



ALLIANCE FOR RESOURCE EQUITY

Addressing Staffing Shortages
through an Equity Lens

February 23, 2022

Session 2: Addressing Staffing Shortages



SCHOOL FUNDING



TEACHING QUALITY & DIVERSITY



SCHOOL LEADERSHIP QUALITY & DIVERSITY



EMPOWERING, RIGOROUS CONTENT



INSTRUCTIONAL TIME & ATTENTION



POSITIVE & INVITING SCHOOL CLIMATE



STUDENT SUPPORTS & INTERVENTION



HIGH-QUALITY EARLY LEARNING

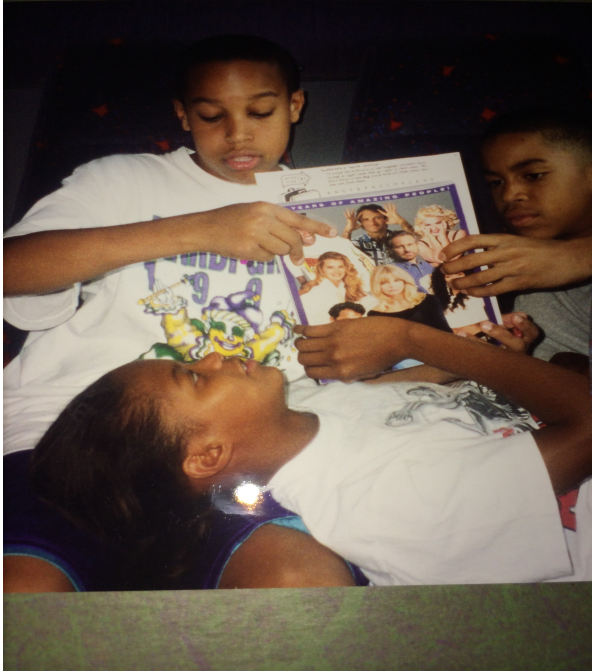


LEARNING-READY FACILITIES

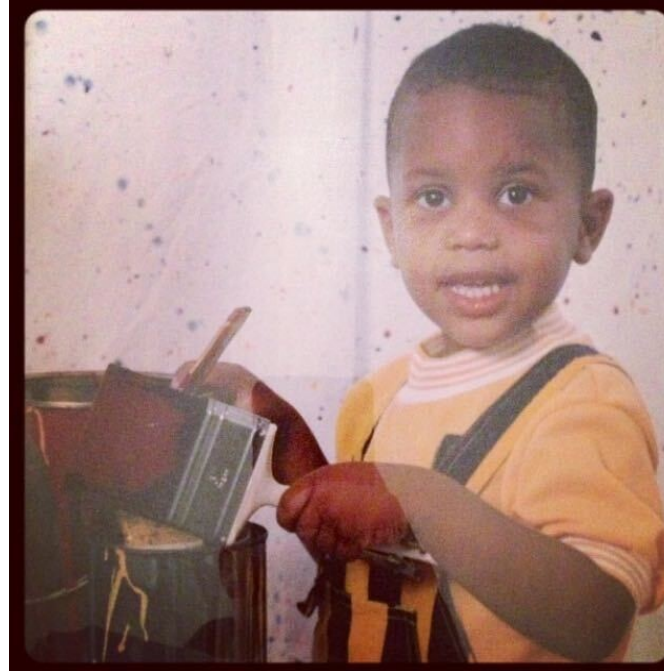


DIVERSE CLASSROOMS & SCHOOLS

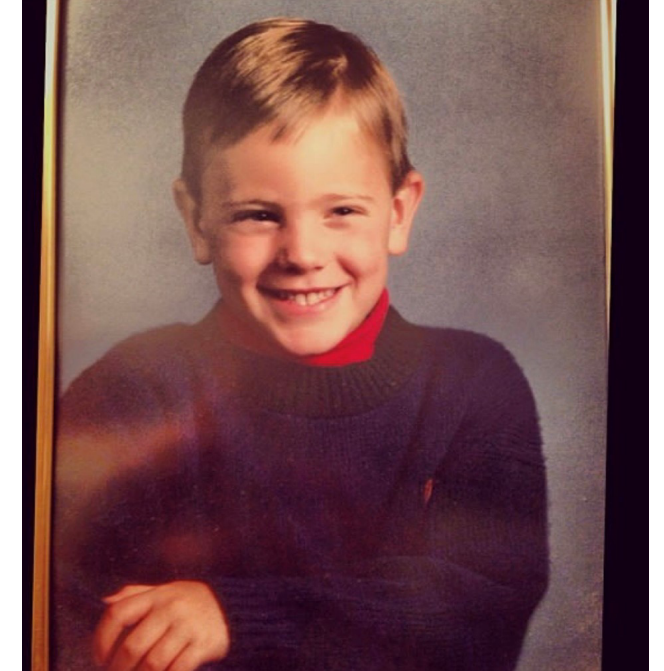
Introductions



Eric Duncan
Senior Data and Policy Analyst
The Education Trust



Christopher Cleveland
Manager
Education Resource Strategies



Mark Heath
Principal Associate
Education Resource Strategies

Objectives and Agenda

SESSION OBJECTIVES

- Understand some of the biggest challenges districts and schools are facing around staffing
- Learn more about creative strategies they can implement to accelerate students' learning and ensure all students have access to high-quality and diverse teachers.

