

# Innovative Approaches to Teacher Recruitment and Retention Across Rural and Diverse Regions

June 11, 2024



# Panelists



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Educate Maine



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University

# Panelists (continued)



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Chair & Associate  
Professor of Teacher  
Education  
University of Southern  
Maine



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Director, School of  
Education  
College of Applied Human  
Sciences, West Virginia  
University

# Moderator



**Betsy Mijares, Ed.D.**  
Program Officer of  
Education and Economic  
Opportunities  
T.L.L. Temple Foundation

# Teacher Recruitment and Retention

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*Mission:*

*The T.L.L. Temple Foundation works alongside rural communities to build a thriving communities to build a thriving East Texas and to alleviate poverty, creating access and opportunities for all.*



**T.L.L. TEMPLE FOUNDATION**

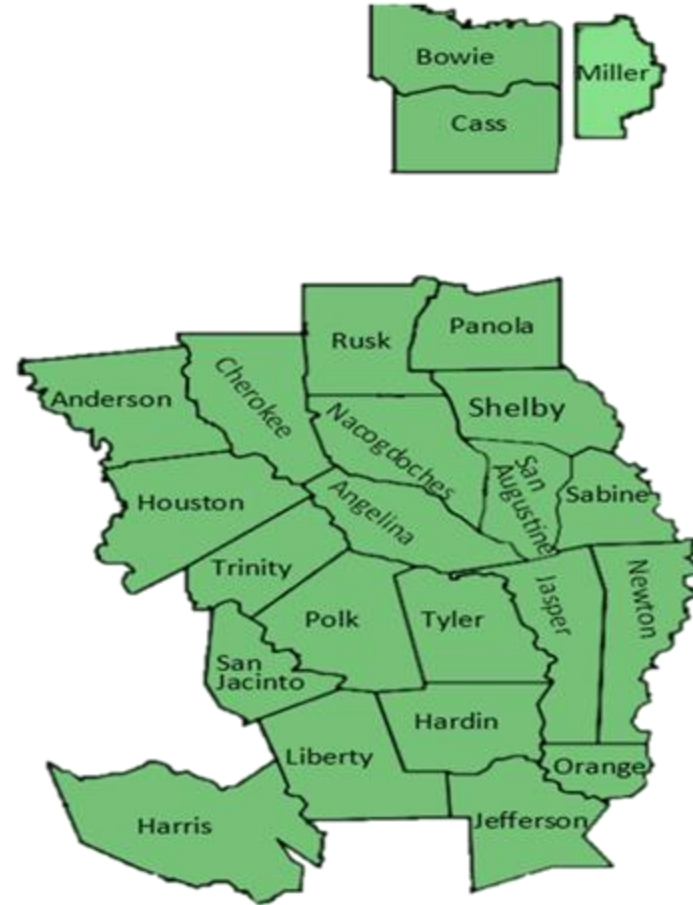
EST 1962

**BUILDING A THRIVING DEEP EAST TEXAS**

# TLL Temple Foundation Service Area Education Demographics

## Program Areas:

- Economic Opportunity
- Education
- Health
- Human Services
- Arts and Culture
- Conservation



- 20% African American
- 27% Hispanic
- 48% White
- 63% Eco. Dis.
- 120 school districts
  - 82% of schools with <1000 students K-12<sup>th</sup> grade

**About 164,000 Students**

**Across 22 Counties**

Source: TEA and E3 Alliance Data, 2021-22



**T.L.L. TEMPLE FOUNDATION**  
EST 1962  
BUILDING A THRIVING DEEP EAST TEXAS

**TLLTemple.Foundation**

# TLL Temple Foundation Initiatives

## Teacher Recruitment and Retention

### Recruitment

- Texas A&M University - Texarkana- High School - Teacher Pathways

### Retention

- Texas Impact Network - [Teacher Incentive Allotment](#) (TIA)

# Texas Education Agency - Movement

- [TEA Rural Schools Tasks Force](#)

The Task Force identified four priority issues: teacher recruitment, teacher retention, House Bill 5/career and technical education (CTE) support, and grants and contracts.

