

Teacher Recruitment and Retention Advisory Task Force

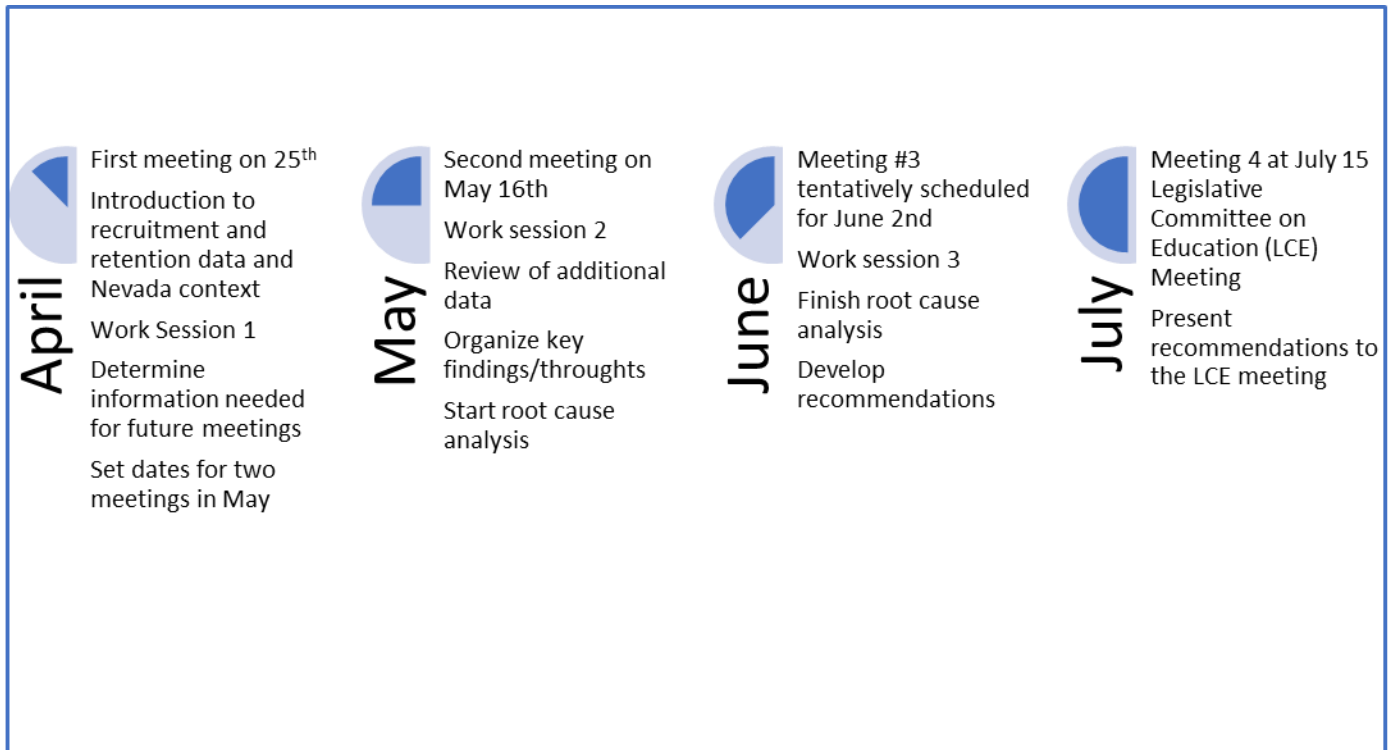
May 16, 2020 Work Session

The information shared in this document are in response to questions and discussion at the April 25 Task Force meeting.