AGENDA

5 min	Setting the Scene
30 min	Teaching Shortage Root Causes, Action Steps, and District & State Examples
5 min	Q&A
5 min	Closing

A Shared Vision for Teacher Quality & Diversity

Each student—including students with higher needs and students of color—has access to strong teaching, which includes having

- **strong, well-supported teachers**, who are able to meet their **students' distinct needs**
- **engaging, culturally relevant, and standards-aligned instruction**, so all students can reach high standards and thrive
- the teaching workforce **reflects students' racial and linguistic diversity**

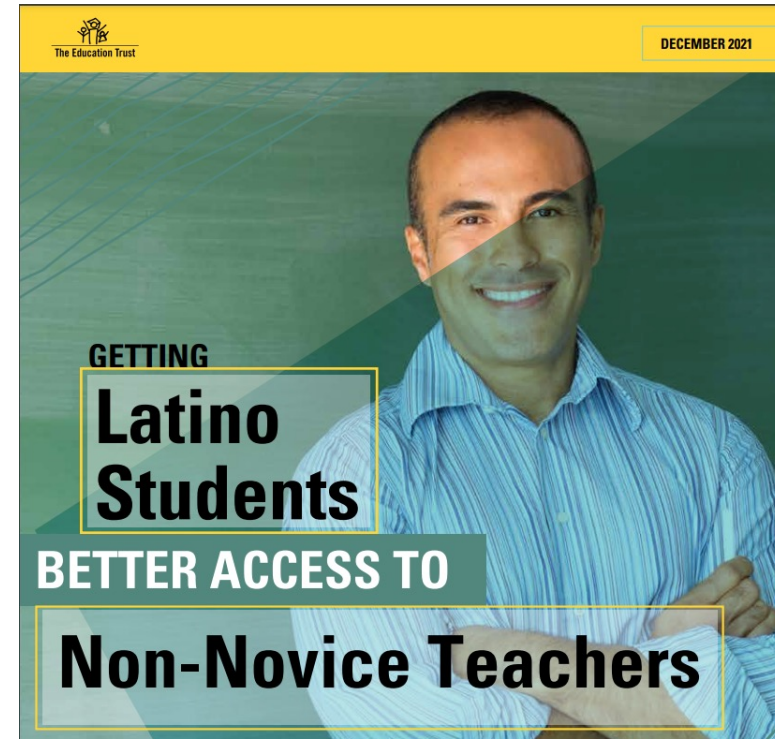
Problem: Teacher Shortages Nationwide



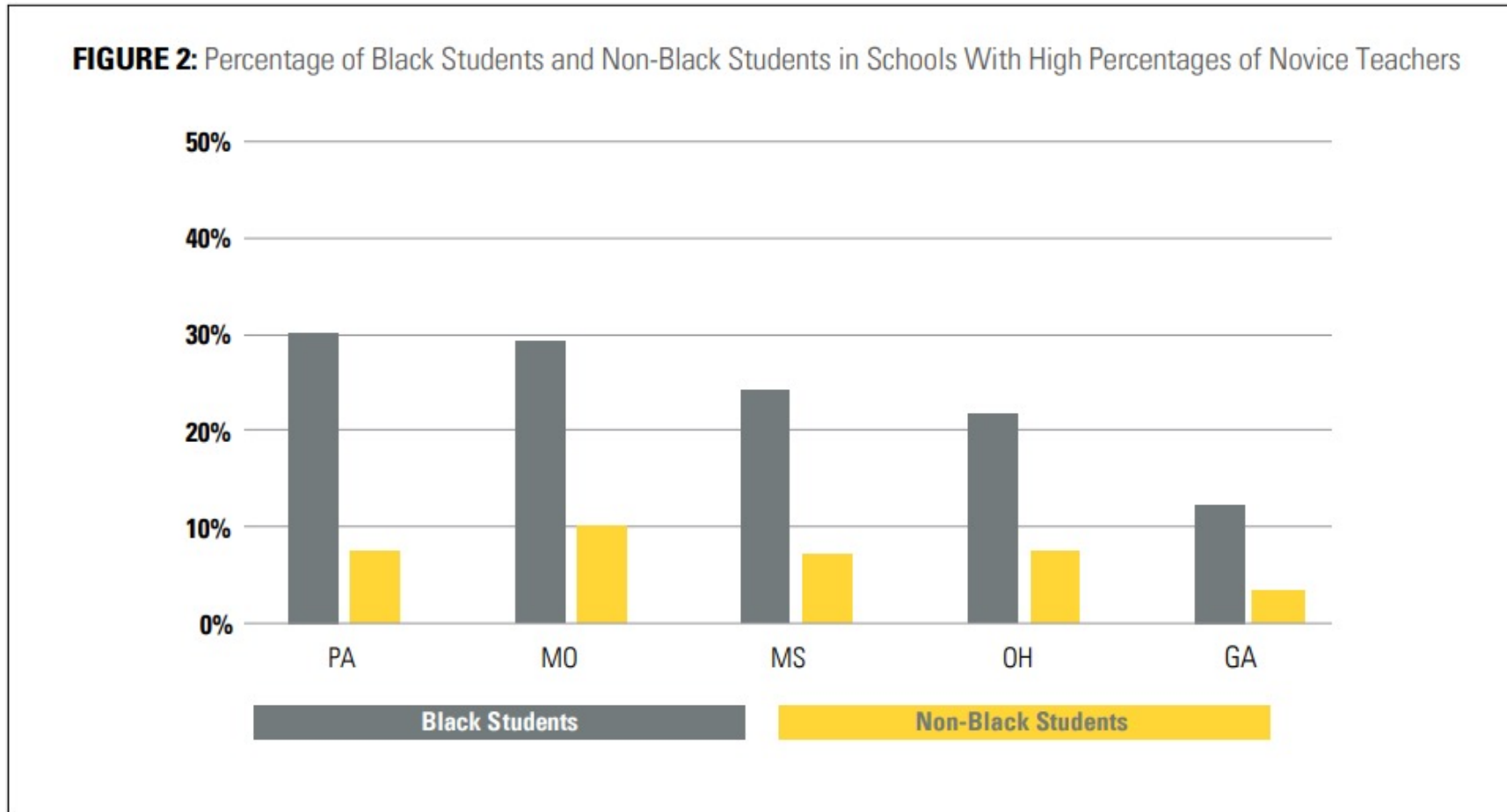
"On past deployments Army National Guard Spc. Michael Stockwell surveilled a desolate section of the U.S.-Mexico border during a migrant surge, and guarded a ring of checkpoints and fences around New Mexico's state Capitol after the January 2021 insurrection in Washington. On his current mission, Stockwell helps students with assignments as a substitute science teacher at Alamogordo High School."

