

Teacher Recruitment Strategies in Frontier Schools

Dennis Parman

Executive Director

Montana Rural Education Association



MONTANA - No state has a higher percentage of rural schools or small rural districts, and nearly one in three public school students is enrolled in a rural district. Rural student populations show high mobility rates and a large percentage of rural ELL students. Montana's rural schools and districts are the nation's smallest, transportation costs are high relative to instructional spending, and teacher salaries are low, consistent with bordering states. Educational Outcomes are below national averages at grade four and slightly above national averages at grade eight. In terms of college readiness measures, rural graduation rates are among the nation's lowest (only three states have a lower graduation rate among rural minority students), but rural AP participation and ACT/SAT test-taking rates are slightly above the national medians.

GAUGE 1:

Notable | Important | Very Important | **Crucial**

4

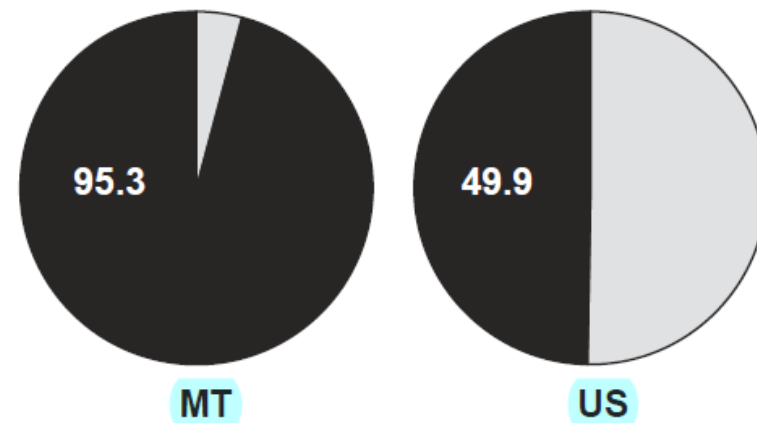
Importance

MT

Rank*

Percent rural schools	74.0%	1
Percent small rural school districts	95.3%	1
Percent rural students	32.3%	10
Number of rural students	46,560	41
Percent state education funds to rural districts	38.3%	7

Percent small rural districts



Teacher Recruitment and Retention: It's Complicated

By [Debra Viadero](#)

January 23, 2018

Teacher Recruitment Outlook Is Bleak

By [Walt Gardner](#) on July.18.2016.7:28.AM

Teacher Recruitment Undermined by Housing Costs

By [Walt Gardner](#) on March.31.2017.7:48.AM

EdWeek Speaks

Teacher Recruitment Crisis, Nationwide

Home Ownership Out of Reach for Teachers Across the Country, Reports Find

By [Madeline Will](#) on September.22.2016.4:28.PM

Unable to Solve Teacher Pay Issue, Oklahoma Will Promote Recruitment, Retention

By [Emmanuel Felton](#) on July.17.2017.12:32.PM

Teacher Recruitment Crisis, Nationwide



Partner Spotlight

In the last 10 years, interest in pursuing an education major has declined. Once a top four major of interest among high school graduates taking the ACT, it was the eighth-most popular in 2017. A new report from ACT, *Encouraging More High School Students to Consider Teaching*, aims to better understand the reasons for declining interest in the teaching profession among high school students. With results provided by level of student interest in teaching, the report proposes steps toward generating greater student interest in the profession, including increasing starting salaries, educating students about overall financial benefits of teaching and targeting recruitment efforts through grow-your-own programs.

States Leading <communications=ccsso.org
States Leading: Recruiting and Retaining Teachers
To dparman@mrea-mt.org



ECS and CCSSO Weigh In

Teacher Recruitment and Retention

How States Across the Country Are Dealing With Teacher Shortages

While legislators in states have recently taken steps to increase teacher pay, a report from the Learning Policy Institute highlights a number of other promising approaches to both increasing the supply of teachers in the U.S. and improving attrition rates. Strategies such as service scholarship and loan forgiveness programs, teacher residency programs, "grow-your-own" pipeline initiatives, increasing and improving administrative support, and mentoring and coaching programs for new teachers have all been shown to improve outcomes. (*Pacific Standard, Aug. 29*)

Teacher Recruitment

CO Education Association Fighting Teacher Shortage With New Campaign to Lure Young People to the Classroom

Colorado's largest teacher union is launching a media blitz urging college students to pursue careers in the classroom. (*Denver Post, Sept. 20*)



Solving the Teacher Shortage

How to Attract and Retain Excellent Educators

Anne Podolsky, Tara Kini, Joseph Bishop, and Linda Darling-Hammond

IX. Conclusion

Recruiting and retaining excellent teachers is critically important for the success of future generations, especially for those living in underserved communities. Fortunately, decades of research on the factors that contribute to attracting and keeping teachers in the classroom can guide strategies to meet this challenge. Some states have proved that transforming human-capital systems to support a quality, stable educator workforce is possible. Comprehensive investments in the preparation, induction, and professional learning of teachers and principals as well as in the conditions necessary to support high-quality teaching and learning should be considered simultaneously.

