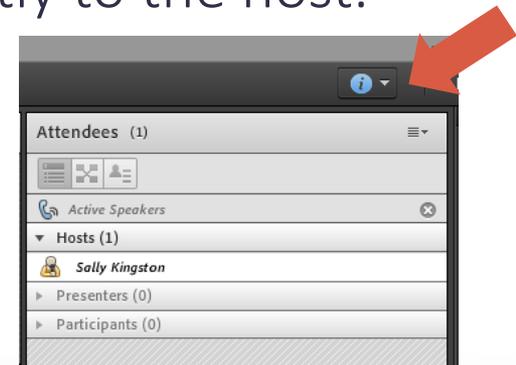




# Welcome!

- We will begin promptly at 2:00 pm ET.
- For the best Adobe Connect experience, close other windows while participating in this webinar.
- To mute/unmute your line during the webinar, please dial \*6.
- **Please mute your computer speakers** to avoid feedback on the audio line.
- If you experience technical difficulties during the webinar, please send a private chat message directly to the host.
- Please merge your audio by following the instructions included in the info section at the top right corner of your screen.





# Equitable Access Support Network

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## **Connections & Conversations: Ensuring Access to Excellent Educators in Rural Schools**

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April 15, 2016 | 2:00 – 3:15 pm ET



# EASN Session Facilitators



**Dr. Rose Honey**

Rural Access Issues and Support CoP Lead



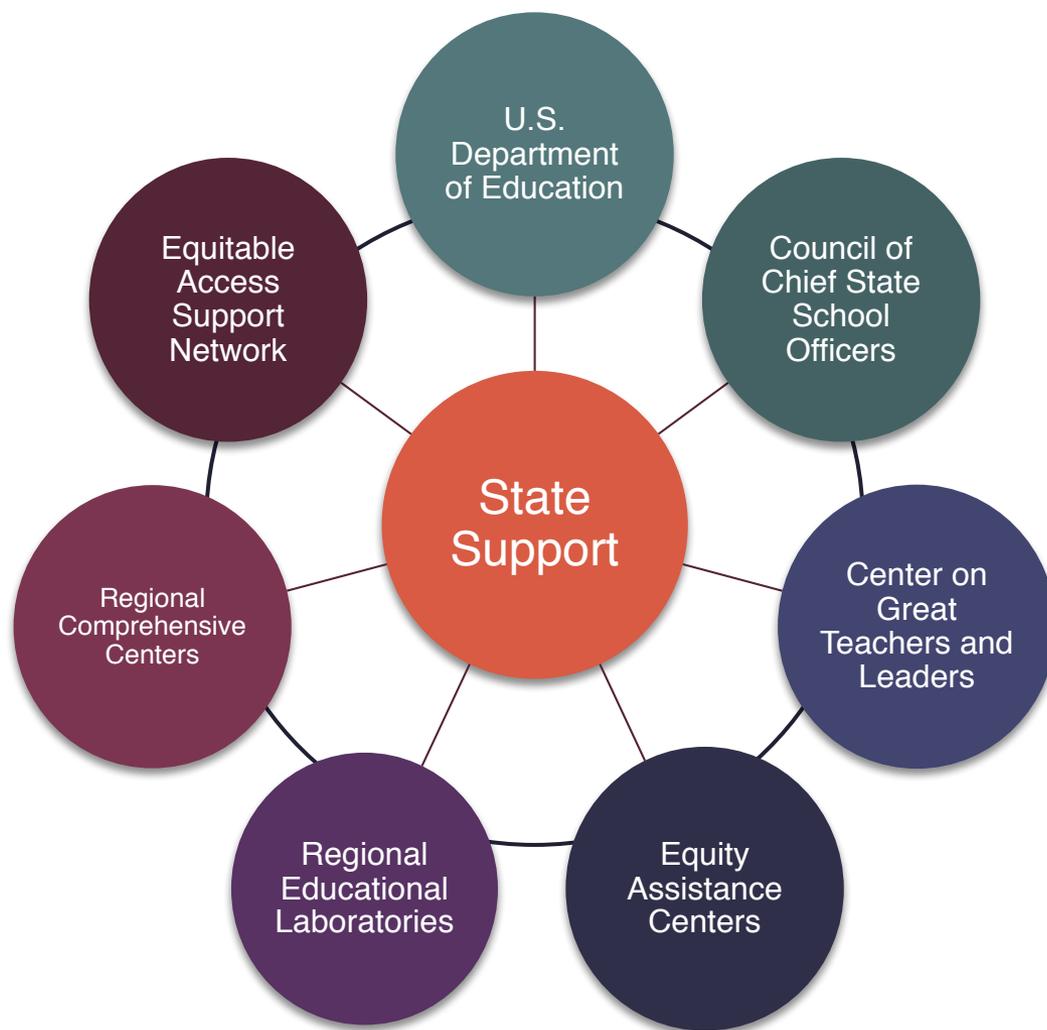
**Bill Horwath**

Content Lead



# Equitable Access Consortium

## Networked Technical Assistance & Support for SEAs





# Session Agenda

- Introduction & EASN Overview | 5 min.
- Session Agenda & Objectives | 5 min.
- State Policy Responses to Ensuring Excellent Educators in Rural Schools | 15 min.
- Shortage Predictor Model: Missouri SEA | 12 min.
- Growing Your Own - Highlighting the Lake and Peninsula Borough Schools: Alaska SEA | 12 min.
- Teacher Training & Incentives for Teacher Retention: Maine SEA | 12 min.
- Question & Answer | 5-10 min.
- Closing | 5 min.



# Session Objectives



Webinar participants will:

- Discuss and examine strategies to address common problems related to access to and retention of excellent educators in rural communities.
- Identify State-specific strategies for addressing equity gaps in a rural setting, with a focus on growth predictor models, grow your own programs, and methods for addressing teacher retention.
- Communicate needs and questions related to rural access issues and supports to the EASN Rural Community of Practice (CoP).



## A Quick Poll

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What do you see as the biggest hurdles for ensuring access to excellent educators in rural schools?

(please mark up to 3 options)



## State Policy Responses to Ensuring Excellent Educators in Rural Schools

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**Dr. Doug Gagnon**

Research Associate

Carsey School of Public Policy

University of New Hampshire



# Rural School Staffing

Research has documented that rural teachers are:

1. Less likely to hold a master's degree (Provasnik et al., 2007) or to have attended a selective college (Gibbs, 2000)
