

Farash Foundation City-Wide Teacher Pipeline Analysis

Presentation to Stakeholders
December 2018



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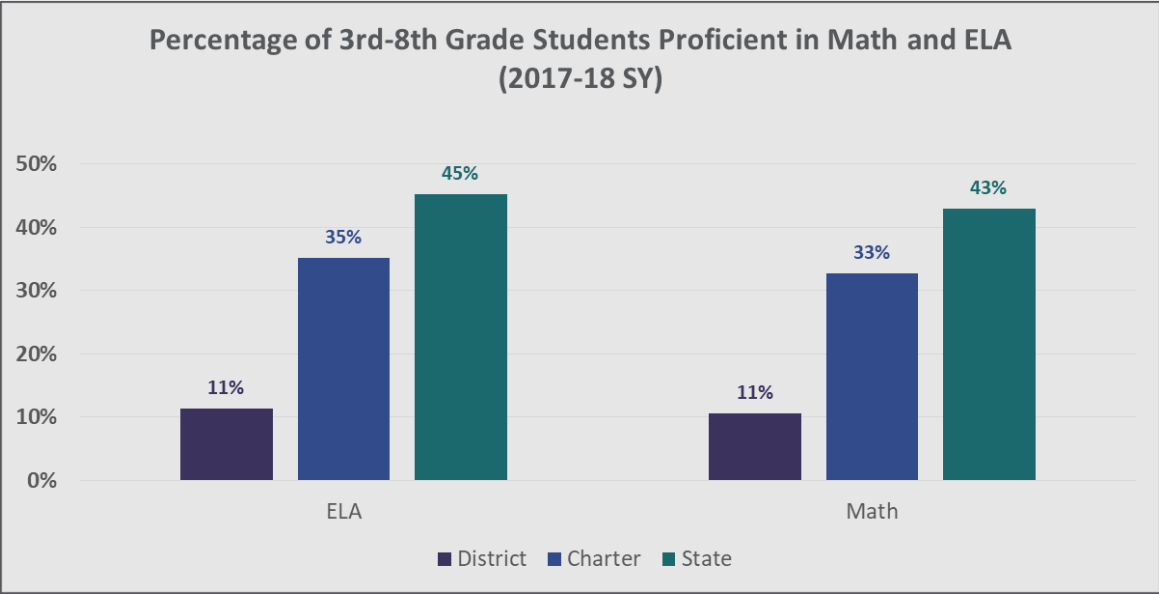


Project Context

The challenge

Rochester's education system is among the most challenged in the country

Less than 50% of Rochester's 3rd-8th grade students are proficient in Math or ELA



9%

Drop Out of High School
All students (2016-17)

10%

Suspension Rate
All students (2016-17)

20%

Attend a Four Year College
All graduates (2016-17)

54%

Four Year Graduation Rate
All students (2016-17)

Farash partnered with Education First to conduct a citywide teacher pipeline analysis



*Qualitative
Research*



*Quantitative
Research*



*Exemplars &
Best Practices*

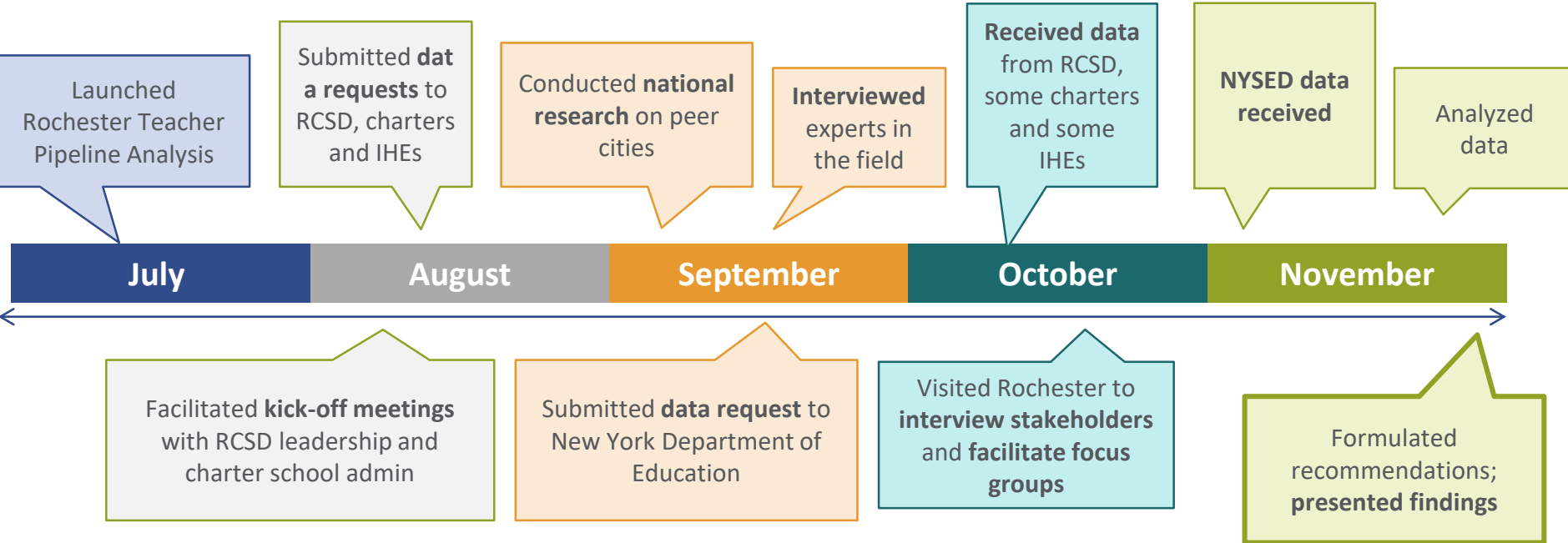
Citywide Teacher Pipeline Analysis: Project Goals

Farash Foundation engaged Education First to...

- Gather detailed **qualitative and quantitative information** about Rochester's teacher talent ecosystem.
- Identify **areas of strength** that can be built upon and **gaps and challenges** that need to be addressed.
- Provide an understanding of **the national landscape** related to effective pipeline strategies.
- Develop **strategic recommendations**—that account for Rochester's unique context—for stakeholders to consider as they work to build a more robust teacher pipeline.

Education First used various research methods to conduct a detailed analysis of the teacher talent ecosystem in Rochester

Education First's teacher pipeline analysis timeline:



Project Team: Education First brings extensive knowledge and on-the-ground expertise with building robust teacher pipelines



Kate Sullivan Frades
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Rochester's Teacher Pipeline

The teacher workforce, current and projected


We were able to collect and analyze the following data for the teacher pipeline analysis

| |  Data Received |  Unavailable Data |
|---|--|--|
| New York State Department of Education | <ul style="list-style-type: none"> Aggregate data on RCSD teachers and Rochester charter school teachers (2017-2018) Student enrollment for RCSD and Rochester charter schools (2014-18) <i>Proxy</i> for teacher shortage areas in RCSD (number of uncertified teachers by subject area) | <ul style="list-style-type: none"> Disaggregated teacher-level data Quantitative teacher shortage areas for RCSD and charter schools (e.g., number of total vacancies on day 1 of school overall, by subject, grade level, and school level). <i>Proxy</i> for teacher shorter areas (number of uncertified teachers by subject area) for charters. |
| Rochester City School District | <ul style="list-style-type: none"> Disaggregated data (of varying completeness) on RCSD teachers (2014-2018), including demographics, preparation (program, degree), years of experience in RCSD, placement and effectiveness | <ul style="list-style-type: none"> Teacher shortage areas (e.g., number of total vacancies on day 1 of school overall, by subject, grade level, and school level). School building-level data |
| Rochester charter schools | <ul style="list-style-type: none"> Data from 4 out of 12 charters, including (to varying degrees) demographics, preparation (program, degree), placement, years of experience, effectiveness, reason for leaving | <ul style="list-style-type: none"> Teacher shortage areas (e.g., number of total vacancies on day 1 of school overall, by subject, grade level, and school level). Teacher undergraduate preparation Effectiveness data from all but 2 charters |
| Teacher Preparation Programs | <ul style="list-style-type: none"> Data received from 5 out of 9 TPPSs; disaggregated for 3 TPPs, aggregate for 2 TPPs Candidate demographic data, program and degree completed | <ul style="list-style-type: none"> No data from 4 of 9 TPPs Candidate placement data Disaggregated candidate-level data for 2 out of 5 TPPs who submitted data |

With the help of RCSD and some charters and IHEs, we were able to answer many of our research questions...

| Sector |  Research Questions |
|----------|--|
| RCSD | <ul style="list-style-type: none"> • Where do Rochester’s teachers receive their teacher training (undergraduate, graduate)? What are they certified to teach? • How many new teachers does Rochester hire each year? • How many years of experience do current teachers in the city of Rochester have? • What percentage of teachers are male vs. female in the city of Rochester? • What is the race/ethnicity of current teachers in the city of Rochester? • How does teacher race/ethnicity compare to student race/ethnicity? • How effective are the graduates of each TPP (as measured by student outcomes)? Are there EPPs in the region that produce higher quality teachers? • What are the overall teacher retention rates in Rochester? What are the retention rates for demographic subgroups (age, race, gender)? When are they leaving? (years of experience) |
| Charters | <p>[some]</p> <ul style="list-style-type: none"> • How many years of experience do current teachers in the city of Rochester have? • What percentage of teachers are male vs. female in the city of Rochester? • What is the race/ethnicity of current teachers in the city of Rochester? |
| IHEs | <p>[some]</p> <ul style="list-style-type: none"> • What is the historical breakdown of graduates by institution, demographics and licensure type? • What is the current breakdown of graduates by institution, demographics and licensure type? |

...but we also were unable to answer many given the constraints around and unavailability of some data

| Sector |  Outstanding Research Questions |
|--------------------------|---|
| RCSD and Charters | <ul style="list-style-type: none"> • How many unfilled teaching positions were there in the last 5 years by grade level and subject area? • How many unfilled teaching positions will there be by grade level and subject area across the district in the next 10-12 years? <i>We provided aggregate estimations based on K-8 and 9-12</i> • Which grade levels and subject areas will face the greatest teacher shortages over the next 10 years? • Which grade levels and subject areas (if any) will have a surplus of teachers over the next 10 years? • Which schools have the most unfilled teaching positions? Why these schools? |
| Charters | <ul style="list-style-type: none"> • What is the education background of charter teachers? <i>NYSED provides degree type, not specific institutions</i> • How many new teachers do charter teachers hire each year? • What are the trends in teacher demographics over the years? <i>We could do this to some extent, but not enough to show trends across sector</i> • On average, how effective are charter school teachers? <i>We have limited data for 2 schools, but not enough to make claims/show trends</i> • What are trends in teacher retention rates overall and by subgroup? • Why have teachers left charter schools in the City of Rochester? <i>We have limited data for 2 schools, but not enough to make claims/show trends</i> |
| IHEs | <ul style="list-style-type: none"> • What proportion of local teacher preparation graduates go on to work in the city of Rochester? <i>We have data for 1 TPP</i> • What subject areas and grade levels are graduates licensed in? <i>We have limited data; sometimes we know a program (Spanish), but not the licensure (whether K-6 or secondary)</i> • How do programs track graduate performance and what has performance looked like over time? |

For example, while we were able to collect anecdotal evidence regarding shortage areas for the district, neither RCSD nor NYSED were able to provide specifics

- NYSED reports teacher shortage data based on the percentage of teachers in a school district **uncertified for the subject area** in which they are providing instruction.
- However, district representatives shared that for many of these teachers, certification approval is pending; therefore, the district **would not classify these as vacancies**.
- The district uses a manual process for identifying its vacancies. We were not able to obtain those data.
- We were not able to obtain data on numbers or percentages of unfilled teaching positions in the district.



Teacher Demographics

Though students of color represent 90% of RCSD's student population, just 19% of its teachers are teachers of color



90%

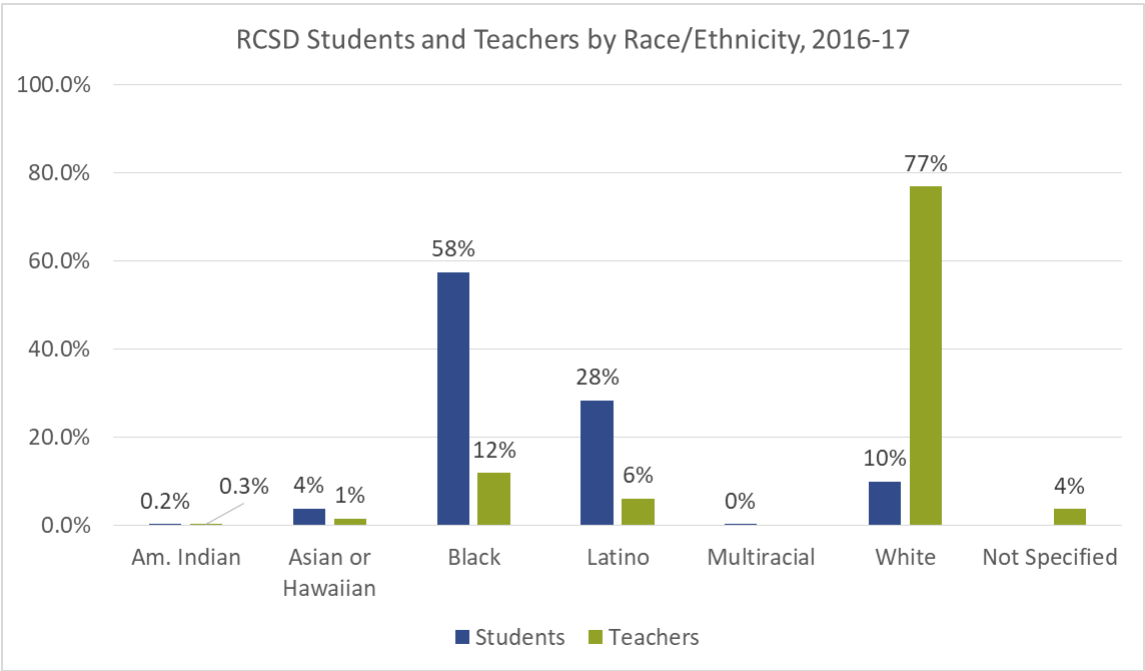
Students of color
N=26,687

VS

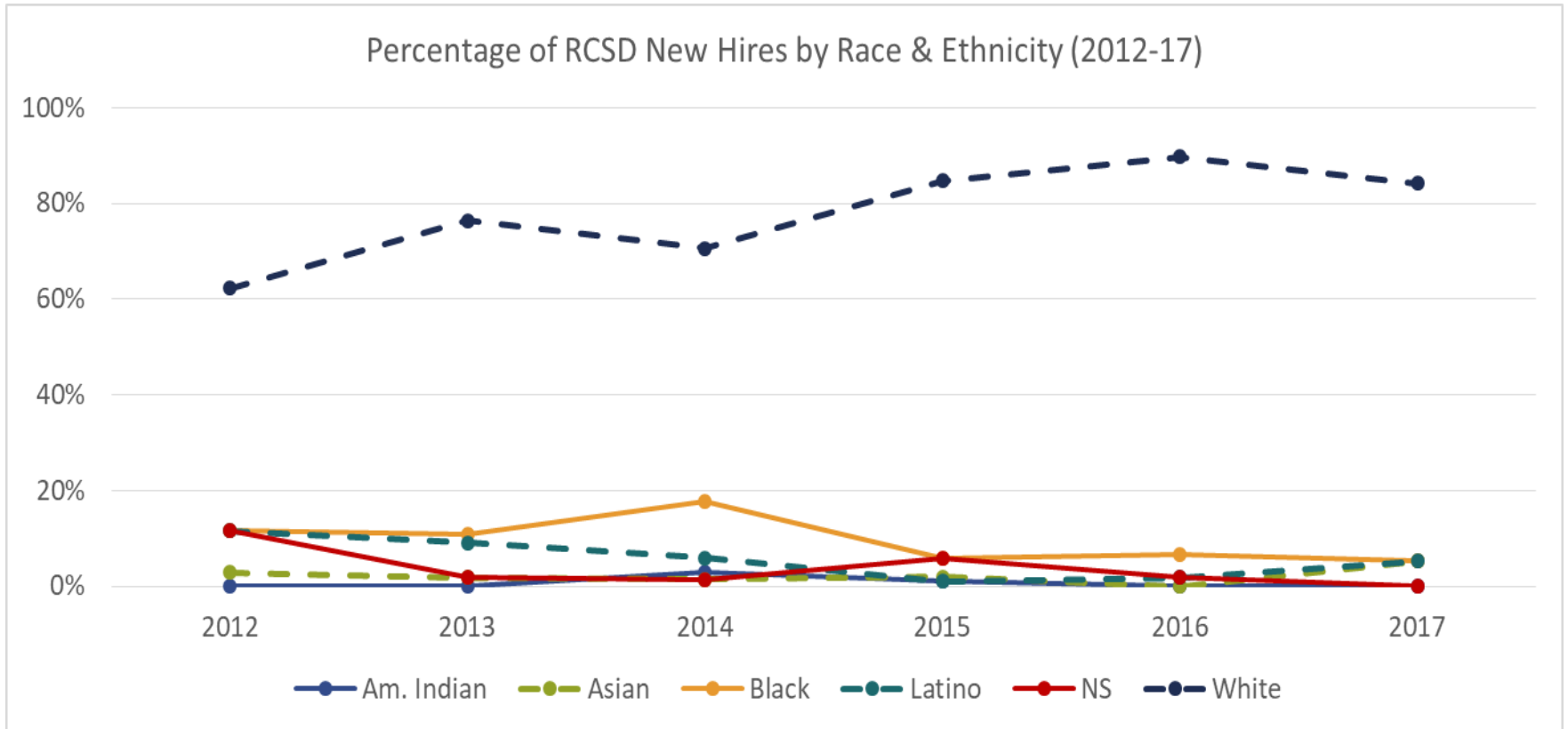


22%

Teachers of color
n=2421



A vast (and increasing) majority of new teachers in RCSD are White, despite a declining White student population





Teacher Preparation

Teacher preparation programs in the area are abundant, but RCSD is leaning on a small few for most of its teachers, diverse candidates, and teachers for shortage areas

Just five programs are producing a majority of the district's teachers

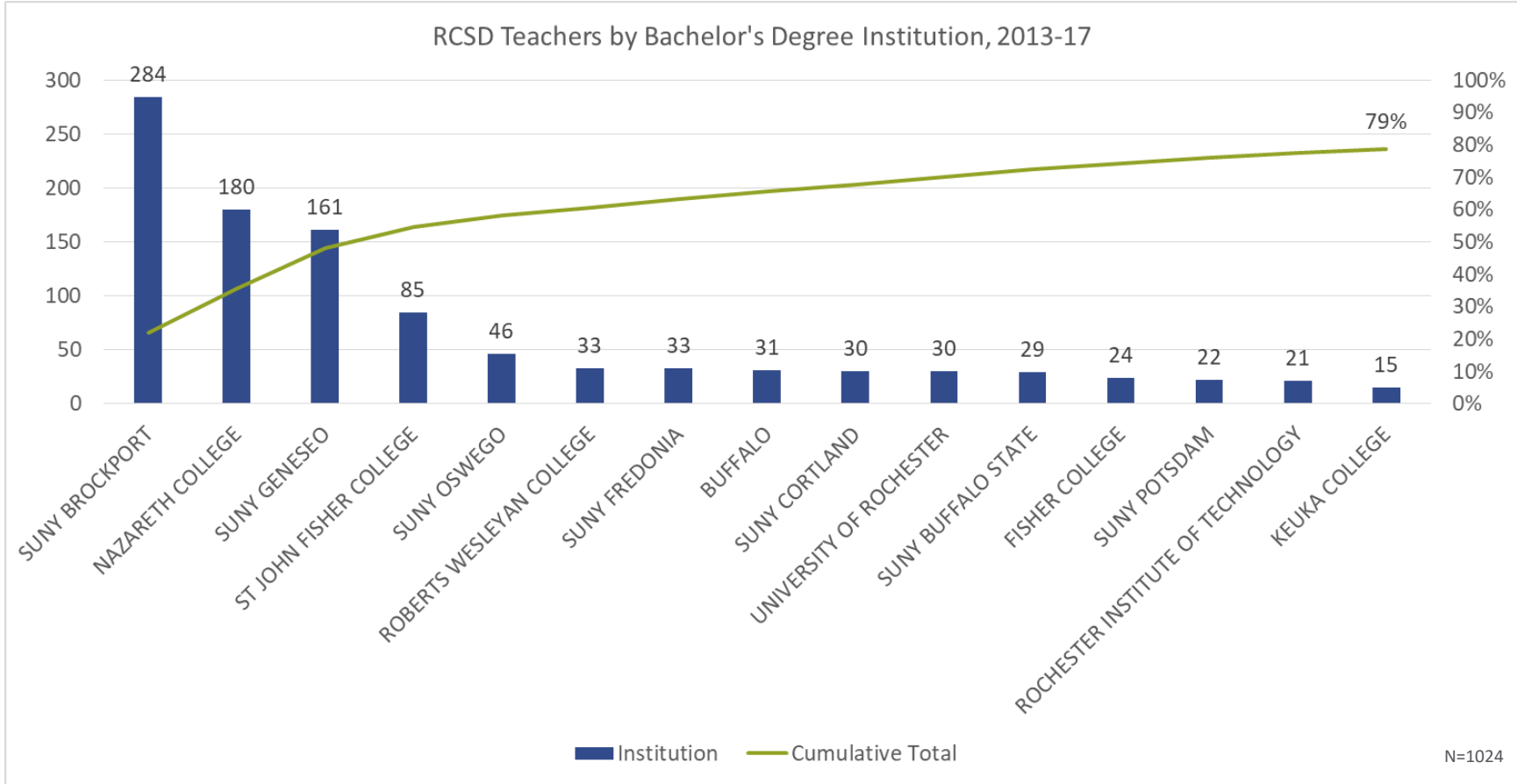
Some programs are producing more teachers for **shortage areas** than others

