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Shift 1: Reduce barriers to careers in education while preserving standards of excellence.

Transparent Workforce Data

Publish accurate and timely data on career options in education (e.g., supply/demand, preparation program completion).

Colorado Department of Education

The Colorado Department of Education (CDE) offers comprehensive data on teacher supply and demand, presented at district and certification levels. They provide a supply dashboard detailing teachers' employment, performance data, overall retention rates, and retention rates of new hires. Additionally, CDE publishes information about job openings based on endorsement area, location, and district. By using tools like the Educator Shortage dashboard and supply dashboard, Colorado identifies areas with the highest needs, guiding efforts by districts and teacher preparation programs to address teacher shortages. A mapping tool is also used to link district shortages with teacher preparation program completion, aiding the understanding of the teacher job market dynamics.

<https://www.cde.state.co.us/educatortalent/coloeducatorshortagesurveyresultsdashboard>;
<https://www.cde.state.co.us/>

Data-Driven Career Counseling

Help prospective educators use workforce data to make career decisions.

University of Maryland Global Campus

In 2018, University of Maryland Global Campus (UMGC) launched Steppingblocks, an innovative online career exploration platform that employs data-driven methods. This platform grants students entry to a suite of tools including the Career Path Explorer, Institutional Outcomes Explorer, and Tuition Analyzer. Through Steppingblocks, students review national and institutional career statistics, interpret hiring patterns of alumni, and compute payback periods as well as overall college expenses. Impressively, between 2019 and 2020, UMGC user adoption surged by 347%. Beyond that, the platform establishes a strong pipeline of talent, connecting graduates with a wide array of employers based on their majors. It further suggests skill training based on the specific demands of employers and facilitates connections between accomplished alumni and current students for mentorship on career matters.

<https://blog.steppingblocks.com/case-studies-and-interviews/how-umgc-grows-student-engagement>; <https://careerquest.umgc.edu/>

Increased Affordability

Decrease educator preparation expenses through a variety of programs (e.g., student loan forgiveness, program cost reductions, and scholarship programs).

West Virginia Department of Education

The Grow Your Own Teaching Pathway Program in West Virginia offers a route for high school students to pursue a career in education. The program boasts various advantages, including an

early college enrollment opportunity, an introduction to the teaching profession, a complimentary Core Praxis exam, reduced costs for dual credit courses, the option to complete a bachelor's degree in just three years, and the chance to earn a salary, benefits, and seniority during the residency year. During their junior and senior years in high school, students spend time in their local county schools. Participants graduate high school with approximately 30 credits from dual enrollment/AP courses, allowing them to start college as sophomores. They then proceed with a year of education coursework and testing, followed by a yearlong teaching residency supported by both the university and the county. Graduates attain a bachelor's degree in education and enjoy priority in hiring from participating school districts.

<https://teachwv.com/grow-your-own/>

Rio Salado Community College

Rio Salado Community College offers a Bachelor of Arts (BA) in Elementary Education and Special Education is intentionally structured to furnish pre-service teachers with the essential knowledge and competencies essential for achieving their educational aspirations and prospering in their chosen careers. Successful completion of the BAEE/SPED program qualifies students to seek the Standard Arizona Teaching Certificate in Elementary Education (K-8), Standard Arizona Teaching Certificate in Special Education (K-12), and the Structured English Immersion Endorsement. The BAEE/SPED degree costs less than a third of typical university tuition expenses and contributes to enriching the pool of educators, as community colleges are recognized for their diverse student body.

<https://www.riosalado.edu/degrees-certificates/education/elementary-education-and-special-education-9301-ba>

Preparation Programs Completion

Assist prospective educators with overcoming barriers (e.g., costs, transportation, childcare, duration, unpaid/low wage internships) to beginning and/or completing programs.

