



# BUILDING A STRONG AND DIVERSE TEACHING PROFESSION



PARTNERSHIP  
FOR THE  
**FUTURE** of  
**LEARNING**

TEACHING PROFESSION PLAYBOOK

[teachingplaybook.org](https://teachingplaybook.org)

# ACKNOWLEDGEMENTS

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## Organizations

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Lead by Learning (formerly Mills Teacher Scholars)  
Logan Square Neighborhood Association  
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National Association of Secondary School Principals (NASSP)  
National Education Association  
National Education Policy Center (NEPC)  
National PTA  
National Public Education Support Fund  
National Urban League  
New America  
Parent Teacher Home Visits  
PDK International  
Prepared To Teach, Bank Street College of Education  
Public Advocates Inc.  
Teach Plus  
The Education Trust

## Individuals

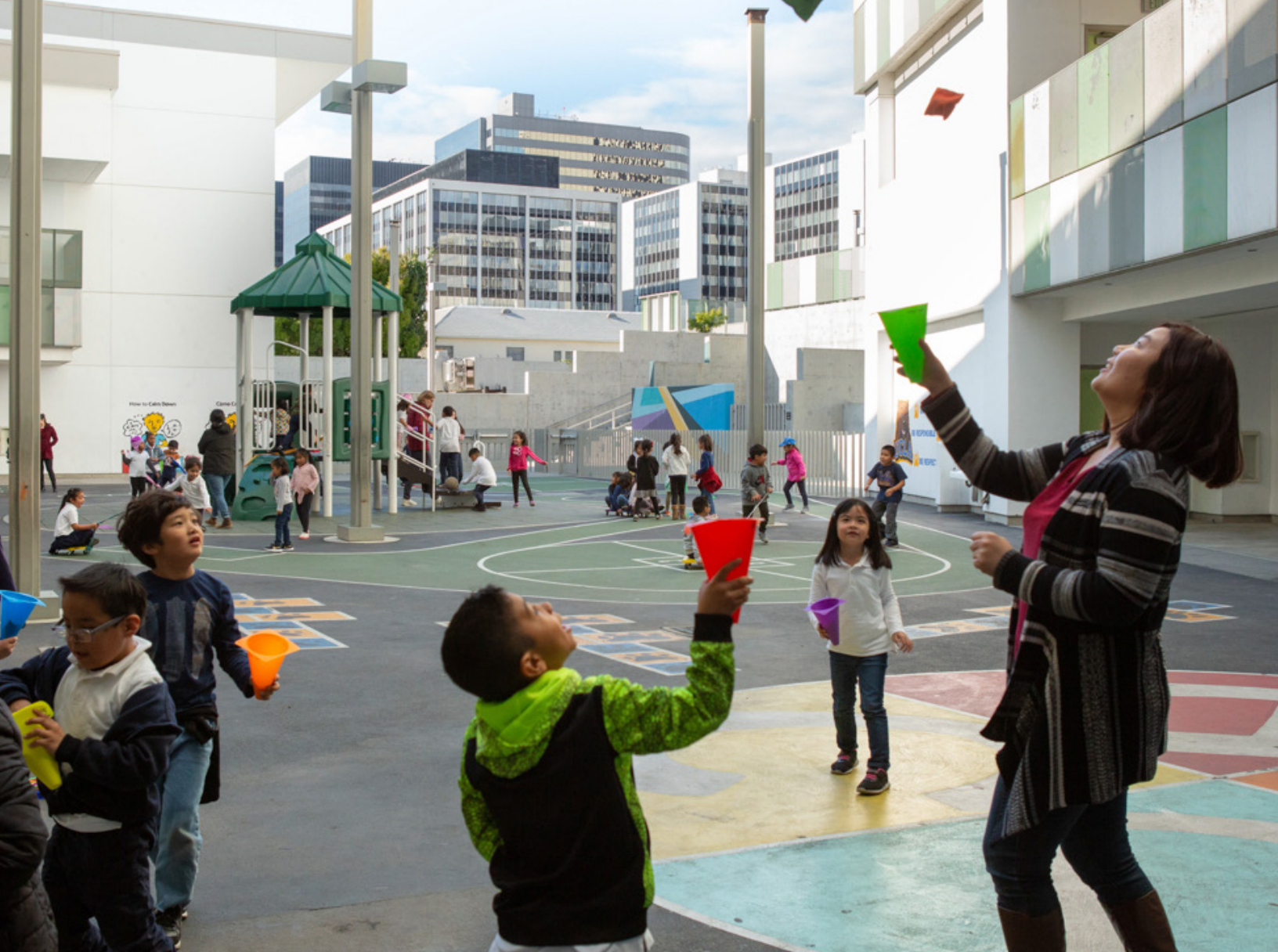
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*Photos within by Allison Shelley for [American Education: Images of Teachers and Students in Action](#)*



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## CHAPTER SUMMARY

This Playbook offers a comprehensive set of strategies that work together to recruit, prepare, develop, and retain high-quality teachers and bring greater racial, ethnic, and linguistic diversity to the profession. Read it cover to cover or, depending on your local or state circumstance, explore a single chapter or strategy. Additional resources include examples of legislation; a curated list of publications, by topic, for further reading; a guide to talking about teacher shortages and strengthening the profession; and examples of research-based policies.

# INTRODUCTION

## A Note on Language Inclusivity and the Use of “Teachers of Color”

Throughout this playbook, different language is used to describe what diversity really means in the teaching profession. Often, the phrase “teachers of color” is used, but the reality is that there is much more at stake when it comes to teacher identities and experiences. For that reason, it’s important to highlight at the very beginning that teacher “diversity” includes but should not be limited to a range of identities and experiences.

This includes racial and ethnic identities such as Black, Indigenous and Native American, Latine/o/a/x, Asian American and Pacific Islander, Arab/Middle Eastern/North African, biracial and multiracial, and more. It includes gender identities and sexualities such as transgender, gender non-conforming, nonbinary, intersex (TGNCI), queer, and more. And it includes other identities and experiences often excluded from traditional establishment spaces, such as disabled, non-citizens, cash poor, experiencing houselessness, and more. Where it is not feasible in this playbook to list all of these identities and more, imperfect shorter versions are used.

Language around identity is constantly evolving, so this playbook invites ongoing discussions about how best to be inclusive in the language we use and expand beyond categories wherever possible.

Regardless of their race, family income, or ZIP code, every student has the right to a rich, engaging, and challenging education that prepares them with the knowledge and skills necessary to graduate from high school with academic and career options. Achieving this goal requires adequate and equitable investment in the resources and supports essential to a high-quality, culturally affirming education. Among these resources are well-prepared and supported teachers who represent the rich racial, ethnic, and linguistic diversity of our communities, sovereign tribal nations, and country.

Decades of research have affirmed that teachers are the most critical school resource to advance student achievement. Teachers also play an integral role in students’ developing sense of themselves and their world. Policymakers should rely on evidence-based policies and practices—tailored to address the particular needs and challenges of their district or state—to support a thriving and diverse teacher workforce. Tailored solutions should address the underlying conditions that contribute to persistent teacher shortages and include comprehensive strategies for recruiting and developing teachers and advancing their leadership.

This Playbook provides tools for addressing shortages and supporting and diversifying the teacher workforce. It draws upon decades of research into effective practices for recruiting, preparing, supporting, and retaining teachers; provides examples of state legislation and local and state-level policies and initiatives, curated from research reviews and recommendations from a broad cross-section of national experts; and includes other helpful resources. This guide, designed for policymakers and those who seek to influence policy, has benefited from the review and input of a broad cross-section of experts from XX local and national organizations.

## Federal COVID Aid: Funding to Support District/State Teacher Workforce Initiatives

States and districts can use the three federal COVID-19 relief laws passed in 2020 and 2021 to grow a well-prepared, supported, and diverse teacher workforce. Funds can be used for supporting [comprehensive and diverse pathways](#) into teaching, such as the high-quality teacher residency and Grow Your Own (GYO) programs discussed in this Playbook, as well as for state and district strategies to develop and retain teachers.

All three laws fund an [Elementary and Secondary Schools Emergency Relief](#) fund (ESSER), which provides aid to states and districts. States can reserve some of each ESSER allocation (the percentage varies) to build their teacher pipeline and support new teachers' entry into the profession. Tennessee used ESSER funds to expand its [Grow Your Own Competitive Grant](#) program. [Illinois](#), for its part, created an induction program for new teachers, many of whom were unable to complete in-person clinical training in spring 2020.

The March 2020 [Coronavirus Aid, Relief, and Economic Security \(CARES\) Act](#) and the December 2020 [Coronavirus Response and Relief Supplemental Appropriations Act \(CRRSA\)](#) also created

Governor's Emergency Education Relief (GEER) funds. Governors have discretion over how to use these funds, including using them to support the teacher pipeline. In [Minnesota](#), for example, Governor Tim Walz allocated up to \$5 million to support teacher preparation candidates and programs.

Districts also have authority to use ESSER funds to help grow and retain a pipeline of diverse and well-prepared teachers. All three laws allow districts to use their ESSER funds (except for those dedicated specifically to addressing lost instructional time in the [American Rescue Plan Act](#)) toward any activity authorized in the Elementary and Secondary Education Act, the Perkins Career and Technical Education Act, and the Individuals With Disabilities Education Act. This flexibility means that districts can utilize rescue funds to address the root causes of teacher shortages and advance partnerships and strategies to build a stable and diverse teacher workforce. Districts can do so through induction and mentoring programs; professional growth and development opportunities for teachers, including

## Why Invest in the Teaching Profession?

Across the country, schools and districts are grappling with teacher shortages. In some subject areas—such as mathematics, science, and special education—nearly every state is experiencing shortages.<sup>1</sup> The disruption, stress, and health and safety concerns associated with teaching during COVID-19 exacerbate pre-pandemic shortages, with early reports of fewer individuals [entering the profession](#) and significant numbers of teachers leaving the profession. For example, in one survey, nearly 1 in 3 teachers overall and 43% of Black

**Black students who have a Black teacher at least once in 3rd, 4th, or 5th grade are half as likely to drop out of school and more likely to want to go to college.**

teachers indicated they would be [choosing to resign or retire early](#) due to COVID-19.

Without an adequate supply of fully prepared and qualified teachers, districts are turning to individuals who have not earned the credentials to teach the subjects and students they are being hired to teach—and sometimes without any formal preparation at all. For example, in the 2017–18 school year, more than 100,000 classrooms were staffed by teachers who were not qualified—that is,

did not hold a credential—for the position they held.<sup>2</sup> This practice's impact is significant because underprepared and unqualified teachers are both less effective, on average, and more likely to leave the profession than fully prepared teachers.<sup>3</sup> The result? A revolving door that perpetuates shortages and undermines students' ability to learn and thrive academically. Without the strategic investments detailed in this Playbook, that revolving door of teachers coming in and out of the profession will continue.

These investments are particularly urgent given the disproportionate placement of underprepared and unqualified teachers in schools serving students of color and students from low-income families.<sup>4</sup> Continuing to underinvest in the teaching profession undermines students' opportunity to learn and build caring and trusting relationships critical to their development. Schools and districts cannot effectively address long-standing opportunity and achievement gaps without investing in a diverse and effective teacher workforce. Educators and policymakers at every level have a role to play in this effort.

In addition to investing in the teaching profession broadly, there is also an urgent need to increase the representation of teachers of color, including multilingual individuals, who bring a range of benefits to students, schools, and the teaching profession. [Research highlights](#) their positive contributions to all students' social, emotional, and academic development and the particular benefits to students of color, especially Black students. Benefits include boosts in academic achievement, graduation rates, and aspirations to attend college. For example, studies show that Black students who have a Black teacher

at least once in 3rd, 4th, or 5th grade are half as likely to drop out of school and more likely to want to go to college.<sup>5</sup> Also, students of color and White students highlight positive perceptions of teachers of color that include feeling cared for and challenged academically.

Dr. Gloria Ladson-Billings, the former Kellner Family Professor of Urban Education in the Department of Curriculum & Instruction at the University of Wisconsin-Madison, describes the broader benefits of a diverse profession this way: “I know we keep hearing ... we need more Black teachers, we need more Latinx teachers, but we say that as if we need Black teachers for Black students, or we need Latinx teachers for Latinx students. We need these teachers, period. We need White students to have an experience in a classroom with a teacher from a different background or group different from their own so that they can begin to shift some of their thinking about hierarchy and who’s capable, who has authority, who has knowledge.”<sup>6</sup>

Despite the broad benefits of students being taught by racially diverse teachers, the profession remains predominantly White. In the 2017–18 school year, teachers of color comprised just 20% of the teacher workforce.<sup>7</sup> That is up from 12% 30 years ago,<sup>8</sup> but is still disproportionately low considering that students of color comprised 58% of public school students in 2017.<sup>9</sup>

And, while the percentage of teachers of color as a collective group is increasing, the share of Black and Native American teachers is declining, [according to a report](#) from the Learning Policy Institute. Black teachers comprised more than 8% of teachers in 1987 but just 6.7% in 2015. Similarly, the share of Native American teachers declined from 1.1% in 1987 to 0.4% in 2015. Meanwhile, the percentage of Latinx teachers increased from 2.9% of teachers in 1987 to 8.8% in 2015. The share of Asian American teachers rose from 0.9% to 2.3% over the same period.<sup>10</sup>

A report from The Education Trust–New York documented how the scarcity of teachers of color plays out in New York City public schools. Authors [analyzed student and staffing data](#) for the 2015–16 school year and found that 1 in 10 Latinx and Black students attend schools with no teachers of the same race or ethnicity, and nearly 50% of White students attend schools without a single Black or Latinx teacher.<sup>11</sup> This gap, which plays out to varying degrees across the United States, holds clear implications for students and the country. On an individual level, it denies all students in our school systems the benefits of being taught by a teacher of color. For the country and our communities, it denies an important opportunity for students to learn and grow with a racially diverse group of mentors and teachers—opportunities that can contribute to the cross-cultural awareness and understanding needed in an increasingly diverse and multiracial United States.



# High-Impact Strategies to Promote a Stable and Diverse Teaching Profession

In the chapters that follow, the Playbook delves into the key elements of a comprehensive strategy to recruit, retain, support, and develop skilled and diverse teachers in every school and district in the country. Communities, regions, and states will want to analyze their particular needs and challenges and tailor strategies to meet their circumstances. The Teaching Profession Playbook offers examples of research-based, high-leverage local, state, and federal policies and provides snapshots of exemplary programs from around the country in the following areas that span the “pipeline” of teaching careers:

## Chapter 1

### High-Impact Recruitment Strategies

There is no single program or initiative that will effectively increase the number of teachers—and particularly teachers of color—entering the profession and continuing to teach for the long term. Increasing the number of individuals entering the profession requires a comprehensive approach that includes:

- early exposure and incentives for high school students to explore the teaching profession;
- financial incentives, such as service scholarships and forgivable loans, to underwrite the cost of high-retention preparation; and
- district-based initiatives that include high-touch hiring and recruitment practices.



## Chapter 2

### High-Retention and Culturally Responsive Preparation

New teachers who receive thorough and high-quality preparation before entering the classroom are more likely to continue teaching. They are also better able to improve student learning and engagement across a range of subject areas. Research points to [key features](#) of [high-quality preparation](#), including opportunities to observe experienced teachers; receive regular feedback; participate in intensive clinical practice in a classroom; and take courses in topics such as teaching methods, learning theory, child development, and student assessment.

This type of comprehensive training is typical in teacher residencies, which provide aspiring teachers the opportunity to work alongside an experienced mentor teacher for a year while they take coursework, and other high-quality professional certification programs, including Grow Your Own (GYO) programs. These types of preparation programs also represent culturally responsive pathways to teaching. Not only are they effective at recruiting more teachers of color to the profession (including community members), but the programs highlighted in this Playbook also prepare individuals to teach in racially, culturally, and linguistically diverse communities.



## Chapter 3

### Effective Retention Strategies

Teacher turnover contributes to shortages, and teacher movement out of schools and out of teaching has adverse effects on the students and schools they leave behind. Teacher churning—the term used to describe a revolving door of teachers—is destabilizing for the students, staff, and community. Churning also undermines efforts to build a strong school culture rooted in trusting relationships—a leading factor in student and school success. Turnover rates are higher in Title I schools and schools serving the largest concentration of students of color.<sup>12</sup> Strategies explored in this chapter include improving teaching and learning conditions through adequate and equitable investments, including in community schools; providing mentoring and induction for new teachers; creating opportunities for ongoing professional learning and growth; and establishing collaborative leadership structures and practices.



## Chapter 4

### The Critical Role of Principals

Principals play a crucial role in recruiting, developing, and retaining a diverse and high-quality staff, including establishing a positive school climate. In surveys, teachers consistently rate the quality of principal support as more important than salaries or workload in their decision to leave or continue teaching in a particular school. School districts, in turn, are instrumental in providing principals with the professional learning and supports needed to be effective and empowering leaders who create safe and inclusive schools for students, staff, and families. This chapter discusses key elements of effective principal development programs and highlights examples.

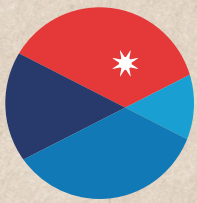


## Chapter 5

### Competitive and Equitable Compensation

All else being equal, teachers are more likely to leave their position—either for another district or another profession—when wages [are low](#). Increasing compensation is vital to both attracting more individuals to the profession and retaining teachers. First and foremost, that means providing teachers with a competitive and equitable salary that aligns with the [cost of living](#) and teacher salaries in a region and that is comparable to the salaries of professionals with similar education levels in the area. In addition to initiating salary increases, local and state policymakers have explored other compensation strategies that would improve teachers' overall standard of living. These strategies include bonuses and stipends, such as for increased responsibility and leadership or advanced skills, or different types of economic support, such as housing subsidies.





# Key Elements for a Stable

## Effective Recruitment Strategies

Teacher  
Academies  
+ Early  
Pathways

Service  
Scholarships  
+ Forgivable  
Loans

Inclusive Hiring  
Practices



Stable + Diverse  
Teaching Professions



## High-Retention + Culturally Responsive Preparation

Teacher Residencies

Grow Your Own  
Programs

2+2 Preparation Programs

# and Diverse Teaching Profession

erse  
fession



**Supportive Working Conditions**

- High-Quality Induction + Mentoring
- Ongoing Professional Learning + Growth
- Collaboration + Shared Leadership
- Strong Site Leadership



**Competitive + Equitable Compensation**

- Competitive + Equitable
- Recognition for Expertise
- Childcare, Housing Supports, + other incentives

Adequate + Equitable Education Funding



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## CHAPTER 1

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An elementary student writes down what she sees in her school garden while talking with a teacher. Photo by Allison Shelley for American Education: Images of Teachers and Students in Action

# High-Impact Recruitment Strategies

Teachers are essential to students building the knowledge and skills they need for their future. Without well-prepared teachers working in every classroom, it is difficult for schools to sustain the types of transformational and supportive learning environments students need and deserve. But amid declining teacher preparation enrollment, rising preparation costs, inadequate professional supports, and stagnating compensation, schools and districts face a broad range of challenges that undermine their ability to recruit and retain a stable, effective, and diverse teacher workforce. This chapter focuses on effective recruitment strategies that must be paired with a thoughtful approach to retention (addressed in Chapter 3) to reduce the teacher turnover that plagues schools and districts and undermines student success.

The steep decline of individuals entering the profession is deeply connected to declining overall interest in teaching as a career. Across the country, there were more than one third fewer students enrolled in teacher preparation programs in 2018 than in 2010.<sup>13</sup> In addition, [recent surveys from ACT](#) consistently show limited interest among high school students in becoming teachers and an [overall unfamiliarity with important elements of teaching as a profession](#).

While there are many reasons for the declining interest, including the profession's perceived low status, the economic impact of becoming a teacher plays an outsized role. The boom-and-bust cycles characterized by high numbers of teacher layoffs—such as during the Great Recession—can dissuade college students or graduates from becoming teachers because of the perceived lack of job security.<sup>14</sup> Compared to similarly educated professionals, which we discuss in Chapter 5, low salaries are another factor that dampens interest, especially among individuals with science, technology, engineering, and math (STEM) degrees, who may have better, higher-paying job prospects in other fields.

## Insights on Diversifying the Educator Workforce

The Center on Great Teachers & Leaders' [data tool](#) helps states, districts, and preparation programs analyze data to understand the underlying causes of racial diversity gaps in the teacher workforce. The tool allows users to identify and visualize diversity gaps across the entire career continuum.

The burden of student debt is another factor depressing the available supply of future teachers and, importantly, future teachers of color. Average student debt ranges from \$20,000 to \$50,000 for individuals entering the field of education. This financial burden can impact choices individuals make about how they enter the field—whether they complete the preparation before accepting a teaching job—and whether they remain in the classroom.<sup>15</sup> While the debt burden associated with teacher preparation has impacted enrollment overall,

research suggests that the debt burden may hold more sway over students of color regarding their career choices. Students of color are more likely than White students to report that loans limited their choice of educational institution, and Latinx students were most likely to report feeling limited by loans.<sup>16</sup>

High student loan debt from undergraduate education, together with the high cost of teacher preparation programs, may contribute to prospective teachers and prospective teachers of color increasingly turning to alternative certification programs. These programs, which typically do not include extensive student teaching and preservice coursework, contribute to higher teacher turnover rates and may undermine the long-term retention of teachers of color.<sup>17</sup> A range of financial incentives at the state and district levels are needed to make high-quality preparation more accessible and affordable to future teachers before they step into the classroom as the “teacher of record.”

Increasing the pool of teachers, and teachers of color in particular, depends in part on increasing the number of people enrolling in and completing teacher undergraduate or postgraduate preparation programs. That means understanding the additional barriers teachers of color face on their path into the profession and the challenges they confront once in the classroom. This chapter focuses primarily on the barriers to entry, and Chapters 2, 3, 4, and 5 explore the obstacles to long-term retention. The specific barriers to entry into teaching begin in the k–12 system and continue through to entry into the teaching profession itself. (See Figure 1.) The early obstacles, in particular, are rooted in [documented gaps in opportunity and achievement and disparities in discipline and attendance](#).<sup>18</sup>

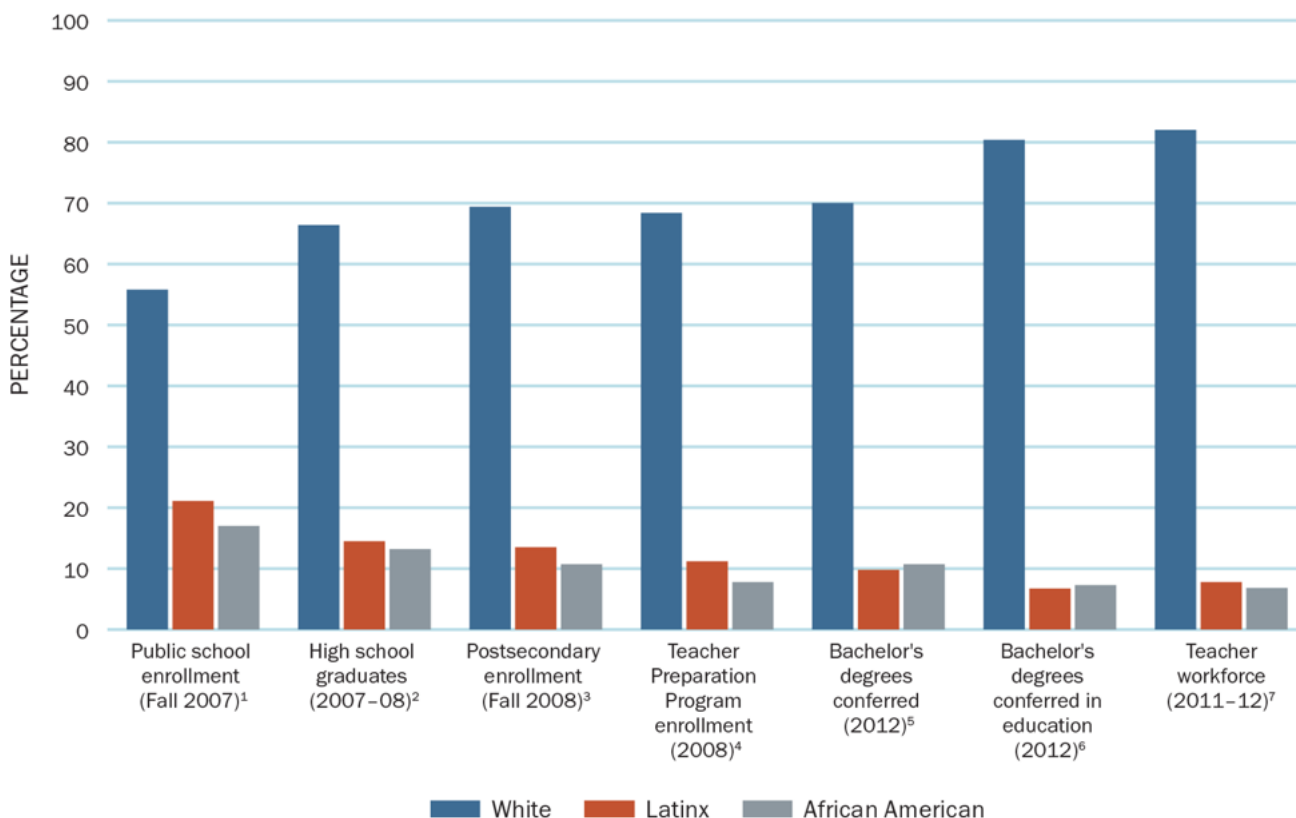
There is no single program or strategy that can effectively increase the number of teachers, particularly teachers of color, entering the profession and continuing to teach for the long term. In this chapter, we discuss three recruitment strategies being used to address barriers to entry into the profession:

1. Early exposure to the teaching profession through initiatives for high school students
2. Service scholarships and forgivable loans to alleviate the financial burden of teacher preparation
3. Focused district strategies to attract talented and diverse candidates to teach in their schools



A teacher shows students how to connect the wires to the solar panel to power the boat's motor. Photo by Allison Shelley for American Education: Images of Teachers and Students in Action

**Figure 1. The Pool of Potential African American and Latinx Teachers Dwindles Along the Teacher Pipeline**



Source: Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report> (accessed 01/28/21).

## Teacher Academies and Other Early Pathways

High school teaching academies and other early pathways geared toward high school students introduce young people to the teaching profession and often offer incentives for those who return to teach in their local district. These programs, often viewed as Grow Your Own (GYO) programs in their own right (see Chapter 2), operate on a longer timeline and embed career-focused courses on education topics alongside work-based experiences. More than an after-school club or extracurricular activity, teacher academies work to elevate teaching and lay the groundwork for future recruitment by helping high school students understand and connect with the profession before entering college and starting their career path. School districts that operate teacher academies typically provide incentives to support students in becoming teachers. One incentive is to offer dual-enrollment credit, which allows high school students to earn college credits and thus lower the cost of pursuing a college degree. Another is to guarantee future jobs to high school students who decide to pursue a teaching career and then, after completing their preparation, return to their home districts to teach.

**More than an after-school club or extracurricular activity, teacher academies work to elevate teaching and lay the groundwork for future recruitment by helping high school students understand and connect with the profession before entering college and starting their career path.**

### Grow Your Own Programs

“Grow Your Own” is a term that is used to describe a range of programs that focus on preparing and supporting local residents to teach in their communities, including some high school teaching academies or other programs geared toward high school students. In this Playbook, we use the term to describe programs focused on attracting and preparing college students and/or paraprofessionals to teach in their “home” district.

Programs like [Educators Rising](#) (see “Building the Next Generation of Teachers: Jose Carrillo and Educators Rising”) and the [South Carolina Teacher Cadet Program](#) make a case for teaching as a viable and rewarding future career choice and provide opportunities for high school students to practice the skills and dispositions that will help them become quality educators. In addition, emerging registered apprenticeship models, like [CareerWise Colorado](#), seek to provide financial incentives to high school students participating in academies. While research into outcomes from these programs remains limited, states and districts have been working to pair investments and supports for these high school academies with GYO initiatives as part of a comprehensive and long-term approach to growing and diversifying the teaching profession.



A teacher smiles and stands behind three boys who are working on tablets during a coding lesson at Sutton Middle School. Photo by Allison Shelley for American Education: Images of Teachers and Students in Action

## Federal Funding to Support High School Academies and Other Early Pathways

States and districts seeking to cultivate pathways into the teaching profession for interested high school students can leverage [federal Perkins Career and Technical Education Act funds](#) for this purpose. To access funding from the \$1.3 billion provided annually for career and technical education (CTE) programs across the country, states submit a plan for approval, identifying the specific CTE areas eligible for funding under the plan.

By incorporating high school teacher pathways into a broader state CTE plan, states can help districts access this funding as they build and design their programs to meet local needs.

Since the teaching profession qualifies as a career pathway, states and districts can provide students with coordinated work-based learning opportunities or early college courses. Through their participation in a teaching career pathway, students can earn credits that satisfy degree requirements for education majors.

## Building the Next Generation of Teachers: Jose Carrillo and Educators Rising

[Educators Rising](#) (EdRising) is a national membership organization for aspiring teachers and their mentors, including more than 2,400 affiliate schools in [31 states and regions](#). Students ages 13 and older who are considering a career in education can join and become official EdRising members. Currently, the organization has over 43,000 student members, 51% of whom are students of color.

Now attending Texas State University, aspiring educator Jose Carrillo joined his local EdRising affiliate, the Texas Association for Future Educators (TAFE), during his sophomore year at North Garland High School in Garland, TX. Carrillo has remained an active EdRising member beyond high school as he pursues his undergraduate degree in History with a minor in Secondary Education. Carrillo is also the organization's [2020–21](#) national student president, a role that allowed him to continue serving as a student representative for his region while enrolled in college courses.

Carrillo plans to earn his social studies certification for grades 7–12 and then teach high school history. As a future high school teacher, Carrillo hopes to build impactful relationships with students and engage them in shaping the future:

***A big reason I want to become a teacher is that I want to not only be a role model, but I want to be someone for students who understands their background; someone who looks like them. Where I grew up, I didn't have many teachers who looked like me. I didn't have my first Latino teacher until my sophomore year ... but that teacher made an impact on me and was one of the big reasons I want to become a high school teacher.***

Carrillo is also keenly aware of the need to understand and engage with education policy, something he hopes to do while becoming a teacher and in the classroom. He has been a vocal proponent of recruiting and retaining more people of color to the profession and has worked closely with EdRising affiliates across the country to generate interest in teaching. He is also leading efforts to establish an EdRising chapter at Texas State.

## The Brashear Teaching Academy

The Brashear Teaching Academy Magnet is located within [Pittsburgh Brashear High School](#) (Pittsburgh Public Schools). It recruits potential future teachers into an introductory and exploratory experience designed to help students develop “a clear self-image and the ability to evaluate their own suitability for any career.” The program includes opportunities to observe teachers, plan lessons, tutor younger students, and teach classes, all while students are building their communication skills and developing a commitment to their broader community.

[Founded](#) in 1989 as the Langley Teaching Academy and later moved after Langley High School closed, the program has been in existence for more than 30 years. One of the key features that sets the Brashear Teaching Academy apart from other high school programs is a recent partnership with Pittsburgh Public Schools. In 2019, the Pittsburgh Federation of Teachers and the Pittsburgh School Board reached an agreement to incentivize students’ participation in the program and teaching careers. Beginning in the 2023–24 school year, program graduates will be guaranteed a job with [Pittsburgh Public Schools](#) after completing a college-level and state-approved teacher preparation program and receiving their teaching certification.

Leaders at Pittsburgh Public Schools, like Brian Glickman, Director of Talent Management, see the work of the Brashear Teaching Academy as a [key strategy](#) in helping the district address an overall shortage of teachers and as a means of diversifying its teacher workforce. He says, “It’s a very commonsense approach to look at the students that we (already) serve.”<sup>19</sup> In the 2018–19 school year, the academy served more than 100 students in grades 9 through 12, and 84 of those identified as Black.<sup>20</sup>



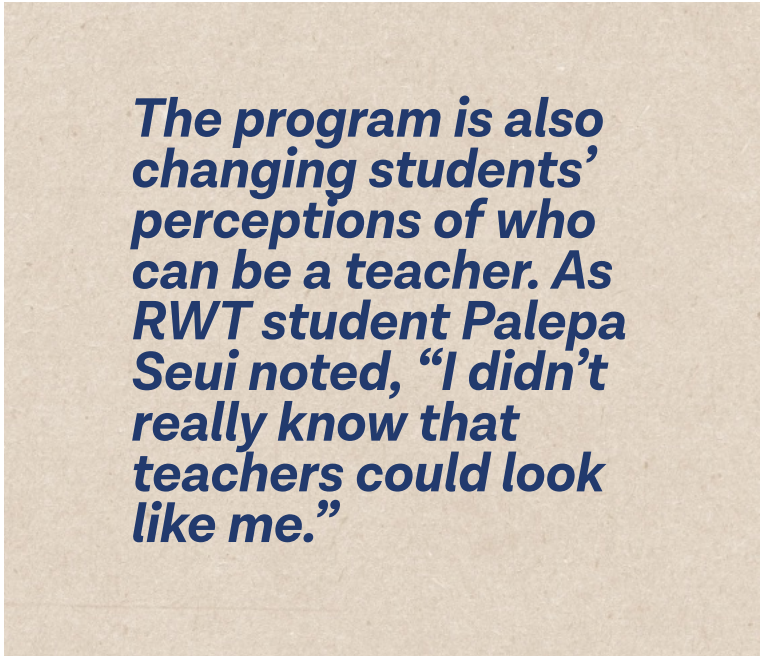
Brashear High School building. Source: [Discover PPS](#), 2021.

