# **Summary of Recommendations from Virginia Reports to Address the Teacher Shortage**

## *Prepared for the Virginia Board of Education’s Retreat*

### April 24, 2018

The following three reports shared with the Board of Education include recommendations on strategies to address teacher shortages and diversify Virginia’s educator pipeline.

* *Recommendations from the Advisory Board on Teacher Education and Licensure (ABTEL) to the Virginia Board of Education to Address the Teacher Shortage*, March 22, 2018;
* *Preliminary Report from the Advisory Committee on Teacher Shortages*, October 2017; and
* *Report from the Task Force on Diversifying Virginia’s Educator Pipeline*, August 2017.

Below is a chart summarizing the reports’ recommendations. The last column includes notes to highlight the recommendations that have been addressed by the General Assembly or by the Board of Education in regulations.

| **Recommendations** | ***Recommendations from ABTEL to the Board of Education to Address the Teacher Shortage*****March 22, 2018** | ***Preliminary Report from the Advisory Committee on Teacher Shortages*****October 2017** | ***Report from the Task Force on Diversifying Virginia’s Educator Pipeline*****August 2017** | **Notes** |
| --- | --- | --- | --- | --- |
| Salaries, Compensation, Scholarships, and Employment |
| * Increase teacher salaries to be competitive (before other bonuses);
 | X |  |  |  |
| * Provide a cost of living raise annually and align salaries with area cost of living;
 | X |  |  |  |
| * Fund salary incentives to recruit and retain teachers in high-need, high poverty locales;
 | X | X | X |  |
| * Offer financial and other incentives to make living more affordable for teachers -- subsidize child care; provide assistance with housing; and offer additional retirement credit or provide higher contributions toward health insurance premiums and retirement accounts;
 |  | X |  |  |
| * Address high costs of health care coverage;
 | X |  |  |  |
| * Target financial incentives:
	+ Provide funding to support differential compensation or retention bonuses;
	+ Compensate teachers who mentor and help retain other teachers;
	+ Provide classroom materials and resources;
	+ Offer opportunities for advancement and income through career paths for teachers;
	+ Offer richer benefits, such as retirement benefits to part-time teachers; and
	+ Offer opportunities to teach or mentor after retirement;
 |  | X |  |  |
| * Establish hiring bonuses (ABTEL recommends awarding a portion at entry and the remainder after a designated period of successful teaching);
 | X | X |  |  |
| * Conduct research to identify the “sweet spot” by region to recruit and retain teachers relative to benefits, salary, and conditions;
 | X |  |  |  |
| * Provide relocation assistance;
 | X | X |  |  |
| * Work with student loan companies to amortize loans over 30 years;
 | X |  |  |  |
| * Consider loan forgiveness programs; (provide information about the availability of federal loan forgiveness programs which may be underutilized);
 | X | X |  |  |
| * Utilize funding for scholarships;
 | X |  |  |  |
| * Evaluate and leverage the Virginia Teaching Scholarship Loan Program for critical shortage areas – expand impact for minority teaching candidates;
 |  | X | X |  |
| * Encourage and support pathways for first generation higher education students;
 | X |  |  |  |
| * Establish a Commonwealth’s Teaching Fellows Program (require a commitment of four years’ teaching in a high-need school to repay loan);
 |  | X |  |  |
| * Expand Teachers for Tomorrow Programs designed to attract teacher candidates from high school students to the field of education;
 | X |  |  |  |
| * Encourage programs that support students, such as the Empowering African American Males Initiative;
 | X |  |  |  |
| * Expand programs to diversify the teacher, administrator, and staff applicant pool;
 | X |  |  |  |
| * Train administrators on personnel management and leadership, including a focus on retaining staff;
 | X |  |  |  |
| * Grant stipends for teacher supplies;
 | X |  |  |  |
| * Launch a marketing/promotional campaign with positive images of the teaching profession;
 | X |  |  |  |
| * Develop a public awareness campaign to encourage minority candidates graduating in content areas to enter the teaching profession and provide clear pathways for candidates to become provisionally licensed; include supports in seeking a renewable license; and
 |  |  | X |  |
| * Reduce the time for record checks that delay employment; such delays for a division can result in losing an applicant to another locale or state.
 | X |  |  |  |
| Recruitment, Preparation, and Licensure |
| * Convene annually the Teachers of Color Summit and Minority Teacher Recruitment Fair;
 |  |  | X |  |