2. More likely to teach out-of-field (Lazarus, 2003) and to be a novice teacher (Gagnon & Mattingly, 2014)





# Rural School Staffing

Rural schools have a unique context:

- More remote
- Often small
- More likely to be poor

A review of the literature suggests that there are a number of strategies tailored to address rural school staffing challenges.





# Rural School Staffing

I organized rural-specific staffing strategies into four domains:

1. “Grow your own”
2. Financial incentives
3. Communities of practice
4. Capacity building





# Rural School Staffing: Grow Your Own

- Aims to develop the existing talent pool in rural areas
- Assumption: Individuals who grow up and have positive experiences in a rural community are more likely to stay to teach in a rural school
- GYO include:
  - Introducing education careers to promising rural high school students
  - Partnering with universities to establish rural-specific coursework, multiple-subject certification programs, and rural student-teaching placements
  - Retraining of service-oriented professionals (e.g. ex-military) and current school paraprofessionals to become classroom teachers



# Rural School Staffing: Financial Incentives

- Monetary or in-kind rewards
- Rural teachers make nearly \$10,000 less per year than urban and suburban teachers, controlling for experience and degree level (Player, 2015)
- Net migration of teachers from rural to suburban districts (Miller, 2012)
- Financial Incentives may take many forms:
  - Increasing base pay/changing funding structures
  - Signing/retention bonuses
  - Housing stipends
  - Loan Forgiveness





# Rural School Staffing: Communities of Practice

- Develops in-service teachers
- The isolation and small size of many rural communities create unique challenges for helping rural teachers develop
- Rural-specific CoPs include:
  - Mentoring and induction programs
  - Distance learning
  - Rural school partnerships



# Rural School Staffing: Capacity Building

- Any initiative aimed at providing supports, resources, technical expertise, or other services to rural schools
- I use this category as a catch-all
- Examples often include supports to human resource efforts in small and understaffed rural districts, which lack the time, resources, and analytic capacity to adopt more sophisticated practices of teacher recruitment and hiring



# Rural School Staffing: Quick Poll

Please rank the four categories from most viable/promising to least viable/promising in your State or the States that you work with (with 1 being the most viable/promising):

- “Grow your own”
- Financial incentives
- Communities of practice
- Capacity building