Some programs are producing many more **teachers of color** and **male teachers** for the district than others

65% of all teachers in RCSD received their bachelor's or master's degree from 5 schools

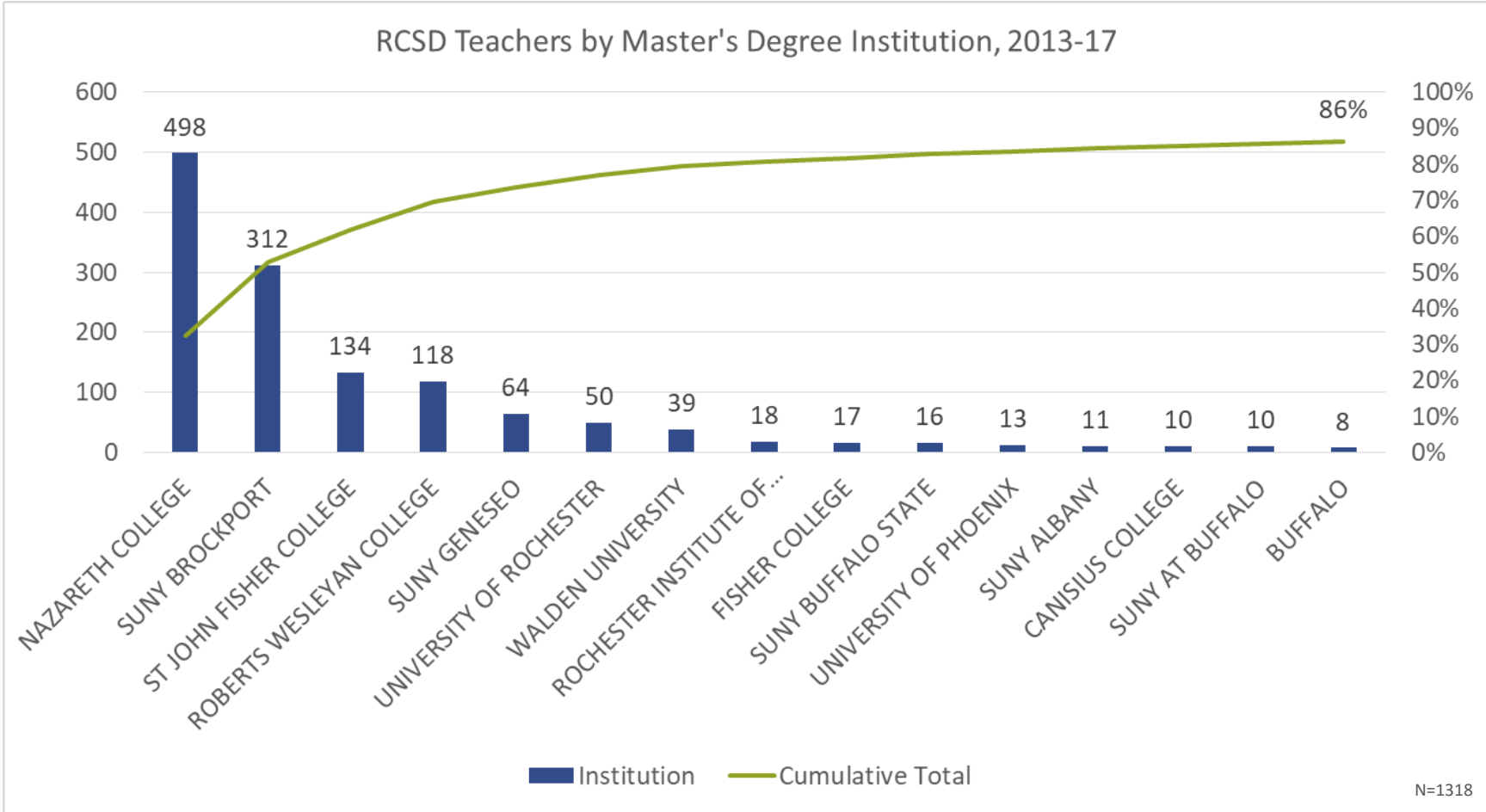
| Institution (Bachelor's and Master's) | Percent of All Degrees | Cumulative Total |
|---------------------------------------|------------------------|------------------|
| NAZARETH COLLEGE | 24% | 24% |
| SUNY BROCKPORT | 21% | 44% |
| SUNY GENESEO | 8% | 52% |
| ST JOHN FISHER COLLEGE | 8% | 60% |
| ROBERTS WESLEYAN COLLEGE | 5% | 65% |

Nearly half of RCSD teachers received their bachelor's degree from SUNY Brockport, Nazareth College, or SUNY Geneseo; 15 schools account for 80% of degrees earned by RCSD teachers



Note: Percentages are out of total reported. Bachelor's degree institution was not reported or missing for 981 teachers.

Half of RCSD teachers receive their master's degree from Nazareth College or SUNY Brockport

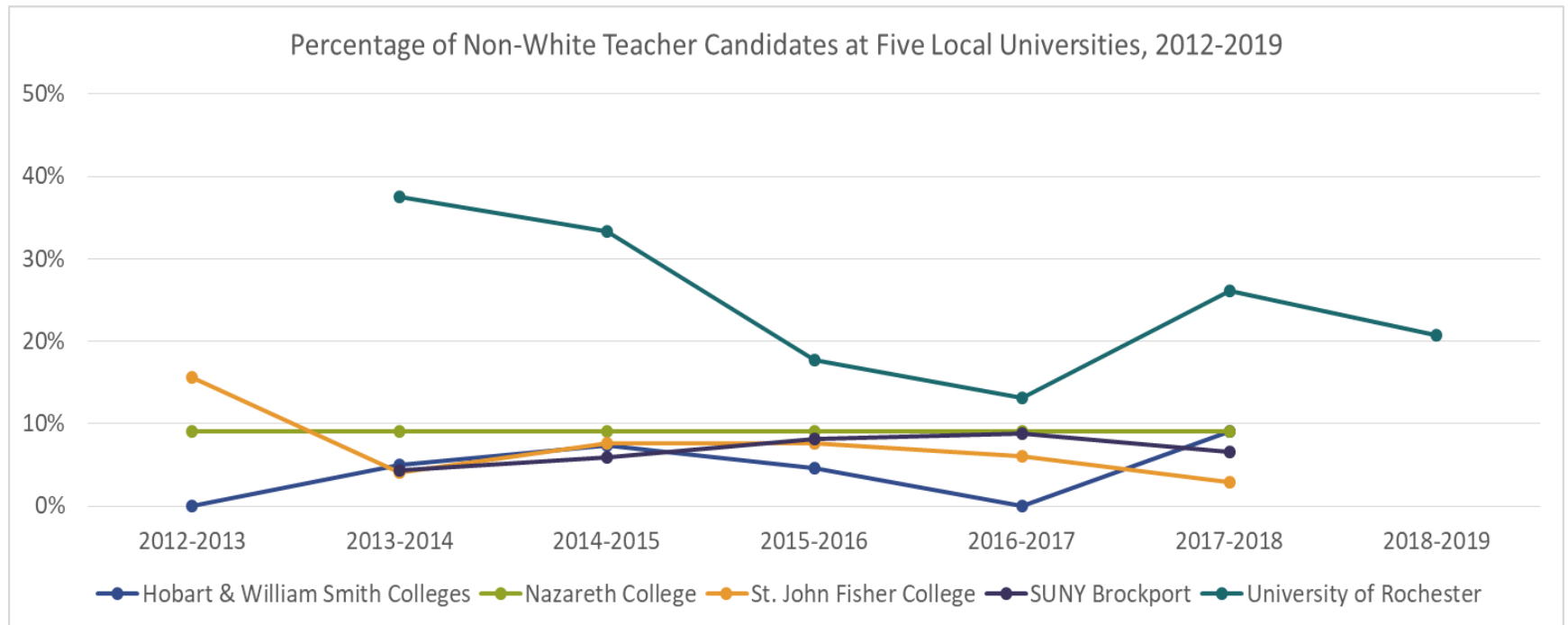


Note: Percentages are out of total reported. Master's degree institution was not reported or missing for 753 teachers.

Some programs are producing relatively more teachers of color and male teachers for the district than others

| INSTITUTION (BACHELOR'S AND MASTER'S) | AM. INDIAN | ASIAN | BLACK | LATINO | NOT SPECIFIED | WHITE | FEMALE | MALE |
|--|---------------|-------------|------------|-----------|------------------|------------|------------|------------|
| UNIVERSITY OF ROCHESTER (n=80) | 2.5% | 3.8% | 29% | 9% | 8% | 49% | 61% | 39% |
| ROBERTS WESLEYAN COLLEGE (n=151) | 0.0% | 0.0% | 26% | 7% | 0% | 68% | 66% | 34% |
| ROCHESTER INSTITUTE OF TECHNOLOGY (n=39) | 0.0% | 0.0% | 21% | 8% | 3% | 69% | 62% | 38% |
| SUNY BROCKPORT (n=596) | 0.2% | 0.7% | 16% | 9% | 2% | 72% | 73% | 27% |
| ST JOHN FISHER COLLEGE (n=219) | 0.9% | 2.3% | 14% | 4% | 5% | 74% | 73% | 27% |
| DISTRICT | 0.4% | 1.3% | 14% | 7% | 4% | 74% | 76% | 24% |
| NAZARETH COLLEGE (n=678) | 0.1% | 1.2% | 12% | 4% | 3% | 79% | 86% | 14% |
| SUNY GENESEO (n=225) | 0.9% | 3.1% | 4% | 7% | 1% | 84% | 84% | 16% |
| WALDEN UNIVERSITY (n=39) | 0.0% | 2.6% | 5% | 8% | 0% | 85% | 72% | 28% |
| SUNY OSWEGO (n=52) | 0.0% | 0.0% | 6% | 2% | 6% | 87% | 69% | 31% |

Teacher candidates of color make up less than 10% of graduates at four local IHEs, and schools that have historically produced more teachers of color are now producing fewer



RCSD struggles most to find teachers certified in Secondary Special Education, Bilingual, Sciences and CTE

| TEACHER SHORTAGE AREA | All FTES | UNCERTIFIED FTES | % NO CERTIFICATION FOR AREA |
|-----------------------------------|----------|------------------|-----------------------------|
| Sp.Ed. Mid/Sec (Not Bilingual) | 2412 | 13 | 5.43% |
| Sciences | 133 | 9 | 7.02% |
| Career & Technical Educ. | 51 | 5 | 9.70% |
| Elem. & Early Childhood | 695 | 4 | 0.61% |
| Bilingual All Grades (Not Sp.Ed.) | 44 | 4 | 9.57% |
| English | 133 | 3 | 2.46% |
| Art, Music, Theatre, Dance | 173 | 3 | 1.81% |
| Reading & Literacy | 29 | 2 | 7.46% |
| Library, Sch.Media Spec. | 37 | 2 | 5.36% |
| Sp.Ed. NoGrade (Not Bilingual) | 21 | 2 | 9.52% |
| Mathematics | 134 | 1 | 1.06% |
| Social Studies | 101 | 1 | 1.16% |
| Health Education | 21 | 1 | 4.32% |
| Languages OTE | 53 | 1 | 1.66% |
| Sp.Ed. All Grades (Bilingual) | 1.4 | 0.6 | 41.81% |

Most teachers certified in Bilingual trained at SUNY Brockport, but better data would provide a more complete picture

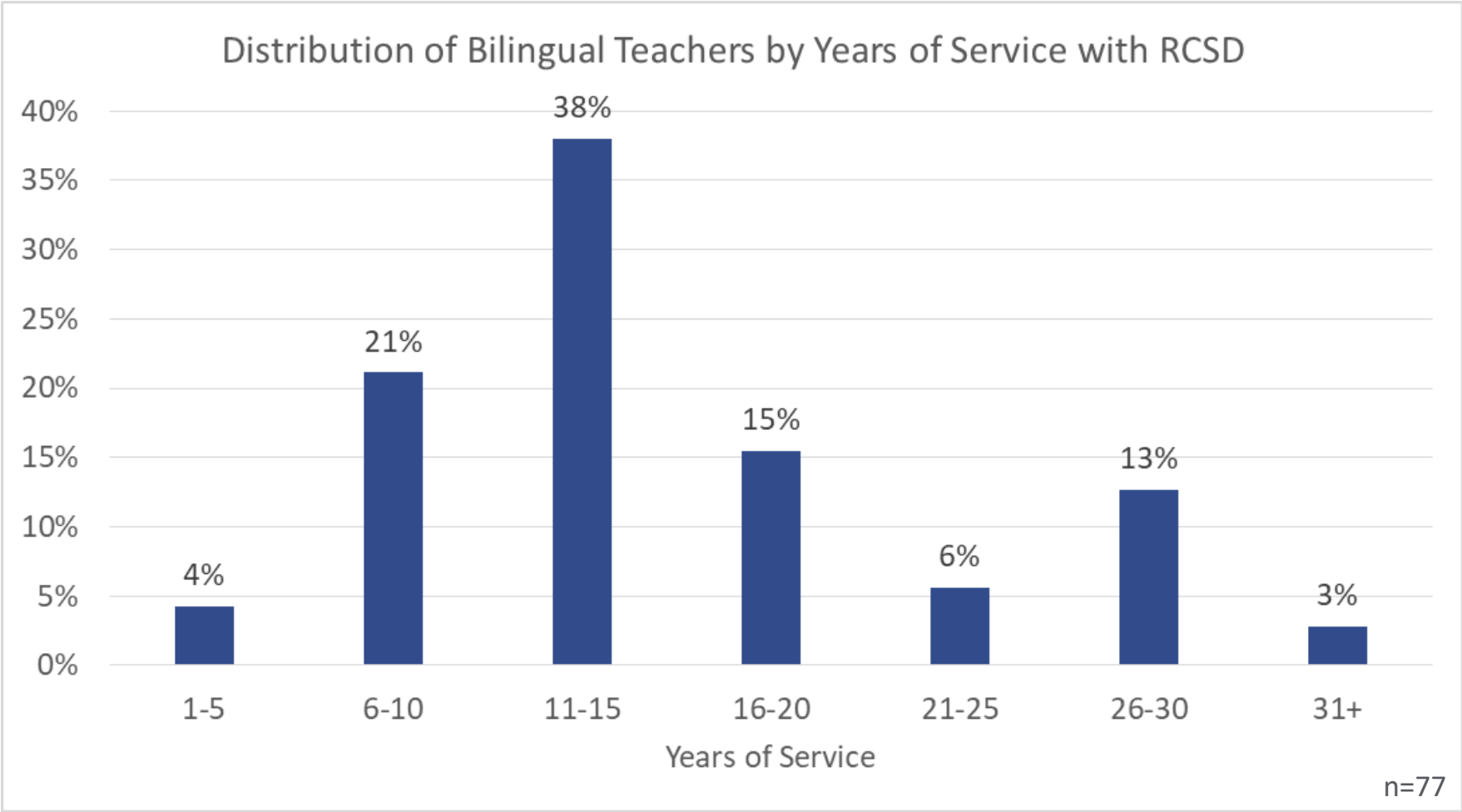
Bachelor's Degree

| | |
|------------|-----------------------|
| 39% | Unreported |
| 28% | SUNY Brockport |
| 8% | SUNY Geneseo |
| 3% | Fisher College* |
| 3% | SUNY Cortland n=71 |

Master's Degree

| | |
|------------|----------------------------------|
| 28% | SUNY Brockport |
| 23% | Unreported |
| 15% | Nazareth College |
| 7% | St. John Fisher College |
| 3% | Roberts Wesleyan College n=71 |

Bilingual teachers in RCSD are very experienced as a group



Most teachers certified in Special Education receive their training at Nazareth, SUNY Brockport, and SJF

Bachelor's Degree

- 39%** Unreported
- 13%** SUNY Brockport
- 11%** Nazareth College
- 7%** St. John Fisher College
- 7%** SUNY Geneseo

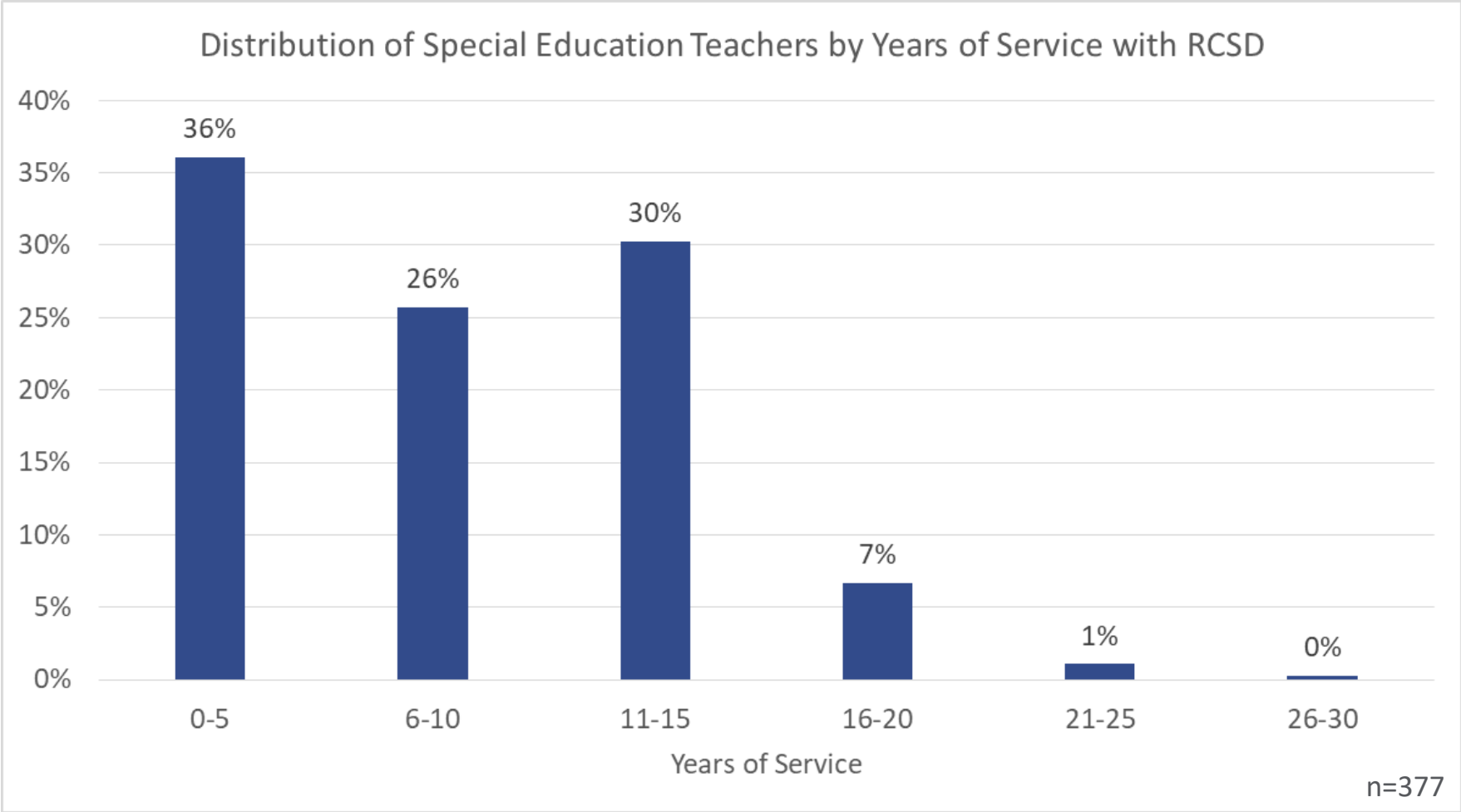
n=377

Master's Degree

- 26%** Nazareth College
- 22%** Unreported
- 13%** Roberts Wesleyan College
- 13%** St. John Fisher College
- 8%** SUNY Brockport

n=377

Most teachers certified in Special Education are relatively new to the district



Most teachers certified in the Sciences receive their training at SUNY Brockport, U of R, and Roberts Wesleyan