There is no silver bullet solution to recruiting and retaining a 3-million person teaching workforce serving more than 50 million students across 50 states. Local contexts will determine what set of research-based policies are most appropriate for a given state, district, or school to ensure their teachers lead rather than leave the profession. School officials and policymakers also must recognize that there are many factors influencing teachers' decisions to enter and remain in teaching—and these factors are interdependent. A comprehensive set of policies is needed to address our emerging teacher shortage and to ensure every child is taught by a competent, committed teacher.



VIII. Policy Recommendations

In the sections above, we described a number of policies that have the potential to improve the recruitment and retention of excellent educators, including teachers in hard-to-staff schools. Below we summarize this set of recommendations, informed by our review of the factors influencing teachers' decisions to enter and exit the workforce as well as research on existing efforts to address these causes.

The recommendations are broken down by the five categories previously discussed:

1. Salaries and other compensation.
2. Preparation and costs to entry.
3. Hiring and personnel management.
4. Induction and support for new teachers.
5. Working conditions, including school leadership, professional collaboration, shared decision-making, accountability systems, and resources for teaching and learning.





Improve teacher preparation and reduce costs to enter the profession

- 1. Provide service scholarships and loan forgiveness programs. GOVERNOR, LEGISLATURE
Restore funding for HB119, Rep. Berglee, 2017 Regular Session
- 2. Informational sessions re: teaching in Rural Montana UM
- 3. Rural Practicum, Rural Colloquium, MA in Teaching, and promote EDU101 MSU
- 4. Create local pipelines into the profession, such as high school career pathways and “Grow Your Own” models. - Educator Rising OCHE

Strengthen hiring practices and personnel management

- 1. Encourage pre-service teachers to student teach in rural schools. MREA
- 2. Refine recruitment practices. MREA/MSU
- 3. Continue to encourage state legislature to pass budgets early in the session. MREA/MT-PEC
- 4. Get teachers to declare their intent to resign or retire earlier in the school year. LOCAL
- 5. Continue to encourage OPI monitor teacher supply, demand, and turnover so that incentives can be put in place to recruit and prepare teachers for the fields and locations where needed, and so that high attrition rates can be examined and addressed. MREA/OPI
- 6. Monitor licensure rules changes made to reduce unnecessary barriers to entry for veteran teachers moving from other states; explore the development of reciprocity agreements with other states to attract mobile out-of-state teachers; and explore investing in the design and implementation of online hiring platforms where teachers can easily identify the steps necessary to be hired in the state. MREA/OPI

Provide quality mentoring and induction for beginning teachers

- 1. Invest in high-quality induction and mentoring programs that reduce beginning teacher attrition and increase their competence and effectiveness, leveraging ESSA Title II dollars. MREA/MT-PEC/OPI

Improve teachers’ working conditions

- 1. Invest in the development of high-quality principals who learn to create productive, collaborative work settings important to retaining teachers by establishing strong preparation standards and investing in principal preparation programs that meet these high standards. Resources could include ESSA’s School Leader Recruitment and Support Program. MREA/OPI/SAM
- 2. Incentivize professional development strategies and the redesign of schools to foster greater collaboration. LOCAL

Increase teacher compensation

- 1. Increase teacher salaries by creating state funded salary incentives for accomplishments such as National Board Certification. – DONE SB115 – MREA/MEA LEGISLATURE
- 2. Locally increase teachers’ overall compensation by offering housing incentives such as subsidized teacher housing. LOCAL
- 3. Work with MSU to conduct research on how these types of creative compensation structures impact teacher recruitment and retention. MSU/NWREL



Based on recommendations of Learning Policy Institute, [Solving the Teacher Shortage](#), 2016

Improve teacher preparation and reduce costs to enter the profession

1. Provide service scholarships and loan forgiveness programs.

Restore funding for HB119, Rep. Berglee, 2017 Regular Session

2. Informational sessions re: teaching in Rural Montana
3. Rural Practicum, Rural Colloquium, MA in Teaching, and promote EDU101
4. Create local pipelines into the profession, such as high school career pathways and “Grow Your Own” models. - Educator Rising