- US News World Report (Feb 2022)

Education leaders can set clear goals and identify and address barriers to preparing, recruiting, and retaining strong and racially diverse teachers... and can take steps to create working conditions that ensure teachers, including teachers of color, remain in schools and hone their craft.

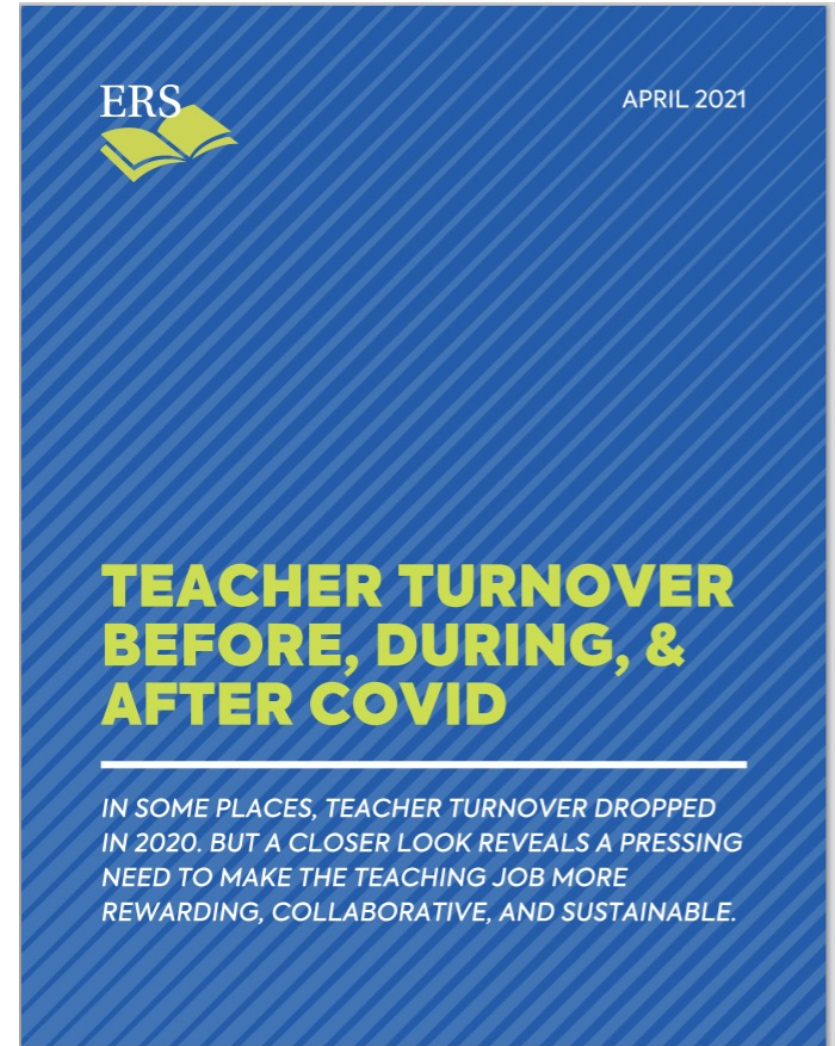


Across the country, Black and Latino students are more likely to attend schools that have high percentages of novice teachers and turnover.