Bachelor's Degree

| | |
|------------|--------------------------|
| 35% | Unreported |
| 14% | SUNY Brockport |
| 4% | SUNY Geneseo |
| 4% | University of Rochester |
| 3% | Roberts Wesleyan College |

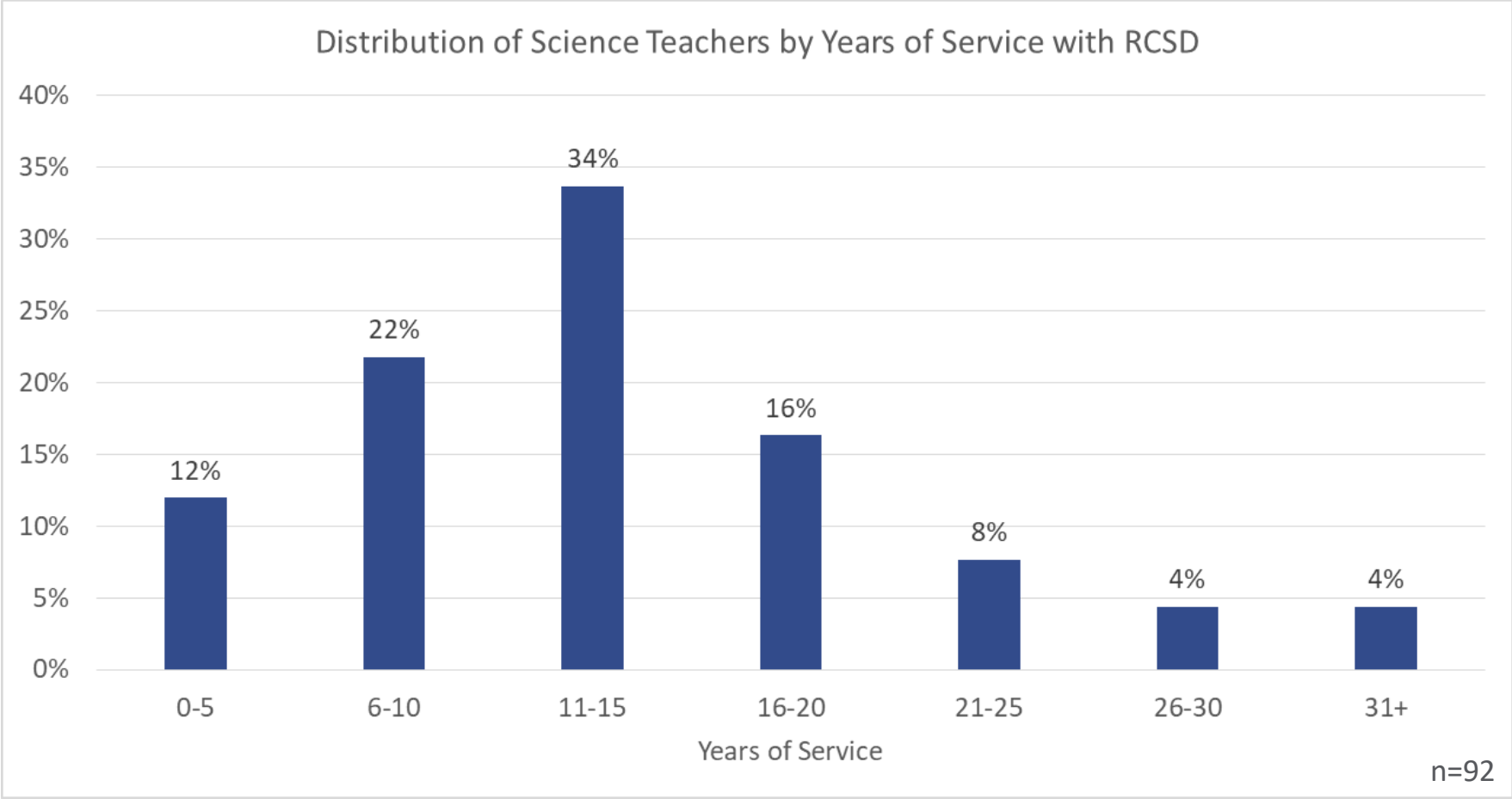
n=92

Master's Degree

| | |
|------------|--------------------------|
| 22% | Unreported |
| 20% | SUNY Brockport |
| 14% | Roberts Wesleyan College |
| 13% | St. John Fisher College |
| 12% | University of Rochester |

n=92

More than 50% of all Science teachers have between 6 and 15 years of experience with the district; 12% are new





Teacher Effectiveness

The teacher evaluation system is not providing useful information on how teacher performance differs

Of RCSD teachers that received ratings
between 2013 and 2017...

91%

were rated **Effective** or **Highly Effective**

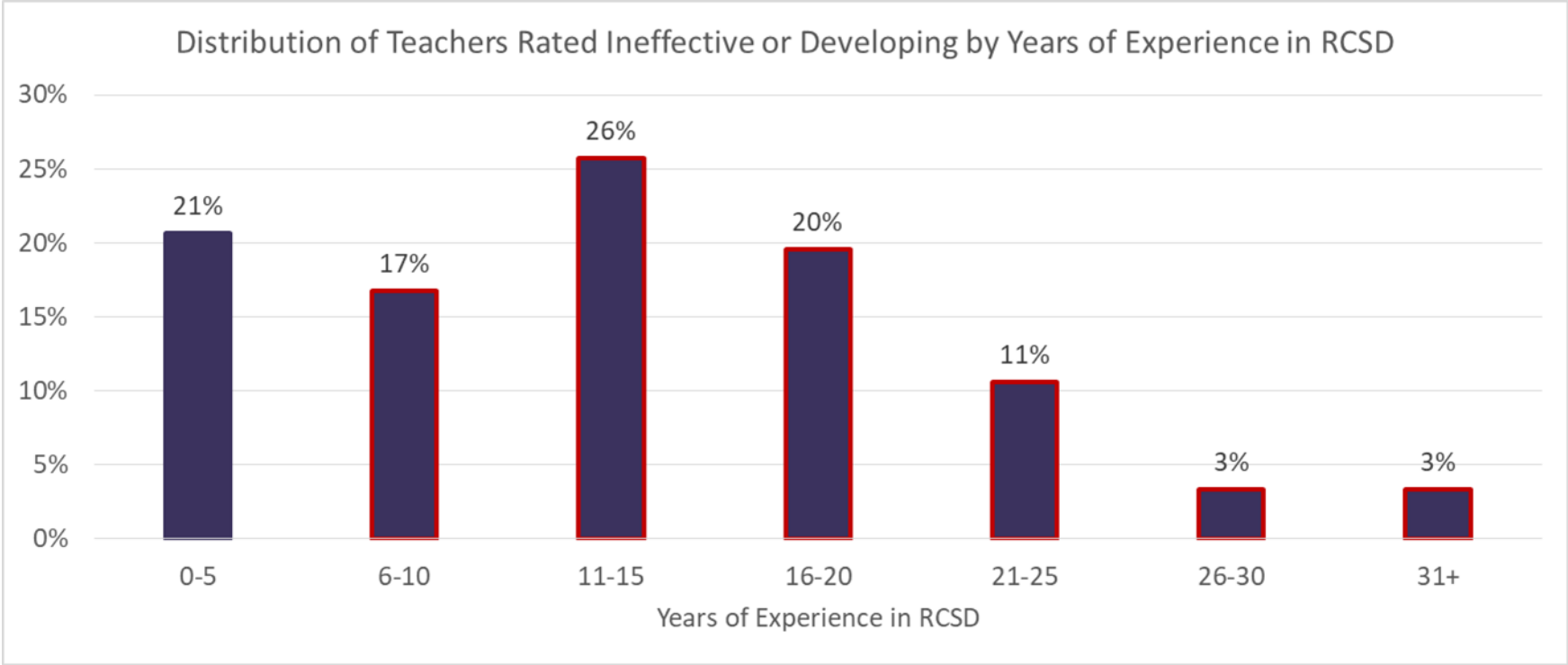
In SY 2016-17, 97% of NYS teachers received an Effective or Highly Effective rating

There are not meaningful differences between teacher preparation programs in terms of teacher effectiveness, as measured by APPR

| Institution (Bachelor's and Masters) | Ineffective | Developing | Effective | Highly Effective | Effective or Highly Effective |
|--|-------------|------------|-----------|------------------|-------------------------------|
| DISTRICT (n=2103) | 0% | 8% | 44% | 48% | 91% |
| WALDEN UNIVERSITY (n=37) | 0% | 3% | 46% | 51% | 97% |
| SUNY GENESEO (n=210) | 0% | 4% | 34% | 61% | 96% |
| SUNY BROCKPORT (n=574) | 0% | 6% | 44% | 50% | 94% |
| NAZARETH COLLEGE (n=643) | 0% | 6% | 40% | 54% | 94% |
| ROBERTS WESLEYAN COLLEGE (n=135) | 1% | 8% | 42% | 49% | 91% |
| ST JOHN FISHER COLLEGE (n=203) | 0% | 9% | 41% | 49% | 91% |
| SUNY OSWEGO (n=45) | 0% | 13% | 31% | 56% | 87% |
| ROCHESTER INSTITUTE OF TECHNOLOGY (n=34) | 0% | 18% | 56% | 26% | 82% |
| UNIVERSITY OF ROCHESTER (n=79) | 0% | 18% | 57% | 25% | 82% |

Note: Hobart & William Smith Colleges, Margaret Warner Graduate School of Education, and SUNY Empire State College were removed due to a small n-size.

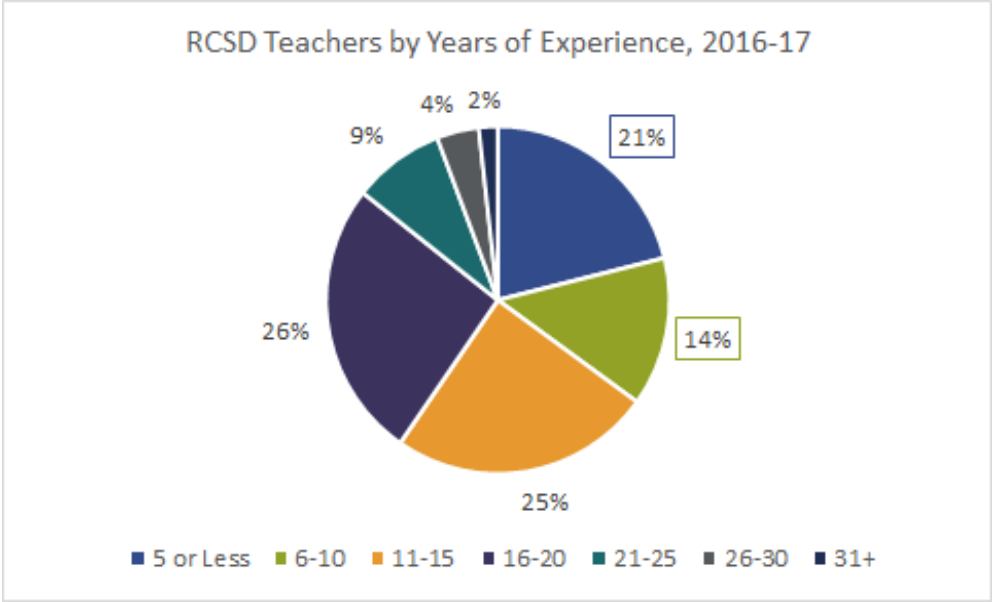
Nearly 80 percent of teachers rated Ineffective or Developing have been with the district more than five years





Teacher Retention

Nearly two-thirds of teachers in RCSD have 11 or more years of experience with the district

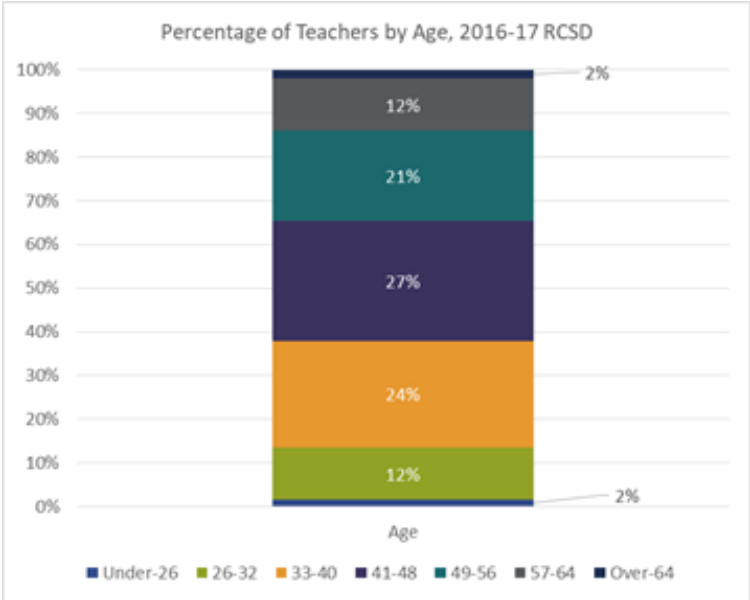


Teachers in RCSD have on average 15 years of experience

National average is 13.7 years

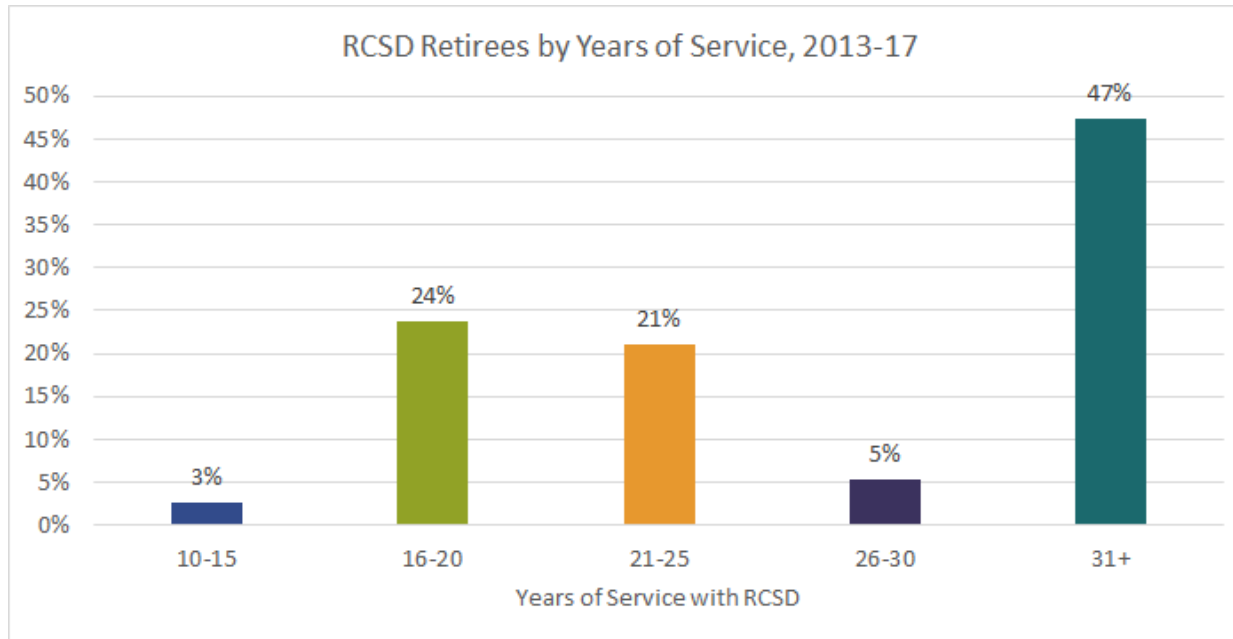
The average age of district teachers is 44

National average is 42.4



Source: Self-reported data from RCSD; NYSED Personnel Master File; NCES Teacher and Principal Survey (SY 2015-16)
https://nces.ed.gov/surveys/ntps/tables/ntps_3t_051617.asp
https://nces.ed.gov/surveys/ntps/tables/ntps_2t_051617.asp

The average teacher retires from RCSD after 27 years of service; nearly half retire after 30 years of service



Retirement between 2013 and 2017 at a glance:

- Minimum years at RCSD before retirement: 13
- Maximum years at RCSD before retirement: 36
- Average years at RCSD before retirement: 27
- Current teachers with 26 or more years at RCSD: 147
- Percent of teachers with 26 or more years at RCSD: 7%

In general, charter teachers are much less experienced than RCSD teachers; many schools average <2 years of experience

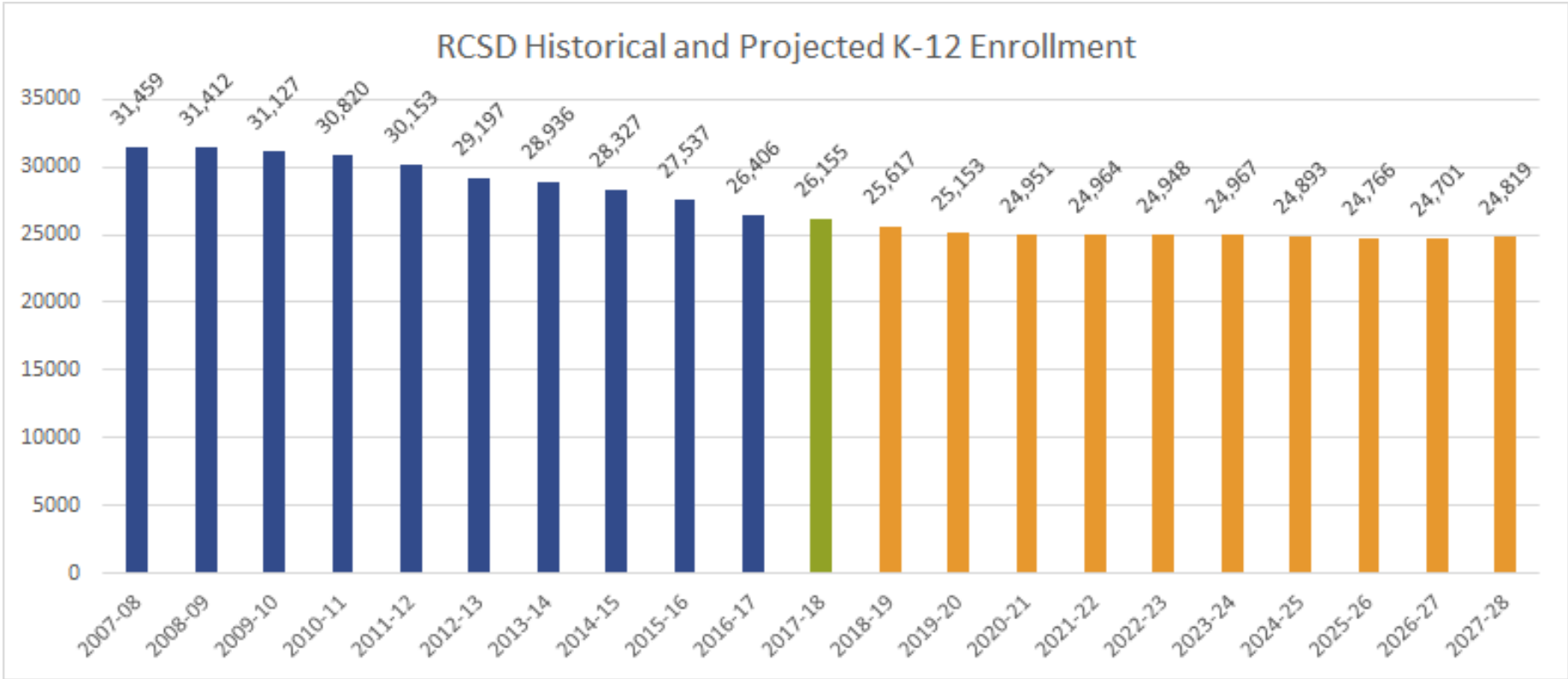
| Charter School | Number of Teachers | Average Years of Experience | Minimum Years of Experience | Maximum Years of Experience |
|---------------------------------------|--------------------|-----------------------------|-----------------------------|-----------------------------|
| Eugenio Maria De Hostos | 129 | 4.9 | 1 | 15 |
| Exploration | 27 | 1.0 | 1 | 1 |
| Genesee Community | 83 | 9.8 | 1 | 17 |
| PUC Achieve | 68 | 1.8 | 1 | 9 |
| Rochester Academy | 153 | 1.9 | 1 | 7 |
| Rochester Career Mentoring | 108 | 1.5 | 1 | 5 |
| Rochester Prep | 19 | 1.1 | 1 | 2 |
| True North Rochester Prep | 411 | 1.9 | 1 | 10 |
| True North Rochester Prep-West Campus | 251 | 1.8 | 1 | 10 |
| University Preparatory for Young Men | 206 | 2.4 | 1 | 8 |
| Urban Choice | 179 | 3.2 | 1 | 13 |
| Vertus | 54 | 1.6 | 1 | 3 |
| Young Women's College Prep | 50 | 1.9 | 1 | 4 |

Note: There are additional charter schools in Rochester. However, those data were unavailable via the NYSED FOIL request.

