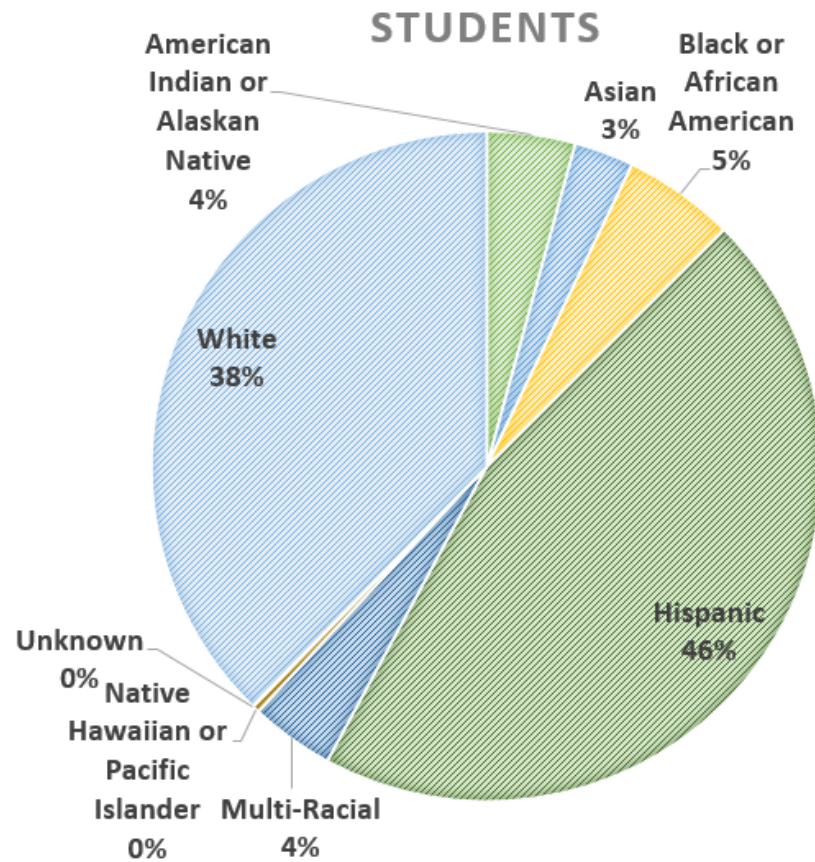
STATEWIDE PERCENT APPROPRIATELY CERTIFIED

State total: 88.78%

County	Total Teachers	Appr Certified	PCT%
Apache	577	520	90.12
Cochise	858	744	86.71
Coconino	868	763	87.9
Gila	387	323	83.46
Graham	382	329	86.13
Greenlee	110	89	80.91
La Paz	129	108	83.72
Mohave	1070	900	84.11
Navajo	879	761	86.58
Pinal	2526	2183	86.42
Santa Cruz	534	454	85.02
Yavapai	1291	1100	85.21
Yuma	1458	1225	84.02