Overview of Work Session Topics

- Timeline update
- Data sharing
 - Mobility
 - Recruitment to the profession
 - Recruitment to employment
 - Retention
- Note taking guide
- Root Cause Analysis

Timeline



Recruitment to the Profession

The following figures taken from the [Title II Report](#) provide additional information regarding educator preparation GPA requirements:

Traditional Route GPA Requirements

Traditional Route Undergraduate GPA Requirements				
Program	Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion
Great Basin College (4293)	3	3.39	✓	2.5
National University (4557)	2	3	✓	2
Nevada State College (9020)	2.5	3.27	✓	2.5
University of Nevada-Las Vegas (4861)	2.75	3.34	✓	2
University of Nevada-Reno (4844)	3	3.34	✓	3
University of Phoenix-Nevada Campus (4228)	Not Reported	0	✓	2.5
Western Governors University (4974)	Not Reported	3		Not Reported

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Traditional Route Undergraduate GPA Requirements				
Program	Median GPA of Individuals Accepted	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion	Median GPA of Completers
Great Basin College (4293)	3.39	✓	2.5	3.52
National University (4557)	3	✓	2	3.7
Nevada State College (9020)	3.27	✓	2.5	3.66
University of Nevada-Las Vegas (4861)	3.34	✓	2	3.59
University of Nevada-Reno (4844)	3.34	✓	3	3.47
University of Phoenix-Nevada Campus (4228)	0	✓	2.5	3.84
Western Governors University (4974)	3		Not Reported	3

Alternate Routes to Licensure (ARL) GPA Requirements Information

Alternative Route Postgraduate GPA Requirements				
Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Is Minimum GPA Required for Completion?
Clark County Sch Dist (Title 2 Only) (4137)	✓	2.75	3.2	
Grand Canyon University (4331)	✓	2.8	3.695	✓
Great Basin College (4293)	✓	3	3	✓
IteachNEVADA (4978)	✓	2.5	3.39	✓
National University (4557)	✓	2.5	3.3	✓
Nevada Teacher Corps (1231)	✓	2	2.88	
Nevada Teachers of Tomorrow (9026)	✓	2.5	3.08	
Sierra Nevada College (4863)	✓	2.75	3.375	✓
University of Nevada-Las Vegas (4861)	✓	2.75	3.25	✓
Western Governors University (4974)		Not Reported	3	