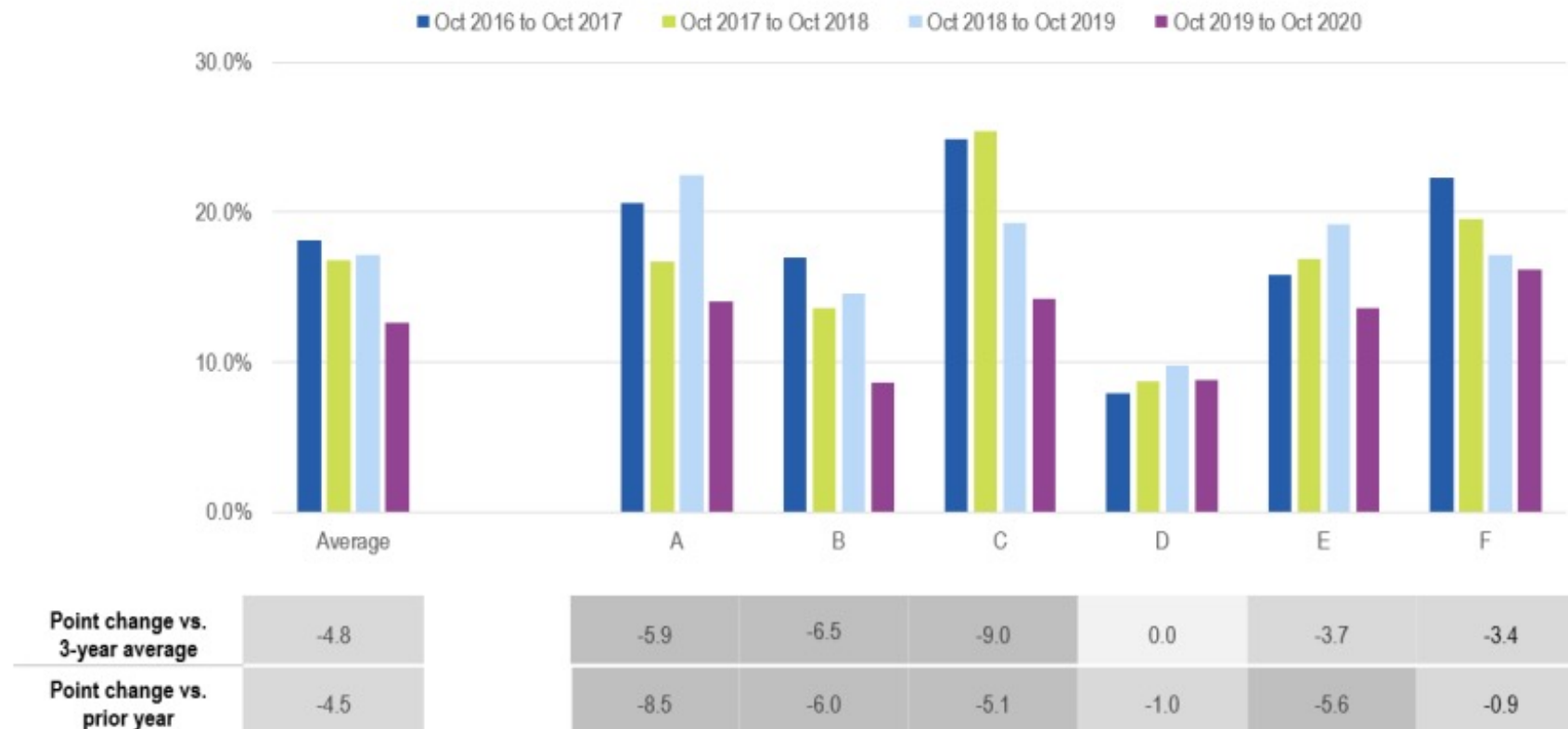
Teacher Turnover During COVID

- Even before the pandemic, teaching was a challenging job.
- Working conditions and job satisfaction haven't improved.
- Teaching this year is even harder being spread thin with technology challenges and various modes of teaching, declining student engagement, fear of contracting COVID, and balancing caretaking responsibilities



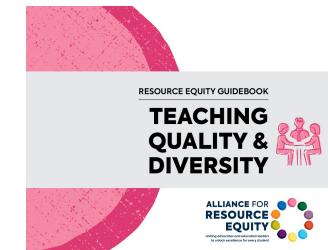
Between October 2019 and October 2020, a smaller proportion of teachers left than in the prior 12 months in each of the six districts we studied

Figure 1. Annual district-level turnover*, October snapshots, 2016-2020 Source: District HR files, ERS analysis.



We have tools and guides that discuss each of today's topics in more detail

- [ESSER Strategy Planning Toolkit](#) helps districts and schools take a “Do Now, Build Toward” approach to addressing urgent staffing needs with doable starting points, while still designing changes with a long-term vision in mind.
- [Teaching Quality & Diversity](#) and [School Leadership Quality & Diversity](#) guidebooks are designed to help district leaders provide a structure for identifying the root causes of your school system’s challenges and choosing promising actions that are based on the distinct needs of students in your community.
- [Growing Great Teachers Toolkit](#) helps school systems provide new teachers support they need - and reorganize the resources to do it.



To address teaching shortages, it is first important to identify the root causes and underlying reasons.

Some common examples include:

Working Conditions	Challenging workloads or school climates reduce teachers' morale, retention, or performance or create additional inequities for teachers of color or linguistically diverse teachers.
Hiring and Assignment	Teacher pipelines and hiring practices do not result in a sufficiently high-potential and diverse applicant pool, or strong teachers are not identified through the recruitment, application, or selection processes.
School Staffing Models	Schools do not strategically organize teachers and students within and across classrooms in ways that enable all students to access grade level content
Professional Learning	Professional learning opportunities do not effectively develop teachers and support their different needs, particularly for new teachers.
Compensation	Salaries, benefits, and stipends are not sufficiently competitive to attract and retain strong teachers.