Tennessee Department of Education

The Tennessee Department of Education achieved a significant milestone by becoming the first state to gain approval from the U.S. Department of Labor for a lasting Grow Your Own model. This pioneering effort involved collaboration between the Clarksville-Montgomery County School System and Austin Peay State University's Teacher Residency program, resulting in the first registered apprenticeship program for teaching in the country. The model fosters partnerships between Educator Preparation Programs (EPPs) and districts, providing innovative, cost-free pathways to teaching by enhancing EPP enrollment and increasing the pool of qualified teachers. This achievement paves the way for other states and territories to initiate similar programs with federal endorsement.

<https://www.tn.gov/education/grow-your-own.html#:~:text=Paving%20the%20way%20for%20teaching,permanent%20Grow%20Your%20Own%20model%2C>; <https://www.tn.gov/education.html>

Preparation Program Alignment

Ensure programs adequately prepare candidates for job requirements.

The Oregon Teacher Standards and Practices Commission

The Oregon Teacher Standards and Practices Commission (TSPC) developed a social-emotional learning (SEL) framework that offers recommendations for educator preparation programs (EPPs) to seamlessly integrate SEL competencies across their curricula. The framework rests on the notion that offering comprehensive adult SEL training to all educators, tailored to address the specific daily challenges they encounter, may be highly effective in addressing educator stress. The intended outcomes include: (1) Creating opportunities to recognize, reflect on, and develop one's own identity as an educator and allow educators to have agency over cultivating that identity, (2) Cultivating emotional resilience to remain an effective and caring educator in the face of adversity, (3) Modeling a safe, courageous and supportive learning and teaching environment where personal growth and self reflection occur out of vulnerability, and (4) Classrooms as natural environments to examine and disrupt systemic inequities by creating space where collaborative, equitable, and just learning can occur.

<https://www.oregon.gov/ode/educator-resources/standards/sel/pages/default.aspx>

Licensure & Certification

Address hurdles to obtaining licensure and certification (e.g., costs, understanding the process, options for licensure attainment) while expanding licensure reciprocity both nationally and internationally.

Westside Community Schools

The Growing our Own - EA to Teacher Ladder Program at Westside Community Schools (Omaha, Nebraska) provides educational assistants and paraprofessionals working within Westside classrooms the chance to elevate their careers by becoming certified teachers. In partnership with Midland University, the program encompasses a blend of academic coursework and hands-on teaching experience, strategically designed to equip paraprofessionals with the essential knowledge, skills, and practical expertise needed for successful teaching. Program participants benefit from active guidance, mentorship, and structured support, aiding them in navigating the transition from their current paraprofessional roles to positions as teachers.

https://www.canva.com/design/DAFPOk-BmQs/rg5q0FDf9IYBEYATIQuFng/view?utm_content=DAFPOk-BmQs&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink#10;

https://omaha.com/news/local/education/westside-expands-its-grow-our-own-programs-to-address-staff-shortages/article_83667f6a-f183-11ec-b752-7bb8ad06d7ee.html;

<https://www.midlandu.edu/westside-expands-its-grow-our-own-programs-to-address-staff-shortages/>;

<https://www.3newsnow.com/news/education/westside-community-schools-addresses-the-teacher-shortage-building-a-better-omaha-benefits-all-of-us>; <https://www.westside66.org/>

UTeach for Texas

UTeach for Texas is an accelerated teacher preparation program designed for individuals with STEM degrees. In just five months, participants undergo training to become secondary school teachers, followed by three years of mentoring as they enter the classroom. This program is based on the successful UTeach model established in 1997 at the University of Texas at Austin. It involves online evening classes paired with practical experience in a secondary classroom, working alongside a mentor teacher. The program's emphasis lies in fostering inquiry-based and project-based learning, a hallmark of UTeach's approach.

<https://uteachfortexas.utexas.edu/>; <https://uteachfortexas.utexas.edu/press>

Michigan Department of Education

The Welcome Back Proud Michigan Educator (PME) campaign enables teachers to rejoin the workforce by allowing districts to request waivers for professional learning requirements. This benefits individuals who left the profession, or never entered the profession, but obtained their certification at some point. These educators can partner with local education agencies, including public school districts and academies. The campaign aims to remove obstacles to recertification and streamline the process of re-entering the teaching profession.