## Recruiting Washington Teachers

Washington state established [Recruiting Washington Teachers \(RWT\)](#) in 2007 as part of an effort to diversify the teaching workforce and tackle teacher shortages. The program consists of a network of high school teaching academies that provide career-learning opportunities for students and support their college planning. More than 764 students have graduated from RWT academies in four school districts since 2008. [For 2019–20](#), 73% of all RWT program participants (including the Bilingual Educator’s Initiative highlighted below) identified as students of color, compared with the state average of 47.5%.<sup>21</sup> Although the program structure varies by site, RWT is grounded in five curricular themes: healthy learning community, culture and identity, equity and opportunity, equity pedagogy, and college access. All sites include an internship component that provides students with the opportunity to shadow an elementary or middle school teacher.

Although multiyear statewide data is not available, the program is making its mark on Renton High School, one of its longest-running sites, where three RWT graduates are now working as certified elementary school teachers. In Renton and Tacoma, RWT students also have the opportunity to become certified paraeducators, allowing them to earn a salary and continue field work as they pursue their college degrees. In the 2017–18 school year, 12 students in Tacoma (48%) passed the ParaPro praxis exam, as did all of Renton’s 14 students, making them eligible to apply for paraeducator positions anywhere in the state.<sup>22</sup> The program is also changing students’ perceptions of who can be a teacher. As RWT student Palepa Seui noted, “I didn’t really know that teachers could look like me.”

In 2018, Washington launched a Bilingual Educator’s Initiative (RWT-BEI) to prepare and mentor bilingual students of color to become future teachers, building



***The program is also changing students’ perceptions of who can be a teacher. As RWT student Palepa Seui noted, “I didn’t really know that teachers could look like me.”***

a teaching corps that is more aligned with the state’s growing Latinx and immigrant student populations. Through this program, competitive grants, ranging from \$50,000 to \$175,000, have been awarded to six school districts and district consortiums across the state. Students learn about the bilingual teacher shortage; engage in a curriculum that addresses stereotypes; encourage positive, multilingual identities; complete fieldwork; and visit college campuses. RWT-BEI is expanding, with \$10,000 mini-grants awarded to six additional Washington school districts in November 2019. The grants support program planning, including visits to established sites and participation in professional development, to lay the foundation for future academies.

## South Carolina's Teacher Cadet Program

**Nearly 1 out of 4 students who plan to teach indicated they were undecided or planned to pursue a different career before participating in the Teacher Cadet program**

Founded in 1985, South Carolina's Teacher Cadet Program seeks to build a robust pipeline for teacher recruitment and retention in the state. The South Carolina [General Assembly](#) funds the program to address the state's enduring teacher shortage. More than 71,000 cadets have participated in the program over its [36-year history](#). The Teacher Cadet Program is offered in 76 of South Carolina's 82 public school districts and has been used as a model for programs in [39 other states](#).

The Teacher Cadet Program offers a yearlong dual-credit, college-level course to nearly 3,000 high school students each year through partnerships with local colleges. A central component of the program is *Experiencing Education*, a curriculum exclusively designed for Teacher Cadets, which aligns with the rigorous standards of professional educator associations, such as the [National Board for Professional Teaching Standards \(NBPTS\)](#) and the [Interstate Teacher Assessment and Support](#)

[Consortium \(InTASC\)](#). Through a curriculum focused on learning about the teaching profession and field experiences in South Carolina public school classrooms, participating students gain an insight into critical education issues.

The program's impact on teachers' recruitment and retention demonstrates the potential for initiatives aimed at high school students to be part of a comprehensive state response to persistent teacher shortages. The annual cost of the program is approximately \$150 per student, with 1 out of 5 high school cadets eventually earning a teacher certification.<sup>23</sup> During the 2017–18 academic year, 2,280 students completed the Teacher Cadet program across the state, and [nearly 30%](#) indicated they intended to pursue teaching after college. Nearly [1 out of 4 students](#) who plan to teach indicated they were undecided or planned to pursue a different career before participating in the Teacher Cadet program.<sup>24</sup> The program also demonstrates a positive impact on the diversity of the state's teaching profession. During the 2019–20 academic year, 34% of Teacher Cadets who completed the program were students of color, and 22% were male.<sup>25</sup>

## Today's Students, Tomorrow's Teachers

Established in 1994, [Today's Students, Tomorrow's Teachers \(TSTT\)](#) is an 8-year, full-circle career development and mentoring program that targets culturally diverse high school students from low-income families for college and careers in the teaching profession. In 2020, the program served more than 800 students across four states (Connecticut, Massachusetts, New York, and Virginia) in 40 districts and 21 partnering colleges and universities. Of those students, 45% identified as Black and 40% as Latinx. As of 2020, more than 165 TSTT college graduates had completed the 8-year curriculum and were teaching in 9 states. TSTT graduates have a 5-year retention rate of 90%, and 20% are teachers in STEM classrooms.<sup>26</sup> Partnering districts pay a \$3,000 per student fee and help identify 9th graders to participate to support the program.<sup>27</sup>

The program's success begins with a clear focus on supporting and retaining students on their path to teaching through high school and college. Starting in 9th grade, participants receive academic supports and mentoring alongside internship and job-shadowing opportunities. TSTT's 21 partnering colleges provide a scholarship worth, at a minimum, 50% of tuition as part of their support for TSTT students.<sup>28</sup> Jeffrey Cole, a TSTT alumnus who is now Assistant Superintendent for Special Education in the New Rochelle School District in New York, highlighted [TSTT's impact on his career path](#): "When I was in high school, teaching was the furthest thing from my mind. TSTT changed that."

***"When I was in high school, teaching was the furthest thing from my mind. TSTT changed that."***

***— Jeffrey Cole***



Jeffrey Cole and alumni teachers from TSTT. Source: [ISII](#), 2021.

## University of Colorado Denver's Pathways2Teaching

***Pathways2Teaching is an innovative teacher academy program designed to address teacher shortages and increase the racial diversity of the teacher workforce in and around Denver, CO.***

Pathways2Teaching is an innovative teacher academy program designed to address teacher shortages and increase the racial diversity of the teacher workforce in and around Denver, CO. [Established in 2010](#), the program seeks to introduce and encourage high school students of color to enter the teaching profession by providing hands-on classroom experience and transferable college course credits in education in partnership with local schools and the University of Colorado Denver. Importantly, Pathways2Teaching curriculum is an [approved program of study](#) through the Colorado Career and Technical Education (CTE) Office, allowing schools to leverage state CTE and federal Perkins funding to support the program.

The program has shown marked success in its push to increase the diversity of Denver teachers, with [95% of participants](#) identifying as students of color, including nearly 60% identifying as Latinx and 35% identifying as African American; 42% of

the participants are male. Since its founding in 2010, the program has enrolled nearly [450 participants](#).<sup>29</sup> A noteworthy feature of the program, meant to ensure accessibility to all interested students, is the absence of any GPA requirements for participation.

Pathways2Teaching emphasizes developing students' academic skills and [increasing college access](#) by building participants' writing and public speaking skills and supporting their college application and financial aid processes. In 2013, all students who were part of the first program cohort took college courses while in high school, and 18% declared an education major in college, far exceeding [the national average](#).<sup>30</sup>

To help sustain student motivation and engagement in teaching and provide students the opportunity to earn an income while taking undergraduate courses, Pathways2Teaching offers a paraprofessional certification option. Upon completing the paraprofessional program (nine course credit units and fieldwork), students receive a [ParaProfessional Pathways2Teaching Certification](#) that enables them to work in their local school districts as paraprofessionals. Since its founding in Colorado, the program has been adopted in Minnesota, New York, and North Carolina as part of broader efforts to diversify the teaching profession. In addition, [a partnership](#) with faculty at Eastern Oregon University has sought to replicate the program across three rural school districts that serve predominantly Latinx and Native American communities.

## Service Scholarships and Forgivable Loans

More than [two thirds of future teachers](#) take out student loans to fund their preparation.<sup>31</sup> The high cost of college, combined with teachers' expected low salaries, has contributed to [a steady decline in enrollment](#) in teacher preparation programs over the past 10 years and [a shortage of qualified teachers](#) in communities across the country.

As described above, the costs of teacher preparation and the potential debt incurred are even more significant barriers standing between future teachers of color and the classroom. Against this backdrop, efforts to subsidize or lower the cost of entering the profession through targeted service scholarships and loan forgiveness programs have taken on added urgency. Within the context of increasing the teacher workforce's racial diversity, such financial supports will be a key feature of any comprehensive policy approach.

Service scholarships and loan forgiveness programs, when of sufficient size to address the high costs of preparation, can open a professional pipeline for a more diverse and representative generation of educators. Further, they can help solve persistent teacher shortages in high-need fields and schools (e.g., schools that serve a high percentage of students eligible for free or reduced-price lunch, or a school designated as low performing). Both types of programs underwrite the cost of teacher preparation in exchange for a commitment of a certain number of years of service in the profession. Service scholarships provide upfront grant funding for candidates tied to a service commitment. At the same time, loan forgiveness programs ensure that candidates' loans to fund their teacher preparation will be forgiven after they complete a service commitment. Service scholarships and loan forgiveness programs enable teachers to focus

on students—rather than working a second job to pay off their student loan debt—and ease the burden for early-career teachers earning low salaries. Both programs also give policymakers the ability to boost new teachers' compensation without increasing future pension obligations.

### TEACH Grants

The federal [Teacher Education Assistance for College and Higher Education \(TEACH\) Grant Program](#) provides scholarships of up to about \$4,000 per year (for up to 4 years) to undergraduate and graduate students who are preparing for a career in teaching and who commit to teaching a high-need subject in a high-poverty elementary or secondary school for 4 years.

In response to complaints from grant recipients, the Department of Education developed a "[reconsideration process](#)" to help teachers who had their [grants converted to loans](#) despite fulfilling their service requirements.

[Research shows](#) that service scholarships and loan forgiveness programs can attract high-quality teachers to the schools and subjects where they are needed. Recipients are also more likely to stay in the teaching profession, allowing them to build the meaningful relationships with students that are crucial to learning,

and allowing districts to avoid the [substantial cost](#) of hiring new teachers every year (ranging from \$9,000 in rural districts up to \$20,000 in more urban districts).

At least 40 states have established service scholarship and loan forgiveness programs, which are typically tailored to address a particular state's unique teacher workforce challenges. However, not all programs are equally effective at recruiting new teachers generally and teachers of color specifically or in addressing teacher shortages. In addition to potentially onerous paperwork or processes by which an individual demonstrates a completed service commitment, one common flaw is the limited number and size of scholarships awarded.<sup>32</sup> Too few scholarships and smaller scholarships or forgivable loans to each candidate may also limit impact, as is suggested by research on programs in [states](#) offering [smaller awards](#). Notably, the [higher the percentage of tuition covered by the scholarship](#), the greater the funding's influence on the recipients' decisions to become teachers and teach in high-need schools.<sup>33</sup>

## Design Principles for Service Scholarships and Loan Forgiveness Programs

[Research](#) suggests that the following five principles are key to creating programs that effectively attract strong teachers into the profession and promote retention. Effective programs:

- Cover all or a large percentage of tuition.
- Target high-need fields and/or schools.
- Recruit and select candidates who are academically strong, committed to teaching, and well-prepared.
- Commit recipients to teach, including reasonable financial consequences if recipients do not fulfill the commitment (but not so punitive that they avoid the scholarship entirely).
- Minimize bureaucracy and paperwork for participating teachers, districts, and higher education institutions.

## Minnesota's Collaborative Urban and Greater Minnesota Educators of Color Program and Minnesota Indian Teacher Training Program

The [Collaborative Urban and Greater Minnesota Educators of Color Program](#) aims to support the racial diversity of Minnesota's teacher workforce through grants to the state's urban teacher preparation programs. Universities that receive funding offer supports to teacher candidates of color that include subsidized tuition, mentoring, exam preparation, and stipends for candidates who are student teaching. Two partner universities offer programs tailored to candidates of East African and Southeast Asian descent, specifically. For FY 2019, the Professional Educator Licensing and Standards Board awarded \$970,000 in funding for the program to eight higher education institutions.

A 2021 legislative analysis of the program found that of the 171 program beneficiaries who graduated between 2016 and 2019, 114 (67%) had obtained a standard teaching license by July 2020, and almost three fourths were employed as public school teachers in Minnesota at some point after graduation.<sup>34</sup> The report also indicated challenges with data collection and tracking that undermined current efforts to demonstrate impact on the teacher workforce's racial diversity.

[The Minnesota Indian Teacher Training Program \(MITTP\)](#) provides scholarships to Native American students who pursue careers in education. [Funding for the program has continued under various names since 1991](#). In 2019, the program was expanded to include scholarships to Native American students seeking to enter any career in an educational setting from pre-k through grade 12. The program supports access to academic coursework and preparation for aspiring teachers, along with Native American language and culture educators, early

childhood educators, counseling or mental health services providers, paraprofessional services, administrators, and school health care and social workers. This program is currently offered at six universities and colleges. Scholarships are granted to applicants who are enrolled members of a federally recognized tribal nation or a first- or second-degree descendant of an enrolled member. For the 2019–20 academic year, [the program distributed \\$460,000](#) to the participating universities.

### Historically Black Colleges and Universities and Teacher Preparation

[Founded](#) prior to and in the decades following the Civil War, historically black colleges and universities (HBCUs) have played an outside role in the education of Black Americans. Up until the mid-1960s, HBCUs remained the only higher education option available for many Black Americans, and their commitment to the preparation of teachers and school leaders endures to this day.

There are 102 HBCUs throughout the country. Despite representing only 3% of the total population of postsecondary institutions in the United States, HBCUs enroll 16% of all Black students in higher education and award 24% of all baccalaureate degrees earned by Black students nationwide. Notably, HBCUs prepare [50% of the nation's Black teachers](#).

## The North Carolina Teaching Fellows

One of the oldest and most successful service scholarship programs is the North Carolina Teaching Fellows program. The original version—which started in 1986, was canceled in 2011, and was phased out by 2015—recruited more than 11,000 teachers across the state. A [longitudinal study](#) found that these fellows had higher retention rates than their peers and were more effective educators, as measured by their students' test score gains.<sup>35</sup>

North Carolina reinstated the Teaching Fellows program in 2017. The program now provides forgivable loans of \$8,250 a year to students committed to teaching STEM or special education in a North Carolina public school. For every year a teaching fellow receives

the award, they are required to teach 2 years at a public school in North Carolina, or they can choose to [accelerate their loan forgiveness schedule by teaching at a low-performing public school](#). In addition to financial incentives, the program supports participants through [a collaborative cohort](#), including access to professional development and experiential learning opportunities.

Despite these accomplishments, the Teaching Fellows program has [struggled with recruiting diverse applicants](#). In its final year of recruitment, the original program aimed to select at least 20% participants of color and 30% men. However, it fell short, with only 17% participants of color and 24% men selected. Thus far, there has been even less diversity under the current program. In 2018 and 2019, more than 80% of the teaching fellows finalists were White women.

The need to leverage the reinstated program to support the state's push toward a more racially diverse teacher workforce has not gone unnoticed. In a [May 2019 appropriations act](#), the state legislature proposed expanding the institutions operating the Teaching Fellows program from five universities to eight to include a more “diverse selection” of higher education institutions. Currently, the five participating preparation programs do not include historically black colleges and universities (HBCUs) or other minority-serving institutions (MSIs).

These efforts may gain further traction through Governor Roy Cooper's task force, Develop a Representative and Inclusive Vision for Education (DRIVE). The [DRIVE Task Force](#) represents a broad pool of community members—including parents and guardians of students, teachers and school leaders, representatives from nonprofit education advocacy organizations, and local and state government officials. The task force released its [final report](#) outlining inclusive recruitment strategies in January 2021.

## Minority-Serving Institutions and Teacher Preparation

Minority-serving institutions (MSIs) are institutions of higher education that serve racially diverse populations across the country. They are unique in their missions and include HBCUs, Hispanic-serving institutions (HSIs), Tribal Colleges and Universities (TCUs), and Asian American and Pacific Islander-Serving Institutions (AAPISIs).

According to a [2013 survey of teacher preparation programs](#) administered by the American Association of Colleges for Teacher Education (AACTE), in 2009–10, MSIs produced a more diverse candidate pool than predominantly White institutions (PWIs). Additionally, [teachers of color who attended an MSI](#) were more likely to graduate with a bachelor's degree from a school or department of education compared to teachers of color who attended a PWI.

## Oregon Teacher Scholars Program

In 2017, the [Oregon state legislature](#) established the [Oregon Teacher Scholars Program](#) to increase the diversity of the teacher workforce by targeting culturally and/or linguistically diverse students already enrolled in teacher preparation programs. The state's [Educator Advancement Council](#) (EAC) operates the program and awards selected students \$5,000 per year for up to 2 years. (In 2021, legislation was introduced, as recommended by the EAC, to increase this amount to \$10,000.) Scholars can use the money for any educational expenses, including tuition and living expenses. To qualify, individuals must be “ethnically diverse” and/or a heritage speaker of a non-English language.

In addition to receiving financial support, Scholars have access to professional resources and opportunities to support them through their preparation and after they enter the classroom. For example, Scholars are invited to attend the annual Future Teacher Conference to meet with potential employers and network with other Scholars. The program has intentionally developed a strong networking community that connects all of the Scholars across their respective universities. Scholars also have access to professional development and support in areas such as interview skills, résumé development, and navigating cultural barriers in the workplace.

To continue supports for Scholars as they begin their careers, hiring school districts are strongly encouraged to provide the new teachers with a “culturally or linguistically diverse” mentor for at least the first 2 years of their employment. Past Scholars also remain involved with the program by recruiting others to the teaching profession through the Oregon Teacher Scholars Program.

***In its first 2 years, the Teacher Scholars Program awarded scholarships to 117 students—48 students in the 2018–19 school year and 69 students in the 2019–20 school year.***

In its first 2 years, the [Teacher Scholars Program](#) awarded scholarships to 117 students—48 students in the 2018–19 school year and 69 students in the 2019–20 school year. The majority of Scholars are female (72%). The majority are Latinx (61%), and a smaller number are Black (4%), American Indian (4%), or Native Hawaiian (4%). Funding from the state doubled for the 2020–21 school year, and the EAC expanded the [number of scholarships to 150](#). Further, due to the smaller number of Black, American Indian, and Native Hawaiian Scholars, compared to Latinx Scholars, an advisory committee was established to develop a plan to support the increased recruitment of these populations into the program.

## Wisconsin Minority Teacher Loan Program

**Over the past 4 decades, the program has sought to address the low percentage of teachers of color working in Wisconsin.**

The recently expanded [Wisconsin Minority Teacher Loan Program](#) was initially developed in 1989 to increase the racial diversity of the state's teaching profession. Over the past 4 decades, the program has sought to address the [low percentage of teachers of color working in Wisconsin](#).

The program now offers loans to students of color who are enrolled in teacher preparation programs leading to licensure in a designated high-need subject area and who have at least a 3.0 GPA. Eligible teacher candidates receive loans of up to \$10,000 per year for 3 years, for a maximum of \$30,000, and commit to teaching full-time after graduation in a school with a student population of at least 40% students of color. Loans are forgiven at a rate of 25% for each year of teaching.<sup>36</sup>

Restrictions on program eligibility made in the state's 2015–17 budget ([Act 55](#)), including requiring that loan recipients teach in a high-need area

in Milwaukee and receive “proficient” or “distinguished” Educator Effectiveness ratings, resulted in a substantial decline in program applicants. There were just [11](#) awardees between 2015 and 2018, in contrast to an average of 75 awards granted per year from 2008 to 2015.<sup>37</sup> The program had over \$500,000 in funding for the 2018–19 and 2019–20 school years, however, and has begun to re-expand its applicant pool.

The most recent expansion bill ([Act 35](#)), signed by Governor Tony Evers in late 2019, broadens candidates' employment options statewide to include working in Beloit, Green Bay, Madison, or Racine, in addition to Milwaukee. Act 35 also expands eligible applicants to include students of Asian or Pacific Island origin, Alaska Natives, and students whose ancestry includes two or more races. Eligibility was previously limited to African American, Latinx, and Native American students, and Southeast Asian students from Cambodia, Laos, and Vietnam.

## The Sherman STEM Teacher Scholars Program

The [Sherman STEM Teacher Scholars Program in Maryland](#) is a targeted service scholarship initiative that has demonstrated success in preparing aspiring educators interested in teaching in urban schools that serve higher proportions of students of color. With support from the University of Maryland, Baltimore County (UMBC), and local school partners, Sherman Scholars are exposed to a wide range of professional and educational opportunities, such as academic coaching, applied learning experiences at local schools, and a cohort system that helps to connect their passion for education and STEM disciplines with social justice.

To lower the financial barriers to pursuing a teaching career, the program awards multiyear scholarships to participating students, ranging from \$3,000 to \$15,000 per academic year. The program also offers assistance in securing external financial resources to supplement tuition. The scholarship program is open to students enrolled at UMBC. Students must be enrolled in a Master of Arts in Teaching program or seeking a teaching certificate in elementary or early childhood education or secondary education in a STEM field.

Throughout their coursework, the scholars participate in education internships, mentoring, and seminars with UMBC faculty and other experts. The program's commitment to scholars continues beyond graduation through a strong alumni network as well as professional coaching and support services during their first few years of teaching. [Since its establishment in 2007](#), the program has supported more than 150 students, 80% of whom are currently in teaching professions. According to [a 2015 study](#), nearly 40% of all Sherman Scholars have been students of color, which is substantially greater than the percentage of teachers of color in Maryland schools ([25.6%](#)).<sup>38</sup>



## District Strategies to Recruit and Support Teachers of Color

As highlighted at the start of this chapter (and throughout the Playbook), the recruitment and retention of well-prepared teachers—teachers with strong content and pedagogical knowledge and the ability to demonstrate both—are central to improving schools and addressing persistent educational inequities. Teachers of color benefit students of color, serving as role models, cultural translators, and advocates; having high expectations; and supporting social, emotional, and academic growth.<sup>39</sup> District and school leaders face a range of decisions regarding building and refining racially affirming school systems that can increase the recruitment of well-prepared teachers into their schools and better support and develop teachers' skills throughout their careers. Along with these more thoughtful strategies meant to support the recruitment of teachers in general, district and school leaders have access to a range of [specific strategies that are effective at recruiting teachers of color](#).

A growing number of districts are updating and tailoring their hiring practices to include **more targeted outreach beyond traditional job fairs** and demonstrating to potential teachers of color that their skills and expertise are vital and needed. Districts are **refining their interviewing processes and leading with values and practices rooted in a commitment to racial justice** to welcome a more racially diverse staff. These efforts are not strictly confined to recruitment efforts meant to expand the available pool of new teachers. As discussed below, individual programs or strategies are often embedded in a broader plan and framework meant to shift the long-term makeup of the teacher workforce.

Because teachers of color often teach in schools that experience higher turnover rates, some districts are **improving school climate and working conditions**

**and refining development and support systems** to ensure they can retain the racially diverse teaching staff they recruit. Efforts include developing mentoring supports that build on and are informed by the experiences of teachers of color working in schools with a predominantly White staff, and supporting all teachers—including teachers of color—in developing culturally responsive and sustaining approaches to teaching and learning. While many such programs focus on building the skills of White teachers, it cannot be taken for granted that teachers of color have these skills. All teachers can benefit from preparation and ongoing support in these practices. These efforts can relieve some of the burden carried by educators of color, who often feel [undervalued](#) by administrators and colleagues—another factor that undermines their retention.

To ensure that current and future teachers of color experience the supports and opportunities that help maximize their impact on students, districts and principals must offer **leadership opportunities for teachers of color** and ensure they experience professional learning and growth beyond their early careers. Chapter 3 takes a closer look at teacher retention generally, and Chapter 4 discusses the role of principals in supporting a stable and diverse workforce.

The following section highlights district programs that demonstrate recent and ongoing efforts to build equitable systems of recruitment, hiring, early career mentoring, and professional learning that are aligned toward the common goal of recruiting and retaining a stable and racially diverse teaching staff. These efforts rarely appear isolated from broader district initiatives but are instead deeply woven into strategic plans and values.

## Jefferson County Public Schools, Kentucky

[Jefferson County Public Schools \(JCPS\)](#) in Louisville, KY, launched a comprehensive effort to increase the racial diversity of its teacher workforce following the approval of its first-ever [Racial Educational Equity Plan](#) in 2018. The plan outlined action steps for 2019 and 2020 meant to improve racial educational equity across the district and “reduce persistent gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes among students based on race and ethnicity.”

To grow and develop a sustainable pipeline of racially diverse teachers for classrooms across the district, JCPS has also invested in recruitment and preparation strategies. In 2019, the district [expanded the central office’s capacity](#) to support the recruitment and retention efforts by establishing additional positions across its human resources department. The district has also begun recruiting teaching candidates well before they finish their preparation program, providing conditional offers of employment to aspiring teachers of color during their sophomore year in college.

To prepare more future teachers of color from the community, JCPS has also partnered with the University of Louisville’s College of Education and Human Development on both the [Louisville Teacher Residency](#) and the [Multicultural Teacher Recruitment Program \(MTRP\)](#). Since 1985, the MTRP has recruited individuals into JCPS by targeting potential candidates in local middle and high schools and community colleges and career changers. The program provides a [range of supports](#), including one-on-one coaching, student networking and support, community partnerships, certification testing assistance and resources, job placement support, and \$2,000 in annual scholarship funding.

In addition to broader efforts to build racial equity into the district’s work,<sup>40</sup> a key component of the JCPS effort also includes increasing participation in the district’s equity institutes and racial equity trainings, which support staff in addressing implicit bias and other relevant topics. Programs like these may play an important role in reducing feelings of isolation, frustration, and fatigue teachers of color express at having to advocate for students of color on their own. Specifically, the Equity and Inclusion Institute supports teachers as they learn about the need for culturally relevant pedagogy, connecting with parents, building relationships and classroom management, and developing the skills to implement these practices. An [evaluation of the Institute](#) in 2013–14 found that of the more than 300 educators who attended, 91% reported a change in how they viewed their students, suggesting that they developed a greater equity lens toward students of color.<sup>41</sup>

Initial outcomes from this comprehensive approach have led to progress toward the district’s recruitment and retention goals. In October 2020, the [district employed more teachers of color](#) than at any time in its history (1,117 [out of 6,738 teachers](#)). The district is also seeking to diversify its school site leaders. Eight of the last 12 principals hired by JCPS are Black, and the district now has 213 Black male teachers. The district has reduced its Black teacher attrition rate from 14% to 7% between 2019 and 2020.<sup>42</sup>

## NYC Men Teach, New York

**Participants in the program have access to a range of supports designed to address common barriers to aspiring teachers of color making it into the classroom.**

The City University of New York (CUNY) [NYC Men Teach](#) program is a partnership between the Office of the Mayor, the New York City Department of Education, and CUNY designed to recruit male teachers of color through targeted recruitment and ongoing support. The program is part of the New York City Young Men's Initiative (YMI) with support through the Mayor's Office for Economic Opportunity (NYC Opportunity).

When the program was established in 2015, it set an ambitious goal for improving the racial diversity of the New York City teacher workforce by adding 1,000 male teacher candidates of color into the teacher pipeline. In just 3 years the program quickly met this goal, and it continues to provide financial aid to program participants, with the goal of supporting them through the certification and hiring process. Participants in the program have access to a range of supports designed to address common barriers to aspiring teachers of color making

it into the classroom. These include financial and certification supports, such as monthly MetroCards and free certification exam practice tests, as well as access to a dedicated program counselor who can advise them on needed coursework and connect them with any needed academic supports. The program also provides 2 years of mentoring that connects participants with other teachers of color and helps them build their skills as culturally responsive educators through a semester-long seminar.

In addition to meeting its initial goal of recruiting 1,000 male teacher candidates of color, NYC Men Teach has seen early progress in supporting future teachers through the program. A [2019 qualitative look](#) at the program's design and survey of participants' experiences found that the various supports and mentoring experiences provided to participants positively influenced participants' consideration and pursuit of a teaching career. Further, the study indicated that a majority of participants from CUNY went on to either apply for a job as a New York City teacher or indicated they were likely to do so.<sup>43</sup>

Another component of NYC Men Teach, Village Pathways, provides multiple routes meant to identify and support men of color in the community who are interested in teaching but might not be ready to enter a specific preparation pathway. Village Pathways allows interested participants to explore teaching as a career by providing opportunities to take on school-based roles either as paraprofessionals or as after-school teachers. Beyond the training and supports provided through Village Pathways, the paraprofessional pathway helps participants meet certification requirements through monthly teacher training programs.

## Seattle Public Schools, Washington

Seattle Public Schools (SPS) has established a core commitment to student and workforce equity centered on increasing the racial diversity of teachers and supporting all educators and school staff in gaining skills to make learning more culturally relevant. To bring this commitment into schools, the district has [developed trainings](#) for teachers and school-based staff to support their growth as culturally responsive practitioners and has established school-based teams composed of teachers, support staff, families, and school leaders working collaboratively to make decisions about school-based functions. Included among the new trainings is one focused on culturally responsive decision-making specifically related to budgeting, professional development, and Continuous School Improvement Plans (CSIPs).

Building on these comprehensive efforts, the district has also launched a GYO program, the [Academy for Rising Educators](#) (ARE), that focuses on recruiting candidates of color and helps recent graduates, SPS staff, and community members earn their teaching certificate. The program provides candidates with tuition, academic, and wraparound supports; helps them build their skills as future teachers; and connects them with a range of classroom practice experiences.

As [one graduate highlights](#):

**The program has provided me an opportunity to satisfy a lifelong dream of becoming a certificated teacher.... I look forward to having the opportunity to continue to promote equitable access to education and remove barriers to academic success for the students of Seattle Public Schools.**

ARE has seen early success in building a strong pipeline of racially diverse candidates into the program. For example, the 2020–21 cohort was twice as large as the previous year and included four times as many African American male candidates.

Beyond the recruitment and preparation of future teachers, the district is focused on developing current teachers of color into leaders to expand their influence and retain them in the classroom. Specifically, SPS has also established a Teacher Leadership Cadre that provides opportunities for teachers to remain in the classroom while coaching, mentoring, and leading professional development for their peers and colleagues.

The district has seen early progress in its comprehensive efforts. [Seattle Public Schools](#) has surpassed many of its recruitment targets for the 2020–21 school year by an average of 10%. This includes 35% of all new classroom teachers who identified as educators of color; 54% of all new school leaders who identified as staff members of color; and 55% of all new central office leaders, such as directors of schools, who identified as staff members of color.<sup>44</sup> To help explore the impacts of these efforts and refine the district's approach to recruiting and retaining educators of color, SPS has [established a research partnership](#) with the University of Washington College of Education, hoping it will provide continued direction and guidance.

## Springfield Public Schools, Missouri

In 2019, Springfield Public Schools in Springfield, MO, established the [Equity and Diversity Advisory Council](#) to drive a “multi-pronged approach” to recruit and retain more racially diverse teaching staff. The council comprises more than 40 community members and meets twice a month to assess the district’s current work and develop recommendations for the next steps. These efforts include expanding recruitment efforts to job fairs located in more diverse cities and at HBCUs; partnering with local educator preparation program leaders; networking

with diverse leadership groups, such as the Association of Latino Administrators and the National Alliance of Black Educators, to advertise openings; offering early notice incentives to encourage schools to begin the hiring process months ahead of their usual windows; and providing equity and antibias training for all district staff.



## Valley Stream 13 School District's Comprehensive Hiring System, New York

Valley Stream 13 Union Free School District in Hempstead, NY, is one of 124 districts on Long Island. On average, on Long Island, [92% of public school teachers are White](#) (95% across Valley Stream 13). In two thirds of the schools on Long Island, there are no Black teachers. Valley Stream 13 is working to shift this stark disparity by overhauling its [hiring processes](#)—from applicant screening to interview protocol—to build more equitable and intentional recruiting and interviewing processes that seek to remove potential barriers for teachers of color.

To start, the district's human resource department closely tracks the racial diversity of candidate pools throughout each phase of a hiring and interview process. This tracking allows administrators to identify potential barriers throughout the multistep hiring process that prevent hiring more diverse candidates. The district also ensures that hiring committees are racially diverse and representative of the teacher workforce they hope to hire. To avoid using exclusionary screening steps, the district has eliminated automatic disqualification of candidates who do not meet specific criteria, such as years of experience, GPA, or the number of certifications. Instead, staff who review résumés and applications focus on evidence that candidates possess valued traits, such as a growth mindset or cultural awareness.

To further address potential barriers during interviews, district staff create questions that speak to broader district values around diversity and work to convey a sense of those values to candidates. To encourage candidate success in interviews and alleviate any potential pre-interview nerves, hiring committees provide the questions to candidates when they arrive for their interview. In addition, the district creates rubrics for interview committee

members that provide additional structure and increase the likelihood of a more objective assessment of each candidate's skills and strengths. Finally, to help address potential barriers with taking time off from work to attend in-person interviews, the district conducts all first-round interviews over live video. [Anecdotal evidence](#) from leaders across the district suggests early progress in this effort.

**To avoid using exclusionary screening steps, the district has eliminated automatic disqualification of candidates who do not meet specific criteria, such as years of experience, GPA, or the number of certifications.**





## CHAPTER SUMMARY

New teachers who receive thorough and high-quality preparation before entering the classroom are more likely to continue teaching. They are also better able to improve student learning and engagement across a range of subject areas. Research points to [key features of high-quality preparation](#), including opportunities to observe experienced teachers; receive regular feedback; participate in intensive clinical practice in a classroom; and take courses in topics such as teaching methods, learning theory, child development, and student assessment.