- [Educator Preparation Dashboard](#)

The purpose of the Texas Education Agency's Educator Preparation Data Dashboards website is to provide data on educator preparation programs (EPPs) in Texas. It includes information on accreditation statuses, candidate admission, performance indicators, examination results, field observations, and evaluations of EPPs by teachers and principals.



# Educate Maine & The Teach Maine Center

Incentivize recruitment and retention

Expand and diversify the educator workforce

Support educator development, growth, and  
leadership

Elevate educators and the education profession

**EDUCATE  
MAINE**



Jason Judd, Ed.D., Executive Director

Educate Maine

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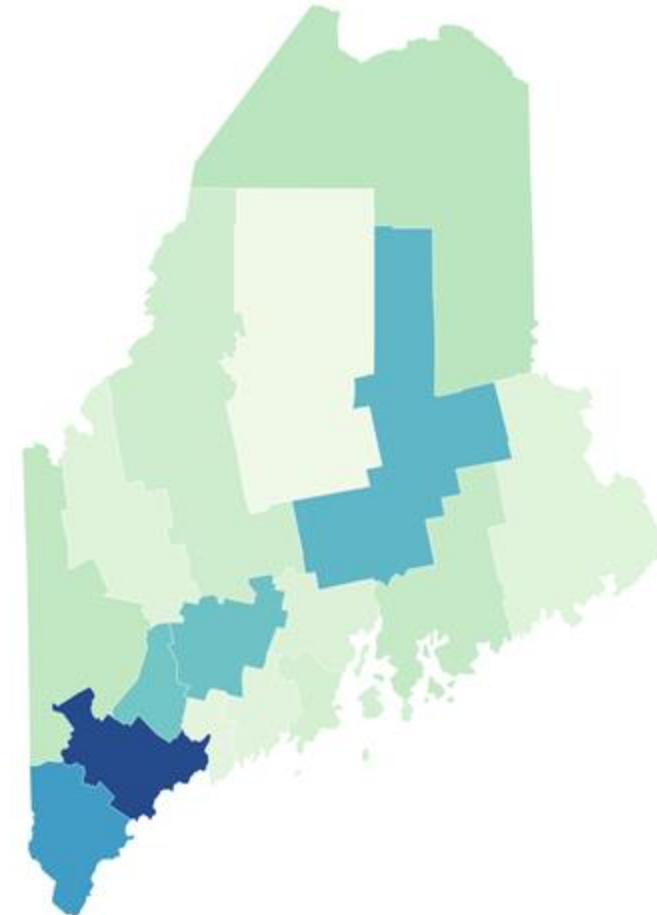
**Recruit + Retain**

challenges	solutions
<p>Why people are not entering or remaining in prof?</p> <ul style="list-style-type: none"> <li>• \$</li> <li>• respected / valued</li> <li>• safe → (challenge students current safety concerns (ex. lockdowns/shootings))</li> <li>• lack of training for position</li> <li>• not enough PD or not the types folks need</li> </ul>	<p>How we might attract and retain more people in profession -</p> <ul style="list-style-type: none"> <li>• \$ → longevity bonuses</li> <li>• PR → make teaching great again</li> <li>• laws (an) SRC (community resource, mental health supports)</li> <li>• culture: family to support teacher growth</li> <li>• connect districts together to share PD opportunities across state</li> </ul>



# Maine Educators

Where are Maine educators?