# Research Questions

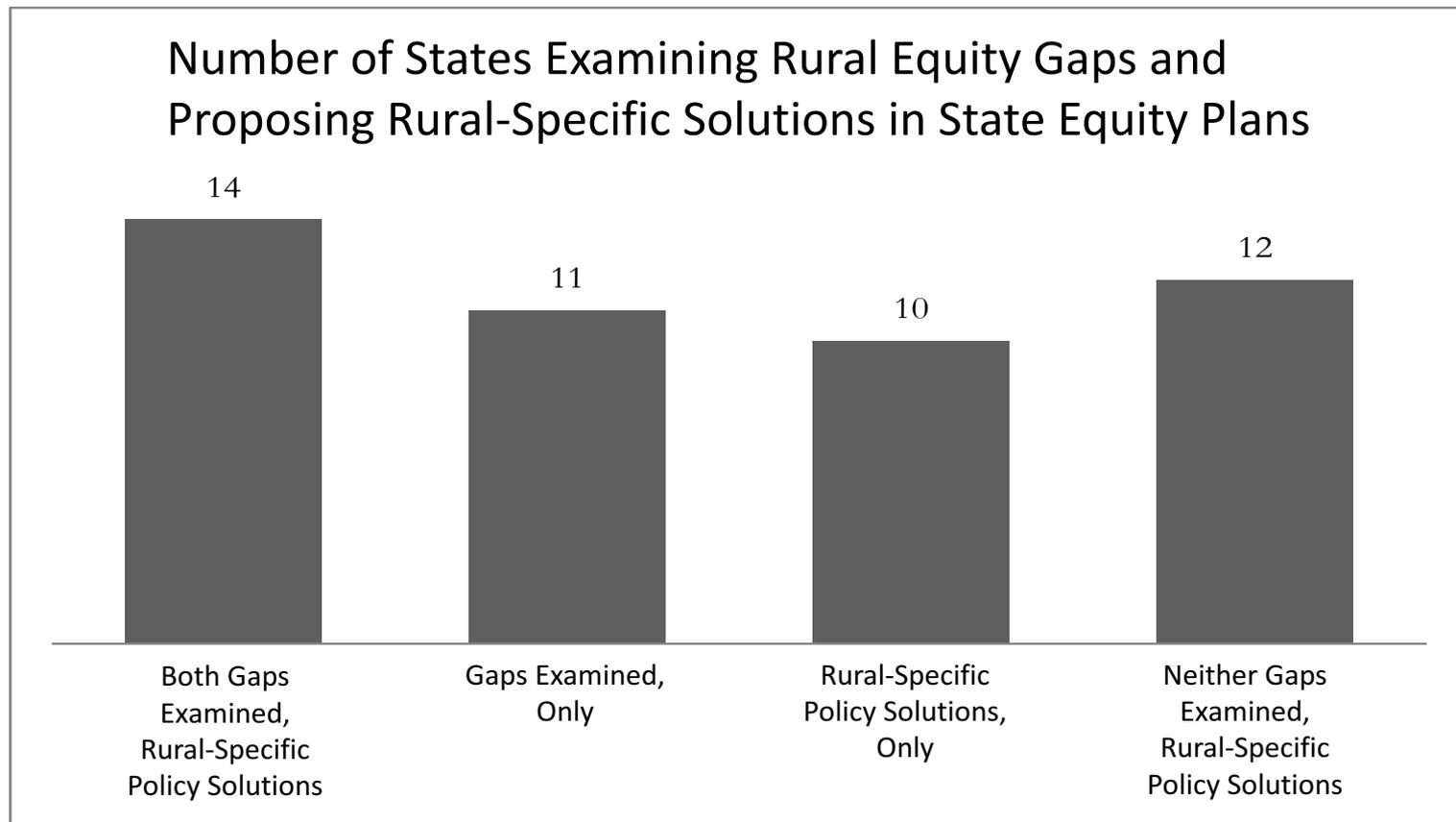
How many States analyze teacher equity gaps across rurality and/or propose rural staffing solutions?

Are more rural States more likely to do so?

Are there innovative proposed strategies worth studying?