This type of comprehensive training is typical in teacher residencies, which provide aspiring teachers the opportunity to work alongside an experienced mentor teacher for a year while they take coursework, and other high-quality professional certification programs, including Grow Your Own (GYO) programs. These types of preparation programs also represent culturally responsive pathways to teaching. Not only are they effective at recruiting more teachers of color to the profession (including community members), but the programs highlighted in this Playbook also prepare individuals to teach in racially, culturally, and linguistically diverse communities.

## CHAPTER 2

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A teacher helps a student with a physics assignment. Photo by Allison Shelley for American Education: Images of Teachers and Students in Action

# High-Retention and Culturally Responsive Preparation

Over the past several decades, researchers have learned a great deal about how people learn and develop. This [recent research](#) points to the need for significant transformations in school design and teaching practice to ensure students experience secure relationships, productive environments, skillful teaching, and personalized supports that enable their healthy development.<sup>45</sup> These supports and practices benefit all students and are particularly important for students who have experienced trauma and racism and who have been marginalized because of their family's income level, language, or other differences. A growing body of research also demonstrates that all students benefit from having diverse and culturally responsive teachers who can support their social and emotional well-being and bring distinctive knowledge, experiences, and role modeling to schools.<sup>46</sup>

Teachers' qualifications, experience, and actions directly impact students' opportunities to learn, their well-being, and their academic outcomes.<sup>47</sup> Further, access to certified teachers is especially valuable in mathematics and science, as these courses often serve as gateways to higher education and well-paying professions.<sup>48</sup> To prepare students to participate fully in our economy and democracy, teachers need to be well-prepared for the classroom.

Receiving robust, comprehensive preparation before they enter the classroom makes new teachers more likely to stay in their role and increases their ability to improve student learning and engagement across a range of subject areas. Research points to key features of [effective preparation](#), including opportunities to observe successful teachers; receive regular feedback; participate in intensive clinical practice in a classroom; and take courses in teaching methods, learning theory, child development, and student assessment. This type of comprehensive training is typical in teacher residency programs and other high-quality professional certification programs. Additional [efforts across teacher preparation](#) have also included integrating culturally responsive practices within coursework and field experiences to ensure all future teachers can nurture culturally responsive and affirming learning and working environments.

As noted in the previous chapter, the high cost of teacher preparation and heightened concerns about student loan debt have prompted many aspiring teachers, particularly people of color and individuals with limited income, to enter the profession through alternative certification routes. Many of these alternative routes offer beginning teachers just a few weeks of training before becoming the “teacher of record” in a classroom. In 2014–15, more than 1 in 5 candidates of color enrolled in an alternative certification program, compared with about 1 in 10 White candidates.<sup>49</sup> In [these programs](#), participants teach during the day while undertaking their coursework at night or on weekends. [Research](#) finds that teachers with the least preparation are 2 to 3 times more likely to leave their schools than teachers who entered the profession having received comprehensive preparation, including student teaching and courses in teaching methods.<sup>50</sup>

In addition to broadening the types of pathways available to future teachers, some states have begun reviewing different licensure and certification

assessment requirements and exploring how they might provide multiple pathways for future teachers to demonstrate competence when it comes to basic skills (reading, writing, and mathematics) and content knowledge. Traditionally, states have relied on standardized multiple-choice and written response licensure exams to make final determinations on whether an individual can enter a teacher preparation program or can earn initial licensure. Research has shown that many of these exams constrict the teacher pipeline and are poor predictors of later teaching effectiveness. The potential negative implications of licensure exams contrast with teacher performance assessments, which measure what candidates do in the classroom and have been found to predict teacher effectiveness.<sup>51</sup> Several states, including [Rhode Island](#), are exploring policies that allow individuals to meet basic skills requirements through multiple measures. [California](#) and other states are considering allowing teacher candidates to use college courses, or a combination of courses and tests, to demonstrate they are competent to teach a subject.

High teacher turnover, or churn, undermines [student achievement](#) and consumes valuable staff time and resources. [Research](#) suggests that [the cost](#) of replacing a single teacher can range from \$9,000 for rural districts to more than \$20,000 for large urban districts. While high turnover rates are a challenge across the profession, they are particularly concerning for teachers of color, who leave the profession at higher-than-average rates.<sup>52</sup> These departures are in large part because teachers of color are overrepresented in schools serving more students of color, which are often under-resourced and have high turnover rates for all teachers.

These higher turnover rates weaken efforts to create a more diverse teaching profession and

deny students access to teachers who represent our country's rich racial, ethnic, and linguistic diversity. Teachers of color act as role models for all students and often serve as “[cultural brokers](#)” for students of diverse backgrounds, supporting insights on race issues, issues of racism, and discrimination.<sup>53</sup> Recruiting teachers of color through preservice preparation pathways—rather than through substandard credentials and permits associated with higher turnover rates—can help build a pipeline of teachers of color prepared to teach for the long term.

Fortunately, there are preparation strategies that provide robust, culturally responsive preparation without requiring aspiring teachers to take on considerable amounts of debt—a significant hurdle for many aspiring teachers of color and from low-income families. This chapter will focus on two pathways: teacher residencies and Grow Your Own (GYO) programs. These innovative pathways have been shown to provide teachers with the robust preparation that supports retention while also attracting a broader, more diverse pool of candidates, including local community members. The vast majority of future teachers will continue to be prepared through university-based, traditional preparation programs. However, features and designs of high-quality teacher residencies and GYO programs explored throughout this chapter are helping spur improvement across preparation in general and could likely shape preparation in the future for all teachers.

This chapter's examples rely on a range of funding sources at the federal, state, and local levels to jump-start and sustain program growth. In a number of instances, federal and state grant programs have provided initial seed funding and, in some cases, have been used to scale existing programs. Programs have also leveraged federal or state scholarships and loan reimbursements to offset tuition costs. Key sources of funding have included:

The federal TEACH Grant, which provides up to \$4,000 annually in scholarships to undergraduates and graduate students who commit to teaching for at least 4 years in a subject area facing persistent shortages and in a school serving a high percentage of students from low-income families

Direct federal funds, such as Teacher Quality Partnership (TQP) grants (under Title II of the Higher Education Act), National Professional Development grants (under Title III of the Every Student Succeeds Act), and Indian Education Professional Development Grants

- [AmeriCorps](#) funding, which offers living stipends as well as an educational award to offset tuition
- Statewide competitive grant programs
- Local and national philanthropic support

Beyond these external funding sources, preparation programs and their district partners are also looking at ways to tap existing funding sources to ensure sustainable funding for residencies and GYO programs. (See “*Prepared To Teach: Sustainable Residency Funding Models and Networks.*”) These efforts at establishing financial sustainability have included reallocating funds from existing programs or multiple district budget lines and establishing incentives and programmatic supports for teacher candidates that align with other district needs, such as filling substitute teaching positions. Another promising strategy for reallocating existing resources is to integrate professional learning programs for practicing teachers with the preparation of new teachers. Despite these efforts, one of the prevailing challenges to increasing access to these high-retention pathways is ensuring their long-term financial sustainability, which is critical to providing quality preparation and financial support for all candidates.

## ***Prepared To Teach: Sustainable Residency Funding Models and Networks***

State, federal, and philanthropic investments have been crucial in establishing residencies. Unfortunately, funding generally has supported small pilot or specialty programs, which often close when funding ends. Quality preparation pathways need systemic and sustainable funding. Bank Street Graduate School of Education's [\*Prepared To Teach\*](#) exists to address that challenge.

Residencies often struggle with two different sustainability streams. The first is ensuring they can maintain and grow their high-quality program designs. Strong partnerships that include dedicated staff responsible for connecting preparation programs with districts and schools are crucial, but most systems—in higher education or p-k–12—do not currently fund such roles. Staff members who are doing the additional work involved in residency preparation also need supports—including time, professional learning opportunities, and recognition of their efforts—as part of pay and promotion systems.

Residencies that are designed as stand-alone projects or pilots have higher operating costs compared to those that are designed as part of an existing teacher preparation program. The latter type of funding stream allows for braiding and redistributing human and financial resources within and across organizations. *Prepared To Teach* works with partnerships to redesign existing teacher preparation programs and initiatives into residencies at the cost of about \$100,000 per partnership (or about \$7,000 per candidate). This method of braiding and redistributing human and financial resources ensures that the programs are sustainable.

The second sustainability challenge for residencies is affordability. In our current system, most aspiring teachers do not have the means to support themselves while completing unpaid student teaching placements, much less full-year residencies, so they work nights and weekends or take out extra student loans while learning to teach. Providing stipends ensures that everyone has equitable access to quality preparation pathways. *Prepared To Teach* has developed a set of approaches that help partnerships design sustainable, affordable residencies, referred to as the “3Rs” of sustainable funding: **reduce**, **reallocate**, and **(re)invest**. To create layered, long-term funding streams, partnerships identify ways to **reduce** costs, **reallocate** current staffing and funding, and **(re)invest** public funds saved through increased efficiency. For example:

- Through its work on curriculum alignment, the College of Staten Island in New York found that longer clinical placements and integrated assessment and experiential learning components of the residency allowed them to **reduce** required coursework by 12 credits, saving candidates \$9,100.
- Ferndale Public Schools in Washington state has **reallocated** school-level funding for substitute paraprofessionals to support a cohort of 21 teacher residents from Western Washington University. The program allows residents to serve as paraprofessional substitutes and assessment administrators, providing income for aspiring teachers. The district also integrates residents into its professional development offerings and supplies laptops.
- In New Mexico, teacher turnover was so high and residency-prepared candidates so valued that Albuquerque Public Schools found \$500,000 to **(re)invest** from personnel savings resulting from unfilled positions into resident supports for participants in their University of New Mexico residency partnership.

The *Prepared To Teach* network supports and studies the growth of such models, and partner sites are part of a growing alliance to encourage strategic local, state, and federal investments in teacher residencies.

## Teacher Residencies

Similar to medical residencies, teacher residency programs provide aspiring teachers with the opportunity to earn a salary while they work alongside an expert educator for a year and take courses that lead to a teaching credential—and, often, a master’s degree. Traditionally, teacher preparation has included a culminating unpaid student teaching experience that lasts between 12 and 16 weeks. With teacher residencies, in exchange for a salary or financial incentive, participants commit to teaching in the same district after their high-quality residency ends.

Because they are designed collaboratively with partner districts, [teacher residencies](#) are built from the ground up to address local needs and priorities. Locally tailored solutions include preparing teachers in specific shortage areas (such as math, science, or special education) and providing opportunities for residents to learn about and build relationships with the broader community. Residencies are also effective at attracting more racially diverse candidates into the profession. For example, one study found that in 2016–17, 41% of teacher residents identified as people of color,<sup>54</sup> compared to 28% candidates of color in traditional programs nationwide in the same year.<sup>55</sup>

Teachers who complete residencies are also [more likely to stay in their jobs](#), providing students with the consistency shown to boost learning. For example, approximately [80%](#) of the San Francisco Teacher Residency program participants are still teaching in the San Francisco Unified School District after 4 years, compared to only 38% of other new hires over that same period.<sup>56</sup>

## What Is a High-Quality Teacher Residency?

Not all teacher residencies are created equal; their quality and structures vary, as do the supports offered to candidates. [High-quality teacher residency programs](#) share several common characteristics, including:

- strong partnerships between school districts and local education agencies, universities, and sometimes other entities, like unions or community-based organizations, which provide a range of supports in implementing the model;
- tightly integrated coursework about teaching and learning coupled with a full year of teaching under the wing of an experienced mentor teacher;
- targeted recruitment, including a focus on racially and linguistically diverse teacher candidates;
- recruitment of candidates for specific district hiring needs, often in shortage areas;
- financial support, often in exchange for the resident’s commitment to teaching in the district for a minimum number of years;
- placement of cohorts of residents in “teaching schools” that model evidence-based practices with diverse learners; and
- ongoing mentoring and support for residency graduates after they begin teaching, often for an additional 2 years following program completion.

## Graduate Residency Models

### *Boston Teacher Residency*

Prior to the launch of the Boston Teacher Residency (BTR), Boston Public Schools (BPS) experienced high turnover among newly hired teachers. [In 2003](#), 53% of the district's new teachers left the district within 3 years. Estimates suggested the district was spending \$3 million each year to replace these teachers and yet continued to see severe shortages across several high-need subject areas, including math, science, special education, and English as a Second Language. To address these persistent staffing challenges, in 2003 BPS, in partnership with [Boston Plan for Excellence](#), launched a full-year teacher residency, which provides participants a living stipend and health insurance in return for a 3-year service commitment to teaching in the district.

The residency begins with a 2-month intensive summer institute that prepares residents to serve as part of a teacher team from the first day of the new school year. Over the residency year, candidates assume increasing responsibility in the classroom and work closely with their teacher team to make instructional decisions based on students' learning needs and curricular goals and objectives. By placing residents in these collaborative teacher teams, the program ensures increased learning for students and rigorous preparation for candidates.

The BTR program—like many other residencies—provides graduates with substantial support beyond program completion. This support includes 2 years of direct support (or induction) following the completion of the residency. BTR induction coaches visit BTR teachers' classrooms, provide feedback on lessons, and offer support in navigating classroom or school challenges. As BTR founder Jesse Solomon noted in a 2009 study, "New teachers are not 'done' on graduation day."<sup>57</sup>

Research points to the substantial impact the program has had on the composition of teachers

in the district, where more than 86% of students are students of color. [Forty-nine](#) percent of BTR graduates are teachers of color, and 35% are Black or Latinx. According to [one study](#), graduates are more likely than other novice teachers to teach math and science.<sup>58</sup> The same study found that graduates were initially comparable to other novice teachers in raising students' English language arts and math scores. By the fourth year of teaching, however, BTR graduates' effectiveness surpassed new and veteran math teachers.

***“Dollars once spent on teacher replacement now are reallocated toward resources for teacher recruitment and development in high-need areas.”***

In its first 9 years, BTR prepared more than 400 teachers, with 87% of graduates remaining in teaching at that time. Further, according to a [Harvard Business School case study](#), after 7 years in operation, BTR's high retention rates supported shifts in Boston Public Schools' budgetary priorities: "Dollars once spent on teacher replacement now are reallocated toward resources for teacher recruitment and development in high-need areas." Extending its influence beyond the city of Boston, BTR was also a founding member of the [National Center for Teacher Residencies](#) (NCTR), an organization dedicated to developing, launching, and supporting teacher residency programs throughout the country.

## Montclair Newark Urban Teacher Residency

The City University of New York (CUNY) [NYC Men Teach](#) program is a partnership between the Office of the Mayor, the New York City Department of Education, and CUNY designed to recruit male teachers of color through targeted recruitment and ongoing support. The program is part of the New York City Young Men's Initiative (YMI) with support through the Mayor's Office for Economic Opportunity (NYC Opportunity).

When the program was established in 2015, it set an ambitious goal for improving the racial diversity of the New York City teacher workforce by adding 1,000 male teacher candidates of color into the teacher pipeline. In just 3 years the program quickly met this goal, and it continues to provide financial aid to program participants, with the goal of supporting them through the certification and hiring process. Participants in the program have access to a range of supports designed to address common barriers to aspiring teachers of color making it into the classroom. These include financial and certification supports, such as monthly MetroCards and free certification exam practice tests, as well as access to a dedicated program counselor who can advise them on needed coursework and connect them with any needed academic supports. The program also provides 2 years of mentoring that connects participants with other teachers of color and helps them build their skills as culturally responsive educators through a semester-long seminar.

In addition to meeting its initial goal of recruiting 1,000 male teacher candidates of color, NYC Men Teach has seen early progress in supporting future teachers through the program. A [2019 qualitative look](#) at the program's design and survey of participants' experiences found that the various supports and mentoring experiences provided to

participants positively influenced participants' consideration and pursuit of a teaching career. Further, the study indicated that a majority of participants from CUNY went on to either apply for a job as a New York City teacher or indicated they were likely to do so.<sup>59</sup>

Another component of NYC Men Teach, Village Pathways, provides multiple routes meant to identify and support men of color in the community who are interested in teaching but might not be ready to enter a specific preparation pathway. Village Pathways allows interested participants to explore teaching as a career by providing opportunities to take on school-based roles either as paraprofessionals or as after-school teachers. Beyond the training and supports provided through Village Pathways, the paraprofessional pathway helps participants meet certification requirements through monthly teacher training programs.

## The National Center for Teacher Residencies

[The National Center for Teacher Residencies \(NCTR\)](#) is a network of 33 partner teacher residencies across 21 states that adhere to a rigorous set of [standards](#). In 2019–20, partners graduated over 1,000 teacher residents. For the 2020–21 school year, 4,300 graduates from NCTR partner programs served primarily as teachers of record in Title I schools.

## San Francisco Teacher Residency

The [San Francisco Teacher Residency \(SFTR\)](#) was created through a partnership between the San Francisco Unified School District (SFUSD); the University of San Francisco (USF); the Stanford Teacher Education Program (STEP); and the United Educators of San Francisco (UESF), the union for SFUSD teachers and paraprofessionals. Collaboration and the engagement of multiple stakeholders are built into the program's structure, with the school district's local context and priorities a central part of the preparation that residents receive. Residents learn about the history of schooling in San Francisco and are taken on tours of the city to better connect with their students' neighborhoods and communities. The program also hosts parent panels featuring parents from schools where the residents do their clinical work.

The heart of SFTR's model is a yearlong teaching residency in which residents work alongside an experienced cooperating teacher 5 days a week for at least 25 hours. The residency lasts for the entire academic year, beginning with classroom setup before the school year starts and continuing to graduation day. Whether completed at USF or Stanford, the coursework and clinical experience lead to a California preliminary multiple subject or single subject credential and a master's degree. In exchange for a commitment to teaching for at least 3 years in SFUSD, residents receive a 50% tuition remission at USF or significant scholarship support and loan forgiveness at Stanford.<sup>60</sup>

Between 2010–11 and 2015–16, SFTR prepared 135 teachers to work in high-need subjects in San Francisco schools with higher-than-average teacher turnover.<sup>61</sup> Notably, teachers prepared by SFTR are staying in the classroom. Data from SFUSD's human resources department show that, after 5 years, 79% of SFTR graduates are still teaching in the district, compared with 38% of other beginning

teachers. Since the program's inception, 95% of SFTR graduates are still teaching, and 79% are teaching within SFUSD.<sup>62</sup>

Integral to the mission of SFTR is the recruitment and retention of teachers of color. Between 2010 and 2015, 66% of residents were teachers of color, compared with 53% of SFUSD teachers as a whole.<sup>63</sup> This diversity carries over into science, technology, engineering, and math (STEM) fields: 81% of all SFTR math and science graduates are women and/or people of color, groups traditionally underrepresented in STEM.

***100% of respondents said SFTR graduates were more effective than other new teachers in general, those who graduated from other university-based programs, and those prepared by alternative certification programs.***

And the preparation and support SFTR graduates receive is paying off in the classroom. As one program graduate stated, “[SFTR] is a strenuous, self-reflective program that truly brings equity into the work of teaching.” Among the principals surveyed by the National Center for Teacher Residencies (NCTR) at the end of the 2014–15 school year, 100% of respondents said SFTR graduates were more effective than other new teachers in general, those who graduated from other university-based programs, and those prepared by alternative certification programs.<sup>64</sup>

## Undergraduate Residency Models

Given the success of graduate-level teacher residency programs, states and institutions are exploring ways to incorporate the yearlong residency experience into undergraduate teacher preparation programs. While these programs offer increased time working in the classroom and the chance to get to know a school and classroom for an entire school year, they rarely include substantial financial incentives or stipends to candidates. One of the examples highlighted below awards residents a modest stipend and guarantees a teaching assignment upon program completion. While these models are still quite new, programs from the University of South Florida and the University of South Dakota highlight the different ways institutions are working to combine more intensive clinical practice and mentoring with integrated content and coursework throughout the undergraduate preparation experience.

### *University of South Dakota Teacher Residency*

With support from the Bush Foundation, the University of South Dakota created the University of [University of South Dakota Teacher Residency \(USDTR\)](#), a 4-year undergraduate program that includes a 1-year teaching residency. Initiated in 2009, the program specifically prepares participants to teach in rural schools and represents a unique partnership between a college of education and rural school districts. The program's core values center on a need to prepare effective teachers who can serve all students in diverse cultural contexts through cultural responsiveness, differentiation, and the use of instructional technology.

USDTR relies on residency instructors to bridge the gap between the university and the district. Residency instructors are veteran k–12 teachers employed as clinical faculty and are responsible for teaching much of the coursework during the residency year. Also, residency instructors build relationships with candidates, mentor teachers, and partner schools as they observe candidates in the field, further expanding their influence and building their leadership skills beyond their classroom. In fall 2016, USD placed more than 100 residents across 22 districts and had prepared more than 400 candidates since its inception.



A teacher explains different disorders during a lesson in a psychology class. Photo by Allison Shelley for American Education: Images of Teachers and Students in Action

## *Urban Teacher Residency Partnership Program at the University of South Florida*

Through the integration of coursework and classroom experience, the [Urban Teacher Residency Partnership Program](#) (UTRPP) at the University of South Florida (USF) gives residents [2,000+ hours of mentoring](#) from experienced teachers. The residency is a subset of a larger undergraduate elementary education program and enrolls a cohort of 20 to 25 students each year. Those accepted into the cohort agree to enroll in the 2-year program from 7:30 a.m. to 3:30 p.m. Monday through Friday, essentially committing to a full-time teacher's schedule for the duration of the residency.

The product of a deep collaboration between USF and Hillsborough County Public Schools (HCPS), the program consists of integrated coursework and clinical practice, including a yearlong residency during participants' senior year. The integrated coursework emphasizes inclusive practices and

culturally relevant content through a "[series of guiding questions concerning sociocultural context and culturally responsive classrooms](#)" explored throughout the program. Residents work in partner schools where 90% of students qualify for free or reduced-price lunch and 90% are students of color. Residents receive a \$3,200 scholarship each year for the 2 years and are guaranteed a teaching position in HCPS upon completing the program.

Since 2013, the program has graduated 64 residents, 62 of whom still teach full-time. Of those 62 still teaching, 46 are teaching in HCPS, including 41 in schools serving a majority of students from low-income families; 20 are employed in one of the six UTRPP partner schools in HCPS.

## State Policy to Support Teacher Residencies

States have recently enacted a range of policies and programs to support the growth of residency models. While it is too soon to assess their impact, these initiatives demonstrate a commitment in many states to help ramp up the development of residency experiences for a greater number of future teachers. These efforts have been funded through a variety of local, state, federal, and philanthropic sources—often employed in combination—as some of the examples highlighted below demonstrate.

### California Teacher Residency Grant Program

In response to severe teacher shortages, the California legislature [invested \\$75 million in its 2018–19 budget to fund teacher residency programs](#) in special education, bilingual education, and STEM, areas of perennial shortages. The [program](#) provides grant funding of \$20,000 per teacher candidate, with an equal amount matched by sponsoring local education agencies (LEAs) and their institutions of higher education (IHE) partners.

The program is funding more than 3,500 new California teachers over the next several years who will work in sponsoring districts for at least 4 years following their residency. To be eligible for the grants, districts must apply in partnership with a state-approved teacher preparation program and may include additional partners. The state also included capacity-building grants to partnerships to support the development of the residencies. To date, 38 residency programs have received funding through the program. Taken together, residencies funded through the grant program enrolled 309 residents in 2019–20, including 142 in special education, 100 in STEM, and 67 in bilingual certification. Of the 309 residents, 67% identified as a person of color.<sup>65</sup>

Initial research from the first year of implementation [highlights progress in recruiting candidates to serve in high-need shortage areas and with recruiting candidates of color](#). Further, a recent report from the

Learning Policy Institute and Bank Street Graduate School of Education's *Prepared To Teach* program highlights progress across residencies to [develop and refine sustainable funding strategies](#) to support long-term implementation.

### The California Teacher Residency Lab

To support the development and implementation of the state-supported residencies, the S. D. Bechtel, Jr. Foundation, the Bill & Melinda Gates Foundation, Sobrato Philanthropies, and the Silver Giving foundation have launched the [California Teacher Residency Lab](#). The lab provides technical assistance to new and existing teacher residency programs and has created systems to share knowledge and build expertise. It also provides dedicated time for the partnering district and preparation program to work on program design and implementation.

## Delaware Yearlong Residency Partnership Grant

To support the growth of residencies across the state and increase the racial diversity of its teacher workforce, Delaware has begun issuing partnership grants to local districts that provide stipends to teacher candidates who train through a yearlong residency and commit to teaching for at least 3 years in partnering school districts. The grants are meant to build strong partnerships between districts and approved preparation programs. The program prioritizes candidates who reflect the communities in which they will teach and who are from underrepresented populations in the teaching profession.

For the first year of the grant program, the Delaware Department of Education awarded approximately \$1 million for the 2019–20 school year. Awards for

selected school districts range from \$20,000 to \$300,000 annually. Currently, the grants may be awarded to a single district or split among multiple districts. Under the program, resident stipends must be at least \$25,000 for residents in schools with high teacher turnover rates and \$20,000 for residents seeking certification in subject areas facing persistent shortages in the state (math, science, languages, special education, and English as a Second Language). The amount of funding for residents not meeting the above criteria is unclear and appears dependent on available funds. From July 1, 2021, to June 30, 2022, the program will likely distribute an additional \$1 million for districts and charters to partner with Delaware educator preparation programs to implement residencies.<sup>66</sup>

## New Mexico Teacher Residency Act

In March 2020, New Mexico's legislature passed [HB92](#) to expand teacher residencies across the state. The legislation established a grant program that outlines several evidence-based elements of a teacher residency program. The program includes a yearlong clinical experience working alongside an expert mentor and a year of continued support (mentoring, professional development, and networking opportunities) following the end of the residency.

The legislation provides a stipend of no less than \$20,000 per year for teacher residents with a service commitment of 3 years following completion of the program in the sponsoring district. Grants are awarded to higher education institutions or tribal colleges that already have an approved teacher preparation program and form a partnership with

one or more school districts or charter schools. Programs awarded funding must be designed to diversify the state's teacher workforce and fill high-need teaching positions. The state established a fund for the program and provided an initial appropriation of \$2 million for fiscal year 2020.

## Mississippi Teacher Residency

As the [nation's first state-run teacher residency program](#), the Mississippi Teacher Residency is a partnership between the Mississippi Department of Education (MDE), the W.K. Kellogg Foundation, and the National Center for Teacher Residencies (NCTR). In addition to managing the [\\$4.1 million 4-year grant](#) provided by the Kellogg Foundation, MDE provides residents with additional professional learning opportunities, covers the costs of these professional learning opportunities and licensing exams, and supports residents in the teacher credentialing process. According to MDE's website, the program explicitly seeks to expand and diversify the teacher workforce "[so that all students have teachers who are well-prepared, appropriately licensed, and can serve as role models.](#)"

The program is structured as an undergraduate program open to candidates who hold an associate degree or have completed close to 2 years of credit toward a degree program. Participants must complete a 2-year undergraduate elementary or special education credential program while working alongside an experienced teacher mentor.

The program can enroll up to 35 candidates each school year, with a stated goal of recruiting for high-need subject areas and fields and increasing the racial diversity of the state's teacher workforce. Four school districts in the state participate in the program, as do Delta State University, Mississippi State University, and William Carey University School of Education.

Through the Kellogg Foundation's contributions, residents receive a full scholarship and housing allowance throughout the residency. The state is also working on designing and implementing a 2-year mentoring and support program to maximize program graduates' retention rate. While the program is already underway, future sustainability may rely on the outcomes of program evaluations and the ability to demonstrate the program's long-term impact. In 2020, more than 300 individuals had applied for the residency; [76% of residents in the 2020 cohort](#) identify as people of color, which far outpaces the 27% teachers of color in the state's wider teacher workforce.

## Pennsylvania Innovative Teacher and Principal Residency Grant

To improve educator recruitment, preparation, and retention and increase the educator workforce's diversity, Pennsylvania launched [a \\$2 million competitive grant program](#) in 2018 meant to seed teacher and principal residencies across the state. The program is designed to support both undergraduate and postgraduate residency programs and provides one-time implementation or expansion grants of up to \$750,000 and planning grants of up to \$75,000. The state has continued to expand funding for the program, with an additional \$1.75 million allocated in 2019 and \$2.1 million in 2020.

To be eligible for funding, educator preparation programs must apply in partnership with LEAs that serve higher-than-average proportions of students of color or students from low-income families or face chronic teacher shortages in special education, STEM subjects, or other state-identified or local shortage areas. This focus creates opportunities for new and strengthened partnerships across the state. Programs must provide a full year of clinical residency, as well as financial support that either eliminates or significantly reduces the financial burden for candidates. Federal Title II, Part A dollars fund the program.

## “Grow Your Own” Teacher Preparation Programs

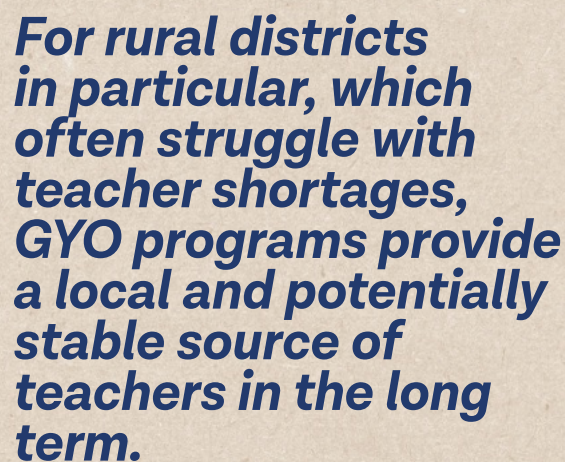
Grow Your Own (GYO) teacher preparation programs recruit community members, such as career changers, paraprofessionals, after-school program staff, and others currently working in schools, to become teachers in their local schools. Participants receive support, such as financial aid, coaching, assistance in navigating credential requirements, counseling, and programmatic support, as they complete their bachelor’s degree and earn their teaching credential.

One of the first GYO programs grew out of [a community organizing effort](#) in Chicago Public Schools that eventually became Grow Your Own Illinois. The term Grow Your Own has become synonymous with a range of programs, including teacher residencies or high school teacher academies. In the following section, however, we focus less on the type of program and more on the key elements that can help support recruitment and preparation of individuals connected to schools and local communities. These are highlighted in “State Policies to Support Grow Your Own Programs” on page 56.

In early studies, these programs have shown positive results in recruiting and retaining diverse teachers in schools with high teacher turnover, in part by leveraging participants’ existing connections to the community and, in some cases, their experience working in the district. For example, a report from the Urban Institute found that graduates from [the Pathways to Teaching Careers Program](#), a national GYO program with local chapters, remained in teaching longer than the typical beginning teacher and taught in urban and rural schools serving large numbers of students of color and students from low-income families at a very high rate (86%).

For rural districts in particular, which often struggle with teacher shortages, GYO programs provide a local and potentially stable source of teachers in the long term.

Despite promising results in the areas of teacher recruitment and retention and the known and expected additional benefits of preparing community members to serve as teachers, GYO programs have not been studied as extensively as other preparation programs. Further research is warranted to better



***For rural districts in particular, which often struggle with teacher shortages, GYO programs provide a local and potentially stable source of teachers in the long term.***

understand the opportunities, impact, and key practices of GYO programs, something policymakers should incorporate into future program funding and planning. Many state programs—like the recent [GYO Teachers Act in New Mexico](#) or Massachusetts’s [Paraprofessional Teacher Preparation Grant Program](#)—are quite new and should be monitored

in order to better understand the impact of this model.

GYO programs come in all shapes and sizes, as described in the examples below. Common variants include paraprofessional teacher training programs and 2+2 programs, which allow candidates to begin teacher preparation at a community college, with clear course articulation agreements in place to enable them to complete teacher preparation and

***States like California have sought to establish rigorous residency programs alongside investments in paraprofessional GYO programs as part of a comprehensive and sustainable workforce strategy.***

credentialing requirements at a partnering 4-year institution. Another notable variation is an applied baccalaureate program—such as the [Bachelor of Applied Science in Elementary or Early Childhood Education at Highline College](#)—which allows students to earn a teaching credential and bachelor's degree from a community college so

that candidates do not have to transfer to a 4-year institution of higher education.

The range of potential programs also indicates the ability to design programs to align more closely with a state or district's intended workforce goals. Other types of preparation programs designed to prepare individuals who already possess a bachelor's degree are a better fit for those seeking to remedy more immediate shortages and fill pressing vacancies. Alternatively, programs that seek to build a workforce that reflects the local student population and is deeply connected to the community may choose to take a longer view, opting for additional flexibility in entry requirements and recruiting individuals who may need to acquire an associate degree as they progress on their pathway into the profession. Further, these efforts do not have to be an either-or approach. States like California have sought to establish rigorous residency programs alongside investments in paraprofessional GYO programs as part of a comprehensive and sustainable workforce strategy.

## State Policies to Support Grow Your Own Programs

A number of features are key to leveraging the potential of GYO programs to support high-retention pathways into the profession and increase the racial, ethnic, and linguistic diversity of the teacher workforce. The following principles articulate these features and draw from New America's [Grow Your Own Programs for Bilingual Educators: Essential Policies and Practices](#) and recent proposed federal legislation.

Beyond allocating funding to help seed these programs, states can ensure access to high-retention GYO programs by requiring that programs:



Design structured pathways for candidates to advance toward required teaching credentials and certification at various stages of their careers.



Provide paid work-based experience under the guidance of a trained mentor teacher that aligns with educator preparation coursework.



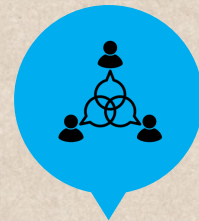
Incorporate coursework and learning experiences that build knowledge of curriculum development and assessment; learning and child development; students' social, emotional, and academic development; culturally responsive practices; and collaboration with families and colleagues.



Recruit linguistically and culturally diverse candidates who are both reflective of and responsive to the needs of the local community.