GOVERNOR, LEGISLATURE

UM

MSU

OCHE



Strengthen hiring practices and personnel management

1. Encourage pre-service teachers to student teach in rural schools. **MREA**
2. Refine recruitment practices. **MREA/MSU**
3. Continue to encourage state legislature to pass budgets early in the session. **MREA/MT-PEC**
4. Get teachers to declare their intent to resign or retire earlier in the school year. **LOCAL**
5. Continue to encourage OPI monitor teacher supply, demand, and turnover so that incentives can be put in place to recruit and prepare teachers for the fields and locations where needed, and so that high attrition rates can be examined and addressed. **MREA/OPI**
6. Monitor licensure rules changes made to reduce unnecessary barriers to entry for veteran teachers moving from other states; explore the development of reciprocity agreements with other states to attract mobile out-of-state teachers; and explore investing in the design and implementation of online hiring platforms where teachers can easily identify the steps necessary to be hired in the state. **MREA/OPI**



Provide quality mentoring and induction for beginning teachers

1. Invest in high-quality induction and mentoring programs that reduce beginning teacher attrition and increase their competence and effectiveness, leveraging ESSA Title II dollars.

MREA/MT-PEC/OPI



Improve teachers' working conditions

1. Invest in the development of high-quality principals who learn to create productive, collaborative work settings important to retaining teachers by establishing strong preparation standards and investing in principal preparation programs that meet these high standards. Resources could include ESSA's School Leader Recruitment and Support Program.
2. Incentivize professional development strategies and the redesign of schools to foster greater collaboration.

MREA/OPI/SAM

LOCAL



Increase teacher compensation

1. Increase teacher salaries by creating state funded salary incentives for accomplishments such as National Board Certification. – **DONE SB115 – MREA/MEA** **LEGISLATURE**
2. Locally increase teachers' overall compensation by offering housing incentives such as subsidized teacher housing. **LOCAL**
3. Work with MSU to conduct research on how these types of creative compensation structures impact teacher recruitment and retention. **MSU/NWREL**



University of Montana
ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

2015

PREDICATIBILITY OF TEACHER
RETENTION IN MONTANA'S RURAL
ELEMENTARY SCHOOLS

Jilyn Oliveira
The University of Montana



Recommendations

The solution to increasing teacher retention in Montana's rural elementary schools is multifaceted but possible. First, Montana colleges and universities must realize their vital role in preparing teachers to teach in Montana's rural schools, especially if a rural community is not similar to the community where a teacher in training spent the majority of their childhood. Teacher preparation programs must include field experiences in rural locations, giving future teachers and families a chance to try on the rural lifestyle and ask questions before starting a teaching career.

Secondly, the Montana Legislature must implement a statewide salary schedule that includes a livable wage for beginning teachers, regardless of where they teach. The suggested amount for the base would be a minimum of \$30,000 with equalized increments as years of experience increase and educational attainment level advances. Other policy matters that need to be addressed at the legislative level are provided medical insurance for teachers and housing options in the community in which they teach.



Targeted Teacher Recruitment

MAR 2018

What Is the Issue and Why Does It Matter?

Districts across the country are facing severe shortages of teachers — especially in certain subjects (math, science, special education, career and technical education and bilingual education) and in specific schools (urban, rural, high-poverty, high-minority and low-achieving).¹ Research suggests that, while some attrition is expected and necessary, persistent shortages can be costly for districts and have negative impacts on workforce quality, student outcomes and school climate.² Further, staffing inadequacies and turnover tend to have the greatest impact on schools and students that can afford it the least.

Many experts argue that efforts to address shortages should be less about recruiting teachers generally, and more about recruiting and retaining the right teachers, in the right subjects, for the right schools.

National labor market data suggest that the turnover rates in public education are lower than turnover rates in most other industries.³ But high retention rates in some schools and districts mask high attrition rates in others. The severity of the teacher shortage problem varies significantly by state, district, school and subject. As such, many experts argue that efforts to address shortages should be less about recruiting teachers generally and more about recruiting and retaining the right teachers, in the right subjects, for the right schools.⁴ Several states have recently enacted targeted teacher recruitment legislation in one or more of the following areas to attract teachers to high-need schools and subjects:

- **Research and Data Collection:** Convening work groups and collecting teacher supply and demand data.
- **State and District Innovations:** Giving state and local education agencies the flexibility to design their own targeted teacher recruitment strategies.
- **Career Pathways and Grow-Your-Own Programs:** Creating career pathways and grow-your-own programs for high school students.
- **Preparation and Licensure:** Altering teacher preparation and licensure requirements.
- **Financial Incentives:** Providing financial incentives such as scholarships/grants, loan forgiveness and hiring bonuses/salary increases.
- **Retired Teachers:** Providing incentives for retired teachers to return to the profession.

Comments?



Dennis Parman
Executive Director
Montana Rural Education Association
dparman@mrea-mt.org
<http://mrea-mt.org>
(406) 443-2626
PO Box 1612
Helena, MT 59624