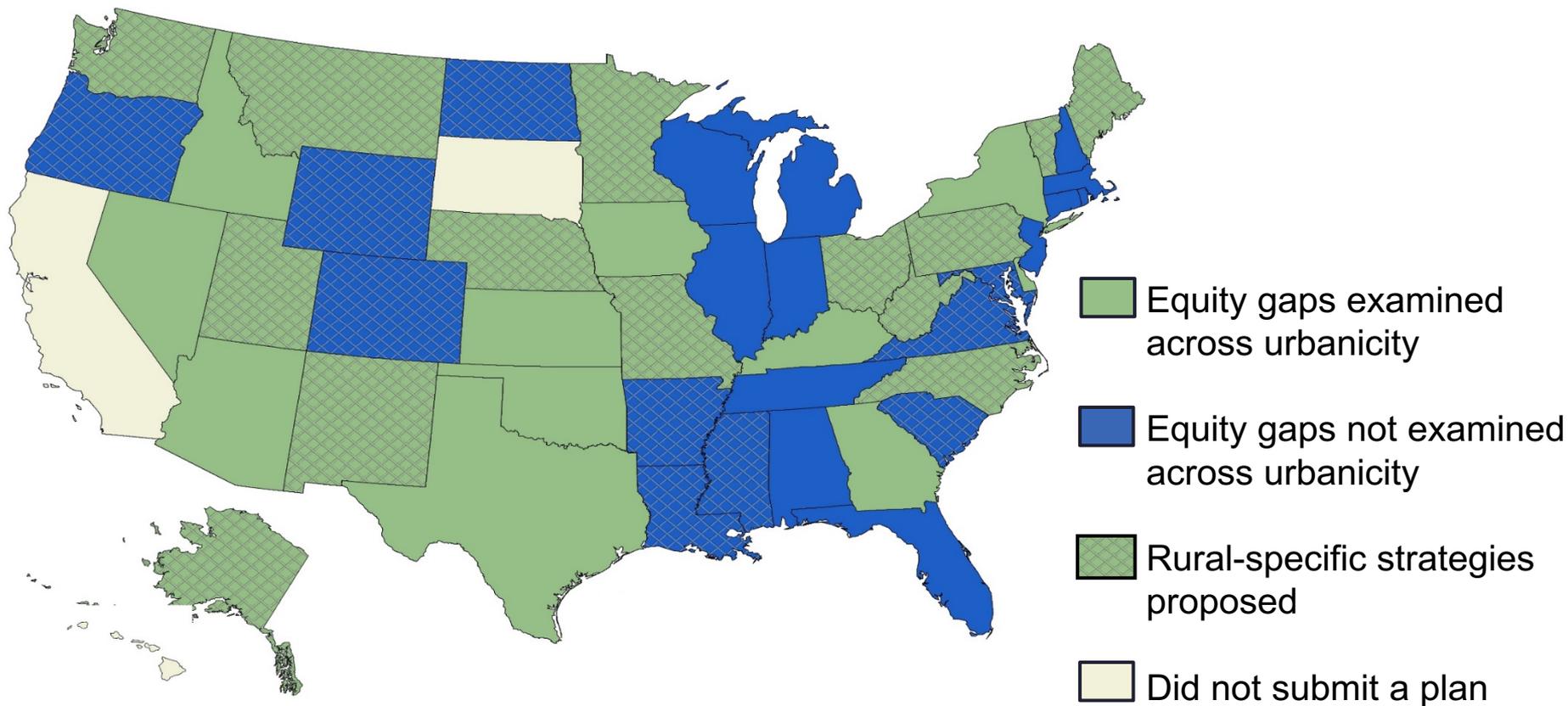


# Findings





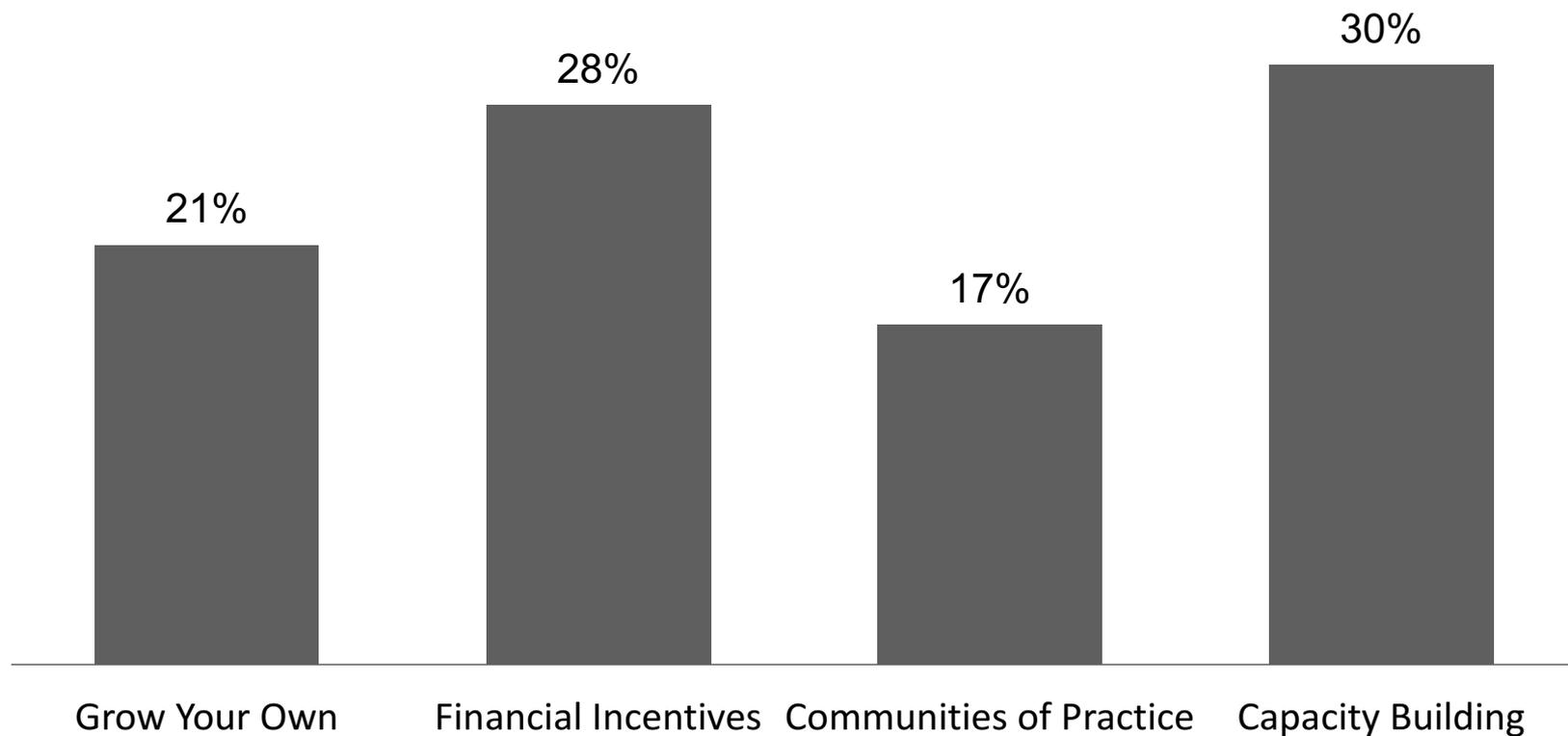
# Findings





# Findings

Percentage of States Proposing Grow Your Own, Financial Incentives, Communities of Practice, and Capacity Building



University of New Hampshire  
Carsey School of Public Policy



# Discussion

1. The practice of using data to drive rural staffing policy is beginning to emerge.
2. There is variability in how states are approaching rural staffing issues.
3. It is important to study the effectiveness of current strategies.

*Please type your responses into  
the chat box.*



# QUESTIONS



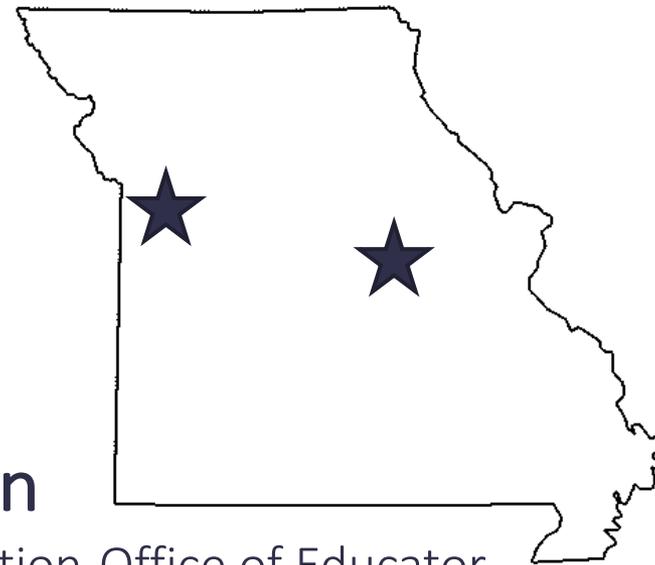
*Please type your questions into the chat box.*



# State Guest Speakers: Missouri

## A Shortage Predictor Model

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**Ms. Andrea Dixon-Seahorn**

Special Consultant for Equitable Education-Office of Educator Quality, Missouri Dept. of Elementary & Secondary Education



**Dr. Paul Katnik**

Assistant Commissioner,  
Missouri Dept. of Elementary & Secondary Education



# Shortage Predictor Model

## Why was the Shortage Predictor Model (SPM) Created?

- Created in response to the imbalance of teacher supply/demand in hard-to-staff content areas and geographic locations
- Designed to pin-point where shortages will likely occur by region and certification area, across the state
- Developed in collaboration with Regional Educational Laboratory Central (REL Central) at Marzano Research Laboratory and Center on Great Teachers & Leaders





# Shortage Predictor Model

## How does the Shortage Predictor Model work?

- Data was collected in Spring 2014 from school districts to simulate a 5-year projection (2014-2019) of shortages and surpluses, in three critical regions of the State
- A *Shortage Index* (SI) was created to reflect the percentage of teachers who are less-than-fully qualified, and perceptual ratings of teacher supply on a 5-pt. scale: *Considerable surplus* (1) to *Considerable shortage* (5)
- Statistical methods were used to project shortages in subject areas of: Science, Mathematics, English Language Learners, and World Languages