Provide wraparound supports for candidates through the recruitment, preparation, and induction years (e.g., cohort structure, scholarships, licensure test preparation, assistance navigating college admissions process, etc.).



Support strong collaboration and coordination across school districts, educator preparation providers, and community organizations.

## California's Paraprofessional Teacher Training Program

The [California School Paraprofessional Teacher Training Program](#) (funded 1995–2011) provides an example of the impact GYO programs can have on growing and retaining a diverse teacher workforce: Between 1995 and 2011, 65% of the program's participants were people of color and bilingual. Data reported to the state legislature indicates that the program produced more than 2,200 fully credentialed California teachers over the same period.<sup>67</sup> By the 13th year of program operation, 92% of the individuals who had earned their teaching credentials through the program were still serving in California schools.<sup>68</sup> Although funding for the program was cut during the Great Recession, the state revived the program in 2016, investing \$45

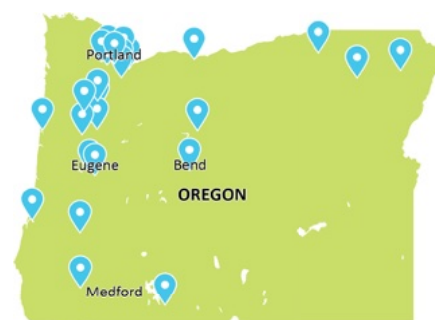
million in the renamed [California Classified School Employee Teacher Credentialing Program](#).

The revived program trains 2,260 classified staff members to become teachers and provides them \$4,000 per year for up to 5 years to subsidize their teacher training costs (tuition, fees, books, and examination costs). Notably, more than half of new program participants are candidates of color. Since the program was restarted in 2016, 770 participants have earned a teaching credential, more than half in special education. Demand for the program is high, with [local districts submitting applications for more than 8,000 slots](#)—well above the 2,260 the state funds.

## Oregon Educator Advancement Council's Grow Your Own/Teacher Pathway Partnership Grants

Oregon is distributing [\\$6.8 million in grant funding](#) to support 27 statewide GYO efforts. The funding is available to support a range of partnerships focused on building sustainable pathways into the profession for future teachers of color and expanding access to culturally responsive and sustaining coursework and professional development. The initiative is guided by the [Educator Advancement Council \(EAC\)](#), which is spearheading the state's broader push to diversify the workforce and reflects an effort to redefine GYO teacher pathways within the state toward an explicit focus on retaining teachers from diverse populations. A key lever of the program's push for increasing the racial diversity of the teacher workforce is available funding that existing teacher pathways programs can use "to eliminate institutional barriers to recruiting a more diverse population of teacher candidates." Another important aspect is the weaving of new

culturally responsive practices into teacher preparation programs—including Tribal History/Shared History curriculum and standards in Senate Bill 13 (highlighted in Chapter 3) and recent ethnic studies standards—thereby helping shape teacher practice across both preparation and the classroom.



Source: Educator Advancement Council GYO Map, 2021

## Texas Grow Your Own Grant Program

In 2018, the Texas Education Agency (TEA) created the [Grow Your Own Grant Program](#) to improve teacher diversity and address teacher shortages, particularly in small and rural districts. The GYO program awards competitive grants to programs that offer one of three identified pathways into the teaching profession. The pathways include: (1) high-school-level education and training courses; (2) partnerships that transition paraeducators, aides, and substitute teachers into teaching; and (3) teacher residencies. The program intends to provide funding for LEAs and Education Services Centers (ESCs) to develop GYO programs that comprehensively recruit high school students, community members, and other school staff. To this end, the state requires that LEAs first establish a high school academy before they can access funding for the other pathways. Funding for pathway 2 provides participants with stipends and/or tuition reimbursements to attain a bachelor's degree and their teaching credential.

Pathway 3 also provides stipends for students during their clinical training to reduce the financial burden associated with preparation and gives districts access to additional instructional staff they would not otherwise be able to afford.

The program's fourth cycle (2021–23) has allocated [\\$1.25 million](#) for the stipends of high school education and training course teachers, implementation of education and training programs throughout the LEA, and stipends and/or tuition reimbursement for candidates. The [2019–21 cycle](#) funded certification for more than 150 paraeducators, residencies for 100 teacher candidates, and expanded education programs for 52 high school students. The program is also notable for requiring aspiring grantees to demonstrate the ability to sustain their program beyond the grant and coordinate multiple, existing resources at various levels to ensure programs are financially supported.

## The Coronavirus Aid, Relief, and Economic Security (CARES) Act and Support for the Teacher Workforce

Tennessee has leveraged funding provided to the state through the Coronavirus Aid, Relief, and Economic Security (CARES) Act allocations to expand its competitive [GYO grant program](#). Participating programs will train teachers for special education or English learner development. Graduates will also receive an additional credential, such as in elementary education. The \$2 million in funding will provide for 20 grants of \$100,000 each and will entirely cover tuition, textbooks, and fees for all selected participants. The funds will allow candidates to engage in paid paraprofessional roles during their preparation and experience strong clinical training alongside

their credential coursework. Preparation programs can offer a multiyear residency while participants earn their bachelor's degree or a 1-year residency for advanced-level programs. This will likely expand opportunities for individuals to enter these programs, regardless of their postsecondary attainment.

## Washington State Pathways for Paraeducators

Washington has established a number of supports for GYO preparation programs. The state's Pipeline for Paraeducators Conditional Loan Scholarship Program provides classified instructional staff who have at least 1 year of classroom experience with financial support (up to \$4,000 in exchange for a 2-year teaching service commitment, or 1 year if teaching in a shortage area) to pursue their Associate of Arts degree to qualify for, enroll in, and complete an alternative route program.

In addition, the state's Alternative Route Block Grant helps expand GYO programs by providing funding for alternative route preparation programs and conditional loan scholarships for candidates. In 2017, \$1.8 million in block grant funds were awarded to nine GYO programs. One grant recipient, [Highline Public Schools](#), has created a pipeline program to support paraprofessional staff who are bilingual to become certificated teachers with an elementary

education endorsement before serving as a teacher of record. Participants receive \$8,000 per year for 2 years in a conditional loan scholarship while earning their B.A. and teaching credential. The loan is then repaid with 2 years of certificated teaching service in Washington. Additional programs and policies from Washington are cited throughout the Playbook, including in Chapters 1 and 5, and highlight the state's progress in supporting a well-prepared and racially diverse teacher workforce.

## Call Me MISTER, South Carolina

The [Call Me MISTER program](#) was founded in 2000 to increase the pool of highly effective Black educators in South Carolina's public schools. [Less than 2%](#) of public school teachers in the United States are Black men, and less than 1% of South Carolina's public elementary school teachers are Black men. The program began at Clemson University in partnership with three private HBCUs to support diverse students in teacher preparation programs. Since its inception, the program has grown to [25 colleges and universities](#) and nine states.

The program provides a full set of supports to participants, including academic and financial supports, social and cultural support, and

professional development opportunities. In return, a program graduate must teach in a public school in South Carolina for every year that they receive a scholarship from the program. Since 2004, the program has supported 221 fully credentialed Black men who have gone through teacher education programs and earned an early childhood, elementary, middle, or special education degree and a certificate to teach at the elementary level. Among the graduates since 2004, 95% of them are still in the classroom. The other 5% are either principals, assistant principals, or working in education in some capacity. Furthermore, 90% of the program graduates are still in South Carolina, and the program continues to expand its alumni network.

## 2+2 Programs and Teacher Preparation Course Articulation Agreements

Teacher preparation programs can also increase recruitment efforts by partnering with community colleges to create degree-articulation agreements. For rural communities, which often do not have a nearby 4-year university, local community colleges can support the teacher pipeline through innovative programs that leverage these articulation agreements.

### *Hinds Community College and Delta State University 2+2 Program*

The [2+2 program is a partnership](#) between Hinds Community College (HCC) and Delta State University that offers junior- and senior-level courses for a bachelor's degree in Elementary Education. Students attending college in Central Mississippi and wishing to complete their elementary education degree can take classes at a designated Hinds campus through

traditional classroom, videoconferencing, and online options. Because of the large number of students of color enrolled in community colleges—between 50% and 70% in the United States by some estimates<sup>69</sup>—such partnerships can attract more candidates of color to the teaching profession.

### *Stone Child College*

[Stone Child College](#) (SCC) is a tribal community college of the Chippewa Cree Tribe in Montana. The college offers associate degrees in early childhood education and elementary education. These degrees simultaneously prepare candidates for employment as paraprofessionals and transfer to a 4-year education program. The college's associate degree

program stresses the importance of preserving the Chippewa Cree language, culture, and history. Through a [2007 articulation agreement](#) with Montana State University-Northern (MSU-Northern), SCC's education courses are accepted at MSU-Northern.

## ***Hinds Community College and Delta State University 2+2 Program***

In Oahu, HI, low-income communities across the island have faced ongoing shortages of qualified educators. Historically, schools with high turnover have relied on importing teachers from the continental United States to fill positions. Responding to the challenge of finding a sustainable solution to staffing needs, [Leeward Community College](#) established 2+2 teacher preparation partnerships with local partner institutions of higher education to grow their own teachers from within their communities where shortages are most acute. As the community college partner, Leeward prepares candidates during their first 2 years of schooling.

***Leeward has seen ballooning enrollment over the past decade—from 24 to 500 students—in a period when teacher preparation enrollment is declining nationally.***

[Established in 2006](#), Leeward’s intensive Associate in Arts in Teaching (AAT) offers candidates—predominantly from underrepresented communities and Native Hawaiian communities in particular—the option to become paraeducators or continue to a 4-year university to earn a credential. Numerous field experiences, practical case studies, and multilayered supports are hallmarks of the program. These include peer mentors for struggling students, dedicated counselors committed to each student’s success, and multiple submissions of case study work to ensure students understand content deeply. Leeward has seen ballooning enrollment over the past decade—from 24 to 500 students—in a period when teacher preparation enrollment is declining nationally. The program’s annual funding has grown from \$10,000 to \$2.64 million generated through private and federal grants.

In 2018, [Leeward](#) expanded its efforts to support Native Hawaiians entering the teaching profession through a partnership with [Ka Lama Education Academy](#) and Nānākuli Elementary School. The Nānākuli Educational Assistant (EA) to Teacher Pilot Program is specifically designed to address the chronic shortage of special education teachers across Hawaii. It provides participating educational assistants with an accelerated, site-based bachelor’s degree in k–12 special education.



## CHAPTER SUMMARY

Teacher turnover contributes to shortages, and teacher movement out of schools and out of teaching has adverse effects on the students and schools they leave behind. Teacher churning—the term used to describe a revolving door of teachers—is destabilizing for the students, staff, and community. Churning also undermines efforts to build a strong school culture rooted in trusting relationships—a leading factor in student and school success. Turnover rates are higher in Title I schools and schools serving the largest concentration of students of color.<sup>70</sup> Strategies explored in this chapter include improving teaching and learning conditions through adequate and equitable investments, including in community schools; providing mentoring and induction for new teachers; creating opportunities for ongoing professional learning and growth; and establishing collaborative leadership structures and practices.

## CHAPTER 3



A sixth-grade math teacher leads a lesson about the connection between music and math. Photo by Allison Shelley for American Education: Images of Teachers and Students in Action

# Effective Retention Strategies

It is not enough to recruit and prepare a more diverse teacher workforce. Creating thriving schools where students have access to the learning opportunities and supportive relationships essential to their social-emotional well-being and academic success also requires supporting and retaining teachers.

On average, roughly 8% of all teachers leave the profession each year, accounting for about 90% of the annual demand for teachers in the United States. Another 8% annually switch schools or districts.<sup>71</sup> Keeping more teachers in the profession—and reducing year-to-year teacher turnover among schools—is one of the most pressing equity issues in schools today. The cost of this revolving door of teachers is disproportionately born by students of color and students from low-income families.

Although teachers of color and White teachers exit the profession at similar rates over time, turnover—or the combined rate at which teachers move to a new school or leave the profession—is higher for teachers of color (about 19% for teachers of color versus about 15% for White teachers).<sup>72</sup> This higher turnover rate is due, in part, to the fact that teachers of color are more likely to work in schools serving higher percentages of students of color, which are typically less well-resourced than schools serving predominantly White students.<sup>73</sup>

## Improving Retention Is Key to Building Teacher–Student Relationships

In California, a collaboration between a student organization and its local school district calls attention to the impact of teacher turnover on students of color and developing strategies to recruit and retain teachers and build their capacity to support diverse students.

For the past 5 years, [Californians for Justice](#) (CFJ), a statewide student organizing network, has been engaged in recruiting and retaining teachers, especially teachers of color, in several school districts. The work grew out of CFJ's [Relationship Centered Schools](#) (RCS) campaign, launched in 2015 when a statewide survey showed that one in every three students could not identify a caring adult on their school campus. That troubling statistic has propelled the campaign forward, intending to transform school culture and eliminate racial bias by building authentic relationships between students and school staff. CFJ has active RCS campaigns underway throughout the state—in Fresno Unified School District; East Side Union High School District in San Jose, CA; Oakland Unified School District (OUSD); and Long Beach Unified School District. Although the work looks different in each district, it is grounded in three levers of change: creating space for relationship building, investing in school staff, and valuing students' voices.

In Oakland, CFJ identified the district's high teacher turnover rate—one study estimated that 71.5% of new teachers in OUSD [leave within 5 years](#)—as a critical barrier to teachers and students forming relationships. To increase retention, in 2017, Oakland's CFJ student leaders surveyed 84 teachers, interviewed principals and education policymakers, and held focus groups with teachers and students. Their [findings](#) echo research on [teacher turnover](#) showing that inadequate compensation, unsustainable teaching conditions, and a lack of ongoing mentorship and administrative support are key reasons for teacher attrition in the district, especially among teachers of color. Moreover, their research found that relationship building between students and staff is a pivotal contributor to school and teacher success.

For teachers of color, who often feel overworked and [undervalued](#) by administrators and colleagues, the obstacles to retention are even more significant. In response, CFJ has engaged in [a number of efforts](#) to increase job satisfaction for teachers of color, including centering co-learning in professional development to advance cultural awareness and relationships and working with the OUSD Office of Equity on student-led anti-bias training for school staff.

CFJ has also collaborated closely with the OUSD Talent Division to devise [strategies](#) for recruiting and keeping Oakland teachers in the district and the profession. Recruitment strategies have included marketing and outreach to teacher candidates attending HBCUs and minority-serving colleges and universities and expanding local GYO options to recruit and support residents to become teachers. As part of a shared commitment to elevating students' voices, CFJ students are also part of the teacher hiring committee at Oakland High School.

Teachers of color also navigate a cascading set of challenges that contribute to higher-than-average turnover (see “Reasons Teachers of Color Leave Teaching”). In schools staffed by predominantly White teachers, teachers of color face isolation and are often expected to [take on added duties](#), such as serving as the [disciplinarian](#), being the expert on matters of cultural diversity, or coaching students on how to navigate racism. In the next chapter, we discuss the critical role that school leadership plays in creating an environment that supports teachers of color.

Although some movement of teaching staff is expected and even healthy, high mobility rates—both from one school or district to another and out of the profession entirely—exact a heavy toll on

the students and colleagues they leave behind. High turnover creates instability and undermines relationships, collaboration, and the building of institutional knowledge and culture. Not surprisingly, it also undermines the achievement of all students in a school—not just those with a new teacher.<sup>74</sup>

The process of replacing teachers also diverts much-needed financial resources away from classrooms. Urban school districts spend [more than \\$20,000](#) to replace a single teacher.<sup>75</sup> Researchers estimate that school systems collectively [spend more than \\$2.2 billion each year replacing teachers](#) who have left their districts or the profession. Those are funds that could be spent on comprehensive mentoring

## Reasons Teachers of Color Leave Teaching

Responding to the federal teacher follow-up survey in 2013, teachers of color were more likely than the average teacher to list the following reasons as very or extremely important to their decisions to leave teaching:

- Concern about compensation tied to performance
- Lack of administrative support
- Lack of classroom autonomy and school influence
- Poor teaching conditions
- Desire to pursue another career or improve their opportunities in education.

Source: Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute.

## The Cost of Turnover

[Research](#) suggests that the cost of replacing a single teacher can range from \$9,000 for rural districts to more than \$20,000 for large urban districts. Use [this calculator](#) to estimate the cost of teacher turnover in your district.

and induction programs or other supports and opportunities that research shows increase teacher effectiveness, satisfaction, and retention.

Teacher turnover’s academic and financial costs are disproportionately borne by students of color and students from low-income families, who attend schools with higher turnover rates and are more likely to rely upon teachers with little to no preparation to fill vacancies. For example, an analysis of Civil Rights Data Collection [2014](#)

[and 2016 data on teacher qualifications and experience](#) found that in 2016 schools with high numbers of students of color were *four times* more likely to employ uncertified teachers than schools with a low enrollment of students of color.<sup>76</sup> An earlier study of data from the 2013–14 school year found similar patterns. It noted that uncertified teachers were also more common in schools with the most students eligible for free or reduced-price lunch than those with the fewest students from low-income families.<sup>77</sup>



A staff member welcomes students and monitors a thermal temperature scanner at an entrance to Middletown High School. Photo by Allison Shelley for American Education: Images of Teachers and Students in Action

## High-Impact Investments

This chapter explores key strategies and practices that build the capacity of teachers to support their students and colleagues and stay in the profession for the long haul. These include supports for beginning teachers, ongoing professional learning opportunities that enable all teachers—no matter where they are in their careers—to expand their knowledge and refine their skills, and cultivation of collegial school environments that provide ample opportunities for collaboration and shared leadership.

The chapter concludes with a discussion of the critical role of adequate and equitably distributed resources and highlights one evidence-based equity strategy, community schools. Without sufficient funding, schools and districts cannot adequately invest in high-quality, tailored teacher support and development and lack the resources to create the safe, well-equipped, and fully staffed school environments vital to teacher retention and student success.

### *Induction and mentoring*

Even for teachers who have completed a high-quality preparation program, the first years of teaching are challenging. Strong induction and support for novice teachers during their first years in the profession can increase their success and effectiveness. Further, teachers who participate in a high-quality induction program stay in the profession at rates that are twice as high as those who do not receive this early support.<sup>78</sup>

National statistics from the Schools and Staffing Survey indicate that the vast majority of first-year teachers participate in some kind of induction program.<sup>79</sup> However, the term can refer to a

## Mentoring and Induction Toolkit

The Center on Great Teachers and Leaders has developed a [Mentoring and Induction Toolkit](#) for states working closely with districts to build strong mentoring and induction programs. Toolkit materials summarize research and best practices, highlight relevant examples, and provide streamlined processes for action planning.

variety of activities for new teachers, including everything from brief orientation sessions and occasional seminars to the assignment of a mentor who provides extensive coaching and feedback over one or more years. Research points to several key elements of high-quality induction programs, including having a mentor from the same field, having common planning time with other teachers in the same subject, and having regularly scheduled collaboration with other teachers. However, only a small proportion of beginning teachers receive this comprehensive set of supports.<sup>80</sup>

Teacher retention is a particularly pressing issue in schools serving high numbers of students of color and students from low-income families. Although these schools tend to have a greater number of novice teachers, they also typically have weaker induction programs mainly due to resource constraints and a mismatch between the number of expert teachers on staff available to mentor and the number of novice teachers needing mentoring.<sup>81</sup>

## *The important role of state policy*

State policies can be instrumental in determining the availability and the quality of teacher induction programs. One important lever is requiring that new teachers participate in an induction program or receive mentoring support to earn full professional certification. In a 2019 analysis of state policies, the [Education Commission of the States](#) (ECS) reported that 31 states require induction and mentoring support for new teachers.

Such policies vary, but typical components include the number of years a new teacher must participate in induction and parameters around what the programs must include. Policies on whether school districts are required to offer and/or bear the cost of the programs are more variable, and current analysis of state policies is not available. In 2016, the New Teacher Center reported that 16

The result is a revolving door of early-career teachers that limits a school's ability to provide students with the quality instruction and support they need and deserve.<sup>82</sup>

In contrast, high-quality induction can change the experience and career trajectory of new teachers. An analysis of the Texas Beginning Educator Support System (TxBESS) found that participants left teaching at significantly lower rates than novice teachers in the state who did not participate in the program. The analysis also found improved retention rates were high among participating teachers in schools serving large numbers of students of color and students from low-income families, where attrition rates tended to be quite high and where—as highlighted at the start of this chapter—teachers of color are most likely to teach. The finding suggests that teachers of color, in particular, could benefit from participating in strong induction programs.<sup>83</sup>

states provided at least some funds, but only 9 of those states provided funding to all their school districts.<sup>84</sup>

Experience suggests that states' financial support for induction and mentoring programs is vulnerable in economic downturns when education funding levels drop. Mentoring and induction programs became more widely available in the United States during the 1990s and early 2000s, but many programs then lost funding during the Great Recession. Data from the National Center for Education Statistics Schools and Staffing Surveys indicated that far fewer new teachers were receiving mentoring in 2012 than in 2008.<sup>85</sup> Some states, however, have continued to provide strong support for their induction programs, including Connecticut, Delaware, and Iowa.

## State policies to support induction

### Connecticut Teacher Education and Mentoring Program

Connecticut has required teacher mentoring since the early 1990s. In 2009, the state established a new statewide, district-driven teacher induction program for all new teachers—the [Teacher Education and Mentoring](#) (TEAM) program. As part of the TEAM program, new teachers are paired with a mentor who coaches and guides them through the first 2 years of the profession. Beginning teachers work with their mentors to set goals, implement new learning in the classroom, and receive feedback on their teaching practice and student outcomes.

In a 2013 [evaluation of TEAM](#), beginning teachers overwhelmingly reported that the program positively impacted their practice. Specific benefits included:

- reflection time with their mentors on teaching effectiveness;
- discussions regarding how to establish safe and productive classrooms; and
- identification of strategies for using assessment data to make instructional decisions.

Connecticut allocates funds to school districts based on the annual budgets they submit as part of their [3-year plans](#) for their local TEAM programs. According to the ECS analysis of induction policies, Connecticut’s state regulations require that mentors (or mentor teams) and beginning teachers receive at least the equivalent of 4 school days of release time annually to engage in mentoring activities.

***Beginning teachers work with their mentors to set goals, implement new learning in the classroom, and receive feedback on their teaching practice and student outcomes.***

## Delaware Comprehensive Induction Program

Delaware requires that all new teachers participate in a 4-year induction and mentoring program to advance their license. The [Comprehensive Induction Program](#) (CIP) requires several activities characteristic of high-quality induction:

- weekly meetings between mentor and novice teachers to provide real-time support;
- eight lesson observations (four observing and four being observed) in each of the first 2 years; and
- participation in evidence-based professional learning each year of the program, including professional learning communities specifically for new teachers.

The state requires districts to pay a salary supplement to teachers and administrators who act as mentors. In addition, the Delaware Department of Education (DDOE) created a competitive grant program to fund the development and/or delivery of new, innovative induction models. In the first five rounds of the grant, DDOE awarded approximately \$1 million to districts and charter schools.<sup>86</sup>

Delaware's commitment to and continuous improvement of its induction and mentoring for new teachers appears to be associated with improved teacher practice, as well as teacher retention. In a 2017 statewide survey of teachers,<sup>87</sup> the vast majority of respondents either agreed or strongly agreed that:

- the additional support they received as a new teacher improved their instructional practice (78%);
- the additional support helped them to impact their students' learning (79%); and
- the induction supports were important in their decision to continue teaching at their current school (71%).<sup>88</sup>

***Delaware's commitment to and continuous improvement of its induction and mentoring for new teachers appears to be associated with improved teacher practice...***

## Iowa Mentoring and Induction Program

Iowa has a long history of prioritizing teacher induction. In 2001, the Iowa legislature enacted the Teacher Quality Act, expanding teacher induction statewide and making it a requirement for second-tier teacher licensure,<sup>89</sup> which awards a teacher a professional certification or license. By 2018, the [Iowa Mentoring and Induction](#) (M&I) program was supporting approximately 3,000 first- and second-year teachers across the state.

Iowa's M&I framework gives districts the flexibility to design programs responsive to their local needs and contexts. By stipulating minimum levels of beginning teacher support—including release time to design lessons and plan with a mentor, opportunities to observe experienced teachers, and constructive feedback on instruction—the program provides general outlines that districts must follow when developing their induction programs. However, districts are responsible for designing programs that engage teachers in meaningful activities that support the Iowa teaching standards and meet beginning educators' personal and professional needs.

Iowa's M&I structure—providing evidence-based minimum induction requirements but broad flexibility in program design—offers benefits in terms of district tailoring and appears to have long-standing support in the state. However, M&I's flexibility, and hence variability, complicates rigorous evaluation of its overall effectiveness.

Up until 2018, Iowa supported the program by distributing \$1,300 to districts and Area Education Agencies for each first- and second-year educator, with \$1,000 of each payment going toward mentor stipends and the remainder toward other program costs. The state allocated more than \$4 million to the statewide mentoring program for 2016–17.

In 2018, the Iowa General Assembly made the M&I program voluntary for school districts while still requiring that beginning teachers complete some form of induction and mentoring. Oversight of the M&I program is now “housed” under the state's [Teacher Leadership and Compensation](#) (TLC) program, and the separate allocation for the program has been eliminated. Districts can choose to provide induction support using an M&I program or a locally designed option within a district's TLC program. (See Chapter 5 for more details about this program.)

It is unclear how those changes will impact Iowa teachers' access to induction and mentoring and the quality of those supports. Still, the original design remains a model worth exploring by states looking to design a high-quality induction program.

***Districts are responsible for designing programs that engage teachers in meaningful activities that support the Iowa teaching standards and meet beginning educators' personal and professional needs.***

## Ongoing Opportunities for Professional Growth and Learning

As in most professions, teachers need to update and improve their knowledge and skills continuously. Effective professional development ensures that teachers at whatever level in their careers have opportunities to learn new skills and practices, better equipping them to support students. However, professional learning investments often get crowded out by tight budget conditions and constraints on teachers' time.

In 2018, about [two thirds](#) of states had policies requiring or encouraging teachers to undertake continued professional learning throughout their careers. Some have formal certifications for those who step into leadership roles. State and local policies can be instrumental in setting expectations, but they do less to ensure that learning experiences are of high quality. A [2017 LPI analysis](#) of 35 studies identified 7 shared features of effective professional development. According to the study, effective professional development (1) focuses on content; (2) incorporates active learning utilizing adult learning theory; (3) supports collaboration, typically in job-embedded contexts; (4) uses models and modeling of effective practice; (5) provides coaching and expert support; (6) offers opportunities for feedback and reflection; and (7) is of sustained duration.<sup>90</sup>

Implementing effective professional development requires responsiveness to teachers' and learners' needs and the contexts in which teaching and learning will occur. Traditional approaches to professional development have often been "one-and-done" models that focus on a topic chosen by school or district administrators and do not provide time and space for teachers to work with the ideas they are exposed to. Recent research on best practices elevates the importance of involving teachers to determine what they need to best support their students and their professional growth.

High-quality professional development can be especially critical in supporting teachers with skills and competencies that they may not have learned in their original preparation but that are essential to creating and sustaining racially just classrooms and schools. These skills and competencies might include family engagement, social and emotional learning, culturally responsive teaching, and restorative justice. In some schools and districts educators are learning with and from students and families of color to build the capacity of their predominantly White teacher workforce. They are helping teachers understand and address implicit bias, develop culturally responsive strategies to support students and partner with families, and learn more about the culture and assets of the diverse communities in which they teach. For example, in Oakland, CA, students at Oakland International High School (OIHS) lead their teachers on [community walks](#) at the start of each school year. Students, all recent migrants to the United States, and many unaccompanied minors, provide teachers with an up-close look at their lives and communities outside of school. Community School Manager Lauren Markham says of the walks:

[They are] professional development sessions [that] educate teachers about students' backgrounds, challenges, [and] community and cultural assets and [about] the educational concerns of OIHS's diverse students and families. They also serve to immerse teachers in the home environments of their students and allow students and family members to serve as leaders, inverting roles such that our teachers become the students and our students and families become the teachers.<sup>91</sup>

## Policies and guidance around professional learning and growth

Thirty-nine states have adopted the [standards developed by Learning Forward](#) that “outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.”

According to Learning Forward standards, to increase teacher effectiveness and improve student outcomes, professional learning should:

- occur within learning communities committed to continuous improvement;
- be led by skilled facilitators who develop capacity, advocate, and create support systems for professional learning;
- prioritize, monitor, and coordinate resources for educator learning;
- use a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
- integrate theories, research, and models of human learning to achieve its intended outcomes;
- apply research on change and sustain support for the implementation of professional learning for long-term change; and
- align its outcomes with educator performance and student curriculum standards.

Many of the most respected professional learning initiatives, including those described in this chapter, use approaches that are consistent with the Learning Forward standards.

As is the case with induction and mentoring programs, funding for professional development is particularly vulnerable when school systems and states reduce education funding. Conversely, state policies can incentivize local school districts around the quantity and the quality of professional

development they provide. California serves as one example. The state provided \$490 million in [Educator Effectiveness](#) funding during the 2015–16, 2016–17, and 2017–18 school years, and the funds were accompanied by [state guidance](#) on how to maximize effectiveness. The funds, designated to support the implementation of the state’s new academic standards, could also be used for beginning teacher and administrator induction and mentoring.

### Investing in Talent Development

Funding the important work of teachers can be supported through a variety of federal programs, private foundations, and state legislative appropriations. This [guide](#), published by the Center on Great Teachers and Leaders, identifies funding sources to support teacher professional growth and talent development.

## Supporting teachers' continued growth and leadership

For experienced teachers who want to stay in education, too often the only path toward advancement and increased compensation is to leave the classroom to become a site or district administrator. However, high-quality, teacher-led professional learning opportunities can provide experienced teachers with challenging and engaging opportunities to deepen their skills, develop their leadership, and, often, earn a salary increase or bonus.

National Board Certification, overseen by the [National Board for Professional Teaching Standards](#) (NBPTS), represents one of the most widely respected and available professional growth opportunities for experienced teachers. The National Board Standards define what accomplished teachers should know and be able to do in 25 certificate areas. Many state departments of education, school districts,

## Micro-Credentials Gaining Traction

Micro-credentials offer teachers a way to be recognized for the skills they have, regardless of when or how they developed them.

[Digital Promise](#), an organization that has taken a leading role in this movement, says micro-credentials “can provide new ways for school systems to recognize which teachers and administrators are accomplished in teaching certain skills and/or leading improvement efforts as well as provide highly personalized professional learning to help those with specific needs.”

The National Education Association (NEA) has launched its micro-credentialing system and platform as part of its [Center for Great Public Schools](#). NEA is partnering with Digital Promise to make more than 150 micro-credentials that offer on-demand professional learning freely available to its members. NEA encourages teachers to work with their affiliate unions to create professional learning communities whose members complete the credentials together.

As of 2017, nine states were offering continuing education units (CEUs) through the Digital Promise ecosystem, and several more state proposals were pending approval. Beyond CEU approvals, several states include in their professional development structures, including Arkansas, North Carolina, Rhode Island, South Carolina, and Tennessee.

In partnership with the Appalachia Regional Comprehensive Center, the Tennessee Department of Education developed a 3-year pilot to use [micro-credentials for teacher professional development](#). The pilot began in the 2016–17 school year with 75 teachers and currently includes approximately 800 teachers. The program provides teachers with flexibility and choice, allowing them to earn micro-credentials in topics they believe are most relevant to their positions and professional learning needs.

Digital Promise has also published [guidance for policymakers](#) around the use of micro-credentials.

teachers unions, institutions of higher education, and other educational organizations recognize the rigorous certification process and provide support to participating teachers, in some cases including fee assistance or salary enhancements (see Chapter 5).

Research shows that earning National Board Certification has [a positive impact](#) on participating teachers, their students, and their colleagues. National Board–certified teachers (NBCTs) appear to be more effective than colleagues with similar experience who have not earned the certification. They also provide [substantial educational benefits](#) to students from low-income families. Support for teachers' cohorts to earn their National Board Certification has also been [an effective school](#)

[improvement strategy](#). Other benefits include [accelerating learning gains](#) for students taught by an [NBCT-mentored teacher](#) (compared to students whose teachers were not mentored by NBCTs). A [2020 report from South Carolina's Center for Educator Recruitment, Retention, & Advancement](#) concluded that turnover rates for the state's NBCTs were significantly lower than those of all teachers in the state over a 5-year period. For example, looking at the 2018–19 school year, turnover for all South Carolina teachers was 9% and only 3.6% for NBCTs in the state. (See Chapter 5 for examples of state policies to incentivize and reward teachers financially who have received National Board Certification.)



## Professional Learning Program Descriptions

### California Subject Matter Project

The [California Subject Matter Project](#) (CSMP) is a network of nine different projects, each with its own curricular focus. The nine project areas are (1) arts, (2) global education, (3) history and social science, (4) mathematics, (5) physical education and health, (6) reading & literature, (7) science, (8) world languages, and (9) writing. The network's overarching mission is "to improve student learning and literacy by providing comprehensive, content-focused professional learning for teachers, by building teacher leadership, and by creating and maintaining collaborative networks of k–12 teachers and university faculty."

The network offers k–12 teachers the opportunity to partner with university scholars in education and academic disciplines. As a result, its professional learning programs are informed by the latest disciplinary and educational research. Working in communities of practice, educators focus on a problem of shared practice to develop, test, and refine new ways to improve instruction. The nine projects recruit, apprentice, and support teacher leaders through ongoing partnerships with local schools and districts. In 2018–19, approximately 25,000 educators from more than 1,200 school districts participated in CSMP professional learning opportunities. [A 2018 study](#) of professional learning opportunities in California describes the CSMP as "an important, structural approach to providing professional learning opportunities through networks connected to higher education."