Ensure safe, responsive working conditions

Equity Actions for District Leaders

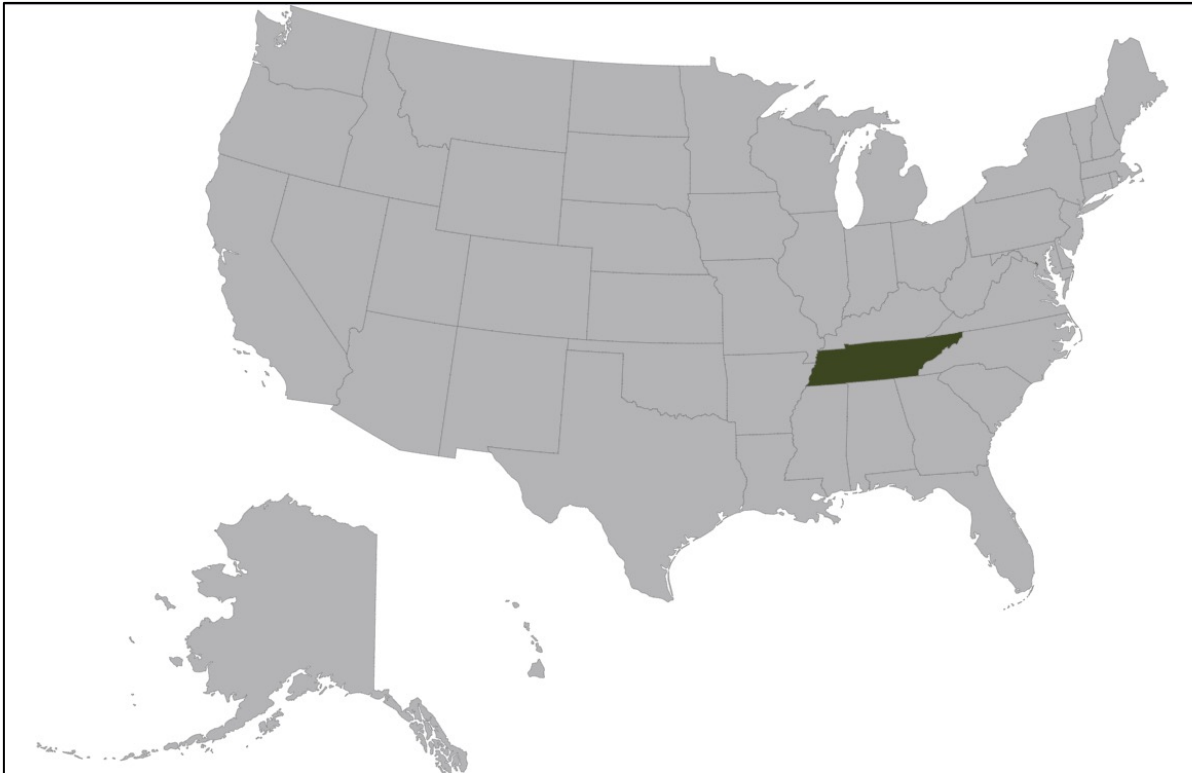
Resources and Examples

- Engage teachers, particularly teachers of color, in the **process of developing and implementing any new policies** in response to COVID to ensure their needs are met
- Continuously monitor and adjust **working conditions for teachers** — particularly teachers who work with students with higher needs and teachers of color who experience racism both inside and outside of school.
- Identify and partner with **community resources** to support teachers' increased social, emotional, and mental health needs

Ensure safe, responsive working conditions

Equity Actions for District Leaders

Resources and Examples



- **Example:** The Hamilton County Schools (TN) Reopening Taskforce surveyed teachers on their preferences for safely reopening schools for the 2020-21 school year. [View](#)

Prioritize hiring and assignment of specific roles during staffing shortages

Equity Actions for District Leaders

- Avoid a one-size-fits-all approach to **staffing reductions** by avoiding across-the-board layoffs, hiring freezes, and seniority-based “Last In, First Out” layoffs
- Develop a plan to ensure **high-quality coverage during teacher absences** — for example, hire former teachers to push in to schools as needed, instead of relying primarily on substitutes.

Resources and Examples



(Photo Courtesy: Charlotte-Mecklenburg Schools)

Prioritize hiring and assignment of specific roles during staffing shortages

Equity Actions for District Leaders

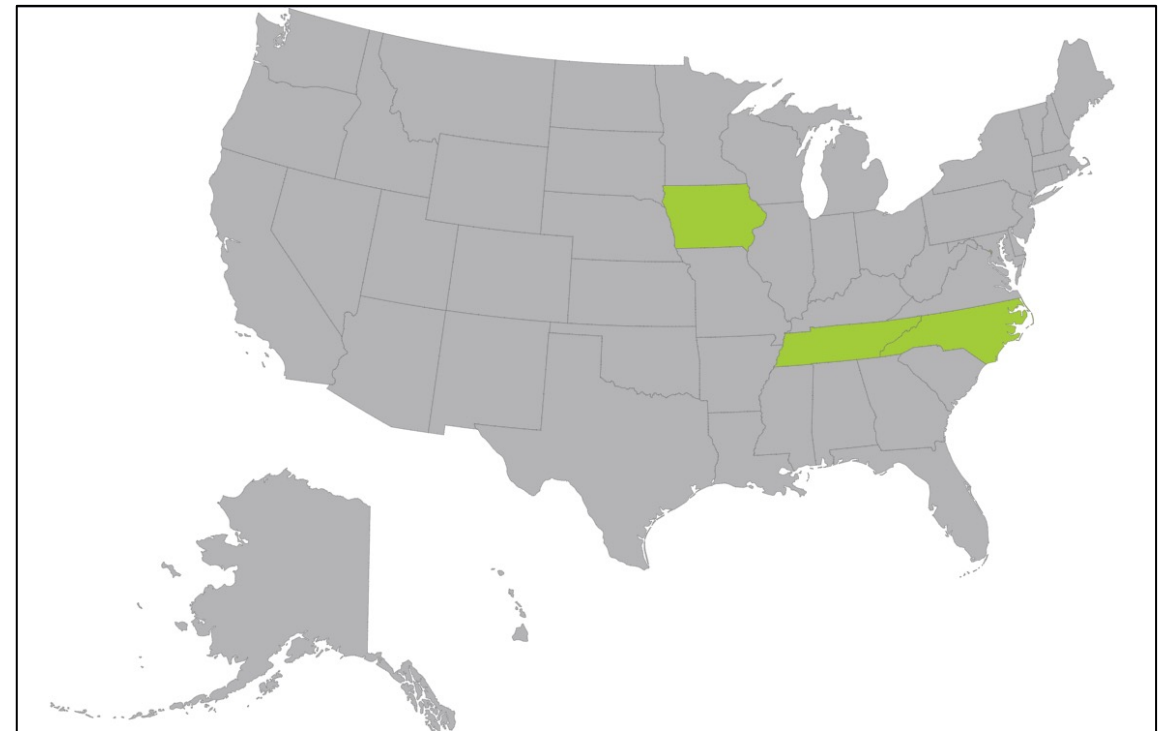
District Examples:

- Iowa City Schools developed a grow-your-own program targeting English and Math classes
- Charlotte-Mecklenburg considered enrollment trends and performance ratings

State Examples:

- TN developed an apprenticeship program with the Department of Labor

Resources and Examples

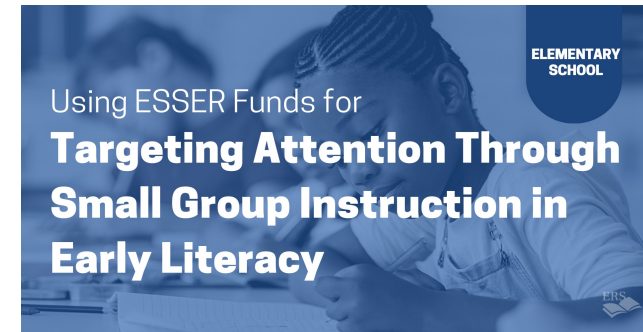


Create flexible and responsive staffing models

Equity Actions for District Leaders

- Support schools — particularly higher-need schools with greater vacancies — by providing **sample schedules and staffing models** for organizing staff in ways that extend the reach of strong teachers, accelerate student learning, and ensure student and staff safety.
- Review and revise any **district policies that may be limiting staffing model options**, such as overly restrictive job descriptions, staff ratio minimums, and stipend requirements.