Created with Datawrapper

# What we're hearing from teachers

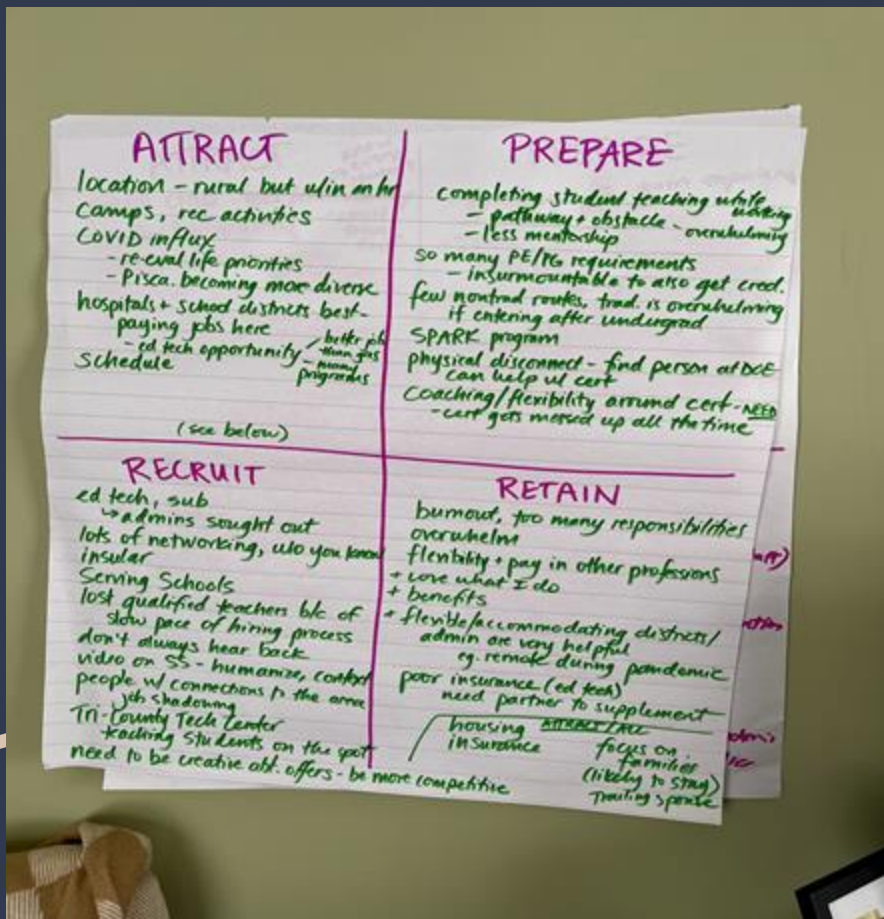
**We empower teachers by giving them a stronger voice in defining their own profession.**

"What keeps me going is supporting the community and district that raised and educated me."

"I love the small community. I am a part of my school and my community. I love going to community events for my students and feeling like a superstar."

"It's hard to attract good, highly qualified teacher to areas where the salary doesn't cover housing and living wage expenses."

"I would like to see the Teach Maine Center grow into a vibrant resource for districts across Maine to reach out to when looking for support in retention and certification."



# What we're hearing from teachers



“Listening to teachers empowers them. The excitement of teachers here was palpable!”

“Keep incorporating teacher voices, and please inform superintendents that these are the voices of people in your district.”

“The best part was just celebrating and laughing and getting to converse about our crazy and wonderful profession with people who get it. And I think that speaks to why creating a Teach Maine Center is so important - getting to collaborate with teachers in different schools is a reinvigorating experience and makes me even more excited to go to work again on Monday.”

# Next Steps



- Focus Group Report
- Educator Workforce Report
- Stakeholder Meetings
- Strategic Planning
- Local Pilots in Two Counties
- “Be a Teacher” Campaign
- Statewide Pilot Programming
- Sustainable Funding



# Maine Teacher Residency

Flynn Ross, Ed.D.  
Professor and Chair of Teacher Education  
University of Southern Maine

Campaign for Grade Level Reading Webinar June 11, 2024

Contact us at- [teacherresidency@maine.edu](mailto:teacherresidency@maine.edu)

# Grow Your Own

- ❖ **In rural states especially, it is essential (and cost effective) to invest in your local workforce.**