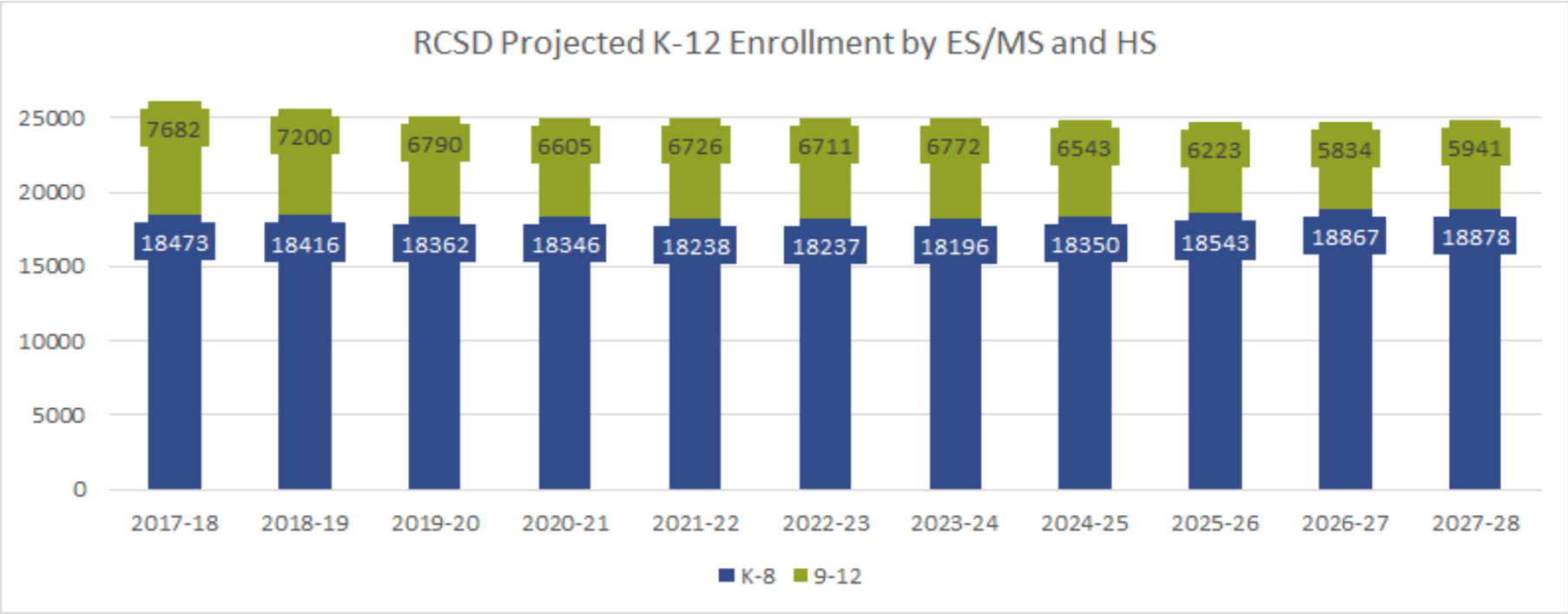


Teacher Projections

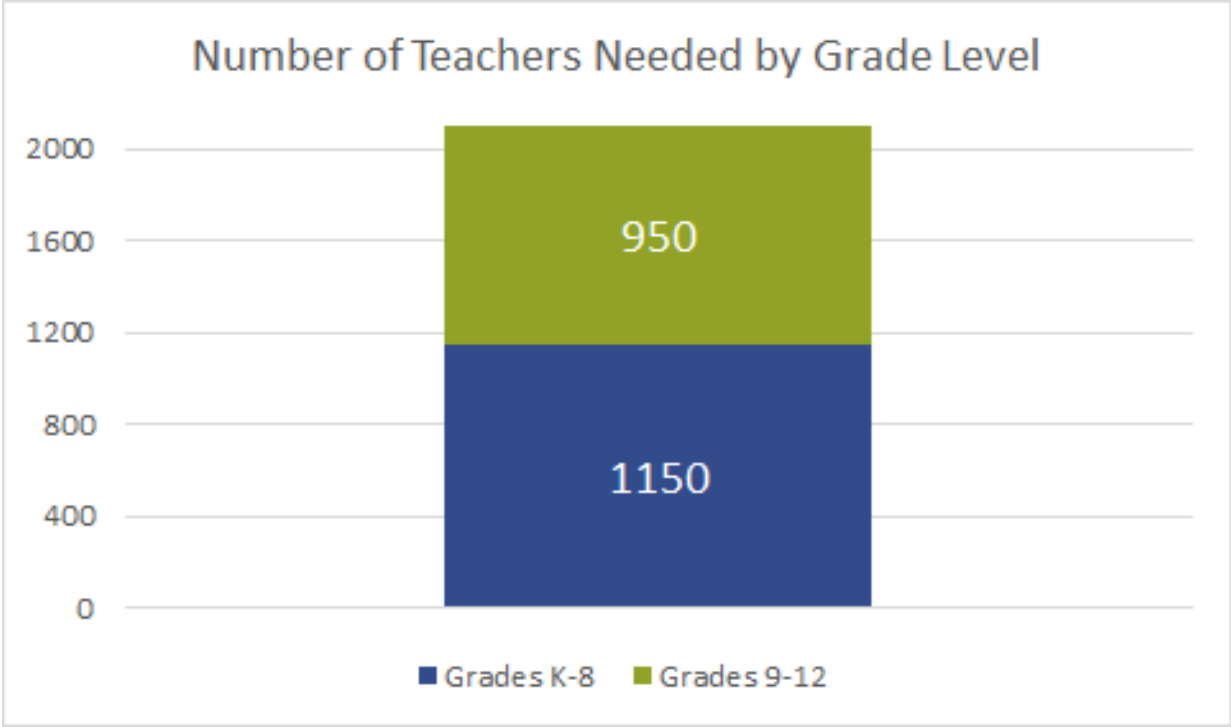
The District has experienced a decline in student enrollment over the last decade and should expect that decrease to begin tapering off over the next decade



Declining secondary school enrollment is projected to drive district declines over the next decade; K-8 enrollment, however, is projected to increase slightly



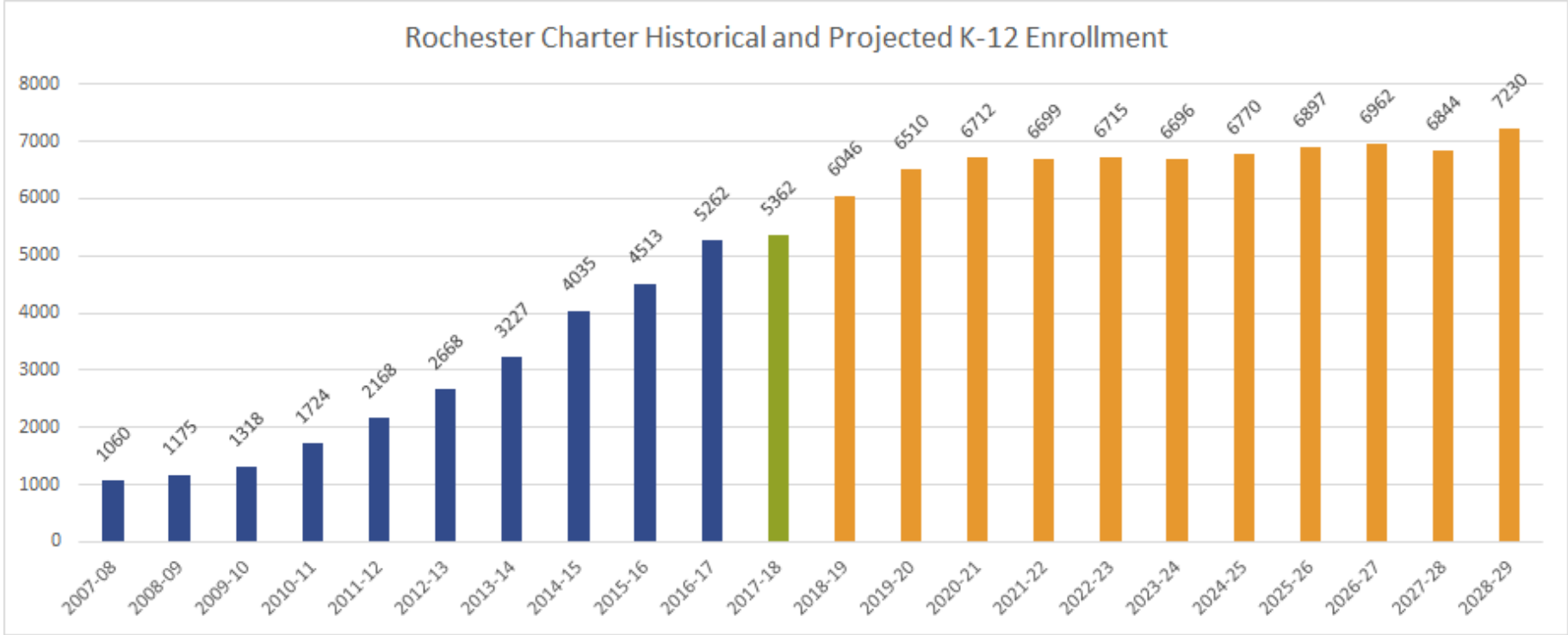
Accounting for enrollment decline and teacher attrition, we expect ~2100 teachers to be hired in RCSD over the next 10 years



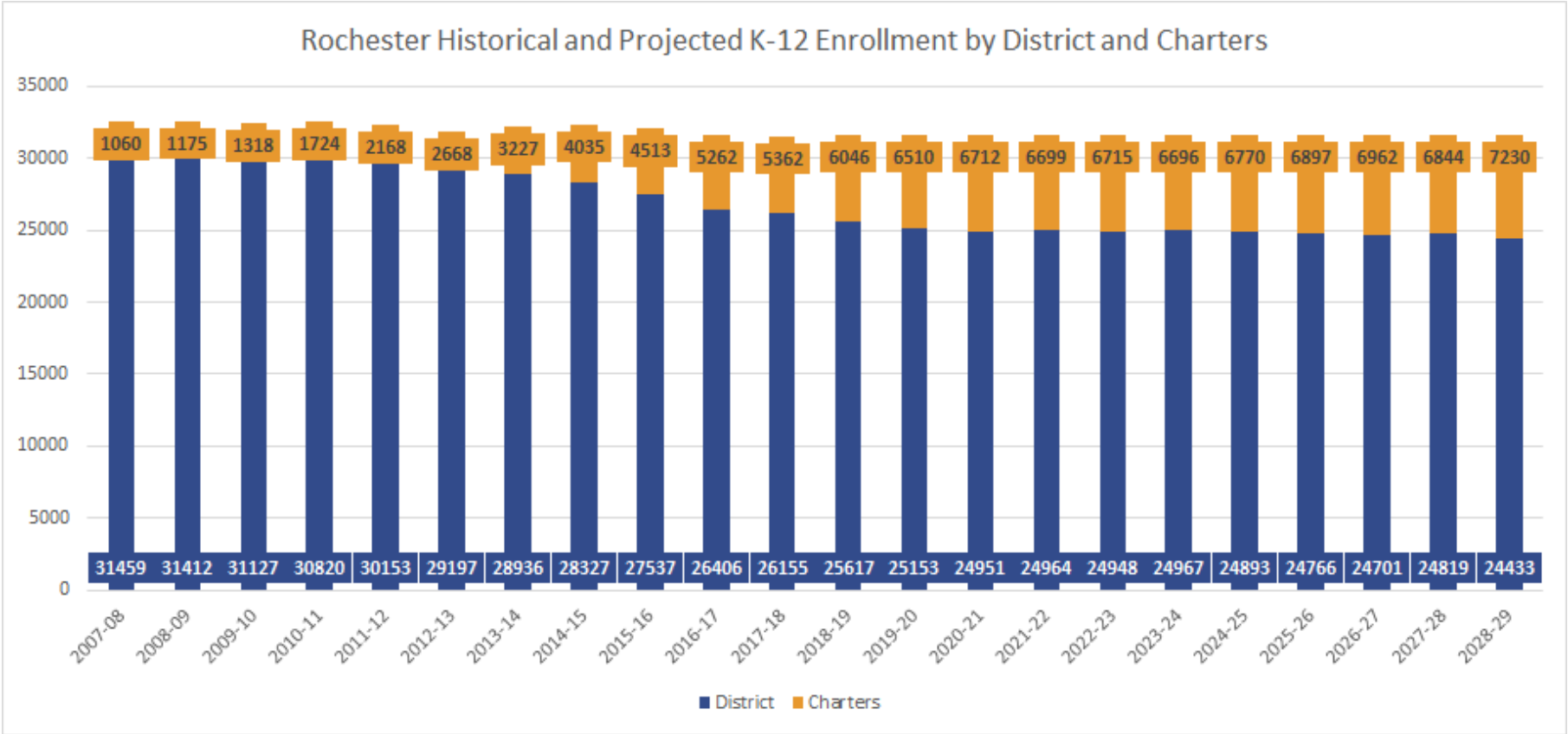
District elementary and middle schools will need slightly more teachers than high schools

- Attrition driven by new teacher turnover (low) and retirement (projected high) will drive hiring
- The model assumes the district will keep its pupil to teacher ratio between 11:1 and 12:1

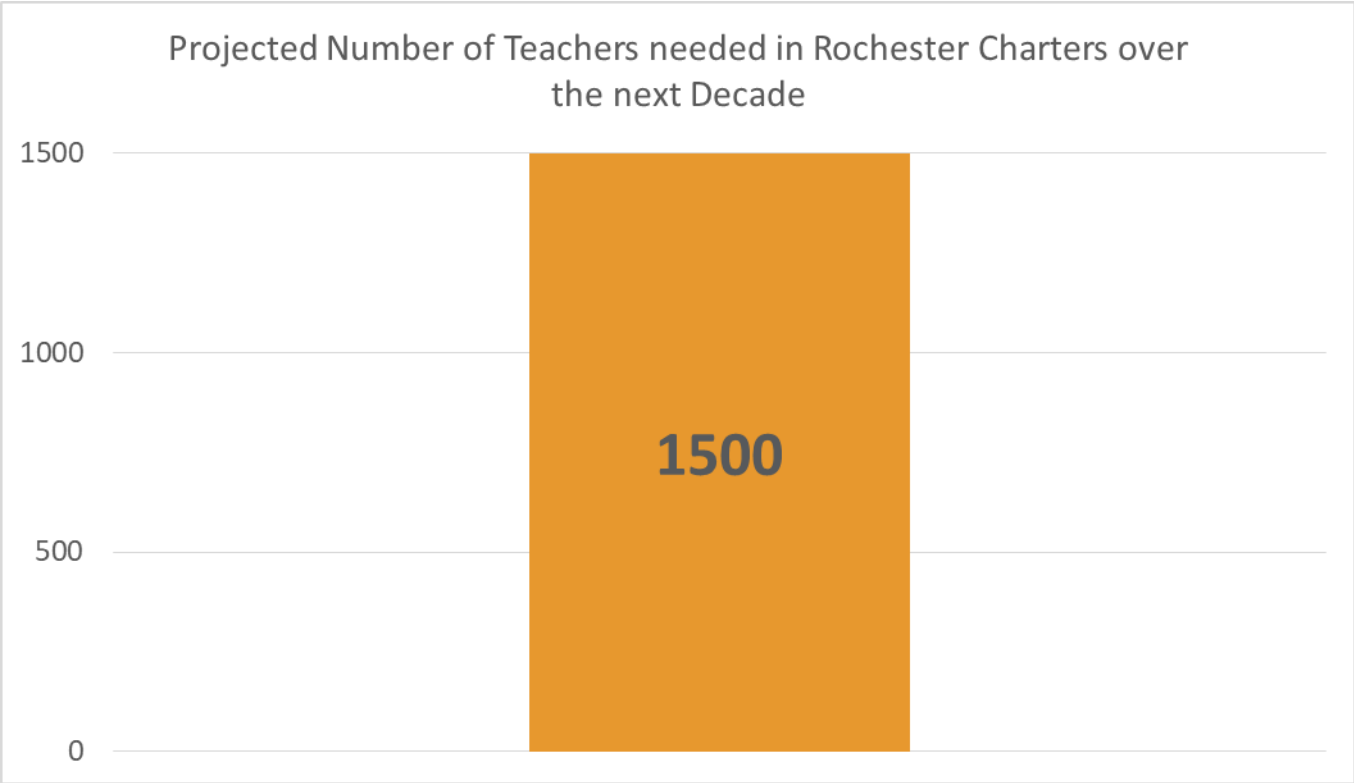
Rochester charters have experienced a 400% increase in student enrollment over the last decade and should expect more growth over the next decade, but at a slower rate



The projected increase in charter enrollment is correlated with the projected decrease in district enrollment

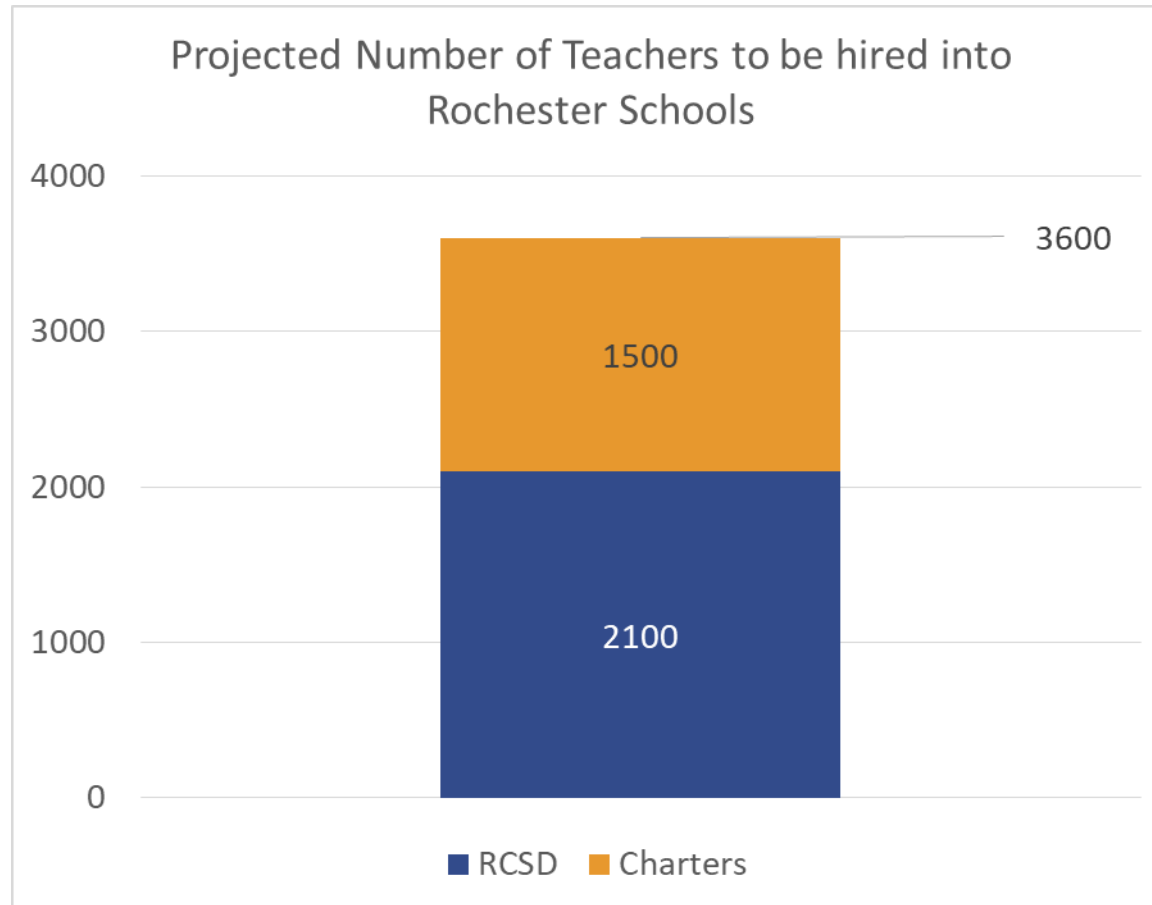


Accounting for an increase in enrollment and high teacher attrition, we expect ~1500 teachers to be hired in Rochester Charters over the next 10 years



- Attrition driven by new teacher turnover (very high) and increasing student enrollment will drive hiring
- The model assumes charters, on average, maintain a 12.5:1 pupil to teacher ratio
- Attrition is capped at 25% for all Charter projections, though some reported data indicated attrition as high as 50%

Accounting for slight enrollment decline and teacher attrition, we expect ~3600 teachers to be hired over the next 10 years for district and charter schools combined





Findings

Our analysis focuses on the beginning of the human capital continuum for teachers; while post-hire activities were not the focus, we touch on these to give a more holistic picture

Pre-Hire to Hire

Post-Hire



- Traditional routes
- Alternative routes
- Residencies
- Licensure
- Re-licensure
- Certification