<https://www.michigan.gov/mde/services/ed-serv/ed-cert/cert-guidance/welcome-back-proud-michigan-educator-campaign>;

Shift 2: Design comprehensive human capital management systems.

Organizational People Strategy

Develop comprehensive strategies to recruit and retain educators. Unpack your organization's competitive advantages and leverage them appropriately.

Denver Public Schools

Denver Public School's Office of Talent outlined a Strategic Roadmap that details the importance of continuous improvement, recruitment and retention of a high-quality workforce, and total compensation packages at or above the market rate. During the 2023-2024 academic year, primary objectives include (1) strengthening and expanding initiatives to recruit, hire, retain and advance team members of marginalized identities across organizational levels and (2) recruiting and retaining team members committed to achieving equity.

<http://thecommons.dpsk12.org/Page/241>

Arizona State University

The Next Education Workforce initiative through the Mary Lou Fulton Teachers College at Arizona State University is a comprehensive human capital management strategy that addresses teacher turnover and broadens pathways for aspiring educators. Its cornerstone is the innovative approach of team-based, strategic school staffing. Team-based staffing is at the heart of this model, reimagining how human resources are utilized in education. It involves the formation of diverse educator teams consisting of lead teachers, professional educators, teacher candidates, paraprofessionals, and community educators, who collectively take responsibility for a larger group of students. Each team member contributes unique skills and perspectives, leading to a more dynamic and effective educational environment. The model introduces differentiated roles within the education workforce. Recognizing educators' varied talents and interests, creates specialized roles, allowing individuals to focus on their strengths, whether in instruction, curriculum development, or student support. This differentiation not only enhances job satisfaction and retention but also maximizes the potential of each staff member, contributing to a more robust educational system.

<https://workforce.education.asu.edu/about/blog>

Strategic Leadership

Ensure leaders are empowered, strategic decision makers accountable for organizational outcomes.

School District of Philadelphia

The School District of Philadelphia's 2023-2028 Strategic Plan centers schools and school leadership teams as the units of change. Strategic leadership actions include but are not limited to (1) launching a superintendent's advisory group with external stakeholders and community partners, (2) establishing instructional leadership teams at every school, (3) administering annual school leaders surveys, and (4) developing succession plans at all levels of the organization. Such actions align with a collaborative decision-making model that includes families, students, and school staff members' perspectives.

<https://www.philasd.org/strategicplan/>; <https://www.philasd.org/>

Highline Public Schools

Guided by our design principles, strategic staffing is about curating the workforce needed to ultimately serve students. It intentionally focuses on building effective learning teams and implementing practices that center on the recruitment and retention of educators of color. Our Strategic Staffing practices have been implemented through a Leadership Cadre with the direct intention of curating the leadership workforce in alignment with our district goals, ensuring that we are building complementary leadership teams across the system that share our values of equity, student-centered operational leadership, and authentic family and community partnerships. As a result of our Leadership Cadre Hiring process, selection outcome data highlights a correlation between Strategic Staffing practices in the leadership selection process and diversification of the leadership workforce. We continue to identify, and leverage opportunities for continued improvement of our practices in alignment with our Strategic Staffing Design Principles.

<https://www.highlineschools.org/departments/human->

People Managers

Select and develop people who manage others to be inclusive human capital managers.

The Human Capital Leaders in Education Certification Program

The Human Capital Leaders in Education (HCLE) standards define the necessary competencies for leaders in PK-12 education and related organizations to effectively manage human capital processes. Developed collaboratively by the American Association of School Personnel Administrators (AASPA), Experience Management Institute (EXMI), and PK-12 human capital leaders, these standards encompass knowledge domains and skills essential for enhancing talent practices within education. The HCLE certification includes the Professional Human Capital Leader in Education (pHCLE) and Executive Human Capital Leader in Education (eHCLE) programs, both aligned with the standards. The pHCLE program focuses on core human capital operations at departmental, team, or individual levels. It offers self-paced online learning and virtual class meetings for certification preparation. The eHCLE program, designed for experienced human capital leaders, emphasizes system-level management. It involves a ten-month cohort model with peer and expert support.