60% of teachers come back and teach within 20 miles of where they went to high school

Invest in models to support career ladders from paraeducator to teacher to teacher leader or administration

Invest in local recruitment like dual college enrollment in high schools with Future Teachers Academies and Educators Rising clubs

\$9,000 - \$40,000 each to recruit and onboard a teacher! \$8 billion now wasted annually on replacement costs because of high teacher turnover, plus much of the cost of grade retention, summer schools, and remedial programs required because too many children are poorly taught (2016)



Dr. Peter Lancia, far left, stands with the first members of the new Westbrook Future Teachers Academy and Maine Education Commissioner Pender Makin, far right.

**Contact us at- [teacherresidency@maine.edu](mailto:teacherresidency@maine.edu)**

# Residency Beginnings

Began in pilot form as a school and university partnership to meet the need for recruiting high quality teachers in a high poverty district.

Grew in 2020 with CARES Act funding and need for more teachers for social distancing.

In 2022 was funded by Congressionally Designated Spending earmark of nearly \$1 mil

In 2023, Maine state legislature passed LD 1608 to support Teaching Residencies, requested \$1 mil, funded at \$200,000 for FY 2025.

**Contact us at- [teacherresidency@maine.edu](mailto:teacherresidency@maine.edu)**



# Maine Teacher Residency



Project that partners with teacher preparation programs to support paid student teaching internships to retain teaching candidates.

Provides advising and support to conditionally and emergency certified teachers to complete their certification state wide.

Has now served 80 residents and their mentor/cooperating teachers state wide with 50 more positions for 2024-2025.

Residencies have been researched over 20 years, are nationally networked, and are similar to successful international models

**Contact us at- [teacherresidency@maine.edu](mailto:teacherresidency@maine.edu)**

# Program Requirements and Benefits

## Qualifications:

- Residents must be employed in year-long educator positions
- Completing coursework for professional certification
- Work with mentor teachers
- Have at least 90 college credits

## Supports:

- **\$3,500** for tuition support for residents
- **\$3,000** stipend for mentor teachers for mentoring and attending 1/month 90 min online mentoring cohort workshop
- **Advising** on coursework to complete professional certification

Contact us at- [teacherresidency@maine.edu](mailto:teacherresidency@maine.edu)

# Unique to MTR

- ❖ Utilizes existing district position funding
- ❖ Partners across many educator preparation programs and school districts

## Next steps:

- ❖ Funding to continue
- ❖ Induction supports
- ❖ Differentiated mentoring workshops



Contact us at- [teacherresidency@maine.edu](mailto:teacherresidency@maine.edu)

# Teachers Ascend into West Virginia

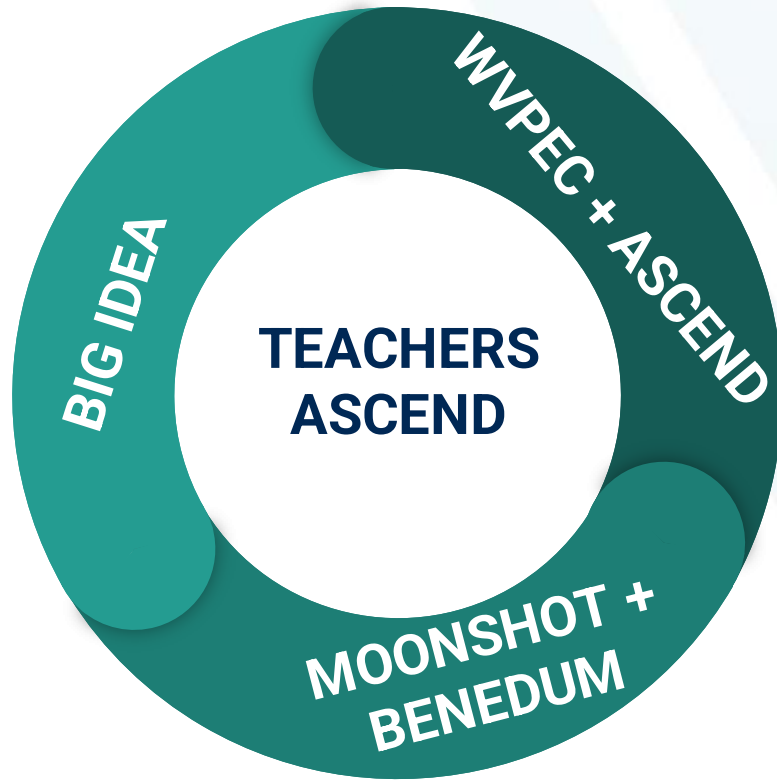
Your destination to teach, live and play.



