

Interim Study: Best Practices for Teacher Recruitment and Retention

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Retention
Problem:
Many
candidates do
not plan to
remain in
Oklahoma to
teach

Survey of Current OSU Juniors & Seniors in Professional Education Programs (n=223)

- From OK:
 - 39% plan to teach in OK
 - 44% are unsure
 - 17% plan to leave OK to teach
 - 61% of candidates are not committed to staying in OK
- All respondents:
 - 32% plan to teach in OK
 - 43% are unsure
 - 25% plan to leave OK to teach
 - 68% of candidates are not committed to staying in OK

Survey Results: Impact of Pay on Decision of Where to Teach

- Yes – 83%
- No- 17%
 - Of the 17% who said it was not a factor, nearly a third of those noted general concerns on teacher pay in the open comment area of the survey (31% of that group)

Survey Results:
Degree of
Importance of
Teacher Pay in
Decision of
Where to
Teach

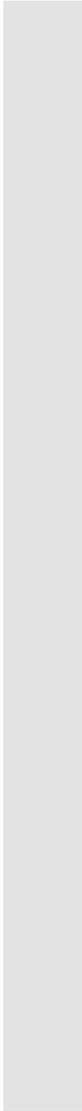
- Very Important (36%)
- Important (50%)
- Not very important (11%)
- Not important (3%)

Research says...

- Nationally, teachers tend to return within 20 miles of their hometown to teach (Boyd et al, 2003).
 - Individuals are twice as likely to teach in region within 5 miles of hometown than one 20 miles or more away, and
 - 4 times as likely to teach in a region within 5 miles than one 40 miles away.
 - Location of their teacher preparation institution has some effect, but less than hometown.
- New teachers prepared in OK are, instead, leaving the state to teach elsewhere, largely because of the low teacher pay rates in OK.

Quotes from teacher candidates

- “Although I am originally from Texas, I would love to stay in Oklahoma; however, due to the teacher pay and the cost of out-of-state tuition, it makes the idea of actually staying in this state very difficult. If there was better pay and more benefits, I would seriously consider staying as I know that Oklahoma really needs teachers.”
- “I am choosing to stay in Oklahoma because the young people of today need excellent teachers who are passionate. The pay is a sacrifice for the bigger picture. However, teachers deserve more than what they are currently being paid.”



How do we best recruit,
train, and retain excellent
teachers?

Debt Reduction Initiatives in Teacher Education

Educational expense matters!

- 30/10 Task Force on Degree Plans (for lower-division undergraduate coursework)
- 2+2 articulations with community colleges in and out of state
 - To streamline degree plans and reduce lost coursework
- Scholarships -- e.g. NOYSE Scholarships
- Funding options
 - TSEIP Funds
 - Federal Loan Forgiveness
 - TEACH Grant - 134 OSU undergraduate and 149 OSU graduate students have taken advantage of this program
 - Exploring options for funding teacher certification expenses (exams, background check, fees)

Initiatives to develop qualified teachers who teach in Oklahoma

- Strong theory and research base in pedagogy
- Training innovative, discerning educators who can create developmentally appropriate, individualized instruction
- Raising Expectations and Support
 - Increased admissions GPA for elementary education majors
 - Professional Dispositions Evaluations and Coaching
 - Strong field and internship experiences and partnerships
 - OSU-Tulsa Public Schools Urban Education Initiative
 - UTPA – Urban Teacher Prep Academy – consortium with OKC Public Schools
 - Ongoing faculty mentorship and collaboration with program completers

Initiatives to develop qualified teachers who teach in Oklahoma

- OSU Teach Program – For mathematics and science majors who are considering in becoming secondary school teachers
 - 50% retention rate of Arts & Sciences math and science majors – meaning half of the students who participate in the first two introductory courses (“Step 1” and “Step 2”) go on to complete a teacher preparation program in education.
- MAT (Master’s of Arts in Teaching) Degree Program at Oklahoma State University
 - Path for rigorously training individuals who want to change careers and become educators
- Exploring innovative ways to develop highly qualified teachers
 - Learning to Teach Conference
 - Olin College meeting – investigating innovative approaches to teaching pedagogy (inquiry, focus on student learning, curriculum choice)

Quotes from Principals

We are preparing excellent educators:

- “OSU does a fantastic job preparing students for the real world of teaching. We are always pleased with OSU graduates.”
- [This new teacher is] “a phenomenal educator who truly cares for her students. She works hard to find innovative ways to engage her learners through activities, technology, and discussions.”
- [This OSU graduate] “is one of the strongest entry year educators that I have ever had the privilege of supervising/mentoring.”

References

- Boyd, D., Lankford, H., & Loeb, S. (2003). *The draw of home: How teachers' preferences for proximity disadvantage urban schools*. Cambridge: National Bureau of Economic Research, Inc.
doi:<http://dx.doi.org/10.3386/w9953>