- Marketing
- Recruitment
- Screening

- Selection
- Hiring
- Assignment
- Placement

- Onboarding
- Mentoring
- Induction

- Professional development (school-based, district-wide)
- Coaching
- Teacher evaluation
- Principal evaluation
- Performance management
- Dismissal

- Roles and career pathways
- Performance pay
- Working conditions
- Differential pay
- Non-monetary incentives
- Increased autonomy
- Collective bargaining
- Pensions

We have combined the post-hire components of the continuum for the purpose of this analysis



Preparation

- Traditional routes
- Alternative routes
- Residencies
- Licensure
- Re-licensure
- Certification

Recruitment

- Marketing
- Recruitment
- Screening

Hiring and Placement

- Selection
- Hiring
- Assignment
- Placement

Post-Hire

- Onboarding
- Mentoring
- Induction
- Professional development (school-based, district-wide)
- Coaching
- Teacher evaluation
- Principal evaluation
- Performance management
- Dismissal
- Roles and career pathways
- Performance pay
- Working conditions
- Differential pay
- Non-monetary incentives
- Increased autonomy
- Collective bargaining
- Pensions

Across these components, we identified the following headlines by sector



| | Preparation | Recruitment | Hiring and Placement | Post-Hire |
|-----------------|--|---|--|---|
| RCSD | As the main employer of teacher candidates in Rochester, RCSD is well-positioned to deepen formal partnerships with local prep programs to strengthen its pipeline | While RCSD overall has below-average turnover, the district struggles to recruit teachers of color and carries a negative stigma among recruits | The current teachers' contract and entrenched district practices keep principals from hiring the teachers they think are a good fit for their schools | New teacher supports in Rochester show promise, but sustainability depends on collecting, analyzing and responding to data on their effectiveness |
| Charters | As independent entities, Rochester's charters remain isolated, with no structure for collaboration and limited influence over teacher preparation | Recruitment is a perennial challenge for local charters, especially for those without strong connections to local teacher preparation programs | Charters enjoy more flexibility in hiring and school leaders are empowered to make hiring and placement decisions | Despite some strong supports for new teachers, turnover remains high as teachers leave to pursue opportunities closer to home or with higher pay and benefits |
| IHEs | Despite an abundance of preparation programs in the area, and some promising practices, IHEs are not fully meeting the talent needs of schools across Rochester | IHEs could provide more intentional and targeted opportunities for teacher candidates to work in and gain a better understanding of Rochester schools | IHEs could partner with Rochester schools to offer joint hiring events, further exposing candidates to the variety of teaching opportunities in the city | IHEs could offer supports to graduates teaching in Rochester schools, including mentoring from faculty and alumni and ongoing networking opportunities with peers |

Teacher Preparation: RCSD



As the main employer of teacher candidates in Rochester, RCSD is well-positioned to deepen formal partnerships with local prep programs to strengthen its pipeline

| | STRENGTHS | CHALLENGES |
|-------------|--|--|
| RCSD | <ul style="list-style-type: none"> Strong partnership between East High and the University of Rochester has improved student outcomes, serving as a promising practice for others¹; the Teaching and Learning Institute provides a pathway to teaching for high school students | <ul style="list-style-type: none"> Student teaching is organized on an ad-hoc basis and is not strategically used as a pipeline for the district Partnerships with local teacher preparation programs have been limited in scope and scale No formal pathways exist for paraprofessionals and substitutes APPR has not shown meaningful differentiation in teacher performance; utility as a measure of effectiveness is therefore limited |

"We have an amazing program in [the Teaching and Learning Institute] that allows for opportunities for kids to get exposed to teaching. **In Rochester, we need to grow our own.** The challenge is that **we don't do a good enough job of tracking kids.** They'll call back but there is no formal partnership between TLI and the colleges they are attending. I would love to have a partnership with a teacher prep program, and those kids go in a cohort, support each other, and are guaranteed a job on the back end."

District Leader, RCSD

"There's data to show that we **fail black males in RCSD.** Because I'm the mom of black and brown boys, that matters to me. Cultural awareness and inclusivity is very important to me. When my children are the only black boys in the classroom, they're looking at life through a **different lens than what's dominant** in the classroom, district, school environment."

Community Member and Parent

"What we need to do here, is to infuse some market dynamics. Right now we have to be satisfied with the supply end of it – demand should drive it more. I have proposed for decades that RCSD should articulate in writing what the specs are for teachers and **give priority to graduates to those programs which adjust their programs.** If you adopt these courses, or courses that address these elements, we will give priority to your grads for hiring."

Union Representative

¹Murphy, Justin. "How an RCSD school raised its graduation rate by 20 points in three years with innovation" Rochester Democrat & Chronicle, 15 June 2018

Teacher Preparation: Charters



As independent entities, Rochester's charters remain isolated, with no structure for collaboration and limited influence over teacher preparation

| | STRENGTHS | CHALLENGES |
|----------|---|---|
| Charters | <ul style="list-style-type: none"> Some schools (e.g., Genesee Community) have created strong partnerships with local teacher preparation programs that result in student teacher placements and a pipeline of graduates to full-time teaching positions Innovations in onsite learning with adjunct faculty better prepare teacher candidates for that particular school's context | <ul style="list-style-type: none"> Charters without connections to local teacher preparation programs do not get student teacher placements, cutting off a major source of new teacher talent As independent and non-coordinating entities, charters do not have a unified voice or influence over how teachers are prepared in Rochester |

"In the last 10-12 years, **almost every hire has been a student teacher**. They have the disposition to teach in our school and they've had a three-month audition. Before they pull the trigger, they know what they're getting into."

Principal, Charter School

"First year teachers, content-wise, are usually fine. They know their content. Pedagogically, they are probably fine. They have a limited toolbox because they don't have a lot of experience. Can design learning activities, lesson plans. **The best teachers can come in and build relationships with students. When teachers come in with an idea of what it's going to be like, they overcorrect, and [that's when they] run into problems.**"

Assistant Principal, Charter School

"We host a St. John Fisher classroom management class in the fall. A professor that we've developed a strong relationship with holds class in the ballroom. After class, students go into classrooms for morning meeting time, observation, and support. **That really helps those students understand our approach to classroom management, which is responsive classroom.** Of those students, [SJF] calls us up and says we have a student teacher. The woman who places teachers is an alumni parent. She'll handpick the strongest candidates to recommend for student teaching."

Principal, Charter School

Teacher Preparation: IHEs

Preparation

Recruitment

Hiring and Placement

Post-Hire

Despite an abundance of preparation programs in the area, and some promising practices, IHEs are not fully meeting the talent needs of schools across Rochester

| | STRENGTHS | CHALLENGES |
|------|---|---|
| IHEs | <ul style="list-style-type: none">Teacher candidates have abundant opportunities to complete their student teaching in high-need, urban classroomsPotential teacher residency programs provide opportunity to formalize relationships and prepare teachers in shortage areas; many faculty are enthusiasticSome TPPs (e.g., University of Rochester, Nazareth) have an explicit focus on urban education | <ul style="list-style-type: none">There is little evidence that TPPs adjust their programming to respond to the specific needs of Rochester schoolsRelationships with K-12 schools are one-off and informalWhile specific data around demand is not available, the persistence of shortage areas for the district (e.g., bilingual, SPED and secondary) indicates that not enough teachers are being produced in these areasTeacher candidates of color are underrepresented within TPPs. On average, among schools that supply the most teachers to RCSD, 85% of graduates are White |

"I think there are six colleges with undergrad [education] programs: Geneseo, St. John Fisher, Roberts Wesleyan, Fredonia, SUNY Cortland, SUNY Brockport. **Give them a subset of schools to concentrate student teachers.** That allows universities and schools to modify and adjust."

Principal, RCSD

"I grew up in Detroit, and my [student teacher] placements were urban settings. What was lacking was cross-cultural understanding. I was a white girl from the suburbs who wanted to be a teacher. **It would have helped me approach my early teaching with a different understanding about the kids in front of me that I had to learn the hard way.**"

Former Principal, RCSD

Teacher Recruitment: RCSD

Preparation

Recruitment

Hiring and Placement

Post-Hire

While RCSD overall has below-average turnover, the district struggles to recruit teachers of color and carries a negative stigma among recruits

| | STRENGTHS | CHALLENGES |
|------|--|---|
| RCSD | <ul style="list-style-type: none">• RCSD has relatively low turnover each year, so it has relatively few positions to fill• Starting teacher salary is \$45,560, which is \$10-15k more than area charter schools | <ul style="list-style-type: none">• The diversity of the teacher workforce and candidate pool does not match that of the student population; In recent years, the diversity of the candidate pool has decreased.• There is a stigma associated with working in the district, some of it founded (leadership instability) and some of it not (safety)• Principals have little incentive to assist with recruitment efforts, since they are not able to hire teachers they recruit (see Hiring and Placement)• District staff indicated that typical shortage areas are SPED, bilingual, and secondary, though robust data in this area is lacking |

"The reputation of the RCSD is not positive within our community. **Our reputation coupled with constant administrative turnover jeopardizes the ability to create a cohesive culture** focused on a common set of values and/or purpose. Therefore, people leave whenever possible to seek employment in our suburban districts."

School Leader, RCSD

"The one thing that constantly comes up: **misconceptions and fear about urban education** from mostly white teachers who haven't had a lot of trauma like my kids do. They haven't had an opportunity to see that it's safe. I have done guest presentations for methods classes and have gotten asked: **'Is it scary, do you carry a gun?'** I've been doing this 34 years, there's nothing to be afraid of."

Principal, RCSD

"For RCSD, **hiring teachers that have more maturity and life experience would make them stronger beginning teachers.** I'm not sure how to get them to switch careers, but as Kodak, Bausch & Lomb, Xerox start folding, there are opportunities to reach out to industry and create a pipeline for people in other professions."

Former Principal, RCSD

Teacher Recruitment: Charters

Preparation

Recruitment

Hiring and Placement

Post-Hire

Recruitment is a perennial challenge for local charters, especially for those without strong connections to local teacher preparation programs

| | STRENGTHS | CHALLENGES |
|----------|---|--|
| Charters | <ul style="list-style-type: none"> Some schools (e.g., Genesee Community, YWCP) effectively use student teachers as a pipeline for new teachers Some charters (e.g., Rochester Prep, Genesee Community) can tap their national organizations (Uncommon, EL Education) for recruitment, though neither said this was a major source of new teachers for them | <ul style="list-style-type: none"> Teacher pay in charters is often much less than in RCSD; many don't pay into TRS Charters do not have access to the Monroe County BOCES job board to post available positions Some TPP faculty have negative perceptions of charters and actively dissuade teacher candidates from applying for charter jobs Charters are largely relegated to recruiting via their networks and third-party job sites (e.g., Indeed.com, Monster.com); resources for recruitment are limited |

"One thing that's really refreshing: I don't need to get clearance about who I'm putting forward for a position. This year, I was able to get extremely experienced people from tenured positions from neighboring districts [West Irondequoit, RCSD]. **Half of those people worked under me as interns.**"

Principal, Charter School

"We are working on [recruiting] teachers of color. We want a similar match to student population, but we're not quite there. **We can more easily recruit a teaching assistant (TA) of color rather than a teacher of color.** We try very hard. We've started to think about converting TAs to teachers. One TA wants to go back to school and work on her teaching degree; she's solid."

Principal, Charter School

"When an experienced teacher applies to work with us, we're skeptical. **Ultimately, our pay is less and we don't have tenure**, though we do pay into TRS. I can understand if someone doesn't have experience or comes from out of state. Few district teachers come to work for us, but when they do they're happy. They will take less pay to have freedom to teach."

Assistant Principal, Charter School

Teacher Recruitment: IHEs



IHEs could provide more intentional and targeted opportunities for teacher candidates to work in and gain a better understanding of Rochester schools

| | STRENGTHS | CHALLENGES |
|------|---|---|
| IHEs | <ul style="list-style-type: none"> Anecdotally, Teacher Opportunity Corps (Brockport) and Urban Teacher Opportunity Partnerships Program (Nazareth) have been moderately successful at recruiting and retaining teachers of color There are several one-off district-IHE partnerships for specific grants | <ul style="list-style-type: none"> Few IHEs collect and analyze data on their graduates (e.g., hiring, placement, effectiveness, retention) IHEs do not currently have an incentive to ensure that recruitment efforts on the part of RCSD or charters are successful There is little evidence of attention to the scale and sustainability of existing grant-driven partnerships |

"I've always felt that colleges can and should create a program that will prepare people to be **successful in urban classrooms**. Then the question is how do you pay for it."

IHE Leader

"We have really **configured our programs to work well for working adults**, especially since people are career changers or getting jobs out of school. We have accelerated options, courses online or in the evenings, especially for pathways to teaching for paraprofessionals to make education doable"

IHE Leader

Hiring and Placement: RCSD



The current teachers' contract and entrenched district practices keep principals from hiring the teachers they think are a good fit for their schools

| | STRENGTHS | CHALLENGES |
|------|---|--|
| RCSD | <ul style="list-style-type: none">Schools in receivership are exempt from some bargaining agreement provisions related to hiring and placement | <ul style="list-style-type: none">The quality of teaching is variable across the district, but turnover is relatively low; ineffective teachers are staying in the classroomPrincipals do not have agency to hire selectively due to current budgeting, hiring, transfer and staffing practices at the districtCandidates don't know their placements until late spring or early summer, giving them little time to get to know their placement site. |

"I had a social studies teacher who retired. [It was a] golden opportunity to hire a new person. **I had a real opening but I wasn't allowed to fill it** because they had to look across all the social studies teachers available in the district, and identify potential candidates until it got all the way to the bottom [of the list] where there were no full-time people looking for a position... **My whole job became navigating this.** I am a bulldog who does not just let stuff happen. It's just managing the bodies year over year, not even recruiting."

Principal, RCSD

"Hiring is primarily a central office function which occurs at job fairs etc. Schools typically pick from a pool of vetted candidates. Therefore, it is a **first-come, first-served** process. Another impediment to recruiting is teacher transfer policy and systemic master scheduling. Teacher Transfer Day, which occurs in May-June, is where vacancies are announced and veteran teachers have the opportunity to pick their next assignment. Then new teachers are hired to fill vacancies. Meaning, **teachers may not be assigned to a new school until July, August or September** (yes, September after school has started). At the secondary level, master schedules are not finalized until summer school is completed (end of August) and **vacancies are not known until late August.**"

Principal, RCSD

"As principal at [former school], budget cuts one year forced ELA and Math coaches back into classrooms. Because those teachers had more seniority than others, that **forced five African-American males out** of my building. The first day of school, kids came in looking for those staff members. We are the most stable thing in a child's life. We're the constant. **They lose trust.**"

Principal, RCSD

Hiring and Placement: RCSD (ctd)



The current teachers' contract and entrenched district practices keep principals from hiring the teachers they think are a good fit for their schools

| | STRENGTHS | CHALLENGES |
|------|--|--|
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"In Year 2 [of receivership], we were able to implement an Employee Work Agreement. We worked with RTA about expectations and norms we thought needed to be in place to get off the receivership list. We did it in collaboration with RTA. If someone didn't want to sign it, fine, you had the option to leave the school. But if you signed it, you were **committing to doing your best**. I had a total of nine teachers I exited out of the building. They had challenging issues like student failure rate, not willing to call parents. The next two years, had two people I exited out and none of them new. Last year, none. It was interesting to me that people saw we were collaborative in the work; **there were high standards for everyone**. If you didn't live up to it, you were out."

Principal, RCSD

Hiring and Placement: Charters



Charters enjoy more flexibility in hiring and school leaders are empowered to make hiring and placement decisions

| | STRENGTHS | CHALLENGES |
|----------|---|------------|
| Charters | <ul style="list-style-type: none">• School leaders have the agency and flexibility to hire new teachers of their choice, including those without their certification or masters• School leaders can innovate around incentives for early notification to identify vacancies sooner• Assuming the candidate pool is large enough, charters can implement a rigorous selection process to ensure teachers meet the bar for quality | |

"Our culture is so different and what happens in the classroom is so different that we like some experience. There's a screening interview, and if they make it through, they're invited back. We give them a topic, they go off and write a [lesson] plan. We don't expect them to know everything about the topic. It's a way for us to see how they think about topic and instruction. Then they do a demo lesson, then they meet with their potential teaching partners. It's a second marriage: for instruction to happen in a cohesive way, a good relationship is needed between teachers. **That extensive of an interview process helps us figure out the right candidate for the school. They're willing to take on something really challenging.**"

Principal, Charter School

Post-Hire: RCSD



New teacher supports in Rochester show promise, but sustainability depends on collecting, analyzing and responding to data on their effectiveness

| | STRENGTHS | CHALLENGES |
|------|---|---|
| RCSD | <ul style="list-style-type: none">• Pre-service training for implicit bias has the potential to build the cultural competency of new teachers, a majority of whom are white• New teacher induction model (Career in Teaching) seems successful based on high retention rates | <ul style="list-style-type: none">• The impact of induction programs (e.g., on teacher effectiveness, retention) is unclear• Professional development is largely decentralized; implemented at the school level, the quality is variable |

"The district has to accept the fact that most teachers are white and not coming from an urban environment. **We need to be more thoughtful about how we develop them.** We have CIT and they do a good job. PD is at the building level but not at the district level."

District leader, RCSD

"**You don't have to be bad to get better.** I use myself as an example. That's how we take care of each other. We do walkthroughs – teachers on teachers, paras, teaching assistants. We are going to 'walk on' you – based on learning targets, metrics. No one's names are released but it's very safe. There's one per month. We have a Google Doc and staff gets instant feedback, all aligned to Danielson/EL crosswalk doc. **Our staff is used to seeing, being seen, learning from each other. Consistency has made a huge difference.**"

Principal, RCSD

Post-Hire: Charters



Despite some strong supports for new teachers, turnover remains high as teachers leave to pursue opportunities closer to home or with higher pay and benefits

| | STRENGTHS | CHALLENGES |
|----------|---|---|
| Charters | <ul style="list-style-type: none">In some schools (e.g., Rochester Prep, Genesee Community), a co-teaching model provides a structured opportunity for mentorship and professional learning for new teachers | <ul style="list-style-type: none">Turnover among new charter teachers (<5 years experience) is high due to lower salaries and lack of connections to RochesterAt one charter school, 85% of all teachers who left had less than 5 years of experience.Among other charters, moving or switching districts is the most commonly listed reason for leaving |

“If we got three to four years out of folks, we’d be happy. They want more pay and tenure. Some teachers get burned out working with urban youth. Teachers leave to be closer to their house. **Teachers burn out at charters because we are held to high standards.**”

Assistant Principal, Charter School

- 125 out of 145 (86%) teachers that have left one charter network left with **less than 5 years** of experience.
- 11 out of 35 (31%) teachers that left one charter network left for **higher pay**
- 10 out of 35 (29%) teachers that left one charter network **switched districts** (moved or closer workplace)
- 18 out of 23 (78%) teachers that left one charter network left the area or switched districts.

Across the Continuum

- **Teacher diversity:** The diversity of teacher candidates is a problem at all points in the human capital continuum. This reflects a [national problem](#).
- **Data capacity:** All schools in Rochester (district and charters) have limited capacity to collect, analyze and use human capital data to drive decision-making

Across the Continuum

"Some students have expressed interest in teaching, but – and this is probably indicative of teacher shortages – **they see us working crazy hard, our cars in the parking lot, and they think 'I want to do something else.'** There are a whole bunch of challenges with getting a four-year degree. The ones who are really successful, go to four-year colleges, are not choosing a field like teaching. It would be a great support for students, if they go to university, to get a scholarship and come back to teach."

Assistant Principal, Charter School

"Despite our efforts, we're just not seeing students graduate [from TPPs] having that diversity component. We've been making regular trips to the HBCUs, and in our conversations with the deans of those schools [we have learned] that a lot of Black students aren't going to college to become teachers. **The pool is not as deep as people may think.** When they do, there are these tests that a lot of them struggle to pass (and this is not just for diverse students). As a result, they sometimes get frustrated and are in school five or six years and are still not able to get through the exams to get them certified. So they switch majors. We have that systemic issue and challenge."