West Virginia DEPARTMENT OF  
EDUCATION

CLAUDE  
WORTHINGTON  
BENEDUM  
FOUNDATION

# The Flywheel



# The Challenge

**Teacher shortage:** 1,200 open teaching jobs in West Virginia in SY 22-23

**Student need:** Fewer than 46% of West Virginia high school graduates pursue higher education opportunities

The **intersection** of these challenges is especially prevalent in more **rural** communities.

## LISTS AND RANKINGS

### West Virginia is the least educated state, study says

Most Educated States



Overall Rank	State	Total Score	Educational Attainment	Quality of Education
1	Massachusetts	83.03	1	1
2	Maryland	76.73	4	2
3	Connecticut	72.06	6	4
48	Louisiana	27.36	48	43
49	Mississippi	25.64	49	45
50	West Virginia	22.40	50	47

# The Opportunity

**Cost of Living:** West Virginia's starting salary for teachers, adjusted for cost of living, ranks #20 in the country

**Working conditions:** According to a report from the [Learning Policy Institute](#), West Virginia exceeds the national average in:

- Wage competitiveness
- Leadership support
- Collegiality
- Classroom autonomy
- Mentoring in Early Career Educators
- Perceptions of Evaluation
- Expenditures per pupil

**Class Sizes:** West Virginia classrooms have an average teacher to student ratio of 1:14.



# Benchmarking Teacher Corps Programs

We scanned national best practices by benchmarking **12 teacher corps programs**.

We conducted informational interviews with **three rural teacher corps and one rural teaching organization** that are demonstrating significant success in teacher recruitment and retention.

All were **unified by three core strategies**:

- Responsiveness to their community's needs.
- Creating a program that works in synergy with existing structures and systems.
- Securing significant and enduring sources of funding.

The following points are key takeaways that influenced the planning for our program:

- **Mission**
  - Commitment to West Virginia communities
  - Outdoor assets
  - Continuing education opportunities
- **Funding**
  - Teacher finances are important, both incentives outside of salary and opportunities for salary increases through higher education.
- **Essential considerations**
  - Finding the right balance of incentives (funding incentives, continuing education, community)
  - Program staffing and level of support for teachers
  - Continuing education offerings
  - Navigating teacher hiring and placements



# Target Market

**Attributes:** This program is grounded in the idea of contributing to West Virginia's future. An ideal candidate for this program would have some or all of the following qualities:

- **Commitment to Education:** A belief that education is an equalizer.
- **Desire for Small Town Living:** Individuals who appreciate a small-town feel.
- **Outdoor Enthusiast:** Individuals for whom outdoor recreation is an essential component of their lifestyle.
- **Career Focused:** This program would appeal to early career teachers, career changers who want to transition to education, or experienced teachers looking to pursue a Master's degree.