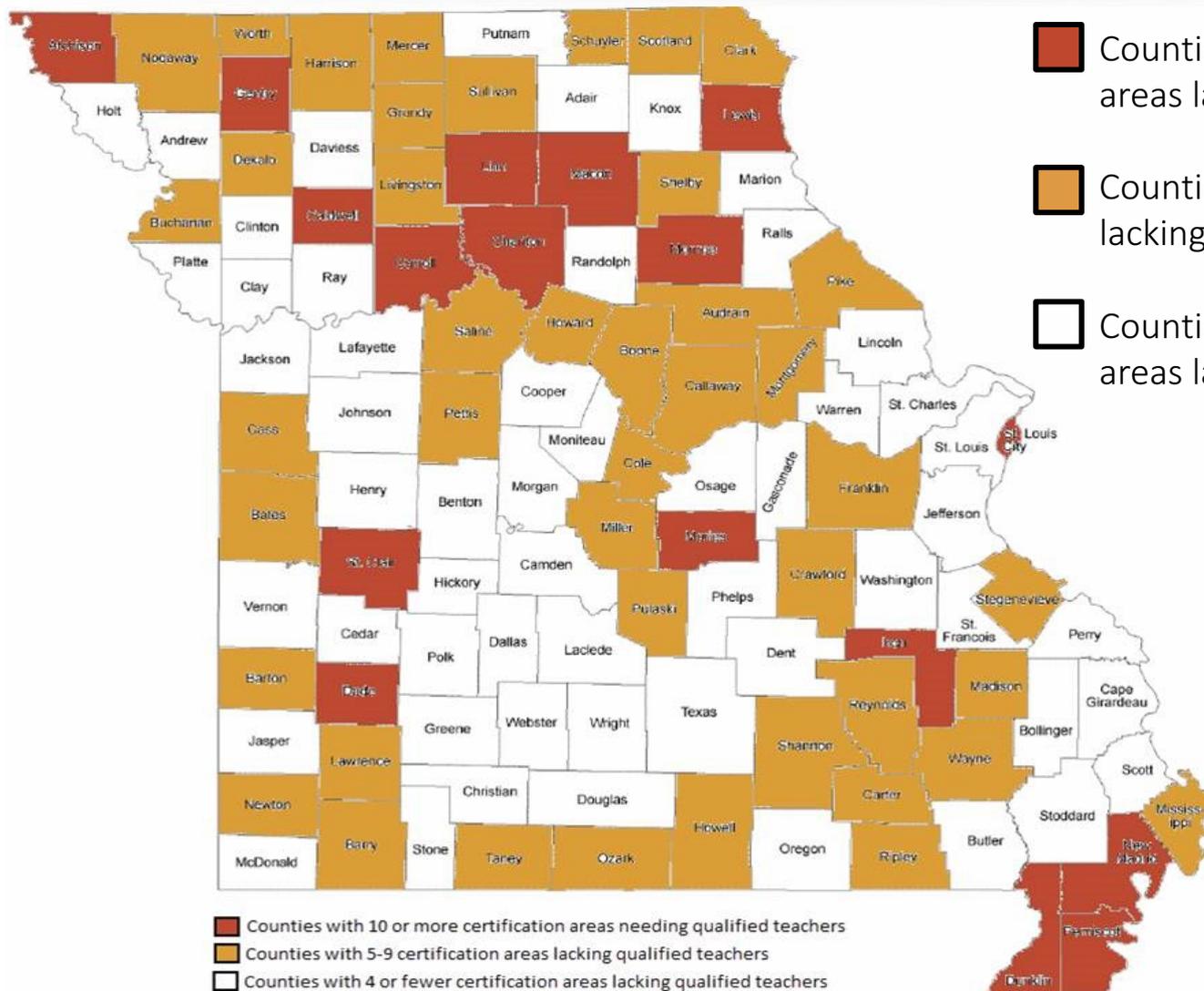
# Missouri Teacher Shortage Area Map

-  Counties with 10 or more certification areas lacking qualified teachers
-  Counties with 5-9 certification areas lacking qualified teachers
-  Counties with 4 or fewer certification areas lacking qualified teachers





# Teacher Shortage Area Map





# Shortage Predictor Model

## What are the next steps for the Shortage Predictor Model?

- Still in its infancy stage, the SPM may require the latest data available from school districts to ensure accuracy of predictions, in order to shore up educator pipeline – particularly in rural remote regions of the State
- Institutions of Higher Ed, LEAs, & SEA utilize current data trends & *Annual Teacher Shortage Report* to guide recruitment and retention efforts
- The credibility of the Shortage Predictor Model continues to be tested over time