<https://www.aaspa.org/hcle-certification>

Talent Acquisition

Find, attract, and hire qualified educators.

St. Joseph School District and International Alliance Group (IAG)

The St. Joseph School District (St. Joseph, MO) partners with a placement agency that recruits qualified individuals to teach various grades. This agency, called the International Alliance Group (IAG), assists in recruiting, obtaining work visas, arranging travel, and coordinating job duties and training for international teachers. IAG's international exchange teacher program benefits K-12 students by providing them with insights about the world from their teachers. Participating teachers also enhance their professional skills and engage in cross-cultural activities within schools and communities.

<https://www.sjsd.k12.mo.us/>; <https://iagusa.org/>

Michigan Department of Education

The Michigan Department of Education received funding to develop the Michigan Online Registry for Educators (MORE), a collaborative data system involving multiple agencies. A key aspect of MORE is its focus on connecting credentialing and employment data, helping districts quickly verify staff credentials and ensuring compliance with regulations. This will prevent costly investigations and funding deductions for districts while maintaining educational quality. MORE's design also improves reporting, aiding the state in understanding workforce trends and needs. The system aligns with the Common Education Data Standards (CEDS), a federal initiative to standardize education data nationally using a common vocabulary and data models to support education stakeholders and initiatives across the country. <https://www.michigan.gov/mde>

Talent Development

Foster employee learning and growth through feedback, interaction, and job-specific training and development.

Jefferson County Public Schools

Since 2020, Jefferson County Public Schools (JCPS; Louisville, KY) has collaborated with Upbeat, a teacher retention organization founded by former educators. Over the span of two years, teacher retention in Accelerated Improvement Schools within JCPS increased by 12.7%. In Fall 2022, Upbeat conducted a thorough survey focused on research-based aspects affecting teacher retention, such as school atmosphere, recruitment and orientation, professional growth opportunities, teacher involvement and leadership, and teacher recognition. Survey data informed principal action plans to improve staff morale, culture, and retention.

<https://smb.vicksburgpost.com/article/Jefferson-County-Public-Schools-Expands-Partnership-with-Upbeat-Districtwide-to-Support-Strategic-Teacher-Retention-Goals?storyId=63626aa2b4ed3a46c5c82f82>; <https://www.teachupbeat.com/testimonials>; <https://www.jefferson.kyschools.us/>

Waterbury Public Schools & BloomBoard

Waterbury Public Schools collaborated with BloomBoard to address the teacher shortage and retention challenges by introducing on-the-job professional learning opportunities. The initiative, known as "Waterbury U," offers staff the chance to acquire micro-credentials, which are evidence-based certifications showcasing skills such as classroom management and instruction. Additionally, participants can pursue a master's degree, which can lead to career growth and increased salary prospects. The program is made available at no cost, thanks to federal funding, and welcomes all staff members, including paraeducators and administrators.

<https://www.waterbury.k12.ct.us/>; <https://bloomboard.com/>;
<https://bloomboard.com/#:~:text=School%20District%20in%20Action,%20the%20job%20professional%20learning>;
<https://www.nbcconnecticut.com/news/local/waterbury-u-program-helps-school-staff-allows-teachers-to-advance-careers/2916765/>

Shift 3: Establish transparent and equitable total rewards systems.

Employee-Centered Total Rewards Strategy

Align total rewards with employee wants and needs, including access to competitive wages, growth opportunities, and physical and mental health supports.