| * Provide financial support to human resource departments with the greatest shortages to support aggressive recruitment strategies;
 |  | X |  |  |
| * Ensure that teachers receive a quality preparation;
 | X |  |  |  |
| * Offer “full” reciprocity for individuals who hold an out-of-state, District of Columbia, or territory of the U.S. renewable teaching licenses with no deficiencies that is in force at the time of application;
 |  | X |  | HB1125 and SB349 passed by the 2018 General Assembly call for full reciprocity for out-of-state licenses (full with no deficiencies). |
| * Expand high quality alternative routes;
 | X |  |  |  |
| * Reduce the years’ experience (currently five) required to enter the Career Switcher Program or become eligible for the experiential route to licensure;
 | X\*(\*ABTEL recommended in proposed regulations) | X |  | Proposed Licensure Regulations reduce the number of years’ experience to three years. |
| * Allow for the issuance of a Provisional License to allow a year to meet all statutory “ancillary” requirements;
 |  | X |  | HB1125 and SB349 passed by the 2018 General Assembly addressed this requirement. |
| * Issue the Provisional License for a five-year period (instead of three);
 |  | X |  | HB1125 and SB349 passed by the 2018 General Assembly allow up to two (one-year) extensions of the Provisional License if requested by the superintendent and the teacher has satisfactory performance evaluations for each of the three years of the original Provisional License. |
| * Market strategies to promote alternative pathways into the profession;
 |  |  | X |  |
| * Make information about pathways into the teaching profession widely and publicly available (target segments of the population, such as retirees or military personnel, who may be interested in the teaching profession); include a variety of audiences – from middle school students to retirees;
 |  | X |  |  |
| * Facilitate the creation of a summer teaching fundamental program, partnering with institutions of higher education, to help individuals with Provisional Licenses make the transition into teaching;
 |  |  | X |  |
| * Develop a partnership with the Department of Education and institutions of higher education to support teachers holding Provisional Licenses to obtain full licenses, including test preparation and discounted courses; (focus on teachers in critical shortage areas, including minority recruitment);
 |  | X | X |  |
| * Offer a student teaching stipend for low income candidates, as well as student teachers serving in critical shortage areas;
 |  | X | X |  |
| * Provide technical assistance to help innovative divisions provide compensation to student teachers during the student teaching experience, perhaps by hiring them as paraprofessionals or teacher aides;
 |  | X | X |  |
| * Fund support resources for teacher preparation programs;
 | X |  |  |  |
| * Review and evaluate licensure assessments (the number of assessments required for teacher licensure, test bias, cost of tests, what the tests measure, relationship between tests and teacher performance, and duplication of content);
 | X | X |  |  |
| * Cover or subsidize the cost of licensure assessments and provide test preparation programs;
 |  | X | X |  |
| * Create “Grow Your Own” teacher preparation programs (to include internships for high school students and financial incentives to earn a degree); draw on successful existing models for deployment to school divisions; (expand Teachers for Tomorrow Programs);
 | X | X | X |  |
| * Offer dual enrollment at the high school level as part of “Grow Your Own” programs that should transfer seamlessly into degree pathways for students;
 |  |  | X |  |
| * Support divisions in efforts to introduce students (both middle and high school) to teaching careers, and provide work-based learning opportunities for high school students;
 |  | X |  |  |
| * Strengthen articulation agreements between community colleges and four-year institutions to ensure maximum credit transfers;
 |  | X |  |  |
| * Develop programs to assist paraprofessionals to become licensed through partnerships with higher education, school divisions, and apprenticeships;
 | X |  |  |  |
| * Pay for or subsidize child care for teacher candidates during clinical experiences;
 |  | X |  |  |
| * Consider partnering with institutions of higher education to support fellows programs;
 | X |  |  |  |
| * Provide training to recognize and address unconscious bias;
 | X |  |  |  |
| * Provide quality statewide mentoring programs, guidance, and support;
 | X | X | X |  |
| * Examine accreditation requirements for teacher preparation programs that may create barriers to candidates entering teacher preparation programs;
 | X |  |  |  |