# Through Teachers Ascend



## Our long-term goals:

1. Position West Virginia as a **destination** for highly qualified teachers.
2. Develop **pathways** for teacher leadership and professional learning
3. Create a sustainable teacher **pipeline**

# Why should teachers apply?

<b>Tuition Assistance</b>	Funding to obtain your teacher certification or pursue a Master's degree
<b>Mentorship and Development</b>	Additional classroom coaching from an experienced mentor
<b>Concierge Service for Summer Employment</b>	Support finding summer employment
<b>Stipend</b>	\$6,000 plus tuition assistance if pursuing your certification or a Master's
<b>Community</b>	Social gatherings, service projects, and co-working space
<b>Outdoor Adventure</b>	Free outdoor gear rentals and regular excursions

# Building the Bond

Replicate the success of Ascend WV by dedicating personal touches and relationship building by the coordinator through:

- In person touch-point meetings
- Curated outdoor and social activities
- Connecting with Ascend Morgantown's cohort
- Connecting with the local community



# Pilot Program

**Launching:** application opens in Spring 2024 with first cohort beginning in Fall 2024

**Cohort:** pilot of approximately 10 teachers with plans to scale across WV

**Duration:** two years

## Qualifications:

- college graduate
- have a teaching certificate or will obtain one before Fall 2024
- relocate to West Virginia
- hired for full-time teaching position in partner district

## District Partnerships:

- Monongalia County Schools
- Preston County Schools

**Funding:** pilot funding through the Benedum Foundation



# Recruitment and Selection

- **Hiring Fairs:** Presence at teacher recruitment events at teacher recruitment fairs in West Virginia and neighboring states, including attending alongside Monongalia County Schools.
- **Media:** Build targeted marketing via campaigns and advertisements on social media, radio, and education publications.
- **Website:** Develop a strong website to serve as a landing page for teachers interested in Teachers Ascend.



# Metrics of Success

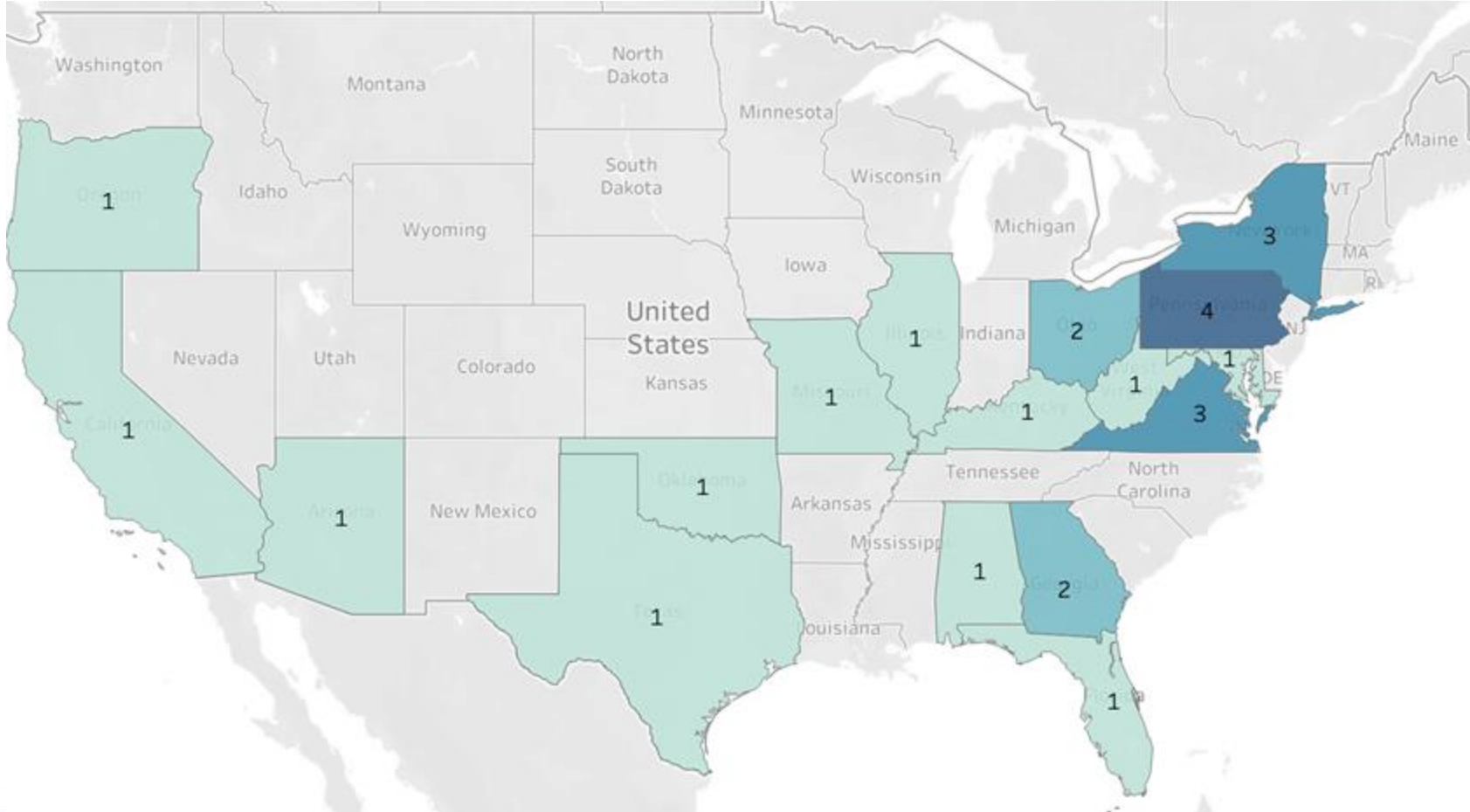
**Outcome 1:** Develop and deploy an extensive marketing plan targeting early career educators that fit the target demographic and align with the state's value proposition