District Leader, RCSD

Other trends surfaced in our research and analysis that are worth exploring in-depth

- **Principal leadership** is deeply important to the teacher pipeline. Strong leaders are key to attracting and retaining excellent teachers in high-need schools, more so than salary.
- **Wraparound services** were frequently cited as critical for schools with high concentrations of students in poverty to ensure that their needs are met and that they are ready to learn, with teachers serving as part of a broader support team of service providers



Recommendations

Recommendations

| Recommendation | RCS D | Charters | IHEs | Phase 1 | Phase 2 |
|---|-------|----------|------|---------|---------|
| Preparation | | | | | |
| 1. Formalize K-12/higher ed partnerships to collaborate on prep | X | X | X | X | |
| 2. Work together to strengthen the preparation of new teachers | X | X | X | | X |
| 3. Establish a working group to define "effective" first-year teachers for Rochester | X | X | X | | X |
| Recruitment | | | | | |
| 4. Formalize grow-your-own pathways (e.g., HS students, paras) to improve diversity of pipeline | X | X | X | | X |
| 5. Remove the barriers for those aspiring to teach in Rochester | X | X | | X | |
| Hiring and Placement | | | | | |
| 6. Redesign district HR processes to improve outcomes for all stakeholders | X | | | X | |
| Post-Hire | | | | | |
| 7. Strengthen professional development to meet needs of current workforce | X | | X | | X |

Recommendations (ctd)

| Recommendation | RCSD | Charters | IHEs | Phase 1 | Phase 2 |
|--|------|----------|------|---------|---------|
| Across the Continuum | | | | | |
| 8. Develop performance management systems to track effectiveness of efforts across the continuum | X | X | X | | X |
| 9. Create a working group to improve diversity across the continuum | X | X | X | X | |

Recommendation #1: Formalize K-12/higher ed partnerships to collaborate on prep

Rationale

Why pursue this?

- Local teacher preparation programs are abundant, but supply does not meet demand, largely due to a lack of coordination between K-12 (RCSD and charters) and higher ed
- Formal partnerships, of which there are many examples nationally, codify expectations for all stakeholders and facilitate information-sharing to improve the quality of teacher prep

Recommended Activities

What does this look like?

1. RCSD/charters analyze their talent pipeline and discuss needs with teacher preparation programs
2. RCSD/charters and IHEs set the initial vision and goals together, including increasing number of diverse candidates and those certified to teach in shortage areas
3. Co-develop and execute a Memorandum of Understanding
4. Create data-sharing agreements, identify metrics to track progress toward goals, and develop data-sharing mechanisms

Resources Needed

What will it take to implement?

- Capacity to collect and analyze data
- Dedicated district/school staff to manage partnerships
- Travel costs and time for faculty members to spend more time in partner districts

Comparable Examples

What are other examples of organizations doing similar work?

- Harlingen Consolidated Independent School District and University of Texas Rio Grande Valley created this [MOU](#)
- Austin Peay State University (APSU) and Clarksville-Montgomery County School System (CMCSS) built a [partnership agreement](#)
- Washoe County School District & the University of Nevada-Reno set [five-year goals](#) aligned to district needs

For Further Consideration

What risks must we address?

- Bringing all of the right stakeholders to the table (e.g., principals, lead faculty, recruiters) to create buy-in and shared understanding of school needs

Education First produced a report and follow-up toolkit to support districts and IHEs with partnerships



ENSURING HIGH-QUALITY TEACHER TALENT

How Strong, Bold Partnerships between
Schools and Higher Education
are Transforming Teacher Preparation

A Roadmap for District and Teacher Preparation Programs to Build and Sustain Strong, Bold Partnerships

INITIATION STAGE

1. Districts should understand their talent pipeline and discuss these needs with teacher preparation programs
2. Partners should set the initial vision and goals together, with a focus on relationship-building and trust
3. Partners should align on rubrics and key expectations for program graduates
4. Partners should commit to sharing and looking at data together to drive action

IMPLEMENTATION STAGE

5. Partners should jointly select and train mentor teachers and strategically place candidates
6. Partners should ensure coursework matches clinical experiences and district language
7. Partners should communicate and meet frequently
8. Partners should spend more time in schools together

CONTINUOUS IMPROVEMENT STAGE

9. Partners should be open to change, and regularly step back to honestly discuss progress and challenges
10. Partners should ensure that district needs drive shifts in teacher preparation programs' pipelines, structures and systems

PARTNERING *on* PREP

A Toolkit for Building Strong
District-Teacher Preparation
Program Partnerships

Recommendation #2: Work together to strengthen the clinical preparation of new teachers

Rationale

Why pursue this?

- Student teachers are one of the most effective pipelines in the city if used strategically
- Student teaching across the city is organized on an ad hoc basis; this represents a missed opportunity for teacher candidates to gain the experience, perspective and mentorship they need to be successful in Rochester city schools

Recommended Activities

What does this look like?

K-12 (RCSD; charter collaborative*) and higher ed:

1. Establish expectations for the clinical experience (e.g., role of mentor teacher, gradual release teaching model)
2. Jointly select and train mentor teachers
3. Ensure coursework matches clinical experiences and district/school language
4. Identify placements (sites, # of positions, mentor teachers) and coordinate to fill student teaching positions

Resources Needed

What will it take to implement?

- Dedicated staff for IHEs and district to manage student teacher placements
- Dedicated staff at the district (HCI and Academics) to develop and oversee mentor teacher program
- Dedicated staff at IHEs to develop/align coursework with clinical exp.

Comparable Examples

What are other examples of organizations doing similar work?

- [Great from the Gate](#) partners with colleges and universities to facilitate prestigious clinical placements in Bay Area schools
- [Louisiana Believe and Prepare](#) offers aspiring teachers 1 year of practice under an expert mentor and a competency-based program design

For Further Consideration

What risks must we address?

- Some schools with strong existing partnerships may not be interested in centralizing efforts

Strategic collaboration among local charters can build the quality, sustainability and support of a city's charter sector



New York City Charter School Center

Helps **new charter schools** get started, supports **existing schools** and **builds community support** so highly effective charters can flourish

- Est. 2004
- Serves as a resource hub to the 227 charters in NYC, which serve ~114,000 students
- All charter schools can access resources published on their website.
- Supported by local and national [funders](#).

Greater New Orleans Collaborative of Charter Schools

Works to **strengthen network schools** and networks with other affiliated LA charter organizations in **capacity building** and **teacher recruitment**

- Est. 2005, renamed in 2015 to reflect its growth in membership
- Network of 14 community-based public charters serving ~9000 students
- School membership is voluntary.
- Supported by Reily Foundation/Bob & Margaret Reily Fund.

Newark Charter School Fund

Supports **quality, growth and sustainability** of the Newark charter sector

- Est. 2008
- Charter schools receive support *if they* Support 17 of Newark's 20 charters that have signed the NCSF-developed Newark Charter School Compact— a commitment to transparency, accountability, equity and elevating public discourse on quality education.
- Supported by local and national [funders](#).

Recommendation #3: Establish a working group to define "effective" first-year teachers for Rochester

Rationale

Why pursue this?

- A common definition would help local IHEs prioritize skills to build in teacher candidates
- APPR is the common instrument used by schools to identify effective teaching, but ratings do not meaningfully distinguish teacher performance, limiting its usefulness as a tool to improve individual teacher performance and to inform school- and system-wide decisions

Recommended Activities

What does this look like?

1. Farash convene working group (either cross-sector, or one each for RCSD and charters) with diverse stakeholder representation
2. Analyze data on new teacher effectiveness
3. Conduct focus groups of school leaders and teachers to generate characteristics of effective first-year teachers in Rochester, grounded in APPR
4. Prioritize skills needed on day 1, and share with IHEs so they can adjust programming accordingly

Resources Needed

What will it take to implement?

- A process manager to convene and facilitate the working group
- Time for and commitment from representatives from each stakeholder organization to meet with each other

Comparable Examples

What are other examples of organizations doing similar work?

- Richland Parish Schools set goals with their partners at TNTP, creating a [Vision of Excellent Practitioner Teaching](#) to set the expectation that teacher residents would be indistinguishable from veteran teachers by the end of their first year
- Minneapolis Public Schools analyzed new teacher data to uncover elements (e.g., classroom management, professionalism) that need to be a heavier focus in preparation.

For Further Consideration

What risks must we address?

- Lack of alignment between group's definition and APPR may further erode trust in the teacher evaluation system

Recommendation #4: Formalize grow-your-own pathways (e.g., HS students, paras) to improve diversity of pipeline

Rationale

Why pursue this?

- Grow-your-own pathways into teaching are a promising tool for increasing the diversity, effectiveness and retention of new teachers
- While some Rochester schools struggle more than others with recruitment, a common problem across all schools is finding teachers of color

Recommended Activities

What does this look like?

1. Conduct inventory of all existing formal and informal teaching pathways in the school/district
2. Collect and analyze data on existing pathways to assess their effectiveness as a pipeline and interest from stakeholders (e.g. students, paras, family/community members) in potential pathways
3. Coordinate with IHEs to refine programming and create incentives
4. Pilot formal versions of the most promising pathways
5. Set recruitment, hiring and placement goals for formal pathways

Resources Needed

What will it take to implement?

- An accountable owner (office, individual) to oversee pathways into teaching
- Funding for scholarships
- Faculty and funding for new courses
- Data on teacher shortage areas

Comparable Examples

What are other examples of organizations doing similar work?

- [Grow Your Own Illinois](#) provides financial, academic, and emotional supports to assist students in completing their teaching degrees; in return, GYO graduates commit to teaching at least five years in a high-needs school or teaching position.
- [Pathways2Teaching](#) in Denver allows students to explore teaching as a potential career choice while earning college credit.

For Further Consideration

What risks must we address?

- Program effectiveness results are potentially years away, which could limit the momentum and buy-in needed to sustain the effort

Recommendation #5: Remove the barriers for those aspiring to teach in Rochester

Rationale

Why pursue this?

- A centralized job board would make it easier for candidates who want to teach in Rochester schools to apply to multiple positions across the city, increasing the likelihood they'll ultimately choose to teach in Rochester
- Charter schools have limited resources to advertise positions, relying on word-of-mouth, teacher networks, and third-party job sites for sourcing new teacher candidates

Recommended Activities

What does this look like?

1. Farash engage quarterback organization to help organize RCSD and charters
2. Develop common vision for the website
3. Review examples from other cities
4. Identify external vendor to develop website and manage work flow
5. Engage Visit Rochester to develop section of the website aimed at marketing the city and profession to recent college graduates and/or those relocating from out of state

Resources Needed

What will it take to implement?

- Third-party organization to coordinate with district and charters and raise/manage capital
- Third-party providers with expertise in marketing and web design

Comparable Examples

What are other examples of organizations doing similar work?

- [TeachIndy](#) is a common job board for all teaching positions in the city; it is a collaboration between Indianapolis Public Schools, the Mayor's Office of Education Innovation, and The Mind Trust
- [Teach901](#) is a common job board in Memphis

For Further Consideration

What risks must we address?

- Greatest chance of success with all schools participating, but some may not see the value
- Requires ongoing maintenance to be effective

Recommendation #6: Redesign district HR processes to improve outcomes for all stakeholders

Rationale

Why pursue this?

- Virtually all stakeholders expressed dissatisfaction with current district hiring, transfer and placement practices, citing both bureaucratic inefficiencies and bargaining agreement
- By removing barriers for principals to hire and retain the best teachers for their schools, satisfaction among employees and outcomes for students will improve

Recommended Activities

What does this look like?

1. Conduct analysis of RCSD HR processes (hiring, transfer and placement) and intersections with other departments' workflows, especially budget/finance, including recommendations for improvement throughout
2. Identify priorities for updating bargaining agreement in 2019
3. Create early notification incentives for all teachers planning to leave their positions to help the district identify vacancies sooner

Resources Needed

What will it take to implement?

- Third party organization that can objectively analyze the problem and make recommendations
- Project manager at district who can coordinate efforts across multiple departments

Comparable Examples

What are other examples of organizations doing similar work?

- Boston Public Schools provides [incentives](#) for early notification of termination; as a result, the district can post for vacancies in the early spring

For Further Consideration

What risks must we address?

- Ideally, this analysis would be complete before the next round of collective bargaining negotiations

Recommendation #7: Strengthen professional development to meet needs of current workforce

Rationale

Why pursue this?

- Turnover in RCSD is relatively low, among both new and veteran teachers, yet the quality of instruction is varied. RCSD needs to invest in building the skill of its current workforce to meet the needs of its students and ensure they are ready for college and careers.
- Professional learning in the district is decentralized and incoherent.

Recommended Activities

What does this look like?

1. Take inventory of formal and informal professional development activities across the district
2. Analyze evaluation data and conduct focus groups of teachers and principals to identify 2-3 priorities for districtwide professional development
3. Develop guidance for principals to facilitate effective school-based professional development (e.g., standards-based, uses coaching/modeling, includes opportunities for feedback/reflection)

Resources Needed

What will it take to implement?

- Funding and dedicated staff to support principals with school-based PD
- Funding and dedicated staff to develop districtwide PD
- Time out of the classroom for teachers to attend districtwide and school-based PD

Comparable Examples

What are other examples of organizations doing similar work?

- In DC Public Schools, teachers engage in a weekly cycle of development in small content-specific professional learning communities ([LEAP Teams](#)) at their schools. These teams are led by content experts (LEAP Leaders) at their schools.

For Further Consideration

What risks must we address?

- Limited data on the individual or collective needs of teachers, given lack of differentiation in APPR ratings

Recommendation #8: Develop performance management systems to track effectiveness of efforts across the continuum

Rationale

Why pursue this?

- A performance management system is the foundation of a data-based decision-making process in which all stakeholders can see the impact of programming on student outcomes.
- The capacity of both the district and charters to collect, analyze and use data to make informed decisions about their teacher pipeline is limited.

Recommended Activities

What does this look like?

1. Prioritize research questions aligned to district goals/vision
2. Develop clear logic models for programming across the continuum, including goals and measures of success
3. Collect/analyze data on the effectiveness of programs and set up structures to make programmatic adjustments as needed

Resources Needed

What will it take to implement?

- Funding and technology (software, hardware) to set up data infrastructure
- Additional staff to add data capacity
- Technical assistance to develop logic models and business rules for data collection and analysis

Comparable Examples

What are other examples of organizations doing similar work?

Indianapolis Public Schools redesigned student teaching and then sought to 1) align metrics to goals and strategies around district's teacher preparation goals; 2) use data to drive continuous improvement; 3) improve efficiency and accuracy of data regarding student teaching placements.

For Further Consideration

What risks must we address?

- District leadership must buy-in; data-driven decision-making must start at the top, and metrics must align with the school or district's vision for success

Recommendation #9: Create a working group to improve diversity across the continuum

Rationale

Why pursue this?

- A diverse teacher workforce that reflects the student body is a necessity, not a nice-to-have
- The lack of diverse teaching candidates is not limited to any one component of the human capital continuum; it is not attributable to any one root cause nor can it be solved by one actor. This makes the problem difficult to solve without deep collaboration across sectors.

Recommended Activities

What does this look like?

1. Farash convene a working group of diverse and representative stakeholders
2. Conduct research on the issue of teacher diversity nationally; collect and analyze local data on the diversity of Rochester’s pipeline
3. Conduct a root cause analysis of the reasons that students, teacher candidates of color, and teacher preparation program graduates do not advance to the next step of the continuum
4. Ideate and prototype solutions to the issue at “pain points” in the continuum; design tests to collect data on their effectiveness
5. Scale solutions that demonstrate impact

Resources Needed

What will it take to implement?

- Third party technical assistance provider to facilitate working group
- Content expert(s) in equitable design thinking, teacher diversity
- Time and space for (and commitment on behalf of) working group participants to meet
- Funding to scale solutions

Comparable Examples

What are other examples of organizations doing similar work?

Chicago Public Schools engaged IHEs in discussions on how to diversify the teacher workforce, including recruitment into local teacher preparation programs. They are also engaging existing TOCs through affinity groups and other opportunities for them to come together and provide voice to what might be barriers to teaching in the city.

For Further Consideration

What risks must we address?

- Commitment from working group members
- Willingness of stakeholders across sectors to test/scale solutions



Appendix

Interviewees

| Rochester City School District (RCSD) | | |
|---------------------------------------|---|---|
| Name | Role | Organization |
| Beth Mascitti-Miller | Deputy Superintendent of Administration | RCSD |
| Cecilia Golden | Deputy Superintendent, Teaching and Learning | RCSD |
| Ann Brady | Supervising Director of Human Capital Initiatives | RCSD |
| Ray Giamartino | Chief of Accountability | RCSD |
| Harry Kennedy (virtual) | Chief of Human Capital Initiatives | RCSD |
| Eva Thomas (virtual) | Principal | RCSD |
| Laurel Avery-DeToy (virtual) | Principal | RCSD |
| Caterina | Principal | RCSD |
| Shaun Nelms | Superintendent | East High Educational Partnership Organization |
| Affiliates | | |
| Tim Cliby | President | Association of Supervisors & Administrators of Rochester (ASAR) |
| Adam Urbanski | President | Rochester Teachers Association (RTA) |
| Tanishia Johnson (virtual) | Family and Community Engagement Manager | ROC the Future |

Interviewees (ctd)

| Charter Schools | | |
|---|---|--|
| Name | Role | Organization |
| Barb Zelazny | Principal | Young Women's College Prep |
| Shannon Hillman | Principal | Genesee Community |
| Lisa Wing | Former Principal | Genesee Community |
| Mehmet Demirtas | Director | Rochester Academy |
| Donna Marie Cozine | Chief Educational Officer | Renaissance Academy Charter School of the Arts |
| Cyndy Belfield (HS) & Rachel Tillman (MS) | Teachers | Rochester Academy |
| Taylor Lorentzen, Jasmine Johnson, & Meghan Magee | Teachers | Rochester Prep Elementary 3 (Uncommon) |
| Christopher Shaffer | Principal | Rochester Prep Elementary 3 (Uncommon) |
| Jerris Wade | Associate Director of Recruitment | Uncommon Schools |
| Shane Dunn (virtual) | Director of Advancement Strategy and Regional Development | Uncommon Schools |
| Leigh McGuigan (virtual) | CEO | Vertus Charter Schools |

Interviewees (ctd)

| Teacher Preparation Programs (TPPs) | | |
|-------------------------------------|----------------------------------|-------------------------|
| Name | Role | Organization |
| Mike Wischnowski | Dean | St. John Fisher College |
| Kevin Meuwissen | Director, Social Studies Program | University of Rochester |
| Kate DaBoll-Lavoie | Dean | Nazareth College |

Interviewees (ctd)

| Peer Cities | | |
|---------------|------------------------------------|-----------------------------------|
| Name | Role | Organization |
| Ann Walden | Program Officer | Cullen Foundation (Buffalo) |
| Sarah Yan | Director, Recruitment and Staffing | Newark Public Schools |
| Corey Scholes | Director, Education | Kauffman Foundation (Kansas City) |



Appendix B: Landscape Scan

Findings from peer cities

Rochester is not alone: schools across the country struggle to recruit teachers of color and teachers for certain subjects

Teacher Diversity

While students have become increasingly diverse, teachers have remained predominately white.

National Demographics:

Students of color: 52%

Vs.

Teachers of color: 18%

Subjects and Grade Levels

While teacher shortages are often thought of as a wholesale issue, data show the problem strikes specific subjects and grade levels.

Top shortage areas nationally:

STEM

Special Education

Bilingual Education

Middle and High School

Districts, charters and IHE's across the country lack the data infrastructure to share teacher supply and demand data with one another

We conducted research on national best practices and local initiatives in five peer cities to understand how they are addressing these and other pipeline challenges



Using online research, we compiled **national best practices** for building robust, diverse teacher pipelines.



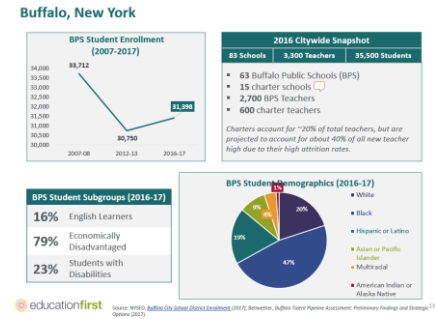
We used quantitative and qualitative research to analyze teacher pipeline initiatives in five **peer cities**.