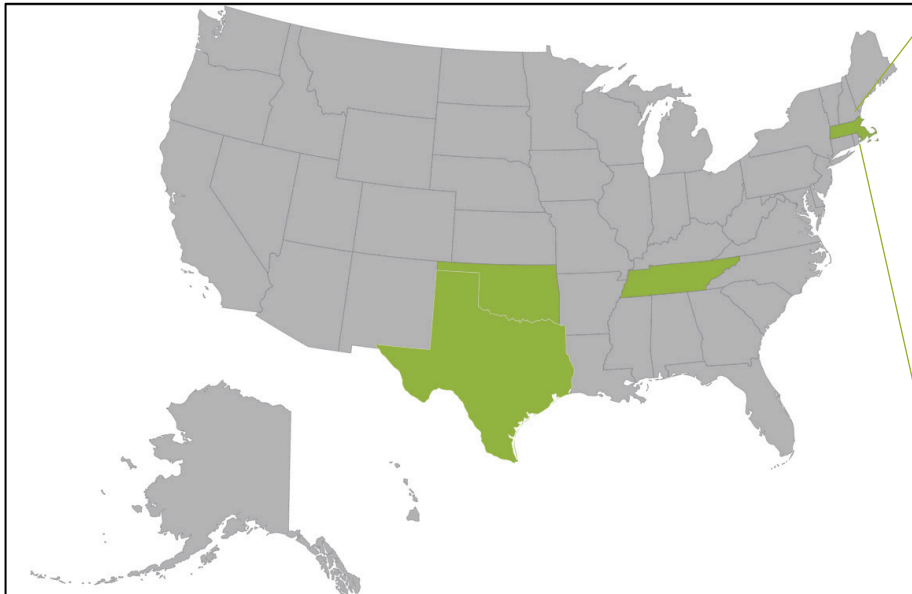
Resources and Examples



Create flexible and responsive staffing models

Equity Actions for District Leaders

Resources and Examples



Small Group Instructor

Student teachers collaborate with Supervising Practitioners to plan and implement small group instruction and/or targeted intervention/acceleration.



Student Engagement Coach

Student teachers are assigned a group of students for whom they are responsible for socio-emotional support and wellness checks, family communication, or technology/access checks.



Tutor

Student teachers hold open office hours and scheduled tutoring sessions to provide 1:1 or small group academic support for students.



Differentiation Lead

Student teachers collaborate with Supervising Practitioner to co-plan and implement differentiated supports designed to meet the needs for all students.



Classroom Community Facilitator

Student teachers organize small and/or whole group community building activities.



Data Monitor

Student teachers compile and analyze student data from across learning management systems and/or digital platforms.

Create flexible and responsive staffing models

Equity Actions for District Leaders

Resources and Examples

Tutoring is a strategy where we're seeing large ESSER investments and has unique design considerations around staffing.

Tutor Profile



Research-Backed Considerations

- Use **certified teachers** who are shown to be most effective, particularly for larger tutoring groups of 3-4 students.
- Ensure that tutor-student **relationship building** is an essential element of all tutors' skillset.

Context-Dependent Considerations

- Adopt a **portfolio approach** to hiring tutoring staff by leveraging available combinations from a variety of sources and adapting expectations for what the tutoring relationship looks like based on skillset.
- Consider **student-to-student tutoring operations**, such as high school students tutoring middle- or elementary-aged students.
- Incorporate **pre-existing district staff creatively**, including central office, food service, paraprofessionals, and student teachers.

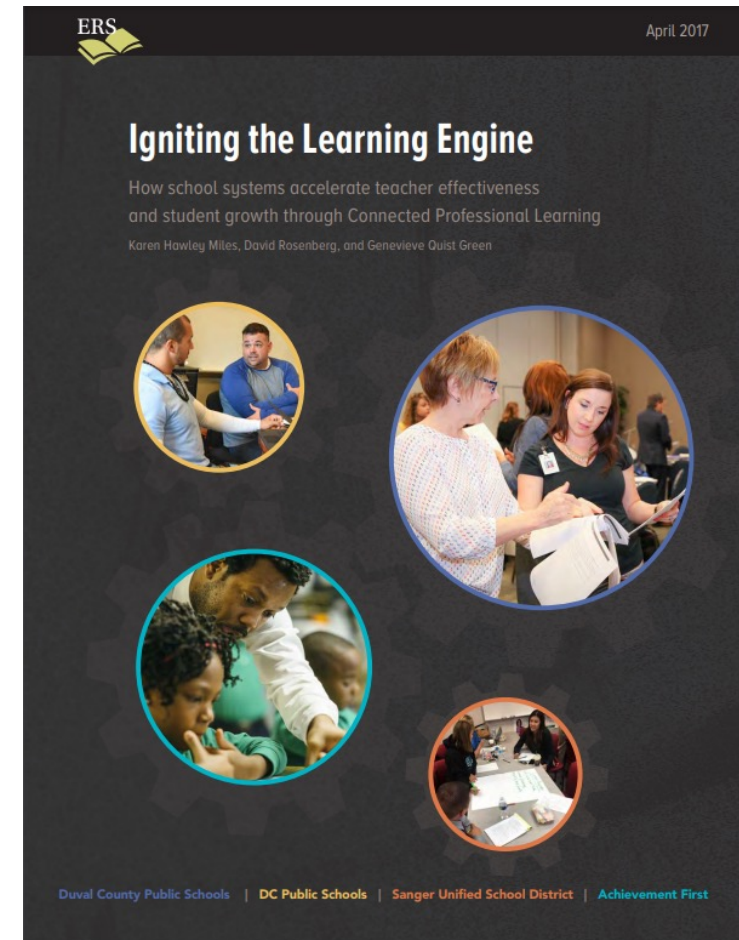
Provide connected professional learning

Equity Actions for District Leaders

- Provide additional **collaborative planning time and coaching** to help teachers prepare for increased student needs, new schedules and modes of instruction
 - Ensure additional supports go where they are needed most, such as lowering spans of oversight for instructional coaches of special education or novice teachers.
- Prioritize **districtwide professional learning efforts** and develop cohesive plans to address the most critical needs.
 - Teachers will need additional support in areas such as scaffolding instruction, providing remote supports for students with disabilities and English learners, integrating social-emotional learning into instruction, and addressing biases.