**Outcome 2:** Demonstrate program proof of concept for by attracting approximately ten high quality teachers in northern West Virginia

**Outcome 3:** Continually evaluate the effectiveness of the program to inform program development and expansion.



# Teachers Ascend into WV



- By the Numbers:
- **27** applications
  - **16** states
  - **15** interviews
  - **4** confirmed Ascenders



# Teachers Ascend in the News



## Editorial: Pa. should learn from creative W.Va. teacher recruitment program



THE EDITORIAL BOARD ✓  
Submit a letter to the editor  
letters@post-gazette.com

JUN 3, 2024 5:30 AM



## Amid teacher shortages, a new West Virginia program incentivizes educators to move to the Mountain State

MADDIE AIKEN  
Pittsburgh Post-Gazette  
malkendpost-gazette.com

MAY 18, 2024 3:48 PM



## Making the Effort to Improve Education, Editorial, Exponent Telegram

March 27, 2024 WVNews



## Teachers from across US invited to teach, live and play in West Virginia

Wednesday, March 13, 2024  
WVUToday



## West Virginia University's Teachers Ascend program aimed towards addressing teacher shortage

Mar 25, 2024 The State Journal

# Questions & Comments





Southern  
New Hampshire  
University

Graduate Education  
Programs



# **Innovative Approaches to Teacher Recruitment & Retention Across Rural & Diverse Regions**

Audrey Rogers, Associate Dean  
June 11, 2024

# **SNHU's Graduate Education Programs (GEP)**

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Located on campus in Manchester, NH.  
Serving educators at the local, regional, and national level.



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**Manchester** Most populous NH city

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50 miles North of Boston

---

38 miles to the beach

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**SNHU Campus:** 300-acre campus

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70+ majors

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~4000 students

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**Online division:** 100% online guided degrees

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200+ programs

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200K+ students

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# Graduate Education Programs



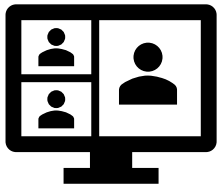
## Clinical MED Apprenticeships:

- Elementary with SPED
- Early Childhood with Early Childhood SPED
- Secondary Education



## Professional Learning for Graduate Credit:

- Improve practice & increase knowledge
- Build your leadership toolbox
- Meet state recertification requirements
- Advance salary requirements



## MED in Educator Practices:

- Delivered 100% virtually
- Accelerated timeline
- Cohort model in virtual synchronous sessions.