We conducted interviews with **leaders in the field** to identify successes and challenges for three peer cities:

- Ann Walden, *Cullen Foundation*
- Sarah Yan, *Newark Public Schools*
- Corey Scholes, *Kauffman Foundation*

From this data, we compiled a dossier on every city.¹



| Buffalo Public Schools Teacher Pipeline Strategies | |
|--|--|
| Context | <ul style="list-style-type: none"> Placeholder for something positive. In 2012, the Cullen Foundation conducted a citywide teacher pipeline analysis to inform their Human Capital Strategy. Findings revealed Buffalo will need to hire 3,000 teachers and 375 school leaders over the next 10 years. From this analysis, the foundation decided to focus their 2018-19 human capital strategy on building Buffalo's supply of teachers, recruiting more diverse teachers and providing current teachers with more professional development opportunities. There is a lack of relationship between Buffalo Public Schools and Buffalo charter schools, making it difficult to spread initiatives across the city. |
| Strategies | <p>MESSAGE: Buffalo Public Schools has developed partnerships across the teacher pipeline (high school to graduate level) to address its current and future teacher shortages.</p> <ul style="list-style-type: none"> Urban Teacher Residency: In 2017, Buffalo Public Schools and SUNY Buffalo State have had the city's first ever Urban Teacher Residency, a "one year new" program for high school students. 20 19th grade students joined the program in the fall of 2017. <ul style="list-style-type: none"> Staff from BPS developed curricula for four college-level courses that will be taught as part of the academy. Students will participate in activities at SUNY Buffalo State designed to help them prepare for college. Students who complete the 4-year program will be accepted into SUNY Buffalo State's teacher education program with 12 credit hours already completed toward a Bachelor's degree. Western New York Teacher Residency: The Center for Urban Education at Canisius College established a 2-year Master's program beginning with the fall 2018 cohort. Residents will pursue NYSED certification in Childhood and Special Education in grades 1-6. The residency is supported by a two-year grant from the Cullen Foundation. <ul style="list-style-type: none"> Residents are in the current cohort and approximately 22 are expected to join in fall 2018. The program operates under the strategic guidance of the National Center for Teacher Residencies (NCTR). Candidates are eligible for a Western New York Teacher Residency Scholarship that covers 30% of tuition, receive a living wage stipend (approximately \$20,000) during their residency year and educational coursework hearing. Residents are given priority hiring status by participating school partners upon completion of the program. University of Buffalo Teacher Residency: Launching in summer 2020, the 1-year residency aims to substantially improve and sustain skilled, diverse teachers to effectively serve the varied needs of historically marginalized students, families and school communities. Residents will pursue NYSED Initial Certification to teach childhood education or adolescence education (grades 1-12) within a designated content area (Biology, Chemistry, Earth Science, English, French, Mathematics, Physics, Social Studies or Spanish). <ul style="list-style-type: none"> Residents will have the option to enroll in the university's initial/professional track, which leads to a Master's degree (EDM) and fulfills the graduate degree requirement for professional certification. Residents are expected to commit to three years in Buffalo Public Schools. |

Education First developed the following criteria to select peer cities for a scan of teacher pipeline initiatives

Urban



Declining School District Enrollment



High Concentrations of Poverty



Collective Bargaining



We examined teacher pipeline strategies in five cities that share four key criteria with Rochester

Collective Bargaining



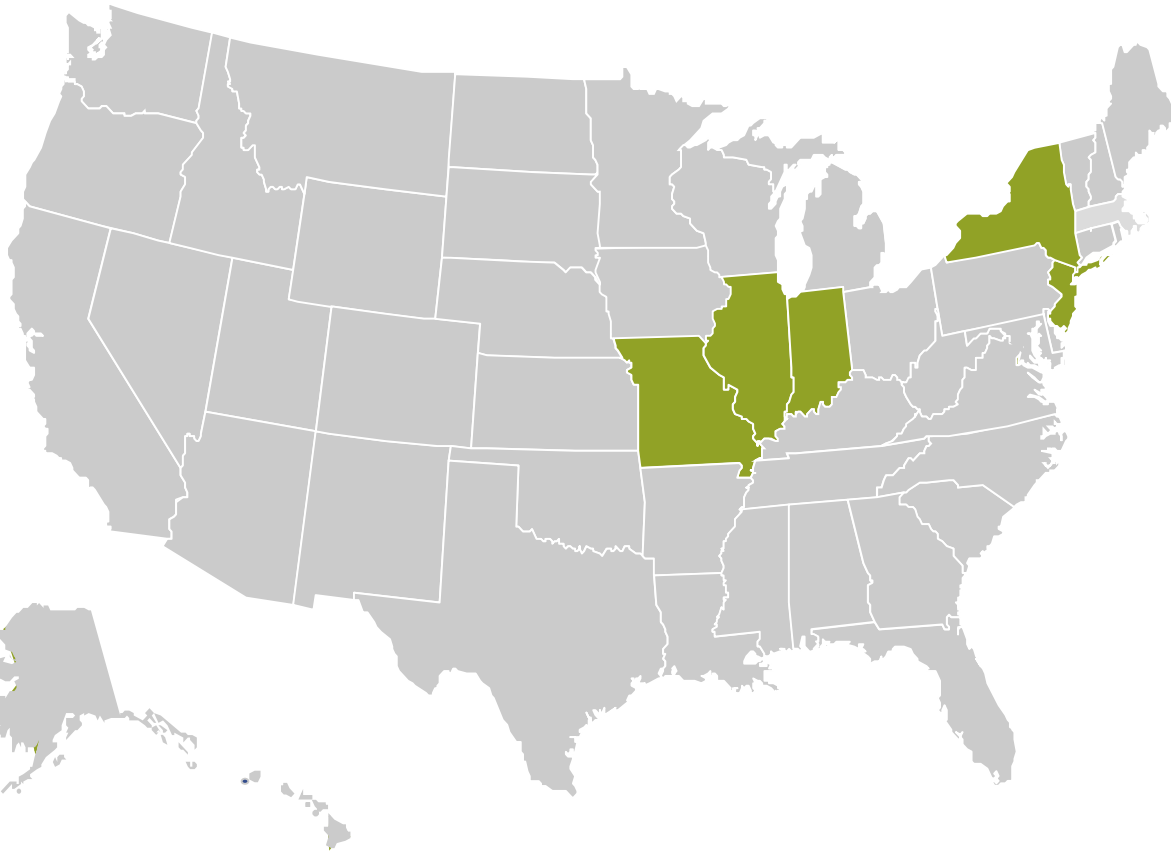
High Poverty



Declining School District Enrollment



Urban



New York

- Rochester City School District
- Buffalo Public Schools

New Jersey

- Newark Public Schools

Indiana

- Indianapolis Public Schools

Illinois

- Chicago Public Schools

Missouri

- Kansas City Public Schools

Like Rochester, these cities struggle with high poverty rates and declining student enrollment rates

| City | Student Enrollment (2016-17) | Student Enrollment Decline (2007-2017) | Total Teachers | Students receiving FRPL (2016-17) |
|------------------|------------------------------|--|-----------------|-----------------------------------|
| Rochester, NY | 26,687 | -17% | 2,423 | 90% |
| Buffalo, NY | 31,398 | -7% | 2,700 (2015-16) | 79% |
| Chicago, IL | 381,349 | -7% | 18,841 (2018) | 80% |
| Indianapolis, IN | 30,921 | -9% | 2,626 (2016-17) | 68% |
| Kansas City, MO | 15,568 | -52% | ~2,100 (2017) | > 90%* |
| Newark, NJ | 35,835 | -12% | 2,803 (2016-17) | 79% |

*Charter schools are not included in the data for Rochester, Buffalo, Newark and Kansas but are included in the data for Chicago and Indianapolis.

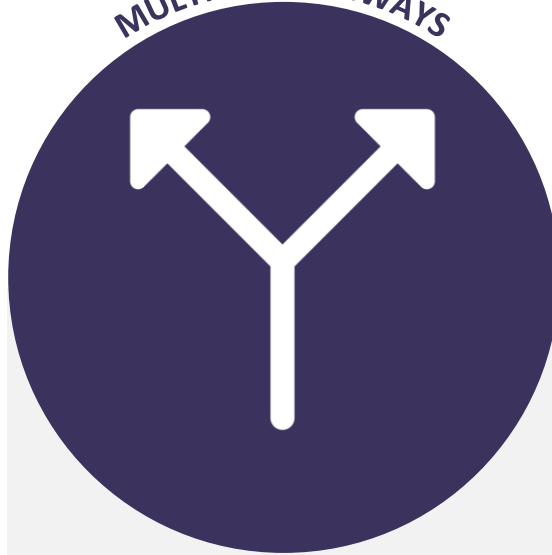
Other cities are addressing similar pipeline challenges with a variety of strategies to improve the quality of teachers

LOCAL PARTNERSHIPS



District leaders have created **strong partnerships with teacher preparation programs** to address district needs. Local partnerships often take the form of residencies and can target a variety of applicants ranging from high school students to current graduate students and career changers.

MULTIPLE PATHWAYS



Multiple pathways to certification are important to meeting the increasing demand for high quality urban teachers. Programs like Teach for America and City Year bring diverse talent to cities like Rochester, who have the mindset and preparation to teach in the highest-need schools and classrooms.

MARKET THE PROFESSION



City marketing campaigns are a common strategy among peer cities used to highlight why teaching is a rewarding profession, publicize different pathways into the profession, and promote the city as a destination for young professionals.



Buffalo Public Schools has recently focused on establishing strong partnerships with preparation programs to build a high-quality teacher pipeline

| | |
|----------------------------|--|
| Context | BPS has established two residencies and a teacher preparation program for high school students in partnership with three local universities to improve its teacher pipeline |
| Approach | <ul style="list-style-type: none">Targets teacher shortage areas (e.g. teachers of color and teachers in hard-to-staff subject areas)Ensures coursework and clinical experiences match district needs through curricula design, teacher candidate placements within the district and ongoing coachingBuilds a <u>pipeline of high school students</u> interested in teaching and offers them the opportunity to attain 12 hours of college credit at Buffalo State’s teacher prep programs |
| External Supports | <ul style="list-style-type: none">The Western New York Teacher Residency at Canisius College (2018) is funded by a 2-year grant from the Cullen Foundation. The University of Buffalo Teacher Residency (2019) was launched with a Cullen Foundation grant and has since been awarded additional funding through a federal Teacher Quality Partnership grant |
| Enabling Conditions | <ul style="list-style-type: none">Improvement-aligned strategic planning: Goal 4 of BPS’ 5 Year Strategic Plan (2013-2018) is to "Recruit, develop and retain highly engaged and competent professionals who inspire students to achieve, and support excellence throughout Buffalo Public Schools"District commitment through three university partnerships |
| Early Successes | <ul style="list-style-type: none">This is a solution to two major issues impacting New York State—the teacher shortage in many of its urban schools, and college readiness of the students within those schools through the college-credit earning high school teacher preparation academyThe first cohort of students is linguistically, ethnically, and culturally diverse |



The Kauffman Foundation investing in the Kansas City teacher pipeline through City Year

| | |
|----------------------------|---|
| Context | Kansas City struggles with recruiting young and diverse talent. It brings City Year corps members to the city with hopes of keeping them through one of its three teacher pipelines |
| Approach | <ul style="list-style-type: none">Considers the pipeline as more than just teachersDevelops service-oriented volunteers in classrooms for \$12,500/year with the intention of retaining corps members through 1 of 3 teacher pipelines (see below)Community Engagement Process: Before City Year came to Kansas City, the Foundation spent a year engaging with teachers, parents, students, other stakeholders. Although the Superintendent left the district less than 2 weeks after the initial presentation to the board, City Year was funded with no issue |
| External Supports | <ul style="list-style-type: none">City Year Kansas City was launched in partnership with KCPS, the Office of Kansas City Mayor Sly James, the Missouri Community Service Commission/AmeriCorps, the Kauffman Foundation (lead investor and offered in-kind office space during the startup phase) and many other business and community leaders |
| Enabling Conditions | <ul style="list-style-type: none">Partners and Alternative Teacher Pipelines: Kansas City has 3 teacher pipelines for inspired talent to enter – Teach For America, the Kansas City Teacher Residency, and a partnership with US PREP (see Buffalo profile for more detail).Influential philanthropy: Kansas City is nearly 50/50 district and charter. Every investment the foundation makes must be in both sectors |
| Early Successes | <ul style="list-style-type: none">In 2017, Kansas City received 58 corps members. The city retained 30 of them either as 2nd year corps members or through 1 of 3 teacher pipelines |

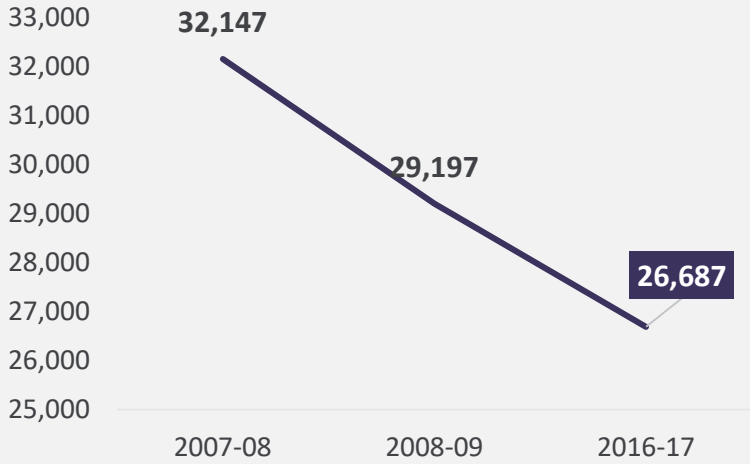


Teach Newark: “Is this news to you? This is Newark to us!”

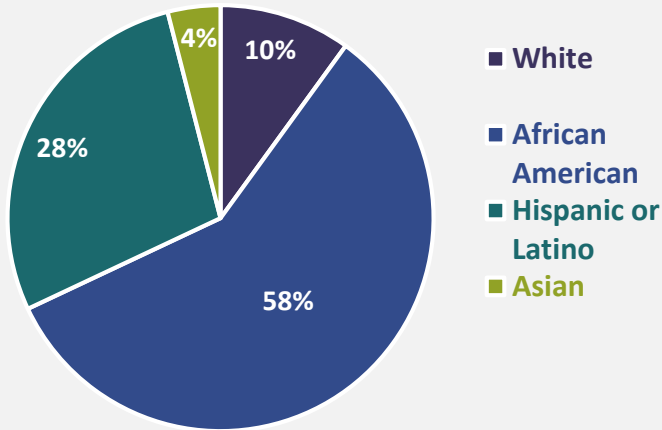
| | |
|----------------------------|---|
| Context | Newark Public Schools (NPS) launched a "Teach Newark" campaign in January 2018, focused on recruiting talented educators. It is a way for the district to broaden and better focus the outreach of previous recruitment efforts |
| Approach | <ul style="list-style-type: none">▪ Targets purpose-driven professionals who want to join a citywide effort to move Newark forward▪ Framed as a community-led movement committed to giving each of Newark’s 35,000 students the outstanding education they need to write their own futures▪ Offers one of the highest starting salaries in the country (\$53,000 for SY ‘18-19) with bonuses up to \$5,000 annually – <i>“You earn what you deserve while doing what you love.”</i> |
| External Supports | <ul style="list-style-type: none">▪ The initiative has received wide support from Mayor Ras Baraka (a NPS graduate, teacher, and school leader) as well as a wide range of community organizers, civic and business leaders▪ Teach Newark is part of a larger initiative, Newark Forward, that markets Newark as undergoing a transformative period |
| Enabling Conditions | <ul style="list-style-type: none">▪ Student Results: Newark outperforms most similar districts in New Jersey in both reading and math. When looking just at students who qualify for free or reduced price lunch, NPS students outperform all other large school districts in the US that take the PARCC exam▪ Competitive compensation and geographic proximity to New York City |
| Early Successes | <ul style="list-style-type: none">▪ The campaign just launched in 2018, so it’s too early to know the results. However, the campaign builds on momentum the city has been experiencing over the last few years (e.g. the district had 3 times as many as applicants in 2017 compared to 2018 and teacher vacancies decreased from 134 vacancies in Aug 2016 to 73 vacancies in Aug 2017) |

Rochester, New York

Student Enrollment (2007-2017)



Student Demographics (2017)



City Snapshot (2017-18)

| | District | Charters |
|----------|----------|----------|
| Schools | 50 | 14 |
| Students | ~24% | ~16% |

Teachers, RCSD (2016-17)

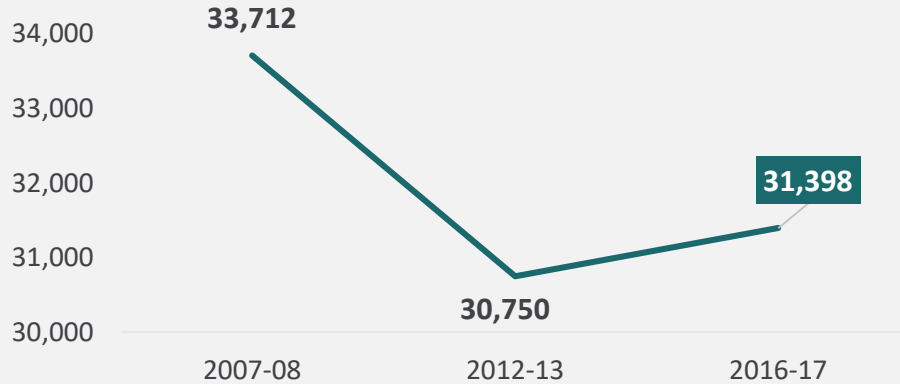
| | |
|---------------------------|------------------|
| Teacher retention rate | 87% |
| Black and Latino Teachers | 18% ² |

Students, RCSD (2016-17)

| | |
|----------------------------|------------------|
| Black and Latino Students | 86% ² |
| English learners | 15% |
| Economically Disadvantaged | 90% |
| Students with Disabilities | 21% |
| Graduation rate | 54% |

Buffalo, New York

BPS Student Enrollment (2007-2017)



City Snapshot (2015-2016)

| | District | Charters |
|----------|----------|----------|
| Schools | 63 | 15 |
| Students | ~79% | ~21% |

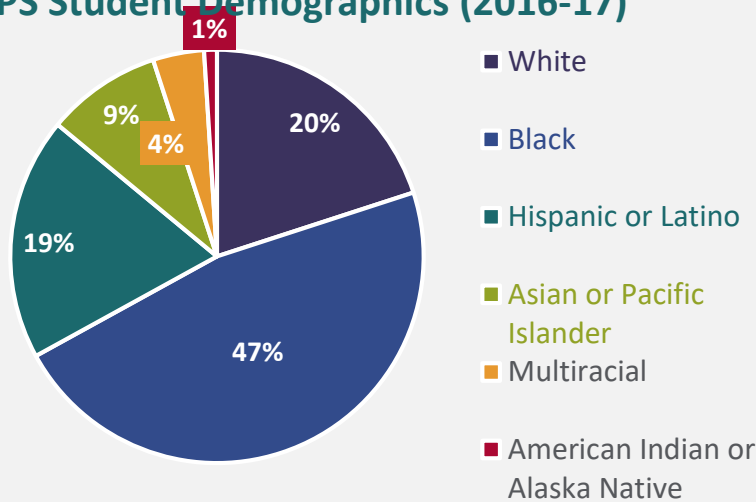
Buffalo Public School Teachers (2016-17)

| | |
|---------------------------|------------------|
| Teacher retention rate | 86% |
| Black and Latino Teachers | 13% ² |

Buffalo Public School Students (2016-17)

| | |
|----------------------------|-----|
| Black and Latino Students | 67% |
| English learners | 16% |
| Economically Disadvantaged | 79% |
| Students with Disabilities | 23% |
| Graduation rate | 63% |

BPS Student Demographics (2016-17)



Buffalo Public Schools Teacher Pipeline Strategies

Context

- In 2017, the Cullen Foundation conducted a citywide teacher pipeline analysis to inform their Human Capital strategy. Findings revealed Buffalo will need to hire 3,900 teachers and 375 school leaders over the next 10 years. From this analysis, the foundation decided to focus their 2018-19 human capital strategy on building Buffalo's supply of teachers, recruiting more diverse teachers and providing current teachers with more professional development opportunities.
- There is a lack of a relationship between Buffalo Public Schools and Buffalo charter schools, making it difficult to invest holistically across *all* schools in the city.

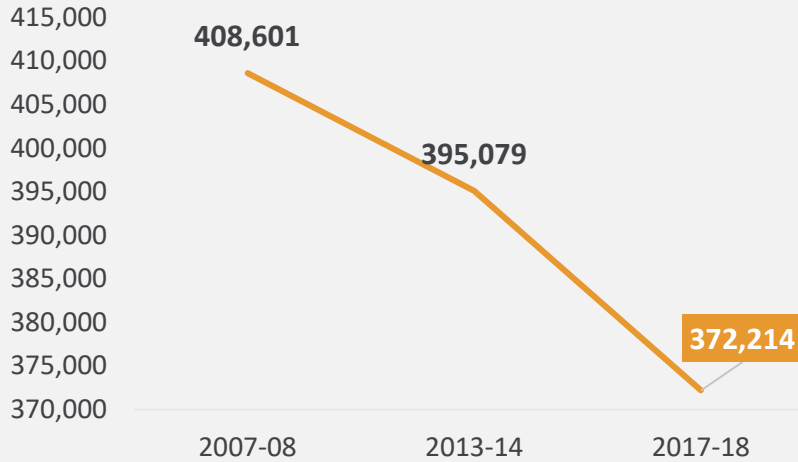
HEADLINE: Buffalo Public Schools has developed partnerships across the teacher pipeline (high school to graduate-level) to address its current and future teacher shortages.