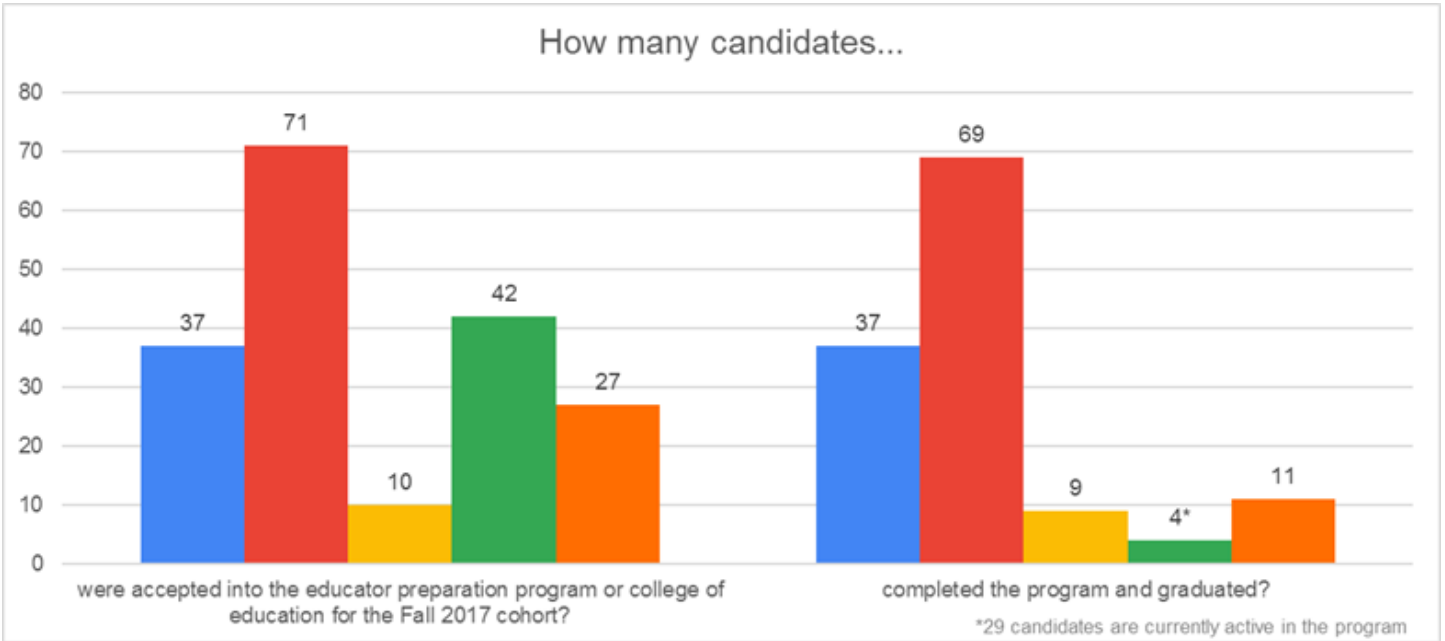
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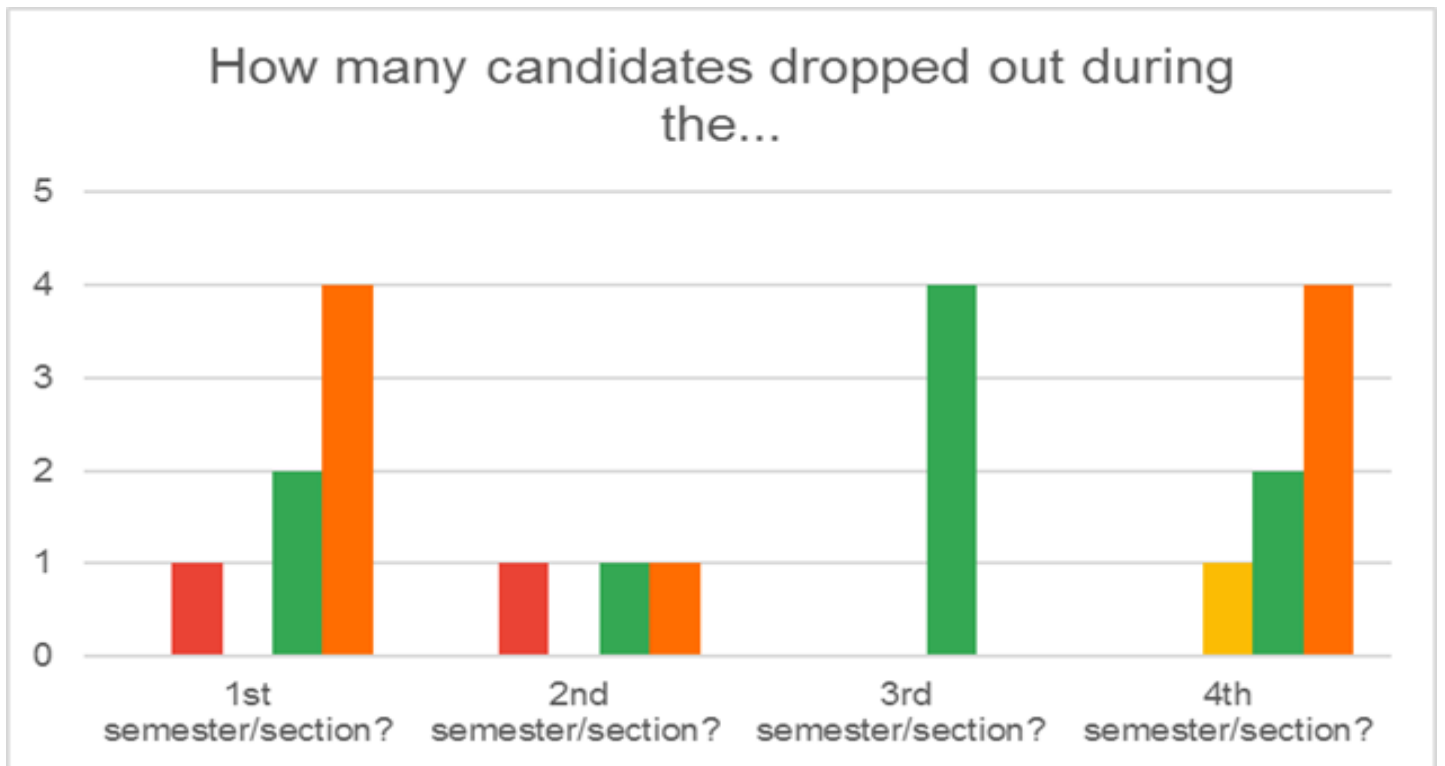
Educator Preparation Program Questionnaire Responses