# Shortage Predictor Model

## How do our Equity Plan Goals address rural teacher shortages?

- **Goal C.4. Identifies** - Gaps, Root Causes, Strategies, Metrics
- **Missouri Equity Lab** - Cohort I, **8** participating LEAs, **3** of which were rural, learned how to develop *District Equity Plans*
- **Rural Equity Conference** - Convening of rural school districts and COE faculty on the campus of *Southeast Missouri State University*, to discuss solutions to teacher workforce issues in rural school communities, such as “*Grow Your Own*”
- **Equity Committees** - Address content areas and geographic locations in highest need, and study possible teacher incentives to attract teacher candidates to rural settings



# QUESTIONS



*Please type your questions into the chat box.*



# State Guest Speaker: Alaska

## Growing Your Own: Highlighting the Lake and Peninsula Borough Schools

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**Ms. Cecilia Miller**

Alaska Dept. of Education & Early  
Development



**Mr. Ty Mase**

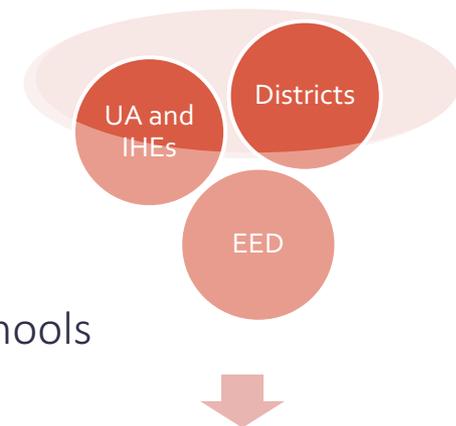
Superintendent  
Lake and Peninsula Borough Schools





# Grow Your Own in Alaska

- **Engaging High School Students**
  - Future Educators of Alaska
  - Alaska Native Science & Engineering Program
- **Accessing Teacher Preparation**
  - Student Education Scholarship Programs
  - Preparing Indigenous Teachers & Administrators for Alaskan Schools
  - Alternative Certification Programs
- **Providing Pathways for Paraprofessionals to be Teachers**
  - Training Educators for Achieving Certificated Hire Fluent Native Language Speakers (LKSD)
- **Sharing Districts' Career Ladder Initiatives**
  - Educational Leadership, Special Education, Secondary Math, Early Childhood Education and English Language Learners
- **Expanding Student Internships in Remote Rural Schools**
  - Targeting Student Success with Tutoring (LPSD)



**Alaska Prepared Teachers**







# Onsite Tutoring/Intervention

## HOW IT WORKS:

- The majority of our tutors are recruited in the Fall and come for the Spring semester.
- Most are December graduates – all are certified educators.
- We provide travel, an induction, shopping help, no-cost housing, approximately \$20 an hour, and an experience of a lifetime.
- Six years and dozens of tutors later, over 1/3 of our teaching staff is composed of former tutors!



## WHAT WE HAVE LEARNED:

- Academic achievement has increased.
- It's a wonderful cultural immersion for new staff.
- They are better prepared for the challenges of rural Alaska.
- Staff retention has increased dramatically.
- The majority of tutors want to stay. We have reduced the need for spring recruiting.
- It brings wonderful energy into our small schools.



# Online Tutoring/Intervention



## HOW IT WORKS

- Students are identified for intervention using AIMSweb.
- Students are tutored online in 30-minute sessions one to three times per week.
- University students are enrolled in a teacher education program.
- University professors train the tutors to analyze and interpret the AIMSweb data and create effective lessons.
- Blackboard Collaborate is utilized for delivery.

## WHAT WE HAVE LEARNED

- Academic achievement has increased.
- It has Big Brothers and Big Sisters qualities.
- Works great for advanced students as well.
- Provides a “live learning lab” for university partners.
- Online tutors are starting to student teach and do onsite tutoring with LPSD.
- It brings wonderful energy into our small schools.



# Program Results



1. Teacher retention has greatly Improved
1. Graduation rates have increased
2. Significant growth in Student Achievement

## LPSD Student Benchmark (proficient or advanced) Comparison

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Benchmark in Math	33%	35%	46%	49%	58%	67%	68%	73%	67%	81%
Benchmark in Reading	55%	61%	68%	66%	67%	76%	71%	81%	71%	75%
Benchmark in Writing	46%	54%	51%	56%	62%	67%	70%	74%	72%	75%

ALAN

Edit View Playback Tools Window Help

AUDIO & VIDEO

Fit Page

Informational Text!

Informational Text!