CSMP initially launched in 1988 but was discontinued for several years because of state budget cuts. The state reauthorized CSMP in 2011. The University of California, Office of the President, administers the network in partnership with the state's k–12 and higher education systems. Each project has a

statewide office, regional sites, and an advisory board. CSMP receives state and federal funds to help the state meet teacher-quality goals and assist its k–12 partners with whole-school reform efforts in low-performing schools. Projects and sites also receive grants from foundations, private industry, and other state and federal sources.

The broad curricular coverage of the CSMP projects, combined with the vertical integration of k–12 and higher education institutions, proved particularly valuable as the state grappled with virtual instruction challenges in 2020. An extensive offering of [professional development programs and events](#) was quickly made available to support educators throughout the state.

***Working in communities of practice, educators focus on a problem of shared practice to develop, test, and refine new ways to improve instruction.***

## Instructional Leadership Corps

California's [Instructional Leadership Corps](#) (ILC) develops and taps into the expertise of local teachers and other educators who lead ongoing professional development for peers in their districts. ILC is a collaborative project led by the California Teachers Association (CTA) in partnership with the Stanford Center for Opportunity Policy in Education (SCOPE) and the National Board Resource Center (NBRC) at Stanford University.

ILC [supports teacher leaders](#) in developing professional learning that is attentive to local needs and attuned to teachers' specific challenges. A 2019 study demonstrates the impact of leveraging teacher leadership to improve instruction. As they help shape their peers' practice, teacher leaders' own sense of professional efficacy increases. By broadening their professional reach beyond their classrooms, more experienced teachers can amplify their leadership skills, initiate innovative activities, and solidify professional relationships. ILC also aims to increase administrator involvement in instructional change and develop other structural arrangements that support collaboration. Districts often leverage grants and other local resources to sustain the work.

To maximize their learning, teachers are given opportunities to try out new strategies, receive feedback, address challenges in implementation, and iteratively improve throughout multiple workshops with advisors and coaches. Over time, ILC teams have also developed strategic relationships with district administrators, teacher associations, county offices of education, universities, and philanthropic organizations that support deep, widespread professional learning in their schools.

The impact of the project has been significant. More than 32,000 educators in more than 2,000 schools and at least 495 districts statewide have participated in professional learning led by ILC teacher leaders

since the initiative was established in 2014. Further, 30,000 more educators participated in ILC-related conferences and presentations, and 38,000 educators were indirectly impacted by the project, such as having ILC-trained instructional coaches.<sup>92</sup>

Esther Wu, an English teacher and the English Department coordinator at Mountain View High School in Mountain View, CA, and an ILC alumna, described her participation in the ILC as "[a turning point](#)" in her career. "I was able to learn how to provide professional development to my colleagues; I was learning from other colleagues; I was talking with teachers across disciplines, across schools and districts.... It helped me to see that these alliances and collaboratives that can form in education really help position educators to do even more impactful work."<sup>93</sup>



High schoolers from a Teaching 101 class practice their teaching skills with preschool students. Photo by Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action

## National Writing Project

The [National Writing Project](#) (NWP) is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. The NWP network provides professional development, develops resources, generates research, and uses the knowledge its participants generate to improve the teaching of writing and learning in schools and communities.

NWP sites offer summer institutes for developing a leadership cadre of local teachers (called “teacher-consultants”); customized in-service programs for local schools, districts, and higher education institutions; and an array of continuing education

and research opportunities for teachers at all levels.

Along with the importance of actively teaching writing and effective practices for doing so, the NWP’s national program model rests on these core principles:

- Teachers at every level are the agents of reform, and universities and schools are ideal partners for investing in that reform through professional development.
- Teachers who are well informed and effective in their practice can be successful teachers of other teachers and partners in educational research, development, and implementation. Collectively, teacher leaders are our greatest resource for educational reform.

A [2015 study by SRI](#) is one of several that document significant gains in writing performance among students of teachers who have participated in NWP’s College-Ready Writer’s Program. The study found that students showed benefits to participating teachers and their students. For example, teachers in participating districts were more likely to teach students essential writing skills, such as connecting evidence to claims and selecting evidence from source material, than teachers who did not participate in the training.

One participating teacher reflected, “The professional development that [the Writing Project] put together and presented to us has been exceptionally helpful because everything that they have gone over has been something that we could immediately go back to the classroom and implement and see results.”<sup>95</sup>

## Advancing High-Quality Professional Learning

Local school and district leaders primarily drive teacher development and career progression. However, the [Education Commission of the States](#) points to structures and incentives that policymakers in many states are using to support high-quality systems for teacher professional learning.<sup>94</sup> These include:

- creating a licensure system that allows teachers to advance beyond a standard professional license;
- offering a teacher-leader licensure or endorsement, ideally based on adopted teacher-leader standards and/or a state-level definition of the role of the teacher leader; and
- providing formal supports or incentives to those who become teacher leaders.

## Parent Teacher Home Visits

[Parent Teacher Home Visits](#) (PTHV) are designed to foster deeper understanding and relationships of trust between educators and families. The model, developed through a partnership between families and the teachers union in Sacramento, CA, includes a professional development component that has built the capacity of tens of thousands of teachers around the country since the program's inception in 1998.

The training, developed and led by teachers and parents or caregivers, is designed to (1) build teachers' understanding of the home visiting model, including its impact on relationships and student success; (2) prepare them to conduct culturally responsive home visits; and (3) learn how to build on the practice for ongoing partnership with families. When COVID-19 necessitated the shift to distance learning, PTHV adapted its model and began training teachers in virtual or, "bridge," home visits, deepening teachers' capacity to build trusting relationships with students and families in a virtual setting. Teams comprising at least one parent or caregiver and teachers who have participated in home visits themselves lead in-person and virtual trainings.

[National evaluations](#) describe how the model was found to interrupt assumptions and implicit bias among participating parents/caregivers and teachers and found that schools that systematically implemented the model "experienced decreased rates of student chronic absenteeism and increased rates of student English Language Arts and math proficiency."<sup>96</sup>



Parent/teacher home visit to Frost Elementary family in Lowell, MA. Courtesy of 1647, 2016.

## Peer Assistance and Review

Originally implemented in 1981 by the Toledo Federation of Teachers, peer assistance and review (PAR) is a model of professional learning and support that relies on teachers as educational experts to evaluate and coach their peers. Although still not commonplace, PAR programs have been established in districts across the country.

While specific features might vary, all PAR programs rely on a cadre of consulting teachers to provide instructional feedback to their novice and struggling veteran peers as part of a comprehensive system of evaluation and support. In Toledo, OH, each consulting teacher typically manages a caseload of 10–20 teachers, and they provide feedback on teaching standards that become part of a teacher’s summative evaluation. In Toledo and elsewhere, a panel of union members and administrators (with typically one more teacher than administrator) oversees the program, including assigning consulting teachers, managing the budget, and acting on the recommendations of consulting teachers. Staffing recommendations to the superintendent require a majority vote plus one.<sup>97</sup>

Alongside providing evaluation and feedback, consulting teachers provide critical support and mentorship for early career teachers, which may reduce early career turnover. For example, in Rochester, NY, a school district that has had a PAR program in place for 20 years, district officials report having an 88 percent retention rate among new teachers.<sup>98</sup> A key component of PAR is the distributed leadership model, which provides teachers instructional leadership opportunities that also serve to build collective ownership of instructional improvement.

Underpinning effective PAR programs are strong labor-management partnerships and collaborations. One study noted that union leaders and management “found common ground” in planning their PAR program.<sup>99</sup> Other critical elements include continuous training for all participants—consulting teachers and administrators—to ensure alignment of evaluation practices and criteria, clearly defined staffing roles, and a process for evaluating program effectiveness.<sup>100</sup>

One barrier to more widespread PAR implementation is cost—districts need to hire additional staff to fill in for consulting teachers when they are observing and supporting colleagues.

## Lead by Learning: Supporting Educators in Their Professional Learning

High school English teacher Nina Portugal wanted to better understand her students' progress as writers, so she recorded conversations with her students about their writing. In the process, she learned something about her own teaching. "I started to realize my own biases," Portugal said. "I was completely talking differently to a student with an IEP than a student without an IEP. In my head, one was the strong writer and one not strong." Her perceptions showed in the grades the students were receiving.

Portugal shared her discovery with colleagues as part of her department's work with [Lead by Learning](#), a program of Mills College School of Education. Its services help education leaders to create conditions for adult learning and to build educators' knowledge about how students learn:

***This was our third year in partnership. We had built this community where I could go to my colleagues and say, "I need support." I needed them to help me adapt my teaching. We had created this container where I was able to be self-reflective and get their support.***

Lead by Learning describes its approach as a combination of specific mindsets related to the teaching profession and a set of practices that support adult and student learning.

Four key mindsets help create the conditions for adult learning that serve student learning:

- Teaching, leading, and learning are uncertain and complex work.
- Equity requires questioning assumptions.
- Learning is fundamentally social and emotional for adults as well as students.
- Agency and purpose drive curiosity and deep learning.

The most visible practice, and perhaps the most challenging for teachers, is "public learning." Portugal's willingness to present her teaching challenge to her colleagues and get their help epitomizes a learning culture. It stands in contrast to the more typical professional development approach of highlighting and displaying an educator's most successful teaching practices as a model.

Integral to public learning is the practice of using data to make learners' experiences visible. The necessary data are not dashboards and proficiency scores but data that provide a window into student thinking. When Portugal looked beyond the writing grades her students received to those conversations she recorded, she learned how they saw the writing process. That led her to questions about her own instruction.

Public learning is not, however, a one-way street. It depends on supportively challenging conversations between the public learner and his or her colleagues. Learning conversations that involve questioning a colleague's idea or tackling a deeper purpose together are rare. Portugal and her colleagues benefited from having spent 3 years working together on their learning.

Practicing public learning through supportively challenging conversations and based on data about student learning becomes a strategy for equity when educators share collective goals. Portugal recognized the importance of changing her perceptions of students because she and her colleagues had identified an equity goal related to students with disabilities. Inviting other teachers' perspectives on her insights was also an equity strategy, as everyone on her team then shared with her the responsibility for supporting those students.

## Senate Bill 13: Tribal History/Shared History

In 2017, Oregon State passed [Senate Bill 13: Tribal History/Shared History](#) to develop a statewide curriculum that centers and acknowledges the rich culture and contributions of the Native Americans in Oregon and to provide professional development to teachers to support their use of these valuable resources. This historic investment in Oregon's education system is made possible by an agreement between the state of Oregon and the governments of each of the nine tribes that reside in the state. The initiative is an example of how states can partner with tribal nations to ensure teachers have access to the curriculum and training needed to educate students in the full and rich history of their states and regions.

The Tribal History/Shared History curriculum covers the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events. The initial 2-year rollout plan included three phases.

Phase One, completed in 2020, focused on developing the nine [Essential Understandings](#) of Native Americans in Oregon and on lesson plan development. The Oregon Department of Education (ODE) provided the nine tribal governments with resources to build place-based lesson plans specific to their tribes. ODE also contracted with [Education Northwest](#) to create lesson plans in grades 4, 8, and 10, informed by the Essential Understandings and aligned with state standards. Lesson plans provide teachers with an overview of which Essential Understandings and state standards are addressed, expected learning outcomes, materials needed, suggested activities, and further resources. Including these lesson plans and the Essential Understandings is a requirement for programs to receive Oregon's GYO grants funds.

Phase Two focused on providing professional development for educators, a requirement of the legislation. ODE offers online [professional development courses](#) covering lesson plans, supports educators in implementing the curriculum, and offers professional development units for completing the course. More than 1,000 educators have accessed and participated in ODE trainings and professional development opportunities. Educators stay connected through an [online support network](#) that allows for discussion and questions on the new curriculum.

Phase Three began in the 2019–20 school year when educators started to implement the curriculum developed by the tribal nations. ODE continues to gather feedback from districts through a pre- and post-assessment evaluation process to inform improvements to professional development and support opportunities.



Source: Oregon Department of Education: [Tribal History - Shared History](#). Also read and view more on the associated [story page](#).

## Working Conditions Influence Teachers' Career Decisions

Good learning conditions are also good teaching conditions.

Research has long shown that teachers' working conditions affect their ability to teach well. The same conditions can also have direct implications for teacher attitudes about their work and their decisions to remain at their schools or in the profession. District and state-level investments in sufficient instructional materials and supplies, safe and clean facilities, reasonable student-to-teacher ratios, and adequate support personnel can positively affect teacher retention rates. Compared to other regions in the country, for example, the higher-spending Northeast region of the United States averages the lowest turnover rates across all district types.<sup>101</sup>

As is discussed in detail in the next chapter, principals play a critical role in teacher retention by creating a school climate in which staff are supported, respected, and provided opportunities for collaboration and shared leadership. Studies suggest that working environments are typically more challenging and less supportive for teachers of color, who experience unique adverse teaching conditions, dubbed an [invisible tax](#), regardless of the quality of the schools in which they teach.

Recognizing the isolation, implicit bias, and overt racism experienced by teachers of color, many districts, such as those highlighted in Chapter 1, are revamping their hiring policies and working with school principals to improve school climate and working conditions and develop systems of support for teachers of color. In Kansas City, KS, for example, an annual convening designed by and for teachers of color—called Amplify—has grown into a regional community. Supported by the Ewing Marion Kauffman Foundation, Amplify grew out of a desire to provide educators of color in the Kansas City bi-state region with an opportunity to build

community, engage in networking opportunities, and help to create conditions that would support them in remaining in the profession—and in the area.

Explained Cornell Ellis, one of the founding organizers, “Amplify created a safe space and a brave space for teachers of color to come together and take off the masks they carry with them on a daily basis.”<sup>102</sup> Convenings provide educators of color in the region a chance to get to know colleagues while learning new skills; national education leaders of color provide participants with inspiration and validation of their contributions and their challenges working in schools and districts with predominantly White educators.

**“Amplify created a safe space and a brave space for teachers of color to come together and take off the masks they carry with them on a daily basis.”**

Karis Parker, another of the Amplify organizers, noted the tangible impact of attending one of the annual convenings. “I’ve seen many times when educators of color were likely on their way out, and then they connected to a new space and were rejuvenated to the work.”<sup>103</sup> Connections made at the weekend gathering extend and deepen throughout the year. Contributions to the education field, such as the Better Lesson’s

[Culturally Responsive Master Teacher Project](#) came from the Amplify community. These connection points even result in new professional opportunities, as they did for both Parker and Ellis.

Now the principal of Crossroads Academy in Kansas City, Parker was introduced to her superintendent at an Amplify event, which led to her current leadership position. Building on the mission of Amplify, Ellis now leads a new Kansas City-area nonprofit, Brothers Liberating Our Communities,

## Assessing School Climate

To better understand how teachers experience their school environments, more than 18 states and many school districts have implemented teacher surveys.<sup>104</sup> The Teaching, Empowering, Leading and Learning (TELL) survey is one of the most commonly used assessment tools. While there is limited research on the impact of these types of surveys on improving teaching and learning conditions, an analysis of the TELL surveys' impact on policy and practice in North Carolina shows promising results. For example, North Carolina's TELL survey results spurred statewide education initiatives ranging from providing 5 hours of weekly planning for teachers to increasing funding for professional development.

[A 2008 study](#) of a representative sample of 25,135 k–12 teachers used a subset of questions from the TELL survey in Massachusetts to identify working conditions that predicted teacher satisfaction, teacher career intentions, and student achievement growth. The study found that teachers' responses to TELL questions about the school's culture, the principal's leadership, and relationships among colleagues most strongly predicted teachers' job satisfaction and career plans. The study also found that the responses on this subset of TELL questions were associated with student achievement growth, even when controlling for student demographics.

whose aim is to support the development and retention of Black male educators in the region.

Responding to the desire of participants to stay connected throughout the year, Amplify started a Facebook page and coordinators are designing ongoing opportunities to bring educators of color together for support, professional learning, and action planning. "It's a powerful space," observed Parker. "There's brilliance in the room."

In a [subsequent 2017 study](#) that included 24,645 schools across 16 states, researchers estimated the relationship between instructional leadership, teacher leadership (school leaders with an instructional focus) in schools, school characteristics, and student achievement. Researchers found that increases in instructional leadership are positively associated with school-level student achievement, even controlling for background school characteristics. Similarly, as teachers' roles in leadership increase, school-level student achievement also increases. Notably, these relationships persist even after accounting for school background characteristics (e.g., percent of economically disadvantaged students), although teachers at lower-poverty schools are more likely to report higher levels of teacher leadership.<sup>105</sup>

These findings suggest that responses from survey questions, such as those from the TELL survey or another locally developed survey, could help districts identify and work with schools whose working conditions do not support teacher retention and student achievement. The federal Every Student Succeeds Act (ESSA) allows states to use surveys on teaching and learning conditions as one measure of school functioning in a multiple-measures school accountability system.

## Community Schools Add Resources and Strengthen Relationships and Collaboration

Increasingly, communities and states are identifying community schools as an evidence-based equity strategy. Community schools focus resources on historically underserved communities. They create the infrastructure and foster the type of respectful and collaborative school community that enables students, families, and school staff to thrive. What makes community schools unique is the combination of four key pillars (or features) that together create the conditions necessary for student success and well-being: (1) integrated student supports, (2) expanded and enriched learning time and opportunities, (3) active family and community engagement, and (4) collaborative leadership and practices.<sup>106</sup>

Although research on teacher retention rates in community schools is limited, opportunities for collaboration and shared leadership (Pillar 4) are highly valued by teachers and are associated with increased retention. A study from the Learning Policy Institute and WestEd showed that in North Carolina, increased access to collective leadership and increased community support and parent/family engagement (Pillar 3) can improve teacher retention.<sup>107</sup>

Case studies of community schools show this strategy's promise. [Research by the UCLA Center for Community Schooling](#), for example, describes the impact of providing the staffing, supports, and services to meet students' needs together with a collaborative leadership structure. Researchers found that UCLA Community School, a k–12 school in Los Angeles, has maintained a teacher retention rate ranging from 80% to 96% over its 10-year history.

In their March 2021 brief on the impact of the school's collaborative leadership policies, structures, and practices, the authors write:

***Maintaining high retention rates at the UCLA Community School has been critical in providing students with a stable learning environment and in establishing a culture wherein teachers can conduct the collaborative work of revisiting and improving practice that taps into students' strengths and talents and meets comprehensive needs. The school's deliberate focus on workplace conditions—including teachers' sense of leadership and decision-making power—contributes to this steadiness.***<sup>108</sup>

## State Investments in Community Schools

Kentucky was the first state to invest in community schools through its funding formula. Beginning with its [1990 Education Reform Act](#), Kentucky has supported [Family Resource and Youth Services Centers \(FRYSCs\)](#) across the state. In 2008, [Senate Bill 192](#) established Family Resource Centers, which serve elementary school-age children and provide early childhood education, after-school care, family education and literacy services, and health services and referrals. Youth Services Centers serve students in middle and high schools and provide career exploration and development, substance abuse education and counseling, and referrals to health and social services. Every school in which at least 20% of the student population is eligible for free or reduced-price meals may compete for FRYSC funding, which totaled \$51.5 million in 2017 and [supports more than 800 centers serving more than 500,000 students](#).

A [2016 study](#) reported that educators, parents, and community partners believe the centers are “a necessary component of Kentucky educational programming.” The program, now recognized as the nation’s largest school-based family support initiative, has achieved [strong results](#). According to [Education Week’s Quality Counts rankings](#), Kentucky has moved from consistently having one of the country’s largest socioeconomic achievement gaps to outperforming half of all states academically. In the [Building a Grad Nation Report](#), Kentucky was identified as having the smallest graduation rate gap in the country between students from low-income families and students not from low-income families.<sup>109</sup>

Since 2016–17, New York has allocated a portion of its school funding formula to support community schools in high-need districts throughout the state. Funds to support community schools’ development and sustainability have increased from \$100 million in 2016–17 to \$250 million in 2019–20. The state maintained this funding level in 2020–21. New York has also funded three Community Schools



Also see the [Community Schools Playbook](#) and accompanying [Finance Brief](#) from the Partnership for the Future of Learning, as well as a number of films available on our [Sharing Stories](#) page.



## CHAPTER SUMMARY

Principals play a crucial role in recruiting, developing, and retaining a diverse and high-quality staff, including establishing a positive school climate. In surveys, teachers consistently rate the quality of principal support as more important than salaries or workload in their decision to leave or continue teaching in a particular school. School districts, in turn, are instrumental in providing principals with the professional learning and supports needed to be effective and empowering leaders who create safe and inclusive schools for students, staff, and families. This chapter discusses key elements of effective principal development programs and highlights examples.

## CHAPTER 4

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Photo by Tima Miroshnichenko from Pexels

# The Critical Role of Principals

Effective principals play a crucial role in creating schools in which students and teachers thrive. In their role as school site leaders, principals are responsible for nurturing a positive school culture and supportive conditions for teaching and learning—both of which are essential to student and teacher well-being and success.

A comprehensive review of the research on principal leadership released by the Wallace Foundation in 2021, [\*How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research\*](#), underscored the significant impact that principal quality has on student achievement. The study found that replacing a below-average principal with an above-average principal would result in nearly 3 months of additional learning in reading and math for students in that school.<sup>112</sup> As the authors note, “It is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”<sup>113</sup>

High-quality and supportive principals are also key to teacher retention. Teachers consistently rate the quality of administrative support as more important than salaries in their decisions to leave or continue teaching in a particular school.<sup>114</sup> Their administrative leadership includes providing instructional support for staff, both through the working conditions they foster and through one-on-one support. Among the key elements of positive working conditions frequently cited by teachers are collegial relationships, time for collaboration, and opportunities for shared leadership and input into decision-making.<sup>115</sup> Studies have found that teacher's perceptions of their leader's support, such as setting clear expectations, providing support and encouragement, and recognizing good performance, plays an even greater role in high-need schools. For the most effective principals, perceived support can even close the teacher turnover gap between students from advantaged and disadvantaged schools.<sup>116</sup>

A principal's racial diversity is associated with the hiring, job satisfaction, and retention of teachers of color. Principals of color are more likely to hire more teachers of color.<sup>117</sup> Although there has been a slight increase in the number of principals of color over the years, the numbers remain low.<sup>118</sup> Teachers are also more likely to report higher job satisfaction with principals of the same race,<sup>119</sup> as well as greater feelings of support, encouragement, job recognition,<sup>120</sup> and trust.<sup>121</sup> All teachers, including teachers of color, are less likely to leave their schools when the principal shares the same race or ethnicity.<sup>122</sup> In the Jefferson County Public Schools District in Kentucky, for example (described in greater detail in Chapter 1), the share of Black teachers rose as more Black principals were hired, and the attrition rate for Black teachers dropped from 14% to 7% in 2019.

Districts play an essential role in building their principals' capacity to lead by creating ongoing professional development opportunities and

establishing an infrastructure that supports effective school leadership. Districts can partner with local universities or nonprofits to leverage research, expertise, and capacity to design learning opportunities for principals that support them in leading diverse schools.<sup>123</sup> As described in more detail in Chapter 1, for example, Seattle Public Schools has created the structures and professional learning for school leaders, teachers, and support staff to collaborate in shared culturally responsive decision-making.

Although it is beyond the scope of this Playbook to address the preparation of high-quality and diverse principals, in the pages that follow, we discuss characteristics of effective principals and the role of coaching and professional learning in developing the school site leaders that our students and teachers need and deserve.



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## Practices of Effective Principals

Principals play a crucial role in hiring, recruiting, and retaining teachers and supporting teachers in creating learning environments in which students thrive. Four practices, or leadership behaviors, are identified in [\*How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research\*](#) as essential to effective leadership.<sup>124</sup>

### **Engaging in instructionally focused interactions with teachers.**

Effective principals support teachers in improving their instruction by observing teachers in the classroom, evaluating and providing high-quality feedback, coaching teachers in instructional practices, and helping teachers use data to monitor and address students' needs.

### **Building a productive climate.**

Effective principals create a school climate in which there is a sense of trust among the teachers, students, parents, and wider community and a shared commitment to working together toward school improvement. Principals empower teacher leadership through mentorship, professional development, collaboration, and data-driven instruction and provide teachers and students with social-emotional support.

### **Facilitating collaboration and professional learning communities.**

Effective principals facilitate the structures to establish and maintain professional learning communities in which teachers collaborate and use data to achieve student learning goals.

### **Managing personnel and resources strategically.**

Effective principals use staff and resources effectively to support teaching and learning by focusing their time on supporting teachers' instruction and collaboration and by making strategic decisions about hiring, placing, and retaining teachers.

## Effective Principal Development

Effective principal development programs include those in which content is aligned with core responsibilities, program structures facilitate collaboration and real-time problem-solving among participants, and organizational structures leverage partnerships to support principal learning. Three examples of these features of effective programs are described here in further detail:

**1**

Program **content that teaches principals essential skills needed for their job**. These skills include developing a vision for equity,<sup>125</sup> creating collaborative working environments for teachers, and analyzing and using data to inform improvement.<sup>126</sup>

As the instructional leader in their schools, principals need to learn and develop the skills and practices essential to supporting teachers and advancing equitable, rigorous, and culturally responsive student learning and achievement.<sup>127</sup> These skills include building relational trust with teachers<sup>128</sup> that allows principals to provide meaningful, ongoing feedback and support on teachers' classroom instruction; supporting teachers' curriculum design; and assessing student learning.<sup>129</sup> For example, the [McREL Balanced Leadership Development Program](#) (described in detail later in this chapter) engages principals in establishing a vision of academic success for all students. That vision includes creating a healthy school climate; cultivating leadership in others; improving instruction; and managing people, data, and processes. Principals' participation in these efforts is associated with reductions in principal and teacher turnover.<sup>130</sup>

**2**

Program **structures that include cohort collaboration, provide principals with hands-on opportunities to address real-time challenges at their schools**, and are supported by on-the-job coaching.<sup>131</sup>

Principal cohorts can often take the form of professional development communities that provide practicing principals with needed resources and supports.<sup>132</sup> These learning communities promote collaboration by meeting regularly, promoting a culture of reflection and shared decision-making, and by using student data to analyze students' instructional needs collectively. Principals can further share best practices and develop a shared vision for high-quality instruction and plans to address students' needs, such as through differentiated instruction.<sup>133</sup> San Diego Unified School District's Principal In-Service Program (discussed later in this chapter), for example, includes learning opportunities for principals and teachers to meet in "cluster teams" to engage in targeted professional development and share resources.<sup>134</sup>

Complementary to professional learning communities, job-embedded coaching that is focused on instruction and provided by coaches who are highly skilled in instructional leadership is a highly effective strategy for supporting and developing principals.<sup>135</sup> To ensure that coaches have the experience and background necessary to support principals, several high-quality programs recruit retired principals to serve in this supportive role.

Coaches serve as guides for principals, asking questions that allow their mentees to reflect on their leadership practice.<sup>136</sup> For example, in the San Diego Unified School District, coaches model for principals a routine for visiting and taking note of the teaching and learning happening in classrooms. They then have principals synthesize and reflect on their observations and develop an instructional plan with their staffs.<sup>137</sup> Having tools that help principals collect and share evidence with teachers during observation cycles can facilitate more productive conversations in which teachers can better digest feedback and make informed changes to their instructional practice.<sup>138</sup>

Principal supervisors—district-level staff who oversee school site administrators—are also increasingly providing on-the-job coaching for principals.<sup>139</sup> Principal supervisors tend to conduct classroom observations, walk-throughs, and evaluations, while coaches are more responsive, flexible, and available for more specific and tailored conversations.<sup>140</sup> New research also supports principal supervisors taking on a teaching and learning approach, modeling and coaching principals in best instructional practices.<sup>141</sup>

### 3

#### Organizational **partnerships between programs that help develop principals and districts in which principals will be working.**<sup>142</sup>

Many school districts turn to outside partners, such as local schools of education, to lead their principal development programs. When developed and managed collaboratively with participating districts and aligned to their goals and priorities, these partnerships can support a mutually beneficial blend of research and practice.

One example of such collaboration involves mathematics educators at the University of Washington's College of Education in Seattle working with district and school leadership from a network of five schools in a research-practice partnership (RPP). The RPP first began in 2011 to improve elementary mathematics teaching and learning at one school, guided by principles of equitable learning experiences. It expanded over time to include more schools and other disciplinary content areas, such as literacy, science, and social and emotional learning.

School and district leaders, teacher educators, and university faculty are part of a design team that meets regularly to think together and share expertise in designing and facilitating the professional learning experiences provided within and across the network of schools for principals, instructional coaches, and teachers. The RPP attends carefully to how principals and school-based instructional coaches work together within each school to create coherent and meaningful learning experiences for teachers.

## Investing in Talent Development

The University of California, Berkeley [Principal Leadership Institute Leadership Connection Rubric](#) guides effective leadership preparation, induction, and coaching. Based on field testing with several cohorts, the rubric identified seven elements of effective leadership: (1) Presence and Attitude; (2) Identity and Relationships; (3) Equity and Advocacy; (4) Curriculum and Instruction; (5) Organization and Systems; (6) Change and Coherence; and (7) Assessment and Accountability. Effective leadership relies on the interrelationship and continuous improvement of all seven elements.

The three levels in the Rubric include (1) emerging or novice, which typically signals preparation in a credentialing program, including fieldwork and internships; (2) developing, which encompasses an induction period—typically approximately 3–5 years but could be longer depending on the leadership position of the individual; and (3) practicing, which is ongoing effectiveness as the veteran leader continues to demonstrate growing expertise.



## Federal Funds to Support Principal Development

While federal funding accounted for 32.4% of revenue for state budgets during the 2019–20 fiscal year,<sup>143</sup> there are opportunities for states to leverage federal funds to support principal development. Such opportunities include funding from the Every Student Succeeds Act (ESSA) Title II, Part A funds; Title I, Part A School Improvement funds; and competitive federal grants. Under Title II, Part A, states may allocate up to 5% of these funds to teacher and leader development and an additional 3% exclusively for leadership development investments. These funds can be used to prepare and develop school leaders and fund principal mentors. In 2020, the [U.S. Department of Education](#) awarded over \$2.1 billion in Title II, Part A awards to states, with awards ranging from approximately \$10.3 million for Delaware to just over \$238 million for California.

Through Title I, Part A School Improvement funds, states can set aside 7% to improve low-performing schools' outcomes through evidence-based strategies, which includes principal development. Lastly, competitive federal grants could be available to states, districts, and nonprofit organizations to strengthen leadership capacity through the [Supporting Effective Educator Development \(SEED\)](#) program.<sup>144</sup>

Several states have made use of ESSA funding to support leadership development. For example, Tennessee is leveraging Title II, Part A funds to support the [Tennessee Academy for School Leaders](#) (TASL). This program provides professional development aligned with the Tennessee Instructional Leadership Standards for principals and assistant principals who have fewer than 3 years of experience. TASL supports include induction academies for new principals, ongoing professional development opportunities through

a network of principals that meet 8 times over 2 years, and a university partnership supporting principals through their licensure process.<sup>145</sup> The state is revamping the program to include both in-person and online learning components.

The Idaho State Department of Education (Idaho SDE) is also leveraging about \$170,000 in ESSA Title I, Part A School Improvement funds—and a small number of state funds—to invest in its school leadership through [The Idaho Principals Network](#) (IPN), founded in 2008. The IPN is a professional learning community focused on improving students' quality of instruction through high-quality teaching and instructional leadership, specifically targeting low-performing schools. Principals engage in professional development focused on instructional leadership and managing change, such as improving classroom observations, developing school improvement leadership skills, and improving leaders' instructional rounds. The Idaho SDE provides the necessary resources, experts, and planning to bring principals together from across the state to engage in the program. [Data from 2017](#) indicated that over 95% of participants would either recommend or strongly recommend the program and that program training was useful and directly impacted their work.<sup>146</sup>

The following state and local programs represent evidence-based and effective efforts to support school site leaders.

## State Principal Development Programs

### *Arkansas Leadership Academy's Master Principal Program*

[The Arkansas Leadership Academy Master Principal Program](#) (MPP) was created in [2003](#) by the Arkansas General Assembly to develop school site leadership capacity in five areas: (1) setting a clear and compelling direction, (2) shaping the school culture for learning, (3) leading and managing change, (4) improving teaching and learning, (5) and managing accountability systems, all of which are built throughout the 3-year program.

This highly selective program includes three 1-year phases, each of which includes three to four residential sessions. Between the sessions, participants engage in readings, activities, and action research projects designed to build their capacity in the five focus areas. Although there is no cost to participants, interested principals must apply to each of the three phases, providing a narrative that demonstrates their improvements in school culture, staff development, and student outcomes.

In Phase 1, principals engage in making changes to school conditions that lead to equity and deeper learning by developing a shared school mission, creating professional learning communities focused on quality instruction, and empowering teachers to take on leadership roles. In Phase 2, principals focus on exercising their leadership skills to collaborate with school and district personnel in creating systemic change that leads to improved student achievement, enables teacher leadership, and uses data to inform decision-making. In Phase 3, principals build on skills from Phases 1 and 2 to deepen their distributive leadership capacity and conduct an action research project focused on a problem of practice. When principals complete Phase 3, they may apply for Master School Principal designation, which includes a \$9,000 annual bonus for each of

5 years for full-time principals, and a \$25,000 annual bonus for principals who work in high-need schools, as defined by the Arkansas Department of Education.

Every year, the MPP serves about 80–90 principals across the three phases, and 4–6 principals attain their Master School Principal designations. In a survey of Phase 1 and Phase 3 principals, 98% of participants reported that the MPP had prepared them well or very well as principals. Furthermore, more than 90% of principals surveyed reported that, due to their participation in the MPP program, they were very well prepared or well prepared to implement a range of responsibilities, including redesigning the school's organization and structures to support deeper learning for teachers and students, using student and school data to inform ongoing school improvement, and creating collegial and collaborative work environments.<sup>147</sup>

Funding for the administration of this program comes from a \$500,000 annual state allocation.