In response to questions and discussion at the April 25 Task Force meeting, NDE personnel created a questionnaire and shared it with six educator preparation programs. The questions and answers are shared below.

Fall 2017 Cohort Data



Fall 2017 Cohort Data



How many graduates/completers of the Fall 2017 Cohort attained a teaching position?

- 9, all in state.

- Out of the four students that have graduated from the program, 3 have obtained teaching positions in-state, and one out of state (California). Most of our students in this cohort or still active in the program and have not yet graduated (29 students).
- All program completers in the cohort obtained teaching positions. (11)

What challenges does your program experience in recruiting to the profession?

- Our biggest challenge is needing to meet Nevada's specific course requirements.
- Reputation of teaching profession, attracting diverse candidates, widespread emphasis on STEM fields
- Lack of time, lack of travel monies to rural communities, lack of staff, public perception of the education field
- Program credits which make it cost-prohibitive
- Changing the negative narrative about teaching in terms of the focus on low pay, poor working conditions due to top down mandates and long-term student debt. We focus on the power of teaching as a tool for social justice.
- Our challenges to recruit into the teaching profession mirror those of the nation's dilemma to attract students: first-time college goers are least likely choose education as a career path. Students don't see "teaching" as a profession and only as a job that they have seen and witnessed their teachers complain about. We also know that families don't readily think about teaching as a "successful" job and therefore don't encourage their children, spouses, etc. to go into teaching.

Is your program partnering with districts to recruit from "grow your own" and/or Education Career and Technical Education programs? If yes, with which districts are you partnering?

- No
- WCSD
- Yes, all districts in some capacity other than Clark and Washoe.
- No
- Yes, we partner with CCSD through our Teacher Academy Initiatives. We currently have 8 teacher academies with district high schools.
- We currently have an MOU built with the CCSD schools to offer dual enrollment through two different options: The first option is our Rebel Teach program, in which students are taking classes on their own campus that also count as college credit for our pre-licensure courses at UNLV COE. If students begin their junior year, they can earn 12 credits before beginning college. Our second option is our Rebel Advance program, in which students can choose from a variety of courses to complete that we offer own our campus. Although some of the courses we offer are outside of the COE, these courses still count as prerequisites and can be used towards a college degree. The best thing about both of these programs is that we only charge students a \$50 flat fee per course to take the courses. In addition to these two options, we also use our NITEP fellowship as a recruitment tool, primarily for students from Nevada. We were using the Teach NV scholarship to recruit as well but have just made paused on that tactic until we hear more about the available funding for the future.

Classroom Management

The questionnaire included a checklist of four choices and a space for open response.

- Classroom management is a required course = 3 programs
- Classroom management strategies are embedded throughout a variety of courses = 6 programs
- Classroom management is taught as part of the student teaching experience = 6 programs
- The program does not specifically address classroom management strategies or techniques = 0 programs

Additional comments included:

- 1 program shared that classroom management is a required class in secondary and will soon be in elementary and another shared that it is currently required in elementary programs
- The elementary programs are now being required to offer a course in this.