Source: Education Resource Equity Guide

Resources and Examples

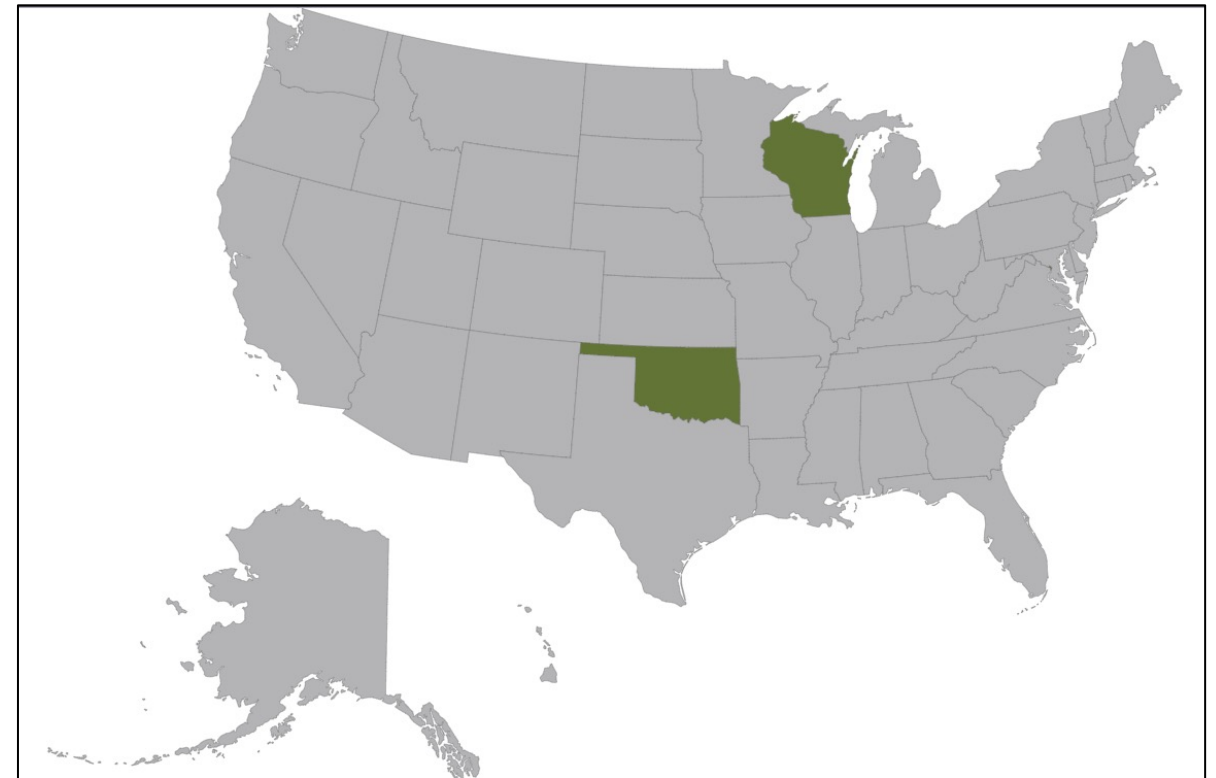


Provide connected professional learning







Equity Actions for District Leaders

- **Example:** In *Districts at Work*, Education Resource Strategies (2019) shares how Tulsa Public Schools transformed school staffing and scheduling to increase professional learning and support for teachers . [View](#)
- **Example:** During spring 2020, Oregon School District in WI reduced instructional time to four days per week and used Fridays for professional development. [View](#)

Resources and Examples



Strategic schools integrate professional learning and collaboration through a mix of meeting and coaching structures while protecting individual teachers’ planning time.

Equity Actions for District Leaders	Resources and Examples	
<p> Shared-Content Team Meeting ~90 minutes/week</p> <ul style="list-style-type: none"> • Embedded into the school day. • Led by instructional experts. • Focused on improving instruction. • Ideally includes ELL and special education teachers. 	<p> Growth-Oriented Observation & Feedback Biweekly, with a 20-40 minute debrief</p> <ul style="list-style-type: none"> • Observations by a teacher-leader, instructional coach, or administrator. • Debriefs during planning periods or outside of the school day. 	<p> Expert Roles</p> <ul style="list-style-type: none"> • Role with instructional expertise to lead professional learning, facilitate collaboration time, and provide coaching and feedback to teachers.
<p> Shared-Student Team Meeting ~60 minutes/week</p> <ul style="list-style-type: none"> • Time to coordinate student supports. • Most schools have 60-minute weekly staff meetings before or after school that could be repurposed — but additional time may be needed to be sufficient for the 2021-22 school year. 	<p> Specialized Team Meetings</p> <ul style="list-style-type: none"> • For example, may include: Multi-Tiered Systems of Supports (MTSS) team, Early Warning Systems team, attendance team, or instructional leadership team. • Arranged during common planning periods or before/after school, as needed. 	
<p> Individual Planning Time</p> <ul style="list-style-type: none"> • Embedded into the school day. • Used for independent planning, reflection, and 1:1 check-ins. 		