PARTICIPANTS

MAIN ROOM (2)

- ANetutor Moderator
- Alan

CHAT - Supervised

- Your chat permission has been enabled. ( 4:28 PM ) -
- ANetutor joined the Main Room. ( 4:28 PM ) -
- Alan joined the Main Room. ( 4:23 PM ) 1:51 PM

ScreenCloud @ 0:00:133

**TIME FOR KIDS**

**Saving Gorillas**

People in the Democratic Republic of the Congo are working to save mountain gorillas.

**Questioning**  
Asking questions about what you don't know and try to find the answers.

**Predicting**  
Using clues to make guesses about what you are reading.

**Clarifying**  
When you stop reading because you get confused and try to make sense of what is confusing to you.

**Making Connections**  
When you think about how what you are reading relates to your life, the world around you, or what you have read.

**Re-reading**  
When you give yourself another chance to make sense of what you are reading.

**Visualizing**  
When you create pictures in your mind connected to the words you are reading.

**Summarizing**



# QUESTIONS



*Please type your questions into the chat box.*



# State Guest Speakers: Maine

## Teacher Training & Incentives for Teacher Retention

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**Ms. Rachelle Tome**

Chief Academic Officer,  
Maine Dept. of Education



**Ms. Anita Bernhardt**

Director of Standards and Instruction,  
Maine Dept. of Education





# Teacher Training: X-Campus

- **Goal:** Decrease high turnover rate in high poverty rural schools and isolated, small schools
- **University of Maine/University of Maine at Machias:** A cross-campus collaborative model:
  - Capitalizes on underutilized campus space
  - Provides rural, high poverty teaching experiences for student teachers
  - Results in cost-savings to IHEs





# Incentivizing Longevity

- **Existing legislation** – Fund for the Efficient Delivery of Educational Services (FEDES): Provides access to funds to districts who meet the requirements of the law. Could be accessed to support equitable access across districts.
- **Future legislation** – Work to set aside funds targeting the reduction of gaps related to the equitable access to effective educators through longevity bonuses after five years and/or to loan forgiveness.
- **Blue Ribbon Committee (2016-17)** – Will study and address current school funding issues. Opportunity to recommend funding changes for targeted needs and impact areas.





# Increasing Flexibility and Easing Burdens

- **Certification**
  - Provide differentiated fees for educators in high poverty, rural and isolated small schools
  - Generate new endorsements to address staffing without nominalizing educator credentials
- **Title II**
  - Explore new flexibilities under ESSA and use of State activities funds to support LEAs with recruitment and retention challenges
  - Provide technical assistance to LEAs to inform use of allocated funds for recruitment and retention challenges



# QUESTIONS



*Please type your questions into the chat box.*



# Resources

Equity Plan Implementation Readiness Assessment:

<https://easn.grads360.org/#communities/pdc/documents/10012>

Equitable Access Support Network (EASN) Rural Access Issues & Support Community of Practice:

<https://easn.grads360.org/#communities/rural-access-issues-support>

Gagnon, D. J., & Mattingly, M. J. (2015). State Policy Responses to Ensuring Excellent Educators in Rural Schools. *Journal of Research in Rural Education (Online)*, 30(13), 1-14.

<https://easn.grads360.org/#communities/pdc/documents/9946>



# Contact Information

- **EASN:** Please visit the EASN website or email the EASN to join an EASN Community of Practice, find relevant resources, or request targeted support: <https://easn.grads360.org/>, [easn@aemcorp.com](mailto:easn@aemcorp.com)
- **Session Facilitation:**     **Rose Honey:** [rose.honey@aemcorp.com](mailto:rose.honey@aemcorp.com)  
  **Bill Horwath:** [bhorwath@education-first.com](mailto:bhorwath@education-first.com)
- **Session Presenters:**     **Doug Gagnon:** [Douglas.Gagnon@unh.edu](mailto:Douglas.Gagnon@unh.edu)
  - **Missouri:** **Paul Katnik,** [Paul.Katnik@dese.mo.gov](mailto:Paul.Katnik@dese.mo.gov)  
**Andrea Dixon-Seahorn,** TBD
  - **Alaska:**   **Cecilia Miller,** [cecilia.miller@alaska.gov](mailto:cecilia.miller@alaska.gov)  
**Ty Mase,** [tmase@lpsd.com](mailto:tmase@lpsd.com)
  - **Maine:**     **Rachelle Tome,** [Rachelle.Tome@maine.gov](mailto:Rachelle.Tome@maine.gov)  
**Anita Bernhardt,** [Anita.Bernhardt@maine.gov](mailto:Anita.Bernhardt@maine.gov)

Thank you!