Maryland State Department of Education

The Blueprint for Maryland's Future, a significant legislation passed in 2021, brings extensive changes to Maryland's public schools and early childhood programs. It aims to enhance the state's education system by boosting teacher recruitment and development. This involves increasing the minimum starting salary for teachers statewide, creating a career advancement structure, elevating the quality of teacher training and onboarding, and integrating professional learning and peer collaboration into the school day. By 2026, all Maryland teachers will earn at least \$60,000 annually, benefiting new teachers with almost a \$15,000 raise in some counties. Additionally, the Blueprint establishes a teacher career ladder that enables educators to progress within their teaching role and earn additional pay. This structure can lead to six-figure salaries depending on the teacher's career stage. Further, the Blueprint acknowledges effective professional development as embedded in the job and supports reorganizing the school day for teacher collaboration and learning directly tied to their responsibilities.

<https://teach.maryland.gov/Pages/blueprint.aspx>

Transparent Offerings

Ensure employees are aware of and utilizing total rewards offerings. Communicate offerings through your employee value proposition (EVP).

Olathe Public Schools

Olathe Public Schools (Olathe, KS) offers team members competitive compensation and benefits packages. Since the onset of COVID-19, the District has prioritized mental health needs of both students and staff. Specifically, Olathe grounds their wellness initiatives in the 8 Pillars of Well-Being framework, employs mental health professionals, and offers a comprehensive employee assistance program (EAP). During the 2023-2024 academic year, Olathe plans to implement additional wellness incentives (e.g., fitness classes).

<https://www.olatheschools.org/domain/2768>

Flexible Staffing Models

Support work-life integration by exploring flexible or non-traditional work arrangements (e.g., flex schedules, work from home, combining part-time roles).

Michigan Department of Education

Michigan's System of Permits & Staffing Flexibilities aims to grant school districts more control over hiring experienced educators, lower entry barriers, and encourage teaching as a viable career. The system allows those with non-traditional qualifications to obtain temporary permits for K-12 teaching while pursuing full certification. By doing so, it broadens the pool of potential educators, helping to address the teacher shortage. The approach enables individuals with

relevant skills and experience to enter teaching even without traditional credentials. While offering an alternate route into teaching, the system upholds high standards for core content knowledge and entry into teacher preparation programs. Permit recipients must demonstrate their subject expertise through testing or coursework and are required to enroll in a teacher preparation program within the first year of teaching. This ensures students are taught by knowledgeable educators committed to the profession.

<https://www.michigan.gov/mde>

Funding & Policy Flexibility

Increase funding allocations and policy flexibility related to personnel budget expenditures.

The Respect, Advancement, and Increasing Support for Educators (RAISE) Act

The Respect, Advancement, and Increasing Support for Educators (RAISE) Act aims to boost salaries and address the teacher wage gap. Key provisions of the act include (1) providing a \$1,000 refundable tax credit to all eligible early and K-12 educators, (2) establishing a sliding scale tax credit of up to \$15,000 for eligible public elementary and secondary educators, (3) creating a sliding scale tax credit of up to \$15,000 for early childhood educators with a bachelor's degree and up to \$10,000 for those with an associate degree of Child Development Associate (CDA) certificate, (4) offering the highest refundable tax credit to educators in the highest-need areas, (5) implementing labor protections to ensure fair use of the tax credit in labor negotiations, (6) increasing the educator tax reduction from \$250 to \$500 to offset school supply purchases, (7) providing at least \$5.2 billion in annual mandatory funding for Title II of the Elementary and Secondary Education Act, supporting educator recruitment, retention, professional development, and class size reduction, and (8) establishing and funding a federal grant program to encourage local educational agencies to raise teacher salaries and enhance programs that strengthen, retain, and diversify the educator workforce.

https://assets.noviams.com/novi-file-uploads/aaspa/RAISE_Act_of_2022.pdf;

<https://www.booker.senate.gov/news/press/booker-re-introduces-legislation-to-boost-teacher-compensation-by-up-to-15000>;

[https://www.aaspa.org/raise-act#:~:text=Act%20of%202022-,The%20Respect%2C%20Advancement%2C%20and%20Increasing%20Support%20for%20Educators%20\(RAISE,quality%20education%20for%20all%20students](https://www.aaspa.org/raise-act#:~:text=Act%20of%202022-,The%20Respect%2C%20Advancement%2C%20and%20Increasing%20Support%20for%20Educators%20(RAISE,quality%20education%20for%20all%20students)

Pay Equity

Monitor systems, structures, and processes to ensure internal and external pay equity.