## ***RISE: Resilience, Instruction, Support, Excellence***

[RISE: Resilience, Instruction, Support, Excellence](#), formally known as the Principals Pursuing Excellence program, is a multiyear program committed to empowering New Mexico leaders to redesign systems and facilitate school change, leveraging research-based practices to strengthen leadership capacity and change the behaviors of adults to improve outcomes for students with the greatest need. Participating districts and leaders serve New Mexico's most vulnerable students, including bilingual and multicultural education program students, Native American students, and special education students.

Working with their core teams, participating principals receive support from their school district and work with a performance coach to analyze school data and assess student needs. Together, they develop a 90-day plan and an annual plan that include effective turnaround practices, such as fostering a school's culture of learning, observation and feedback, and data-driven instruction. To assist in their effective implementation of the 90-day plan, principals are provided with ongoing mentoring and coaching through monthly visits and check-ins at the school. All leaders also participate in professional learning that continues to develop their competencies for school and district transformation.

Since the program's inception in 2015, 435 principals from 45 districts have participated in RISE, impacting more than 100,000 students over the last 6 years. Based on 2015–18 [data](#) from the New Mexico Public Education Department, schools whose principals participated in cohorts 1 through 4 of the program (nearly half of New Mexico's school districts) have closed 85% of the achievement gap in reading outcomes compared with non-RISE schools and

have closed 81% of the achievement gap in math proficiency compared to non-RISE schools.<sup>148</sup> These schools accomplished this while serving disproportionately more English learners, Native American students, students with disabilities, and students from low-income communities.<sup>149</sup> In 2020–21, RISE provides services to 150 school leaders, 36 district support partners, 89 performance coaches, and 65,531 students. The New Mexico legislature appropriates funds to RISE as part of its principal development supports.

***Working with their core teams, participating principals receive support from their school district and work with a performance coach to analyze school data and assess student needs.***

## Local Principal Development Programs

### Gwinnett County Public Schools Leadership Development

[Gwinnett County Public Schools](#) (GCPS) in Georgia leverages its professional development for principals to strengthen school and district capacity to engage in a cycle of continuous improvement. Supports for principals include a combination of online and in-person training and one-on-one mentoring and collaboration through cluster network teams. All new leaders take an online course grounded in [Edward Deming](#)'s philosophy of continuous quality improvement, which sets the foundation for their role as quality leaders at their school sites. This curriculum includes an overview of quality control, the standardization of processes, and the school and community teams that work together to achieve student success. The in-person training for principals includes a 3-day summer leadership conference. Principals learn from one another and national experts, sharing best practices that were designed and previously successfully implemented in GCPS classrooms.

[First- and second-year principals](#) receive ongoing one-on-one support and coaching from a mentor, who serves as a thought partner, providing support in five leadership areas: (1) creating a shared school vision; (2) fostering a welcoming school climate for teachers and students; (3) establishing a culture of shared leadership; (4) providing classroom instruction with embedded reflective practice for teachers; (5) and instituting efficient management of processes, people, and data. Mentors play an important role in supporting assistant principals as they transition to principals. Just-in-Time Training is mentorship provided to all principals upon request. To better support principals, all mentors are former principals themselves. Mentors also participate in all professional development available to principals and use an online tracking data system to match principals' specific needs with resources.

As participating principal Tamara Perkins, former Principal of Parsons Elementary School and current Principal at Simonton Elementary School, [noted](#),

*When you have someone who has literally sat in the seat, and has done the same work that you are now working on, it's just very reassuring, even though they are not directing your work, but it's just someone you can think aloud with in a very objective nonjudgmental [way].<sup>150</sup>*

Principals in GCPS continue building on their leadership practice through cluster teams that provide participants with ongoing opportunities for collaboration and support. Cluster teams consist of three to four elementary schools, two middle schools, and a high school within the same feeder pattern. The high school principal is the leader of the cluster and collaborates with the other school leaders and mentors through monthly meetings and through ongoing efforts to customize professional development to their specific local needs.

GCPS specifically implements a Results-Based Evaluation System that monitors and ensures that all professional development is leading to the primary goal of student achievement. GCPS benchmarks its schools to the top 25 similar districts in the nation, based on comparable size and student demographics—weighting heavily on student achievement (70%) to measure “gap closures” and student progress.<sup>151</sup> This evaluation system is used in combination with the GCPS leadership dashboard, which tracks the trajectory of individual principals and principal feedback to design professional learning opportunities for principals.

GCPS is one of the many sites financially supported by the [Wallace Foundation](#) to facilitate principal development.

## San Diego Unified Principal Development

[San Diego Unified School District](#) (SDUSD) is one of seven California districts identified as exemplars in a 2019 [study](#) advancing African American, Latinx, and White students' academic achievement. SDUSD offers a menu approach to principal professional development that is planned and facilitated by principals and grounded in equity, with a particular emphasis on supporting English learners (ELs) and special education students. Though professional development includes a mixture of required and voluntary trainings, required training ensures coherent leader professional development throughout the district.

SDUSD's training for principals includes 6 days of required participation in the district's [Principal Leadership Institute, as well as](#) voluntary summer institutes. The training's overarching focus is on developing high-reliability schools (based on Marzano's High-Reliability Schools Framework)<sup>152</sup> in which all students, including EL and special education students, learn the content and skills they need to succeed in college and life. The institutes are held during the school year and in the summer at a local university. Sessions focus on three areas: (1) building high-quality student and staff alliances, (2) engaging in critical self-awareness and implicit biases, and (3) cultivating empowered learners who are actively engaged in their learning experiences. Summer institutes provide principals with tools to continue supporting EL and special education students and other students that need additional support.

Principal development structures have focused the attention of leaders and teachers on meeting the needs of special education students and ELs.<sup>153</sup> They have also prompted changes in the classroom instructional practices and mindsets regarding what

all students can achieve. For example, professional development has been a catalyst for discussions about what master schedules look like, how to avoid tracking students, and how to serve students in heterogeneous classrooms.

An area superintendent described the attention to equity in professional learning as the central focus for supporting student success: "Our focus on equity, I think, is what's shifting it [learning outcomes]. It's no longer the status quo, or trust that you're going to do what you need to do, but we're going to be intentional about it and call it out."<sup>154</sup>

The majority of funding for San Diego's Principal Leadership Institute comes from Title II funding.

***SDUSD offers a menu approach to principal professional development that is planned and facilitated by principals and grounded in equity, with a particular emphasis on supporting English learners (ELs) and special education students.***

## Long Beach Unified School District Principal Development

In Southern California, [Long Beach Unified School District](#) (LBUSD) provides professional development to its principals through a collaborative approach that allows principals, teachers, and staff to develop and informally evaluate their school improvement efforts.<sup>155</sup> Supports and trainings are focused on the district's Six Understandings including instruction, professional development, and accountability, in alignment with the Common Core Standards. The first four Understandings focus on the district's vision for instructional practice, the fifth focuses on staff collaboration, and the sixth focuses on classroom climate and teacher–student relationships.

To support whole-school implementation of the [Six Understandings](#), site teams consisting of the principal and two to three teachers participate in all-day professional learning sessions with other site teams to share best practices, learn from curriculum specialists, and spend time in common planning. Curriculum specialists meet and support principals in implementing the Common Core Standards. For example, the district's math curriculum team has explained the content, construction, and math teaching practices that allow principals to supervise better and inform instructional practices in the classroom. Team time provides staff the opportunity to think through how learnings will be shared broadly with school staff.

In addition to the joint professional developmental sessions, cohorts of school site teams and district leaders participate in collaborative inquiry visits (CIVs) twice a year, providing school and district staff with an opportunity to learn from and with each other by visiting selected schools. While the focus of the visits is customized to reflect the work of the specific school, all CIVs follow a similar structure that includes an initial whole-group briefing that contextualizes the school community and theory of action, classroom observations to see and analyze the school's improvement efforts in practice, and

a whole-group debrief to reflect on the visit. Principals and/or principal supervisors also debrief separately and share recommendations both for the school observed and their schools.<sup>156</sup>

According to a case study of [exemplary California districts](#), LBUSD's implementation of the Six Understandings, in conjunction with extensive professional development, has led to a districtwide focus on deeper learning instructional practices. District professional development has also contributed to teacher and principal retention. According to district data between 2012 and 2017, 92% of teachers that have been newly hired are still working in the district after 5 years. One of the major reasons principals and teachers shared for staying in the district is the support they receive to continue growing professionally.<sup>157</sup>

**One of the major reasons principals and teachers shared for staying in the district is the support they receive to continue growing professionally.**

LBUSD leverages local and federal (Title II and Title III) funding to support principal development. The district is also investing in principal development by funding principal supervisors at a ratio of 1 supervisor per 15 principals. A Wallace Foundation grant previously funded these positions.

## Independent Principal Development Programs

### *McREL Balanced Leadership Development Program*

While many districts, such as those described above, have developed district-based leadership development programs, others have turned to external experts for assistance with leadership development. The [McREL Balanced Leadership Professional Development](#) (BLDP) program is operated by [McREL International](#), an education research, development, and service nonprofit organization supporting schools, districts, and education agencies to improve student achievement. The McREL BLDP program has been found to reduce both teacher and principal turnover.<sup>158</sup> A [study](#) of the program found a 23-percentage-point reduction in turnover for McREL BLDP principals and a 7-percentage-point decrease in turnover for teachers who worked with them, compared to principals in the control group who received whatever professional development their districts normally offered.<sup>159</sup> The program has also been shown to significantly impact principals' perceptions of their sense of efficacy for establishing instructional leadership and teacher collaboration.<sup>160</sup>

McREL has trained more than 20,000 principals and district leaders from schools and districts across the United States, the Pacific Region, and Australia. The program is designed to support principals by customizing its training to meet the specific local school and district needs. Program costs vary depending on the local district's needs, context, and goals. Over the course of four to six sessions, each one to two days in duration and held throughout the school year, McREL BLDP supports participants' learning of specific strategies and tools for establishing a vision of academic success for all students, creating a climate hospitable to education; cultivating leadership in others; improving instruction; and managing people, data, and processes to foster school improvement.

One district that McREL has partnered with to strengthen its principal development and increase student academic outcomes is [Sioux City Community School District](#) in Iowa. In 2016, Sioux City Superintendent Paul Gausman contracted with McREL to help build school principals' leadership capacity. McREL's expert coaches visited the district's 20 schools and met with principals and school leadership teams to help them develop shared leadership structures and practices. Associate Superintendent Kim Buryanek and three other district administrators were trained to deliver McREL's BLDP training and coaching to build district capacity to support ongoing improvements.<sup>161</sup>

Student academic achievement has gone up in Sioux City with the integration of McREL's principal development supports. In the 2017–18 school year, an additional 10% of k–3 students passed the state literacy test compared to a 0.8% increase in the statewide pass rate.<sup>162</sup> The district also reports that teachers have increasingly taken on the leadership role of delivering staff professional development since principals began working with McREL. As Superintendent Gausman notes, “I think our principals are enjoying their work more because we've pushed them to become instructional leaders, and it's far more rewarding to succeed.” McREL BLDP is currently working with Iowa's Area Education Agencies to provide BLDP sessions across the state.<sup>163</sup>

## ***The National Institute for School Leadership Executive Development Program***

The National Institute for School Leadership (NISL) Executive Development Program (EDP) provides leadership development programs to schools, districts, and state departments of education across the country to improve the education system to meet all students' needs. It is a program of the National Center on Education and the Economy, which researches best practices on high-performing education systems.

The EDP provides school leaders with a research-based professional learning program that helps them improve their effectiveness as school site leaders. NISL is active in 25 states, working on principal development efforts with individual districts and the state.

The EDP places participants in cohorts of 25 principals who participate in monthly 2-day sessions for 1 year with a certified NISL facilitator. In these sessions, participants review research, analyze cases, apply key concepts, and engage in action learning. The program's curriculum is sequenced to build a school leader's capacity to think strategically, be an effective instructional leader, and establish a high-performance learning organization that creates a supportive culture for students and teachers. The peer-to-peer interactions among the principals in the NISL network create a professional learning community in which principals can share and analyze data, collaborate on best practices, and more. This collaboration among program participants often continues even after principals complete the course.

Since its inception in 2004, more than 15,000 educators (school leaders, district administrators, and teacher leaders) have participated in NISL's offerings. Multiple studies have found that schools led by EDP principals outperform comparable schools led by non-EDP principals in student achievement

after controlling for student characteristics and prior school achievement.<sup>164</sup>

NISL has previously received two federal grants, an Investing in Innovation grant in 2014 and a Supporting Effective Educator Development grant in 2013, to study the EDP's large-scale implementation. Districts typically use Title I funds, Title II funds, Teacher Incentive Funds, grant funding, or professional development funding to participate in the NISL program.

***The EDP provides school leaders with a research-based professional learning program that helps them improve their effectiveness as school site leaders.***



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## CHAPTER SUMMARY

All else being equal, teachers are more likely to leave their position—either for another district or another profession—when wages [are low](#). Increasing compensation is vital to both attracting more individuals to the profession and retaining teachers. First and foremost, that means providing teachers with a competitive and equitable salary that aligns with the [cost of living](#) and teacher salaries in a region and that is comparable to the salaries of professionals with similar education levels in the area. In addition to initiating salary increases, local and state policymakers have explored other compensation strategies that would improve teachers’ overall standard of living. These strategies include bonuses and stipends, such as for increased responsibility and leadership or advanced skills, or different types of economic support, such as housing subsidies.

## CHAPTER 5

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# Competitive and Equitable Compensation



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In 2018 and 2019, teacher strikes across the country called attention to the low and stagnating wages earned by k–12 teachers. From the blazing hot sidewalks of Arizona to the rain-drenched streets of Los Angeles and Oakland (teachers met with inclement weather during both strikes), teachers, often with students and community members at their side, donned “Red for Ed” gear to demand salaries that match the level of education and professionalism that is expected of classroom teachers.

Teacher salaries vary considerably across the United States and, in most states, are closely related to per-pupil spending. According to the [National Education Association](#), in the 2018–19 school year, average teacher salaries ranged from \$85,889 in New York to \$45,105 in Mississippi. The wave of strikes, accompanied by news stories of teachers working multiple jobs to pay the bills and spending personal funds on supplies for classrooms and students, raised public awareness and built political will in many states for pay increases for teachers. In May of 2018, 71% of respondents to a national [New York Times](#) survey “considered [public school] teacher pay too low,” with two thirds supporting increases, even if it meant raising taxes.

Policymakers, too, are increasingly recognizing the need to improve teacher compensation, including taking steps to equalize salaries across districts and increasing salaries to be more comparable to that of other professions requiring similar education and preparation. Compelled to act by both public will and persistent teacher shortages throughout the country, [20 governors](#) included teacher pay raises as part of their legislative and budget packages in 2019. In 2020, [at least 13 governors](#) did the same. While not all of these states wound up increasing teacher pay, governors' actions on the issue demonstrate a growing awareness of the critical role that compensation plays in recruiting and retaining teachers.

In West Virginia, as a teachers strike forced schools to close for 9 days, state legislators unanimously approved a 5% raise for all teachers—the first increase in 4 years. In 2016, West Virginia's average teacher salary was \$45,555, 47th among the 50 states, according to the [National Education Association](#). “We are fed up. Enough is enough,” Jamie Heflin, a teacher in Williamson, WV, told [NBC News](#). “We're tired of the disrespect.”

In Arizona, teachers received a [20% raise in 2018](#). In Oklahoma, policymakers approved a [19% increase](#) in the funding formula, amounting to an average

teacher salary increase of \$6,100. Responding to the growing number of teachers leaving the islands for the mainland, the Hawaii Board of Education passed an unprecedented [midyear teacher salary increase](#) in December 2019. In addition to pay raises of \$3,000–\$8,000, the plan included an annual “[differential](#)” for special education and language immersion teachers and teachers working in remote areas. Despite budget shortfalls due to COVID-19, [the increase remained intact](#) in July 2020.

Local and state policymakers and the public are increasingly understanding what the research makes clear: when it comes to recruiting and retaining teachers, compensation matters. All else being equal, teachers are more likely to leave their position—either for another district or another profession—when wages are low.<sup>165</sup> Given that teacher attrition accounts for 90% of the demand for teachers each year, policymakers at every level are wise to explore strategies that improve teacher compensation. Besides salary increases, these strategies can include bonuses and stipends, such as for increased responsibility and leadership or advanced skills, or other types of economic support, such as housing subsidies that improve teachers' overall standard of living.



Photo by Christina Morillo from Pexels

## History of Low Pay Compared to Other Professionals

Although salaries vary considerably across the country (and even within a single region), U.S. teacher salaries, on average, lag behind their [peers in other countries](#) and behind similarly educated professionals in the United States. According to the [Economic Policy Institute \(EPI\)](#), there is a teacher “wage penalty”—that is, the gap between teachers’ weekly wages in the United States and the earnings of other professionals with similar educational backgrounds—in every state and the District of Columbia.

EPI has analyzed the teacher wage penalty since 2004. The picture is one of a steady erosion of teacher wages relative to other comparably educated adults. Consider a few [statistics](#): In 1993, teachers earned about 5% less than other similarly educated professionals; the gap grew to 13.5% in 2010 and, in 2019, was just over 19%.

In the last 4 decades, women teachers (roughly [76%](#) of the U.S. teaching profession in 2017–18) have seen their wage *premium* (that is, they earned more than other comparably educated women) turn into a wage *penalty* of roughly 13% in 2019. The wage penalty is highest for male teachers, whose weekly earnings are approximately 30% less than comparably educated men. Although benefits, such as health insurance and pensions, offset some of the weekly wage penalty, their value is not enough to compensate for teachers’ comparatively low salaries, even after accounting for teachers’ shorter work year. According to a 2019 [EPI Report](#), when looking at total compensation packages (including salary and benefits), teachers were still earning roughly 10% less than comparably educated adults. And as the report [authors note](#), “only wages can be spent or saved.”

[An analysis of 2018–19 salary data by](#) the Southern Regional Education Board (SREB) demonstrates the

impact of the comparatively low wages in absolute terms. According to the SREB analysis:

Based on eight nationally calculable government benefits, including food and housing assistance programs and health insurance assistance, 38 states have average teacher salaries low enough that mid-career teachers who are the head of household for a family of four qualify for two or more government benefits. Four states—Florida, Mississippi, New Mexico, and West Virginia—have average teacher salaries so low that a mid-career teacher as a head of household for a family of four qualifies for five or more government benefits.<sup>166</sup>

These statistics have real and profound implications on who decides to enter the teaching profession and whether and how long individuals choose to continue teaching. From a strictly financial perspective, the decision to become or stay a teacher carries potentially higher financial consequences for individuals with academic degrees in high-earnings fields, such as math, science, and engineering. The country’s soaring student loan debt, totaling [\\$1.6 trillion in 2020](#), also makes the comparatively low pay of teaching (combined with other factors, such as job insecurity) less attractive. Here, entry barriers are particularly steep for potential teachers of color, who amass more student loan debt than their White and Asian counterparts.

As noted in Chapter 1, service scholarships and forgivable loans offset the cost of teacher preparation programs in exchange for 3–5 years of service (typically in a hard-to-staff school or subject). When they are of sufficient size, they can remove one of the key barriers to entry into teaching. However, they do not address the long-term financial impact of the comparatively low wages that are typical in the profession, which

force even mid-career teachers to depend on government assistance or work second jobs to make ends meet.

Besides the [53 hours](#) teachers, on average, work each week (a number that appears to have [increased](#) during the COVID-19 pandemic), 59% of teachers [surveyed in 2015–16](#) took on added work—both inside and outside their schools or districts—to pay the bills. While some of this work, such as coaching colleagues or leading staff development or other initiatives, leverages their expertise and builds their professional capacity, a full 18% of teachers moonlight in fields and jobs outside of the school system.<sup>167</sup> A separate analysis of outside jobs among U.S. public school teachers in the 2017–18 school year again found that 18% of

teachers held second jobs outside of the school system. The number was highest among art and music teachers, 31% of whom had a second job outside the school system.<sup>168</sup>

Second jobs are not a systemic solution to low pay, and the resulting burnout and turnover among teachers undermine student success. Local, state, and federal policymakers all have a role in investing in compensation strategies that ensure teachers are paid a competitive salary commensurate with other professionals. In this chapter, we discuss three compensation strategies that effectively recruit and retain teachers and provide examples of district- and state-level initiatives and programs.

## Strategies That Work

While a competitive and living wage provides teachers with the greatest flexibility—enabling them to work one job and get paid fairly for it—districts and states have also looked to other strategies to increase teachers' overall compensation, from bonuses and stipends in recognition of additional work or expertise to strategies that offset the cost of housing or child care.

Additionally, the overall economic security of new teachers is improved by reducing the amount of debt they acquire, such as by offering service scholarships and forgivable loans as well as teacher residencies and GYO programs that pay teachers in training (as discussed in Chapters 1 and 2, respectively). Regardless of the mix of strategies that districts and states employ, adequate compensation will be most effective at retaining teachers when paired with investment in the working conditions that are associated with higher teacher retention: healthy and safe buildings, supportive principals, collaborative work

environments, opportunities for leadership, and investments in the resources and supports students and teachers need to be successful.

This chapter examines three core compensation strategies: (1) competitive and equitable salaries; (2) recognition for expertise and leadership, such as bonuses and stipends; and (3) housing supports.

## Competitive and Equitable Compensation

[Research shows](#) that investments in competitive and equitable teacher salaries, particularly when part of a broader effort to support teachers, can improve teacher recruitment and retention. When paired with a broader set of reforms, they have also contributed to better outcomes for students.

For example, in the late 1980s, Connecticut and North Carolina invested in raising and equalizing salaries across their states. Over 5 years, Connecticut teachers received a 30% increase in their annual salary. In addition to an across-the-board salary increases, North Carolina offered a 12% pay increase for teachers who received National Board Certification—the first state to incentivize the rigorous process with increased pay.

In both states, the salary increases were part of larger efforts to strengthen the profession. In Connecticut, policymakers offered service scholarships and forgivable loans for teachers, introduced licensure reciprocity, and invested in mentoring and professional development for beginning teachers. North Carolina, for its part, improved teacher education, introduced mentoring, and beefed up its professional development infrastructure and offerings. Both states saw reductions in shortages and gains in student achievement as a result of these comprehensive efforts.<sup>169</sup>

Unfortunately, neither sustained its efforts over time. As investments waned, teacher salary gaps between more and less affluent districts grew, achievement gains were lost, and teachers began leaving the state in the case of North Carolina. The lessons from these two states underscore the importance of sustained investments, such as the Massachusetts example, below.

Salary equalization is also critical, given the significant variations that can exist, even within

a single labor market. Large inequities in teacher salaries among districts within the same labor market can put under-resourced districts—typically serving a high percentage of students of color and students from low-income families—at a strong disadvantage in hiring. For example, one study analyzing funding and salary disparities in California and New York documented significant differences in school funding within both of these states and corresponding inequities in teacher salaries, teacher qualifications, and student achievement.<sup>170</sup>

Where states are slow to invest in compensation adjustments to help high-need districts attract and retain high-quality teachers, individual districts can take matters into their own hands. For example, in 2008, San Francisco passed the [Quality Teacher and Education Act](#), an innovative local parcel tax focused on investing in teachers, with widespread support from the local teachers union, the business community, parents, and grassroots community organizations.<sup>171</sup>

The additional revenues—about \$500 per student per year—allowed for salary increases and bonuses. The district was able to implement an overall salary increase, varying by placement on the salary schedule but targeting newer teachers. It also gave bonuses for teaching in hard-to-staff schools or hard-to-staff subject areas, retention bonuses after the 4th and 8th years of teaching, and stipends for mentor teachers working with novices.

The overall salary increase was much larger than surrounding districts during the same time and helped make San Francisco's salaries more competitive with neighboring districts in Silicon Valley. A 2013 study found that the compensation reforms improved the district's attractiveness within its local teacher labor market and increased the teacher applicant pool's size and quality, leading to an increase in the quality of new hires.<sup>172</sup>

## State-Level Efforts to Increase Teacher Salaries

### Maryland

In February 2021, legislators overturned a veto by Governor Larry Hogan to pass the Blueprint for Maryland's Future, [a comprehensive plan](#) to improve pre-k–12 educational opportunities developed by the Commission on Innovation and Excellence in Education (known as the Kirwan Commission). The 230-page bill included funding for a Comprehensive Teacher Recruitment and Outreach Program and plans for expansion of pre-k, investments in career technical education, and a new funding formula that includes the concentration-of-poverty grants that provide funding for community school infrastructure and staffing. The Blueprint also includes a requirement that by 2024, salaries for all teachers be increased by at least 10% over the preceding 5-year period and a requirement that all teachers must receive a salary of at least \$60,000 by 2027. The package also establishes a career ladder framework for teachers and school leaders, including National Board Certification incentives.

### Massachusetts

Massachusetts is an example of a state that made a long-term sustainable investment in education that increased teacher compensation. In 1993, Massachusetts adopted a new funding system referred to as Chapter 70.<sup>173</sup> The state adopted this new funding system to address a court ruling—*McDuffy v. Secretary of the Executive Office of Education*. In the *McDuffy* case, the court ruled that the state needed to fund schools in a more adequate and equitable manner.<sup>174</sup> Massachusetts's new funding system not only increased the level of state dollars in education, it resulted in the state providing for greater equalization of funds between districts in the state. Over the past 3 decades, Massachusetts's investments have resulted in increased resources for their students and consistently higher pay for their teachers. In the 2018–19 school year, the average compensation for a public school teacher in the state was just over \$82,000, which is almost \$20,000 above the national average.<sup>175</sup> [These reforms](#) have also contributed to dramatically improved overall achievement, as measured by the NAEP, and reduction in achievement gaps.<sup>176</sup>

### Washington

In 2017, Washington state raised teacher salaries as part of a more comprehensive bill to increase education funding and address teacher shortages. The bill responded to a 2012 state supreme court ruling on a school funding lawsuit, *McCleary v. Washington State*. Key elements of [the package](#) (Senate Bill 6455) included establishing a base salary of \$40,000, an average salary of \$64,000, and a maximum salary of \$90,000. Teachers with 5 years' experience, under the statute, must make 10% more than the minimum salary. In hard-to-staff subjects—STEM, bilingual education, and special education—districts are authorized to exceed the cap. The bill also includes a regional salary adjustment based on an analysis of the median residential value in each school district and surrounding districts. Also of note, the bill included a hold harmless provision so districts did not receive less funding as a result of the regional adjustments. The state must review the minimum salary allocation and regionalization factors every 6 years to ensure they provide market-rate salaries and align with actual staffing costs.<sup>177</sup>

## Recognition and Incentives for Expertise

Creating opportunities for experienced teachers to exercise their leadership leverage and expertise—and compensating them for their contributions—is a win for teachers, districts, and the students they serve. Tapping in-house talent sends a message to veteran teachers that their knowledge and skills are recognized and valued—factors that contribute to teachers’ willingness to stay at a school or in a district. Experienced teachers also provide valuable coaching and mentoring support to beginning or struggling colleagues, strengthening the teaching force in a school or district. District and state programs that incentivize teachers’ ongoing learning and leadership reinforce the essential role a strong and stable teaching profession plays in advancing equity and excellence in our schools. While bonuses are not a replacement for providing teachers with a competitive base salary, they can be a valuable strategy for local or state policymakers who are looking to increase overall compensation but do not have the resources or political will for across-the-board raises.

Since 1987, the [National Board Certification](#) process has provided a framework for more than [125,000](#) teachers to pursue greater recognition, career and leadership opportunities, and increased compensation while remaining in the classroom. Several studies have found that National Board–certified teachers (NBCTs) are, on average, more effective teachers (as measured by their students’ standardized test score gains) than non-NBCTs with similar experience when controlling for student and classroom characteristics.<sup>178</sup> Studies have also found that the educational benefits of having an NBCT are even greater for students from low-income families than for their more affluent peers.<sup>179</sup> National Board Certification also supports the growth and effectiveness of other teachers, with [recent research demonstrating that NBCT mentors accelerated the student learning gains of](#)

[mentees’ students](#) by over 6 months compared to students of novice teachers mentored by non-NBCTs.

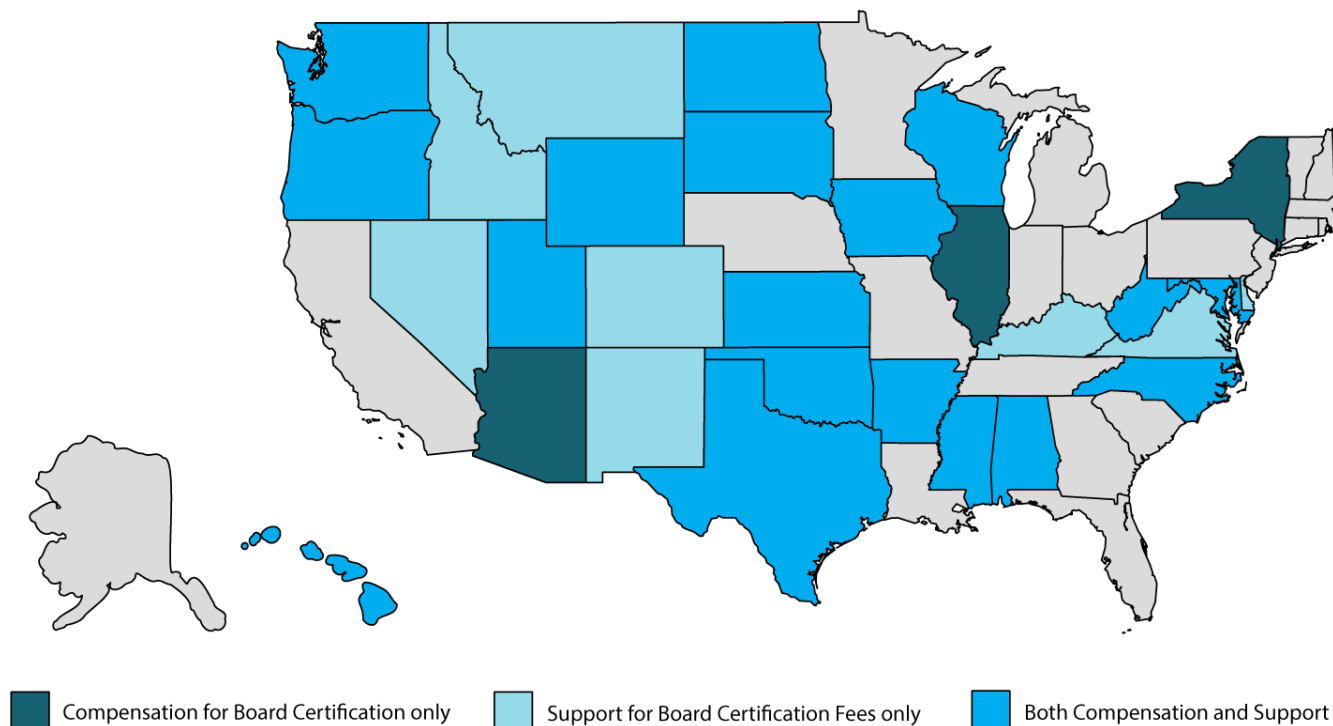
[Twenty-six states](#) currently compensate teachers who have passed the rigorous certification process, either through annual stipends or salary increases. [Twenty-two states](#) provide some sort of financial support for teachers participating in the process, which includes assessing content knowledge; portfolio projects that require reflections on instructional choices to advance student growth and achievement; and video recording of teaching, accompanied by a commentary on practice. (See Figure 2.) Among the leadership roles that NBCTs are being tapped to take on are serving as mentors to new and struggling teachers, experts in curriculum design and support, and instructional leaders in their schools.

Many districts and states have also instituted career ladder models, which provide additional compensation for increased responsibility and leadership. For example, the [Rochester, NY](#), and [Cincinnati, OH](#), school districts have developed career ladders using the peer assistance and review (PAR) model in which accomplished teachers serve as mentors for beginning and struggling teachers. As detailed below, Iowa has their own long-standing statewide career ladder programs to acknowledge, tap into, and incentivize teacher expertise and leadership.

Opportunities to participate in career ladders, assume leadership roles, and share expertise with colleagues appear to be associated with teachers’ desire to remain in the profession. For example, one national survey of 1,210 pre-k through 12th-grade teachers found that holding multiple leadership roles was associated with increased intentions to remain in teaching for the upcoming 3 years.<sup>180</sup>

A study of Missouri’s 25-year-old career ladder

**Figure 2. Map of State Financial Incentives for National Board Certification**



Source: National Board for Professional Teaching Standards (2020). *State Financial Incentives for National Board Certification*. [https://www.nbpts.org/wp-content/uploads/State\\_Incentive\\_Chart\\_Updated-September-2019.pdf](https://www.nbpts.org/wp-content/uploads/State_Incentive_Chart_Updated-September-2019.pdf).

program found that after controlling for district characteristics (e.g., wealth, size, level of urbanization), teachers (especially mid-career teachers) in districts with career ladder programs were less likely to leave their districts than those in non-career ladder districts.<sup>181</sup> Teachers in career ladder districts were also less likely to leave the profession overall and reported increased job satisfaction due to their participation in the program.

Federal funds under [Title II, Part A of the Every](#)

[Student Succeeds Act](#) (ESSA) can be used to support career ladder models. Additional federal grant funding is authorized through ESSA's [Teacher and School Leader Incentive Program](#) and the STEM [Master Teacher Corps](#) program. Such strategies could be combined with an explicit research agenda examining the extent to which these models increase teacher effectiveness, satisfaction, and retention.