STATEWIDE EDUCATOR YEARS OF EXPERIENCE
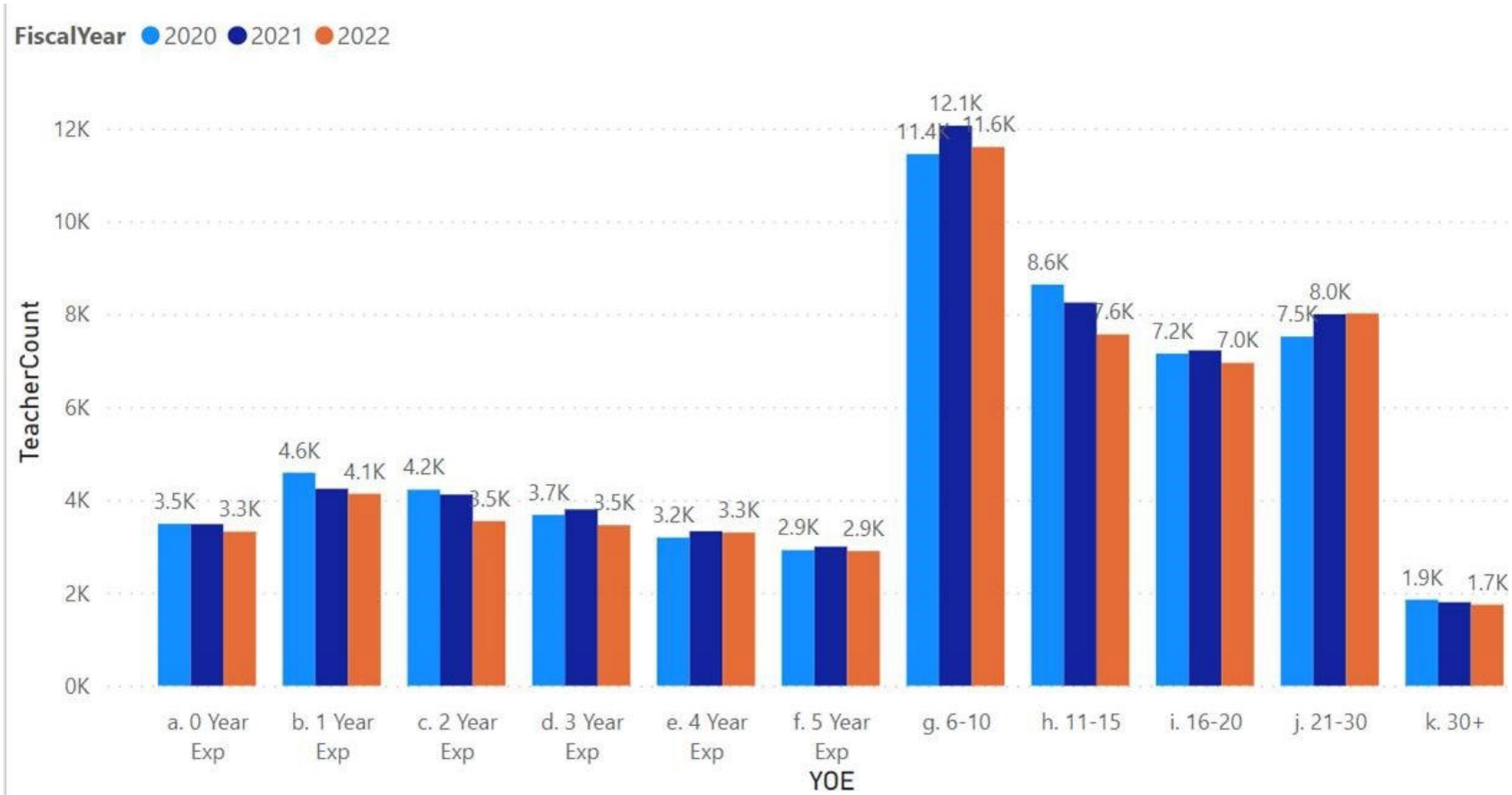
STATE ESSA PLAN CHANGES

Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

The Arizona Department of Education (ADE) has implemented and is expanding access via statewide and regional based cohorts to a systemic approach to professional learning and capacity building aimed at strengthening teachers' content and instructional efficacy. Title II-A funds are used to support and provide no-cost and low-cost access to this systemic training which focuses on developing leadership capacity throughout the K-12 system continuum from teachers through LEA administration. Professional learning and coaching focuses on developing and maintaining effective mentoring and induction systems and maximizing evaluation systems and leadership strategies to support effective teacher practice through meaningful and effective coaching, systems of support, and evaluation practices. The work supported by Title II-A funds includes standards development and implementation for teacher leaders, mentoring and induction, and supervisors of principals which in turn will inform development, revision, and implementation of systems of professional development and support for educators and LEAs statewide. Improving leadership efficacy to support and improve teacher practice and efficacy will in turn improve student achievement as students will have access to effective teachers who continually develop in their practice year over year.

STATE ESSA PLAN CHANGES

Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

The Arizona Department of Education's strategies are prioritized to address the areas that will have the greatest impact on the equitable access issue for both high poverty and high minority students:

Train administrators how to use observational data and leadership/coaching strategies to improve teacher performance. This will allow administrators and teacher leaders to target professional learning opportunities as well as review systems resulting in increased student academic achievement.