The District of Columbia Early Childhood Educator Pay Equity Fund

In 2022, the District of Columbia achieved a significant milestone by becoming the first jurisdiction in the US to use dedicated public funds to supplement the salaries of early childhood educators. This initiative, known as the Early Childhood Educator Pay Equity Fund (or 'Pay Equity Fund'), builds upon previous innovations in universal preschool and early childhood development. The primary goal of the Pay Equity Fund is to bridge the wage gap between educators working in licensed childcare facilities and those in DC Public Schools (DCPS). By enhancing the compensation of over 3,000 eligible early childhood educators in around 480 licensed facilities serving over 26,000 children, the Fund aims to achieve pay parity. The progression of the Pay Equity Fund also offers a platform for research and evaluation, supporting fund administrators, childcare directors, educators, and similar efforts in other states

and municipalities seeking sustainable solutions to address wage disparities in early childhood education.

<https://under3dc.org/2022-pay-equity-fund/>

Incentives for Education Careers

Offer incentives to individuals working in education (e.g., student loan forgiveness, tax incentives, housing assistance, and other perks).

Nebraska Department of Education

The Nebraska Department of Education's Attracting Excellence to Teaching Program (AETP) offers forgivable loans to individuals pursuing their first teaching certification within the state. A similar initiative, the Enhancing Excellence in Teaching Program, extends forgivable loans to Nebraska teachers pursuing graduate programs within the

state. <https://www.education.ne.gov/educatorprep/loan-forgiveness-program/>;

<https://www.education.ne.gov/>

Shift 4: Strengthen educators' sense of purpose, belonging, and connection.

Meaningful Work

Help educators feel like they are part of something bigger than themselves.

Who Taught You

"Who Taught You" is a movement addressing the educator shortage and the need for investment and policy changes in the education system. The campaign aims to increase respect, recognition, and compensation for educators by collecting and sharing stories from people with large public platforms (e.g., celebrities, athletes, business leaders, and policymakers) about the impact of teachers. The goal is to shift the narrative and generate a supportive conversation that highlights educators' role in shaping children and safeguarding democracy, ultimately rejuvenating their sense of visibility and purpose.

<https://www.whotaughtyou.org/>

Michigan Department of Education

#proudMeducator is an initiative by the Michigan Department of Education to recognize, uplift, and celebrate exceptional educators in the state. The campaign employs multimedia to showcase outstanding teachers, fostering a sense of community and bolstering efforts to retain educators. The campaign's objective is to enhance the overall perception of the teaching profession, thereby attracting and retaining high-quality educators. By demonstrating respect and appreciation for teachers' contributions through the campaign, it aims to address the issue of low teacher retention. The initiative calls upon students, parents, educators, communities, and stakeholders to unite in acknowledging and highlighting the unsung heroes in Michigan's schools, ultimately creating a positive narrative around the teaching profession.

<https://www.michigan.gov/mde/services/ed-serv/educator-retention-supports/recognition-programs/proudmeducator>

Autonomy

Maximize educator voice and choice.

Nebraska Department of Education

Supporting Educator Effectiveness through Development (S.E.E.D.) is a comprehensive strategy aimed at ensuring quality educators for all students by enhancing teacher and principal effectiveness across the state. S.E.E.D. serves as the foundation for the paradigm shift from top-down compliance to a system of support and development of the "whole teacher" and the "whole principal", which impacts a school's ability to support the "whole child". The S.E.E.D. approach is built upon Nebraska's Teacher and Principal Performance Standards. To implement this approach, the S.E.E.D. team has developed rubrics that align with these standards. These rubrics are based on the notion that educator effectiveness is achieved by fostering individual growth and development within one's own context and abilities, rather than relying on evaluative judgments. The strategy promotes educator ownership of their growth, allowing for voice, choice, and empowerment in their development journey.