Louisiana helped schools create “shelter and develop” models that reduce new teacher workloads and add expert support

Equity Actions for District Leaders

Resources and Examples

Period	Typical Teacher	Teacher Resident
1	Solo Lead Teach	Collaborative Planning with Mentor
2	Individual Planning	
3	Solo Lead Teach	Solo Lead Teach
4	Solo Lead Teach	Solo Lead Teach
5	Lunch	Lunch
6	Solo Lead Teach	Co-Teach with Mentor
7	Solo Lead Teach	Co-Teach with Mentor
8	Solo Lead Teach	Solo Lead Teach

Co-Planning

- *Shelter*: Reduces lesson planning responsibilities for resident
- *Develop*: Resident has significant time to internalize curricula and deepen content knowledge with support from mentor teacher

Co-Teaching

- *Shelter*: Resident has reduced workload (solo teaches for 3 periods instead of 6 / day)
- *Develop*: Co-teaching provides opportunity for resident to
 - Observe mentor teacher model excellent teaching
 - Receive daily real-time coaching and feedback

Increase compensation equitably

Equity Actions for District Leaders

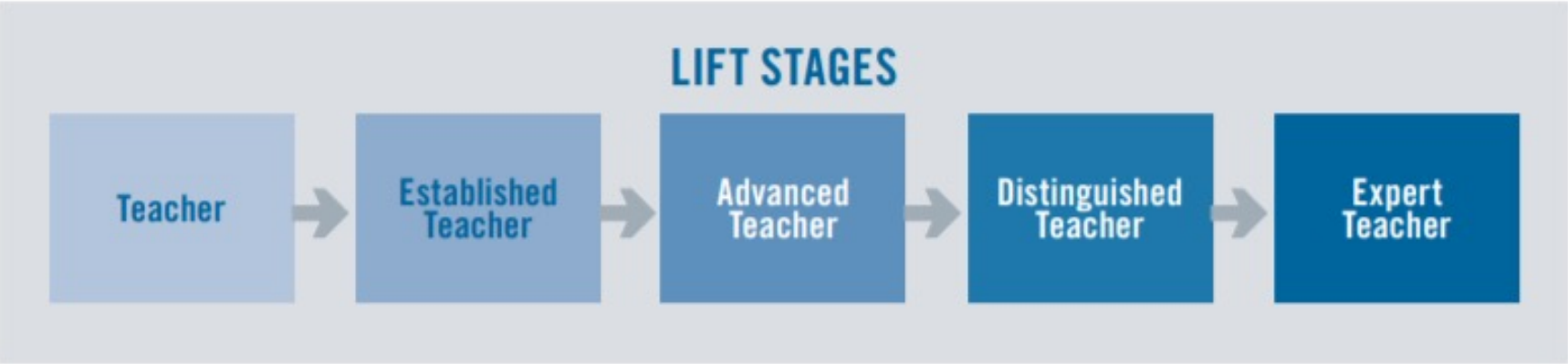
- Increase compensation (**salaries, benefits, stipends**) to make it competitive with neighboring districts and jobs in other sectors that require similar levels of education; focus in either all schools or in high-need schools to incentivize strong teachers to teach where needed most.
- Align compensation with the **highest-priority retention needs**—for example, if early-career teacher retention is a particular challenge, then shift raises earlier in teachers' careers.

Resources and Examples



Increase compensation equitably

Equity Actions for District Leaders	Resources and Examples
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- Teachers move through LIFT stages based on earning Effective or Highly Effective ratings
- As teachers move through LIFT stages:
 - School and district leadership opportunities increase *and*
 - The number of formal observations per year decreases
- All Effective and Highly Effective teachers earn annual step increases per union contract
- Advanced, Distinguished, and Expert Teachers earn significantly larger base salary increases
- **Highly effective teachers in high-poverty schools can earn up to \$25,000 more in bonuses/year**

“The highest stage of the LIFT ladder is reserved for teachers who have dedicated many years to the district.

“Teachers can only advance further on the LIFT ladder — they cannot move backwards.”

– DCPS LIFT Guidebook, 2021-22

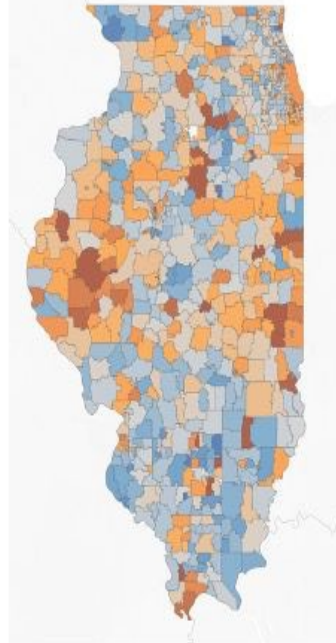
Collecting & Publishing Information

Teacher retention rates vary widely across Illinois

- Illinois' statewide retention rate (85%) is relatively high compared to the nation at-large. This average retention rate has remained consistent for the past five years.
- However, Illinois' teacher retention rates vary widely across Illinois
 - Lowest LEA retention rate: 35%
 - Highest LEA retention rate: 100%



Teacher Retention Rates, 2018



Source: ISBE, Illinois Report Card, 2018

Critical to the long-term success of action steps towards our shared vision of teacher quality and diversity is collecting and publishing information on teacher turnover.

- Example 1: Illinois
- Example 2: Arkansas

Federal Resources

State and Local Fiscal Recovery Funds Program (Department of Treasury)

- Categories of use:
 - Rehiring public sector workers up to pre-pandemic levels
 - Helping disproportionately impacted schools
 - Services include:
 - Early learning services
 - Assistance to high-poverty school districts to advance equitable funding
 - Evidenced-based educational services and practices to address academic needs and address the SEL and mental health needs of students (creating more positive school climates)
 - Awarding premium pay to school employees
 - Providing government services (flexible support)
 - Some of the mental health services for teachers can be funded through this pot of money