Does the program complete an exit interview with candidates that drop out and/or change majors away from education?

- Yes
- I don't know
- Yes
- Most of the time we have them sign a program withdraw with exit interview questions. Others do not notify us of their intention to drop out, and we have a hard time reaching them with exit interview questions.
- No
- We currently do not, but we have been meeting as a task force to discover what the barriers are and the challenges to progressing in the major. A few variables and conditions have surfaced: *trouble completing the prerequisites and earning a 2.75 in order to qualify for full-major status, *trouble passing the PRAXIS I to be granted full-major status, *affordability and lack of ability to work while student teaching. We have seen this across all demographic of students, but especially amongst our students of color.

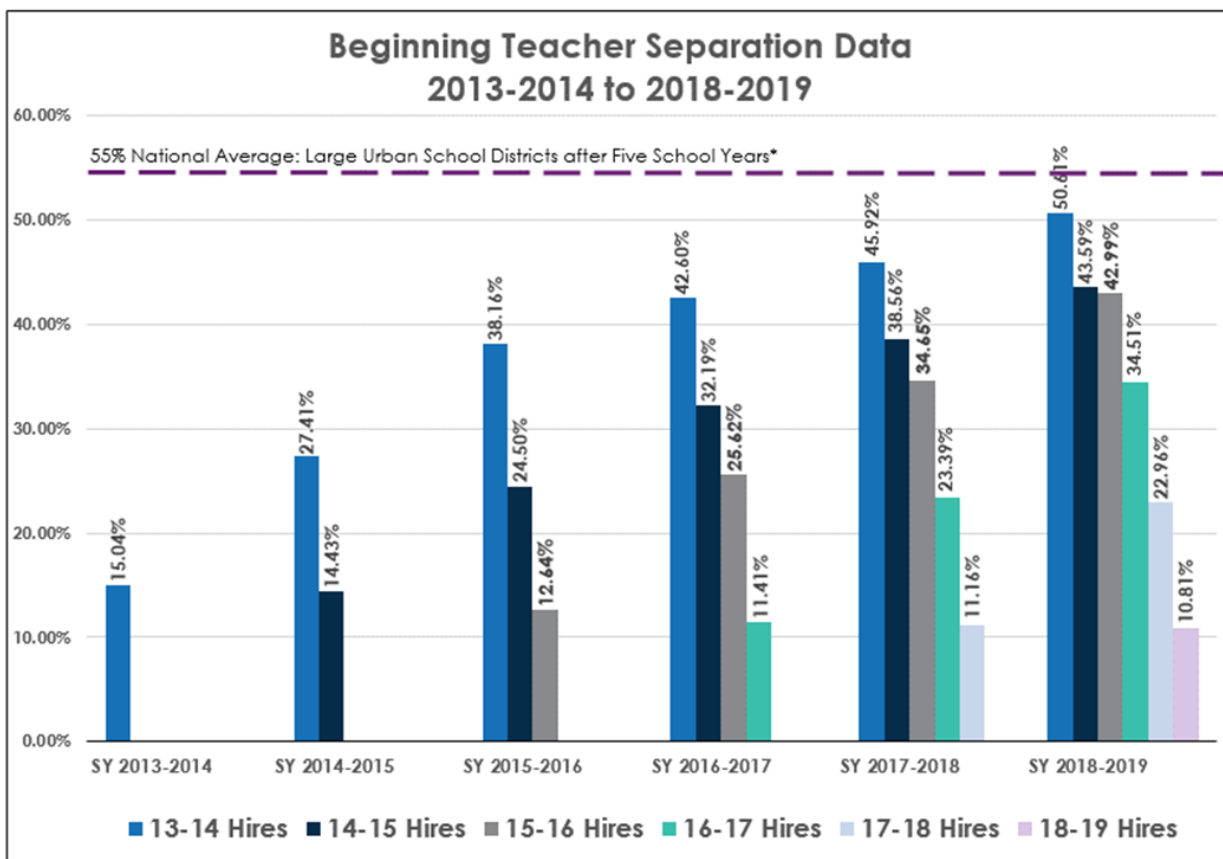
Please feel free to share any additional information that you think the Task Force may find helpful in their pursuit of making recommendations to the Legislative Committee on Education to address teacher recruitment and retention in Nevada.