<https://www.education.ne.gov/educatoreffectiveness/supporting-educator-effectiveness-through-development-s-e-e-d/>; <https://www.education.ne.gov/>

Diversity, Equity, & Inclusion (DEI)

Build a welcoming workplace culture that values diversity, equity, and inclusion.

Poudre School District

The Poudre School District (Fort Collins, CO) has established affinity groups called Employee Affinity Groups (EAGs) that are led and organized by employees. These groups are created based on shared interests, backgrounds, identities, and connections. The purpose of these groups is to provide a supportive community where staff can express themselves authentically. By participating in these groups, PSD staff contribute to creating a positive work environment that aligns with the district's values, mission, and commitment to equity, diversity, and inclusion. Currently, the district hosts EAGs for the Black, Indigenous, and People of Color (BIPOC) community, as well as for the LGBTQIA+ community.

<https://www.psdschools.org/programs-services/language-culture-equity/employee-affinity-groups>
; <https://www.psdschools.org/>

Community Building

Provide opportunities for educators to build supportive social relationships (e.g., professional networks, employee resource groups).

Putnam County School District

The Putnam County School District (Palatka, FL) operates a Novice Teacher Mentor Program that aids new teachers in their first three years to become effective educators. The program emphasizes both retaining and recruiting novice teachers. It utilizes four full-time district mentors who offer personalized assistance based on each teacher's requirements and experience level. This encompasses various areas such as instructional strategies, lesson planning, classroom management, and small group teaching. The program's success is reflected in its outstanding novice teacher retention rates, which have risen from 65% in previous years to 89% - 93% over the past five years. This progress is attributed to ongoing evaluation, leadership support from the Superintendent, and positive community partnerships that foster a supportive and welcoming environment for teachers.

<https://www.putnamschools.org/article/787918>; <https://www.putnamschools.org/article/400486>;
<https://www.putnamschools.org/>

Shift 5: Deliver exceptional employment experiences.

Customer Service

Treat employees like customers in the workplace.

Topeka Public Schools

Tiffany Anderson, superintendent of Topeka Public Schools (Topeka, KS), maintains a practice of reaching out to the district's 3,000 teachers and staff monthly to inquire if anyone requires time off for professional growth or personal well-being. The district has designated spaces for self-care within schools and offices, featuring dim lighting and opportunities for personal time or stress relief through exercise equipment. Notably, colleagues in the central office often handle the tasks of those taking time off, including classroom teaching. Additionally, the district awards one staff member a paid day off twice a year as recognition for “uplifting” others.

<https://districtadministration.com/creating-a-quality-employee-experience/>;

<https://www.topekapublicschools.net/>

Work-Life Integration

Promote work-life balance through flexibility and support for all employees.

West Grand School District

The West Grand School District (Kremmling, CO) provides an early childcare center for its employees, a strategy adopted by some rural districts to enhance teacher recruitment and retention amid rising housing costs and limited local daycare options. The childcare center was established through a state grant aimed at retaining teachers. Additional funding was secured through collaboration with the local early childhood council and a nearby health center, both of which faced similar childcare challenges. By having the childcare center on the elementary and middle school campus, district employees are spared the commute to a separate childcare facility. Teachers also receive a 25% discount for the service.