Reduce the number of inexperienced teachers by employing effective retention and recruitment strategies. By introducing evidenced-based mentoring and induction programs for beginning teachers, targeted professional learning, and incentives for improved practice, opportunities for students to access effective instruction will increase. Additionally, the department is engaging stakeholders and LEAs to determine and build capacity around best practices and opportunities for scaling effective strategies to address critical recruitment and retention strategies including workplace climate and culture, educator grow your own programs, educator diversity, and teacher leader opportunities.

STATE ESSA PLAN CHANGES

Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

The Arizona Department of Education collects data related to educator evaluation used to update and improve Title II-A supported activities in two formats: LEAs in the state are required to submit, through our Teacher Input Application, teacher and principal evaluation results aggregated at the school level for teachers and the LEA level for principals. Additionally, LEAs submit the evaluation instruments utilized for teacher evaluation through Arizona's Local Education Agency Tracker system. We utilize this data to drive activities provided by the agency related to both teacher and principal evaluation.

The State has a number of structures in place to consult on a continual basis with stakeholders supported by Title II-A across the state which ensures engagement from rural, urban, and suburban stakeholders as well as educators throughout the K-12 continuum. Title II-A staff engages stakeholders across the state regularly in a variety of ways including statewide and regional "table talks", regional and statewide human resource roundtables, regional LEA leadership consultations, as well as external stakeholder collaborations and advisory councils. Examples of topics addressed at these consultations include educator retention and recruitment issues and practices as well as successful practices related to both utilizing Title II-A funds, evidence based, embedded, ongoing, effective professional learning opportunities at all levels, and effective educator evaluation practices.

FUNDING SOURCES

1. Title II
2. ESSER funding
3. Prop 208 (if it survives)

CLASSROOM-BASED EDUCATOR PREPARATION PROGRAMS

- Classroom-based EPPs are a way for LEAs to educate bachelor-degreed candidates to become educators

- CB programs are well suited for LEAs with an established mentoring/induction/educator support program(s)

- Two ways to provide instruction:
  - LEA designed coursework provided by LEA employees
  - Partner with an approved Arizona EPP, where candidates take coursework through the IHE

- Cost effective and convenient for candidates

MENTORING AND INDUCTION PROGRAMS

- Research shows that quality mentoring and induction programs have biggest impact on retention

- LEAs may partner with organizations, or form collaboratives with other local LEA

- R7-602.01 Update: New mentoring and Induction standards serve as a guide

PROFESSIONAL LEARNING ACADEMIES

- Systems-level attention to effective leadership, mentoring, and coaching is paramount to ensuring educator retention
  - Educator support & climate/culture are #1 reasons educators stay or leave the profession

- ADE has created professional learning academies to meet these needs based on professional standards and national research

- Using Title II set-aside funding, we offer these academies at zero cost to attendees to ensure equitable access

SUPERVISORS OF PRINCIPALS' ACADEMY
PRINCIPALS' ACADEMY
TEACHERS' ACADEMY
ADE EDUCATOR RECRUITMENT & RETENTION

SUPERVISORS OF PRINCIPALS' ACADEMY (SOPA)

- Currently in second year and second cohort

- Very few professional learning opportunities for principal supervisors- SOPA filling a need as requested by the field

- Content is based on national research and standards, but also requests from participants to solve problems of practice

- 2 year cohort:
  - 2 monthly sessions
  - 1-2 monthly coaching sessions
  - Online networking and support as needed

SUPERVISORS OF PRINCIPALS' ACADEMY

PRINCIPALS' ACADEMY

- Focus on Principal's role in teacher retention, setting a positive and empowering culture and climate, as well as evaluation best practices

- Content based on state statute, national research and standards, as well as requested content by participants

- Growing a network regionally and statewide to increase support for leaders- led by principals

PRINCIPALS' ACADEMY

TEACHER LEADER PATHWAYS

- Teacher Leader Model Professional Standards

- Teacher Leader Endorsement

- Seeking public input now- (Email us to receive materials and provide feedback)

- Teachers Academy content will align with SOPA and Principals' Academy, as well as standards- Coming Soon!

TEACHERS' ACADEMY

FEEDBACK

- Now hearing this information and exploring research-based solutions- what strategies would you use to become an employer of choice? What changes could you envision?

- How will you elevate and empower educator voice?

- How will you shift to move practice forward?

- What are we doing to support those who stay?

- How can you make what you are doing better?

- What can you change?

This is the time to make change- things are dramatically different in national workforce in all industries- time to be bold.