- It would be helpful if Nevada allowed our program to meet standards rather than prescribed coursework. We would encourage the Task Force to consider national accreditation as another means of meeting program approval.
- In my view, it would be great if the lens of diversity was integral to this discussion.
- Extreme and complicated accountability measures, which include standardized testing and curricula, have radically changed the public's perception of the integrity of this noble profession. NSHE's system seems to breed a competitive aspect to recruiting and retaining students rather than focusing on serving the unique needs of our rural communities versus the more urban districts. Many of the NSHE policies for graduation numbers for a degree or even a program places the community colleges at a disadvantage and subsequently place the rural school districts at a disadvantage. We need to better support our community colleges with resources to better serve the rural areas of the state and not task the larger institutions with usurping our role and the relationships we've built in these districts.
- We have recently launched a Why Teach? campaign in efforts to recruit more teachers. This campaign also emphasizes recruiting diverse students. Additionally, through our \$2.5 million HSI grant, we've hosted several Scholar's Days with 150 CTE High school students (per event) . The program is designed to highlight the power of teaching.
- We have created a robust recruitment plan in the UNLV College of Education to recruit students, more especially post-COVID. We are looking at this pandemic as an opportunity to get people to consider "rethinking" education and for "retooling" others to become educators. A bulk of our success will lie in how effective we can create a presence and develop partnerships that lead to successful educator preparation pipelines. I look forward to more conversations with those across the state.

Recruitment to Employment and Retention

The information below comes from the Clark County School District’s Employee Onboarding and Development Department (EODD) Beginning Teacher Induction Program (BTIP)

EODD’s BTIP has evolved over the years to respond to District initiatives, available department resources, and data. Once its own department with fifteen project facilitators, it has since streamlined to four project facilitators charged with inducting 1,400 – 1,800 new teachers each year. While greatly reduced, EODD provided ninety-nine face-to-face, professional learning opportunities for induction during the 2018-2019 school year with participation numbers reaching 4,032 attendees (not unique users). The model that has been developed allows EODD to work with the limited resources available and stay within the allocated Title IIA budget. Analysis of data also indicates, that since the inception of this induction model, retention rates of beginning teachers have increased as well as a strong teacher self-perception of improved teaching effectiveness. According to the most recent research on teacher retention, the national average for novice teacher separation is fifty-five percent after five years. District data indicate that CCSD’s novice (beginning) teachers separate at a much lower percentage with an average separation rate of forty-four percent after five years. The following graph depicts CCSD’s retention rates for beginning teachers dating back to SY 2013-2014. Five-year data is available for beginning teachers hired in SY 2013-2014 and SY 2015-2016.



* Papay, J. P., Bacher-Hicks, A., Page, L. C., & Marinell, W. H. (2017). The Challenge of Teacher Retention in Urban Schools: Evidence of Variation From a Cross-Site Analysis. *Educational Researcher*, 46(8), 434–448.

Since the inception of the new induction model in SY 2015-2016, CCSD data reflects an upward trend in retention rates of CCSD beginning teachers, Papay, Bacher-Hicks, Page, and Marinell (2017) report 13% to 35% of novices left their district after one year. As indicated on the graph below, for the 2018-2019 school year, 89.19% of CCSD beginning teachers were retained indicating a 10.8% separation rate.

CCSD Teacher Retention: First Year Comparisons 2013-2014 to 2018-2019