## Washington and National Board Certification bonuses

Since 2000, Washington state has provided an annual bonus to all eligible k–12 public school teachers who earn and maintain National Board Certification. The [Washington State National Board Certified Teacher Bonus](#) initiative was initially funded through philanthropic support but is now directly financed through state appropriations. For [fiscal year 2019](#), state support for the program totaled approximately \$61.5 million. Importantly, the bonus is adjusted annually for inflation, and teachers who hold a valid National Board Certification for the entire 2020–21 school year are set to receive a bonus of \$5,593.

In addition to the base bonus, teachers are incentivized to teach in high-poverty schools through

an [additional bonus of up to \\$5,000](#), based on the teacher's percentage of time spent at a qualifying high-poverty school. [Research](#) from 2018 found that the incentive resulted in higher retention rates for NBCTs in high-poverty schools and led to more teachers pursuing National Board Certification. The incentive also increased the recruitment of NBCTs to high-poverty schools.

The design of Washington's National Board Certification incentives appears to be paying off. The state regularly ranks in the [top five states](#) with the highest number of new NBCTs, and nearly 20% of the overall teacher workforce is National Board certified.

## Iowa

Iowa established its [Teacher Leadership and Compensation \(TLC\)](#) system to recruit and retain a strong educator workforce by constructing five tiers of a career continuum. Districts around the state can opt to participate in the program, agreeing to the specific standards for the use of funds and support of teachers. Each tier (initial, career, model, mentor, and lead teacher) corresponds to increased responsibilities, days worked, and salary stipends. Program goals include rewarding effective teachers with leadership opportunities and higher pay, attracting promising new teachers with competitive starting salaries and more support, and fostering greater collaboration for all teachers to learn from each other. In 2020, every school district in Iowa had implemented a TLC plan, with 10,000 teachers in leadership roles, such as instructional coaches and mentors.

For the 2018–19 school year, [the state allocated \\$160 million](#) for TLC implementation. Allocation of the TLC funds and their uses differ from district to

district based on their needs. Therefore, possible uses of TLC funds are divided into six categories, such as raising the minimum salary of teachers, providing compensation, providing professional development for teacher leaders, and paying for other costs, such as books, resources, and technology.

The system has shown positive results in student achievement, recruitment and retention, and the professional working climate. Compared to 50% of districts meeting their local achievement goals in the 2016–17 year, 56% met their goals in the 2017–18 year and 58% in the 2018–19 year. Furthermore, the program has effectively retained teachers, as [“89% of districts reported that they mostly or fully met their recruiting and retention goals.”](#)

TLC has also been effective in improving instruction and building a positive professional work climate, according to an [evaluation](#) by

the American Institutes of Research and a [2019 TLC Statewide Report](#). For example, Center Point Urbana shared that its mentors and induction coaches improved the entry skills of novice teachers, “increasing the success and sustainability of the new teachers”; teachers in Hampton Dumont reported that teachers wanted to stay in the district despite having to commute because they felt “supported in their district through TLC”; and many districts shared that TLC created “a school culture where people want to work.”<sup>182</sup>

## ***Housing Supports***

Although housing incentives have not been used or studied as broadly as other forms of compensation discussed in this chapter, they continue to be explored by school districts around the country. Most districts offer housing incentives in response to the lack of affordable options for teachers and other staff. Educator housing has also been used as part of broader revitalization and development efforts, such as the McDowell County, WV, example discussed below, or a complex called [Teachers Village](#) in Newark, NJ. Teachers Village was developed alongside the construction of new charter schools (though the facility is home to in-district and charter school teachers). Despite the interest in housing supports in some regions, they are not a replacement for providing teachers with competitive and equitable compensation that enables them to live in the communities in which they teach.

In a survey of teachers who had left the profession after the 2011–12 school year, nearly one quarter of respondents said housing incentives would be extremely important or very important to decide to return to the classroom.<sup>183</sup> Data like this, along with [stories](#) of teachers who commute long hours, move in with their parents, or live with multiple roommates, keeps housing supports among the options districts explore to improve teacher recruitment and retention. Examples below include districts in cities with a high cost of living cities, such as those in the San Francisco Bay Area and rural communities.<sup>184</sup>

## McDowell County, West Virginia

Improving teacher recruitment and retention and economic growth were two key reasons for the development of the [Renaissance Village](#) project, which includes 16 apartments for teachers and other area residents and retail, commercial, and community space. Located in McDowell County, WV, the mixed-use development is part of a sweeping revitalization effort called [Reconnecting McDowell](#). The multiyear initiative includes investments in full-service community schools, early childhood education, and technology infrastructure. [Building](#)

[local infrastructure and increasing the supply of affordable and high-quality housing options](#) are central to the local effort to attract and retain a cadre of prepared teachers. Partners include the school district and other local public and private entities and both the American Federation of Teachers and its West Virginia affiliate. Public-private partnerships, including a \$1 million grant from the state of West Virginia, funded the \$8 million project.



Source: [Renaissance Village, Reconnecting McDowell](#) from American Federation of Teachers, 2021.

## Lightening the Housing Burden for California Teachers

While California is among the [top states](#) for teacher salaries, it also has one of the highest [costs of living](#), with [housing costs](#) increasing every year. Statewide, the median home price in 2015 was \$437,000—nearly twice as much as the median home price nationally of \$179,000. The high housing costs are particularly challenging for teachers in the San Francisco Bay Area. According to a 2019 [EdSource analysis](#) of the 680 Bay Area school districts that had reported salary data to the state, nearly 40% of first-year teachers did not earn enough to rent an “affordable” one-room apartment. High housing costs also impact veteran teachers. According to the same analysis, even the highest-paid teachers in more than one quarter of Bay Area school districts could not afford to purchase a three-bedroom house.

As California school districts continue to grapple with [persistent teacher shortages](#), several school districts—with support from city, county, and state policymakers—are building affordable housing developments in the hopes of recruiting and retaining teachers. In 2001, the Santa Clara Unified School District, located in the heart of Silicon Valley, partnered with a [local developer](#) to create [Casa del Maestro](#), California’s first subsidized teacher housing development. The complex was built on a former school site and now includes [70 affordable units](#) for district teachers. Rent is kept to about 30% of the average teacher salary in the district. Casa del Maestro limits teachers’ residency to 7 years—one of the few district-owned teacher housing developments with this type of restriction.

In 2016, with the supply of teachers at a 12-year low, the California legislature adopted Senate Bill 1413, the Teacher Housing Act of 2016, which grants authority to school districts to provide housing exclusively for their employees, such as by building rental units and offering them to staff at a below-market rate. The districts can also take advantage of state and federal low-income housing tax credits to develop these projects. Two additional bills, [Senate Bill 2](#) and [Assembly Bill 1157](#), support this effort by (1) establishing a permanent, ongoing funding source for affordable housing and (2) making it easier for school districts to use their property for employee rental housing. Several school districts have leveraged these provisions to develop [affordable housing for teachers](#) and other district staff.

- In Daly City, the Jefferson Union High School District (JUHSD) is building [Serramonte Del Rey faculty and staff housing project](#) as one strategy for addressing its [high turnover rate](#). The 122-unit complex will offer a combination of one-, two-, and three-bedroom units for JUHSD teachers and employees. Rents are expected to be about one half of the market rate in the area. Of the \$61 million price tag for construction, \$33 million came from a general obligation bond, and the remainder will be borrowed by the district and paid back over time through rents collected.
- Similarly, Chula Vista Elementary School District in southern San Diego County passed [Measure M](#) in 2020, which will, in part, be used to [build affordable teacher housing units](#). The school district will spend approximately \$65 million of the revenue from the ballot measure to build 100 apartment units for school employees.

In San Francisco, a city that ranks as [the most unaffordable rental market](#) for teachers in the United States, [64% of the teachers](#) spend more than one third of their incomes on rent, and an additional [15%](#) spend more than half of their incomes on rent each month. To address the housing needs of their educators—and in the process, increase teacher retention and satisfaction—the San Francisco Unified School District (SFUSD) has collaborated with a variety of partners to increase the supply of affordable housing for its teaching workforce:

- In November 2019, voters in San Francisco passed two propositions, [Proposition A](#) and [Proposition E](#), which raised \$20 million through bonds to develop educator housing and allow below-market-rate developments to be built on publicly owned land. As a result, SFUSD is in the process of constructing [Francis Scott Key Annex Educator Housing](#), a 130-unit complex.
- In addition to developing its own units, SFUSD has also partnered with the San Francisco [Mayor's Office of Housing and Community Development](#) (MOHCD) on local implementation of the [Teacher Next Door \(TND\) program](#), a national program to support teacher housing access. Through this partnership, educators in SFUSD can receive a forgivable loan to support the purchase of their first home. If additional funding is needed, individuals can also utilize other MOHCD loan programs, such as the [Educators Down Payment Assistance Program](#) or [City Second](#), both of which provide silent second mortgages. The program is open to district employees who are first-time homebuyers in San Francisco and whose household income does not exceed 200% of the area median income, which is [\\$246,300 for a family of four](#).
- The city's [2015 Affordable Housing General Obligation Bond](#) has allocated \$1.3 million for down payment assistance for San Francisco educators. This money includes forgivable loans and down payment assistance up to \$375,000, averaging [\\$328,000 of support](#) per educator.

## Palmetto Heroes, South Carolina

[Palmetto Heroes](#) is a housing initiative operated by the South Carolina State Housing Finance and Development Authority to assist South Carolina residents who are k–12 public school teachers, law enforcement officers, nurses, firefighters, and others in becoming homeowners. The program is open to full-time certificated classroom teachers or individuals who will begin teaching within 60 days of their home loan closing.

[The program](#) provides a fixed, low-interest mortgage and forgivable down payment assistance (DPA) to support homeownership among eligible individuals. In 2013, the state invested \$7.7 million in the initiative, which offers an interest rate of 3% and

\$5,000 in DPA. Loans can be for up to 30 years; some applicants may qualify for additional DPA on newly constructed homes (up to \$6,000 in 2020). [Limits for assistance can vary from region to region](#), based on local teacher salaries and the cost of living.

To assist program participants in finding their homes, the program partners with more than 100 real estate professionals, banks, and mortgage brokers certified in [South Carolina State Housing Finance & Development Authority](#). To date, the Palmetto Heroes program has offered 600 home loans totaling more than \$72 million. In 2019, just over 30% of program participants were teachers.



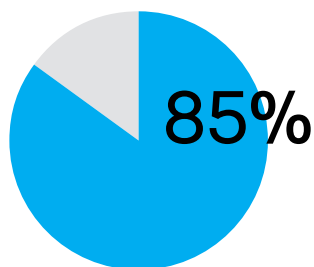
## MESSAGING

# Effective Communication for Advancing a Strong and Diverse Teaching Profession

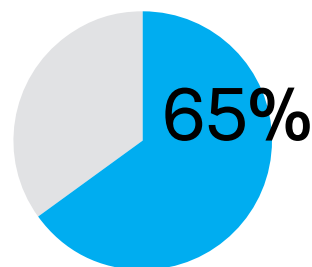
This chapter provides research, values-based messages, talking points, statistics, and frequently asked questions to bolster your ability to communicate in a way that advances policies and practices that support a strong and diverse teaching profession. Adapt them as necessary to fit your circumstance and audience, and always speak in your authentic voice, using local examples for maximum impact. This chapter's numbered sections serve as an outline for developing your message (see the example below).

## Establish Common Ground With Your Audience

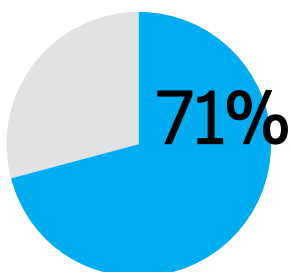
The first step in effective persuasion is to begin from a point of agreement, which requires that we understand how most people feel about public education. Research shows:



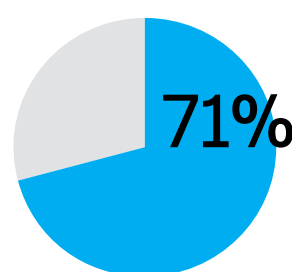
Eighty-five percent of people want the federal government to focus on “efforts to attract and retain good teachers,” making it one of Americans’ top priorities for public education.<sup>185</sup>



Sixty-five percent of Americans and 67% of parents think that “public school teacher salaries should increase,” while only 5% believe they are overpaid.<sup>186</sup>

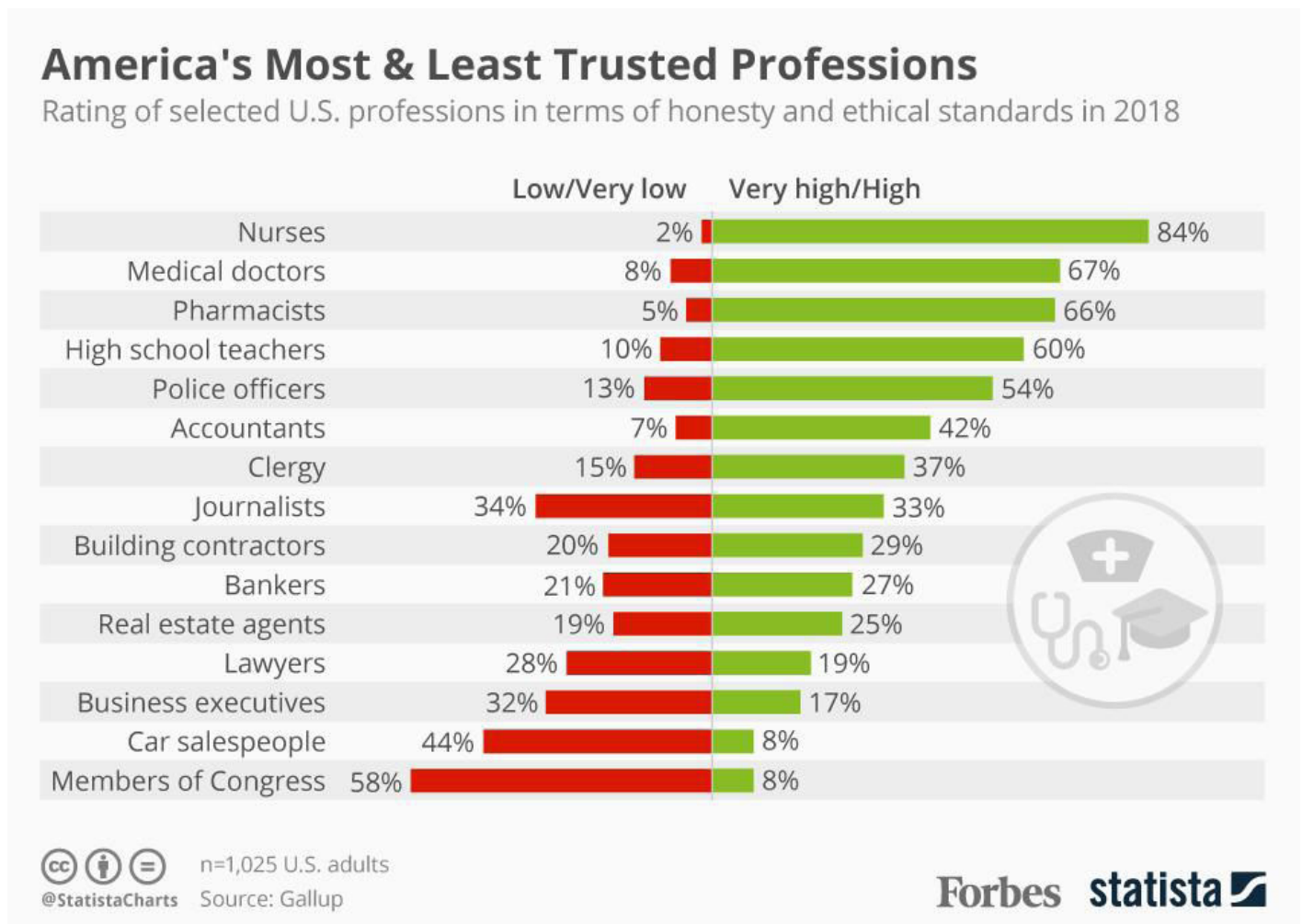


Seventy-one percent of parents think their children’s teachers are “excellent or good,” and only 6% believe they are “poor.” In short, Americans like their kids’ teachers.<sup>187</sup>



If teachers went on strike for higher pay, 71% of Americans and 74% of parents would support them.<sup>188</sup>

**Figure 3. Rating of selected U.S. professions in terms of honesty and ethical standards in 2018**



Source: “Rating of selected U.S. professions in terms of honesty and ethical standards in 2018” by Statista in [“America’s Most & Least Trusted Professions \[Infographic\],”](#) Forbes, 2018.

Teachers are the fourth most-trusted profession, after nurses, doctors, and pharmacists. They are more than twice as trusted as bankers, realtors, and lawyers and many times more trusted than politicians.<sup>189</sup> (See Figure 3.)

People—especially parents—overwhelmingly support a quality public education system in the United States. So, remember, you are already substantially in agreement with most people even before you start making your case.

## 1. Express values-based messages

Values describe the kind of teaching profession and public education system we are trying to build. The most important value to convey when talking about public education is *equal opportunity for all*.<sup>190</sup> Talk about “our” students and “every child” because that will help your listeners visualize the children in their own lives. Remember, when you use positive value statements, you frame your policy preferences as positive too, using words that other people use and that everyone understands.

Following are some examples of values-based monologues you can use that, based on the polling shown above, start in agreement with listeners:



**Every child deserves the opportunity to be taught by professional teachers who will help them reach their fullest potential.** Children have different needs, strengths, cultures, and histories. That is why we need teachers who have the training to meet students where they are. Teachers are vital to creating a classroom climate that helps our kids have the best learning experience possible.



**Every child in our community deserves the opportunity to grow up and live a successful life.** Excellent schools and professional teachers make sure kids excel in crucial subjects, such as math, science, and reading. It is how we teach kids civic engagement and responsibility. Teachers are the most critical resource we have in our schools to help kids learn and understand the world around them.



**Young people thrive when they have teachers who reflect their cultures and experiences.** Our schools are better, and kids learn more, when our teachers represent students’ races and ethnicities, speak the same languages, and understand the varied cultures in a classroom. That is why we need to recruit and retain teachers representing the vast diversity of students in our schools.



### 1. Express values-based messages



### 2. Explain the problem



### 3. Explain the solution



### 4. Explain how your audience benefits



### 1. Express values-based messages



### 2. Explain the problem



### 3. Explain the solution



### 4. Explain how your audience benefits

## 2. Explain the problem

Once you have established that you are on the same side as your listener(s), explain the problem you are proposing to solve. Here are some talking points you can use:



Too many of our districts face persistent teacher shortages. The shortages are even worse in critical subject areas, such as math, science, and special education.



Severe teacher shortages disproportionately affect low-income students and students of color, exacerbating racial and economic inequities and leaving entire generations behind.



When schools and districts cannot find fully prepared and qualified teachers, they hire individuals without the teaching credentials they need—and some have no preparation at all.



More than [100,000 teaching positions](#) were filled by teachers with inadequate training in 2017. Because they are underprepared for the classroom challenges, these teachers are less effective and more likely to leave the profession, which adds to the problem.



Students in schools with teacher shortages have underprepared teachers, too many substitute teachers, overcrowded classrooms, and canceled courses. These students have fewer chances to build strong relationships with their teachers, which is crucial to their development.



People are not entering the teaching profession because it has been devalued as a profession. We do not pay teachers as well as we pay other similarly educated people. For those who do enter, the combination of uncompetitive pay, huge student debt, and poor teaching conditions can cause even the most well-prepared teachers to leave their schools.



High teacher turnover undermines student achievement and consumes valuable staff time and resources.



While overall more teachers of color are being recruited, they also leave the profession at a higher rate than White teachers. This not only removes role models from all of our kids' daily lives, but it also means we have schools without leaders who have connections to the kids, their cultures, and their communities.

### 3. Explain the solution

Now that your audience understands the problem, explain the solutions you propose. This Playbook is full of ideas about how to recruit, prepare, and retain a professional teaching workforce. Here are several examples showing how to frame some of them, keeping in mind that you will use the specific solutions you have identified for your community:



We must invest in recruiting, retaining, and supporting a team of well-prepared teachers in our [community, city, town, district, school].



Retaining teachers and bolstering learning starts with building better relationships between teachers and students. We can do that by giving students more of a say about what happens in their class or schools, investing in teachers' professional development, nurturing more collaborative work environments, and creating time in our teachers' schedules so they can collaborate with each other and with their students.



We can diversify our teaching pool by diversifying our recruitment strategies. We should market to historically black colleges and universities, offer service scholarships and forgivable loans, and encourage students in high school to pursue the teaching profession.



New teachers who get good preparation training are more likely to keep teaching. Well-prepared teachers are also the best at improving student learning and building our students' knowledge across a broad range of subjects. We need to make comprehensive training affordable and accessible to new teachers before they are given full responsibility for their own classrooms. We need teacher residencies and certification programs for teachers that help them teach to our students' cultural strengths.



Our schools need to be stable places of learning for all of our students. We need to reduce teacher turnover by improving teaching and learning conditions, creating opportunities for ongoing professional development for our teachers, and establishing collaborative leadership structures in our schools.



Principals play a crucial role in how our schools are run and how our teachers are treated. Our school districts should provide principals with the professional learning and support they need to be effective and empowering leaders who create a school culture that is safe and inclusive and that nurtures learning for students, staff, and families.



Once we hire high quality teachers, we need to keep them in our schools. We need to pay teachers a competitive and equitable salary that considers the cost of living and the amount of education we require for the job. We need to look at other compensation, such as bonuses for taking on additional leadership roles or responsibilities. And we should look at other ways we can provide economic support to our teachers, such as housing subsidies.



#### 1. Express values-based messages



#### 2. Explain the problem



#### 3. Explain the solution



#### 4. Explain how your audience benefits



### 1. Express values-based messages



### 2. Explain the problem



### 3. Explain the solution



### 4. Explain how your audience benefits

## 4. Explain how your audience benefits

It is pretty difficult to convince people to support policies that appear to benefit people other than themselves, their families, and their friends. That means, whenever possible, you should explain to people how they benefit from the policies you are proposing. Here are some talking points to help you do that:



Recruiting and retaining teachers of color [benefits each and every student](#). The benefits to students of color, especially Black students, are well documented: academic achievement, graduation rates, and plans to attend college all improve when they are taught by Black teachers. Having teachers of color benefits White kids, too, because they see and experience cultures and races that represent the world in which they will work.



Recruitment programs designed to diversify the pool of teachers in our schools do more than just increase our ranks of professional teachers. They also bring more cultural and racial diversity, more male teachers, and more people from lower-income backgrounds into the classroom. This means that our students are exposed to and build relationships with teachers who can remain role models to them for life.



Having well-qualified, trained, professional teachers in the classroom means all of our students do better. The more we support our teachers, the more they can stay at the top of their game. All of our kids do better academically—especially in subjects such as math and science—when their teachers have access to training and support.



Teacher training programs improve each and every students' learning. These programs support teachers' development of strategies that prioritize problem-solving ability, adaptability, critical thinking, and collaboration.



Every child benefits from having an engaged, creative role model as a teacher.



All students benefit when we can retain teachers in our schools. Teacher turnover creates instability in the whole school, not just in the classroom the teacher is leaving. In schools that can retain their professional teachers, there is a positive impact on overall student academic achievement.



Retaining professional teachers reduces turnover and keeps teachers in the classroom. This benefits everyone in our community because more of our tax dollars can be spent educating young people while less can be spent on constant recruitment, hiring, and training costs.



Having a good principal in our school is the second most important indicator of how well every single one of our kids will do, second only to teachers. The principal sets the tone for the entire school, manages the expectations for the teachers, and sets the bar for how our kids learn and behave. We need effective principals to ensure each student learns in a safe environment with high expectations for achievement.



Increasing teacher pay helps keep teachers in the classroom, brings more and diverse people into the profession, and improves student achievement—for EVERY student. Fewer teachers working second jobs means more teachers who have time for classroom preparation, development of curriculum, and development of creative teaching methods that engage young people.

## Throw in Some Useful Facts

The best way to persuade people to your side on an issue or move supporters to action is to affect how they feel, not what they know. That is why values-based messaging is so important. But it will often be helpful to sometimes sparingly use facts or statistics to validate or provide “proof” of your values and ideas, such as:

### Causes and consequences of shortages

- About [90% of the annual demand](#) for new teachers is driven by teachers leaving the profession. Some teachers are retiring, but about two thirds of teachers leave for other reasons, primarily due to dissatisfaction with teaching.
- Along with the cost to student learning, teacher turnover [extracts a high financial price](#). Research shows that teacher replacement costs, including school and district expenses related to separation, recruitment, hiring, and training, can range from around \$9,000 per teacher in rural and suburban districts to more than \$20,000 in urban districts.
- Teacher salaries are not competitive in many labor markets. In [38 states](#), mid-career teachers who head families of four or more qualify for three or more public benefit programs, such as subsidized children’s health insurance or free or reduced-price school meals. It is no surprise, then, that many studies have found that both beginning and veteran teachers are more likely to leave the profession or change schools because of low salaries.
- Teachers who enter the classroom without adequate training are [two to three times](#) more likely to leave, creating a revolving door for teachers.
- Teachers in districts with the highest salary schedules are [31% less likely to leave](#) their schools or the profession than teachers in districts with poorer pay scales.
- An analysis of [2014 and 2016 data on teacher qualifications and experience](#) found that schools with high numbers of students of color were *four times* more likely in 2016 to employ uncertified teachers than schools with low enrollment of students of color.

- Native American teachers and teachers of color
- In the [2015–16 school year](#), Native American teachers and teachers of color comprised 20% of the U.S. teacher workforce. Although their representation is increasing, it is still disproportionately low compared to the percentage of Native American students and students of color, who together comprised 50% of students in public schools in 2014.
- [The gap](#) between Latinx teachers and students is more significant than for any other racial or ethnic group. In 2014, more than 25% of students were Latinx, while Latinx teachers represented less than 9% of teachers in 2015—even though the shares of Latinx teachers and students are growing faster than those of any other racial or ethnic group.
- While Native American teachers and teachers of color as a collective group [is growing](#), Black and Native American teachers are a declining share of the teaching force. Black teachers made up more than 8% of teachers in 1987 but made up only 6.7% in 2015. Similarly, the percentage of Native American teachers declined from 1.1% in 1987 to 0.4% in 2015.
- The [pool of potential Black and Latinx teaching candidates](#) dwindles along the potential teacher pipeline from high school graduation to college enrollment, teacher preparation, and employment as a teacher. For example, in 2007, Black and Latinx students comprised more than 38% of k–12 students but less than 28% of high school graduates and about 24% of high school graduates who enrolled in a 2- or 4-year college the following fall. Black and Latinx teacher preparation candidates made up just 19% of all candidates in fall 2008. Four years later, in 2012, Black and Latinx candidates comprised only 14% of bachelor’s degrees in education.
- [Longitudinal data from North Carolina](#) showed that Black students assigned to a class with a Black teacher at least once in 3rd, 4th, or 5th grade were less likely to drop out of high school and more likely to aspire to go to college.
- The [benefit of having a Black teacher](#) for just 1 year in elementary school can persist over several years, especially for Black students from low-income families.

## Compensation

- The [average weekly wages of public school teachers](#) (adjusted for inflation) decreased by \$21 from 1996 to 2018, from \$1,216 to \$1,195 (in 2018 dollars). In contrast, other college graduates’ weekly wages rose by \$323, from \$1,454 to \$1,777, over this period.
- [In 38 states](#), teachers who head families earn so little that they qualify for public benefit programs. This means their children could receive free or reduced-price lunch in the same schools in which they teach.
- [Over two thirds of former teachers](#) who would consider returning to the classroom say that more competitive salaries would be a very significant factor in persuading them to return.

## Other useful statistics

- More than two thirds of teachers have to take on student debt to enter a [profession](#) dedicated to creating opportunities for others.

- College graduates who do pursue a teaching career begin with an average debt of [\\$20,000](#) for a bachelor's degree and [\\$50,000](#) for those who go on to complete a master's degree.
- When new teachers stay in their jobs, they build meaningful relationships with students that are crucial to students' success. Districts also avoid the cost of having to hire new teachers every year, which can be [\\$20,000 or more](#) in urban school districts.
- Residencies produce diverse teachers who are more representative of the students they teach. Roughly [45%](#) of new teachers in residency programs are people of color—more than double the national average.
- [Teachers who complete residencies](#) are more likely to stay in their jobs, especially in the high-need districts that sponsor them. “Studies of teacher residency programs consistently point to the high retention rates of their graduates, even after several years in the profession, generally ranging from 80–90% in the same district after 3 years and 70–80% after 5 years.”

## Example of a Message Developed Following the Outline in This Chapter

Every child deserves the opportunity to be taught by professional teachers who will help the child reach his or her fullest potential. Children have different needs, strengths, cultures, and histories. That is why we need teachers who have the training to meet students where they are. Teachers are vital to creating a classroom climate that helps our kids have the best learning experience possible.

When schools and districts cannot find fully prepared and qualified teachers, they hire individuals without the teaching credentials they need—and some have no preparation at all.

- Teachers who enter the classroom without adequate training are [two to three times](#) more likely to leave, creating a revolving door for teachers.
- An analysis of [2014 and 2016 data on teacher qualifications and experience](#) found that in 2016 schools with high numbers of students of color were *four times* more likely to employ uncertified teachers than schools with low enrollment of students of color.

New teachers who get good preparation are more likely to keep teaching. Prepared teachers are also the best at improving student learning and building our students' knowledge across a broad range of subjects. We need to put in place comprehensive training before new teachers enter the classroom. We need teacher residencies and certification programs for teachers that help them teach to our students' cultural strengths.

Each and every student benefits when we can retain teachers. Teacher turnover creates instability in the whole school, not just in the classroom the teacher is leaving. In schools that can retain their professional teachers, there is a positive impact on all students' academic achievement.

## Shift From Negative to Positive Frames

Keep in mind that when you are trying to advance policy, your messaging goal is to persuade people to do something: to endorse, to vote, to call in or email their support, or to organize. To that end, avoid triggering negative emotional reactions to what you say and, instead, put your ideas in a frame that evokes positive feelings, such as:

### ***Shift From***

We do not need teachers; we just need the right technology for learning online.

Teachers should be “heroes” who work out of the goodness of their hearts, take health risks for the sake of parents, and don’t require equitable pay.

There are inherently “good” and “bad” teachers, which has nothing to do with environment or resources.

### ***Shift To***

All young people need opportunities to access solid and positive relationships with educators and other adults. In the same way that roots support and nourish trees as they grow, strong developmental relationships support and nurture young people’s success, giving them guidance and encouragement.

Teachers work for a living just like any other profession and they have families to support too. If we expect teachers to take on extra health risks or financial burdens, the profession will keep shrinking. We need real action and funding to attract and retain teachers to our schools. Policies and budgets at every scale must support teaching as a valued profession by increasing wages, benefits, and professional development opportunities, both now and in the future.

Many schools cannot attract or retain enough qualified teachers because salaries and supports are not sufficient. Just as construction workers need scaffolding to build a structure, we need to ensure our teachers have the tools and resources they need to be supported and thrive in their jobs as educators. At every level, policies and budgets need to prioritize professional resources, salary increases, and mentorship for teachers, as they powerfully shape young people’s lives.

## Frequently Asked Questions

These sample questions and answers will help you respond to the tough questions you are likely to face when advocating for policies that would improve teaching conditions and produce supportive leaders in schools across the country.

**Q: Residency programs sound great. But given the current shortage of teachers, don't we need to put new teachers in charge of classrooms as soon as possible?**

**A:** Simply getting more teachers into classrooms will not solve the shortage if they do not receive effective training and support. Sending teachers into a classroom without support is like a construction worksite without scaffolding. Teachers who enter the classroom without adequate training are [two to three times](#) more likely to leave. Students lose out: [Their learning](#) stagnates as districts struggle to replace teachers year after year, but our communities ultimately lose out, the loss of human potential diminishes us all.

Moreover, underprepared teachers hired to fill jobs quickly are disproportionately concentrated in schools with high numbers of students who require additional support because of the structural barriers they face: students who do not have access to healthcare, nutritious food, stable housing and face discrimination and racism. Teacher residencies go beyond a temporary fix. They are smart, long-term investments that help districts recruit and retain high-quality teachers, supporting them in that district for the long haul, which reduces shortages in communities across the country.

**Q: How can cash-strapped states and districts afford to pay for residency programs and other training for new teachers?**

**A:** Many states and districts have used federal funds to get teacher residency programs off the ground, including Teacher Quality Partnership grants funded through the Higher Education Act. Policymakers can also use funds from Titles I and II of the Every Student Succeeds Act (ESSA) to support teacher residency programs. Some teacher residency programs rely on federal AmeriCorps funding to support stipends for resident teachers. Others reallocate some substitute teacher or teacher aide dollars to pay stipends to residents serving part time in these roles.

While specific costs vary, residency programs contribute to a high-quality, sustainable teaching workforce. In the long term, they pay off by producing effective teachers who are more likely to stay in their jobs. The well-established Boston Teacher Residency, for instance, invests \$38,000 per resident on training, financial support, and mentoring. This investment in training residents who commit to teaching in the district for at least 3 years helps Boston schools avoid the substantial cost of hiring new teachers, which can reach [\\$20,000 per teacher](#).

**Q: Are service scholarships and loan forgiveness programs a good investment? How do we know we are not just paying for the education of people who would have become teachers anyway?**

**A:** [Research](#) on service scholarship and loan forgiveness programs has found that these programs effectively attract people who would not otherwise have become teachers. Furthermore, these programs successfully attract those who were already planning to become teachers to subjects and locations they otherwise would not have chosen.