<https://coloradosun.com/2021/08/26/rural-schools-child-care-teachers/>;

<https://www.wgsd.us/en-US/west-grand-early-childhood-center-73818229>;

<https://www.wgsd.us/en-US>

Arkansas Teaching Corp & edwell

The Arkansas Teaching Corp (ATC; a partnership between the University of Arkansas and Arkansas Department of Education) received grant funding to offer personalized wellness coaching to ATC fellows and staff through a partnership with the non-profit organization, edwell. The coaching involved one-on-one 50-minute sessions conducted over Zoom, led by edwell coaches who are experienced educators and trained wellness experts. Participants could select from over 60 coaches based on their preferences and needs, discussing topics ranging from work and personal life to emotions and stress.

<https://edwell.org/>; <https://www.arkansasteacher corps.org/>;

<https://www.arkansasteacher corps.org/atc-receives-205k-grant-for-fellow-support/>

Data-Driven Improvements

Look across the entire candidate and employee journey to uncover and address causes of attrition.

Jefferson County Public Schools

Jefferson County Public Schools (JCPS) prioritizes teacher retention by equipping principals with engagement data and leadership coaching, fostering a supportive school environment. The district administers a research-based survey biannually, involving staff from 152 schools. Post-survey, experienced coaches collaborate with principals and department leaders to interpret the data and devise targeted action plans for boosting employee satisfaction and retention. This data-driven approach enhances the district's support for staff and aligns with their commitment to a positive culture and climate. Notable outcomes include increased teacher retention and improved engagement scores district-wide, demonstrating the tangible impact of this approach.

<https://www.jefferson.kyschools.us/departments/communications/monday-memo/jcps-tackles-teacher-retention-multi-faceted-whole-person>; <https://www.jefferson.kyschools.us/>

Employee Value Proposition (EVP)

Develop and deliver on your employee value proposition. Monitor and address gaps between expectations and experiences.

North Carolina State University

In Summer 2023, North Carolina (NC) State University HR professionals were tasked with integrating the University's employee value proposition (EVP) – a statement of an organization's set of offerings, benefits, and competitive advantages provided to employees – into recruitment strategies across colleges and divisions. NC State's EVP boasts a dedicated workforce focused on addressing global issues, fostering a diverse and vibrant community, providing continuous career development and learning opportunities for employees, and ensuring access to resources that promote employee health and well-being.

[https://news.hr.ncsu.edu/2023/07/nc-state-creates-evp-to-help-recruit-new-staff-faculty/#:~:text=A%20workforce%20that%20is%20passionate,%20health%20and%20well%2Dbeing](https://news.hr.ncsu.edu/2023/07/nc-state-creates-evp-to-help-recruit-new-staff-faculty/#:~:text=A%20workforce%20that%20is%20passionate,%20health%20and%20well%2Dbeing;);
<https://news.hr.ncsu.edu/>

Internal Ambassadors for the Profession

Equip employees to be promoters of careers in education.

Papillion La Vista Community Schools

In 2023, Educators Rising, a community-based movement, designated May 2nd as National Signing Day to celebrate high school seniors pursuing careers in education. Papillion La Vista Community Schools (Papillion, NE) organized their own celebration, similar to sports signing days, with seniors sitting at personalized tables on a stage. Invitations were sent through a Google form to graduating seniors and parents in April. The event featured a scripted ceremony with HR administrators as emcees, and attendees included parents, favorite K-12 teachers, principals, and media. Each student's picture was displayed as they signed, along with a bio and quote from their favorite teacher. The positive feedback received, including display of signing day certificates at graduation parties and social media sharing, highlighted the success of the event in supporting students' journey into the teaching profession.

[https://www.plcschools.org/;](https://www.plcschools.org/)

https://www.wowt.com/2023/05/02/papillion-la-vista-students-celebrate-future-teacher-signing-day/?fbclid=IwAR14INpaUixxy_OqaS-g4kZ-JUgPP9_OGdIGd8OKqg-aQ6Rv7-BI-raCRWA_aem_AdI7tgv3mMqggm5Z9YiPvc0MyoCp8uTFymWk5iTN00DmAC1VKIw0JXt6BsoG_cBfCiQ&mibextid=Zxz2cZ#Ijnfydx30bwxexnui5ai