## EDD Educational Leadership:

- 3-3.5 years, hybrid
- 3 in-person summer residencies

# Graduate Education Programs



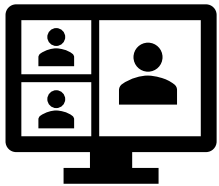
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# Clinical MED Apprenticeship Model



## Model components:

- CAEP-accredited, teacher licensure programs spanning Early Childhood to Secondary
- Accelerated timeline with four 16-week terms (12 months), 36 total credits
- Three SNHU faculty per term:
  - Content courses meet twice per week after school with each professor
  - Clinical courses are located in Manchester School District schools
- 1:1 On-site mentor teacher
- 1:1 SNHU Supervisor
- Program Director
- Cohort model for peer support and retention







# Clinical MED Apprenticeship Model Timeline



## Summer I

- 2 content courses
- 1 clinical course:
- Summer preparation and begin the school year

## Fall

- 2 content courses
- 1 clinical course:
  - Follow the School District calendar

## Spring

- 2 content courses
- 1 clinical course:
  - Follow the School District calendar

## Summer II

- 2 content courses
- 1 clinical course:
  - Complete the school year





# Manchester Excels M.Ed. Secondary Ed

- Co-enrollment with AmeriCorps
- AmeriCorps training and financial support
  - Dedication to service of MSD community and students
- Licensure Options:
  - Middle School Math
  - Middle School Science
  - Secondary Math
  - English Language Arts
  - Secondary Social Studies



*All Secondary interns earn a Certificate in Transdisciplinary Competencies, with Two STEM EDUC. Digital Badges*



Southern  
New Hampshire  
University

Graduate Education  
Programs



**AmeriCorps**



# ***MED Early Childhood or Elementary with Special Education***

- **Partnership with MSD**
- **Licensure Options:**
  - **Early childhood (pre-K - grade 3) and Early Childhood Special Education (birth - age 8)**
  - **Elementary (K- 6) and Special Education (K-12)**



**All Early/Elem.  
interns receive  
financial support  
through MSD's  
Title II funds**



**Southern  
New Hampshire  
University**

**Graduate Education  
Programs**

# What's essential?



**Collaboration** to form partnerships of IHE's, Dept of Ed., Public Agencies, School Districts



**Financial support** to attract candidates and reduce their educational debt



**Innovative models** to address current challenges of shortages and attrition



**Centering** the needs of K-12 educators and their pupils to ensure voice and agency

**Thanks for being here!**  
**My contact info: [a.rogers@snhu.edu](mailto:a.rogers@snhu.edu)**

Graduate Education Programs  
Belknap Hall, Room 112  
2500 North River Road  
Manchester, NH 03106  
603.465.2772

[snhu.edu](http://snhu.edu)



# Questions & Discussion

# Upcoming GLR Learning Tuesdays Webinars

## BIG BETS WORKING

*Beyond Parent-Teacher Conferences: Partnerships That Maximize Student Learning*

Tuesday, June 18, 3:00-4:30 p.m. ET/12:00-1:30 p.m. PT

## LEARNING LOSS RECOVERY CHALLENGE

*Early Childhood Workforce: Where and How Can AI Support?*

Tuesday, June 25, 3-4:30 p.m. ET/12-1:30 p.m. PT

## BIG BETS WORKING

*Holiday Rebroadcast: EdTech Working: Enhancing Teaching and Learning AND Scaling Needed Interventions*

Tuesday, July 2, 3:00-4:30 p.m. ET/12:00-1:30 pm PT

## KINDERGARTEN MATTERS

*TBD*

Tuesday, July 9, 3:00-4:30 p.m. ET/12:00-1:30 pm PT