**Q: The federal government already offers loan forgiveness and service scholarship programs for teachers. Aren't these sufficient?**

**A:** The U.S. Department of Education currently offers several loan forgiveness and service scholarship programs for teachers: the Public Service Loan Forgiveness Program, Stafford Loan Forgiveness for Teachers, Federal Perkins Loan Cancellation, and TEACH grants. While federal policymakers should continue and expand these valuable programs, uneven funding, limited availability, and structural challenges including eligibility barriers put up by past administrations mean they sometimes don't work and they aren't enough on their own. Qualification criteria are confusing and change, such that even prospective teachers who are eligible for federal programs can face the possibility of significant debt, which can prevent them from pursuing teaching careers in the first place or force them to quit early in their careers. States and districts can make a big difference in recruiting and retaining teachers to the highest-need schools and subjects by implementing their own smart, research-driven policies—including service scholarships and student loan forgiveness.

**Q: College students choose to take on debt to pursue their desired careers. Why shouldn't they have to honor that debt like everyone else?**

**A:** Teachers take on debt in the form of student loans so they can devote their careers to helping students realize their potential—even knowing that they are likely to earn less than they could in other professions. Student loan forgiveness is a badly needed policy to lessen the debt burden for hardworking teachers who commit to the schools and subjects in which students need them the most. We offer loan forgiveness for doctors to work in high-need areas, a very successful policy. We can and should do the same for teachers.

**Q: Are there other teaching conditions beyond school leadership that matter to attracting and retaining quality teachers in our highest-need schools?**

**A:** Teachers' working conditions are also students' learning conditions. Teachers should not have to work in deteriorating or unsafe environments, and our children should not have to learn in them. A lack of resources, including books, a library, computers, internet access, or reliable photocopy machines, can limit teachers and their students. Although teachers do their best to cope with resource deficits—often spending [hundreds of dollars](#) of their own money—many become demoralized and leave for a higher-paying district or a different profession entirely. Policymakers need to ensure that teachers have access to the essential educational tools that students need in order to learn.

**Q: If students living in poverty wake up hungry and face severe disadvantages at home, can being taught by stable, well-prepared teachers and having a solid school leader make a difference?**

**A:** Yes. Teachers are the most important in-school factor affecting student achievement, and school leaders are the second most important factor. Factors that help recruit and retain a strong and stable teacher workforce—like better working conditions—can make a difference.

**Q: Can policy lead to more teachers interested in teaching high-need students?**

**A:** Yes. Teacher turnover is [50% higher](#) in schools that serve a large number of students living in poverty than those who do not. Teachers are more likely to leave schools that have lower salaries and less-desirable working conditions. These conditions often exist in schools with more students of color and more students from low-income households. In contrast, teachers in wealthier communities often teach smaller classes, are responsible for fewer students, and have a greater say in schoolwide decisions. Policies that produce stable, supportive school leaders who are committed to serving in high-need schools and who give their teachers opportunities to collaborate and a voice in decision-making will go a long way toward attracting and retaining high-quality teachers in the schools where students need them most.

**Q: If people already choose to be teachers knowing they will earn less than other college graduates, why should taxpayers foot the bill for higher salaries?**

**A:** When every student has a quality teacher in his or her classroom, entire communities benefit. [Competitive salaries and benefits](#) get more quality teachers in classrooms and, just as important, encourage them to stay. That improves student performance in key subjects like science, technology, engineering, and math, helping our society meet the challenges we face and improving the economy for everyone. Critical thinking and reading abilities also improve when students have quality teachers, strengthening our democracy.

**Q: If teachers are in the job because they care about students, why are they so concerned with how much money they make?**

**A:** Teachers are highly trained professionals who require the things that all professionals do in order to do their jobs well—things like access to professional development, opportunities to grow, and fair compensation. Everyone deserves to build a life for themselves and their families. Further, fair compensation also relates to the skills one has to develop to do a job well. To value teachers means to ensure they are well prepared and well paid for the critical contributions they make to children’s lives. When teachers thrive, students in turn thrive: They are better able to contribute to our economy and democracy, which benefits society as a whole.

**Q: If student poverty is a significant indicator of student performance, would paying teachers more make a difference?**

**A:** Teacher quality [contributes to student achievement](#) more than any other in-school factor. For students living in poverty, teacher quality plays an even bigger role. A growing body of research—including studies from New York, North Carolina, and California—has shown that teacher qualifications matter for teaching quality and student achievement. While no single policy can solve the teacher shortage, [competitive compensation](#) is crucial for recruiting and retaining talented educators who can help every student reach his or her potential—especially when combined with policies that improve teaching conditions and produce supportive school leaders.

**Q: Teachers are free to move to other districts or schools that pay them more—could we let the free market sort this out rather than forcing districts to fund higher salaries?**

**A:** Often, school districts that serve high percentages of students living in poverty [cannot afford](#) to offer salaries competitive with wealthier districts, leaving them unable to hire quality teachers. This forces poorer districts to hire fewer well-prepared and experienced teachers and to deal with high turnover. Teachers move districts, which [hurts students' learning](#) in crucial areas such as math, science, and critical reading. We need to compensate teachers fairly no matter where they work so that every child receives a quality education no matter where they live.

**Q: How can the United States and states pay for public salary increases, especially while working toward economic recovery?**

**A:** Policymakers can increase teacher salaries using savings from having to replace fewer teachers every year. Replacing a single teacher can cost up to \$20,000, and school districts across the country spend a [combined \\$8.5 billion](#) annually finding new teachers. Paying high-quality teachers enough to build good lives in the communities where they work not only boosts student achievement but also saves taxpayer money by reducing the number of students who repeat grades or drop out of school entirely. Learn more about what spending looks like at a federal level by playing the game [Fund Education Instead](#).

# RESOURCES FOR ADDITIONAL READING

## Introduction

[Ensuring Equitable Access to Strong Teachers: Important Elements of an Effective State Action Plan](#)

**Organization:** The Education Trust

**Summary:** This May 2015 guide provides state leaders with elements that are essential to consider when developing a state action plan that ensures all students have equitable access to effective teachers. The recommendations include three components: analyzing school data in ways that build understanding and urgency, disseminating data results to build stakeholder buy-in and connecting identified gaps to the underlying root causes, and creating policies to spur action and progress.

[How to Fix the Large and Growing Latinx Teacher–Student Gap](#)

**Organization:** Center for American Progress

**Summary:** This 2018 issue brief highlights the importance of building a strong and stable Latinx teacher workforce to adequately support the diverse needs of the Latinx student population. Additionally, the report explores the extent of the Latinx teacher diversity gap by state and provides policy recommendations for increasing the number of Latinx teachers. The policy recommendations include passing the Dream Act, increasing federal funding to attract more Latinxs to pursue teaching, and attracting Latinxs to high-quality alternative certifications.

[Is Your State Prioritizing Teacher Diversity & Equity?](#)

**Organization:** The Education Trust

**Summary:** This interactive tool highlights the educator diversity policy and practices from each of the 50 states. By providing each state's educator diversity data and policies profile, the racial and cultural diversity composition of each state's teachers can be compared. The data further explore five promising policies and practices that states can follow to increase their teacher workforce's racial diversity. The policies and practices include having access to visible and actionable data, setting clear goals, investing in preparation programs, improving recruitment and retention.

[Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession](#)

**Organization:** Learning Policy Institute

**Summary:** This 2018 report focuses on six evidence-based policies that states are pursuing to address their teacher shortages while also strengthening their educator workforce. The policy strategies include service scholarships and loan forgiveness, high-retention pathways into teaching, mentoring and induction for new teachers, developing high-quality school principals, competitive compensation, and recruitment strategies to expand the pool of qualified educators.

[Teaching: Respect but Dwindling Appeal](#)

**Organization:** Phi Delta Kappan (PDK)

**Summary:** This 2018 report presents the findings of a survey of adults in the United States to gain insight into their views on the American public school system. The report covers a range of issues confronting education, including teacher pay, school security, options for improving the public schools, perceptions of opportunities for different groups of children, college affordability, the value of a college degree, and school schedules. One of the report's key findings is the remarkable support for improving teacher salaries, given that two thirds of survey participants expressed teacher salaries as being too low.

[Through Our Eyes: Perspectives and Reflections From Black Teachers](#)

**Organization:** The Education Trust

**Summary:** This November 2016 report presents the findings of a qualitative study on the experiences and perspectives of Black teachers in the U.S. that impact their desire to stay in the profession. It further shows the importance of understanding and implementing policies that build a collegial working environment that incorporates the Black teaching experience and contributes to the retention of Black teachers.

### [Union Role in Diversifying the Educator Workforce: Building From Within](#)

**Organization:** American Federation of Teachers

**Summary:** This 2017 report underscores the importance of increasing the number of public school teachers and diversifying the teacher workforce to keep pace with the changing demographics and needs of students. District models of Grow Your Own programs are highlighted in the report and demonstrate the impact community-based partnerships have on increasing educator diversity.

## Chapter 1: High-Impact Recruitment Strategies

### [Diversifying the Teacher Workforce: How to Recruit and Retain Teachers of Color](#)

**Organization:** Learning Policy Institute

**Summary:** This April 2018 report highlights the programs and policies policymakers can support to continue developing a stable workforce of teachers of color in their district and states. Several notable examples of states that implement high-retention pathways into teaching, such as loan forgiveness programs, service scholarships, teacher residencies, and Grow Your Own programs, are discussed. Additional practices suggested at the state and district level include creative proactive hiring and induction strategies and improving school teaching conditions through improved school leadership.

### [Growing the Teaching Profession: A Blueprint to Establishing a Place-Based Grow Your Own Program](#)

**Organization:** Educators Rising

**Summary:** This 2020 report was created by PDK International and education experts to support education stakeholders in designing and implementing a place-based Grow Your Own program that recruits, supports, and develops teachers who come from and reflect their communities. The report highlights programs across the country that have developed innovative strategies for bringing students back to teach in their home district after their postsecondary education. Such strategies include awarding scholarships for prospective students to attend their local universities and hiring graduates upon completing a degree and teacher certification.

### [How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?](#)

**Organization:** Learning Policy Institute

**Summary:** This 2016 brief presents two promising approaches to attracting and retaining high-quality teachers in the teaching profession: providing loan forgiveness and service scholarship programs to prospective teachers. Loan forgiveness and service scholarship programs offer a targeted, short-term approach to increasing teachers' overall compensation package. The research suggests that loan forgiveness and service scholarship programs are most successful in attracting teachers when they significantly offset the cost associated with teachers' professional preparation.

### [Perfect Storm in the Teacher Labor Market](#)

**Organization:** Economic Policy Institute

**Summary:** The Perfect Storm in the Teacher Labor Market series (2019–20) includes six main reports and a summary report that discuss the factors that are contributing to teacher shortages, and the steps school systems may take to improve high-quality teacher recruitment and retention. Reports [1](#), [2](#), and [6](#) speak to the current state of the problem; provide the framework to understand the factors that may have contributed to the shortage; explain what the shortage means for schools; and offer a policy agenda to discuss the policy recommendations. Reports [3](#), [4](#), and [5](#) describe the roles teacher working conditions (including pay, school climates, and professional supports) play in explaining the dwindling appeal of teaching as a profession.

### [Solving the Teacher Shortage: How to Attract and Retain Excellent Educators](#)

**Organization:** Learning Policy Institute

**Summary:** This 2016 report summarizes and analyzes five factors that influence a teacher's decision to enter and remain in the teaching profession: salaries and other compensation, preparation and costs to entry, hiring and personnel management, induction and support for new teachers, and working conditions. The researchers conclude the report by offering high-leverage policies and strategies for federal, state, and district officials to ensure the recruitment and retainment of quality teachers, especially in the highest-need schools.

### [Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession](#)

**Organization:** Learning Policy Institute

**Summary:** This 2018 report focuses on highlighting six evidence-based policies that states are pursuing to address their teacher shortages while also strengthening their current educator workforce. The policy strategies outlined include service scholarships and loan forgiveness, high-retention pathways into teaching, mentoring and induction for new teachers, developing high-quality school principals, competitive compensation, and recruitment strategies to expand the pool of qualified educators.

## Chapter 2: High-Retention and Culturally Responsive Preparation

### [Grow Your Own Teachers: A 50-State Scan of Policies and Programs](#)

**Organization:** New America

**Summary:** This 2020 brief conducts a 50-state scan that identifies GYO programs—and includes how programs are being designed and how they target prospective candidates. It also investigates state policies that support GYO program development, implementation, and sustainability. While variations exist in program and design delivery, states and districts are unified in promoting and investing in GYO to prepare teachers from their local communities.

### [Grown Your Own Programs for Bilingual Educators: Essential Policies and Practices](#)

**Organization:** New America

**Summary:** This 2020 report addresses the need to invest in developing and sustaining a strong bilingual educator workforce that supports English language learners. It highlights Grow Your Own (GYO) programs as a promising strategy that develops bilingual educators who are from the local community and are invested in staying in the community to teach. The report proposes essential policies and practices for state and local leaders to consider when designing and implementing GYO programs.

### [Investing in Grow Your Own Teacher Programs: Leveraging State-Level Competitive Grants to Promote Quality](#)

**Organization:** New America

**Summary:** This 2020 report examines the role of statewide competitive grants in promoting GYO programs and ensuring new and existing programs institute best practices and deliver desired results. The report outlines how statewide programs can help support GYO programs in developing clear and carefully constructed budgets, partnership agreements, and goals that align with grant priorities. The report also includes an appendix that highlights a range of other statewide competitive grant programs that exist across the country.

### [Grow Your Own: A Systemic Approach to Securing an Effective Educator Talent Pool](#)

**Organization:** College and Career Readiness and Success Center at American Institutes for Research

**Summary:** This learning series is divided into four short modules focused on critical Grown your Own (GYO) topics, including using data to inform program development, developing a strategic plan, and incorporating essential components into program design. The modules are designed to support state education agencies, local education agencies, educator preparation programs, and community organizations interested in developing and implementing GYO programs in their state, region, or district.

### [Preparing Teachers for Deeper Learning at San Francisco Teacher Residency](#)

**Organization:** Learning Policy Institute

**Summary:** This 2019 brief presents a case study of how the San Francisco Teacher Residency program is preparing future teachers for deeper learning and equity. Its key program features, which include a yearlong teaching residency, relationship-centered coursework, teaching academies, expert cooperating teachers, intensive supervision, and instructional rounds, serve as an example for other teacher residency programs, and as features needed to transform the teacher education systemwide.

[Sustainable Strategies for Funding Teacher Residencies: Lessons From California](#)

**Organization:** Learning Policy Institute

**Summary:** This 2019 brief highlights the importance of developing and sustaining high-quality teacher residency programs to build a diverse and high-quality teacher workforce. Several California teacher residency programs are outlined, including a discussion of the creative funding strategies many districts are adopting for greater financial sustainability of the programs. The examples provide states, school districts, and community partners with recommendations that may help create long-term sustainable funding for residency programs.

[Teacher Residencies: Redefining Preparation Through Partnerships](#)

**Organization:** National Education Association

**Summary:** This 2014 report defines profession-ready teacher candidates as candidates who participate in a teacher residency, have mastered both subject and pedagogy knowledge for their area of expertise, and demonstrate their knowledge and skills by completing a preservice assessment. A teacher residency's core components that prepare a profession-ready educator include active partnerships between preparation programs, districts, and stakeholders; program selectivity of candidates; and academic coursework coordinated with clinical experiences.

[The Teacher Residency: An Innovative Model for Preparing Teachers](#)

**Organization:** Learning Policy Institute

**Summary:** This 2016 report summarizes the essential features of teacher residency programs nationally, specifically highlighting the San Francisco Teacher Residency Program and providing research about the impact of teacher residency programs on teacher recruitment, retention, and student achievement. The findings point to several defining characteristics in a strong teacher residency program's design and implementation. These include district or university partnerships, coursework integrated with clinical experience, early career mentoring, and financial support to meet specific district hiring needs.

## Chapter 3: Effective Retention Strategies

[America's Leaky Pipeline for Teachers of Color: Getting More Teachers of Color into the Classroom](#)

**Organization:** Center for American Progress

**Summary:** This 2014 report examines the barriers in the education pipeline that impact the diversity of the workforce. The report suggests policy recommendations that the federal government, states, and local school districts may take to eliminate barriers to the preparation, development, retention, and compensation of high-quality educators of color.

[Building and Sustaining Talent: Creating Conditions in High-Poverty Schools That Support Effective Teaching and Learning](#)

**Organization:** The Education Trust

**Summary:** This June 2012 report highlights several school districts where strong school leadership, school culture, work environment, staff cohesion, and professional growth are attracting, developing, and retaining effective teachers, especially at hard-to-staff schools. It includes several steps for how states and school districts can incorporate these elements into learning environments that attract and retain quality teachers.

[Harnessing Micro-Credentials for Teacher Growth: A National Review of Early Best Practices](#)

**Organization:** New America

**Summary:** New America analyzed the national landscape of educator micro-credentials (MCs) to determine how best to harness their potential to attract, develop, and retain great teachers more successfully. This report summarizes early best practices for ensuring quality MC offerings, as well as lessons learned about the necessary conditions for teachers to succeed with MCs.

[Harnessing Micro-Credentials for Teacher Growth: A Model State Policy Guide](#)

**Organization:** New America

**Summary:** This brief draws upon its companion report, *Harnessing Micro-Credentials for Teacher Growth: A National Review of Early Best Practices*, as well as New America's previous work on educator micro-credentials, to outline a set of model policy proposals for states to effectively incorporate high-quality micro-credentials into educator policies and practices for ongoing professional development, license renewal, and advancement.

### [Investing in Talent Development: A Funding Guide for Supporting the Teacher Workforce With Federal, Private, and State Funds](#)

**Organization:** American Institutes for Research Center on Great Teachers and Leaders

**Summary:** This guide identifies potential funding that can be leveraged by SEAs, LEAs, and educator preparation providers to address teacher professional growth and talent development across the full educator career continuum—from attracting and preparing candidates to retaining teachers in the profession—including eligibility requirements, mechanisms to apply or use the funding, informational resources, and the specific activities authorized within the funding stream.

### [Role of the Principal in Beginning Teacher Induction](#)

**Organization:** New Teacher Center

**Summary:** Starting from the premise that school leaders are integral to teacher retention and induction, this 2016 practice brief outlines modes for principal support of teacher induction. It covers several areas, including how the principal can lead on school visions and policies, help support teacher mentors, integrate teacher formative assessment with principal evaluation, and generally improve teacher and school culture.

### [Teacher Induction Program Standards](#)

**Organization:** New Teacher Center

**Summary:** This 2018 standards framework from New Teacher Center (NTC) outlines best practices for designing and realizing a versatile, high-quality teacher induction program. The standards are divided into three levels: foundational, which envisions optimal program goals, communication commitments, and connections with school leaders; structural, which focuses on the responsibilities of mentors, formative and summative assessments of mentor programming, and professional development pathways; and instructional, which touches on ensuring diversity, equity, and inclusion in the mentoring process and on beginning teacher assessments.

### [Teacher Turnover: Why It Matters and What We Can Do About It](#)

**Organization:** Learning Policy Institute

**Summary:** This 2017 report analyzes the trends in teacher turnover, including teaching conditions that contribute to teacher turnover across schools. It also outlines compensation, teacher preparation and support, and school leadership as policy considerations that can address teacher turnover.

### [Why Black Women Teachers Leave and What Can Be Done About It](#)

**Organization:** Learning Policy Institute

**Summary:** This chapter forms a part of the book *Black Female Teachers: Diversifying the United States' Teacher Workforce*, in which the authors examine Black teacher turnover rates that are higher than those of other teachers, finding that there are several substantive differences in their preparation, school characteristics, and reasons for leaving. The chapter recommends that policymakers develop interventions that create competitive compensation packages; improve subsidized, high-quality preparation pathways and mentoring; and enable principals to create supportive professional teaching conditions that can help retain Black female teachers.

## Chapter 4: The Critical Role of Principals

### [Building Ranks™: A Comprehensive Framework for Effective School Leaders](#)

**Organization:** National Association of Secondary School Principals

**Summary:** This 2018 resource provides a framework for principals to engage in building an effective school culture of learning. It covers 15 dimensions of school leadership, including equity, innovation, collaboration, and wellness, that are aligned to the Professional Standards for Educational Leaders and the National Educational Leadership Standards.

### [Designing Leadership Academies for Principal Professional Learning](#)

**Organization:** State Support Network Partnering for School Improvement

**Summary:** This 2020 resource provides a review of research around leadership academies, which some states have established as part of their federal Title II, Part A funds to support principal development. This resource reviews 10 of those state leadership academies, highlights their common leadership design and content, provides outcome data, and closes with implications for the implementation and sustainability of the leadership academies.

### [How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research](#)

**Organization:** The Wallace Foundation

**Summary:** This 2021 research synthesis draws on 219 high-quality research studies over a 20-year period and provides updated conclusions about the impact of effective principals on teachers and students, broken down by race, ethnicity, and gender. Furthermore, it provides research-based principal skills and behaviors that support student learning, teacher satisfaction, and teacher retention.

### [Position Statement: Educator Diversity](#)

**Organization:** National Association of Secondary School Principals Policy and Advocacy Center

**Summary:** This 2020 resource highlights the need for a more racially and ethnically diverse teaching workforce in our country. It also includes a specific section of district recommendations for recruiting, preparing, supporting, and retaining a diverse school leadership body that supports a diverse teaching workforce.

### [Position Statement: Teacher Leadership](#)

**Organization:** National Association of Secondary School Principals Policy and Advocacy Center

**Summary:** This 2020 resource highlights the importance of teacher leadership in the success of students. It also includes a specific section of district recommendations for supporting principals in creating an adequate school climate and infrastructure for teachers to engage in effective teacher leadership.

### [Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools](#)

**Organization:** Rand Corporation, Policy Studies Associates, and the Wallace Foundation

**Summary:** Commissioned by the Wallace Foundation, this study showcases the efforts of six urban school districts in implementing leadership preparation, placement, and supportive practices for newly placed principals that lead to school improvement. The study provides details into how district efforts were feasible, affordable, and effective.

### [State Efforts to Strengthen School Leadership: Insights From CCSSO Action Groups](#)

**Organization:** The Council of Chief State School Officers (CCSSO)

**Summary:** This 2017 brief provides state leaders and education stakeholders a synthesis of the trends in 28 states that are taking steps to strengthen the recruitment, preparation, support, and supervision of school leaders. Survey data of state efforts is provided in the areas of principal support and professional development, supervision, preparation, evaluation, and standards.

### [Support for Instructional Leadership: Supervision, Mentoring, and Professional Development for U.S. School Leaders: Findings from the American School Leader Panel](#)

**Organization:** The Wallace Foundation and RAND's American School Leader Panel

**Summary:** This 2016 report presents findings from a survey conducted on RAND's American School Leader Panel, a nationally representative sample of principals, to provide a more transparent and comprehensive understanding of the on-the-job supports that school leaders receive. One of the key takeaways is that school leaders find supervision and mentoring support the most valuable when it emphasizes their role as instructional leaders and considers their school district's size.

### [The Role of Principals in Addressing Teacher Shortages](#)

**Organization:** Learning Policy Institute

**Summary:** This 2017 brief explains the significant impact strengthening school leadership can have on teacher recruitment and retention, making the case that when administrative support for teachers is strong, teachers are more likely to remain at the school or the profession, especially in high-need schools. This brief concludes by outlining the role local, state, and federal policymakers can play in recruiting and training principals by supporting high-quality principal preparation and development programs and leveraging funds under Title II of the Every Student Succeeds Act (ESSA).

### [Understanding and Addressing Principal Turnover: A Review of the Research](#)

**Organization:** Learning Policy Institute

**Summary:** This 2019 report includes a research review of key underlying causes for principal turnover and details five strategies that schools, districts, and states can implement to address principal turnover. These research-based strategies include providing principals with high-quality professional learning opportunities, improving their working conditions, ensuring adequate and stable compensation, increasing their decision-making authority in schools, and providing supportive accountability systems.

### [What It Takes to Operate and Maintain Principal Pipelines: Costs and Other Resources](#)

**Organization:** The Wallace Foundation

**Summary:** This 2017 report highlights a study of six urban schools that participated in the Wallace Foundation Principal Pipeline Initiative to catalyze their efforts in using a principal pipeline for school improvement. This report provides school districts and state education agencies insights into the resources and funds allocated to support preservice preparation, selective hiring, placement, and on-the-job support and evaluation to strengthen their principal pipeline.

## Chapter 5: Competitive and Equitable Compensation

### [Student Debt: An Overlooked Barrier to Increasing Teacher Diversity](#)

**Organization:** Center for American Progress

**Summary:** This 2019 report focuses on Black and Latinx prospective teachers and current teachers' student loan debt, which may present a barrier to them entering and staying in the teaching profession. The report provides six policy recommendations that may reduce Black and Latinx teachers' student loan debt and increase diversity within the teaching profession.

### [Teacher Pay Penalty Dips but Persists in 2019](#)

**Organization:** Economic Policy Institute (EPI)

**Summary:** This 2020 report analyzes data on the teacher pay penalty, which is the percent by which public teachers are paid less than comparable workers. This study, which is updated on a yearly basis, finds that public school teachers earn about 20% less in weekly wages than nonteacher college graduates (teacher pay penalties by state are also offered). The study looks at the wage penalties faced by gender from 1979 to 2019 and concludes that raising the level of teacher compensation, including wages, is critical to recruiting and retaining higher-quality teachers.

# LEGISLATION EXAMPLES

## Service Scholarships and Loan Forgiveness

### *North Carolina Teaching Fellows*

[Senate Bill 252](#) re-established the North Carolina Teaching Fellows program highlighted in Chapter 2. The legislation from 2017 is notable for its inclusion of the following [research-aligned features of effective service scholarships and loan forgiveness programs](#):

- Establishes a significant recurring investment of \$6 million for program operation and forgivable loans and provides for a yearly loan of up to \$8,250 for selected fellows, a total investment that could reach as high as \$33,000 over the 4 years of the program, and that would cover a substantial portion of teacher preparation costs.
- Outlines a range of selection criteria to recruit academically strong individuals into the program, including a student's GPA, performance on relevant career and college readiness assessments, experience, accomplishments, and other criteria correlated with highly effective teachers.
- Seeks to address persistent teacher shortages in the state by targeting financial incentives toward individuals seeking certification in STEM and special education.
- Provides for a reasonable service commitment that requires fellows to repay each year of loan forgiveness by teaching in a North Carolina public school for 2 years.
- Incentivizes fellows to teach in low-performing schools across the state by providing for accelerated loan repayment. By teaching at a low-performing public school, fellows can repay a year of loan forgiveness with 1 year of teaching service.
- Requires annual data reporting on the program, including demographics, field of preparation, and educator preparation program attended; placement and repayment rates; and retention rates.
- Creates a revolving state fund to support the program.

While the North Carolina Teaching Fellows legislation provides a strong model, there remain a few key areas where the model could be further strengthened to better support a sustainable and racially diverse teaching workforce:

- To improve the recruitment of racially diverse teaching fellows, legislation could encourage the recruitment of students of color, [as a prior version of the program](#) did, or include specific recruitment targets for future cohorts.
- Further, to support these targeted recruitment efforts, legislation could also require the North Carolina Teaching Fellows Commission to partner with historically black colleges and universities (HBCUs) and other minority-serving institutions (MSIs) in the state. Currently, the commission is responsible for selecting and partnering with five educator preparation programs in higher education, but none of the current partners are HBCUs or MSIs.

## Teacher Residencies

### *California Teacher Residency Grant Program*

[California Education Code Section 44415 et seq.](#), enacted in 2018 as part of the California state budget, established the California Teacher Residency Grant Program and provides local education agencies (LEAs) with financial support to expand or develop teacher residency programs. The legislation incorporates several [research-based characteristics of high-quality teacher residency programs](#):

- In order to develop and implement programs of preparation and mentoring for residents, sponsoring LEAs (districts, counties, or charter schools) must have a strong partnership with an approved teacher preparation program, and may include other community partners as well. The legislation requires sponsoring partnerships to contribute a 100% match for each state grant dollar received.
- State grant funds provide \$20,000 per resident, which can be used for teacher preparation costs, mentor teacher stipends, resident stipends, and mentoring and beginning teacher induction costs. Smaller capacity-building grants are also available to support planning for new residency programs.
- The legislation requires teacher residents to teach at least half-time for at least 1 full school year alongside an experienced mentor teacher (who is the teacher of record), while engaging in initial preparation coursework.
- Residents must commit to teaching in the sponsoring district for at least 4 years following the residency's completion.
- Mentors must be fully certified and have a minimum of 3 years of successful teaching in the shortage area they will be mentoring in, as well as receive specific training for their role. The legislation provides for mentor compensation, release time, or both.
- The legislative language ensures that funding specifically targets programs that seek to address persistent teacher shortages in the state (special education, bilingual education, and STEM). Fifty million dollars is allocated to recruit and support special education teacher preparation, and \$25 million is allocated for bilingual education and STEM teacher preparation.
- In addition, grants given under the program intend to prioritize funding for districts with high-need schools; that is, schools where 50% or more of students are eligible for free or reduced-price lunch, that have a cumulative teacher attrition rate that exceeds more than 20% over the 3 preceding school years, or those in rural or densely populated areas.
- The legislation ensures residents are provided with a range of research-aligned supports, including grouping in cohorts, placements in teacher schools or professional development programs, comprehensive coursework, and mentoring and beginning teacher induction.

While the California Teacher Residency Grant Program legislation provides a strong example of teacher residency legislation, one key area where the model could be improved to better support a racially diverse teaching workforce:

- The model could provide for a specified or minimum stipend for residents and ensure that repayment requirements—should candidates not complete their service obligation—are bureaucratically manageable for both programs and candidates and aligned to the amount of stipend provided.

## Mentoring and Induction Programs

### *Connecticut TEAM Program*

The [Teacher Education and Mentoring \(TEAM\)](#) program was first established in 2009 by [Section 10–145o](#) of Chapter 166 of Connecticut General Statutes. The legislation reflects several [research-aligned elements of high-quality induction programs](#):

- Under the legislation, the Connecticut State Department of Education (CSDE) must partner with LEAs and higher education institutions to establish and administer a 3-year teacher education and mentoring program that includes both new teacher mentoring and performance-based components.
- Legislation establishes important mentorship supports and requirements that are aligned with research, including:
  - The CSDE, in collaboration with other stakeholders, supports the training of mentors and provides professional development and training for regional mentors working at the district level.
  - The mentors must hold a valid teaching certificate, have at least 3 years of teaching experience in Connecticut, and be assigned no more than 3 beginning teachers.
  - The legislation provides for minimum mentor stipends of \$500 per beginning teacher a mentor works with, which can be paid through the recent \$1.5 million in state funding.
  - Mentors are required to provide a minimum of 50 contact hours to each beginning teacher during the program.
  - District plans must also set aside districtwide mentoring days that can be used for observations, one-on-one discussions, small group meetings, professional development days, and regional educational service center training sessions.
  - The legislation requires the local and regional boards of education to organize mentoring opportunities by grade, department, or specialty area.
- Under TEAM, beginning teachers complete up to five professional growth modules that provide a framework of support for new teachers: (1) classroom environment, (2) planning, (3) instruction, (4) assessment, and (5) professional responsibility.
- The modules are aligned with the state’s [Common Core of Teaching](#), and all beginning teachers are required to complete the modules in order to earn a full provisional educator certificate.
- The legislation provides \$1.5 million in state funding to the CSDE to help offset the TEAM program’s costs at the local level. This state-level investment is an important step in ensuring equitable access to high-quality inductions programs for all teachers across the state.
- Additionally, all LEAs receive funding directly from the CSDE based on the number of beginning teachers in each LEA.

While the Connecticut TEAM program is a promising strategy that provides state-level funding and guarantees multiple years of support for new teachers, one area in which the model could be improved to ensure future progress and program sustainability:

- The model could better articulate specific elements of the new teacher’s relationship with the school. Research shows that high-quality induction programs provide new teachers in the same subject with a common planning time and regularly scheduled collaboration with other teachers. The current model could be explicit in requiring collaboration between teachers in their respective schools and could better support community outside the mentor–mentee relationship.

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# WHAT'S INSIDE THE TEACHING PROFESSION PLAYBOOK



## Chapter 1: High-Impact Recruitment Strategies

Teacher Academies and Other Early Pathways  
Service Scholarships and Forgivable Loans  
District Strategies to Recruit and Support Teachers of Color



## Chapter 2: High-Retention and Culturally Responsive Preparation

Teacher Residencies  
Undergraduate & Graduate Residency Models  
State Policy to Support Teacher Residencies  
“Grow Your Own” Teacher Preparation Programs  
2+2 Programs and Teacher Preparation Course Articulation Agreements



## Chapter 3: Effective Retention Strategies

High-Impact Investments  
Ongoing Opportunities for Professional Growth and Learning  
Professional Learning Program Descriptions  
Working Conditions & Assessing School Climate  
Community Schools Add Resources and Strengthen Relationships and Collaboration



## Chapter 4: The Critical Role of Principals

Effective Principal Development  
Federal Funds to Support Principal Development  
State, Local, & Independent Principal Development Programs



## Chapter 5: Competitive and Equitable Compensation

Strategies That Work to Recruit and Support Teachers of Color  
State-Level Efforts to Increase Teacher Salaries  
Recognition and Incentives for Expertise

The Teaching Profession Playbook from the Partnership for the Future of Learning offers a comprehensive set of strategies that work together to recruit, prepare, develop, and retain high-quality teachers and bring greater racial, ethnic, and linguistic diversity to the profession. Read it cover to cover or, depending on your local or state circumstance, explore a single chapter or strategy. Additional resources include examples of legislation; a curated list of publications, by topic, for further reading; a guide to talking about teacher shortages and strengthening the profession; and examples of research-based policies.

FIND MORE RESOURCES AT [TEACHINGPLAYBOOK.ORG](https://teachingplaybook.org)