| * Incorporate new data systems that allow the state to better understand the nature of the issues surrounding the teacher shortage and provide a basis for improvement;
 |  | X |  |  |
| * Establish statewide background checks for teacher candidates (Currently, candidates completing internships and clinical experiences in several divisions are required to pay for multiple background checks which is costly for candidates.);
 | X |  |  |  |
| * Address transportation issues for preservice teachers to complete clinical experiences, perhaps partnering with the community;
 | X |  |  |  |
| * Strengthen coursework in preparation programs so the clinical and practical experiences help all educators develop an understanding of the needs of schools in diverse settings and different populations of students;
 |  | X |  |  |
| * Improve teacher induction: strengthen clinical experiences; strengthen diversity education in teacher preparation coursework; strengthen oversight of teacher preparation programs; and better prepare candidates to work in challenged schools; and
 |  | X |  |  |
| * Implement the option of the four-year teacher preparation programs with a major in education and maintain professional standards, including a balance between content and teaching.
 | X | X | X |  |
| Induction and Support |
| * Expand teacher residency programs;
 | X | X |  |  |
| * Establish high quality model induction and mentoring programs and provide support through the probationary period (not only the first year); provide funding to support mentors;
 | X | X | X |  |
| * Provide incentives for mentors and mentoring programs;
 | X | X | X |  |
| * Provide release time for mentoring – time to observe, reflect, and discuss;
 | X |  |  |  |
| * Provide model principal induction and mentoring programs to all divisions and support their implementation and training;
 |  | X |  |  |
| * Create a master teacher program to incentivize effective teachers to stay in the classroom;
 | X |  |  |  |
| * Provide funding for career ladders for teachers who assume additional responsibilities, such as mentoring or taking leadership roles;
 | X |  |  |  |
| * Reduce paperwork of teachers;
 | X |  |  |  |
| * Recognize, praise, celebrate, and reward teachers for hard work (not only related to assessments):
 | X |  |  |  |
| * Review the Teacher Performance Evaluation system and the weighting of the standards in the summative evaluation; and
 | X |  |  |  |
| * Create a statewide system to help provisionally licensed teachers track progress to full licensure and connect with cohorts of similarly positioned teachers.
 |  |  | X |  |
| Working Conditions |
| * Expand funding for incentives and professional development for institutions of higher education and school divisions to support provisionally licensed teachers;
 | X |  |  |  |
| * Provide incentives similar to those offered in private business;
 | X |  |  |  |
| * Encourage local incentives (tax relief, first-time home buyer loans, etc.);
 | X |  |  |  |
| * Allow construction funds to address school safety issues (not only for building construction);
 | X |  |  |  |
| * Offer collaborative decision-making training for principals in administrative preparation programs that may become part of annual performance evaluations;
 | X |  |  |  |
| * Provide adequate support staff who are appropriately compensated;
 | X |  |  |  |
| * Invest in professional development programs for teachers, administrators, and support staff;
 | X |  |  |  |
| * Increase community and parental involvement and support;
 | X |  |  |  |
| * Guarantee teacher planning time (not eliminated by reassignments to other duties, such as class coverage when substitute teachers are not available);
 | X |  |  |  |
| * Provide early release days for teachers to participate in professional development and collaborate with colleagues;
 | X |  |  |  |
| * Create a team approach (instead of an “us”);
 | X |  |  |  |
| * Reduce class size;
 | X |  |  |  |
| * Provide wellness days (not just sick days);
 | X |  |  |  |
| * Consider employing interns or teacher candidates as substitute teachers;
 | X |  |  |  |
| * Review the separation of service time for teachers to return to employment as substitutes or full-time teachers;
 | X |  |  |  |
| * Support safety in schools, including providing mental health resources;
 | X |  |  |  |
| * “Rethink” the traditional classroom model;
 | X |  |  |  |
| * Implement a working conditions survey to accurately identify sources of stress for teachers that impact long-term stability in employment; and
 |  | X |  |  |
| * Adopt the proposed *Standards of Accreditation* that take more than just point-in-time achievement test scores into account (reduce testing pressures on students and teachers).
 |  | X |  | Revised regulations governing accreditation will become effective in the 2018-2019 school year. |