Strategies

- **Urban Teacher Academy:** In 2017, Buffalo Public Schools and SUNY Buffalo State launched the city's first ever Urban Teacher Academy, a **"grow your own" program for high school students**. 20 9th grade students joined the program in the fall of 2017.
 - Staff from BPS developed curricula for four **college-level courses** that will be taught as part of the academy.
 - Students also will participate in activities at SUNY Buffalo State designed to help them prepare for college.
 - **Students who complete the 4-year program will be accepted into SUNY Buffalo State's teacher education program with 12 credit hours already completed toward a Bachelor's degree.**
- **Western New York Teacher Residency:** The Center for Urban Education at Canisius College established a 2-year Master's program beginning with the fall 2018 cohort. Residents will pursue **NYS dual certification in Childhood and Special Education in grades 1-6**. **The residency is supported by a two-year grant from the Cullen Foundation.**
 - **9 residents** are in the current cohort and approximately **10 are expected to join in fall 2019**.
 - The program operates under the strategic guidance of the National Center for Teacher Residencies (NCTR).
 - Candidates are eligible for a **Western New York Teacher Residency Scholarship** that covers 30% of tuition, receive a **living wage stipend** (approximately \$20,000) during their residency year and **discounted on-campus housing**.
 - Residents are given **priority hiring status** by participating school partners upon completion of the program.
- **University of Buffalo Teacher Residency:** Launching in summer 2019, the 1-year residency aims to **collaboratively prepare and sustain skilled, diverse teachers** to effectively serve the varied needs of historically marginalized students, families and school communities. Residents will pursue NYS Initial Certification to teach childhood education or adolescence education (grades 7-12) within a designated content area (**Biology, Chemistry, Earth Science, English, French, Mathematics, Physics, Social Studies or Spanish**).
 - Residents will have the option to enroll in the university's initial/professional track, which leads to a Master's degree (EdM) and fulfills the graduate degree requirement for professional certification.
 - Residents are expected to **commit to three years in Buffalo Public Schools**.

Chicago, Illinois

Student Enrollment (2007-2017)²



City Snapshot¹ (2016-17)

| | District | Charters |
|----------|----------|----------|
| Schools | 560 | 99 |
| Students | ~89% | ~11% |

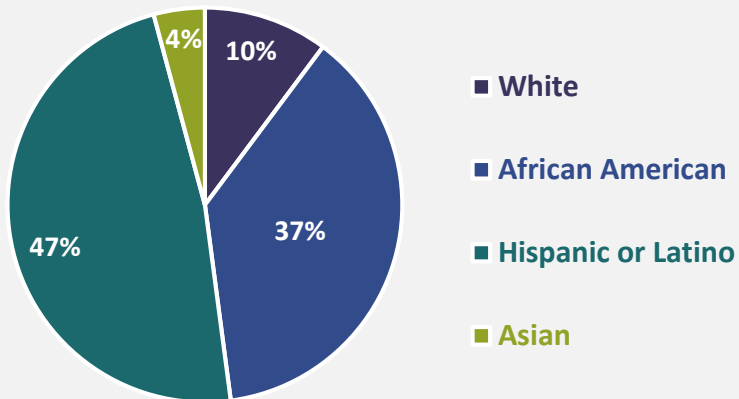
Teachers (2017-18)²

| | |
|---------------------------|-------|
| Teacher retention rate | 76.9% |
| Black and Latino Teachers | 40.2% |

Students (2017-18)²

| | |
|----------------------------|-------|
| Black and Latino Students | 84% |
| English learners | 19% |
| Economically Disadvantaged | 77.7% |
| Students with Disabilities | 13.7% |
| Graduation rate | 74% |

Student Demographics (2016-17)²



Chicago Public Schools faces significant pipeline challenges – it's getting fewer of the teacher candidates that students need

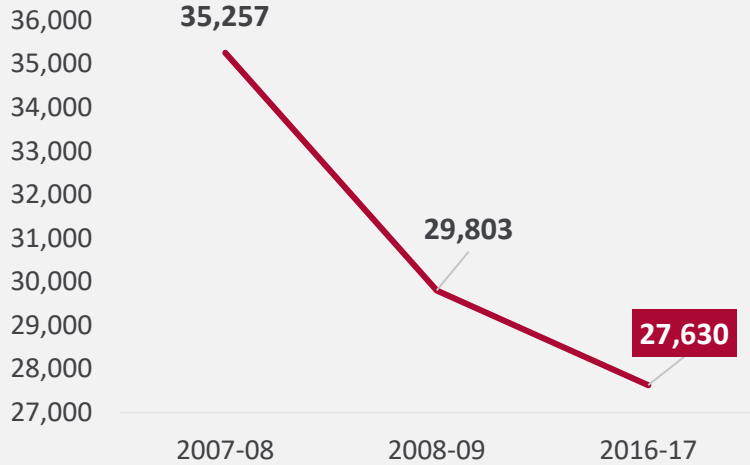
- A growing portion of CPS students have needs that must be addressed. Since 2010, the number of CPS students with IEPs has risen by 24% and those who need bilingual services has risen by 41%
- At the same time, fewer teacher candidates are trained to meet those needs. The number of prospective teachers with high needs credentials (i.e., SPED, Bilingual) decreased by 47% from 2010 to 2015 in Illinois
- Overall, fewer graduates are entering teaching. The number of people completing teacher preparation programs decreased 40% from 2010 to 2015 in Illinois

HEADLINE: Chicago Public Schools has seen early improvements in its teacher pipeline through its *TeachChicago* initiative.

- **Teach Chicago 2025:** "Citywide effort to build the strongest, most diverse teacher workforce in the nation."
 - (1) **New pipelines to teaching:** cultivating high-needs teachers, pathways for diverse candidates;
 - (2) **Teachers ready for day 1:** preparation for CPS teacher candidates, leveraging student teaching;
 - (3) **Diversity as a core value:** improving CPS policy and decision-making, educator leadership on improving equity
 - (4) **Equity for all students:** intensive support in finding and keeping teachers in hardest to staff schools
 - (5) **Recognition and retention:** showcasing teacher excellence, growing top talent and keeping it in the classroom
- **Teach Chicago Residency Programs for SPED and Bilingual:** CPS created two teacher residency programs for candidates interested in teaching in high needs subject areas, particularly in SPED and bilingual ed. Residents hold a Bachelor's degree and currently serve CPS students as paraprofessionals. Benefits: paid year of training, mentor teacher guidance, discounted tuition, PD, full-time CPS teaching position upon completion
 - (1) **Chicago Residency in Special Education (CREST):** In partnership with Relay Graduate School of Education. Residents spend a full year training in a CPS classroom during their first year and spend the second year in their own classroom as they continue coursework.
 - (2) **Bilingual Residency in Chicago (BRIC):** In partnership with National Louis University. BRIC residents work in a modified paraprofessional or co-teacher role in the district for their first year and spend the second year in their own bilingual classroom.
- **Teach Chicago Opportunity Schools:** CPS partnered with Opportunity Schools to identify 50 schools to focus intensive teacher recruitment, retention and teacher leadership efforts.
- **Partnership with local teacher prep programs:** Four work groups with TPPs focused on: SEL, clinical experience, diverse pipelines, new teacher supports.
- CPS is currently working to revamp its high school to teaching program.

Indianapolis, Indiana

Student Enrollment (2007-2017)



City Snapshot (2017-18)

| | District | Charters |
|----------|----------|----------|
| Schools | 60 | 10 |
| Students | 89% | 11% |

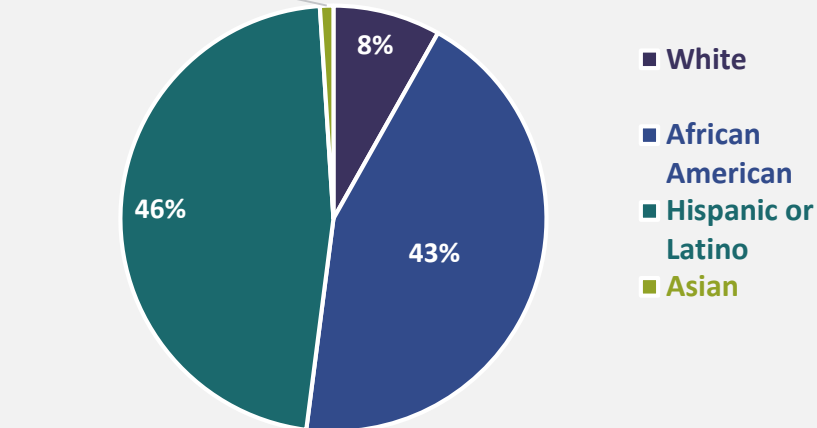
Teachers, all schools (2017-18)

| | |
|---------------------------|-------|
| Teacher retention rate | 85% |
| Black and Latino Teachers | 21.2% |

Students

| | |
|----------------------------|-------|
| Black and Latino Students | 49% |
| English learners | 14.4% |
| Economically Disadvantaged | 68.3% |
| Students with Disabilities | 17% |
| Graduation rate | 76.8% |

Student Demographics (2017-18)



Indianapolis Public Schools Teacher Pipeline Strategies

Context

- 241 IPS educators are in their first year, about 10 percent of the 2,500 certified employees in the district this year. 34 educators have 40 or more years of experience, and 674 have 20 or more years experience.
- Despite struggling to hire teachers, there are a [number of ways](#) to become one in Indiana including: traditional teacher license, transition to teaching permit for teachers who are completing a transitional program but are hired by a school or district before they finish, charter school license, career specialist permit, workplace specialist license, and short-term specialized permits.

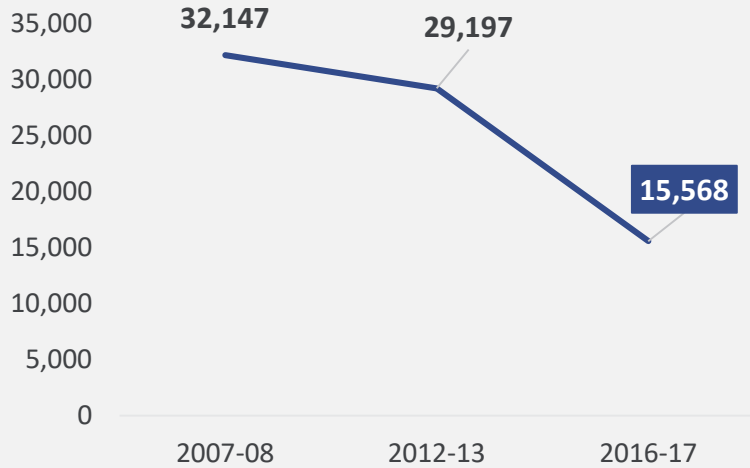
HEADLINE: IPS has focused on improving its existing student teacher pipeline.

Strategies

- **Preparation Program Partnerships and Pipelines:** IPS plans to strengthen its relationship with TPPs to collaborate on building IPS-ready, high-quality, diverse teacher pipelines, including building a comprehensive plan for undergraduate engagement. IPS is also overhauling its student teacher program and building multiple residency program partnerships to develop additional, sustainable pipelines of new teachers trained within the context of IPS classrooms.
- **Data:** IPS created teacher preparation program **data reports**, which include detailed data on program graduates, and share them through bi-annual meetings with providers
- IPS started a **Student Teacher Advisory Committee (STAC)** with 5 university partners to **redesign** the role of cooperating teachers
- IPS launched **new pipelines into teaching** through residency and aspiring teacher programs
 - **Aspiring Teacher Residency:** This 1-year program targets **student teachers who are December graduates**. Student teachers complete their senior practicum in a IPS classroom and would **remain in the same classroom** after graduation. Students train under expert teachers, receive a salary of \$18,000 plus benefits, and benefit from not taking on a new classroom in the middle of the school year.
 - The program has seen some early successes like improved selection and support of mentor teachers, student teacher placement and IPS-specific materials, but faces uncertain financial constraints due to placement schools' budgets.
- Indiana spends \$3M on scholarships for future teachers, but [few students of color win t](#)hem. **Out of 200 graduating seniors in 2018, only 5 come from under-represented minority groups.** The scholarship is worth \$7,500 per year – which would cover tuition at a state university – comes with a commitment to teach in Indiana for five years.
- IPS has also increased social media and marketing presence through initiatives like [Teach Indy](#), a partnership among IPS, the Mayor's Office of Education Innovation, and The Mind Trust designed to bring more outstanding educators to Indianapolis. The **city marketing campaign** elevates teacher voice to convey the benefits of working in IPS and showcases the city's assets both in schools and the community as a whole.
- [The Mind Trust](#) is an active nonprofit organization in Indianapolis that has invested in talent pipeline in through [Teach for America](#) and [TNTP](#) (The New Teacher Project). The Mind Trust also invests in school leaders through TFA's [Indianapolis Principal Fellowship](#).

Kansas City, Missouri

Student Enrollment (2007-2017)



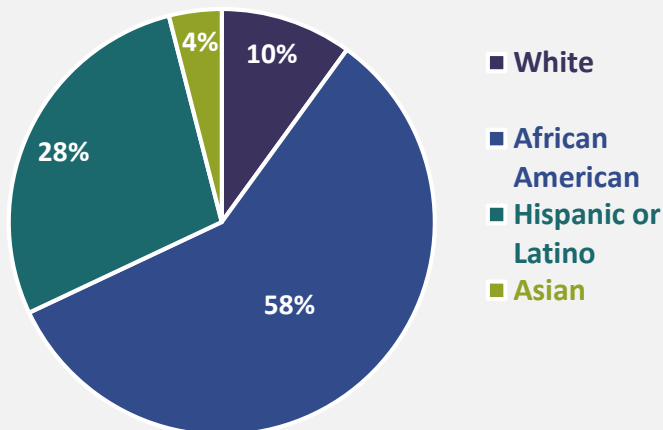
City Snapshot (2017-18)

| | District | Charters |
|----------|----------|----------|
| Schools | 35 | 37 |
| Students | ~72% | ~18% |

Students, all schools (2017)

| | |
|----------------------------|-------|
| Black and Latino Students | 86% |
| English learners | 25% |
| Students with Disabilities | 13% |
| Graduation rate | 65.3% |

Student Demographics (2017-18)



Kansas City Public Schools Teacher Pipeline Strategies

Context

- Kansas City benefits from the presence of a strong foundation partner in the Kauffman foundation.
- The foundation has a **strong community engagement** processes which resulted in bringing **City Year** to Kansas City in July 2015. That process serves as the ethos of the Foundation's current grantmaking.
- Kansas City develops teachers through **3 teacher pipeline initiatives: 1) Teach for America, 2) Kansas City Teacher Residency, and 3) Partnership with US Prep**
- The city also benefits from the foundation's robust co-funding efforts with national and local philanthropies.

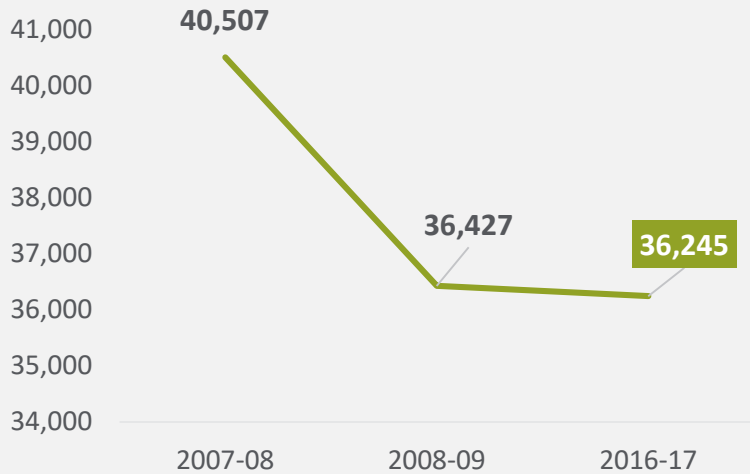
HEADLINE: Due to strong philanthropy, Kansas City has been able to invest across the education sector in a number of ways and encourage collaboration among players who historically have not worked together

Strategies

- **KCPS Diploma+ Program:** Provides high school students with robust career and technical education pathways.
 - Within this, students have the opportunity to explore the "educator prep" pathway which provides them the opportunity to participate in Educator Rising, and get classroom experience.
- **Teach Kansas City:** A city marketing campaign website that provides information and resources on teaching and Kansas City
- Kansas City partners with Teach for America, which came to the city 10 years ago, and remained the only talent organization the city had until 2013.
- **Philanthropy:** The [Kauffman Foundation](#) invests in a pipeline of initiatives to prepare and strengthen teachers and school leaders. The Foundation supports new teachers, especially underrepresented educators, to be trained and enter into the profession better prepared. In recent years, the foundation has spent about \$4M per year on the pipeline focused primarily on City Year and The Literacy Lab.
 - **City Year** partners with district and charter schools to support students who need the most help. City year places diverse young adults (corps members) in high-need urban schools for a year of service to support students' academic and socio-emotional success. **Many CY corps members enter into the city's teacher preparation programs.**
 - **Kansas City Teacher Residency** is a 1-year non-profit residency program for college graduates and professionals. Launched in 2015 as a **partnership between Park University and Kansas City Public Schools and charter schools**, the program provides candidates with teaching experience, mentorship, ongoing professional development and **requires a 3-year teaching commitment from candidates.** While a success now, starting the residency was an enormous lift in terms of staff capacity, cost, expertise, and implementing while still building.
 - **US Prep:** This **partnership between University of Missouri-Kansas City (UMKC) and Kansas City Public Schools and charter schools** prepares educators to be high-quality teachers in urban schools. The initiative is co-funded with BMGF.
 - The **Kansas City PLUS (Pathway to Leadership in Urban Schools)** is a 2-year principal certification program under the guidance of an expert leadership coach. The program is targeted to talented educators who show great promise as transformational school leaders and partners with both district and charter schools

Newark, New Jersey

Student Enrollment (2007-2017)



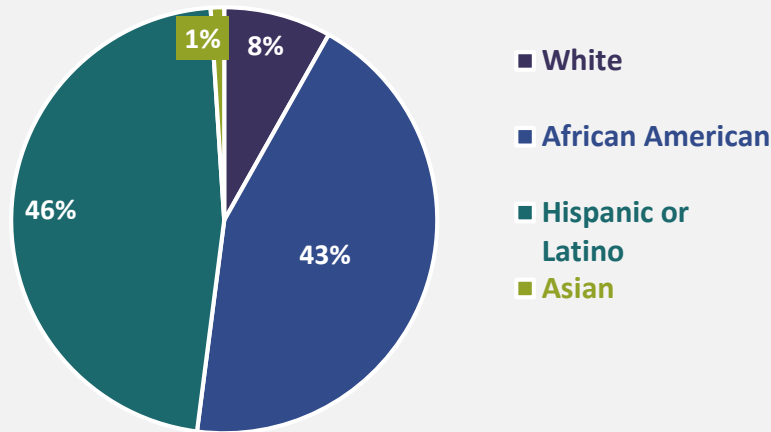
City Snapshot (2017-18)

| | District | Charters |
|----------|----------|----------|
| Schools | 65 | 20 |
| Students | ~72% | ~28% |

Students (2017)

| | |
|----------------------------|-------|
| Black and Latino Students | 90% |
| English learners | 12.6% |
| Economically Disadvantaged | 84% |
| Students with Disabilities | 16.3% |
| Graduation rate (2015-16) | 73.5% |

Student Demographics (2017-18)



Newark Public Schools Teacher Pipeline Strategies

Context

- Newark outperforms most similar districts in New Jersey in both reading and math, and when looking just at students who qualify for free or reduced price lunch, Newark students outperform all other large school districts in the US that take the PARCC exam
- Newark's high school graduation rate has also increased by nearly 20 percentage points in the past seven years (from 61 percent in 2011 to 78 percent in 2017)
- District now under local control
- Prior to 2018, Newark never had a coordinated teacher recruitment campaign due to lack of staffing capacity and expertise.
- The department does not currently collect information on diversity of candidates

HEADLINE: Newark's leaders launched a marketing campaign targeting educators to join a city on the rise.

Strategies

- **Teach Newark Campaign:** Newark Public Schools (NPS) launched a "Teach Newark" campaign in January 2018, focused on recruiting talented educators. It is a way for the district to broaden and better focus the outreach of previous recruitment efforts
 - The campaign has a website and a set of online resources for potential educators to engage with to get a better idea of **why they should teach in Newark** (e.g. videos, testimonials, competitive salary, interviews with students, Mayor, educators, etc.)
 - More than half (\$180K) of the \$300K initiative is funded by the district with the remaining funding coming from local philanthropy (Victoria Foundation and a few others)
 - Elements of the campaign include: **Posting vacancies** on more than 100 university career websites; a **social media campaign** targeting potential candidates; a **candidate referral program** that provides bonuses (\$200+) to employees who refer new educators to NPS in **hard to staff subjects** and principals in **hard to staff schools**; expanded on-campus college recruitment and career fairs; and coordinated **phone calls and emails** with teacher candidates and prospects to ensure they remain actively engaged and ready-to-hire.
 - **Teacher vacancies at the beginning of the year declined** 45% (134 to 73) between SY 2016-17 and SY 2017-18
- **Preparation for high needs areas:** In partnership with Montclair State University, NPS offers an in-house **bilingual instruction** 12-credit, non-degree graduate program for both new NPS teacher candidates and current NPS teachers.
 - The [Bilingual Bicultural Education Endorsement program](#) is designed for candidates who already possess or are completing coursework leading to NJ instructional certification in either Early Childhood (P-3), Elementary (K-6) or Subject-Area (P-12) and wish to obtain an additional certification in Bilingual Bicultural Education.
 - Courses are offered in a combined online and in-person hybrid format during afternoon and evening hours to meet the needs of working students.

Thank you!
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